

Dear Parents,

Welcome to Gehlen Catholic School!

Gehlen Catholic School welcomes you and wants to support you in your role as your child's first teacher. The faculty and staff want to assist your child as he/she enters this new and exciting phase of learning.

Transitional kindergarten and kindergarten are integral parts of our school program. These programs provide an important transition for your child after his/her first years of learning at home and/or preschool. This is an opportunity for your child to work and play with children of the same age under the guidance of well-trained teachers. In the safe, faith-filled school setting, your child will experience growth physically, socially, emotionally, intellectually and spiritually.

This booklet has been prepared just for you. Included in this handbook are descriptions of the kindergarten and transitional kindergarten programs, as well as recommendations and guidelines for your reference. This handbook can serve as a resource for you during the coming school year.

The faculty and staff of Gehlen Catholic look forward to serving you and your family.

Yours in Catholic Education,

Mrs. Lorie Nussbaum
PreK-6 Principal

A Prayer for Parents Whose Child Is Headed to School

Loving God, source of all life,
You have entrusted (child's name) to us for many years.
You have helped us to nurture his/her mind, body, and spirit.
Now that he/she is growing up and ready to go to school,
Help us, dear Lord, to entrust him/her to You.
Let Your Spirit guide him/her through these years of growth.
Help him/her make wise choices.
Guide (child's name) so that he/she may always walk with You.
Guide (child's name) that he/she may have times of success and rejoicing.
Comfort him/her in the difficult times that lie ahead.
Comfort us as we learn to let go.
May our son/daughter always know Your faithfulness
And our love and hope for him/her
All glory be Yours through Christ and the Holy Spirit. Amen

Gehlen Catholic School

Mission Statement

Gehlen Catholic School strives to promote an openness to God, to provide a quality education and to instill Catholic values in a caring, challenging and prayerful environment.

Gehlen Catholic School Philosophy

We believe that the purpose of Gehlen Catholic School is to provide a Christian educational community which helps each person in that community to:

- 1. Acquire values and attitudes that lead to positive Christian living;**
- 2. Realize his/her own gifts and potential, and develop feelings of self confidence, self-worth, and self-fulfillment;**
- 3. Develop acceptable social, behavioral, physical, and academic skills to meet the demands of society;**
- 4. Grow in responsibility for his/her own learning, behavior, values, service, and decision-making.**

To accomplish our goals, we aim to:

- 1. Be co-workers with Christ - the reason for our existence;**
- 2. Be co-workers with parents - the primary educators of their children;**
- 3. Strive to make Jesus' presence evident among members of the school's Christian community through mutual love, acceptance, and service to one another - partners in education;**
- 4. Recognize and accept the individuality of each student, teacher, parent, organization;**
- 5. Maintain and strengthen our religious, academic, athletic, cultural, and adult/parent programs.**
- 6. Make learning a happy experience and thus help students develop a love for learning and come to see it as a life-long process;**
- 7. Provide opportunities for all students to grow and experience success and to acquire those skills necessary to lead fulfilling lives;**
- 8. Awaken and encourage the creative talents in each child through a fine arts program;**
- 9. Provide a program of physical fitness and active involvement in sports which will strengthen not only the body, but the character, as the participants learn to work and play together through cooperative effort.**

GENERAL INFORMATION

Kindergartners and those children attending transitional kindergarten at Gehlen Catholic attend school all day every day. The school day at Gehlen runs from **8:25 a.m.-3:20 p.m.** It is best if students arrive between 8:15 and 8:20 a.m. For student safety, all students are to enter through the main entrance. Students arriving before 8:15 a.m. are to report to the cafeteria where they will be supervised. Breakfast items are available in the cafeteria.

Rural school bus transportation is provided by LeMars Community School. The public school also provides a city shuttle for a minimal fee. Bus registration is completed at Gehlen in the late summer with final registration. Routes are made available as soon as possible thereafter. Le Mars Community requires that children be 5 years old by Sept. 15 in order to ride the bus.

In order for our school to operate effectively and maintain high standards, we ask for a parental financial investment in the form of tuition. Parents will be provided information on the parental investment schedule for the upcoming year through the monthly school newsletter and/or at the parent meeting.

What is the cost?

The cost is determined by the school board annually. Current rates will be provided at parent informational round-up meetings.

Is there tuition assistance available?

Tuition assistance is available for all families who qualify. All families of potential kindergarten and transitional kindergarten students wanting to pay \$1.00 or less in tuition are required to complete Diocesan and local scholarship application administered by the diocesan 3rd party vendor (TADS).

