



# Getting Ready to Start **Kindergarten**



Welcome to Hilliard City Schools!

We are so excited to welcome your child to kindergarten and to the start of their educational journey with Hilliard City Schools. This is such a special milestone—for your child and for your family—and we're honored to be part of it.

Kindergarten is a year filled with wonder, growth, and discovery. It's where children begin to develop the skills and confidence that will guide their learning for years to come. Our teachers and staff are dedicated to creating a safe, nurturing environment where every child feels valued, supported, and inspired to learn.

Each day, your child will be surrounded by caring adults—from classroom teachers and principals to office, nursing, and support staff—who work together to make sure every student experiences joy and success at school.

As the school year approaches, we encourage you to help your child get excited about this new adventure. Talk about all the fun things they'll do and the new friends they'll meet. Your encouragement and partnership will help build a positive foundation for their lifelong love of learning.

We look forward to getting to know your family and celebrating each milestone along the way—from the first day of kindergarten to the day they graduate. Welcome to the Hilliard City Schools family!

Sincerely,

David Stewart  
Hilliard Schools Superintendent

Dear Parents,

Welcome to Hilliard City Schools! We are excited to begin a very important journey with your child and look forward to working in partnership with you in your child's education.

The information included in this booklet is offered as a guide for your use. We hope you find the information helpful as you prepare your child for this next big milestone in their development.

State guidelines require that we plan an appropriate educational program for all of our students that focuses on the development of the whole child. The activities that are part of kindergarten screening are not "pass/fail" tests. Rather, they are activities that provide us with insight into the overall development of your child and their readiness for school. Some activities will include assessments of academic readiness, and later assessments will include vision, hearing, and speech.

The Hilliard City School District staff looks forward to working with you and your child for years to come! If you have questions or concerns throughout the registration or screening process, please call upon your building principal or me. We will be happy to assist you!

Sincerely,



Herb Higginbotham  
Director of Elementary Education







# MISSION STATEMENT

Hilliard City Schools will ensure that every student is Ready For Tomorrow.



# VISION STATEMENT

Hilliard City Schools will Embrace, Empower, & Inspire students, families, and the community in an active partnership.

## ELEMENTARY BUILDINGS

ALTON DARBY CREEK CAMPUS K-2 .....	614-921-5000
ALTON DARBY CREEK CAMPUS 3-5 .....	614-921-5500
AVERY ELEMENTARY .....	614-921-5100
BEACON ELEMENTARY .....	614-921-5200
BRITTON-NORWICH LEARNING CAMPUS K-2 .....	614-921-5300
BRITTON-NORWICH LEARNING CAMPUS 3-5 .....	614-921-6000
BROWN ELEMENTARY .....	614-921-5400
HILLIARD CROSSING ELEMENTARY .....	614-921-5600
HILLIARD HORIZON ELEMENTARY .....	614-921-5800
HOFFMAN TRAILS ELEMENTARY .....	614-921-5700
J. W. REASON ELEMENTARY .....	614-921-5900
RIDGEWOOD ELEMENTARY .....	614-921-6100
SCIOTO DARBY ELEMENTARY .....	614-921-6300
WASHINGTON ELEMENTARY .....	614-921-6200

# HELPING YOUR CHILD GET READY FOR KINDERGARTEN



**Children develop at different rates.  
Following are skills you can work on with your child:**

## **Can your child write their first name?**

If not, here is what you can do:

1. Write your child's name in large letters. Say each letter aloud as you write it so that they can associate the name of the letter with the shape of the letter.
2. Label your child's door so they can see their name in print.
3. Have your child practice writing their name using a variety of tools such as a Magna Doodle, crayons, pencils and markers. Also, have your child practice writing their name in different items around the house such as pudding, rice, sand and whipping cream.

