

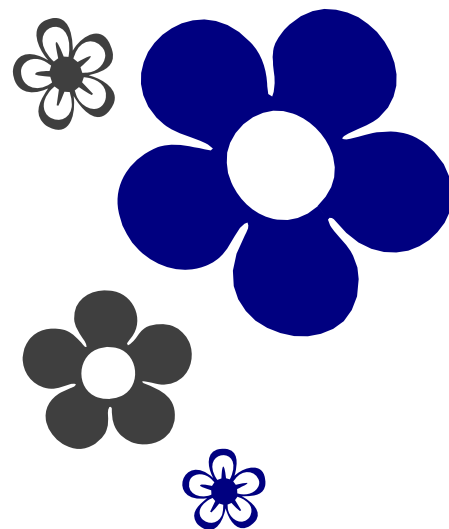
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Starting school is a big step for your child and your whole family. It's a wonderful and exciting experience, but it can also mean big changes.

We want to help you get off to a good start by giving you and your child information that will help you prepare. This booklet gives you:

- suggestions for ways to help your child get ready for school expectations and routines
- information about how children learn and develop
- an overview of the kindergarten program
- activities to help make the most of those important learning opportunities at home

This booklet is also designed to be a “fun” activity for you and your child. There are places for you and your child to write and draw. We encourage you to do these activities together and talk about how your child feels about starting school and what your child can expect in kindergarten. These activities and conversations can help your child feel confident and excited about beginning school.



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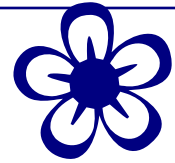
## Table of Contents

	Page
<b>The First Steps</b>	<b>2—3</b>
<b>Developmental Assets</b>	<b>4—5</b>
<b>Kindergarten Objectives</b>	<b>6—7</b>
<b>What to Expect</b>	<b>8</b>
<b>Learning to Write the Alphabet</b>	<b>9</b>
<b>Learning to Write Numbers</b>	<b>10</b>
<b>Reading to Your Child</b>	<b>12</b>
<b>Speech of a 5-Year-Old</b>	<b>14</b>
<b>20 Ways to Say “Good for You!”</b>	<b>15</b>
<b>Is My Child Sick?</b>	<b>16</b>
<b>Communicable Disease Chart</b>	<b>17</b>
<b>Required Immunizations</b>	<b>18</b>
<b>A-B-C’s of Safety</b>	<b>19</b>
<b>Guidance Counselors in Our Schools</b>	<b>20</b>
<b>Bus Safety</b>	<b>21</b>
<b>Emergency Contact &amp; Release</b>	<b>22</b>
<b>What’s for Lunch?</b>	<b>23</b>
<b>Attendance</b>	<b>24</b>

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# The First Steps – preparing for school

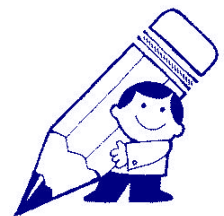


Is my child ready for school? That is a question that many parents ask. Generally, any child who is excited and enthusiastic about learning is well-equipped to succeed in kindergarten.

Your child has learned so much already! Before even starting school, your child has mastered some of the most important lessons of life. Your child knows the difference between him-or-herself and others, between family and strangers. He or she has an understanding of the connections between cause and effect. He or she is developing a sense of time – of past, present, and future. He or she can use language to express him-or-herself and has quite a large vocabulary.

These are major accomplishments, and you were the teacher who helped your child master them. Your child will continue to build upon these skills during the early years of school.

There are, however, some additional skills and experiences that you can help your child acquire over the next few months to ease the transition from home to school. These activities are listed on the following page. Think about these things as you go about everyday activities – you may even be doing many of them already throughout your daily routine!



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What ideas does your child have about going to kindergarten? Write down some of the answers. Have your child draw a picture of what he or she thinks kindergarten will be like.

To Prepare for Learning, Your Child...	Activities That Help
Is familiar with books and reading. Likes words and uses new words.	<ul style="list-style-type: none"> <li>• <b>Read, read, read</b> to your child! Talk to your child!</li> <li>• Ask questions about the book as you read.</li> <li>• Play rhyming word games.</li> </ul>
Is familiar with letters and numbers. Is able to recognize first letter of first name.	<ul style="list-style-type: none"> <li>• Play with ABC magnets.</li> <li>• Count throughout daily activities.</li> <li>• Practice writing name - capitalize first letter only.</li> </ul>
Knows basic colors (red, yellow, green, blue, purple, black, white, brown). Can group things by type (for example: cats, dogs, cows, and chickens are all animals).	<ul style="list-style-type: none"> <li>• Play "What color is this?"</li> <li>• Sort and match socks.</li> <li>• Group and count everyday household items.</li> <li>• Play "I spy...." or "I'm thinking of something..."</li> </ul>
Solves problems/thinks creatively.	<ul style="list-style-type: none"> <li>• Play with puzzles.</li> <li>• Play "What if...?" (dogs talked, we could fly, etc.).</li> </ul>
Is curious and asks questions.	<ul style="list-style-type: none"> <li>• Visit kid-friendly stores.</li> <li>• Ask how things work.</li> </ul>
Knows own address and phone numbers. Can dial 9-1-1 and say his or her name clearly.	<ul style="list-style-type: none"> <li>• Help your child address/mail letters to you.</li> <li>• Dial "home" on a toy telephone.</li> </ul>
Shares with others. Is able to play in small groups.	<ul style="list-style-type: none"> <li>• Start by sharing toys with many pieces (blocks).</li> <li>• Schedule play dates at home and other places.</li> </ul>
Works in groups.	<ul style="list-style-type: none"> <li>• Build with blocks or play board games with peers.</li> </ul>
Listens in a group; waits turn to talk.	<ul style="list-style-type: none"> <li>• Attend the public library or school story hour.</li> <li>• Talk with your child - have conversations!</li> </ul>
Follows simple two-step directions.	<ul style="list-style-type: none"> <li>• Play games like "Simon Says."</li> </ul>
Enjoys talking to others; starts conversations.	<ul style="list-style-type: none"> <li>• Act out stories with dolls.</li> <li>• Put on a puppet show.</li> </ul>
Separates from parents easily.	<ul style="list-style-type: none"> <li>• Leave child in the care of someone you trust for short periods.</li> </ul>
Names feelings - can say how he or she feels and how others might feel.	<ul style="list-style-type: none"> <li>• Talk about feelings.</li> <li>• Play "How would you feel if..."</li> </ul>
Can sit and pay attention in a group setting.	<ul style="list-style-type: none"> <li>• Attend library story hours.</li> <li>• Read or play simple games.</li> </ul>
Holds pencil with his or her fingers, not fist.	<ul style="list-style-type: none"> <li>• String beads on a cord.</li> <li>• Use crayons, pencils, and scissors often.</li> </ul>
Can button, snap, zip, and tie.	<ul style="list-style-type: none"> <li>• Practice! Encourage your child to dress him-or-herself.</li> </ul>

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# Developmental Assets

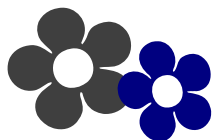
**Developmental Assets** are tools your child needs to succeed.