In order to receive Gehlen Catholic's local scholarships, the Gehlen Catholic Board of Education requires all families to apply for the Diocesan Scholarship. Families who applications are NOT completely processed by the diocesan **deadline of April 1, 2019, are ineligible for any local scholarship dollars.**

In addition, families may apply for the federal free and reduced lunch program along with the free and reduced in-town bussing fees.

Gehlen Catholic provides the services of an excellent federally funded hot lunch program for the convenience of the students. Every attempt is made to present a varied and tasty menu at reasonable prices with milk served with each meal. Menus are announced daily over the local radio station and are also published in the school's monthly newsletter and on the Gehlen Catholic web page (www.gehlencatholic.org). Lunch is offered at a daily rate determined annually. Parents may place any amount into the family lunch account and will receive a notice when the account is getting low.

Breakfast is offered daily for students between 7:45-8:15. Cost for the breakfast is set annually and is charged to student lunch accounts.

Gehlen Catholic joins the federal and state focus on wellness and health, encouraging parents to support healthy food choices for their children through healthy lunches and nutritional snacks (crackers, veggie sticks, fresh or dried fruit, etc.)

Due to severe peanut allergies of some students, no products containing peanuts or which have been produced in factories where peanuts may be used are allowed. Food items coming into the building during school hours must be pre-packed (except for sack lunches) and meet this criteria. Fresh fruits and vegetables are all acceptable.

Kindergarten children will purchase milk for their afternoon snack period at the rate determined for that year. At different times throughout the year, parents will be asked to provide a snack food. The transitional kindergarten students receive milk/snacks twice daily. The cost for this is determined annually.

The school furnishes many materials for your child. On occasion, a note may be sent home if your child is to bring a special item. Supply lists for kindergarten and transitional kindergarten students are contained within their respective sections of this handbook.

To prepare your child for the routine of school and assure his/her success, please consider these tips:

- **Teach your child to be safe.** Kindergartners are expected to know their parents' full names, home address, telephone number, and place of parental employment. Begin teaching your transitional kindergartner this information as well.
- **Teach your child the dismissal routine:** Determine if he/she will ride the bus, be picked up by someone (knowing who and where to meet is important), or is walking. If he/she is walking to school, establish a safe and direct route which is consistently followed. Parents then know when to expect the child to arrive home or can meet the child on the way home if desired.
- **Prepare a plan of action for those days in which school may start late or dismiss early due to inclement weather conditions.** Announcements concerning school schedule changes due to weather may be heard on the local radio station, KLEM 1410 A.M., Sioux City TV stations, or Le Mars Daily Sentinel through *Textcaster. (*Required recipients to sign up for this service.)

- **Prepare your child with a scheduled eating times.** Students should become comfortable with a scheduled eating time similar to the schedule maintained during the school year. Most children are more successful in school if they have eaten a healthy breakfast before coming to school. Preparing your child for the school routine several weeks before helps prepare him/her for the transition.
- **Prepare your child with adequate sleep.** The amount of sleep required varies among individuals. Four, five and six year olds usually require nine to ten hours of sleep nightly. The child's bedtime should be early enough to cause spontaneous awakening in time for school.
- **Teach your child self-dressing skills.** Kindergarten children are capable and should be taught to dress themselves completely. This includes tying shoe laces, buttoning, zipping, and putting on outdoor clothing and boots. Students should be sent to school in clothes and shoes that they can manage by themselves. Begin working with transitional kindergartners to move them toward self-dressing.
- **Teach your child personal hygiene habits.** Personal hygiene and cleanliness should be encouraged at home and at school in order to reduce illness and prevent offending others. Appropriate use of tissues, sneezing or coughing into one's elbow, speaking only when one does not have food in one's mouth, washing hands after bathroom use and other hygiene habits are personal responsibilities which must be taught to teach child. **Children entering kindergarten or transitional kindergarten are expected to be able to handle their toilet needs independently.**
- **Teach your child manners.** The use of "please," "thank you," "excuse me," etc., are positive and respectful skills children can learn and are expected to practice.
- **Prepare your child to follow directions.** Teachers must depend on verbal control to manage groups of children. Kindergarten and transitional children will enjoy many activities if they are able to comply with verbal directions. **The child accustomed to following directions will have a more pleasant experience.**

Enrollment Requirements

To enroll at Gehlen Catholic School, the following must be on file for each child:

Due at Round-Up:

- ◇ Gehlen Catholic Admission Information Form
- ◇ Proof of birth date (birth certificate, adoption documents, doctor's letter of birth confirmation)
- ◇ Tuition Payment Information Form
- ◇ Race/Ethnicity Form
- ◇ Home Language Survey
- ◇ Speech/Language Developmental Questionnaires
- ◇ Parent Questionnaire
- ◇ Facebook Opt Out (if desired)
- ◇ Copy of Social Security Card (optional)

Due by March 15:

- ◇ Completed and submitted TADS application (Monsignor Lafferty Tuition program) for those seeking tuition assistance
- ◇ Registration Fee: \$50 (applied to tuition-non refundable)

Due by August 1:

- ◇ Physical by a licensed physician (Current within 6 months of 1st day of school.)
- ◇ Completed Health & Safety Emergency Information sheet (available online at www.gehlencatholic.org under Admissions.)
- ◇ Current and complete immunization/screening record (available online at www.gehlencatholic.org under Admissions.)
- ◇ Dental—Valid within 3 to 4 months of enrollment date.
- ◇ Vision-Not required but recommended.
- ◇ Completed Free and Reduced Lunch Application for those who are seeking this grant (details available under Admissions on the school webpage after July 1).

Required Screenings:

- A. Lead Poisoning

Required Immunizations:

See Insert on Following Page!

2019– 2020 PreK – 12 DRESS CODE POLICY **IN FORCE DURING THE ENTIRE SCHOOL DAY 8:25 – 3:20**

In all cases, Gehlen Catholic administration reserves the right to determine what constitutes proper dress code in the spirit of its intent and in accordance with good taste and modest contemporary standards for a Catholic school.

Special days of dress must be approved by administration.

Shirts

Shirts must be (button) polo or oxford style: short or long sleeve: solid black, white, Gehlen yellow, Gehlen green

If an undershirt is worn, it must be white and without writing

Shirts must not be form fitting or oversized.

Gehlen logos (only those approved through school which are no larger than 4" by 4" and placed on the front left corner only), no wording or design anywhere else on the shirt.

All shirts must be tucked in at all times. Shirts must be long enough to be tucked in even when sitting or when hands are raised over the head.

A maximum of two buttons may be unfastened from the neck down.

Pants/Shorts/Skirts/Skortts

Navy blue, black or khaki trouser style pants, dress slacks or capris

Navy blue, black or khaki walking shorts, uniform style skirts or skortts of appropriate length (no shorter than 4" above the knee) Shorts acceptable before November 1st and after March 15th

Navy, khaki or black jumpers for PreK – 6 girls only

Belt on all garments with belt loops for grades 7 – 12

Foundation garments (underwear) should not be visible at any time

Solid black, white or navy leggings may only be worn under skirts, skortts or jumpers

Sweatshirts

Beginning with the 2018-2019 school year, **ALL crewneck sweatshirts** with logos must be **no larger than 4" x 4"** **and placed on the front left corner**, no wording or design anywhere else on sweatshirt

Gehlen crewneck sweatshirts in white, Gehlen yellow, Gehlen green, or black

If sweatshirts are removed, the shirt beneath must meet code

Quarter Zip Pullovers (only purchased through the Birdhouse at school)

Quarter zip pullovers can now be worn in black, white or green with Gehlen Logo. These pullovers can **ONLY be purchased through the Birdhouse at school.**

Sweaters (only purchased through the Birdhouse at school)

Only approved Gehlen sweaters (cardigans, crew, v-neck or vest) **purchased only** in the **Birdhouse** will be allowed

If sweaters are removed, the shirt beneath must meet code

Neckties

Neckties may be Gehlen yellow, Gehlen green or black

Special neckties may be approved by the administration

Ties must be tied appropriately

Footwear

Dress shoes, athletic wear, or sandals with back strap

Socks, tights or hose must be worn

Leggings or tights worn under skirts, skortts or jumpers must be solid black, white or navy blue only

Grooming

Students are to be neat and clean at all times. Boys clean-shaved and with well groomed hair off the collar and not below the ear (no ponytails), and out of eyes with sideburns no lower than the lobe of the ear. No body piercing other than ears and no unnatural or distracting hairstyles and or hair colors. Boys 7 – 12 may have a single stud earring in one ear.

Winter During winter months, snow boots, hats, gloves/mittens and snow pants are required attire for students in grades PK – 6.

ACCEPTABLE JEAN DAY ATTIRE

Only items listed below are acceptable. Regular dress code is always acceptable.

