

To Parents,

Starting school is an exciting event for children! They've heard about it from parents, brothers, sisters, or friends. But, school will probably mean some big changes in your child's life.

For example:

first separation from home and family . . .

first steps to independence . . .

new feelings . . .

new experiences . . .

It is very important to get your child off to a good start. Getting off to a good start takes a joint effort. Our teachers, administrators, and specialists are trained to help your child.

Kindergarten provides the child with an opportunity to learn and grow. He or she will be taught basic skills in language, reading, arithmetic, and writing, along with fine arts, and other practical skills. The pupils learn to work with others, respect authority, and develop self-control.

The progress of your child will be reported to you periodically and we hope that you will bring us any facts which will help us make his/her school experience more meaningful. Please feel free to visit the school and become acquainted with your child's teacher and principal.

This booklet has been prepared to help you understand the educational program of the kindergarten.

Carla J. Birney
Assistant Superintendent

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WHAT IS KINDERGARTEN?

Kindergarten is the first year of your child's formal school life. Your child will have many new experiences and learn many new skills.

For example, your child will learn:

TO GET ALONG WITH OTHERS - by being cheerful, polite, fair and well-mannered.

TO EXPLORE - new things and ideas.

TO PLAN AHEAD - by asking questions and anticipating future events.

TO USE NEW WORDS - learned from people, experiences, slides, films, books and pictures.

TO BE SAFE - by taking part in safety lessons, fire drills, supervised playground activities, etc.

TO SHARE - things like toys, games and experiences with others.

TO EXPRESS SELF - with words, clay, crayons, music, etc.

TO LISTEN - to stories, to directions and to others.

TO SPOT DIFFERENCES - in colors, sizes, shapes, patterns, and sounds.

TO CARE FOR SELF AND BELONGINGS - by going to the bathroom alone, hanging up clothes, returning toys and tools at pick-up time.

TO PLAY FAIR - by following rules and taking turns.

TO THINK OF OTHERS - by making gifts for parents, classmates, etc.

TO PROTECT SELF - and to know where to go for protection.

TO COUNT - by relating numbers to specified groups of objects.

TO CARE FOR LIVING THINGS - by giving pets and plants food and water.

TO PREPARE FOR SCHOLASTIC ACTIVITIES - by looking at books and learning to use them and by dictating letters, words, numbers, and stories for the teacher to write down.

And, when ready, your child will learn to **READ AND WRITE!**

REGISTRATION

A child who is five years old on or before September 30 is permitted to enter kindergarten in Dover. During the months of January, February and/or March parents are asked to call the school and register your child. When you call the school you will be asked to schedule a screening date in March. A packet of enrollment forms will be mailed to you to be completed by the time you attend the screening. At this time, please bring a birth certificate, custody papers (if applicable), immunization records, the completed enrollment forms, and the transportation form.

Any child who is unable to be screened in March may be registered, but will not be officially enrolled until the screening is completed and all forms have been returned. Make-up screening will be conducted in August.

Parents may register students by calling their home school attendance area: Dover Avenue (330-364-7117), East (330-364-7114), or South (330-364-7111).

SPRING VISITATION

When you attend the spring screening you will be informed of the time and date of the spring kindergarten visitation. We encourage you to have your child visit the kindergarten class for one hour this spring. The child who visits the school at this time should look forward to next fall with great anticipation, less fear, and have a better understanding of the school. There will only be one day for visitation, so please try to have your child attend.

FEES

The Dover Schools establish a fee each year to help cover the cost of consumable materials used in the kindergarten program. Additional information concerning school fees will be available when school begins in the fall.

CAFETERIA

Breakfast is offered to all morning kindergarten students, and those students in extended day kindergarten classes are also offered lunch. The menus are based on USDA guidelines. Prices will be set at the beginning of each school year.

The cafeteria operates on a computerized lunch system. Parents may pay for meals by sending cash in a **marked envelope**, a check made out to **Dover City Schools Cafeteria**, or by using our online payment program, www.payforit.net. Students are issued a 4 digit PIN number which allows parents to pay in advance for meals, and for students to access their accounts for breakfast and lunch. This number remains the same throughout the student's school years and is confidential.

Parents may apply for free or reduced price meals by filling out an application available in the school office. Dover City Schools Cafeteria looks forward to serving your child.

SCHOOL HEALTH

Good health for your children requires the continuous cooperative efforts of home, school and your family physician. The health service in the school is not a substitute for medical care. Its chief purpose is to promote, protect, maintain, and improve the health status of each student.

Illness or Injuries:

Staff members refer pupil health concerns to the school office. In the event of an accident or illness requiring medical consultation, or your child to go home, attempts are made to contact parents. When a parent cannot be reached, an effort is made to contact other persons listed on the Pupil Emergency Card. The Emergency Medical Authorization, a form given to you to complete at the beginning of the school year, is consulted for parental instructions if medical help must be sought immediately and accompanies the student for medical care. It is important that information on these forms be up-to-date. Please keep these records current by notifying the school office of any changes in work or home telephone numbers, doctor or dentist, and the person(s) to be contacted when a parent cannot be reached.