The assets that you give your child help him or her to understand that he or she is loved, valued, and important.

Developmental assets help children make healthy choices and protect them against a wide range of risk-taking behaviors, including:

- substance abuse
- violence
- school failure

The more assets young people have, the more likely they are to be healthy and succeed.





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Think about the assets that your child has as well as some that your child may need. Write them here.

## 40 Developmental Assets for Preschool Children

CATEGORY	ASSET NAME AND DEFINITION
<b>SUPPORT</b>	<ul style="list-style-type: none"> <li>• FAMILY SUPPORT - Family provides love and support.</li> <li>• POSITIVE FAMILY COMMUNICATION - Parents and kids talk openly.</li> <li>• OTHER ADULT RELATIONSHIPS - Child receives support from non-parent adults.</li> <li>• CARING NEIGHBORHOOD - Child experiences caring neighbors.</li> <li>• CARING CLIMATE - School provides a caring and encouraging environment.</li> </ul>
<b>EMPOWERMENT</b>	<ul style="list-style-type: none"> <li>• COMMUNITY VALUES CHILDREN - Children feel valued and appreciated.</li> <li>• CHILDREN GIVEN USEFUL ROLES - Children feel they can contribute.</li> <li>• SERVICE TO OTHERS - Family serves others in the community.</li> <li>• SAFETY - Child is safe in the home, school, and community.</li> </ul>
<b>BOUNDARIES AND EXPECTATIONS</b>	<ul style="list-style-type: none"> <li>• FAMILY BOUNDARIES - Family has clear rules and consequences.</li> <li>• SCHOOL BOUNDARIES - School has clear, consistent rules and consequences.</li> <li>• NEIGHBORHOOD BOUNDARIES - Neighbors take responsibility for monitoring.</li> <li>• ADULT ROLE MODELS - Adults model positive, responsible behavior.</li> <li>• POSITIVE PEER INTERACTIONS - Playmates model positive, responsible behavior.</li> </ul>
<b>CONSTRUCTIVE USE OF TIME</b>	<ul style="list-style-type: none"> <li>• CREATIVE ACTIVITIES - Participates in music, arts, or drama activities weekly.</li> <li>• CHILDREN'S PROGRAMS - One hour or more weekly in structured after-school activities.</li> <li>• RELIGIOUS COMMUNITY - Family attends religious programs or services.</li> <li>• POSITIVE, SUPERVISED TIME AT HOME - Predictable and enjoyable routines.</li> </ul>
<b>COMMITMENT TO LEARNING</b>	<ul style="list-style-type: none"> <li>• ACHIEVEMENT MOTIVATION - Child is motivated to do well in school.</li> <li>• SCHOOL ENGAGEMENT - Child is responsive, attentive, and engaged in learning.</li> <li>• HOMEWORK - Child completes homework when it is assigned.</li> <li>• BONDING TO SCHOOL - Child cares about his or her school.</li> </ul>
<b>POSITIVE VALUES</b>	<ul style="list-style-type: none"> <li>• CARING - Child is encouraged to express sympathy for others and share.</li> <li>• EQUALITY AND SOCIAL JUSTICE - Interest in making community a better place.</li> <li>• INTEGRITY - Acts on convictions and stands up for his or her own beliefs.</li> <li>• HONESTY - Values honesty and acts accordingly.</li> <li>• RESPONSIBILITY - Accepts and takes personal responsibility.</li> </ul>
<b>SOCIAL COMPETENCIES</b>	<ul style="list-style-type: none"> <li>• PLANNING AND DECISION MAKING - Begins to make plans and decisions.</li> <li>• INTERPERSONAL INTERACTIONS - Interacts with others, makes friends.</li> <li>• CULTURAL INTERACTIONS - Knowledge of and comfort with differences.</li> <li>• RESISTANCE SKILLS - Can resist negative pressure and dangerous situations.</li> </ul>
<b>POSITIVE IDENTITY</b>	<ul style="list-style-type: none"> <li>• PERSONAL POWER - Feels in control over "things that happen to me."</li> <li>• SELF-ESTEEM - Child reports having a high self-esteem.</li> <li>• SENSE OF PURPOSE - Child reports that "my life has a purpose."</li> <li>• POSITIVE VIEW OF PERSONAL FUTURE - Child is optimistic about future.</li> </ul>

*This chart adapted from "Healthy Communities: Healthy Youth Tool Kit," copyright 1998 by Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415; phone 1-800-888-7828; Web site: [www.search-institute.org](http://www.search-institute.org).*

# Kindergarten Objectives



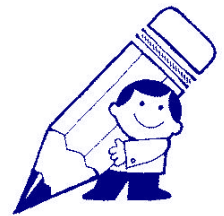
During the kindergarten school year, your child will be introduced to many new academic concepts in the areas of reading, writing, math, science, and language arts. While not all will be tested or assessed, these concepts will provide important foundations for later skills.

- you visit the local park and build a sand castle, swing on swings, or fly a kite.
- you point out words in the world around him or her, such as the “M” in McDonald’s or “S-T-O-P” on the stop sign.

These important skills can begin at home during moments when:

- your child snuggles in your lap for a bedtime story.
- you spend a rainy morning at the library looking at books with your child and choosing what to check out.
- you take a trip to the grocery store where your child is allowed to choose the brand of cereal.

The table on the following page highlights a sampling of the Waterloo Community Schools kindergarten objectives and provides ideas for how you can reinforce these concepts at home. Preparing your child for learning is one of the most important jobs that a parent has – and one that you do everyday in everything that you do!



What will be your favorite part about school? Draw a picture of something that you hope you will do at school.

