



# PARENT-STUDENT HANDBOOK



## 2021-2022

*Kearns-Saint Ann School*

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*We Teach the World!*



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## Dear Parents and Students,

Even in these exceptional times we have kept Kearns-St. Ann's students safe, academically challenged and spiritually nourished. Through strict protocols, KSA has remained open for in-school learning, with not a single student-student nor teacher-teacher transmission of COVID-19. Eighty nine percent of our graduating 8th graders were accepted to Judge Memorial High School. Two of our 8th graders earned First Places at the University of Utah Science and Engineering Fair and went on to the National Competition.

KSA's student enrollment grew 28% for the two years prior to Covid-19. New enrollment data for the 2021-22 school year project KSA to return to its pre-COVID level. The KSA Early Childcare Center has now grown to capacity and we added two new rooms for the 2021-22 school year. The students in ECC are continuing into KSA's Pre-K program.

This past year, funds from our benefactors have helped to provide some form of tuition assistance to 89% of our families, and have allowed KSA to hire a counselor, dean of students and marketing specialist. As a National School Lunch Program, we continue to provide high quality, daily hot lunch and breakfast for our students. As a Title I school, we receive the services of a full-time Reading Specialist and our CARES funded COVID Personal Protective Equipment and additional Chromebooks for remote learning

We have received grant monies to provide new roofs on the school building and gym, remodeling of the Early Childcare Center, new HVAC systems, security cameras, computers, upgraded outdoor lighting systems, gates, and exterior painting.

Middle school elective classes were created last year which include Spanish, Web Page Design & Coding, Percussion, Ukulele, Yoga, Art, Healthy Life Styles, Career Exploration, Study Skills and Science Research.

For the 2021-22 school year, KSA is partnering with Arizona State University to provide advanced courses for our seventh and eighth grade students, which will provide our pupils with high school credit, while they are enrolled at KSA.

This success does not come without effort and is a direct result of the generosity of friends, alumni, and family who believe in our 121 years of tradition, mission and values. This support, along with the dedication and conscientiousness of our professional staff, and determination and perseverance of our students is the strong foundation of our every effort to innovate and sustain a culture of success and growth.

Thank you for your incredible support. You hold a special place in our thoughts. Please hold us in your prayers, as we hold you.

*Blessings,*

*Susan Nakaba, Principal*

## FORWARD

The Diocesan Superintendent of Catholic Schools, Mr. Mark Longe, formulates policy, and his office distributes the *Administrative Handbook*, which contains directives for the parochial schools in our diocese. Very often our school policies directly relate to diocesan school policies, and are often written verbatim from the source. In this handbook, whenever Kearns-St. Ann policies relate to the diocesan school policies, the diocesan policy number is referenced; for example, 1200 in the title heading. In addition, pastoral directives promulgated by the Bishop of the Diocese of Salt Lake City, are referenced when appropriate. To access Diocesan Policies, go to <https://www.dioslc.org/catholicschools/diocesan-policy-for-catholic-schools>.

## RIGHT TO AMEND

The principal reserves the right to amend the handbook at any time during the school year. Parents/guardians and students will be given prompt notification of such changes. In any case, the principal and/or pastor have the final recourse in all matters pertaining to the school. The policies contained in this handbook were written to compliment the *Diocesan Policy for Catholic Schools* and the *Pastoral Directives of the Diocese of Salt Lake City*. However, the Diocesan policies and pastoral directives supersede the policies in this handbook. If clarification is necessary, reference may be made to these handbooks ([www.dioslc.org](http://www.dioslc.org)).

Though the intent is to follow the handbook, it may be necessary to deviate from policies to better address specific circumstances or concerns or to attend to matters not specifically covered by the handbook. The diocese reserves its right, at its sole discretion, and from time to time, to rescind, modify, amend and/or supplement this handbook, in whole or in part, at any time. To the extent the policies of the handbook conflict with any provision of the Pastoral Directives of the Diocese of Salt Lake City, the specific provision of the Pastoral Directives shall control unless express reference is made as an exception to the Pastoral Directives.

## CATHOLIC SCHOOL SYSTEM

Kearns-Saint Ann Catholic School is part of the educational ministry of the Bishop of the Diocese. Together, the schools exist as part of a system under the direction of the superintendent of Catholic schools. The Diocesan Catholic School Board acts as an advisory body to the Bishop and the Catholic School Superintendent on all matters concerning Catholic schools.

School administrators work in collaboration with the Superintendent and the Diocesan Catholic School Board to assure the Catholic identity of the schools, implementation of all policies, and the quality of all programs. Within the Catholic School System, each school is site-based, managed according to policies stated in the *Administrative Handbook* and the *Pastoral Directives of the Diocese of Salt Lake City*, and government regulations to the extent they may apply.

## MISSION STATEMENT

*We Teach the World! Kearns-Saint Ann School, as a ministry of Saint Ann Parish and in partnership with families, fosters a deep love of God, academic excellence, and Catholic values.*

## PHILOSOPHY

Kearns-Saint Ann Catholic School promotes academic excellence and Catholic values within a diverse, disciplined environment. We believe in educating each student as a whole person, intellectually, socially, physically, emotionally, and spiritually, through the practice of service, compassion, love, and respect.

We provide an educational environment where lifelong learning is a shared responsibility among students, teachers, administrators, families, and the parish community. Kearns-Saint Ann educators promote: love of God, others, and self.

## ACCREDITATION

Kearns-Saint Ann School is in compliance with the regulations and policies of the Office of Catholic Schools of the Diocese of Salt Lake. These are the regulations and policies published in the *Administrative Handbook* as well as those subsequently be determined by the Superintendent of Schools. Kearns-Saint Ann School is accredited by the Western Catholic Education Association, Northwest Association of Accredited Schools, and the Utah State Department of Education.

# SCHOOLWIDE LEARNING EXPECTATIONS

## Catholic Students (Discipleship):

- Demonstrate knowledge of Catholic teaching
- Participate in spiritual and sacramental Church life
- Serve God and others through the Works of Mercy

## Life-long Learners:

- Demonstrate growth in academic skills through listening, speaking, reading, and writing
- Exhibit critical thinking
- Use technology as an educational tool

## Responsible Citizens:

- Demonstrate respect for self, others, and the environment
- Appreciate the richness of God's diverse creation
- Apply virtues and social skills in daily life

Kearns Saint Ann School School-wide Learning Expectations  
K – 3<sup>rd</sup> Grade Evaluated by: Student / Teacher

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

1 <sup>st</sup> Quarter	3 <sup>rd</sup> Quarter	Catholic Student
☹ ☹ ☹	☹ ☹ ☹	I know my prayers.
☹ ☹ ☹	☹ ☹ ☹	I listen and participate in Mass.
☹ ☹ ☹	☹ ☹ ☹	I show respect for God, other people, myself and property.
<b>Life Long Learner</b>		
☹ ☹ ☹	☹ ☹ ☹	I do my best in class.
☹ ☹ ☹	☹ ☹ ☹	I do my classwork.
☹ ☹ ☹	☹ ☹ ☹	I learn using technology.
<b>Responsible Citizen</b>		
☹ ☹ ☹	☹ ☹ ☹	I use good manners everywhere I go.
☹ ☹ ☹	☹ ☹ ☹	I understand everyone is special in a different way.
☹ ☹ ☹	☹ ☹ ☹	I practice virtues and social skills daily

Key:  
 ☹ - I am doing well  
 ☹ - I do this sometimes  
 ☹ - I could do better

Student Signature \_\_\_\_\_  
 Parent/Guardian Signature \_\_\_\_\_  
 Teacher Signature \_\_\_\_\_

Kearns-Saint Ann School School-wide Learning Expectations  
4<sup>th</sup> – 5<sup>th</sup> grade evaluated by: Student/Teacher

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

1 <sup>st</sup> Quarter	2 <sup>nd</sup> , 3 <sup>rd</sup> Quarters	Catholic Student
		I serve others.
		I respect my classmates and teachers.
		I know the beliefs and traditions of the Catholic Church
		I participate and am reverent at church
		I take responsibility for my actions
		I communicate and reflect about my faith.
<b>Life-Long Learners</b>		
		I demonstrate growth in academic skills.
		I listen and observe well.
		I speak with confidence and poise.
		I read and understand well.
		I write clearly and correctly.
		I use technology as an educational tool.
		I exhibit critical thinking.
		I use good study and organizational skills.
		I review my work for quality and correctness.
<b>Responsible Citizens</b>		
		I demonstrate respect for self and others.
		I respect people even if they are different from me.
		I appreciate the richness of God's diverse creation.
		I apply virtues and social skills in daily life.

Key:  
 4—Advanced Achievement of Goal  
 3—Achieving Goal  
 2—Progressing Toward Goal  
 1—Emerging, Aware of Goal  
 U—Unable to Assess Goal

Parent Signature: \_\_\_\_\_  
 Teacher Signature: \_\_\_\_\_  
 Student Signature: \_\_\_\_\_

Kearns-Saint Ann School School-wide Learning Expectations  
Middle School evaluated by: Student

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

1 <sup>st</sup> Quarter	2 <sup>nd</sup> , 3 <sup>rd</sup> Quarters	Goal
		<b>Catholic Student</b>
		I serve others.
		I respect my classmates and teachers.
		I know the beliefs and traditions of the Catholic Church
		I participate and am reverent at church
		I take responsibility for my actions
		I communicate and reflect about my faith.
<b>Life-Long Learners</b>		
		I demonstrate growth in academic skills.
		I listen and observe well.
		I speak with confidence and poise.
		I read and understand well.
		I write clearly and correctly.
		I use technology as an educational tool.
		I exhibit critical thinking.
		I use good study and organizational skills.
		I review my work for quality and correctness.
<b>Responsible Citizens</b>		
		I demonstrate respect for self and others.
		I respect people even if they are different from me.
		I appreciate the richness of God's diverse creation.
		I apply virtues and social skills in daily life.

4—I have achieved this goal. It is a habit with me.  
 3—I am close to achieving this goal on a regular basis, but occasionally I forget.  
 2—I try to do this goal, but often forget.  
 1—I know that I should do this goal, but haven't started working on it yet, or don't feel it's important to me.

Student Signature: \_\_\_\_\_  
 Parent Signature: \_\_\_\_\_  
 Teacher Signature: \_\_\_\_\_

## **KEARNS-SAINT ANN SCHOOL HISTORY**

Kearns-Saint Ann School is an imposing historical landmark of unique architectural beauty. This two and a half story brick structure was designed by Carl M. Neuhausen, architect for the Cathedral of the Madeleine, and the Thomas Kearns mansion, which now serves the Governor of Utah. The building was constructed in 1899, under the direction of Bishop Lawrence Scanlan, as a refuge for the shelter, training, and education of orphaned or destitute children of the State of Utah. Major funding for the orphanage, operated by the Congregation of the Sisters of the Holy Cross, came from the Senator Thomas and Jennie Kearns family, whose portraits hang in the school's parlor. The Patrick Phelan estate established an endowment for the orphanage. The Sisters of the Holy Cross operated the orphanage, named Kearns St. Ann Orphanage until 1955.

The work of caring for orphans gradually led to the education of students. In 1953, residents of the orphanage were placed in foster homes and the building was renovated to become St. Ann School. Continuing its rich tradition of ministering to youth, the school opened in the fall of 1955, with grades K-4, under the leadership of the Sisters of Charity of the Incarnate Word. Each year thereafter, an additional grade was added, until all eight grades were included in the school by 1959.

In October 1980, the building was placed on the National Register of Historic Places, however a renovation of the school was needed. The project was made possible through contributions from major corporations, parents, parishioners, students, staff members, and friends. In anticipation of the school's restoration in the 1990's, and to symbolize its link with the past, our school was renamed Kearns-Saint Ann School. After undergoing a ten-year renovation and raising five million dollars, the building celebrated its centennial (100 years) in 1999 and the school celebrated its Golden Jubilee in September 2005.

Kearns-Saint Ann School ministers to students Infants through Eighth Grade and serves a diverse student population from varied socio-economic backgrounds. Many of our graduates are in positions of responsibility in the Diocese, in parishes, in Catholic schools, and in a variety of professions, and businesses. The continuing involvement of our graduates and their families, in terms of their time, treasure, and talent, helps us to fulfill our mission and take care of today, as well as prepare for the future.

### **ADMISSION REQUIREMENTS**

At Kearns-Saint Ann School, students applying for Kindergarten will be reviewed and will visit a Kindergarten class. New students, in applying for admission to grades 1-8, will be evaluated for placement and previous and current report cards must be presented. It is understood new students are accepted on a probationary basis. In individual cases, some students may be accepted only after signing a contract detailing academic and behavioral expectations. If probationary students do not perform at acceptable levels both academically and socially, it is understood they may be asked to withdraw.

### **APPOINTMENTS AND MESSAGES**

We encourage conversations regarding your child's growth. To assure there is adequate time to meet with you and promote the smooth operation of the school day, we do request you make an appointment to meet with us. Appointments with the principal may be made by email, by sending a note or by calling the office during the day. Appointments with a teacher may be made by email, by sending a note to the teacher or by telephoning the office. However, since class time is so valuable and important, appointments with teachers can only be scheduled after school. In no way may a teacher be disturbed from his/her primary duties once the school day begins unless the interruption is approved by the principal.

Telephone messages to students during school hours are strongly discouraged. ONLY messages of vital importance will be relayed to students during school hours since it is impossible to deliver messages without disrupting classes. If a parent comes personally to school to deliver a message or to bring something to a student, the parent must come to the school office. Under no circumstances is the parent to go directly to the student's classroom, cafeteria or gymnasium. Students are permitted to use the telephone in the office **only** in cases of need, and then only with permission from a teacher.

## ATTENDANCE/ABSENCE/TARDY

### Attendance

Regular attendance has a direct correlation with learning and achievement. Prompt and regular attendance at school is essential for successful academic growth. Parents are urged, therefore, not to keep their children out of school except for illness or emergencies. Medical, dental, and other such appointments should not be scheduled during school hours unless absolutely necessary.

The school day for grades **K-8** is from **8:00 AM to 3:00 PM Monday through Thursday. Dismissal time on Friday is 12:30 PM.** The school calendar will indicate any other days of early dismissal. Students should not arrive on school grounds **before 7:15 AM.** The Breakfast Program begins at **7:20 AM and ends at 7:50 AM.** Students should leave the school grounds at 3:00 P.M. or at the time of early dismissal.

Students who have not been picked up by **3:15 PM on M - Th or 12:45 PM on Fridays, will be taken to the School Office and parents will be charged \$15 per hour for their care.**

### **School Hours**

Grades K – 8<sup>TH</sup>: 8:00 AM -3:00 PM Monday-Thursday; 8:00 AM -12:30 PM on Fridays

Pre-Kindergarten: 8:00-11:00 AM Monday-Thursday; 8:00-10:00 A.M. on Fridays

Once at school, no student may leave the school grounds without the permission of the principal, office manager, or designee. Students may not shop at local convenience stores before school without parental/guardian supervision. Students who leave the school grounds without permission are subject to suspension and/or expulsion.

### Absence Policy

In order to provide continuity in your child's school day, we urge you to avoid having to take your child out of class before the regular time of dismissal. However, should it become necessary, please send a note to the School Office in the morning stating both the reason for and the time of the student's departure. If the child is to be picked up by someone other than the parent or guardian, this should be specified in the note. The person needs to be listed on the emergency information which is filed in the office.

In every instance, students must be picked up **at the office** by a parent or an authorized representative of the parent and checked out by the office manager or designee. A child is considered absent for half of the school day if he/she arrives after 10:00 AM or leaves school before 1:30 PM.

If a child is absent, a parent is required to fill out the [Absence Form on the school website](#) or call the school office by 9:00 AM. If you want to pick up schoolwork for your ill child at 3:00 P.M. let the office know when you call in the morning. Upon the child's return to school, a written note must be sent to the OFFICE stating the reason for the absence (Diocesan policy). The note must be dated and signed by a parent. Illness or family emergencies are considered excused absences. Vacations are considered unexcused absences.