## **Can your child recognize the numbers 1 - 100?**

If not, here is what you can do:

1. Read and enjoy counting books.
2. Point out numbers in the environment.

# **Children develop at different rates.**

## **Following are skills you can work on with your child:**

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### **Can your child count to 10 orally or count objects to 10?**

If not, here is what you can do:

1. Have your child count their own snacks, such as pretzels.
2. Have your child count each item as they pick up 10 things to put away in their room or in the house.

### **Can your child recognize the eight primary colors?**

If not, here is what you can do:

1. When your child is coloring, ask what colors were used.
2. Have your child draw objects on their paper and ask them to color certain colors.
3. Have your child sort objects based on colors such as clothes.
4. Have your child sort food based on colors such as "Fruit Loops".

### **Can your child color within the lines and cut on the lines?**

If not, here is what you can do:

1. Have your child cut out pictures in magazines of things they are interested in.
2. Draw simple objects with some detail (including self, family, house and pets).
3. Explore coloring with markers, crayons, chalk and other items.

# **Children develop at different rates.**

## **Following are skills you can work on with your child:**

### **Can your child recognize the 3 basic shapes - circle, triangle and square?**

If not, here is what you can do:

1. Point out objects that have the 3 basic shapes in your house and in the environment. Have your child name them.
2. Read and enjoy shape books.

### **Can your child name the letters in the alphabet?**

If not, here is what you can do:

1. Read and enjoy alphabet books before bedtime. Make this a routine.
2. Help your child recognize letters of the alphabet in everyday life (i.e. restaurants, signs and buildings).





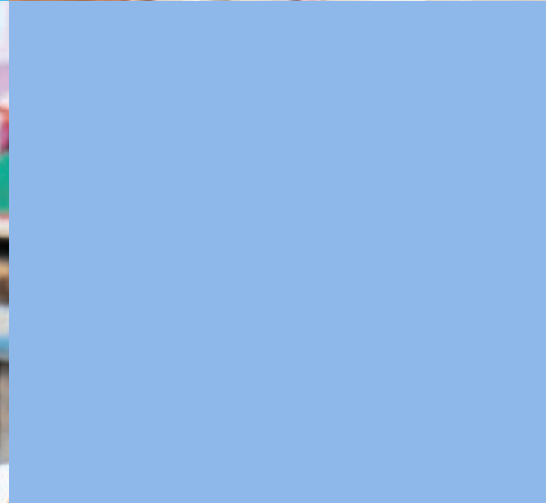
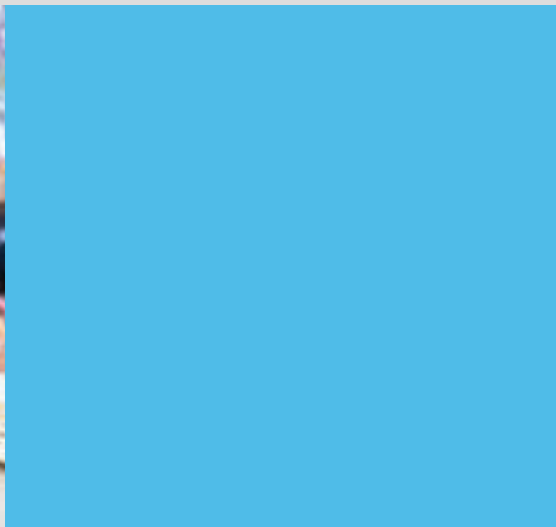
# Some Tips to Help Parents with Emergent Literacy Learners

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**The greatest benefits of reading are obtained when the child is an active participant, engaging in discussion about stories, talking about meanings of words, predicting outcomes, relating the story matter to their own life, and beginning to look at print.**

1. Read to your child daily
  - a. Include stories that are of interest to your child.
  - b. Add nursery rhymes and other books that play with the sound of language
  - c. Find characters that your child can relate to or those that help to see others from a new perspective.
  - d. Talk about the way books make us laugh, cry, and understand.
2. When reading, sit beside your child with the book between you so that you can both see the text and enjoy the pictures.
3. Look at the book cover. Point out the title, author, and illustrator.
4. Help your child develop a sense of story. Talk about the book as you read with your child. Some helpful questions:
  - a. What do you notice? What do you wonder?
  - b. What happened at the beginning, middle or end of the story?
  - c. What do you think will happen next?
  - d. Why do you think the character did that?
  - e. What would you have done if you were that character?
  - f. What was the best thing about the story?