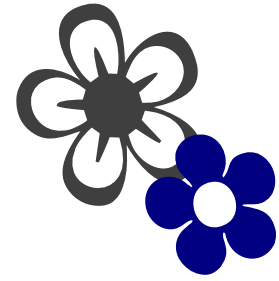
Skills Taught During the Kindergarten Year	Activities That Help
Identify capital and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• Practice writing name - capitalize first letter only.</li> <li>• Practice writing common words.</li> </ul>
Demonstrate an understanding of phonetic awareness: sounds that make up spoken words.	<ul style="list-style-type: none"> <li>• Read books with rhymes and patterns.</li> <li>• Sing songs and tell nursery rhymes together.</li> </ul>
Retell a story and make personal connections in response to reading. Write and recognize some common words.	<ul style="list-style-type: none"> <li>• Read, read, read to your child!</li> <li>• Ask your child to tell you about the story - identify the characters, setting, and problem.</li> <li>• Have the child retell the story in their own words.</li> </ul>
Demonstrate the basic concepts about print: how to hold a book, follow print left to right, identify a letter, word, and sentence.	<ul style="list-style-type: none"> <li>• Point to the words as you read a story.</li> <li>• Talk about punctuation marks in the story.</li> </ul>
Write numbers zero through 31. Begin to count and group sets of 10's to at least 100.	<ul style="list-style-type: none"> <li>• Count sets of blocks and Legos.</li> <li>• Have your child set the table, counting out the plates, silverware, glasses, etc.</li> </ul>
Begin to count, order, read, and write numbers through 100 by ones.	<ul style="list-style-type: none"> <li>• Count orally with your child.</li> <li>• Count items and then record (write) the numeral.</li> </ul>
Use objects to construct equal and unequal sets.	<ul style="list-style-type: none"> <li>• Count and sort small items (buttons, action figures, M &amp; M's, etc.)</li> </ul>
Verbalize and demonstrate patterns. Recognize patterns in the environment.	<ul style="list-style-type: none"> <li>• Create patterns with blocks or beads.</li> <li>• Sing songs or rhymes with patterns.</li> <li>• Look for patterns in everyday objects (clothing, flowers, flooring, etc.)</li> </ul>
Recognize and name circles, triangles, squares, and rectangles.	<ul style="list-style-type: none"> <li>• Play with wooden or pattern blocks.</li> <li>• Look for shapes in everyday objects (street signs, buildings, in books, etc.)</li> </ul>
Sort, classify, and order objects by attributes. Compare items by category (smallest, largest, etc.)	<ul style="list-style-type: none"> <li>• Play sorting games (e.g. have your child sort all the blue socks from the white socks).</li> </ul>
Listen attentively to understand.	<ul style="list-style-type: none"> <li>• Have your child repeat directions you have given to assure they are listening.</li> </ul>
Participate in group discussions.	<ul style="list-style-type: none"> <li>• Have family discussions at mealtime. Each person listens to others and responds with their thoughts on the topic.</li> </ul>
Begin to write to communicate ideas.	<ul style="list-style-type: none"> <li>• Many children will begin by scribbling, which is an early stage of writing.</li> <li>• Provide opportunities for your child to develop writing skills at home by providing paper and pencils.</li> </ul>

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# Learning Environment

The kindergarten classroom is alive with many of the following:

- activity centers
- books
- letters
- calendars
- puzzles
- drama activities
- listening centers
- artwork
- numbers
- words
- blocks
- games
- art supplies
- computers



## Learning Activities

Every day, the teacher will spend time with the whole class as a group, doing direct teaching. Students will also spend time with the teacher in small groups and one-on-one. The teacher will read stories, and the whole class will sing songs and learn rhymes, chants, or poetry. Children will work on their own and in groups. They will learn through play, and each day will include time for outdoor or indoor physical activity.

## Active Learning

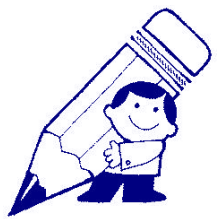
Children learn best through experience, exploration, discovery, and being healthy. Teachers create “real life” learning opportunities, for example, playing store as a way of learning letters, numbers, and social skills. There are times when children are expected to sit quietly and listen – but most of the time class is filled with sound and activity.

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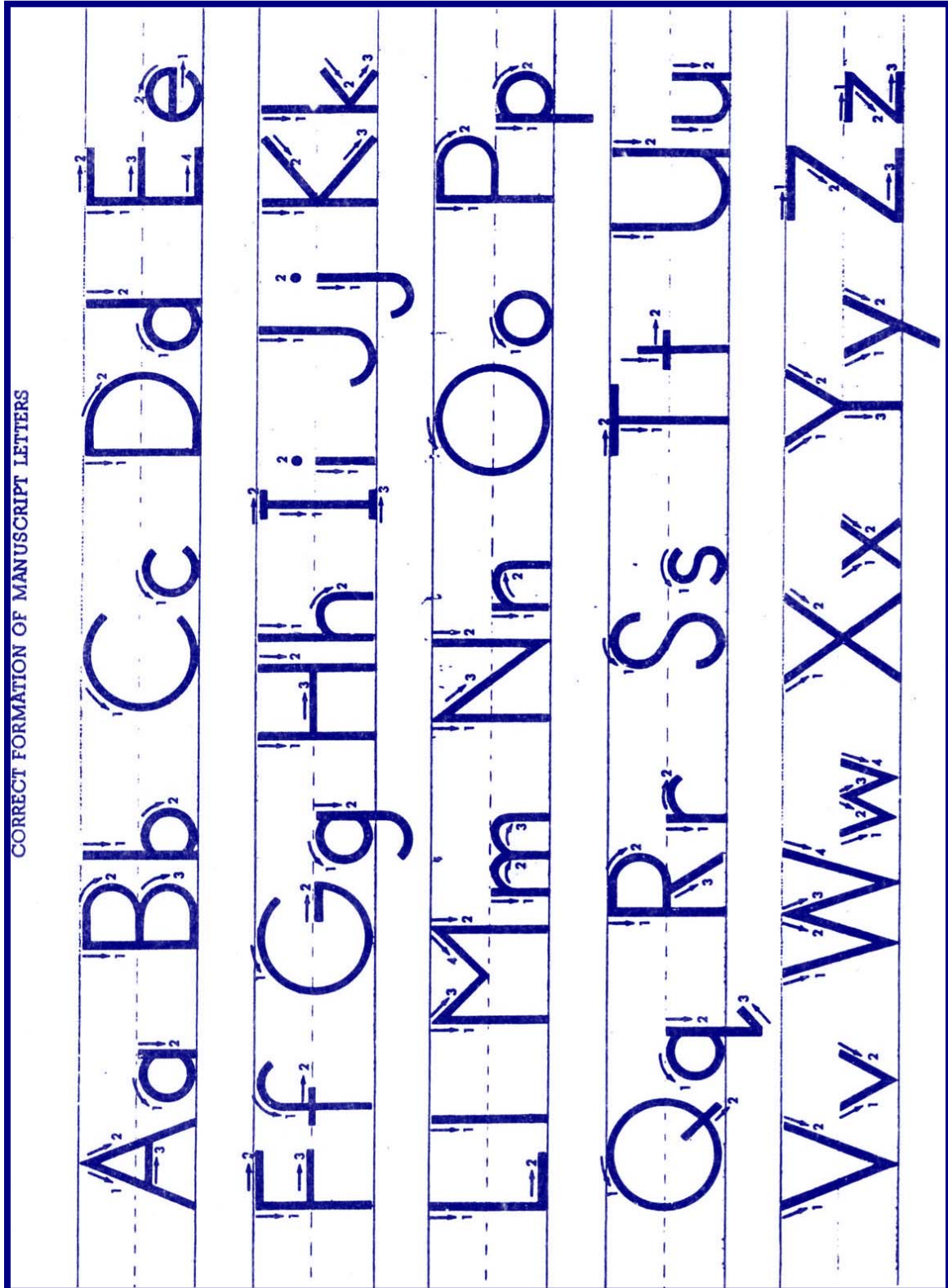


Have your child write his/her name using the manuscript letters on the next page.