Keep your child home for fever, vomiting, diarrhea, or other potentially contagious conditions. Call the school to report your child off from school. Please call before 8:30 A.M. Also, please inform the school of the nature of your child's illness so that his/her health record may be kept current.

ENTRANCE REQUIREMENTS/IMMUNIZATIONS

Except as otherwise provided in this policy, no pupil, at the time of initial entry or at the beginning of each school year, to an elementary, middle, or high school shall be permitted to remain in school for more than fourteen (14) days unless the pupil presents written evidence satisfactory to the person in charge of admission, that the pupil has been immunized by a method of immunization approved by the Department of Health pursuant to O.R.C. §3701.13.

Therefore, any child initially entering school:

1. Must present a birth certificate or comparable certificate; and
2. Be immunized against or be in the process of being so immunized for the following indicated for kindergarten students:



| VACCINES | FALL 2011 IMMUNIZATIONS FOR SCHOOL ATTENDANCE |
|--|---|
| DTaP/DTP/DT/ Tdap/Td Diphtheria, Tetanus, Pertussis | Kindergarten 5 doses of DTaP, DTP, or DT, or any combination, if the fourth dose was administered prior to the 4 th birthday. Grades 1-12 3-4 doses of DTaP, DTP, DT or Td or any combination Grades 7-8 1 dose of Tdap or Td vaccine must be administered prior to entry. |
| POLIO | Kindergarten-Grade 1 4 doses of any combination of OPV or IPV, the final dose must be administered on or after the 4 th birthday regardless of the number of previous doses. Grades 2-12 4 doses if a combination of OPV or IPV was administered 4 doses of all OPV or all IPV is required if the third dose of either vaccine was administered prior to the 4 th birthday. |
| MMR Measles, Mumps, Rubella | K-12 2 doses of MMR. Dose 1 must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose 1. |
| Hib <i>Haemophilus Influenzae Type b</i> | None |
| HEP B Hepatitis B | K-12 3 doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose), must not be administered before age 24 weeks. |
| Varicella Chickenpox | Kindergarten-Grade 1 2 doses of varicella vaccine must be administered prior to entry. Grades 2-5 1 dose of varicella vaccine must be administered on or after the first birthday. |

Parents should be advised that failure to complete the required immunization in a timely manner is a basis for excluding pupils from school. Parents should be further advised that re-admittance will not take place until proof of additional information is submitted.

"In process" means pupils who have not received the minimum number of immunizations and are not otherwise exempt may remain in school only if they have received measles, mumps, and rubella vaccines and at least one dose each of DTaP/DTP/DT-Td, Hepatitis B and polio vaccine. They must finish the series as soon as the scheduled intervals between doses permits. These pupils while listed as incomplete are considered "in process." Any student previously admitted under the "in process of being so immunized" provision and who has not complied with the immunization intervals prescribed by the Director of Health shall be excluded from school on the fifteenth (15th) day of the following school year. Any student so excluded shall be readmitted upon showing evidence to the student's building principal of progress on the Director of Health's interval schedule.

The required immunizations can be waived if a medical contraindication exists; a physician's written statement is required. Objection on religious or philosophical grounds is a valid exemption only when a written statement to this effect is signed by a parent or guardian; these parents should be advised that their children are subject to exclusion from school in the event of a school-based outbreak of any of the

aforementioned diseases. Waivers are exceedingly rare, and evidence that a waiver exists must be kept on file at the school and renewed yearly.

ADMINISTRATION OF MEDICATIONS BY SCHOOL PERSONNEL

The school shall encourage parents and physicians to adjust medication schedules to avoid administration of medicines during school hours; however, when it is necessary, trained school personnel will administer prescribed medication, in accordance with the following guidelines:

A. GENERAL MEDICATIONS

1. All school personnel shall be informed that the administration of any drug (prescription or over-the-counter) without a signed order from the physician and the signed permission from the parent/guardian could be interpreted as practicing medicine and is prohibited by law.
2. The principal in each building shall appoint a responsible person or persons to supervise the storing and administering of the medication in the absence of the school nurse. All drugs shall be locked in a designated place except that certain drugs requiring refrigeration may be kept in a refrigerator in a place not commonly used by students.
3. Written request must be obtained from the physician and the parent/guardian or other person having care or charge of the student before any medication may be administered by school personnel. The request must include all of the following information:
 - a. The name and address of the student;
 - b. The school and the class in which the student is enrolled;
 - c. The name of the drug and the dosage to be administered;
 - d. The times or intervals at which each dosage of the drug is to be administered;
 - e. The date the administration of the drug is to begin;
 - f. The date the administration of the drug is to cease;
 - g. Any severe adverse reactions that should be reported to the physician and one or more phone numbers at which the physician can be reached in an emergency; and
 - h. Special instructions for administration of the drug, including sterile conditions and storage.
4. The parent, guardian, or other person having care or charge of the student must agree to submit a revised statement signed by the physician who prescribed the drug to the Board or the persons designated by the Board if any of the information provided by the physician changes.