A student is responsible for school materials covered during his/her absence. However, teachers are not obliged to administer make-up tests to a student unless his/her absence was due to illness or another grave reason. Responsibility rests upon the child to make arrangements with the teacher for the administration of the make-up test at a time convenient to both.

Ordinarily, a report card will not be issued if a student is absent (excused or unexcused) for ten (10) or more days in a given quarter. It is the decision of the principal, after consulting with the teacher, whether a student receives a report card after ten or more absences.

For a student to continue in attendance at Kearns-St. Ann School, the student must:

- Maintain regular attendance (punctual and consistent).
- Reflect effort and motivation to achieve academic progress suitable to his or her capacity.
- Follow the behavior standards of the school.
- Reflect maturity in social behavior appropriate to his or her age.

The parent/guardian must:

- Be current with all tuition and other payments as they accrue (unless alternative payment schedules have been agreed to and approved by the school principal and accountant)
- Be supportive of the school's mission and philosophy.
- Cooperate with teachers and administration.
- Complete 25 Parent Service Hours (unfulfilled Parent Service Hours will be billed at \$10 per hour)

### **Tardy Policy**

Being on time to school is important for it allows each student to get off to a good start each day, an important value not only for school, but for life as well. In addition, entering the classroom after school has begun is disruptive to the entire class and interferes with the teacher's lessons.

A child is tardy when he/she arrives after 8:00 AM. Students who come after 8:00 AM. must be admitted through the front school office, and will be marked tardy. Please do not bring a student to the front entrance until after 8:10 AM. **If a student arrives after 8:30 AM, the parent must escort the child to the office to sign them in.** A student coming late for classes is expected to bring a written explanation from the parent or guardian to the school office. A student will not be admitted to the classroom without a tardy slip from the office. The school office manager will call the parents of all students not reporting to school, unless their parents have notified us.

After 8 tardies in one quarter, a letter will accompany the report card notifying the parent of excessive tardies. A meeting with the principal may be required.

## **ATHLETICS**

Many Kearns St. Ann students are involved in school-related athletic and social programs and activities.

The privilege of participating in these programs is conditioned upon a student:

1. Maintaining grades throughout the period of participation (not just at the end of the term or semester). This means-

- a. The student maintains a 2.5 Grade Point Average, in grades 6 – 8
- b. No D's or F's in the six core subjects in grades 4 and 5

2. A grade of B or higher (S in primary grades) in both Conduct and Effort (no orange or red cards).

The Principal and Athletic Director will monitor students to ensure they are maintaining the minimum required grades. Any behavioral infractions by a student, parent or an individual related to a student or other person invited by a student to witness such events, may result in disciplinary action, which includes, but is not limited to: suspension from practices and games, suspension and/or permanent dismissal from team(s), and/or permanent dismissal from Kearns St. Ann School.

## AWARDS

Every two months, students are recognized for their achievement in various areas. Presentations are made to eligible students, usually in the form of ribbons or certificates.

## CELL PHONES

Cell phones and all personal electronic devices are discouraged on our school campus. Teachers will collect cell phones and other electronic devices brought into classes at the beginning of the day and store them until classes are concluded at the end of the day. Use of cell phones and personal electronic devices by students is prohibited from the time a student arrives in the morning on school grounds, during recess, lunch time, other breaks, and any period of extended care. Students may use cell phones at 3:15 PM to call parents if they are still waiting for a ride. Apple or smartphone watches are not allowed.

If a student uses a cell phone or other electronic device in an unauthorized manner, the cell phone or other electronic device will be put in the school safe overnight and the student will receive an orange card for not following school rules. The cell phone or electronic device may be retrieved the following day **by a parent only**. A second unauthorized use of a cell phone or electronic device will result in an automatic detention and the parent must talk with the Principal before the phone or electronic device will be returned. Kearns-St. Ann School and its employees assume no liability or responsibility for cell phones or any electronic devices brought onto campus by students, parents or guardians.

## CHANGE OF ADDRESS/PHONE

Parents are to report any change of residence or phone numbers to the office as soon as possible. Changes in parental custody or guardianship, with legal documentation, are also to be updated so appropriate changes can be made regarding emergency medical release information.

## CLASS REPRESENTATIVES (ROOM PARENTS)

Each grade should have one or more dependable parent who will help with various activities during the school year. Room parents are members of the Home & School Association Board, which meets regularly to coordinate activities and to provide input about a variety of topics. Responsibilities of room parents include, but are not limited to: attending HSA Board meetings, providing hospitality for various events, recruiting parent volunteers from their grade for field trips, HSA activities, and any projects needed by the teacher.

## GENERAL CURRICULUM

The distinctive purpose of Catholic schools is to create a Christian educational community where human culture and knowledge, enlightened and enlivened by faith, are shared among teachers, staff, parents and students. Kearns-St. Ann School organizes its curriculum to achieve this purpose. Students are provided opportunities in the following areas:

### **Religious/Moral:**

- Instruction in the beliefs and traditions of the Catholic Church. Participation in prayer and worship.
- Knowledge of the person and message of Christ and an understanding of His Church.
- Development of moral and spiritual values, ethical standards of conduct and basic integrity.
- Personal interaction respects the rights of individuals and groups, nations, races and cultures.

### **Intellectual:**

- Instruction in the core subjects of religion, English Language Arts, mathematics, science and social studies. Instruction in physical education, art, music, technology, and Spanish.

- Development of critical thinking and problem-solving skills, independent reasoning, personal responsibility for intellectual development and ongoing self-evaluation.
- Expectation of quality work and striving for excellence.
- A variety of learning strategies and life skills.
- Integrated knowledge and applying multi-disciplinary approaches to solving problems.
- Variety of communication forms and oral and written skills; second language exposure

### **Aesthetic/Cultural:**

- Experiences can develop a sense of wonder and an appreciation for beauty and the arts.
- Access to humanity's accumulated culture and knowledge.
- Education and experiences emphasize the heritage, responsibilities and privileges of American and world citizenship.

### **Physical/Emotional/Social:**

- Development and preservation of spiritual, physical and mental health.
  - Acquisition of skills for dealing constructively with the tensions inherent in change and adaptation.
  - Development of interpersonal skills and conflict management, and a sense of responsibility for oneself and for our local and world community.
  - Development of a sense of responsibility for worldwide social justice.
- The five core subjects for every grade are Religion, Mathematics, English Language Arts, Science and Social Studies.

We are in compliance with the [Diocesan curriculum](#) and the [core curriculum of the State of Utah](#).

Religious instruction is central to the program of studies, which is designed not only to present a well-organized exposition of subject matter, but also to bring each student to a personal experience of his/her faith and a deeper knowledge of and love for Jesus Christ. We accomplish this through daily prayer, twice-monthly liturgies, prayer services, and opportunities for the Sacrament of Penance, and special observances of the Church year.

The teaching of Christian doctrine promotes the building of community through service to God, the Church, and neighbors. The spiritual life of the students is and must be a paramount concern to our pastor, principal, faculty, and school parents. Since parents are the primary teachers of their children, the efforts of students and staff should be supported at home by family prayer and Sunday worship, without which the spiritual life of the student is diminished.

The students in second grade may receive the Sacraments of First Reconciliation and First Holy Communion. The student must be baptized and the certificate on file in the school office. The parents or guardians must attend the preparation sessions made available.

The students in the eighth grade may receive the Sacrament of Confirmation. The student must have received the sacraments of Baptism, Penance, and First Communion. The parents or guardians must attend the preparation sessions made available.

### **Preschool/Pre-K:**

The Preschool/Pre-Kindergarten Program is designed to provide early childhood education for three, four, or five-year-old children at Kearns-Saint Ann School. Half-day classes are available on days in which school is in session. Children attend the Pre-K program five days per week, preschool students attend three or five days per week.

### **Primary Grades K-3:**

In Grades K-3 Religion classes are taught every day. The primary grades place great emphasis on Reading, English and Mathematics. Reading and Writing skills are developed and expanded through a Language Arts Program of studies in English, Phonics, Creative Writing, Handwriting, Spelling, and Library Skills.

Mathematics is presented in a manner designed to develop skills in mathematical knowledge, reasoning and creative problem solving. Other subjects (e.g., Art, Music, Physical Education, and Technology) are presented in ways which contribute to the social aspects of the child’s growth in the early years of development and education.

### **Intermediate Grades 4 and 5:**

The curriculum of the intermediate grades includes courses in Religion, Reading, English, Mathematics, Spelling, Handwriting, Science, and Social Studies. Other subjects include Library, Art, Computer, Music, Physical Education., and Second Language (5<sup>th</sup> only). Emphasis is placed on developing self-reliance, study-skills and acceptance of responsibilities.

### **Middle School Grades 6, 7, 8:**

The curriculum in the Middle School grades is departmentalized for the basic content areas of English Language Arts, Religion, Mathematics, Social Studies, Science, and Health. Middle school students continue to have instruction in Music, Art, Physical Education, and Technology.

## **COURT DOCUMENTS AND ORDERS**

Parents/guardians and persons affected by Court Orders regarding the custody and visitation rights of Kearns-Saint Ann students and/or their education must provide the School each fall with current, certified copies of such Court Orders (e.g., Divorce Decree, Decree Modification Order, Visitation Order, etc.), which limit, restrict or otherwise describe or set forth said parent’s/guardian’s/affected person’s right of access to or contact with a child or children and/or communication with a child’s teacher, the school principal or other personnel. Kearns-Saint Ann School will strive to strictly abide by such orders or decrees and will urge parents and others affected by such orders and decrees to do the same. When and if the school has been properly notified of such orders or decrees, non-compliance therewith by any person will be reported by the school to the appropriate parent or other person or entity designated in the Order or Decree to receive notice of non-compliance. Any changes to an Order or Decree must be reported to Kearns-Saint Ann and a certified copy of the change order must be provided to the School. Kearns-Saint Ann School will not be responsible for abiding or complying with any changes to Decrees and/or other Order affecting the custody, visitation rights or education of students until and unless properly notified as set forth herein.

## **CHILD ABUSE REPORTING**

If a school employee **has reason to believe** a child may have been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonable result in such, the employee is required by Utah law to immediately make a report to DCFS and to notify the school’s administrator.

## **DAILY SCHOOL SCHEDULE**

7:00 - 7:45 AM	Breakfast Program
7:45 AM	No student should arrive prior to 7:45 A.M. unless part of the breakfast program. Students are to go directly to the GYM <b>when dropped off in the morning.</b>
8:00 – 8:10 AM	Morning Assembly: <i><u>SOCIALLY DISTANCED IN THE GYM</u> Prayer of the day; Announcements of the day; Pledge of Allegiance</i>
11:40 – 12:15	LUNCH GRADES K – 4 <sup>TH</sup>
12:30 – 1:05	LUNCH GRADES 5 <sup>TH</sup> – 8 <sup>TH</sup>
2:50 PM	BLUE GROUP DISSMISSAL
2:55 PM	GOLD GROUP DISMISSAL

Students who have not been picked up by 3:15 P.M. on M - Th or 12:45 P.M. on Fridays, will be taken to the SCHOOL OFFICE and parents will be charged \$15 per hour for their care. All students participating in sports must attend practice at **their scheduled times**. Parents are responsible for picking up siblings/ or students by 3:15 P.M. even if they have practice at a later time (meaning siblings/ or students who are scheduled for later practice times cannot wait in school gym or in or around school grounds).

3:00 - 6:00 PM *PROMISE* After School Program (separate sign-up required)

### **Kearns-St. Ann School Behavior Policy**

*Expectations for student learning and behavior are posted throughout the school. They are divided into three categories:*

1. Catholic Students & Discipleship
  - a. Demonstrate knowledge of Catholic teaching
  - b. Participate in spiritual and sacramental church life
  - c. Serve God and others through the works of mercy.
2. Lifelong Learners & Academics
  - a. Demonstrate growth in academic skills through listening, speaking, reading, and writing
  - b. Exhibit critical thinking
  - c. Use technology as an educational tool
3. Responsible Citizenship
  - a. Demonstrate respect for self, others, and the environment
  - b. Appreciate the richness of God's diverse creation
  - c. Apply virtues and social skills in daily life.

*To support these expectations, student behaviors are divided and recorded by color categories which indicate the type or severity of the behavior. Outstanding behaviors are green, and, rule-breaking of minor to serious infractions, yellow, orange, and red. A behavior will advance to the next most serious color category if repeated a number of times. For example, a behavior categorized as yellow will be considered orange if the behavior continues after warnings.*

#### **GREEN**

*Green behaviors are acts which demonstrate the development of a student's exceptional character. They include perfect attendance during the quarter, encouraging or tutoring other students, or reaching personal goals made with their teacher(s).*

**The teacher will record the behavior in the Bloomz app, and note the specific details of the observation.**

**Each teacher will have their own reinforcement system in their classroom, including "treasure boxes", to motivate students to strive toward their best self.**

#### **YELLOW**

*Examples of yellow behaviors include being unprepared for class, tardiness, talking out of turn, speaking unkindly, excessive noise inside the school, etc. All yellow behaviors will be effectively "dismissed" (no longer counting toward orange status) after 2 weeks without incident, but will remain visible on the student's record. This period can be shortened if the student displays exceptional behavior.*

**The teacher will perform the following procedure:**

Give one verbal warning.

**If the behavior continues, the teacher will**

1. Report the behavior in the Bloomz app. (For lower grades, this also means a card move.)
2. Give the student a behavior reflection form.
3. The form must be completed by the end of class. If it is not, the student will complete the form in the office.
4. The form must be signed by parents by the following school day. If it is not signed, the teacher will contact the parent to check in about the child's behavior.

**If the behavior continues a third time, the teacher will**

1. Report the behavior in the Bloomz app (Counselor to be flagged)
2. Make note in the Bloomz app of any privileges to be revoked. These privileges should be tailored to the students, and may include:
  - Suspension from an elective or extracurricular activity for a period of time with no option to make up credit
  - Suspension from Promise After School care
  - Other activity chosen by teacher
3. Give the student a behavior reflection form.
4. The form must be completed by the end of class. If it is not, the student will complete the form in the office.
5. The form must be signed by parents by the following school day. If it is not signed, the teacher will contact the parent to check in about the child’s behavior.

GREEN	YELLOW
<b>DISCIPLESHIP</b> <input type="checkbox"/> Encouraging other students <input type="checkbox"/> Reaching personal goals made with the teacher <input type="checkbox"/> Helping or tutoring others (when appropriate) <input type="checkbox"/> Showing outstanding sportsmanship  <b>OTHER</b> <input type="checkbox"/> Above and beyond best effort <input type="checkbox"/> Other/teacher choice	<b>LIFELONG LEARNING</b> <input type="checkbox"/> Unprepared for class <input type="checkbox"/> Tardy <input type="checkbox"/> Not participating  <b>CITIZENSHIP</b> <input type="checkbox"/> Talking out of turn <input type="checkbox"/> Excessive noise <input type="checkbox"/> Uniform infraction <input type="checkbox"/> Wandering the classroom <input type="checkbox"/> Careless with school supplies <input type="checkbox"/> Throwing anything inside the school <input type="checkbox"/> Chewing gum  <b>DISCIPLESHIP</b>
<b>LIFELONG LEARNING</b> <input type="checkbox"/> Perfect attendance during the quarter <input type="checkbox"/> No missed assignments during the quarter  <b>CITIZENSHIP</b> <input type="checkbox"/> Outstanding direction following <input type="checkbox"/> Doing classroom care without being asked	<input type="checkbox"/> Poor sportsmanship <input type="checkbox"/> Showing off/distracting others <input type="checkbox"/> Arguing with a teacher <input type="checkbox"/> Teasing <input type="checkbox"/> Rude language/gestures <input type="checkbox"/> "Shut up" <input type="checkbox"/> Calling someone dumb or stupid <input type="checkbox"/> Whining <input type="checkbox"/> Bathroom-talk <input type="checkbox"/> Unkind words

**ORANGE**

*Behaviors in the orange category include defying or arguing with a teacher/staff member, horseplay, PDA, etc. These consequences may also apply to yellow behaviors that have repeated a number of times. All orange (and repeated yellow) behaviors will be effectively “dismissed” (no longer counting toward red status) after six weeks without incident, but will remain on the student’s record. This period can be shortened if the student displays exceptional behavior.*

**The teacher and administration will follow this procedure:**

1. Record the incident in the Bloomz app. (Counselor will be flagged)
2. Give the student a behavior reflection form.
3. The form must be completed by the end of class. If it is not, the student will complete the form in the office.
4. The form must be signed by parents by the following school day. If it is not signed, the teacher will contact the parent to check in about the child’s behavior.
5. Make note in the Bloomz app of any privileges to be revoked. These privileges should be tailored to the students, and may include:
  - Suspension from an elective or extracurricular activity for a period of time with no option to make up credit
  - Suspension from Promise After School care
  - Other activity chosen by teacher

6. Contact parent/guardian to discuss behavior, interventions, and consequences.
7. Assign lunch detention.
  - Student must complete work assigned in detention
  - If the student does not complete their work in detention, they will face 1-day in-school suspension.