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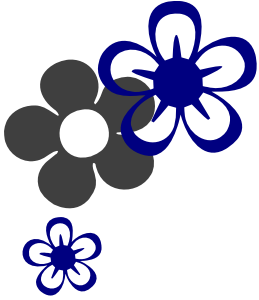
# Learning to Write the Alphabet

Each letter of the alphabet is correctly formed in the chart below. Your child can practice writing each letter by tracing the upper and lower case letters with his or her pointer finger.

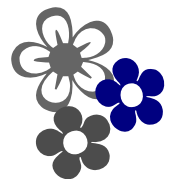


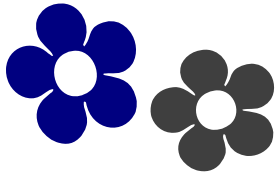
# Learning to Write Numbers

Each number is correctly formed in the chart below. Your child can practice writing each number by tracing the numbers with his or her pointer finger.



	Start at the top, to the left you go, all the way around, to make a zero.
	Line straight down, just for fun, that's the way we make a one.
	Around and down, over to you, that's the way we make a two.
	Around a tree, around a tree, that's the way we make a three.
	Down and over, down some more, that's the way we make a four.
	Down around, take a drive, that's the way we make a five.
	Monkey tail, doing tricks, that's the way we make a six.
	Across the sky, down from heaven, that's the way we make a seven.
	Make an "s" and do not wait, go right up and shut the gate. That's the way we make an eight.
	A little circle and a tall straight line, that's the way we make a nine.





# CHARACTER COUNTS!<sup>SM</sup> IN IOWA

A complete education encompasses more than academic skills. While Waterloo Schools have always promoted positive character traits and responsible citizenship, all Waterloo elementary and middle schools have adopted a comprehensive framework for character education-- *Character Counts!*, a non-partisan, non-sectarian framework for character education.

*Character Counts!* is based on the beliefs that:

- There are enduring, universal moral truths which distinguish right from wrong and define the essence of good character.
- Character really counts—who you are makes a difference.
- Character is not hereditary—it must be consciously developed by example and demand.

The 6 pillars of character are:

1. **Trustworthiness** Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation
2. **Respect** Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others
3. **Responsibility** Do what you are supposed to do • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices
4. **Fairness** Play by the rules • Take turns and share • Be open-minded; listen to others
5. **Caring** Be kind • Be compassionate and show you care • Express gratitude • Forgive
6. **Citizenship** Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor

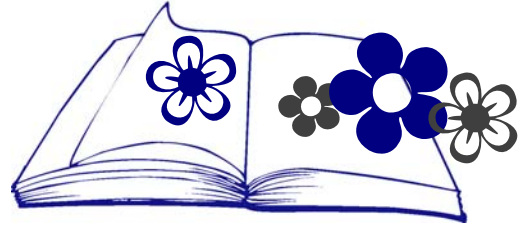
## What Can You Do?

Model these character traits. Children learn by watching the important adults in their life. Talk to young people about examples you see of trustworthiness, respect, responsibility, fairness, caring, and citizenship. The more our young people see these traits valued by family, friends, and our community, the stronger they will become.



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# Reading To Your Child



## ***How to read a book to your child...***

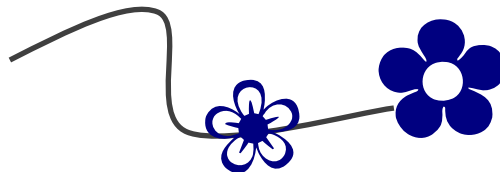
- Show delight and enthusiasm as you read. Never turn reading into a chore.
- Try to read to your child each day.
- Find a time when you and your child are relaxed and interested in reading, such as at bedtime or after a nap.
- Let your child choose the books and pages to read.
- Point to the pictures as you talk about them.
- Let your child help hold the book and turn the pages.
- Let your child help point to words as you read.
- Tell a familiar story, but leave out words or parts of sentences for your child to fill in.
- Let your child describe the pictures and tell the story to you.
- Ask your child to make up a story or to finish one you have started. Write down the story and read it to him or her.
- If your child periodically does not show an interest in reading, continue to read to the child as he or she plays quietly. Eventually, the child will again be eager to participate in reading.

## ***How to choose a good book...***

- Stories should be appropriate for the child's age level. Many school or public libraries offer lists of books by age range and subject matter.
- Pictures should be clear with not too many objects on a page.
- The pictures should tell a story that makes sense without the printed words.
- Stories should be for pleasure and fun, but include educational books too. Some books may teach new speech sounds, concepts (such as farm animals, clothing, colors), or morals (how to share, make friends, etc.).

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## Recommended Books

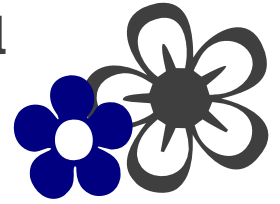


There are a lot of choices out there when it comes to choosing a good book. The following list of books is recommended by the Title I Reading Program. Take this list with you the next time you go to the library and find these books and others that the authors have written.

- Asch, Frank - *Mooncake*
- Burton, Virginia Lee - *Mike Mulligan and His Steam Shovel*
- Carle, Eric - *The Grouchy Ladybug*
- Carson, Nancy - *Louanne Pig and the Perfect Family*
- DePaola, Tomie - *Strega Nona*
- Emberly, Ed - *Drummer Hoff*
- Gag, Wanda - *Millions of Cats*
- Galdone, Paul - *The Magic Porridge Pot*
- Hoban, Russel - *Bedtime for Frances*
- Hutchins, Pat - *The Doorbell Rang*
- Keats, Ezra Jack - *Snowy Day*
- Lionni, Leo - *Swimmy*
- Lobel, Arnold - *A Tree Full of Pigs*
- Marshall, James - *George and Martha*
- McCloskey, Robert - *Blueberries for Sal*
- McDermott, Gerald - *Anansi the Spider*
- Rey, H.A. - *Curious George*
- Steig, William - *Doctor DeSoto*
- Stevenson, James - *Could Be Worse*
- Weber, Bernard - *Ira Sleeps Over*
- Wood, Audrey - *The Napping House*
- Zolotow, Charlotte - *Mr. Rabbit and the Lovely Present*

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# Speech and Language of the Five-year-old

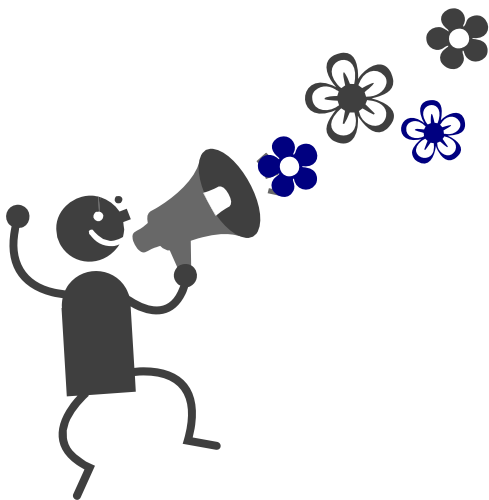


## *At age five, your child...*

- Defines objects by their use (“You eat with a fork.”) and can tell what objects are made of (paper, plastic, wood, metal).
- Knows spatial relations like “on top,” “behind,” “far,” and “near.”
- Has a sentence length of five to six words.
- Can be understood most of the time by people who are not familiar with his or her speech.
- Knows common opposites like “big/little” and “hard/soft.”
- Understands “same” and “different.”
- Counts 10 objects.
- Can retell a story.
- Stays with one activity for 12-13 minutes.
- Asks questions to get information.