Any acceptable dress code length jeans: Capri, full length, shorts when in season. No holes in jeans.
Tops: Gehlen attire (Gehlen t-shirts, Gehlen jerseys, Gehlen sweatshirts without hoods)

Items not listed within the approved attire list are not acceptable. Unacceptable dress includes, but is not limited to the following:

UNACCEPTABLE DRESS FOR ALL STUDENTS

- Denim
- Flannel or flannel look-alikes
- Bibbed garments
- Sleeveless garments
- Garments with rivets
- T-shirt as outer garment
- Athletic wear such as sweatpants
- Tattoos
- No body piercing (no clear studs) except earrings; boys with one stud is acceptable.
- Faded, badly-worn, torn, frayed or fringed garments
- Garments designed primarily for outerwear (hats, coats, hooded sweatshirts other than Gehlen Catholic non-zippered sweatshirts), nylon or fleece
- Oversized garments
- Nylon or silk pants or leggings as main pant
- Mid-riff baring garments
- Make-up for elementary students

If a student in **grades 7 through 12** violates the dress code policy a staff member will report the violation to the office. The staff member may or may not notify the student of their violation. Once notified, a student may be sent to the office to change in order to meet the dress code. The office will keep track of all violations. Upon the 2nd offense, the student will serve a detention. Any additional dress code violations in the same semester will result in additional detentions. All students begin each new semester with 0 violations.

Parents of **elementary students** out of code will be advised of the violation by written notice from the principal.

(Revised 2/5/19)

GEHLEN CATHOLIC TRANSITIONAL KINDERGARTEN

What is Transitional Kindergarten?

Gehlen Catholic's Transitional Kindergarten is a full-day program offered to children who need an additional year of growing so that they may be successful when entering a full-day kindergarten program. It is a bridge between preschool and kindergarten for those students who, in essence, need time to absorb and express ideas, learn more about friendships, assert their independence and examine the world around them.

What are the overall goals of the Transitional Program?

The transitional kindergarten program offers a calm, nurturing environment with meaningful, developmentally-appropriate, hands-on enrichment experiences for children to develop at their own pace in:

- spirituality (experience wonder and awe in God's creation, develop a relationship with God, gratitude for God's many gifts, prayer as communication with God, faith).
- social skills (cooperation, friendship, decision-making, self-confidence, listening skills, problem solving)
- emotional well-being (positive attitude, self-responsibility and self-help skills; respect for self and others);
- physical skills (fine and gross motor skills; confidence in physical capabilities; use of all senses for total learning);
- intellectual skills (independent thinking, memory, problem-solving skills, language and literacy skills, understanding of the world)

Parents of TK children are to be commended for acknowledging the benefits of a smoother, longer transition for their children, a benefit which will increase their child's success throughout the years ahead.

What are the curricular goals of Transitional Kindergarten?

Active learning promotes concept retention and skills development. The transitional kindergarten is rich in such experiences and includes the following curricular outcomes for children:

Faith Formation

Daily prayer – formal, informal, meal time, morning and evening prayer
Attendance at TK-12 liturgies
Sign of the Cross-recite and perform
Bible Stories
Nature walks
Faith in God's love for self and for the entire world

Language and Literacy

Listen to a story without being distracted
Actively listen to others in conversation and respond
Express self in complete sentences
Retell stories with essential elements in logical sequence
Understand concepts of print
Identify parts of a book
Name and comment on pictures
Retell stories from pictures
"Read" print in own familiar environment
Use prewriting skills with letters and pictures
Predict outcomes of stories
Recite the alphabet
Recognize the letters of the alphabet
Increase vocabulary
Rhyme words

Math and Science

Match, identify and draw shapes
Understand time concepts
Understand directional concepts
Understand basic comparison concepts - more than, less than, larger, smaller, etc.
Group for characteristics, classifications and patterning
Comparing and graphing
Associate one-to-one correspondence of objects when counting
Count 1-20 and create sets 1-10
Problem solve
Complete puzzles with increasing complexity
Understand basic features of the earth – weather, night, day, health, animals, etc.

Physical Fitness and Health

Gross Motor Skills – active games, outdoor play, movement to music–marching, skipping, running, hopping, etc.
Fine Motor Skills – puzzles and toys; drawing, copying, lacing, cutting, holding a pencil/ crayon (grip), zippering, buttoning, eye-hand coordination
Health – basic personal hygiene, preventing disease, dental care, nutrition

Social/Emotional Development

- Attentive Listening
- Following directions
- Taking turns and sharing
- Helping others
- Accepting responsibility
- Feelings, attitudes, and emotions
- Expressing empathy and caring for the feelings of others
- Use of words to resolve conflicts
- Developing focus on task completion

Creative Expression

- Use of a variety of media
- Arts and crafts
- Respect for the work of others
- Build self-confidence in producing own work
- Participate in music with movement and rhythms
- Singing of seasonal music/songs
- Participate in plays, poetry and nursery rhymes

Who qualifies for Transitional Kindergarten?