5. The person authorized by the Board must receive a copy of all statements and revisions of the statements.
6. The drug is to be received by the person authorized to administer the drug to the student for whom the drug is prescribed in the container in which it was dispensed by the prescribing physician or a licensed pharmacist.
7. New request forms must be submitted each school year and as necessary for changes in the medication order.
8. It is advised that the medication and the signed permission forms be brought to the school by the parent/guardian.
9. The school nurse is responsible for the monitoring of medications administered by school personnel.
10. Accurate records of the medication given must be kept in the student's record.
11. In case of self-administered medication, all procedures in this policy shall be followed. In addition, the student will be required to self-administer the prescribed medication in full view of the responsible school person.
12. No authorized employee who administers a prescribed drug under the conditions of this policy will be liable in civil damages unless he/she acts in a manner that would constitute "gross negligence or wanton or reckless misconduct".
13. No employee shall be required to administer a prescribed drug to a student, if that employee objects, in writing, to administering said drug on the basis of religious conviction.
14. All dental disease prevention programs, sponsored by the Ohio Department of Health and administered by school employees, parents, volunteers, employees of the local health district, and/or employees of the Ohio Department of Health, which utilize prescription drugs for the prevention of dental disease and which are conducted in accordance with the rules and regulations of the Ohio Department of Health are exempt from all requirements of this policy.
15. Nothing in this policy affects the application of ORC §§2305.23, 2305.231, or 3313.712 to the administration of emergency care or treatment to a student.

16. The Board is required to retain copies of the written requests and the statements and shall ensure that by the next school day following receipt of any such statement a copy is given to the person authorized to administer drugs to the student for whom the statement has been received.

B. ASTHMA INHALERS

A student may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise to prevent the onset of symptoms as long as written approval from the physician and parent/guardian is provided. Written approval must be on file with the school nurse or principal indicating the same information that is required for other medications (see general medications policy above) plus the following information:

- a. Written instructions that outline what school personnel should do if the inhaler does not produce the expected results.
- b. At least one emergency phone number for contacting the parent/guardian of the student.

C. EPINEPHRINE AUTOINJECTORS (Epipens)

A student may possess and use an Epinephrine autoinjector to temporarily relieve severe allergy symptoms until medical help is summoned as long as written approval from both the physician and the parent/guardian is provided. Written approval must be on file with the school nurse or principal indicating the same information that is required for other medications (see general medications policy above). In addition, the school nurse must have a backup dose of the medication from the student or parent. Whenever a student is administered an Epinephrine autoinjector in school, emergency medical personnel must be called immediately as well as the parent/guardian.



DOVER CITY SCHOOLS
Medication Administration Record (MAR)
(Including Inhaler and Epinephrine Autoinjector Use)
In accordance with ORC 3313.718/3313.141

Prescription and over-the-counter medication administration during the school day is discouraged unless medically necessary for the student's health, safety and optimal learning. In the event that this is necessary, certain procedures *must* be followed. Medication must be in the original container and properly labeled. A MAR must be completed and signed by the prescribing physician and parent. Any change in medication will require a new MAR and new labeled container. A new MAR is required every school year. It is strongly recommended that medication be dropped off and picked up by the parent or other parent-designated adult.

Student Information

| | | | | |
|--------------|---------------------|--------|-------|---------|
| Student Name | School Year | School | Grade | Teacher |
| D.O.B. | Any Known Allergies | | | |

Prescriber Authorization

| | | |
|--|-------------|------------------|
| Name of Medication | | Reason for Use |
| Date to Begin | Date to End | Time to be Given |
| Dosage | | Route |
| Special Instructions | | |
| For Epinephrine Autoinjector (as required by law, 911 is to be called immediately if medication is used): <input type="checkbox"/> Keep the autoinjector in the school office instead of in the student's possession <input type="checkbox"/> As the prescriber, I have determined that this student is capable of possessing and using this autoinjector appropriately and have provided the student with training in its proper use. A backup dose has been prescribed and will be kept in the school office as required by law. | | |
| For Rescue Inhaler: <input type="checkbox"/> Keep the inhaler/nebulizer in the school office instead of in the student's possession <input type="checkbox"/> As the prescriber, I have determined that this student is capable of possessing and using this inhaler appropriately and have provided the student with training in its proper use. I understand that best practice recommends a backup inhaler be kept in the school office. | | |
| Possible Severe Adverse Reaction(s) per ORC 3317.716 & 3313.718 | | |
| a) To the student for whom it is prescribed (that should be reported to the physician) | | |
| b) To a student for whom it is not prescribed who inadvertently receives a dose | | |
| Prescriber Signature | | Date |
| Address | Phone | Fax |