## *You can stimulate your five-year-old’s speech and language by...*

- Encouraging your child to use language to express his feelings, ideas, dreams, wishes, and fears.
- Commenting on what you did or how you think your child feels.
- Allowing your child to create with crayons, pencils, and paper.
- Providing opportunities to learn songs, rhymes, or verses.
- Continuing to read to him or her.
- Talking with him or her as you would an adult in most instances.
- Listening to him or her when he or she talks to you.



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## 25 Ways To Say “Good for you!”

Every child needs to hear praise. It will increase your child’s self-esteem and confidence both at home and at school.

1. That’s great!
2. Good work!
3. GREAT!
4. Very creative!
5. I couldn’t have done that by myself.
6. You make that look easy!
7. WOW!
8. That’s quite an improvement!
9. Good thinking!
10. Now you’re getting it!
11. Exactly!
12. Good job!
13. Nice going!
14. You’re really working hard!
15. I love to have you read to me.
16. You remembered!
17. Much better!
18. Wonderful!
19. SUPER!
20. Way to go!
21. Perfect!
22. You are so smart!
23. Way to think outside the box!
24. You gave 110%
25. That is exactly how I would have done that!

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### Waterloo Public Library Information

**415 Commercial Street  
Waterloo, IA 50701**

#### **Hours**

**Monday thru Thursday 9:00 am - 9:00 p.m.**

**Friday and Saturday 9:00 a.m. - 5:00 p.m.**

**Open Sundays (October thru May)**

**1:00 - 5:00 p.m.**

**General / Tech. Services 319-291-4521**

**Information Services 319-291-4476**

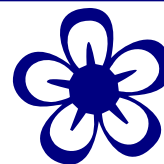
**Youth Department 319-287-3976**



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# Is My Child Sick?

## Should I Send My Child to School?



***Sick children belong at home. Well children belong at school.***

One of the problems most often confronting parents of school-age children occurs when a child complains of not feeling well on a school day. What do you do? You don't want to keep a child home if he or she isn't sick, but you also don't want to send a sick child to school. *The information provided here is not intended as medical advice, but is merely designed to provide guidelines to be followed until your doctor can be contacted for an opinion.* This should be done without delay.

### **Fever**

A fever is a warning that all is not right with the body. The best way to check for fever is with a thermometer, which every home should have. No child with a fever over 100 degrees should be sent to school. When no thermometer is available, check the child's forehead with the back of the hand. If it is hot, keep the child home until the fever can be checked with a thermometer. ***Do not allow a child to return to school until there has been an absence of fever for 24 hours.***

### **Stomach Ache, Vomiting, Diarrhea**

Consult your doctor if your child has a stomach ache which is persistent or severe enough to limit activity. *If vomiting occurs, keep your child home* until food has been kept down for 24 hours. *A child with diarrhea should also be kept at home.* Call your doctor if prompt improvement does not occur.

### **Cold, Sore Throat, Cough**

The common cold presents the most frequent problem to parents. A child with a "heavy" cold and a hacking cough belongs home in bed, even though there is no fever. If your child complains of sore throat and has no other symptoms, the child may go to school. If white spots can be seen in the back of the throat or if fever is present, keep your child home and call your doctor.

**Toothache** Consult your dentist at once.

**Headache** The child may not need to stay home if this is the only complaint.

**Rash** A rash may be the first sign of one of childhood's many illnesses, such as measles or chicken pox. A rash, or "spots," may cover the entire body or may appear in only one area. *Do not send a child to school with a rash until your doctor has said that it is safe to do so.*

***Children are known to have been kept home from school for reasons other than illness. Unnecessary absence from school may have a negative effect on a student's attitude, work habits, and progress. Use your own good common sense and remember: Sick children belong at home. Well children belong at school.***