**If the behavior continues, the teacher will**

1. Record the incident in the Bloomz app. (Counselor will be flagged)
2. Give the student a behavior reflection form.
  - The form must be completed by the end of class. If it is not, the student will complete the form in the office.
  - The form must be signed by parents by the following school day. If it is not signed, the teacher will contact the parent to check in about the child's behavior.
3. Make note in the Bloomz app of any privileges to be revoked or further suspended. These privileges should be tailored to the students, and may include:
  - Suspension from an elective or extracurricular activity for a period of time with no option to make up credit
  - Suspension from Promise After School care
  - Other activity chosen by teacher
4. Assign in-school suspension for two days AND Saturday detention
5. Hold a mandatory parent meeting with the classroom teacher, dean, the principal, and any other involved staff/faculty.
  - A behavior contract will be drawn up and signed by parent, student, and administration. Failure to meet contract expectations will result in out-of-school suspension for one day.
  - If the parent proves unreachable or does not agree to meet, the student will be held in in-school suspension until the meeting.

**RED**

*Behaviors in the red category are considered extremely serious, up to and including physical/verbal assault, physical/verbal threats, possession of a weapon/explosives, stealing, etc. They may also be orange behaviors that have repeated a number of times.*

**The teacher and administration will follow this procedure:**

1. Record the incident in the Bloomz app. (Counselor will be flagged)
2. Send the student to the office with a behavior reflection form to be completed in the office.
3. Make note in the Bloomz app of any privileges to be revoked or further suspended. These privileges should be tailored to the students, and may include:
  - Suspension from an elective or extracurricular activity for a period of time with no option to make up credit
  - Suspension from Promise After School care
  - Other activity chosen by teacher
4. Administration will contact the parent/guardian, informing them of the incident and have them pick up their child.
5. The student will be suspended out of school for one or more days, depending on the severity of the incident.
6. Hold a mandatory parent meeting with the classroom teacher, dean, the principal, and any other involved staff/faculty.
  - A behavior contract will be drawn up and signed by parent, student, and administration.
  - If the parent proves unreachable or does not agree to meet, the student will continue to be suspended out of school until the meeting.

**If the behaviors continue after the student's second out-of-school suspension, the student will be expelled.**

## ORANGE

- Yellow - third offense

### CITIZENSHIP

- Horseplay
- PDA, full-body contact, or other physical touch inappropriate for school
- Mistreating or careless use of school property

### LIFELONG LEARNING

- Off-task on Chromebook/computers
- Defying or arguing with a teacher/staff member

### DISCIPLESHIP

- Disrespect/irreverence during prayer or Mass.
- Explicit/offensive language

## RED

- Orange, second offense

### Citizenship

- Physical/verbal threats/intimidation
- Possession of a weapon/explosives
- Stealing
- Possession/use of tobacco, alcohol, or drugs
- Bullying, cyberbullying, or harassment

### Lifelong Learning

- Forging signatures
- Leaving class without permission
- Using computers/Chromebooks for explicit or offensive content

# Comprehensive Behavior Policy

Kearns-St. Ann School



## Yellow

### First Time

Verbal Warning

# of warnings depends on grade level

### Second Time

Record in Bloomz: "Yellow - \_\_\_\_"

Behavior reflection form

### Third Time

Record in Bloomz: "Orange - 3rd Yellow"

- Take away appropriate privilege(s)
- Behavior reflection form

## Orange

### First Time

Record in Bloomz: "Orange - \_\_\_\_"

- DETENTION - lunch
- PARENT CONTACT
- Take away appropriate privilege(s)
- Behavior reflection form

### Second Time

Record in Bloomz: "Red - 2nd Orange"

- SUSPENSION - in school (1+ days)
- DETENTION - Saturday
- PARENT MEETING w/ principal and teacher(s)
- BEHAVIOR CONTRACT
- Suspension from after school/sports
- Behavior reflection form

## Red

### First & Second Time

Record in Bloomz: "Red - \_\_\_\_"

- PARENT PICKUP
- SUSPENSION - out of school (2+ days)
- DETENTION - Saturday
- PARENT MEETING w/ principal and teacher(s)
- BEHAVIOR CONTRACT
- Suspension from after school/sports
- Behavior reflection form

### THIRD TIME

Record in Bloomz: "Red - \_\_\_\_"

EXPULSION FROM SCHOOL

## KSA UNIFORM & DRESS CODE POLICY

At Kearns-Saint Ann School students shall be dressed appropriately at all times. They are required to be in complete uniform every day with the exceptions of special occasions. Please ensure your child maintains a neat, clean and well-groomed appearance. If, for any reason, your child is not wearing the school uniform, please send a written explanation to the teacher. The dress code will be enforced during school hours and while on school property and may be enforced for any school sponsored or school related event. Interpretation of the dress code will be at the discretion of the principal.

**When required, facemasks are part of the school uniform.**

### GIRL'S UNIFORM

**Grades K-4: Girls need one jumper for Dress occasions (including Mass).**

- Plaid jumper from Dennis Uniform (**no skorts or skirts**): Jumper can be no shorter than 1” above the knee. **Please note: FOURTH GRADE GIRLS MAY WEAR THE SKIRT.**
- White or light blue shirt, long or short-sleeved
- Navy slacks, or walking shorts
- Plain white, navy or black socks, tights or leggings.
- Navy crew-necked sweatshirt with KSA logo (purchase at school, must be worn over uniform shirt)
- Navy cardigan, navy pullover sweater, or navy vest with KSA logo (must be worn over uniform shirt)
- **Hooded sweatshirts (“hoodies”)** with KSA logo (purchase through school, must be worn over uniform shirt – hood must be kept down in school buildings)

**Grades 5-8: Girls need at least one skirt for Dress occasions (including Mass).**

- Plaid skirt from Dennis Uniform (**no skorts**): skirts can be no shorter than 1” above the knee.
- White or light blue shirt, long or short-sleeved
- Navy slacks, or walking shorts
- Plain white, navy or black socks, tights or leggings.
- Navy crew-necked sweatshirt with KSA logo (purchase at school, must be worn over uniform shirt)
- Navy cardigan, navy pullover sweater, or navy vest with KSA logo (must be worn over uniform shirt)
- **Hooded sweatshirts (“hoodies”)** with KSA logo (purchase through school, must be worn over uniform shirt – hood must be kept down in school buildings)

### BOY'S UNIFORM Grades K-8:

- White or light blue shirt, long or short-sleeved
- Navy slacks, or walking shorts
- Plain white, navy or black socks.
- Navy crew-necked sweatshirt with KSA logo (purchase at school, must be worn over uniform shirt)
- Navy cardigan, navy pullover sweater, or navy vest with KSA logo (must be worn over uniform shirt)
- **Hooded sweatshirts (“hoodies”)** with KSA logo (purchase through school, must be worn over uniform shirt – hood must be kept down in school buildings)

All items available at Dennis Uniform which have the Kearns-Saint Ann School Logo are approved.

3560 Main St, Salt Lake City, UT 84115

801-287-9200

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

### **BOYS**

Hair must be neat and well-trimmed on the sides and back. Hair is to be a natural color. Mohawks, faux-hawks, pony-tails or designs cut into hair and eyebrows are NOT allowed. Sideburns should be neatly trimmed and may extend only to the bottom of the ear. Earrings are limited to one post of conservative size and style PER EAR. Facial piercings are NOT allowed. No dangling earrings or excessive jewelry allowed. Extremes of any kind are not permitted.

## GIRLS

Hairstyle must be worn in a neat and tasteful manner. Hair is to be a natural color. Earrings are limited to one post of conservative size and style PER EAR. Facial piercings are NOT allowed. No dangling earrings or excessive jewelry allowed. Only eighth graders may wear tasteful and inconspicuous makeup, no false eyelashes. Long fingernails and colored nails are NOT permitted. Extremes of any kind are not permitted.

### SHOES for all students

The following shoes are **NOT** allowed: platform shoes, shoes with heels higher than 2 in., sandals or open toed shoes, clogs or shoes with wheels.

### PHYSICAL EDUCATION (PE) UNIFORMS

Students in Grades 4<sup>th</sup> – 8<sup>th</sup> grade are to bring their PE uniforms to school to be changed into on days they have PE. PE uniforms are purchased at the school. A two-week grace period will be allowed for PE uniforms from when a student starts school.

### DROP OFF AND PICK UP

In order to ensure the safety of our students: ALL children must be dropped off and picked up from the church parking lot, not from any other area. Enter the parking lot from 500 East. There are two lanes, which exit in different directions. Please do not change lanes once you have entered the parking lot. For the safety of the children, PLEASE remain in your vehicle. When your vehicle is first in line, your children will be excused, by their teachers, from the grassy area. Students who walk home, or use the bus, MUST cross the parking lot using the marked crosswalks. For safety purposes due to COVID-19, we have a staggered dismissal schedule as shown in the following table:

Monday-Thursday Dismissal		Friday Dismissal	
BLUE	2:50 PM	BLUE	12:20 PM
GOLD	2:55 PM	GOLD	12:25 PM

### EMERGENCY INFORMATION

At Kearns-Saint Ann School, if your emergency information changes for some reason during the year contact the office in order to update your student's records. You can also submit your information via the "[Contact the Office](#)" online form.

All children who become ill during the day should report to the school office. If the condition warrants the child be sent home, parents/guardians or those listed in the emergency information will be notified. It is their responsibility to see arrangements are made for the child to get home promptly and safely. For safety reasons, it is required all students be signed out before being removed from the school building.

### EMERGENCY PROCEDURES

Kearns St. Ann School has in place emergency procedures for fire, earthquake, intruder alert, and bomb threat. All of these procedures are in keeping with our safety regulations from the diocese and South Salt Lake police and fire departments. We also have emergency protocols put into place for **COVID-19**, in accordance with the UTAH DEPARTMENT OF HEALTH and the diocese. We are aware and prepared we may face changing conditions throughout the year, requiring us to be agile and adapt. Below we share our guiding principles for decision-making, outline the main learning scenarios, as well as our additional health and safety protocols.

**COVID PROTOCOLS** The State of Utah has created phased guidelines which are delineated by colors; Red - High Risk, Orange - Moderate Risk, Yellow - Low Risk and Green - New Normal Risk. At the Red and Orange level, schools will experience "soft closures". At the Yellow and Green levels, school buildings are allowed to be open as long as certain safe-guards are in place.

<b>– Level Red – High Risk Soft School Closure</b>	A. Delivery of Curriculum/Remote Instruction <ul style="list-style-type: none"> <li>• Grade 2<sup>nd</sup> – 8<sup>th</sup> will use Class Dojo, Google Classroom, Zoom, packets, and Google Meeting to deliver Blended Instruction.</li> <li>• Grades PreK – 1<sup>st</sup> will use Class Dojo, Zoom and packets to deliver instruction.</li> <li>• All homeroom teachers will have visual contact daily with all students for instruction purposes.</li> <li>• Schedules will be developed for virtual times and lessons will also be recorded.</li> <li>• Modified Grading Scale will be communicated to students and parents.</li> <li>• Attendance Policy will be communicated to parents.</li> <li>• If items need to be picked up or dropped off, they will be in the library of the school.</li> <li>• Principal will provide professional development for teachers.</li> </ul>
	B. Authorized Personnel In School Facility <ul style="list-style-type: none"> <li>• Only the principal, office manager, finance officer and staff, given permission by the principal, will be allowed into the building. Employees in the building will be limited to 10 people</li> </ul>
	C. Maintenance and Cleaning <ul style="list-style-type: none"> <li>• The building will be deep cleaned nightly. Special emphasis will be placed on all contact services</li> <li>• Only limited areas of the school will be open to traffic.</li> <li>• Plexiglas shields will be put up in the front office.</li> </ul>
	D. Fostering Community and Communication <ul style="list-style-type: none"> <li>• Teachers may be reached via email. Emails received after 4 pm will be returned the next day.</li> <li>• The office and the principal can be reached via phone from 8:00 am – 4:00 pm. The office and principal may also be reached via email.</li> <li>• A weekly email update will be sent to the families by the principal. Updates will include emotional, spiritual and financial resources and support for families.</li> <li>• Facebook and website pages will be updated with announcements and to demonstrate the work done by students during this time.</li> </ul>
	<ul style="list-style-type: none"> <li>• Teachers will email parents and or students when there are concerns.</li> <li>• Virtual Parent/Teacher Conferences will be scheduled.</li> <li>• Teachers will send out a weekly schedule by Monday morning for upcoming week’s work and schedule.</li> <li>• The principal will hold virtual weekly faculty meetings.</li> <li>• The principal will convene virtual tri-monthly Advisory School Board meetings.</li> </ul>
	E. Maintaining Catholic Identity <ul style="list-style-type: none"> <li>• Religion curriculum will continue to be delivered online.</li> <li>• Prayers will be conducted daily with students.</li> <li>• Virtual Sunday masses for families each week by Father Omar.</li> </ul>
	F. Technology needs-Student/School/Faculty <ul style="list-style-type: none"> <li>• Chromebooks are available for faculty and students who do not have access to a computer with a camera and sound.</li> <li>• We currently do not have any families that do not have internet access.</li> <li>• If internet access is not available to families in the future, packets and teacher phone calls would occur for those students. The school will also look to assist the family with securing a temporary remote connection.</li> </ul>

<b>– Level Orange – Moderate Risk Soft School Closure Or Possible School Re-Opening as allowed by the Governor and Utah State Office of Education.</b>	A. Delivery of Curriculum/Remote Instruction <ul style="list-style-type: none"> <li>• Same as Level Red</li> </ul>
	B. Authorized Personnel In School Facility <ul style="list-style-type: none"> <li>• Only the principal, office manager, finance officer and staff, given permission by the principal, will be allowed into the building. Employees in the building will be limited to 20 people.</li> </ul>
	C. Students/Tutoring in the School Facility <ul style="list-style-type: none"> <li>• Individual students/tutoring may be allowed in the school for targeted instruction.</li> <li>• Students who need additional tutoring will be serviced through Zoom or Class Dojo dependent upon grade level.</li> </ul>
	D. Maintenance and Cleaning - Same as Level Red
	E. Fostering Community and Communication - Same as Level Red
	F. Maintaining Catholic Identity - Same as Level Red
	G. Technology needs-Student/School/Faculty - Same as Level Red

– Level  
Yellow –  
Low Risk  
Schools in  
Session

A. Delivery of Curriculum/Prepare for Simultaneous Instruction

- Teachers will deliver instruction in the school building.
- Essential lessons will also be coordinated with Khan Academy for those students who may be at high risk.
- Traffic pattern and schedule will be in place when students are moving outside the classrooms.
- No shared school supplies.