Gehlen Catholic's TK & Kindergarten welcome children of all faiths who will be five years old by September 15th of the year in which they are enrolled. It is preferable that children have attended preschool prior to enrollment.

How does the program operate?

Gehlen Catholic's Transitional Kindergarten program will follow the school calendar and hours (8:25 a.m. – 3:20 p.m.). The first half of the TK day will be academically-based with instruction by a certified teacher. Students will benefit from a rich curriculum which includes prayer, religion, language and reading readiness, science and math experiences. The remaining portions of the day will include curriculum-based activities to support instruction as well as rest, snack, thematic units and creative play time. In addition, students enjoy classes in physical education, library, health, music and guidance.

Gehlen Catholic's TK program is state accredited and meets/exceeds state guidelines and developmentally appropriate standards.

What is the class size?

Gehlen Catholic offers a transitional class of up to 20 students. The student to adult ratio typically remains 16 to 1 during academically-based time. A teacher associate may be provided during instructional time if numbers exceed 16. The number of sections will be based upon demand.

How is Transitional Kindergarten different from Kindergarten?

Gehlen Catholic's Transitional Kindergarten program is different from kindergarten in that it will strive to help children grow in the skills that are needed for success in kindergarten. Students will spend the majority of their time involved in hands-on activities rather than in paper and pencil-type work.

Transitional kindergarten students are at different levels socially, emotionally and academically than kindergarten students. Consequently, the approach to their learning is somewhat different, being much more activity-based and hands-on at the TK level. Children in kindergarten are expected to have a longer attention span and greater ability to concentrate than children in TK.

What is the typical TK day like?

Morning

Arrival - 8:15-8:20
Opening: Attendance, Prayer, Pledge
Morning Meeting: Calendar/Weather
 Activities
Read Aloud
Restroom Break/Milk & Snack
Reading Readiness
Recess
Math Readiness
Center Fun
Religion/Guidance

Afternoon

Read aloud
Recess
Lunch
Restroom Break/Drink
Rest time
Thematic Units
Special Classes (Music, PE,
Library, Health) or Show & Tell
Restroom Break/Milk & Snack
Free Choice
Daily Review
Dismissal—3:20 p.m.

Transitional Kindergarten Supply List

Some of the things children need to have when school starts are:

- 2 large boxes of Kleenex
- 2 large glue sticks or 4 regular sized glue sticks (stock up)
- A set of 8 water color paints (Prang & Crayon work best)
- 1 paint shirt-an old adult t-shirt works best
- 1 pair of gym shoes to keep at school (Velcro or Slip-on)
- 1 white 1-inch 3 ring binder
- 2 folders with pockets
- 1-4 oz. bottle of washable Elmer's glue
- 1 box of gallon Ziploc bags-boys
- 1 box of quart Ziploc bags-girls
- 1 Expo II Dry Erase Marker
- 4 boxes of 5 oz. Dixie cups (100 count)
- 1 complete change of dress code clothes
- 1 school bag large enough to accommodate a pocket folder
- 1 old sock (to be used as an eraser)
- 1 rest mat

Please mark all items with the child's name. Please label child's clothing with the child's name.

Gehlen Catholic THE KINDERGARTEN CURRICULUM

Children learn as they encounter new experiences and respond to these experiences. In order to move the child toward achievement of diocesan and state standards, these experiences are selected very carefully. Even though the following content areas are presented to you individually, they are not taught separately, but rather are interrelated and integrated into the Gehlen Catholic Kindergarten.

RELIGION - Even though the principles of Jesus Christ permeate the entire curriculum of the Catholic school, the religious instruction program is the vital component which makes a Catholic school Catholic. The major objective of daily religious instruction is to instill basic religious attitudes toward love of God and neighbor and to introduce the habits of prayer and worship.

READING - Reading begins at home. Children have already developed a love of books. In kindergarten students enjoy a variety of children's literature daily. The literacy program focuses on letter recognition, consonant sounds, and introduces short and long vowel sounds and high frequency words through VoWac and Treasures curriculum materials. These skills are the pre-requisite for beginning reading and will be a major focus of the kindergarten curriculum. Early in the **kindergarten** year, most students will be blending sounds and reading words.