# Communicable Disease Chart

ILLNESS	WHAT YOU SEE	WHAT TO DO	WHEN CAN CHILD GO BACK TO CHILD CARE?
<b>5th DISEASE (Erythema infectiosum)</b>	Fever, headache and very red cheeks. Lace-like rash on chest, stomach, arms and legs that lasts 3 days to 3 weeks. You may see the rash off and on. Usual for ages 5-14 and is unusual in adults.	Consult with child's doctor and ask about using over the counter pain/fever medicine. Give child plenty of fluids. Prevent scratching by trimming fingernails and putting gloves on the child during the night. Pregnant women exposed to this disease should consult their doctor.	Keep child home if fever is present.
<b>CHICKEN POX (Varicella)</b>	Itchy, blistery rash with mild fever. Blisters usually occur in clumps and are more commonly seen on the stomach, chest and back. After several days, blisters scab over. Some children have only a few blisters, others can have several hundred.	Consult with child's doctor. Calamine lotion or cool baking soda in water bath can help to reduce itching. Prevent scratching by trimming fingernails and putting gloves on the child during the night.	Child should stay home, until all the blisters are crusted with no oozing scabs
<b>COLD SORES &amp; MOUTH SORES</b>	Fever, painful, small, fluid-filled or red blisters on mouth, gums or lips. The sores are usually reddish or purple and can appear one-at-a-time or in little bunches. Children with hand, foot and mouth disease may also have a small red rash on hands and feet.	The sores should be kept as dry and covered as possible. Do not allow children to share toys.	If the child is drooling and has sores, consult child's doctor before returning to child care. Otherwise, child does not need to miss child care.
<b>EAR, NOSE AND CHEST INFECTIONS</b>	May include mild symptoms such as cough, runny nose, watery eyes, sore throat, chills and tiredness associated with the common cold, croup, pneumonia, respiratory syncytial virus (RSV), bronchitis and ear infections.	Make sure the child gets plenty of rest. Ask child's doctor about using over the counter pain or fever medicine. The child and those caring for him should wash their hands often. Seek medical treatment immediately if child has the following signs of difficulty breathing: -Blue or gray skin around the nose, mouth or fingernails -Struggles to breath -Makes noisy, high-pitched sounds when breathing	Child who is listless or with fever should stay home. Child without fever does not need to miss child care as long as child can participate easily in activities.
<b>DIARRHEA</b>	The child's bowel movements are more frequent, loose and watery than usual. Stool may contain blood.	Make sure the child gets plenty of rest and give a diet of clear liquids. Breastfeeding can continue. If symptoms continue, fever occurs, or if blood appears in stool, call your doctor. The child and care givers should wash hands frequently.	Child can go back to child care when diarrhea is gone and the child feels better. *There are special exclusion rules for <i>E. coli</i> O157:H7 and <i>Shigella</i>
<b>FEVER</b>	An increase in body temperature above normal. It does not always indicate serious illness. A fever may be present if the child's temperature is 101 degrees measured by the mouth. The most common causes of fever in children are sickness, teething and recent vaccination.	Call child's doctor if your child is uncomfortable or has a change in behavior. If a child under 8 weeks of age has an armpit temperature of 100 degrees, call your doctor.	Child does not need to stay home unless child has a fever AND behavior changes, signs or symptoms of illness.
<b>FLU (Influenza)</b>	Fever, chills, sore throat, cough, headache, muscle aches, extreme sleepiness. Some children may develop pneumonia with influenza. Children with influenza may have nausea, vomiting or diarrhea but never without respiratory symptoms.	Consult with child's doctor. Make sure child gets plenty of rest. Ask doctor about over-the-counter fever/pain relievers and antiviral medicine. All children older than six months are recommended to get an influenza vaccination every year.	Child can go back to child care after the child feels well.
<b>HEPATITIS A</b>	Stomach pain, sick feeling, fever and diarrhea. Skin and white part of eyes might turn yellow.	Consult with child's doctor IMMEDIATELY.	Child can go back to child care one week after the start of symptoms.
<b>IMPETIGO</b>	Skin sore with a yellow, honey colored scab. It may ooze and drain. Most sores are on the face, around the nose and mouth.	Consult with child's doctor. Your doctor may give you medicine and will tell you how to take care of the sores. The child and care givers should wash hands frequently.	Child can go back to child care 24 hours after the child started medicine from the doctor.
<b>LICE (Pediculosis)</b>	Lice (bugs) and eggs (nits) in hair near scalp, especially on top of head, behind ears, and back of neck causing scalp to itch.	Use regular shampoo and cream rinse daily for 14 days. Comb hair everyday with a fine toothed comb while cream rinse is still in the hair. There is no need for child to be sent home from child care the day of diagnosis and should be allowed to return after first treatment.	There is no need for child to be sent home from child care the day of diagnosis and should be allowed to return after first treatment. Call 800-369-2229 and request "Getting Rid of Head Lice" brochure.
<b>MENINGITIS (Viral or Bacterial)</b>	Fever, headache and stiff neck are common symptoms in anyone over 2 years old. Newborns and small infants may appear over-sleepy or inactive, be irritable, vomit or feed poorly.	Consult with child's doctor IMMEDIATELY. Viral meningitis is only spread when someone has contact with an infected person's stool. Bacterial meningitis can be spread through the air, so close contacts may be given medicine to prevent illness.	Children with bacterial meningitis may return to child care 24 hours after starting antibiotics. Children with viral meningitis may return when feeling better.
<b>MRSA - community acquired (Methicillin resistant <i>Staph aureus</i>)</b>	A boil or pimple that can be swollen red and painful and have drainage. Often mistaken for a spider bite.	Consult with child's doctor. Treat and cover all open wounds. Reinforce hand washing and environmental cleaning.	Child or staff does not need to stay home if the wound is covered.
<b>MUMPS</b>	Rare in children with 2 doses of the measles, mumps and rubella vaccine. Fever, swollen/sore glands at the jaw. Sometimes children also have a cough and runny nose.	Consult with child's doctor and ask about using over the counter pain/fever medicine. Give plenty of liquids.	Child can go back to child care 5 days after start of symptoms or until symptoms are gone.
<b>PINK EYE (Purulent Conjunctivitis)</b>	Eyes are red/pink with creamy or yellow discharge and the eyelids may be matted after sleep. Eyelids and around the eyes may be red, swollen and painful.	Consult with child's doctor. Child without fever should continue to be watched for other symptoms by parents or child care providers.	Child may return to child care when all symptoms are gone.
<b>RASH ILLNESS</b>	Usually red, splotchy areas on the skin, sometimes with bumps that may or may not be whitish in color. Child may have a fever or behavioral change.	Consult with child's doctor if child develops a fever and acts differently with the rash.	If the child has no fever or behavioral change with rash, then the child may return to child care.
<b>RINGWORM</b>	Ring shaped, scaly spot on skin or head. May leave a lighter spot on skin or a flaky patch of baldness on head. May have a raised donut-shaped appearance.	Consult with child's doctor. Ringworm is spread by direct skin to skin contact. Cover area to prevent spread. Do not let your child share personal items (combs, brushes, clothing, towels, bedding). Dry skin thoroughly after washing and wash bathroom surfaces and toys daily.	Child doesn't need to miss child care. Child should not go to the gym, swimming pools or play contact sports. Treatment may take at least 4 weeks.
<b>SCABIES</b>	Severe itching that can be worse at night. You may see small red bumps on the skin or burrows between fingers, on wrists or elbows, in armpits, or on waistline.	Consult with child's doctor.	Child can go back to child care 24 hours after first treatment.
<b>STREP THROAT</b>	Sore throats can be due to many causes. Strep throat is a severe form of a sore throat. Common symptoms include: sore throat, hard to swallow, fever, enlarged glands and extreme fatigue.	Consult with child's doctor. Give all medicine for the entire time directed. Antibiotics are not recommended for treatment without a positive laboratory test.	Child can go back to child care 24 hours after antibiotics are started.
<b>VOMITING</b>	Common causes of vomiting are sickness and upset stomach.	Consult with child's doctor if fever is present. Call doctor immediately if child is unable to keep fluids down for more than 24 hours.	Child can return to child care once symptoms are gone.
<b>WHOOPING COUGH (Pertussis)</b>	Persistent, deep-sounding cough. Some children may have a "whoop" sound in cough. Some may vomit or lose their breath during and after coughing.	Consult with child's doctor. Give all prescribed medicine for the entire time directed. Doctor may prescribe medicine to close contacts to prevent illness.	Child can go to child care after 5 days of antibiotics or 21 days of cough if no antibiotics are given.

# Health Requirements

The Black Hawk County Health Department and the Iowa Immunization Law require that all students (kindergarten through twelfth grade) have an immunization record on file at the school. The following immunizations are **mandatory** for all Iowa schools.



## Required Immunizations

The following immunizations are mandatory for all Iowa schools:

- ◆ At least five doses of DTaP (with one dose on or after the age of four if born on or after September 15, 2003)
- ◆ At least four doses of Polio (with at least one dose on or after the age of four years if born on or after September 15, 2003)
- ◆ Two doses of MMR (with the first on or after the age of 12 months and one dose between ages 4 & 6)
- ◆ Three doses of Hepatitis B Required
- ◆ Two doses of Varicella vaccine if born on or after September 15, 2003 OR a reliable history of chicken pox

## Dental Screening

Iowa law requires all students entering kindergarten and ninth grade to have a dental screening or exam by a dentist. A specific form will need to be completed and signed by your Dental Provider. Healthy mouth and teeth are important to keep the body healthy, smile, eat lunch, and learn without pain. Call the I-Smile dental program at 319-415-8907 to help find a dentist or get a checkup.

## Required Lead Screening

Iowa law requires all incoming kindergarteners to have a lead screening completed prior to the first day of school. Your child's blood lead levels have most likely already been tested. Check with your child's doctor when his/her physical is done to be sure this was checked.

