

# Mendocino K-8

P.O. Box 226  
Mendocino, CA 95460  
(707) 937-0564 - Fax: (707) 937-1538  
Kim Humrichouse, Principal



## Comptche TK Program

MUSD offers Transitional Kindergarten at the Comptche School. **Transitional Kindergarten is the first of a two-year kindergarten program.** A child is eligible for TK if his/her 5<sup>th</sup> birthday is between September 2<sup>nd</sup> and December 2<sup>nd</sup>. A child is eligible for kindergarten if they are 5 on or before September 1<sup>st</sup>.

The Transitional Kindergarten Program at the Comptche School runs from 8:00 – 12:00. TK students are in a multi-aged classroom with kindergarten through third grade students. TK students receive a curriculum that is modified to meet their age and developmental needs.

**Mendocino K-8 School highly values a child’s social-emotional competence. A child’s social-emotional competence influences current school achievement and is predictive of future academic learning (Thompson and Goodman 2009).**

- Children with poor social-emotional competence and self-regulation “have more difficulty transitioning to school” and are at greater risk for low academic achievement, behavioral problems, peer conflict and/or peer rejection, and school dropout (Committee for Children 2011, 2).
- Children’s confidence and positive perception of themselves as learners, capable of growing in knowledge and skill, motivates them to pursue learning and persist through challenging tasks (Mueller and Dweck 1998; Galinsky 2010).
- Self-regulation abilities predict math and reading outcomes in the early elementary school years (National Institute of Child Health and Human Development Early Child Care Research Network 2003).
- Competence in understanding others’ feelings has been associated with positive peer and adult relationships as well as academic achievement (Raver 2002; Raver and Knitzer 2002). Furthermore, individuals who are able to empathize and express care are “more actively engaged in the well-being of their classmates, teachers, and the greater school environment” (Thompson and Goodman 2009, 153).
- The quality of the teacher–student relationship serves as a regulatory function in social– emotional development and has a “potential to exert a positive or negative influence on children’s ability to succeed in school” (Pianta and Stuhlman 2004, 445).

Please contact Kim Humrichouse at [khumrichouse@mcn.org](mailto:khumrichouse@mcn.org) or 937-0515 if you have any questions.