LANGUAGE - Proficiency in oral language is basic for children to achieve competence in reading. While five-year old children have acquired a substantial use of language during the pre-school years, their language growth is by no means complete. The typical five-year old uses 2,000 - 3,000 words in speaking and understands 5,000. However, while children may know the names of something and may be able to identify it, their concepts may be vague or inadequate. When children have the opportunity to hear interesting models of language in books, films and first-hand experiences, and then have opportunities to talk about these experiences, their language and concept development expands. The more fluent children are in oral vocabulary, the greater their resources are for associating meaning with printed words.

MATHEMATICS - The mathematics program is concerned with helping the child see order and meaning in the situations that occur in day-to-day activities. Mathematics is based on sequence and order. The aims of learning mathematics are to free students to think for themselves, help students master necessary skills and to provide an environment that allows students to discover order, patterns and relationships. These skills are realized through the *Saxon Math* curriculum materials.

LISTENING - Listening is more than the ability to hear. In developing listening skills, children develop the ability to choose selectively the sounds to which they will pay attention. Listening skills are taught and practiced.

WRITING - Many children's interest in reading begins with writing. While there is an inseparable bond between oral and written language, written language is more than talk written down. Five-year olds are interested in writing. They often ask adults to "write" a word for them. At this stage children will probably reverse letters. This is to be expected. As children develop, most of them will make the letter correctly by the age of seven. Children are encouraged to make early attempts at writing. Handwriting lessons, teaching correct letter formation, are also part of our writing curriculum.

SOCIAL SCIENCES - At the kindergarten level, children learn best by doing. Social science studies are interrelated with other areas of study and thus can be a basis for language and reading development.

SCIENCE— At the kindergarten level, children seem to love nature and are inquisitive about their world. Kindergartners will be introduced to the world of science through activities related to weather and the seasons. In addition, they will be involved in hands-on science experiences based upon the scientific method through FOSS science kits in their study of trees and wood and paper.

PHYSICAL EDUCATION - Physical education is a process that contributes to the development of the individual through physical activity, while recognizing the physical, social, emotional, and intellectual development of the child. The students attend physical education class twice a week.

MUSIC - Musical experiences create a happy, successful day for the kindergarten school child. Not only is music fun, but it increases language skills, broadens vocabulary, and develops an awareness of and response to rhythm. Students attend music class twice a week.

COMPUTER—Computer experiences are provided in the regular classroom and through weekly or bi-weekly computer classes in the elementary lab. Students are learning to develop good listening skill through listening to stories on the computer and small motor skills through the use of the mouse. Students are introduced to the keyboard through computer activities coordinated with their classroom alphabet studies.

LIBRARY—Kindergarten students attend a library class once per week. This experience includes story time and a book selection.

ART - Art is integrated with the everyday activities and experiences in the kindergarten classroom. Satisfaction comes to the child during the process of making the product rather than in the finished product. Students also receive a weekly art class once a week for one semester. Art projects are also integrated into various kindergarten classroom activities.

GEHLEN CATHOLIC SCHOOL KINDERGARTEN

What are the curricular goals of Kindergarten?

A student who has successfully completed kindergarten will know or be able to do the following:

Faith Formation

- Recites and makes the Sign of the Cross
- Recites prayers: Grace before Meals, Angel of God, Glory Be, Our Father, and Hail Mary
- Joins in discussions during religion class and its related activities
- Participates appropriately during mass and prayer services
- Respects self and others.

Literacy Development (Language and Reading Readiness)

- Listens attentively
- Waits for turn before speaking
- Speaks clearly so others understand
- Contributes appropriate discussion ideas
- Recites poems and finger plays, days of the week and months of the year
- Recites the "Pledge of Allegiance"
- Recognizes and names opposite words
- Sings and recites the alphabet in sequence
- Identifies upper and lower case alphabet
- Begins to read high frequency words by sight
- Begins to write words from dictation
- Begins to recognize authors and illustrators
- Continues to develop a love for books and reading
- Respects the library process of checking out and returning books on time
- Begins to use 5-10 minutes for quiet book reading/reviewing during library class
- With prompting and support, answers and asks key questions about a text
- With prompting and support, retells familiar stories
- With prompting and support, identifies characters, settings and major events in a story
- Names authors and illustrator of a text and the role of each
- With prompting and support, identify basic similarities and differences between two texts on the same topic
- Demonstrates an understanding and organization of print (reads left to right, top to bottom, knows cover, pages, and back of book)
- Counts, pronounces, blends and segments syllables in spoken words
- Isolates and pronounces initial, medial vowel and final sounds in three phoneme words
- Adds and substitutes individual sounds in simple, one-syllable words to make new words
- Associates long and short sound with common spellings for the 5 major vowels
- Reads emergent reader texts with purpose and understanding
- Uses a combination of drawing, dictating, and writing to compose text (opinions, **informative text, or narratives**)
- Engages in collaborative discussions
- Demonstrates conventions of standard English (capitalization, punctuation, and spelling when writing)
- Determines or clarifies meaning of unknown or multiple-meaning words and phrases of kindergarten reading and content