## Food Allergies

Some students have severe food allergies to certain foods like peanuts, etc. If your child has food allergies, request the "Medical Statement for Student Requiring Special Meals" form from your school. Teachers and staff need to know about food allergies right away to help your child avoid coming into contact with that food.

## Vision Screening

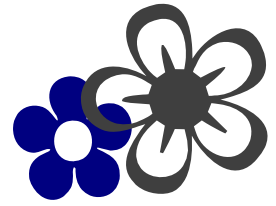
Vision screening isn't required for enrollment, but the Iowa Legislature is recommending eye exams be completed by an eye doctor. Green vision cards are in your kindergarten packet or can be obtained at your school's office.

## Medication Administration Procedure

Written parental permission is required for all prescription and over-the counter medications to be given at school. Medications will be administered by the school nurse, health assistant, or staff members who have successfully completed a medication administration course. Antibiotics prescribed three times a day should be given at home. Permission forms are available at your school's health office. Medication must be taken to/from school by adults only.

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# The A-B-Cs of Safety



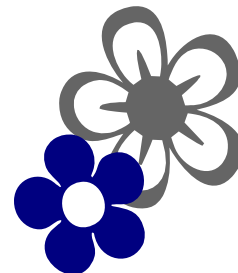
- A - ALWAYS fasten your safety belt.
- B - If a BULLY picks on you, just say “no” and walk away.
- C - If your clothes CATCH on fire, “Stop, Drop, and Roll!”
- D - If someone offers you DRUGS, say “no” and suggest other activities like sports or games.
- E - In an EMERGENCY, dial 9-1-1.
- F - Playing with matches can cause a FIRE.
- G - If you find a GUN, knife, or other weapon, don’t touch it. Tell a trusted adult.
- H - Always wear a HELMET when riding a bike or scooter.
- I - Get INSIDE a safe building if you see lightning.
- J - Never JUMP or dive into water if you don’t know how deep it is.
- K - Never fly a KITE near power lines.
- L - LOST? Stay calm. Stay where you are, someone may be looking for you. If no one comes, look for a police officer or other adult.
- M - MAKE sure you tell your parents where you are going after school.
- N - Learn your address and telephone NUMBER.
- O - Always OBEY all traffic lights and signals.
- P - PLUGGING in nightlights or toys should be done by your parents.
- Q - QUICK turns on your bike can cause accidents.
- R - RIDE your bike with care and don’t forget your helmet.
- S - Look both ways before crossing the STREET.
- T - When the TELEPHONE rings, ask your parents how and when you should answer. Never tell the caller you are home alone. If you are afraid, tell your parents or a trusted adult.
- U - USE common sense with pets, they may bite if they don’t know you.
- V - Be VERY careful in the sun by using sunscreen to avoid sunburn.
- W - Never swim or play in the WATER alone and use the buddy system.
- X - Be EXTRA careful when walking on slippery surfaces.
- Y - If a stranger approaches you, YELL “No” and find a trusted adult.
- Z - Never ZOOM into traffic.

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# Guidance Counselors in the Waterloo Community Schools

Guidance counselors are available at all schools to assist children with their learning, social, and emotional needs. Some of these needs may include:

- Feeling good about themselves
- Accepting others in a positive way
- Resolving conflicts in a peaceful manner
- Making good choices
- Learning study skills
- Learning healthy coping skills

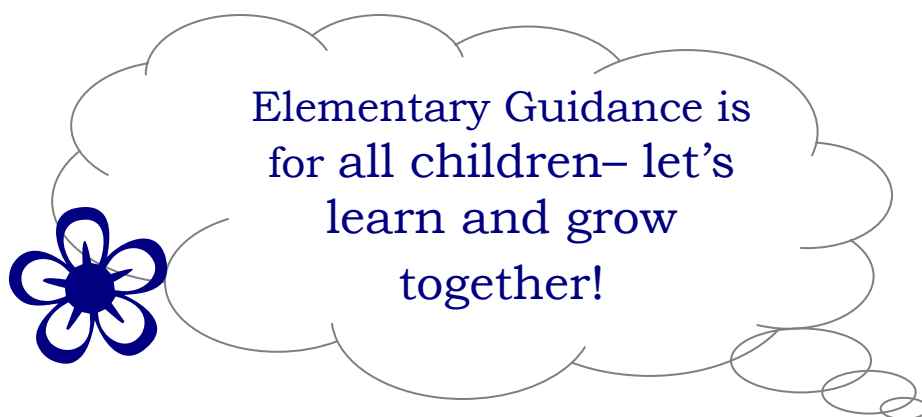


These needs may be taken care of through:

- Individual counseling
- Parent/teacher consultation
- Small group counseling (issues such as changing families, grief and loss, social skills, or friendship groups)
- Classroom guidance
- Parent groups
- Referral to community resources (such as Child Health Specialty Clinic, Iowa Department of Human Services, Family and Children's Council, etc.).

Every child has the opportunity to receive counseling services through:

- Self-referral
- Teacher Referral
- Parent Referral
- Administrative Referral



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# The Wheels On the Bus Go Round & Round...

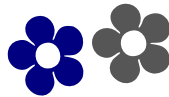
## Bus Dismissal to Points Other Than Home

If your child is going someplace different after school, or is to accompany another child home, please notify the school office in writing. If either of these instances involves a change in buses or bus stops, a bus pass must be issued by the office and presented to the driver. Your written permission is also necessary for a student who usually rides the bus to walk home from school. Bus routes will also be published in the Waterloo Courier in August.

## Bus Safety

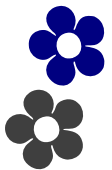
The following guidelines are in place to protect your student while riding the bus.

- Students must stay in their assigned seat and must not ride any bus other than their own without written notification to the principal from the parent.
- Throwing objects or playing with dangerous objects will not be tolerated.
- No excessive noise.
- Be on time to the bus stop.
- Your child must not hang any body parts outside the bus window.
- Physical or verbal abuse of the bus driver or others is not tolerated.
- Your child must obey the driver.



Transportation of elementary pupils to and from school for pupil who attends daycare can be provided when all of the following conditions are met:

1. The pupil is an elementary or middle school student.
2. The pupil attends a child care facility; that is, a licensed child care center, a preschool, or a registered child development home.
3. The residence of the pupil is more than two miles (middle school) or more than one mile (for an elementary) from the pupil's attendance center.
4. The child care facility is in an area that transportation can be serviced within the schools attendance boundaries and is also two miles (middle school) and more than one mile (for elementary) from the pupil's attendance center.
5. Written authorization is received by the parents/guardians of the pupil with a copy at both the pupil's school of attendance and the Transportation Department.



The request shall be submitted for a period of time of at least one semester and may not be submitted more than twice during a school year.