Parent/Guardian Authorization

| | |
|---|------------------|
| I agree with the prescriber information above. I authorize an employee designated by the school board to administer the above medication. I also authorize the school nurse to contact the prescriber or pharmacist to clarify information regarding this medication order. | |
| Parent/Guardian Signature | Date |
| #1 Contact Phone | #2 Contact Phone |

| | | | |
|-------------------------------|---|----------------|---------------------|
| School Nurse Signature | | | Date |
| Dover High School: | 520 N. Walnut Street, Dover, OH 44622 | (330) 364-7124 | Fax: (330) 364-7142 |
| Dover Middle School: | 2131 N. Wooster Avenue, Dover, OH 44622 | (330) 364-7121 | Fax: (330) 364-7127 |
| Dover Ave. Elementary: | 125 W. 13 th Street, Dover, OH 44622 | (330) 364-7117 | Fax: (330) 343-7636 |
| East Elementary: | 325 Betscher Avenue, Dover, OH 44622 | (330) 364-7114 | Fax: (330) 343-8526 |
| South Elementary: | 280 Shafer Avenue, Dover, OH 44622 | (330) 364-7111 | Fax: (330) 343-3976 |

TRANSPORTATION

Pupils who live in areas which are normally served by school buses will be provided transportation to and from school. **All areas cannot be transported for both the morning and afternoon sessions of kindergarten; therefore, it may be necessary to assign the pupil to only the session for which this service is available.** Bus students are encouraged to begin riding the bus the first day of school. Due to families moving into our district in August, parents will be notified a week before school starts of the bus number and time of pickup and drop off. Call the bus office at 330-364-7109 if you have questions.

YOUR CHILD SHOULD KNOW THESE BASIC SAFETY RULES:

1. Cross streets only at crosswalks.
2. Walk on sidewalks wherever possible; walk facing traffic where there are no sidewalks.
3. Don't accept rides with, or even talk to, strangers.
4. Go directly home after school.
5. Behave properly on the school bus. Learn the rules for school bus riders.



HELP YOUR CHILD START EACH SCHOOL DAY RIGHT

To keep your child healthy, be sure he or she is well-rested and well-nourished. School children need to have a good breakfast. Ten to 12 hours of sleep are recommended for children going to kindergarten and first grade. Meals should be well-balanced and unhurried. Insist on wholesome, nutritious foods – avoid junk foods.

PREPARE FOR THE WEATHER

1. Choose appropriate clothing and provide for possible weather changes.
2. Indoor clothing should be safe, sturdy, not too tight and labeled.
3. Outdoor clothing should also be clearly labeled.
4. Boots should be large enough so they can be put on without help.



BEFORE SCHOOL BEGINS

During the time between now and the first day of school there are many things you can do to help your child be more successful. Continue to read to your child, daily if possible. Visit the public library to look at books and to check out those books in which an interest is shown. At birthday time or on other occasions, give him/her books as gifts.

Take time to enjoy your child. Talk with him/her. Let them explain activities to you in sequence or retell their favorite story.

As opening day nears, walk to school with your child several times so that they will know the route. If your child is one who must ride a bus to school, discuss safety and conduct with them. Drive past the school occasionally so that they will recognize it as "their" school.

Please be sure to label all of your child's personal materials and clothing. This is a great help to your child and his/her teacher.



If you send money to school with your child, put it in an envelope and write his/her name and what the money is for on the outside. Put the envelope in a safe pocket. Change should be taped or wrapped inside the envelope.

WAYS YOU CAN HELP

The education of your child is not the sole responsibility of the teacher. As a parent, there are many things which you can do to assist the teacher in achieving some of the goals which have been set up for the five year old. It is not intended that all these goals should be learned before the child enters kindergarten, but that each child should have attained as many as possible by the end of the school year.

The successful kindergartner will have learned:

1. his/her full name, address and phone number.
2. the name of his/her parents.
3. how he/she should get to school each day.
4. to recognize local landmarks by having walking experiences near home and along the safest pathways to the school or bus.
5. how to be independent in the bathroom.
 - a. to flush toilet
 - b. to wash hands
 - c. to keep floor dry
 - d. good manners - taking turns, quiet voices
6. how to zip his/her coat
7. to show good sportsmanship at all times. (Don't let him/her win all the games at home).
8. the value of keeping his/her hands to himself/herself.
9. responsibilities suited to his/her age level.
 - a. putting away his/her toys
 - b. not to bother others when they are working or playing
10. the meaning of "yes" and "no". Be consistent about it at all times.
11. to make a simple choice and stay with it.
12. cooperation with both adults and children.

13. to listen when spoken to.
14. not to talk when someone else is talking.
15. to use self control.
 - a. to take suggestions without sulking
 - b. to take correction and avoid quarreling
 - c. to accept suggestions and follow them
16. to replace materials and playthings that he/she uses.
17. to tie his/her shoelaces and keep them tied.
18. to take part in all activities – not just those he/she happens to like.
 - a. outdoor play – not rough-housing
 - b. free activity – to make a choice and to stick to it
 - c. conversation
 - d. music – to at least try
 - e. stories – to listen
 - f. games
 - g. resting time
19. to keep his/her hands and other objects out of his/her mouth.
20. to cover his/her mouth when sneezing or coughing.
21. polite manners.
 - a. please
 - b. thank you
 - c. excuse me
22. to listen to a simple direction and follow it without constant supervision from an adult, teacher or mother.
23. a simple vocabulary so that the child can understand what the teacher expects of him/her.
 - a. use simple vocabulary words in giving him/her a few simple rules that he/she can understand and remember.
24. to follow simple directions.
25. to obey the person (teacher, patrolman, etc.) in authority.
26. to put on and remove wraps, including boots.
27. that he/she should attend school regularly, unless he/she is ill.