- Social Distancing and PPE Protocols\*
- Teachers will provide training and guidance to students to ensure protocols are followed.
- Students should be seated as far apart as reasonably possible.
- Students should stay seated unless permitted to move around the room.
- Parents must request access to the building by appointment.
- Volunteers will not be allowed into the school building.
- Signs will be posted to remind everyone of social distancing protocols.
- Signs will be posted to remind students and staff to wash their hands.
- Bathrooms limited to 2 students at a time. Schedules set for classroom bathroom breaks.
- Students are required to bring a water bottle which will go home each day for washing.
- Students will wash hands or use sanitizer when they arrive.
- Masks required of all faculty, staff and students.
- Sanitizer will be located at every classroom entrance, faculty room, bathrooms, offices and common spaces.
- Teacher to administer sanitizer when students enter the building after recess.
- The building will be deep cleaned nightly. Special emphasis will be placed on all contact services

\* **This will depend on current Health Department guidelines.**

B. Drop off/Pick up-School Entry Procedures\*

- Entrance and exit to the building will be designated based on the time of day. There are five possible entrances or exits from the building.
- Temperature check for all faculty/staff/students/volunteers upon entering the building and the temperature must be under 100.4.
- Alter pick up times by 5 minutes to allow for social distancing
- Directional hallways with signage.
- Halls marked with six foot distancing placards and adult supervision in hallways.
- Avoidance of students congregating in halls in groups.
- Up and down stairwells designated.
- Excess furniture removed from classrooms to accommodate distancing.
- Those classrooms with tables will be replaced with desks.
- Backpacks will be allowed in the middle school classrooms.

\* **This will depend on current Health Department guidelines.**

- School Activities-Mass, Sports, Recess, PE, etc...
- PE to be held outside, weather permitting.
- PE will have no team contact sports
- Recess divided between playground, gym and the fields
- Recess allow small groups up to five students non-contact games
- Mass will use church COVID protocols
- Morning assembly in the auditorium will use the bleachers with appropriate spacing.
- Directional hallways with signage.

- Lunch Protocols
- Three lunch schedules using the USBE CNP protocol
- Directional hallways with signage.

C. Protocols for Sick Students or Staff

- Anyone with a temperature 100.4 or greater will be isolated and sent home immediately.
- Anyone with a temperature of 100.4 will be required to contact their doctor and determine if they need to be tested for Covid-19.
- Anyone testing positive must quarantine for two weeks.
- Any family that has been ordered to quarantine by the health department must notify the school.
- If a student or staff member test positive for Covid-19, the school will comply with directives from the Health Department.

D. Return to School After absences due to Covid-19

- The school will follow the Health Department guidelines for students returning to school.
- The school will request a Doctor's note stating that the individual is no longer ill or contagious.

E. Back up Staffing Plan

	<ul style="list-style-type: none"> <li>• A list of substitutes will be established.</li> <li>• Substitutes will be trained on schools online learning platform.</li> <li>• Teachers will provide virtual instruction plans for the substitute.</li> </ul>
	<p>A. Authorized Personnel In School Facility</p> <ul style="list-style-type: none"> <li>• All faculty/staff and approved guests.</li> <li>• Parent access would be permitted with prior approval.</li> </ul>
	<ul style="list-style-type: none"> <li>• Maintenance and Cleaning</li> <li>• Bathroom and high contact areas will be cleaned every 2 hours.</li> <li>• Sanitizer at every classroom entrance door, faculty room, bathrooms and school offices.</li> <li>• Teacher to dispenser sanitizer when students enter the building after recess/PE or as needed.</li> <li>• Daily Cleaning of student desks, furniture and equipment.</li> <li>• Ensure adequate ventilation in all areas of the building.</li> <li>• Regularly clean and sterilized HVAC system.</li> <li>• The building will be deep cleaned nightly. Special emphasis will be placed on all contact services</li> </ul>
	<p>B. Fostering Community and Communication</p> <ul style="list-style-type: none"> <li>• Teacher regular communication</li> <li>• Principal regular communication</li> <li>• Social media</li> <li>• Back to School Night Virtual Presentation</li> <li>• Small group gatherings for orientation.</li> <li>• Meet the teacher – small group sign-ups for each grade.</li> </ul>
	<p>C. Maintaining Catholic Identity</p> <ul style="list-style-type: none"> <li>• Mass as frequently as possible.</li> <li>• For family activities, prayer services, retreats, etc., a schedule will be determined to provide for activities while accommodating social distancing.</li> </ul>
<p>D. Technology needs-Student/School/Faculty</p> <ul style="list-style-type: none"> <li>• Purchase additional chromebooks in order to limit the need to share.</li> </ul>	
<p>– Level Green – New Normal Risk Schools in Session</p>	<p>A. Delivery of Curriculum/Prepare for Simultaneous Instruction</p> <ul style="list-style-type: none"> <li>• Teachers will deliver instruction in the classroom.</li> <li>• Lessons will also be virtual for those students who may be at high risk.</li> </ul>
	<ul style="list-style-type: none"> <li>• Social Distancing and PPE Protocols*</li> <li>• Students should be seated as far apart as reasonably possible.</li> <li>• Limit parent access to the building.</li> <li>• Face covering requested for at risk students, employees, volunteers.</li> <li>• Signage to remind students to wash their hands.</li> <li>• Students are required to bring a water bottle which will go home each day for washing.</li> <li>• Students will wash hands or use sanitizer when they arrive.</li> </ul> <p><b>*This will depend on current Health Department guidelines.</b></p>
	<p>B. Drop off/Pick up-School Entry Procedures</p> <ul style="list-style-type: none"> <li>• Back to regular procedure</li> <li>• Limit parent access to the building</li> <li>• Pre-K have a separate pick up time</li> <li>• K-5 dismiss 5 minutes before middle school</li> </ul>
	<p>C. School Activities-Mass, Sports, Recess, PE. etc.</p> <ul style="list-style-type: none"> <li>• Mass - Numbers as determined by the health department and the Diocese.</li> <li>• Sports- As determined by the Diocese.</li> <li>• Recess – allow use of playground by all classes.</li> <li>• Sanitize hands of students returning from recess.</li> <li>• Recess equipment to be cleaned regularly.</li> <li>• PE – resume team sports.</li> <li>• Maintain hygiene protocol as set by the health department.</li> </ul>
	<p>D. Lunch Protocols</p> <ul style="list-style-type: none"> <li>• Stagger schedule more to allow for continued distancing.</li> </ul>
	<p>E. Protocols for sick students or staff</p> <ul style="list-style-type: none"> <li>• Same as Level Yellow</li> </ul>
	<p>F. Return to School After absences due to Covid- 19</p> <ul style="list-style-type: none"> <li>• Same as Level Yellow</li> </ul>
	<p>G. Back up Staffing Plan</p> <ul style="list-style-type: none"> <li>• Determine list of available substitutes</li> </ul>
	<p>H. Authorized Personnel In School Facility</p> <ul style="list-style-type: none"> <li>• All faculty/staff/approved volunteers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents come to the front desk area.</li> </ul>
	<p>I. Maintenance and Cleaning</p> <ul style="list-style-type: none"> <li>• Same as Level Yellow</li> </ul>
	<p>J. Fostering Community and Communication</p> <ul style="list-style-type: none"> <li>• Continue regular communication with principal's letter, newsletter, social media.</li> <li>• Teacher phone calls/emails.</li> </ul>
	<p>K. Maintaining Catholic Identity</p> <ul style="list-style-type: none"> <li>• Masses bimonthly</li> <li>• Rosaries</li> <li>• Pledge</li> <li>• Prayer throughout the day</li> </ul> <p>L. Technology needs-Student/School/Faculty</p> <ul style="list-style-type: none"> <li>• Cleaning keyboards between each class</li> </ul>

**Special Considerations**

<b>Short-Term School Facility Closure</b>	<p>A. Closure ordered by the Health Department</p> <ul style="list-style-type: none"> <li>• Use the protocol for red or orange based upon health department recommendations</li> <li>• Shift curriculum to online delivery.</li> </ul>
	<p>B. Parent and Staff Communications</p> <ul style="list-style-type: none"> <li>• Use the protocol for red or orange based upon health department recommendations.</li> </ul>
	<p>C. Remote Instruction Protocol</p> <ul style="list-style-type: none"> <li>• Use the protocol for red or orange based upon health department recommendations.</li> </ul>
	<p>D. Preparing for Return to School</p> <ul style="list-style-type: none"> <li>• Cleaning protocols in place</li> <li>• Communication to parents and students</li> <li>• Yellow protocols set in place</li> </ul>
<b>Sports and Activities</b>	<p>A. Sport Practice Protocols</p> <ul style="list-style-type: none"> <li>• Based upon Diocesan decision and guidelines</li> <li>• If practices occur temperatures will be taken and the focus will be on skills to avoid personal contact.</li> <li>• Limit parent access.</li> </ul>
	<p>B. Sport Practice Protocols</p> <ul style="list-style-type: none"> <li>• Based upon diocesan decision and guidelines.</li> <li>• If practices occur, temperatures will be taken and the focus will be on skills to avoid personal contact.</li> <li>• Limit parent access.</li> </ul>
	<p>C. Music</p> <ul style="list-style-type: none"> <li>• No shared instruments</li> <li>• Social distancing in place</li> </ul>
	<p>D. Student Busing/Transportation Protocols</p> <ul style="list-style-type: none"> <li>• Temperature taken before students board the bus in the morning</li> <li>• Wear face masks</li> <li>• Sanitize bus when it drops off in the morning and again at end of day route</li> <li>• One student per seat, a seat empty behind each student</li> <li>• No field trips until we are at green.</li> </ul>
<b>High-Risk Health and Special Needs Students</b>	In conjunction with a medical profession, a Section 504 Accommodation Plan will be written to meet the needs of the individual student

**Bomb Threat** In the event of a bomb scare: The principal or assistant will be the one contacted to speak to the caller. Should the need arise; the principal will alert faculty and staff with instructions given over the intercom. At this time look around one's classroom or work area for the presence of unusual packages, boxes or bags, which are not ordinarily in the room, or area. **DO NOT MOVE THESE OR HANDLE THEM IN ANY WAY!** Simply notify the principal of their presence so appropriate safety officials may be contacted.

If necessary, the fire drill signal will be given for all to exit the building as practiced. Teachers will be notified at some point to take students to the church parking lot.

**Earthquake and/or Drill** *In the case of an actual earthquake there may not be any signal other than the sound and movement caused by the earthquake.* The students should be well prepared so they immediately follow the necessary procedure as practiced in the earthquake drills. Students must get under their desks and stay there until the teacher gives direction to evacuate the building (about three minutes). They will face away from the windows and hold on to their desks. If the desks move during an earthquake, children need to move with their desks. After three minutes or so, students will vacate the building in silence.

**Fire and/or Drill** ALARM: A fire drill is indicated by the following message: "Attention! An emergency situation has been detected in the building..."

- Students should leave the room in an orderly manner without instructions from anyone. All belongings should be left in the room. There should be no talking.
- Teachers should close doors and windows and turn off lights. Teachers take a class list, and leave after students are all out of the room. (The exit door in each classroom posts Fire Exit Rules.) Teachers will check the restrooms to ensure all students are out of the building.

**OBSTRUCTED DRILL:** During an obstructed drill, one or more exits are blocked. Students are required to find other ways out.

**UNOBSTRUCTED DRILL:** During unobstructed drills, all available exits are used.

**SAFETY ZONES:** When students reach their assigned area they should stand in parallel lines facing the school. The teacher will then check role.

**INTRUDERS THREATENING HARM:** In case of an intruder, classroom doors are locked, windows are covered and students are quiet, away from the doors or windows.

**GRADUATION** See [Diocesan Policy 3630 Graduation](#)

**HEALTH ISSUES**

In order to protect your own child as well as others in the class, please do not send a child to school if you detect nausea, fever, sore throat, severe cold or cough, or a suspicious skin rash or infection. Contagious -diseases such as measles, mumps, chicken pox, COVID-19 etc., require exclusion from school and a student may not be readmitted to the school until cleared by a doctor.

**COVID-19 SCHOOL EXPOSURES**  
**Quarantine & Isolation Guidelines for Students and Staff**

**If a student or staff member tests positive for COVID:**

You must isolate right away—even if you are vaccinated. This means to stay home except to get medical care. You may not go to school, and you should not attend work, church, group gatherings, or extracurricular activities, either.

Your contact tracer will tell you when you can leave isolation, but usually it will be:

- When you have been fever-free for 24 hours, AND
- Your respiratory symptoms have improved for 24 hours, AND
- It has been at least 10 days since you first got sick.

If you did not have symptoms, you should isolate for 10 days from the day you were tested.

**If a student or staff member has symptoms of COVID:**

Get tested  
 You should stay home from school and other activities and be tested as soon as possible.  
 Free testing locations are available at [coronavirus.utah.gov](https://coronavirus.utah.gov).

If you choose not to be tested, you should stay home until you no longer have symptoms, just like with any illness. As with any illness, a school may exclude a student or staff member who is exhibiting symptoms of an infectious disease.

**If a student or staff member is exposed to COVID at school\* and not vaccinated, you have 2 choices:**

1. Quarantine at home for 10 days. -OR- 2. Wear a mask at school for 10 days. (Indoors and out)

With either choice, you have the option to get tested on day 7 and, if you test negative on day 7 and do not have any symptoms of COVID-19, you can return to school or you are no longer required to wear a mask.

\*If you are exposed at home and not vaccinated, you must quarantine—there is no option to wear a mask and attend school or test on day 7 and leave quarantine early. If you are exposed somewhere besides home or school, you must quarantine—there is no option to wear a mask and attend school. You may still test on day 7 and, if negative, leave quarantine early.

If you are exposed at school you can continue attending if the school determines ANY of the following apply:

- You are fully vaccinated for COVID-19 (2 weeks after your final dose), OR
- You and the person who exposed you were both wearing masks, OR
- You have tested positive for COVID in the last 90 days but no longer have symptoms.

SALT LAKE COUNTY HEALTH DEPARTMENT  
 Learn more at [SaltLakeHealth.org](https://SaltLakeHealth.org)

## HOMEWORK

At Kearns-St. Ann School, homework is a necessary part of your child's education. Homework is assigned to reinforce material which has already been taught and to foster habits of independent study. Parents should take an active interest in the child's day-to-day progress and should provide suitable conditions for home study.

The students of Kearns-St. Ann School highly encouraged to use cursive when writing, and will use a standard heading on all submitted homework, except for some creative writing assignments. The heading is:

•

Name Grade  
Date Subject  
Assignment Name

Homework may consist of assignments other than written assignments. Activities such as reading for book reports, studying for tests, research projects, and essays may be assigned. Drill and memorization, practice on oral reading, and make-up of work missed through absences may also be assigned for homework.

One important achievement of homework can be the wholesome involvement of parents in the education of their child, leading to deeper relationships between home and school. Parents have two important responsibilities with regard to homework:

- To show an interest in the homework and to give guidance when appropriate.
- To provide a home environment conducive to study.

The child should be able to do assignments with minimal help and supervision. Continued serious difficulty with assignments indicates a problem and parents should contact the teacher.

If a student consistently neglects home assignments, the teacher will notify the parents. Parents can help by checking the child's assignment notebook on a regular basis Monday through Thursday to insure homework is being done.

**Middle School Homework Policy** Daily homework assignments are generally given on Monday- Friday, although this is up to the discretion of the teacher.

## INTERNET ACCESS

Internet access, as well as other on-line information services, may be available to qualifying students of Kearns-Saint Ann School. Our goal is to promote innovation and educational excellence by using Internet and other on-line research tools for research, worldwide resource sharing, and communication. Before a student is allowed Internet access at Kearns-Saint Ann School, an Acceptable Use Policy Agreement must be read and signed by each student and his/her parent

## LOST AND FOUND

All books, school bags, lunch boxes, and items of clothing should be clearly marked with the child's first and last name, **not** just with initials. Purses and wallets should contain some kind of identification.