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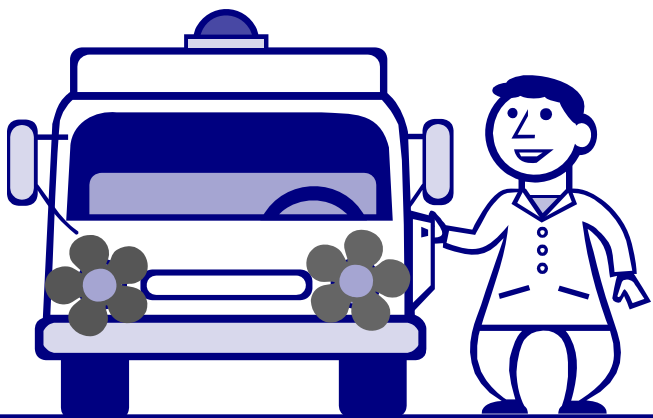
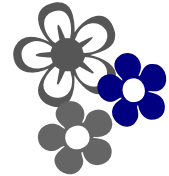
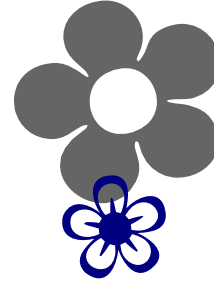
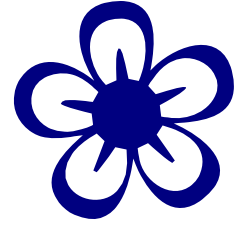
# Emergency Contact and Release

The contact information you provide on the New Student Enrollment Form is very important. It allows your child's school to reach you, or a person you designate, if your child is ill during the day or if there is some other kind of emergency.

ONLY parents/guardians or the Emergency Release person designated on the Student Enrollment Form will be allowed to take your child in the event of an emergency dismissal. For example, during a tornado warning. Please keep in mind that during severe weather, students will be sheltered in place for their safety. We urge parents NOT to come to school or send the Emergency Release person to pick up children until it is safe to travel. Your child will not be released to anyone other than a parent/guardian or the person designated as the Emergency Release contact. For your child's safety, NO exceptions will be made.

During a regular school day, when there is not an emergency situation, no person other than the designated parent/guardian may sign your child out of school.

Please be sure to keep both the contact information and the Emergency Release information current.



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# What's for lunch?

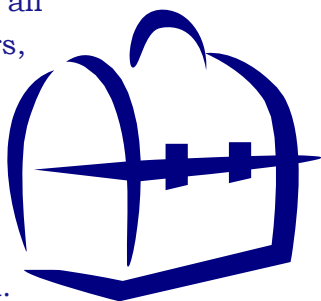


As your child begins the new school year, it is time to pay close attention to what he or she might eat for lunch at school. Over 40% of students in the Waterloo Schools are overweight or obese. Parents greatly influence what their children eat, and encouraging healthy eating habits are more important now than ever. The Waterloo Community School's breakfast and lunch programs help encourage healthy eating habits by offering whole grains, more fresh fruits and vegetables and foods made from scratch. The Food Service Department follows all state and federal regulations to ensure your child is eating healthy, but you may choose to send a homemade lunch with your student. Here are some tips to keep homemade lunches healthy and safe:

- Use a variety of foods from the major food groups (meat, fruit, vegetable, grain, dairy)
- Keep calories in mind-desserts and beverages can add extra calories fast!
- Take your student shopping with you and let them pick out foods they like!
- Have students help back their lunch.
- Make sandwiches different by using pitas or tortillas
- Make sure that lunch boxes are insulated and have ice packs to keep foods cold. Send hot foods in thermoses to keep them hot.

## Free & Reduced Price Meals

Meal applications to qualify for free or reduced price meals are available in the school office. Only one application needs to be completed per family no matter how many different schools your children may attend. In order for the application to be processed, all income, food stamp numbers, all household members listed on the application, parent/guardian signature and social security number (or box checked stating they have no social security number) must be completed.



Incomplete applications will be returned to families until all information is complete. A new meal application may be completed at any time during the school year if your income or household size changes.

## What to Expect

All students must eat lunch at school. The school district operates a breakfast and lunch program at each school. Students may purchase/eat breakfast and/or lunch or milk at school or they may bring their own lunch from home. Food brought from a restaurant is discouraged, unless it is for a specific class or school sponsored organization.

Classroom teachers will take a lunch count each day when they are taking attendance. This count is taken after the tardy bell rings in the morning. This count provides the cafeteria with an estimated number of students eating lunch and which entrée choice the students will take. Students who arrive tardy to school and do not have a lunch from home, will be served the first entrée choice listed on the menu.

Students may choose the items they want to eat when going through the breakfast or lunch line. Each day at lunch the follow items are offered 2 oz of meat, 1 serving of grains, 1 serving of fruit, 1 serving of vegetables and 8 oz of low-fat milk. Sometimes items are combined so the meat and grain servings are offered together, for example cheese pizza contains the meat and grain servings. They do not have to take all of the items offered on the menu. Students do not have to choose milk when going through the breakfast or lunch lines. This allows students to eat only the foods they are hungry for and cuts back on food wasted from student's plates.

Parents who have students who will need special meals should contact the nurse at the student's school and also the district's registered dietitian at 433-2036.

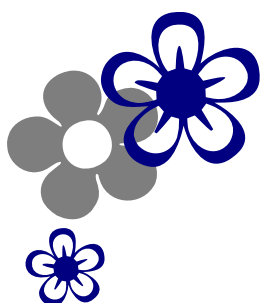
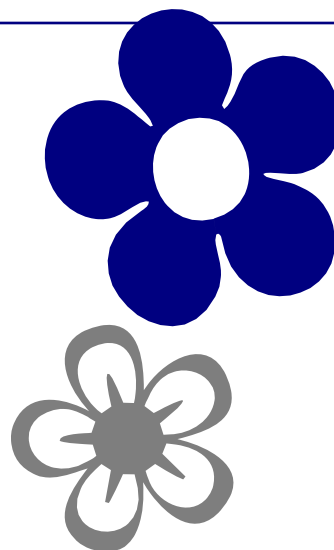


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## Attendance

Daily, punctual attendance is an integral part of the learning experience and is required of all students to receive the maximum benefit of the educational program. Students are expected to attend class regularly and to be on time.

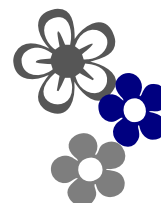
It is also suggested to schedule a well-child doctor visit and a dentist appointment before school starts in the spring or summer.



## Positive Behavior Interventions & Supports

What is Positive Behavior Intervention Supports (PBIS)? School-wide PBIS is a positive, data driven, discipline plan to proactively prevent or reduce challenging behaviors and produce positive outcomes. The focus of this approach is to make problem behavior less effective and desired behavior more relevant.

Like reading and math, behavior can be taught. PBIS creates positive environments utilizing proactive strategies such as introducing, defining, modeling, teaching, and supporting positive behavioral expectations school-wide and then reinforcing and rewarding students for these positive social behaviors. It's about creating positive school environments where all children feel safe and can learn.



For more information on PBIS, please visit: [www.pbis.org](http://www.pbis.org).