HANDWRITING

If your child asks how to write his/her name, use proper manuscript (printing) form using a capital letter for the first letter of his/her name, a lower case (small letter) for the other letters in the name - example, Mike.

WRITING THEIR NAME

Usually a child wants to write his/her name first of all. When a child does ask to write his/her name, parents should show him/her how to write it using capital letters at the beginning of his/her name only. If a child learns to write his/her name in all capital letters he/she has difficulty recognizing his/her name in any other form. Furthermore, he/she has to unlearn one way of writing his/her name and learn to write it the correct way. Most kindergarten systems teach children to write their names using capital letters at the beginning only. Children's first experiences in reading usually will be books and materials using small letters and capitals as opposed to all capitals. Therefore, to aid later reading, the child will benefit from writing his name with capitals at the beginning only.

When children have learned to write letters incorrectly, their progress is hindered because they must break a wrong habit before they can learn the correct letter formation.



SCHOOL IS A PLACE FOR PARENTS

You can prepare yourself, too!

Here are some suggestions:

Learn the school rules regarding clothing, money, supplies, and the like.

Know the school calendar – which days your child will be in or out of school.

Learn the school and bus schedule in advance so that everything will go smoothly that first day.



These people you will want to meet at school:

The Teacher

As your child's teacher learns to know your child she will appreciate your support and cooperation in providing the child with a rich learning environment. Feel free to visit your child's classroom and share in the learning activities. Find out what the teacher is trying to do for your child and how you can help. Get to know the teacher as a friend.

Title I Teacher

This teacher provides direct instruction in beginning reading to the whole class and small groups of students. These skills include letter recognition, letter-sound correspondence, tapping sounds, blending sounds, and many more.

The Principal

He/She is directly responsible for the school program and for the quality of work accomplished. In time, the principal will know your child well. Feel free to call on him/her for advice and help.

The Secretary

She is available in the principal's office to assist the teachers, students and parents with any problems or emergencies that may arise. She is a very helpful person and is often the first person your child will meet when visiting the principal's office.

The School Nurse

The school nurse keeps health records on the children and counsels the parents on health problems. She conducts health screenings and presents health education to staff and pupils.

Guidance Counselor/ Student Advocate

The guidance counselor/student advocate is available to counsel students, assist teachers in working with students and their individual needs, and to assist parents with special concerns. She often works with individuals, small groups or the whole class.

| | |
|--|---|
| <u>The Speech and Language Pathologist</u> | She consults with teachers to enhance the speech and language skills of all students. She assists with health screenings and provides intervention for those students with speech or language needs. |
| <u>The Custodian</u> | Schools must be kept clean and orderly, comfortable and well-ventilated, so that they are good places for children to be. A custodian who sees to these needs is an important person in your school and in your child's life. |
| <u>Members of the P.T.G.</u> | Join them with enthusiasm and a personal sense of service. Here parents and teachers can work cooperatively and effectively for the good of all children. Each school has its own organization. |
| <u>Assistant Superintendent/ Curriculum Director</u> | She works with all buildings to develop curriculum and improve instruction for the pupils. |
| <u>School Psychologist</u> | The school psychologist is available to assist students, staff and parents. She conducts diagnostic testing and assists in developing individual programs. |
| <u>Special Education Director</u> | The special education director coordinates all special education services for students with disabilities, ages 3-21. |
| <u>Transportation Coordinator</u> | He is responsible for developing bus routes and arranging for transportation. |

Your child's attitude toward school mirrors yours. When he/she knows you come to school often and that you are working with others for his/her good, he/she will look forward to coming to school.



GETTING READY FOR KINDERGARTEN

Now that your child is about to enter kindergarten, there is much that you can do to make this a pleasant and worthwhile experience for him/her. Talk about going to school, describing the activities in such a way that he/she will look forward to taking part in them. Emphasize the pleasant aspects of school. Picture it as a friendly place where children have fun learning together. Let him/her know that the teacher and the principal are friends who will enjoy helping him/her. He/She should come to school with a desire to learn. Guide him/her in the learning process.

Show your child that learning is fun. Share activities such as the following:

Arranging household items into categories to build organizational skills.



Growing plants and gardening to stimulate curiosity and a sense of wonder.



Cooking snacks and meals to introduce concepts such as measuring, temperature and time.



Playing games with words, numbers and colors at home and in the car to build basic language and number skills.



Putting things away. Setting a regular pick-up time is a good way to help develop responsibility and the ability to organize.



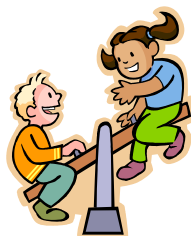
Learning to listen. Being able to follow directions is a necessity at school.



Doing simple chores. Being responsible for household tasks teaches reliability.



Getting along with others. The ability to work with others plus a sense of helping, caring and sharing are vital for children entering school.



Dressing self. Your child should be able to tie shoelaces, fasten buckles, button or zip clothes without help.