Lost and found articles are sent to the school office, and if not claimed in a timely manner, they are donated to charity. Any article found by a student must be taken to the office

The school cannot assume responsibility for any personal belongings, and should not be brought to school.

## LUNCH AND BREAKFAST PROGRAMS

Our school is most fortunate to participate in the Federal Lunch and Breakfast Programs. Through these programs, our students are able to receive two balanced hot meals daily. Information on these programs will be available at the beginning of school.

## MEDICAL TREATMENT

At Kearns-St. Ann School the office manager, teacher or designee in the office dispenses all medications. Proper medical and parent consent forms are needed. Under no circumstances shall a student have any type of medication, inhaler, or drugs such as aspirin and similar medications on their person or with his/her personal belongings. Students in grades 4-8 may keep inhalers with them if parents have turned in the proper paper work to the office.

## MIDDLE SCHOOL PROMOTION POLICY

All students in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades at Kearns-St. Ann School must make adequate progress in the adopted content standards for promotion.

## PARENT SERVICE HOURS

Each family is required to complete 25 hours of parent service to the school. **All hours must be completed and reported on RENWEB by May 1, 2022.** Your account will be charged \$10.00 for each uncompleted hour. A sales receipt will be required for any donated items over \$25.00. Volunteers do have legal responsibilities to students, and are expected to behave the way a reasonable adult would in the situation.

## PARENT-TEACHER CONFERENCES

Parent/teacher communication and conferences are vital to the child's education. Parent/Teacher conferences are held twice a year, fall and spring.

## PARENT VISITATION

Due to COVID-19 Protocols, parents are not allowed in the classrooms with forgotten items. These are to be dropped off at the office. All parents or visitors are required to sign in at the school office to enter the school hallway or classrooms.

## PARTIES

Parties are not regularly held in classrooms and only with the consent of the principal. **Due to COVID-19, we will not be sharing items from home. Your child's teacher will recognize each student's birthday, but treats are not allowed to be given out. Due to COVID-19, invitations to parties of any type are NOT allowed to be distributed at school.**

## PRAYER

Our Catholic faith is a precious gift and will be shared daily in the classroom. One aspect of the Christian spiritual life in our school is prayer. Several times each day teachers pause with their students to lift up their hearts and minds to God. Along with formal prayers, teachers utilize Scripture and spontaneous or reflective prayer to enrich the prayer experience of our students. Teachers are encouraged to respond to any special or extraordinary events by having their students pray. Parents or students are asked to notify the teacher or principal of any serious illness or death in the immediate family so the school community can lend its support through prayer and other means.

## RECESS

Playground regulations are posted in the classroom and will be periodically reviewed with the students. Students must abide by the playground regulations. Students are expected to treat each other and their adult supervisors with kindness and respect, and will be held accountable for their behavior at all times. Teachers have created new playground protocols in adherence with COVID-19 guidelines. Classes will rotate from the blacktop, playground(s), and field in order to remain safe within designated learning pods.

**Outdoors:** Students must remain on the playground during recess. Permission to enter the building must be received from the adults on playground duty. At the end of the recess time, students are to line up quietly at the designated area. The homeroom teacher will then promptly escort her/his students back to class.

**Indoors:** Indoor recess during inclement weather is supervised, on a grade rotation basis, in the gym.

**Red Burn Days:** If given adequate warning by the Utah Dept of Environment Quality regarding a red burn day, recess will not be held outside. With parent/guardian request, teachers will make special arrangements for students with asthma on yellow/orange burn days or if a student's asthma necessitates restricting strenuous physical activity.

## REPORT CARD/GRADING SYSTEM

Report cards will be sent to parents through students. Pre-Kindergarten and Kindergarten students receive progress grades for the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarters. Report cards are to be signed by parent/guardian and returned within three days.

## SCHOOL CLOSURES

If Granite School District cancels school due to inclement weather, KSA will also cancel school. Information regarding school closures is generally broadcast on KSL (1160 AM) or KDYL (1060 AM).

## SICKNESS AND ACCIDENT

In case of accident or injury, the school will apply basic first aid procedures. If further medical care is necessary, the contact person in the Emergency File will be notified immediately. Therefore, it is most important for the school office to know where to reach a parent or guardian during the school day. Current emergency telephone numbers (home, work, relative, friend, or neighbor) should be on file in the school office at all times. If it is a severe medical emergency, the school will call 9-1-1.

## TEACHER COMMUNICATION

At Kearns-St. Ann School, we follow the Catholic pastoral policy of subsidiarity, which means parents/guardians should first bring their questions or concerns regarding their child's education/behavioral issues/treatment/etc., first to the child's teacher. This process will promote understanding, effective communication, and a spirit of reconciliation.

## TERMINATION OF ENROLLMENT

**Expulsion:** Kearns-St. Ann School works to assure its students the right to just and fair treatment as befits a Christian institution. Sometimes, in spite of all which is done by the school personnel to guide and work with students, their continued presence in the school may be judged detrimental to their own welfare or the welfare of others. The expulsion of students will be considered when, in the estimation of the principal, all other means of correction fail to change unacceptable conduct. Expulsion may also result from a single major disciplinary infraction, inside or outside of school. The principal and pastor retain discretion in deciding such matters. The principal and pastor may expel or suspend students for conduct inside or outside of school which is damaging to the reputation of the school.

## TEXTBOOKS

Students have full responsibility for the care of textbooks issued to them. All textbooks must be kept neatly covered and are to be handled with care at all times. Students are to use backpacks to carry books to and from school. If a textbook is lost or damaged, the student will be expected to pay for its replacement.

## TUITION POLICY

All parents are required to support the school financially by paying tuition each month. Tuition may be paid in full, in advance. Otherwise, tuition is paid through automatic debit from your checking or savings account on the 20<sup>th</sup> of each month, beginning in August and ending in May. In the event the 20<sup>th</sup> falls on a non-banking day, the debit will be processed on the next available business day. Kearns-Saint Ann School is not responsible for bank account charges, non-sufficient funds (NSF) or other bank fees, or overdrafts caused by automatic transactions. If there are insufficient funds to cover the delinquent monthly payment and late charge, you will be notified by mail your account is past due. Any accounts not brought current or arrangements made will result in immediate suspension of your children's enrollment until the account is brought current.

## STUDENT WITHDRAWAL ON GROUNDS OF PARENTAL/GUARDIAN BEHAVIOR

Normally a child is not to be deprived of a Catholic education or otherwise penalized for actions of parent(s)/guardian(s). However, in the instance where parent(s)/guardian(s) detrimentally impact the school's ability to effectively serve its students, the parent(s)/guardian(s) may be requested to remove their student from the school for ANY of the following reasons: Refusal to cooperate with school personnel; or

1. Refusal to adhere to diocesan or local policies and regulations; or
2. Interference in matters of school administration or discipline.

In all cases, reasonable effort to elicit the minimum requisite parental/guardian cooperation shall be made and documented. The principal must verify parent(s)/guardian(s) were informed to terminate the inappropriate behavior and begin cooperation with the school or Policy 3340 would be enforced. If such effort does not correct the situation, then after consultation with the Superintendent, the principal may require the parent(s)/guardian(s) to withdraw the child. Documentation signed by the principal and parent(s)/guardian(s) as well as any other information or evidence of consultation with the parent(s)/guardian(s) on the matter must be retained on file. If the parent(s)/guardian(s) refuse to accept the withdrawal, the procedures for expulsion shall be followed as outlined in Policy 3300.

## PROMOTION/ACCELERATION/RETENTION OF ELEMENTARY STUDENTS

**Promotion** Ordinarily, elementary/middle school students (K-8th grades) who satisfactorily complete the prescribed course of studies are promoted to the next grade at the end of the school year. Absences may be a factor in not promoting a student. The final decision as to promotion shall be the responsibility of the principal with the advice of the teacher.

**Acceleration** Although acceleration may be granted at the discretion of the principal and the teacher and with approval of the parent(s)/guardian(s), a gifted pupil will probably profit more socially and emotionally by an enriched program. The student's social and emotional maturity should be carefully evaluated whenever acceleration is considered. After consultation with the parent(s)/guardian(s), principal, and additional teacher/faculty input, the principal makes the final decision.

**Retention** In order for a student to be considered for retention, he/she must have received a failing grade in the three core courses (Reading, Math, and Language) which are considered foundation skills. The retention of a student should be based on consideration of the overall welfare of the student, i.e., by carefully weighing the academic, emotional, and social factors. Parent(s)/guardian(s) should be notified in January.

In the event retention is under consideration, the following guidelines should be applied:

1. The teacher is responsible for consistent evaluation, early diagnosis, and effective remediation of learning problems. The teacher should provide remedial help within the school setting. If this proves inadequate, the parent(s)/guardian(s) should be advised so other professional resources can be sought.
2. The teacher should make the principal aware of any pupil with significant learning problems by the end of the first quarter. With the approval of the principal, the teacher should inform the parent(s)/guardian(s) regularly during the second and third quarter of the student's progress and possible retention.
3. Primary grade teachers should carefully observe students with learning problems and make every effort to provide remediation so problems may be corrected at an early age. Although the input of the teacher and the parent(s)/guardian(s) is a significant factor, the final decision to retain a student is the responsibility of the principal. When a student has a severe learning problem, it may be necessary to recognize the Catholic school is not equipped to meet the needs of every pupil and recommending a transfer might be appropriate.

## **USE OF TECHNOLOGY AND SOCIAL MEDIA**

Technology is a valuable and real-world educational tool. Our schools are committed to teach its students, faculty, administrators, staff, and school community to work and to learn effectively with technology and to ensure responsible use of technology. The Internet is a tremendous resource for our children and staff and connects them to the rest of the world and to a vast information system. We recognize the Internet can provide access to some material which may be inappropriate, offensive, or obscene. We believe our children need to, and can learn to use this resource in an appropriate manner. The policy outlined below applies to all technology use including but not limited to Internet use. The Acceptable Use Policy for Technology applies to all students, faculty, administrators, staff, volunteers or community members allowed access to school technology resources.

**Scope of Use:** The digital world allows anytime, anywhere access. Uses mentioned in this policy apply to inside school use and may in certain instances apply to personal technology use and/or uses outside of school. Where personal outside use of technology threatens a likelihood of substantial disruption in school, these activities may be viewed as a violation of the “Acceptable Use Policy” and may be subject to the disciplinary measure found herein. The types of electronic and digital communications referenced in this AUP include, but are not limited to, social networking sites, cell phones, digital cameras, text messaging, e-mail, voice over IP, chat rooms and instant messaging.

**Responsibilities of User:** The Catholic schools will make every effort to provide a safe environment for learning with technology including Internet filtering and safeguards. The students, faculty, administrators, staff, and school community are granted the privilege of using the technology hardware and software peripherals, and electronic communication tools including the Internet. With this privilege comes the responsibility for appropriate use.

**Respect One's self.** Users will select online names and images which are appropriate

**Respect Others.** Users will not use technologies to bully, tease or harass other people

**Protect One's self and others.** Users will protect themselves and others by reporting abuse and not forwarding inappropriate materials or communications.

**Respect Intellectual Property.** Users will suitably cite any and all use of websites, books, media, etc. Users will request to use the software and media others produce and protect license agreements for all software and resources.

### **Acceptable Use**

No student will be allowed to use the internet until they have taken an Internet orientation class.

All students will be actively supervised by a teacher, librarian/media specialist, designated para professional or administrator when using on-line resources. The use of the Internet will be consistent with the educational objectives of the school. When teachers are using a specific web site, they will preview it for content before allowing students to access the site.

Students who are allowed to search for information will be actively supervised. General rules and policies found in the school parent-student handbook apply to all students using the internet. No personal information (names, phone numbers, pictures, etc.) will be given out over the Internet.

### **Unacceptable Uses:**

Use of technology to harass, threaten, deceive, intimidate, offend, embarrass, or annoy any individual. Post, publish, or display any defamatory, inaccurate, violent, abusive, profane or sexually oriented material. Users must not use obscene,

profane, lewd, vulgar, rude or threatening language. Users must not knowingly or recklessly post false information about any persons, students, staff or any other organization.

Attempt to circumvent system security or use another individual's password. Deliberately visit a site known for unacceptable material or any material not in support of educational objectives. Students must not access social networking sites or gaming sites, except for educational purposes under teacher direction.

Violate license agreements, copy disks, CD-ROMs, or other protected media. Use technology for any illegal activity. Use of the Internet for commercial gains or profits is not allowed from an educational site. Breach confidentiality obligations of school or system employees. Harm the goodwill and reputation of the School or system in the community. Transmit any material in violation of any local, federal and state laws. This includes, but is not limited to: copyrighted material, licensed material and threatening or obscene material.

**Administrative Rights:** Catholic school administrators have the right to monitor both student and employee use of school technology and technology accessed content. Due to the evolving nature of technology, Catholic school administrators reserve the right to amend or add to this policy at any time without notice.

**Personal Use of Social Media:** When teachers and students use personal or social media sites, such as, but not limited to Facebook, Twitter, YouTube and Instagram, they may not mention members of the school community, without their consent unless the subject is of public concern and the speech falls under applicable constitutional protections.

***Friending of current students by teachers and vice versa is FORBIDDEN on a teacher's personal social networking site.*** Personal posts must use appropriately respectful speech, and refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications.

**Communications:** Electronic and/or digital communications with students should be conducted for educationally appropriate purposes and employ only school-sanctioned means of communication. The school-sanctioned communications methods include:

- Teacher school web pages, wiki or LMS sites like, but not limited to, Moodle or Teacher Web.
- Teacher school email address
- Teacher school phone number
- Teacher-created educationally-focused networking sites.

**Electronic mobile devices, cell phones:** Users must adhere to local school policy further defining uses of mobile devices. Access will be determined by the principal of the school. If a particular mobile device is to be used for educational purposes, the school principal will provide parameters for this use, example: an SMS/text connected Twitter feed for a course, club or sport.

**Policy violations:** Violation of the above rules will be dealt with by the principal of the school. Violation of these rules may result in any or all of the following:

- Loss of use of the school network, technology and software, including Internet access.
- The student will be expected to complete work on a non-networked, stand-alone technology system.
- Issuance of demerits/detentions, if applicable.
- Disciplinary action including, but not limited to, dismissal and/or legal action by the school, civil authorities or other involved parties.

## ***Kearns-St. Ann School Kindergarten Curriculum***

### ***What your child will be learning in Kindergarten Mathematics***

In kindergarten, your child will focus primarily on two important areas. The first is learning numbers and what numbers represent. The second is addition and subtraction. Students will also learn to identify and work with shapes.

#### **Activities in these areas include:**

- Counting how many objects are in a group and comparing the quantities of two groups of objects
- Comparing two numbers to identify which is greater or less than the other

- Understanding addition as putting together and subtraction as taking away from
- Adding and subtracting very small numbers quickly and accurately
- Breaking up numbers less than or equal to 10 in more than one way (for example,  $9=6+3$ ,  $9=5+4$ )
- For any number from 1 to 9, finding the missing quantity which is needed to reach 10
- Representing addition and subtraction word problems using objects or by drawing pictures
- Solving addition and subtraction word problems involving numbers which add up to 10 or less or by subtracting from a number 10 or less

### **Helping your child learn outside of school**

1. Use everyday objects to allow your child to count and group a collection of objects.
2. Encourage your child to construct numbers in multiples ways. For example, what are some ways you can make 10? Answers might include  $5+5$ ,  $6+4$ ,  $8+2$ , etc. Have your child explain his or her thinking.
3. Have your child create story problems to represent addition and subtraction of small numbers. For example, “*Ann had eight balloons. Then she gave three away, so she only had five left.*”
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when they solve a problem or understands something for the first time.

### ***What your child will be learning in Kindergarten English Language Arts and Literacy***

In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud.