Math and Science Development

- Counts to 100 orally by 1s, 5s and 10s
- Recognizes the numbers 0-30
- Recognizes coins and knows their value (penny, nickel, dime, quarter)
- Tells time to the hour and half hour
- Participates in and discusses science discoveries (weather, measurement, nature, animals, trees, wood and paper, etc.)
- Recognizes and creates patterns (AB, AABB, ABC, etc.) with various materials
- Identifies, names and describes basic two and three dimensional shapes
- Uses numbers to represent quantities and to solve simple quantitative problems
- Works with numbers 11-19 to gain foundations for place value
- Classifies objects and counts the number of objects in categories
- Fluently adds and subtracts within five
- Compares and describes measureable attributes such as length, weight, as "more of" or "less than"
- Uses positional words to describe locations of objects (above, below, beside, in front of, behind, next)

Physical Development

- Holds and uses scissors correctly
- Holds and uses pencil and crayons correctly
- Colors neatly
- Ties shoes
- Prints first and last name using lines
- Prints upper and lower case letters using lines
- Prints numerals 1-20 using lines
- Manipulates the computer mouse

Large Motor Development

- Skips, hops, gallops, runs, jumps, walks, leaps
- Plays games following rules
- Uses outdoor play equipment safely and correctly

Personal/Social Development

- Knows full name, address, phone number, age and birthday
- Knows colors
- Works and plays well with others
- Observes school rules
- Exercises self-control in talking
- Responds well to discipline
- Is able to dress self for outdoors
- Solves conflicts with words
- Makes good choices in use of time and actions
- Follows directions
- Works well independently

Personal/Social Development cont.

- Completes work in a reasonable time
- Has adequate attention span
- Puts forth best effort
- Listens while others talk

Music Development

- Matches musical pitches within a limited range
- Echo sings simple melodies and patterns
- Demonstrates high, low, soft and loud singing; fast and slow tempos

KINDERGARTEN SUPPLY LIST

Some of the things all children will need to have when school starts are:

- 2 large boxes of Kleenex
- 1 school bag large enough to accommodate a pocket folder
- 4 boxes of 24 regular-size Crayola crayons
- 2 large glue sticks or 4 regular sized glue sticks (stock up)
- a set of eight water color paints (Prang and Crayola work best)
- a paint shirt—an old adult t-shirt works best
- a pair of gym shoes to be kept at school—Velcro or slip-on, no ties please
- 2 folders with pockets
- 2 #2 pencils
- 1 4 oz. bottle of washable Elmer's glue
- 1 box Crayola markers (thin or wide tip)
- 1 pencil box—standard size
- 1 Expo II dry erase marker
- 1 old sock (to be used as an eraser)
- A mat or something upon which to rest

*Please mark all items with your child's name.

CHARACTERISTICS OF 5 YEAR OLD CHILDREN

The developmental characteristics include; physical, social/emotional, and intellectual.

Physical characteristics of the five year old:

- *Child has reached a period of general slow-down in skeletal growth. Girls are usually about a year ahead of boys. Has good general motor control, though small muscles are not as fully developed as large ones.
- *Alive, eager, noisy, and active -- but tires easily. Activity has direction.
- *Generally has developed hand preference.
- *Attention span is increasing, but has relatively short periods of interest.
- *Enjoys using all the senses.
- *Can usually assume responsibilities for physical needs.

Social/Emotional characteristics of the five year old:

- *Child is continuing to develop a self-image. Needs praise and assurance that he or she is loved and valued at home and at school.
- *Needs a sense of belonging.
- *Has a strong emotional link with home and family. The expanding environment of home, school, and community is important to the child.
- *Is sociable and seeks companionship of other children, but is still rather self-centered.
- *Has a growing desire for approval and an eagerness to do what is expected.
- *Is usually happy, dependable, interested, cooperative, friendly, sympathetic and helpful.
- *Is developing an ability to distinguish right from wrong, but is eager to gain group approval.
- *Is developing a respect for the rights and feelings of others.
- *Likes to have things go smoothly. Is interested in immediate and realistic experiences. Still in "I" stage. May be inconsistent and impulsive.
- *Is developing a respect for the rights and feelings of others.
- *Likes to have things go smoothly. Is interested in immediate and realistic experiences. Still in "I" stage. May be inconsistent and impulsive.