Adults find that they can read with greater ease and more speed if the general field of subject matter and the vocabulary are reasonably familiar. The same situation exists when the child is beginning to read, to write, or to work with numbers. The kindergarten recognizes this and attempts to give the child many experiences, both group and individual, which broaden his/her interests.



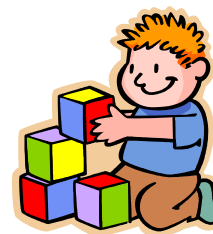
READINESS

READING READINESS

1. Left to right progression as is used in reading.
2. Following directions.
3. Recall of experiences – telling others of interesting things that have happened to them.
4. Differentiation of sounds – learning differences in high and low and loud and soft. Listening for same/different sounds in words.
5. Rhyming – listening for word endings for oral language development.
6. Seeing likenesses and differences in objects and people.
7. Opposites – in and out, up and down.
8. Seeing details in pictures by reading picture stories.
9. Relationships of things that belong together, such as bat and ball, shoes and socks, and coat and hat.
10. Sequence -what happens first, next, last.
11. Experiments - conducting, observing, and discussing simple science experiments.
12. Dictating letters, invitations, and thank you notes.
13. The teacher labeling pictures and articles in the room.
14. Identifying alphabet letters and their sounds.
15. Identify basic sight words.

WRITING READINESS – Developing muscular coordination through:

1. Rhythms – marching, skipping, jumping, running, etc.
2. Puzzles, games, stunts, and skills
3. Art and handicraft activities
4. Block-building



NUMBER READINESS

1. Counting – number of children absent, number of children present, etc.
2. Teach the relationship of large, small, short, and long.
3. Teach forms – round, square, triangular, rectangular, etc.
4. Teach position – first, last, beginning, middle, end.
5. Teach fractions – fold paper in half, cut circle in half.
6. Teach concept and sequence of numbers 1 through 30.
7. Forming/continuing patterns.

KINDERGARTEN SCREENING

We know you are eager to have your child succeed in school. We want to do all we can to help your child. To do this we have a screening program for all kindergarten children. It is at this time we collect the information needed for your child to start school. Please bring your child's birth certificate, social security card, custody papers (if applicable), immunization records, the completed enrollment forms and the transportation form. The screening helps us to know your child. The screening aids us in working with you to help your child succeed.

The screening covers the areas of:

1. medical history
2. vision
3. speech, hearing, language, and reading readiness
4. motor development
5. visual motor integration
6. social adjustment

Following the screening program, you will receive a parent letter showing the results of the screening. The information from the screening will be used by the kindergarten teacher in planning classroom activities designed to meet the needs of the individual students.

The following pages have some suggested activities that you will find helpful in developing any of the skill levels being screened.

ACTIVITIES FOR IMPROVEMENT OF LISTENING SKILLS FOR KINDERGARTEN CHILDREN

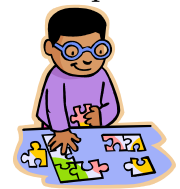
1. Read a story to your child, then ask him/her questions about it.
2. Ask your child to draw shapes and/or pictures as you give directions as to what he is to draw. Give two or three directions at a time. (Various colors may be used also.)
3. Play the game of "Simon Says", or give a series of directions of movements for your child (stand up, spin around, raise both hands, etc.)
4. Play guessing games with objects around the house, car, yard, etc. Describe the object and ask your child to name it.
5. Ask your child to close his/her eyes then make various noises around the house and ask him/her to identify the sound.
6. Give your child several directions to follow at one time. Increase the number of directions as he/she can follow them correctly.
7. Play hopscotch. Tell the child to hop to number 6, hop to number 3, etc.
8. Dictate sentences to your child and ask him/her to repeat the sentence exactly. Increase the sentence length as the child improves.
9. Teach your child sequences such as days of the week, counting to 10, phone numbers, etc.
10. Ask your child to follow directions (3 or 4) in order.
11. Ask your child to point to three or four objects in order as you have named them from a magazine picture page.

12. Using a catalog, describe an object using two sentences. Ask your child to point to the correct object or person.
13. Using crayons (colors which he/she knows) ask the child to point to the three colors you have named in order.
14. Build the concept of same (alike) or different by asking the child how two (or many) things are alike, e.g., "In what ways are a horse and a cow alike?" Begin with concrete likenesses such as legs, eyes, and gradually press for more abstract answers such as being animals, both live on a farm, both work for man. (Try introducing the visual stimuli the first day and then just the auditory the second day.)
 - a. How are an airplane and car alike: wheels, engines, metal, glass, transportation, four wheels, etc.
 - b. Cars - trucks: wheels, engines, metal, glass, transportation, four wheels, etc.
 - c. House - barn: roof, doors, windows, lived in, wood, etc.
 This exercise encourages the awareness of detail. Ask questions that require cause and effect types of answers, particularly: "why", "how", "where", etc.
15. Cause and effect questions are: "What would happen if?" For example: "What would happen if a dog and a cat were put in a room together?" "If a pump (faucet) handle broke, what would you do?" "If you saw a lady fall, what would you do?" "Why?"
16. Categorizing or classifying. Name all the birds (cars, farm animals, household items, etc.) you can think of.
Then reversed the process and ask what category three similar items are a part of: e.g., plow, pitchfork, tractor; pan, dish, spoon.