#### **Activities in these areas will include:**

- Naming and writing upper and lower-case letters
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing
- Learning and using new words
- Identifying words which rhyme
- Reading common words such as *the, of, you, are, she, and my*
- Asking and answering questions about a story the teacher reads out loud
- Identifying characters, settings, and major events in story
- Recognizing the person, place, thing, or idea an illustration shows
- Participating in discussions by listening and taking turns speaking
- Using a combination of drawing, speaking, and writing to describe an event, giving information about a topic, or sharing an opinion
- Taking part in shared reading, writing, and research projects
- Expressing thoughts, feelings, and ideas clearly

### **Helping your child learn outside of school**

1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words which might be new to your child or words which have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.
2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc. (beginning, middle, end, problem, solution)
3. Ask your child to think about what the message or moral of a story may be or what he or she learned from an informational book or article.
4. Look for opportunities in everyday places to build your child’s vocabulary.
5. Be sure your child has a library card and learns how to select books. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities which make reading fun for the entire family.
6. Use technology to help build your child’s interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access information.

## *What your child will be learning in Kindergarten Science*

### **Inter-dependent Relationships in Ecosystems: Animals, Plants, and Their Environment**

- **Patterns of what plants and animals (including humans) need to survive.** Examples of patterns could include: animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and all living things need water.
- **How plants and animals (including humans) can change the environment to meet their needs.** Examples of plants and animals changing their environment could include: a squirrel digs in the ground to hide its food and tree roots can break concrete.
- **The relationship between the needs of different plants or animals (including humans) and the places they live.** Examples of relationships could include: deer eat buds and leaves; therefore, they usually live in forested areas; and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.
- **Solutions which will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.** Examples of human impact on the land could include: cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

### **Weather and Climate**

- **Effect of sunlight on Earth's surface.** Examples of Earth's surface could include: sand, soil, rocks, plants, animals and water
- **Structures which will reduce the warming effect of sunlight on an area.** Examples of structures could include: umbrellas, canopies, and tents which minimize the warming effect of the sun.
- **Study local weather conditions to describe patterns over time.** Examples include: descriptions of the weather (such as sunny, cloudy, rainy, and warm); numbers of sunny, windy, and rainy days in a month. Examples of patterns could include: it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months
- **The purpose of weather forecasting to prepare for, and respond to, severe weather.** Emphasis is on local forms of severe weather.

### **Forces and Interactions: Pushes and Pulls**

- **Compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.** Examples of pushes or pulls could include: a string attached to an object being pulled; a person pushing
- **Change the speed or direction of an object with a push or a pull.** Examples include: having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include: tools such as a ramp to increase the speed of the object and a structure which would cause an object such as a marble or ball to turn

## *What your child will be learning in Kindergarten Social Science*

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

## *Kearns-St. Ann School 1st Grade Curriculum*

### *What your child will be learning in 1st Grade Mathematics*

In 1st Grade, students will work with whole numbers and place value - including grouping numbers into tens and ones as they learn to add and subtract up through 20. Students will also use charts, tables, and diagrams to solve problems.

### **Activities in these areas will include:**

- Quickly and accurately adding numbers together which total up to 10 or less and subtracting from numbers up through 10
- Understanding the rules of addition and subtraction (for example,  $5+2=2+5$ )
- Solving word problems which involve adding or subtracting numbers up through 20
- Understanding what the different digits mean in two-digit numbers (place value)
- Comparing two-digit numbers using the symbols  $>$  (more than),  $=$  (equal to), and  $<$  (less than)
- Understanding the meaning of the equal sign ( $=$ ) and determining if statements involving addition and subtraction are true or false (for ex., which of the following statements are true?  $3+3=6$ ,  $4+1=5+2$ ) Adding one- and two-digit numbers together
- Measuring the lengths of objects using a shorter object as a unit of length
- Putting objects in order from longest to shortest or shortest to longest, least and greatest
- Organizing objects into categories and comparing the number of objects in different categories
- Dividing circles and rectangles into halves and quarters

### **Helping your child learn outside of school**

1. Look for everyday opportunities to have your child do mathematics. For example, if you open a carton of eggs and take out seven, ask, “How many are left in the carton?”
2. Play math games with your child. For example, “I’m thinking of a number. When I add five to it, I get 11. What is the number?”
3. Encourage your child to read and write numbers in different ways. For example, what are some ways you can make the number 15? 15 can be  $10+5$ ,  $7+8$ ,  $20-5$ , or  $5+5+5$ .
4. Have your child create story problems to represent addition, subtraction, and comparisons. For example, “I have seven pennies. My brother has five pennies. How many pennies does he need to have the same number as I have? He needs two more pennies.”
5. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see everyone can learn math.
6. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

### ***What your child will be learning in 1st Grade English Language Arts and Literacy***

In 1<sup>st</sup> grade, your child will build important reading, writing, speaking and listening skills. Students will continue to learn the letters and sounds which make up words. They will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary.

### **Activities in these areas will include:**

- Reading stories and explaining the lesson or moral of the story
- Asking and answering questions about a story, including characters, settings, and major events
- Comparing and contrasting the experiences of different characters
- Identifying the reasons an author gives to support a point
- Explaining differences between texts which tell stories and texts which provide information
- Learning and using new words
- Participating in class discussions by listening, responding to what others are saying, and asking questions
- Describing people, places, things, and events, expressing feelings and ideas clearly
- Learning basic rules of spoken and written English
- Working with others to gather facts and information on a topic
- Writing to describe an event, provide information on a topic, or share an opinion

### ***Helping your child learn outside of school***

1. Provide time and space for your child to read independently. This reading time should be free from distractions such as television and household commotion.
2. Ask your child what topics, events, or activities they like. Look for books, magazines, or other materials about those topics which would motivate your child to read.

3. It is also helpful when your child sees other people reading at home. You could share what you have read and create family reading time.
4. Start a family book club. Let different members of the family pick the book and experience the joy of reading together.
5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. Feel free to ask a librarian or teacher for suggestions.

### *What your child will be learning in 1st Grade Science*

#### **Structure, Function, and Information Processing**

- **Mimic how plants and/or animals use their external parts to help them survive, grow, and meet their needs.** Examples of human problems which can be solved include: designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills
- **Determine patterns in behavior of parents and offspring which help offspring survive.** Examples of patterns of behaviors could include: the signals offspring make (such as crying, chirping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).
- **Young plants and animals are like, but not exactly like, their parents.** Examples of patterns could include: features plants or animals share; leaves from the same kind of plant are the same shape but can differ in size; and a particular breed of dog looks like its parents but is not exactly the same.

#### **Space Systems: Patterns and Cycles**

- **Observations of sun, moon and stars to describe patterns which can be predicted.** Examples include: the sun and moon appear to rise in one part of the sky, move across the sky, and set; stars other than our sun are visible at night but not during the day.
- **Observations at different times of year to relate the amount of daylight to the time of year.** Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.

#### **Waves: Light and Sound**

- **Vibrating materials can make sound and sound can make materials vibrate.** Examples of vibrating materials which make sound include: tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include: holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.
- **Objects can be seen only when illuminated.** Examples include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.
- **Determine the effect of placing objects made with different materials in the path of a beam of light.** Examples of materials include: those which are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror)
- **Devices which use light or sound to solve the problem of communicating over a distance.** Examples of devices include a light source to send signals, paper cup and string "telephones," and a pattern of drumbeats.

### *What your child will be learning in 1st Grade Social Science*

Students in 1st Grade continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago and in other areas. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs which reflect our common heritage.

### ***What your child will be learning in 2nd Grade Mathematics***

In 2nd Grade, students will extend their understanding of place value to the hundreds place. They will use this place value understanding to solve word problems, including those involving length and other units of measure. Students will continue to work on their addition and subtraction skills, quickly and accurately adding and subtracting numbers up through 20 and also working with numbers up through 100. They will also build a foundation for understanding fractions by working with shapes and geometry.

#### **Activities in these areas will include:**

- Quickly and accurately adding numbers together which total up to 20 or less and subtracting from numbers up through 20
- Solving one- or two-step word problems by adding or subtracting numbers up through 100 •
- Understanding the place value of each digit in a three-digit number
- Adding and subtracting three-digit numbers
- Measuring lengths of objects in standard units such as inches and centimeters
- Solving addition and subtraction word problems involving length
- Solving problems involving money
- Breaking up a rectangle into same-size squares
- Dividing circles and rectangles into halves, thirds, or fourths
- Solving addition, subtraction, and comparison word problems by using information presented in a bar graph
- Writing equations to represent addition and subtraction of equal numbers

#### **Helping your child learn outside of school**

1. Play math games with your child. For example, “I’m thinking of a number. It has 5 tens, 3 hundreds, and 4 ones. What is the number? 354.” Or, using a deck of cards, deal two cards and ask your child to add the two numbers. You can also identify a target number and ask your child to either add or subtract to obtain the target number (use a target of 20 or less).
2. Have your child explain the relationship between different numbers without counting. For example, 147 is 47 more than 100 and three less than 150.
3. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see everyone can learn math.
4. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

### ***What your child will be learning in 2nd Grade English Language Arts and Literacy***

In 2<sup>ND</sup> Grade, students will continue to build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in variety of texts, such as stories, books, articles, and other sources of information including the Internet. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising.

#### **Activities in these areas will include:**

- Reading stories, including fables and folktales from different cultures, and identifying the lesson or moral of the story
- Reading texts about history, social studies, or science and identifying the main idea
- Answering who, what, where, when, why, and how questions about stories and books
- Describing the reasons an author gives to support a point
- Learning and using new words
- Learning the rules of spoken and written English
- Participating in class discussions by listening and building on what others are saying
- Describing in their own words information learned from articles or books read aloud
- Working together to gather facts and information on a topic
- Writing about a short series of events and describing actions, thoughts, and feelings
- Writing about opinions on books using important details and examples to support a position

#### **Helping your child learn outside of school**

1. Provide time and space for your child to read independently. This reading time should be free from distractions such as television and household commotion.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics which would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together.
5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities which make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

### *What your child will be learning in 2nd Grade Science*

#### **Ecosystems: Interactions, Energy, and Dynamics**

- Conduct an investigation to determine if plants need sunlight and water to grow.
- Study a simple model which mimics the function of an animal in dispersing seeds or pollinating plants

#### **Biological Evolution: Unity and Diversity**

- Study plants and animals to compare the diversity of life in different habitats.

#### **Earth's Systems: Processes which Shape the Earth**

- **Study evidence Earth events can occur quickly or slowly.** Examples of events and timescales include: volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly?
- **Study solutions designed to slow or prevent wind or water from changing the shape of the land.** Examples of solutions include: different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.
- **Observe the shapes and kinds of land and bodies of water in an area, and identify where water is found on Earth and it can be solid, gas or liquid form.**

#### **Structure and Properties of Matter**

- **Describe and classify different kinds of materials by their observable properties.** Observations include: color, texture, hardness, and flexibility. Patterns include the similar properties which different materials share.
- **Determine which materials have the properties best suited for an intended purpose.** Examples of properties include: strength, flexibility, hardness, texture, and absorbency
- **Some changes caused by heating or cooling can be reversed and some cannot.** Examples of reversible changes include: materials such as water and butter at different temperatures. Examples of irreversible changes include cooking an egg, freezing a plant leaf, and heating paper.

### *What your child will be learning in 2nd Grade Social Science*

Students in 2nd Grade explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

### *Kearns-St. Ann School 3rd Grade Curriculum*

#### *What your child will be learning in 3rd Grade Mathematics*

In 3rd Grade, students will continue to build their concept of numbers, developing an understanding of fractions as numbers. They will learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Students will also

make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers.

**Activities in these areas will include:**

- Understanding and explaining what it means to multiply or divide numbers
- Multiplying all one-digit numbers from memory (knowing their times table)
- Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40)
- Solving two-step word problems using addition, subtraction, multiplication, and division
- Understanding the concept of area
- Relating the measurement of area to multiplication and division
- Understanding fractions as part of a whole or group
- Understanding and identifying a fraction as a number on a number line
- Comparing the size of two fractions
- Expressing whole numbers as fractions and identifying fractions which are equal to whole numbers (for example, recognizing  $\frac{3}{1}$  and 3 are the same number)
- Measuring distance, weight and volume and solving word problems involving these measurements
- Representing and interpreting data

**Helping your child learn outside of school**

1. Play math games with your child. For example, “I’m thinking of two numbers whose product is between 20 and 30. How many pairs can you think of which would satisfy this problem?” Have your child explain the solutions. How does he or she know all the number pairs have been identified?
2. Encourage your child to write or describe numbers in different ways. For example, what are some different ways to make 1450?  $1450 = 1$  thousand, 4 hundreds, 5 tens, and 0 ones, or  $1000 + 450$ , 14 hundreds and 50 ones, 13 hundreds + 15 tens, etc.
3. Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups to have students demonstrate how many  $\frac{1}{3}$ ’s are in a whole, how many  $\frac{1}{4}$  cups you need to make  $1\frac{1}{4}$  cups, and how many times you have to refill a  $\frac{1}{2}$  cup measure to make  $1\frac{1}{2}$  cups.
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

***What your child will be learning in 3<sup>rd</sup> Grade English Language Arts and Literacy***

In 3rd Grade, students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Students will move from learning to read, to reading to learn.

**Activities in these areas will include:**

- Reading a wide range of stories and describing how a story teaches a lesson
- Describing characters in a story and how their actions contributed to events
- Reading texts about history, social studies, or science and answering questions about what they learned
- Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (eg. science words)
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story using relevant facts and details and speaking clearly
- Writing stories with dialogue and descriptions of character’s actions, thoughts, and feelings
- Gathering information from books, articles, and online sources to build understanding of a topic
- Writing research or opinion papers over extended periods of time

**Helping your child learn outside of school**

1. Provide time and space for your child to read independently. This reading time should be free from distractions such as television and household commotion.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics which would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together
5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities which make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

### *What your child will be learning in 3rd Grade Science*

#### **Inheritance and Variation of Traits: Life Cycles and Traits**

- **Organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.** Changes organisms go through during their life form a pattern
- **Plants and animals have traits inherited from parents and variation of these traits exists in a group of similar organisms.** Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.
- **Traits can be influenced by the environment.** Examples of the environment affecting a trait include normally tall plants grown with insufficient water are stunted; and if a pet dog is given too much food and little exercise the dog may become overweight.
- **Variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.** Examples of cause-and-effect relationships include plants with larger thorns than other plants may be less likely to be eaten by predators; and, animals with better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring

#### **Interdependent Relationships in Ecosystems**

- **Some animals form groups which help members survive.**
- **Analyze fossils to provide evidence of the organisms and the environments in which they lived long ago.** Examples of data include: type, size, and distributions of fossil organisms. Examples of fossils and environments include: marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.
- **In a particular habitat, some organisms can survive well, some survive less well, and some cannot survive at all.** Examples of evidence include: needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.
- **A solution to a problem caused when the environment changes and the types of plants and animals live there may change.** Examples of environmental changes include: changes in land characteristics, water distribution, temperature, food, and other organisms.

#### **Weather and Climate**

- **Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.** Examples of data could include average temperature, precipitation, and wind direction.
- **Describe climates in different regions of the world.**
- **Solutions which reduce the impacts of a weather-related hazard.** Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

#### **Forces and Interactions**

- **Conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.** Examples include: an unbalanced force on one side of a ball can make it start moving; and balanced forces pushing on a box from both sides will not produce any motion at all.
- **Make measurements of an object's motion to provide evidence a pattern can be used to predict future motion.** Examples of motion with a predictable pattern could include: a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.

