



# Mendocino K8 School

Kim Humrichouse, Principal

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## **Transitional Kindergarten – Kindergarten Registration 2020-2021**

All incoming TK and K students will need to bring proof of residency, proof of immunizations, and fill out a paper registration packet.

### **Transitional Kindergarten**

A child who turns 5 between September 2<sup>nd</sup> and December 2<sup>nd</sup> is eligible for transitional kindergarten.

**Transitional Kindergarten is the first of a two-year kindergarten program.** The Transitional Kindergarten Program at the Mendocino K-8 School runs from 8:30 – 12:00. TK students are in a multi-aged classroom with kindergarten 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).

### **Kindergarten**

A child who turns 5 on or before September 1<sup>st</sup> is eligible for kindergarten.

The Kindergarten program at the Mendocino K-8 School runs from 8:30 – 2:20.

Please see the Mendocino K-8 School website for more information.

[www.mendocinoused.org](http://www.mendocinoused.org)





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**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).