SUGGESTIONS FOR EYE-HAND COORDINATION AND FINE MOTOR SKILLS

These are a few ways that you may help to improve your child's eye-hand coordination.

1. Practice with paper and pencil.
2. Cutting with scissors is an excellent exercise for fine motor practice. The first task should be just cutting through a piece of paper; gradually move the child toward more complicated tasks, shapes, figures, etc.
3. Play games involving fine motor activities (for example: ball and jacks, relay races involving carrying a potato on a spoon, rhythm instruments, drawing pictures, etc.).
4. Help the child make pot holders on a weaving loom.
5. Have the child trace, color and perform everyday activities (for example: buttoning, lacing, opening and closing zippers, using staplers and other simple tools to develop motor control). Set up a sequence if necessary.
6. Dot-to-dot games.
7. Have the child draw letters, figures, and numbers outlined by dots.
8. A board could be used with openings for forms or animals. Have the child place the correct pieces in the correct openings.
9. Have the child sort and match like objects (for example: red and white buttons, seeds, etc.)
10. Provide a box of objects and a box of pictures - the child matches the items.
11. Solving mazes.
12. The game of jacks provides opportunity for development of eye-hand coordination, rhythmical movements.
13. The child looks at a geometric design and copies it on to a piece of paper.
14. Simple paper folding activities are related to eye-hand coordination.



SUGGESTIONS FOR GROSS MOTOR SKILLS

1. Have the child do exercises involving objects (for example: jump over a block, crawl under a table, go around a desk, stand in a box, step out of a circle). Try an obstacle race or a follow-the-leader type of game.
2. Body identification game - "Simon Says" - touch head, nose, ears, waist, chest, hips, upper and lower legs, feet, toes, heels, etc., using both arms and hands when possible. Learn directions - move forward, backwards, left and right sides, what is upper or lower.
3. Have the child play imaginative games: pulling horse and cart - really use muscles to push or pull load; pushing backwards or sideways; storm game - run around, arms outstretched (wind); tiptoe (rain); jump up and down (hard rain), etc.
4. Have the child become involved in running, skipping, galloping, hopping, walking sideways, backwards, etc.
5. Animal Waddle - imitate the walks of various animals. Bear Crawl - on hands and feet; Duck Walk - crouch position, hands on waist; Frog Jump - spring from crouched position with hands on floor.
6. Stepping Stones - place objects on the floor for stepping stones, identifying placement for right foot and the left foot by color or the letters R and L. The child is to follow the course by placing the correct foot on each stepping stone.
7. Ladder Walk - place ladder flat on the ground. Have the child walk between the rungs, forward, backwards, and hopping.
8. Have the child play with a ball - throwing a definite object. Bounce the ball and catch it with the fingertips. Throw it in the air and catch it. Dribble the ball with the left and right hands, advance to dribbling while walking, then run with the ball.
9. Walking board activities (8 ft. long 2 x 4) walk forward, heel-toe fashion; walk backwards, heel-toe; walk sideways, slide feet, progress to crossing feet over each other while walking sideways.
10. Arm and shoulder strength - chinning bar - have the child hang on the bar for 5 seconds, 10 seconds, 15 seconds, and progress to chin-ups.
11. Rope Climb - try to climb a rope, hand-over-hand, both up and down the rope - swing back and forth holding on with hands and legs.



SUGGESTIONS FOR LANGUAGE DEVELOPMENT

1. Take time to listen to your child when he/she has something to say. Don't rush him/her. Ask about his/her play, school, and daily activities.
2. Read simple stories to your child each day. Ask him questions about the story.
3. Using pictures from a catalog or magazine, ask the child to group objects according to a category which you name. For example: animals, furniture, yellow, etc.
4. Show pictures of familiar scenes (father painting, mother washing dishes, etc.) Tell the child about each one in a simple sentence. Then ask the child to tell you what is happening in a simple sentence.
5. Have several small toys or pictures in front of the child. Name four of them. Ask him/her to choose the ones you have named.

6. Avoid the use of baby talk. It can seriously hamper the child's natural speech development.
7. Do not speak too rapidly. Remember a child cannot comprehend ideas presented too rapidly.
8. Do not allow an older brother or sister to do a young child's talking. Encourage your child to express himself/herself.
9. Talk with your child about what you are doing as you are working on projects or household chores or trips.
10. Expand your child's incomplete sentences. For example: if your child says "boy running", repeat the sentence, filling in the missing words as "The boy is running."

SUGGESTIONS FOR SOCIAL DEVELOPMENT

LOVE

Children thrive on love and praise. A feeling of acceptance by parents, by teachers, and by friends is vital to a child's development.