- **Cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.** Examples of an electric force include: the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper. Examples of a magnetic force include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause-and-effect relationships include: how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.
- **A simple problem which can be solved by applying scientific ideas about magnets.** Examples of problems include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

### ***What your child will be learning in 3rd Grade Social Science***

Students in 3rd Grade learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of Utah, including the study of Native Americans, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

### ***Kearns-St. Ann School 4th Grade Curriculum***

### ***What your child will be learning in 4th Grade Mathematics***

In 4th Grade, students will use addition, subtraction, multiplication, and division to solve word problems, including problems involving measurement of volume, mass, and time. Students will continue to build their understanding of fractions - creating equal fractions, comparing the size of fractions, adding and subtracting fractions, and multiplying fractions by whole numbers. They will also start to understand the relationship between fractions and decimals.

#### **Activities in these areas will include:**

- Adding and subtracting whole numbers up to 1 million quickly and accurately
- Solving multi-step word problems, including problems involving measurement and converting measurements from larger to smaller units
- Multiplying and dividing multi-digit numbers
- Extending understanding of fractions by comparing the size of two fractions with different numerators (top numbers) and different denominators (bottom numbers)
- Creating equivalent fractions ( $\frac{3}{4} = \frac{3 \times 2}{4 \times 2} = \frac{6}{8}$ )
- Adding and subtracting fractions with the same denominator
- Building fractions from smaller fractions ( $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ )
- Connecting addition and subtraction of whole numbers to multiplying fractions by whole numbers
- Connecting addition of fractions to the concept of angle measurement
- Representing and interpreting data
- Converting fractions with denominators of 10 or 100 into decimals
- Locating decimals on a number line
- Comparing decimals and fractions using the symbols  $>$  (more than),  $=$  (equal to), and  $<$  (less than)

### **Helping your child learn outside of school**

1. Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups so students see how many times you have to refill a  $\frac{1}{4}$  cup to equal a  $\frac{1}{2}$  cup or how many  $\frac{1}{3}$ 's are in two cups. Have students describe two fractions which are equal using a measuring cup (filling a  $\frac{1}{4}$  measuring cup twice is the same as filling one  $\frac{1}{2}$  measuring cup).
2. Have your child write or describe fractions in different ways. For example, what are some different ways to make  $\frac{3}{4}$ ? Answers could include  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$  or  $3 \times \frac{1}{4}$
3. Ask your child create and describe equal fractions. For example, have students take a sheet of paper, fold the paper in half, and then unfold and shade  $\frac{1}{2}$ . Then have students take the same sheet of paper and fold the paper in a half again. Unfold the paper and have students discuss the number of parts which are now shaded. Encourage your child to talk about ways to show  $\frac{1}{2} = \frac{2}{4}$ . (Students may continue this process creating other equal fractions.)
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see everyone can learn math.

5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

### ***What your child will be learning in 4th Grade English Language Arts and Literacy***

In 4th Grade, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to expand their vocabulary. They will also be expected to clearly explain in detail what they have read by referring to details or information from the text. In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information.

#### **Activities in these areas will include:**

- Identifying the theme or main idea of a story, play, or poem
- Comparing stories from different cultures
- Explaining how an author uses facts, details, and evidence to support their points
- Reading and understanding information presented in charts, graphs, timelines, and other illustrations
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science vocabulary words)
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story using relevant, organized facts and details and speaking clearly
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- Taking notes and organizing information from books, articles, and online sources to learn more about a topic
- Writing research or opinion papers over extended periods of time

#### **Helping your child learn outside of school**

1. Provide time and space for your child to read independently. This time should be free from distractions such as television and household commotion.
2. Ask your child what he or she learned from reading and how the knowledge can be used in real life. Have him or her read the most interesting or useful sections aloud.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Keep track of the time your child spends reading every day. Note what kind of reading materials he or she likes (books, magazines, newspaper articles, the Internet, etc.). Then look for additional materials which would encourage your child to read more.
5. Be sure your child has a library card. Children should select books they are interested in to develop a passion for reading. Many libraries have book clubs and family activities which make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

### ***What your child will be learning in 4th Grade Science***

#### **Structure, Function, and Information Processing**

- **Describe how light reflecting from objects and entering the eye allows objects to be seen.**
- **Plants and animals have internal and external structures which function to support survival, growth, behavior, and reproduction.** Examples of structures include: thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin. Each structure has specific functions within its associated system.
- **Describe how animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.** Emphasis is on systems of information transfer.

#### **Earth's Systems: Processes which Shape the Earth**

- **Patterns in rock formations and fossils in rock layers which support an explanation for changes in a landscape over time.** Examples of evidence from patterns include: rock layers with marine shell fossils above

rock layers with plant fossils and no shells, indicating a change from land to water over time; and a canyon with different rock layers in the walls and a river in the bottom, indicating over time a river cut through the rock.

- **The effects of weathering or the rate of erosion by water, ice, wind, or vegetation.** Examples of variables to test include: angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow
- **Interpret data from maps to describe patterns of Earth's features.** Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes
- **Solutions to reduce the impacts of natural Earth processes on humans.** Examples of solutions include designing an earthquake resistant building and improving monitoring of volcanic activity

## Energy

- **Relating the speed of an object to the energy of the object.** Examples of evidence relating speed and energy include change of shape on impact or other results of collisions.
- **Energy can be transferred from place to place by sound, light, heat, and electric currents.**
- **Predict outcomes about the changes in energy which occur when objects collide.** Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.
- **Design a device which converts energy from one form to another.** Examples of devices include: electric circuits which convert electrical energy into motion energy of a vehicle, light, or sound; and a passive solar heater which converts light into heat. Examples of constraints include: the materials, cost, or time to design the device.
- **Describe how energy and fuels are derived from natural resources and their uses affect the environment.** Examples of renewable energy include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects include loss of habitat due to dams and to surface mining, and air pollution from burning of fossil fuels.

## Waves and Information

- **Describe patterns in terms of amplitude and wavelength and how waves can cause objects to move.** Examples of models include: diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.
- **Use patterns to transfer information.** Examples of solutions include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.

### *What your child will be learning in 4th Grade Social Science*

Students in 4th Grade Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. Fourth grade also studies Native Americans, colonies, explorers and geography of the United States.

### *Kearns-St. Ann School 5th Grade Curriculum*

#### *What your child will be learning in 5th Grade Mathematics*

In 5th Grade, students will build their understanding of the place value system by working with decimals up to the hundredths place. Students will also add, subtract, and multiply fractions, including fractions with unlike denominators. They will continue to expand their geometry and measurement skills.

#### **Activities in these areas will include:**

- Quickly and accurately multiplying multi-digit whole numbers
- Dividing numbers with up to four digits by two digit numbers
- Using exponents to express powers of 10 (in  $10^2$ , 2 is the exponent)
- Reading, writing, and comparing decimals to the thousandths place
- Adding, subtracting, multiplying, and dividing decimals to the hundredths place
- Writing and interpreting mathematical expressions using symbols such as parentheses; for example, "add 8 and 7, then multiply by 2" can be written as  $2 \times (8+7)$ .

- Adding and subtracting fractions with unlike denominators (bottom numbers) by converting them to fractions with matching denominators
- Multiplying fractions by whole numbers and other fractions
- Dividing fractions by whole numbers and whole numbers by fractions
- Analyzing and determining relationships between numerical patterns
- Measuring volume using multiplication and addition

### **Helping your child learn outside of school**

1. Use everyday objects to allow your child to explore the concept of fractions. For example, have your child divide a candy bar (or a healthy snack) between three people. Ask, “How much does each person receive?” (Each person would receive  $\frac{1}{3}$ ). Suppose there are three candy bars which you plan to share with two friends. Have your child describe the amount each person will receive.
2. Have your child explain how to write fractions in different ways. For example, what are some different ways to write  $\frac{4}{3}$ ? He or she could answer  $4 \div 3$ ,  $1 \frac{1}{3}$ ,  $\frac{2}{3} + \frac{2}{3}$ ,  $2 \times \frac{2}{3}$ ,  $\frac{8}{6}$ ,  $4 \times \frac{1}{3}$ , etc.
3. Ask your child to give you a fraction equal to a decimal. For example, what are two fractions which can be used to represent 0.6? Answers could include  $\frac{6}{10}$ ,  $\frac{60}{100}$ ,  $\frac{12}{20}$ , or  $\frac{3}{5}$ .
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

### ***What your child will be learning in 5th Grade English Language Arts and Literacy***

In 5th Grade, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to expand their vocabulary. Students will also be expected to understand and clearly summarize what they have learned from readings and classroom discussions, referring to specific evidence and details from the text. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information.

#### **Activities in these areas will include:**

- Determining the theme of a story, play, or poem, including how characters respond to challenges
- Comparing and contrasting stories which deal with similar themes or topics
- Explaining how authors use reasons and evidence to support their points or ideas
- Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science words)
- Understanding figurative language
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story, introducing relevant facts and details in a clear, logical order
- Writing research or opinion papers over extended periods of time

### **Helping your child learn outside of school**

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what he or she learned from reading. Have him or her read the most interesting or useful sections aloud, and discuss how the knowledge can be used in real life.
3. Assist your child in using references such as the Internet or a dictionary to look up unfamiliar words. Keep track of the time your child spends reading every day. Note what kind of reading materials he or she likes (books, magazines, newspaper articles, the Internet, etc.). Then look for additional materials which would encourage your child to read more.
4. Be sure your child has a library card. Children should elect books they are interested in to develop a passion for reading. Many libraries have book clubs and family activities which make reading fun for the entire family.
5. Use technology to help build your child’s interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

## *What your child will be learning in 5th Grade Science*

### **Matter and Energy in Organisms and Ecosystems**

- **The energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.** Ex of models include diagrams and flow charts.
- **Plants get the materials they need for growth chiefly from air and water.** Emphasis is on the idea plant matter comes mostly from air and water, not from the soil.
- **The movement of matter among plants, animals, decomposers, and the environment.** Emphasis is on the idea matter which is not food - air, water, decomposed materials in soil - is changed by plants into matter which is food. Examples of systems include organisms, ecosystems, and the Earth.

### **Stars and the Solar System**

- **The gravitational force exerted by Earth on objects is directed down.** "Down" is a local description of the direction which points toward the center of the spherical Earth.
- **The apparent brightness of the sun and stars is due to their relative distances from Earth.** Absolute brightness of stars is the result of a variety of factors. Relative distance from Earth is one factor which affects apparent brightness.
- **Reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.** Ex of patterns include the position and motion of Earth with respect to the sun and selected stars which are visible only during particular months.

### **Earth's Systems**

- **Ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. The geosphere, hydrosphere (including ice), atmosphere, and biosphere are each a system and each system is a part of the whole Earth System.** Ex include: the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere.
- **The amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth**
- **Ways individual communities use scientific ideas to protect the Earth's resources and environment.**

### **Structure and Properties of Matter**

- **How matter is made of particles too small to be seen.** Ex of evidence include: adding air to expand a basketball; compressing air in a syringe; dissolving sugar in water, and evaporating salt water.
- **Type of change which occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.** Ex of reactions or changes could phase changes, dissolving, and mixing to form new substances.
- **Identify materials based on their properties.** Ex of materials to be identified include baking soda and other powders, metals, minerals, and liquids. Ex of properties include: color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.
- **Determine whether the mixing of two or more substances results in new substances.** Ex of combinations which do not produce new substances include sand and water. Ex of combinations which do produce new substances include baking soda and vinegar or milk and vinegar.

## *What your child will be learning in 5th Grade Social Science*

Students in 5th Grade study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize ours is a nation with a constitution which derives its power from the people, which has gone through a revolution, which once sanctioned slavery, which experienced conflict over land with the original inhabitants, and experienced a westward movement which took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

## *Kearns-St. Ann School 6th Grade Curriculum*

## ***What your child will be learning in 6th Grade Mathematics***

In 6th Grade, your child will learn the concept of rates and ratios and use these tools to solve word problems. Students will work on quickly and accurately dividing multi-digit whole numbers and adding, subtracting, multiplying, and dividing multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers (any number which can be made by dividing one integer by another, such as  $\frac{1}{2}$ , 0.75, or 2). Students will also learn how to write and solve equations - mathematical statements using symbols, such as  $20+x = 35$ , and apply these skills in solving multi-step word problems.

### **Activities in these areas will include:**

- Understanding and applying the concepts of ratios and unit rates, and using the correct language to describe them (for example, the ratio of wings to beaks in a flock of birds is 2 to 1, because for every 2 wings there is 1 beak)
- Building on knowledge of multiplication and division to divide fractions by fractions
- Understanding positive and negative numbers are located on opposite sides of 0 on a number line
- Using pairs of numbers, including negative numbers, as coordinates for locating or placing a point on a graph
- Writing and determining the value of expressions with whole-number exponents (such as  $1^5+3^2$ )
- Identifying and writing equivalent mathematical expressions by applying the properties of operations.
- For example, recognizing  $2(3+x)$  is the same as  $6+2x$
- Understanding solving an equation such as  $2+x = 12$  means answering the question, “What number does  $x$  have to be to make this statement true?”
- Representing and analyzing the relationships between independent and dependent variables • Solving problems involving area and volume

### **Helping your child learn outside of school**

1. Ask your child to calculate the unit rates of items purchased from the grocery store. For example, if 2 pounds of flour cost \$3.00, how much does flour cost per pound?
2. Have your child determine the amount of ingredients needed when cooking. For example, if a recipe calls for 8 cups of rice to serve 4 people, how many cups of rice do you need to serve 6 people?
3. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see everyone can learn math.
4. Praise your child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time.

## ***What your child will be learning in 6th Grade English Language Arts and Literacy***

In 6th Grade, students will read a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis.

### **Activities in these areas will include:**

- Providing detailed summaries of texts
- Determining the theme of a text and how it is conveyed
- Describing how a particular story or play unfolds and how characters respond to plot developments
- Using a range of reading strategies to determine the meaning of unknown words as they are used in a text
- Comparing and contrasting various texts, including poems, stories, and historical novels
- Understanding the figurative and connotative (implied) meaning of words and phrases
- Identifying and evaluating specific claims or arguments in a text
- Supporting written claims or arguments with clear reasons and relevant evidence
- Producing clear and coherent writing appropriate to the task, purpose, and audience
- Participating in class discussions about various texts and topics
- Conducting short research projects to answer a question, drawing on several sources

### **Helping your child learn outside of school**

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics which would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
5. Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your child's exposure to new knowledge and vocabulary.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

### *What your child will be learning in 6th Grade Science*

#### **From Molecules to Organisms: Structures and Processes**

- **Living things are made of cells; either one cell or many different numbers and types of cells.** Evidence showing living things (including Bacteria, Archaea, and Eukarya) are made of cells, distinguishing between living and non-living things, and understanding living things may be made of one cell or many and varied cells. Viruses, while not cells, have features common with, and distinct from, cellular life.
- **The function of a cell as a whole and ways parts of cells contribute to the function.** The cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.
- **The body is a system of interacting subsystems composed of groups of cells.** The conceptual understanding cells form tissues and tissues form organs, which are specialized for particular body functions. Ex include the interaction of subsystems within a system and the normal functioning of those systems.
- **Characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.** Behaviors affecting the probability of animal reproduction include nest building to protect young from cold, gathering in herds to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Animal behaviors affecting the probability of plant reproduction include: transferring pollen or seeds; and creating conditions for seed germination and growth. Plant structures include bright flowers attracting butterflies which transfer pollen, flower nectar and odors which attract insects, and hard shells on nuts which squirrels bury.
- **Environmental and genetic factors influence the growth of organisms.** Local environmental conditions include availability of food, light, space, and water. Genetic factors include large breed cattle and species of grass affecting growth of organisms. Evidence includes drought decreasing plant growth; fertilizer increasing plant growth; different varieties of plant seeds growing at different rates in different conditions; and fish growing larger in large ponds than they do in small ponds.
- **Sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.**
- **Role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.** Emphasis is on tracing movement of matter and flow of energy.
- **Food is rearranged through chemical reactions forming new molecules supporting growth and/or release energy as this matter moves through an organism.** Molecules are broken apart and put back together - in this process, energy is released.