5. Children in this emergent stage often memorize a particular phrase or story. This gives children an opportunity to attend to print.
  - a. Model finger pointing by pointing to words as you read, moving your finger left to right with the words.
  - b. Point out words or phrases that are repeated several times throughout the story.
6. Make sure your child sees you as a reader: reading a newspaper, enjoying a good novel, etc.
7. Encourage early story telling. When your child draws a picture, encourage them to tell you about it. Then write down what your child says as they say it. Let your child see you write down what is said. Read it back. Point to the words as you read them.
8. Build early phonological awareness by noticing and playing with words, rhymes, and syllables.
9. Play games with letters, sounds, and words.
10. Notice the little steps your child is taking and celebrate them.





## **Identification of Young Exceptional Children: Gifted Identification**

Young children's skills and talents develop rapidly after they enter school. During kindergarten and first grade, teachers take time to become familiar with each child's learning style, interests, temperament, and capabilities. Teachers are especially alert for characteristics that suggest that a child has advanced cognitive or intellectual development.

During these first two years of school, teachers and parents work together to make note of exceptional ability as it is demonstrated both at school and at home. If multiple characteristics of giftedness appear to be consistent over time, a referral for further review may be submitted to your school's Gifted Intervention Specialist. Students are monitored and screened throughout their school years for evidence of giftedness.

## **Supporting Our Students with Disabilities**

In the Hilliard City School District, we recognize and celebrate the diverse needs of our student population, with over 15% identified as having a disability. Each exceptional student has unique strengths and requirements, and we are committed to providing the necessary support to help them thrive. Our classroom teachers play a crucial role in meeting these needs through differentiated instruction, often collaborating with special education intervention specialists to create an inclusive learning environment. All eligible children with disabilities receive tailored instruction specifically designed to address their unique educational needs, ensuring that every student can succeed and reach their full potential.

We are proud to offer a full continuum of special education services available across nearly all school buildings in our district. While many exceptional students can thrive in general education settings, some may require more intensive support in small group or resource classrooms. For students with multiple disabilities or specific social, emotional, or behavioral needs, services may be provided at a school other than the child's school of residence that better meets those requirements. Our special education team works closely with classroom teachers and staff to ensure a comprehensive understanding and approach to support all students with disabilities, and we welcome and appreciate the partnership of our families in this important work.



**Department  
of Education**

## **Getting Ready for Kindergarten**

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To prepare for kindergarten, children need to be supported and nurtured in all areas of development. It is also important that your child is physically, socially and emotionally ready to participate in school. This list can serve as a guide as you and your child prepare for the exciting transition to kindergarten.

### **Can your child separate from primary caregiver without anxiety?**

#### **Use self-control?**

- Keeping hands to self
- Sharing and taking turns
- Cooperating and playing with other children
- Using classroom supplies appropriately

#### **Demonstrate self-help skills?**

- Using the restroom independently
- Putting on and zipping own coat
- Tying shoes

#### **Express self-awareness in a variety of ways?**

- Knowing first and last name
- Writing first name
- Naming the letters in first name
- Knowing name of primary caregiver(s)



## **Cooperate with adults and authority figures?**

- Following directions
- Communicating needs effectively

## **Use classroom tools and toys efficiently?**

- Cutting with scissors
- Holding and using a pencil, crayon or marker
- Building with blocks or Legos



**Phone:** 614.921.7000

**Website:** [hilliardschools.org](http://hilliardschools.org)

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