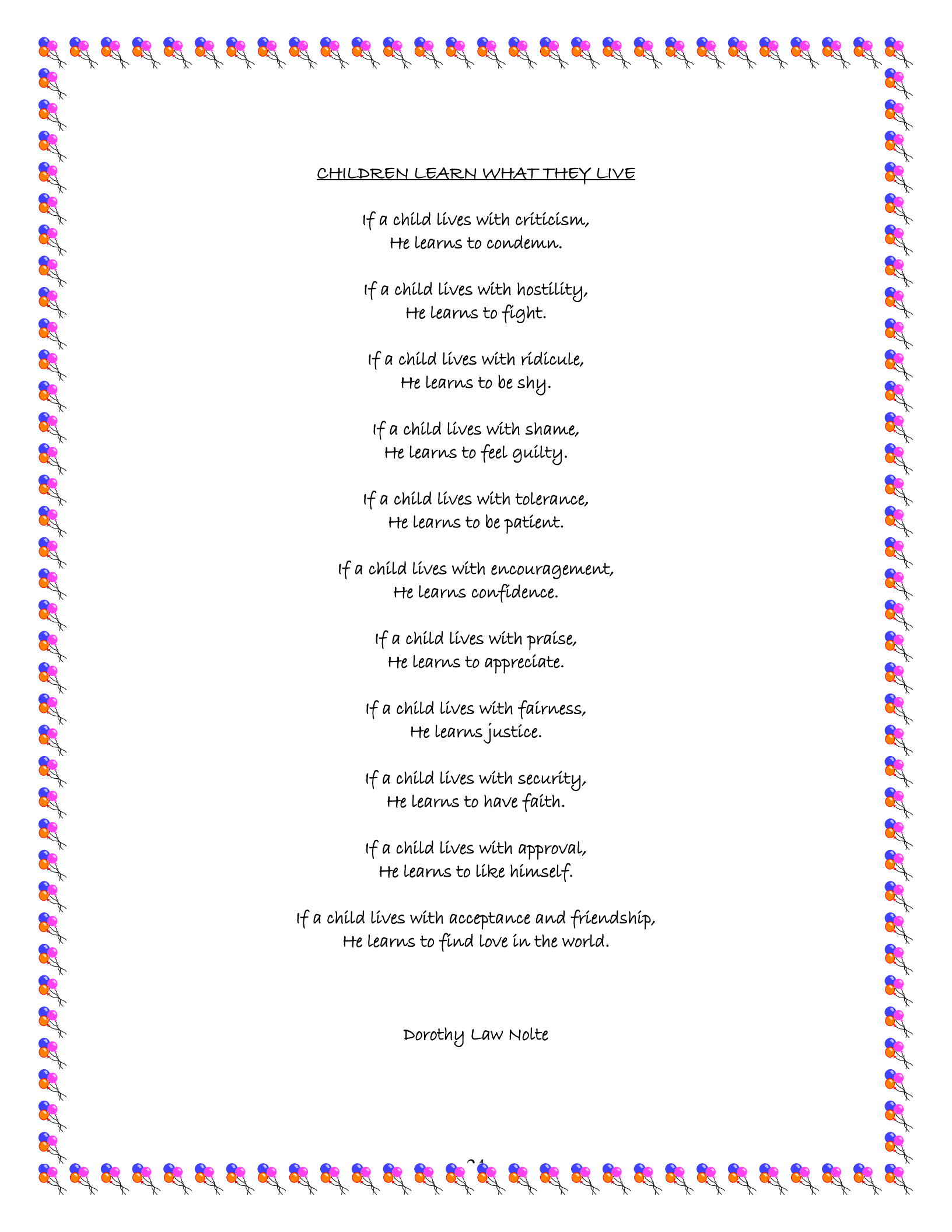
SELF-CONFIDENCE

Self-confidence allows children to try new experiences. Without a feeling of self-worth and confidence a child withdraws from new experiences. Success builds self-confidence. Your child needs to feel he is successful. Parents need to provide successful experiences and then praise the child for completing them. Make no promises you cannot keep. Set aside some time each day for undivided attention. Provide a variety of creative materials such as clay, paints, crayons, scissors, and music.

DISCIPLINE

Set reasonable limits and expect your children to live within them. Take the least action that is effective in keeping children within limits set. Save heavy discipline for major problems. Do not make threats. Recognize anger as a natural emotion and help children find appropriate means of releasing their feelings. Provide suitable responsibilities considering age and size.





CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

Dorothy Law Nolte

"Happiness is a Safe Family"

FAMILY SAFETY CHECKLIST

I know a police officer is my friend and can help me.

I refuse money, candy or gifts from strangers.

I always tell my parents where I will be playing.

I can tell or show my name, address, and telephone number.

My parents have an ID packet about me with photos, fingerprints, and dental records.

My parents and I have a secret code word we use only when they send an unfamiliar adult to pick me up.

I never take a ride with a stranger.

I don't play in empty buildings or alleys.

I try to walk to school with a friend.

My parents and I talk about safe places to go in an emergency or if I am lost or separated from them.

I tell my parents or teacher when someone makes me feel uncomfortable.

I know how to reach my parents at all times.

We talk about and practice Child Safety Rules in our house.

Co-sponsored by ACTION, the National Volunteer Agency, the National Crime Prevention Council, and the U.S. Department of Education.