#### **Ecosystems: Interactions, Energy, and Dynamics**

- **Effects of resource availability on organisms and populations of organisms in an ecosystem.** Cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.
- **Predict patterns of interactions among organisms across multiple ecosystems.** Predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Ex of types of interactions include competitive, predatory, and mutually beneficial.
- **Cycling of matter and flow of energy among living and nonliving parts of an ecosystem.** Describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.
- **Changes to physical or biological components of an ecosystem affect populations.** Recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

- **Solutions for maintaining biodiversity and ecosystem services.** Ecosystem services include water purification, nutrient recycling, and prevention of soil erosion. Design solution constraints include scientific, economic, and social considerations.

### **Heredity: Inheritance and Variation of Traits**

- **Structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.** Understanding changes in genetic material may result in making different proteins.
- **Asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.** Using models such as Punnett squares, diagrams, and simulations to describe the cause-and-effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.

### **Biological Evolution: Unity and Diversity**

- **Patterns in the fossil record which document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption the natural laws operate today as in the past.** Finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rocks.
- **The anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.** Explanations of the evolutionary relationships among organisms in terms of similarity or difference of the gross appearance of anatomical structures.
- **Patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.** Inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.
- **Genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.** Using simple probability statements and proportional reasoning to construct explanations.
- **Technologies which have changed the way humans influence the inheritance of desired traits in organisms.** Synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and the technologies leading to scientific discoveries.
- **Mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.** Using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations.

### ***What your child will be learning in 6th Grade Social Science***

Students in 6th Grade expand their understanding of history by studying the people and events which ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas which helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

### ***Kearns-St. Ann School 7th Grade Curriculum***

### ***What your child will be learning in 7th Grade Mathematics***

In 7th Grade, students will further develop their understanding of rates and ratios, using tables, graphs, and equations to solve real-world problems involving proportional relationships. Students will also work on quickly and accurately solving multi-step problems involving positive and negative rational numbers (any number can be made by dividing one integer by another, such as  $\frac{1}{2}$ , 0.75, or 2). Additionally, students will expand their knowledge of geometry and apply the properties of operations to solve real world problems involving the measurement of multi-dimensional objects.

**Activities in these areas will include:**

- Determining whether two quantities are in a proportional relationship and using knowledge of rates, ratios, proportions, and percentages to solve multi-step problems
- Identifying the unit rate of change (the constant rate at which the value of a variable changes) in tables, graphs, equations, and verbal descriptions
- Calculating the unit rates associated with ratios of fractions, including quantities measured in different units (for example, the ratio of  $\frac{1}{2}$  a mile for every  $\frac{1}{4}$  of an hour means you travel 2 miles in an hour)
- Solving problems using equations to find the value of one missing variable
- Applying the properties of operations to generate equivalent mathematical expressions
- Solving multi-step word problems by adding, subtracting, multiplying, and dividing positive and negative rational numbers in any form (including whole numbers, fractions, or decimals)
- Understanding numbers cannot be divided by 0
- Converting rational numbers to decimals using long division
- Describing situations in which positive and negative quantities combine to make 0
- Finding the area of two-dimensional objects and the volume and surface area of three-dimensional objects

### **Helping your child learn outside of school**

1. Ask your child to calculate the unit rates of items purchased from the grocery store. For example, if 2 pounds of flour cost \$3.00, how much does flour cost per pound?
2. Use store advertisements to engage your child in working with numbers. For example, if a store advertises 30% off, have your child estimate the dollar amount of the discount, as well as the sale price of an item.
3. Have students use four 4's and any of the four arithmetic operations to write the numbers from 0 to 20 (for example,  $44 - 44 = 0$ ;  $4 \cdot 4 - 4 \cdot 4 = 0$ . How do you get 1?  $\frac{4}{4} + 4 - 4 = 1$ )
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see everyone can learn math.
5. Praise your child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time.

### ***What your child will be learning in 7th Grade English Language Arts and Literacy***

In 7th Grade, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Your child will also build academic vocabulary as he or she reads more complex texts, including stories, plays, historical novels, poems, and informational books and articles.

#### **Activities in these areas will include:**

- Analyzing how the form or structure of a play or poem contributes to its meaning
- Analyzing how particular elements of a story or play interact (like how the setting shapes the characters or plot)
- Determining how an author develops and contrasts the points of view of different characters or narrators in a text
- Conducting short research projects, drawing on several sources and identifying related questions for further research and investigation
- Engaging in a range of classroom discussions on topics and texts, expressing ideas clearly and building on the ideas of others
- Identifying a speaker's argument and specific claims and evaluating the reasoning and evidence behind these claims
- Using clues such as word roots or add-ons to a word (such as the prefix hyper-, which means 'excessive' in the words hyperactive and hypersensitive) to determine the meaning of a word
- Interpreting figures of speech or references to literature or mythology in a text
- Writing for a range of purposes and audiences

### **Helping your child learn outside of school**

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics which would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.

5. Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your child's exposure to new knowledge and vocabulary.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

### *What your child will be learning in 7th Grade Science*

#### **Earth's Place in the Universe**

- **Use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.** Examples of models can be physical, graphical, or conceptual.
- **Describe the role of gravity in the motions within galaxies and the solar system.** Gravity is the force which holds together the solar system and Milky Way galaxy, and controls orbital motions within them.
- **Determine scale properties of objects in the solar system.** Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.
- **From rock strata how is the geologic time scale used to organize Earth's 4.6-billion-year-old history.** Analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.

#### **Earth's Systems**

- **Describe the cycling of Earth's materials and the flow of energy which drives this process.** Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.
- **How geoscience processes have changed Earth's surface at varying time and spatial scales.** Emphasis is on how processes change Earth's surface at time and spatial scales which can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes which shape local geographic features, where appropriate.
- **The distribution of fossils and rocks, continental shapes, and seafloor structures provide evidence of the past plate motions.** Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).
- **The cycling of water through Earth's systems driven by energy from the sun and the force of gravity.** Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
- **Motions and complex interactions of air masses result in changes in weather conditions.** How air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. How weather can be predicted within probabilistic ranges. Examples of data can be provided (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).
- **Unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation which determine regional climates.** How patterns vary by latitude, altitude, and geographic land distribution. Atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations

#### **Earth and Human Activity**

- **The uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.** How these resources are limited and typically non-renewable, and how their

distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).

- **Analyze data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.** How some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena which allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).
- **Evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems** Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions' society takes.
- **A method for monitoring and minimizing a human impact on the environment.** Examples include examining human environmental impacts, assessing the kinds of solutions feasible, and designing and evaluating solutions which could reduce impact. Examples of human impacts can include water usage (the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).
- **The factors which have caused the rise in global temperatures over the past century.** Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (changes in incoming solar radiation or volcanic activity). Examples of evidence include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role human activities play in causing the rise in global temperatures.

### *What your child will be learning in 7th Grade Social Science*

Students in 7th Grade study the social, cultural, and technological changes which occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations which were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations, as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the “divine right” of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

### *Kearns-St. Ann School 8th Grade Curriculum*

#### *What your child will be learning in 8th Grade Mathematics*

In 8th Grade, students take their understanding of unit rates and proportional relationships to a new level, connecting these concepts to points on a line and ultimately using them to solve linear equations which require them to apply algebraic reasoning as well as knowledge of the properties of operations. Students will also expand their understanding of numbers beyond rational numbers to include numbers which are irrational (meaning they cannot be written as a simple fraction, such as the square root of 2 or  $\sqrt{2}$ ).

#### **Activities in these areas will include:**

- Understanding every rational number (such as  $\frac{1}{2}$ , 0.3, 2, or -2) can be written as a decimal, but the decimal form of an irrational number (such as  $\sqrt{2}$ ) is both non-repeating and infinite
- Applying the properties of exponents to generate equivalent numerical expressions
- Determining the value of square roots of small perfect squares (such as  $\sqrt{49}= 7$ ) and cube roots of small perfect cubes (such as  $\sqrt[3]{64}=4$ )
- Graphing proportional relationships and interpreting the unit rate as the slope (how steep or flat a line is)

- Solving and graphing one- and two-variable linear equations
- Understanding a function is a rule which assigns to each value of  $x$  exactly one value of  $y$ , such as  $y=2x$ , a rule which would yield such ordered pairs as  $(-2, -4)$ ,  $(3,6)$ , and  $(4,8)$
- Comparing the properties of two functions represented in different ways (in a table, graph, equation, or description)
- Determining congruence (when shapes are of equal size and shape) and similarity (same shape but different sizes)
- Learning and applying the Pythagorean Theorem (an equation relating the lengths of the sides of a right triangle:  $a^2 + b^2 = c^2$ )
- Solving problems involving the volume of cylinders, cones, and spheres

### **Helping your child learn outside of school**

1. Ask your child to do an Internet search to determine how mathematics is used in specific careers. This could lead to a good discussion and allow students to begin thinking about their future aspirations.
2. Have your child use magazines, clip art, and other pictures to find and describe examples of similar and congruent figures.
3. Using different objects or containers (such as a can of soup or a shoebox), ask your child to estimate surface area and volume, and check the answer together.
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see everyone can learn math.
5. Prompt your child to face challenges positively and to see mathematics as an important subject. Avoid statements like *“I wasn’t good at math”* or *“Math is too hard.”*
6. Praise your child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time.

### ***What your child will be learning in 8th Grade English Language Arts and Literacy***

In 8th Grade, students will read major works of fiction and nonfiction from all over the world and from different time periods. They will continue to learn how to understand what they read and evaluate an author’s assumptions and claims. They will also conduct research which will require the analysis of resources and accurate interpretation of literary and informational text.

#### **Activities in these areas will include:**

- Identifying what a reading selection explicitly says and drawing inferences based on evidence from the text
- Analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- Evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient
- Connecting information and ideas efficiently and effectively in writing
- Analyzing the purpose of information presented in diverse media formats, such as video clips or interactive maps
- Participating in class discussions on various topics, texts, and issues by expressing ideas and building on the ideas of others
- Developing a large vocabulary of multi-use academic words and phrases
- Interpreting figures of speech, such as puns or verbal irony, in context

### **Helping your child learn outside of school**

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics which would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
5. Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your child’s exposure to new knowledge and vocabulary.
6. Use technology to help build your child’s interest in reading. There are several websites where students can read books or articles online. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

### ***What your child will be learning in 8th Grade Science***

## Matter and its Interactions

- **The atomic composition of simple molecules and extended structures.** Models of molecules which vary in complexity. Ex of simple molecules include ammonia and methanol. Ex of extended structures include sodium chloride or diamonds. Ex of molecular-level models include: drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- **The properties of substances before and after the substances interact to determine if a chemical reaction has occurred.** Ex of reactions include: burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.
- **Synthetic materials come from natural resources and impact society.** Natural resources which undergo a chemical process to form the synthetic material. Ex of new materials include medicine, foods, and fuels.
- **Changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.** Qualitative molecular-level models of solids, liquids, and gases to show adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Models include drawings and diagrams; particles include molecules or inert atoms; pure substances include H<sub>2</sub>O, CO<sub>2</sub>, and helium.
- **The total number of atoms does not change in a chemical reaction and thus mass is conserved.** Law of conservation of matter and on physical models or drawings, including digital forms, which represent atoms.
- **Device which either releases or absorbs thermal energy by chemical processes.** Controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Ex of designs involve chemical reactions such as dissolving ammonium chloride or calcium chloride.

## Motion and Stability: Forces and Interactions

- **Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.** Practical problems include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.
- **Change in an object's motion depends on the sum of the forces on the object and the mass of the object.** Balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.
- **Factors which affect the strength of electric and magnetic forces.** Devices which use electric and magnetic forces include electromagnets, electric motors, or generators. Ex of data include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.
- **Gravitational interactions are attractive and depend on the masses of interacting objects.** Data generated from simulations or digital tools; charts displaying mass, strength of interaction, distance from the Sun; and orbital periods of objects within the solar system.
- **Fields exist between objects exerting forces on each other even though the objects are not in contact.** Ex of this phenomenon include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Ex of investigations include first-hand experiences or simulations.

## Energy

- **Relationships of kinetic energy to the mass of an object and to the speed of an object.** Ex include riding a bicycle at different speeds, rolling different sizes of rocks downhill
- **When the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.** Ex of objects within systems interacting at varying distances include: the Earth and either a roller coaster at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge
- **Minimizes or maximizes thermal energy transfer.** Ex of devices include an insulated box, a solar cooker,
- **The relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.** Comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.
- **When the kinetic energy of an object changes, energy is transferred to or from the object.** Inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.

## Waves and Their Applications in Technologies for Information Transfer

- **A simple model for waves which includes how the amplitude of a wave is related to the energy in a wave.**
- **How waves are reflected, absorbed, or transmitted through various materials** (light and mechanical waves).

- **Digitized signals are a more reliable way to encode and transmit information than analog signals.** Fiber optic cable to transmit light pulses, radio wave pulses in WIFI devices, and conversion of stored binary patterns to make sound or text on a computer screen.

***What your child will be learning in 8th Grade Social Science***

Students in 8th Grade study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo - Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

***KSA SPANISH DUAL IMMERSION PROGRAM***

- Two-way model of bilingual education is the most effective
  - Operates on the additive model not a deficit
- Cognitive benefits to learning in two languages
  - Enhanced executive function of the brain resulting in better focus and attention
  - Increased short term memory
  - Enhanced problem-solving skills because of the constant switching between two languages
- Social and psychological benefits
  - Larger social networks to help navigate school and community
  - Preserving home language reduces cultural dissonance between child and parent
  - Reduces behavior problems
- Biliterate learners reach higher academic levels over time
  - Students K-12 who remained in DL programs began to overtake students in English-only programs at about 5th grade
  - By high school they were outperforming their English only peers on all academic outcomes

**2021 - 22 School Year**

Pre-School	30% Spanish – 70% English
Pre-K, Kinder	40% Spanish – 60% English
Grades 1 - 8	Spanish course

**The 2022 - 23 School Year**

Pre-School	30% Spanish – 70% English
Pre-K, Kinder	40% Spanish – 60% English
1st Grade	50% Spanish – 50% English
Grades 2 - 8	Spanish course

**The 2023 - 24 School Year**

Pre-School	30% Spanish – 70% English
Pre-K, Kinder	40% Spanish – 60% English
1st Grade	50% Spanish – 50% English
2 <sup>nd</sup> Grade	50% Spanish – 50% English
Grades 3 - 8	Spanish course

**The 2024 - 25 School Year**

Pre-School	30% Spanish – 70% English
Pre-K, Kinder	40% Spanish – 60% English
1st Grade	50% Spanish – 50% English
2 <sup>nd</sup> Grade	50% Spanish – 50% English
3 <sup>rd</sup> Grade	50% Spanish – 50% English
Grades 4 - 8	Spanish course
ETC .....	

**Conclusion**

This policy handbook is limited in content. Emphasis has been placed on those things deemed most pertinent and beneficial to the students, parents, and personnel of Kearns-St. Ann School at the present time.

It would be impossible to anticipate all problems which may arise in the future. Anything which distracts from or disrupts the spirit, education, philosophy, or dignity of Kearns-St. Ann Catholic School will be held to be unacceptable even though not explicitly set forth in these policies.

You will not find every possible situation concerning positive behavior mentioned in these guidelines. Questions will arise which are not covered here or special circumstances may justify a course of action inconsistent with those listed in this handbook. In any case, the principal and/or pastor have the final decision in all matters pertaining to the school.

***Please read this handbook and sign the attached form. Return the signed form to the oldest student's homeroom teacher by September 25, 2021.***



We have read and agree to be governed by the Kearns-St. Ann School Parent/Student Handbook for 2021-2022. The Kearns-St. Ann Handbook is online at [www.ksaschool.org](http://www.ksaschool.org)

**Student Name (print):** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Parent Signature**

\_\_\_\_\_

**Parent Signature**

\_\_\_\_\_

**Date:** \_\_\_\_\_

***\* Please return this signed form to the oldest student's homeroom teacher by September 25, 2021***