- *Is cooperative; wants supervision; likes to have approval. Blames others for own misdeeds.
- *Enjoys and responds to repetition.
- *Has a feeling of rivalry, sometimes jealous of others. Wants recognition; wants to be first.
- *Has a growing sense of humor and appreciation for humorous incidents and situations. Likes to laugh.
- *Is beginning to develop self-control, accept suggestions and initiates actions.
- *Is able and eager to assume definite responsibilities with his or her level of maturity.

Intellectual characteristics of the five year old:

- *Child learns by doing, imitating, observing, exploring, examining, investigating, experimenting, and questioning.
- *Is curious about the world in which he or she lives. Asks many questions and is eager to learn.
- *Begins to show an ability to think through and solve simple problems. (This is a vitally important characteristic that should be continuously encouraged and developed).
- *Thinks mainly of the present. Has difficulty with time relationships.
- *Begins to understand the differences between reality and fantasy.
- *Begins to show a gradual increase in span of interest and attention but is easily disturbed.
- *Interested in telling stories and relating own experiences.
- *Improves language by using example and substitution.
- *Likes to be read to.
- *Likes poems and the rhythm of language.

Speech Development - When speech sounds develop

<u>Age</u>	<u>Sounds</u>
3	p, w, m, n, h
4	f, g, k
5	b, d, y, ng
6	t, l, sh, ch, r
7	v, th, s, z, zh, j

TK / KINDERGARTEN HOME ACTIVITIES

Religion

You can help...by praying together as a family (meal prayer and sign of the cross)
by taking your child to Sunday worship service with you
saying prayers before bedtime with your child.

Language

You can help...by giving two and three step directions clearly
by discouraging "baby talk"
by encouraging your child to retell a story in his/her own words.
by listening to your child fill in words or phrases of familiar stories and rhymes
by letting your child "dictate" a story to you

Handwriting

You can help...by providing small motor activities for your child to do
(coloring, cutting, pasting, playdough, lacing pictures, finger painting, stringing beads...)
by helping your child use the appropriate finger grip

Reading

You can help...by reading to your child regularly
by taking your child to a library
by playing alphabet games with your child

Mathematics

You can help...by making your child aware of colors and shapes
by showing your child important days on a calendar
by encouraging your child to count objects

Social Science

You can help...by encouraging your child to ask questions and to find answers
by encouraging your child to take interesting things to school to share
by encouraging your child to work and play cooperatively
by taking your child to new and interesting places
by teaching and expecting good manners (please, thank you, excuse me)
by encouraging self-control in talking and acting

Health/Fitness

You can help...by teacher proper hand washing
by teaching good hygiene practice's (bathing, coughing into elbow, using tissues to blow nose, discarding of soiled tissues, tooth brushing).
by assuring 60 minutes of physical activity daily for your child
by assuring 9-10 hours of sleep each night.

Gehlen Catholic Health Care Notes

- A school nurse is available throughout the day. Her hours are from 8:30 am – 3:30 pm. If you have any questions or concerns feel free to call anytime. Her phone number is 546-4181 ext 234.
- Each child is required to have completed a physical by a licensed physician prior to school entrance. These must be completed and turned in before starting the school year. The physical must be current within 6 months of the start of school.
- Each child must have on file a health & safety emergency information form. On this form, parents will list two people they want to be called if either parent can not be reached. The form will also request a home phone number, cell number, and work number. In addition, parents will be asked to record any health problems each child might have or any **regularly taken medications**. For those students who take regular medications, please **send a signed note** allowing the nurse to administer the medication. If parents wish the nurse to give “as-needed” medication (Tylenol, ibuprofen, etc.) parental signatures are required. Parents will be notified if this medication is administered. All medications must be under lock and key in the nurse’s office in original containers. As a matter of safety, students may not keep medications in their possession or in the classroom. **Parents please list all allergies!** Parents are asked to provide EpiPen for children to which their use is required. An EpiPen must be provided to the nurse, main office and cafeteria kitchen. Height and weight measurements are completed in the fall and spring for students in **PreK, TK & K.**
- Vision screening is performed annually at school for students in PreK – 6th grade.
- Hearing screening is performed annually at school for students in PreK – 5th grade, 8th grade, and any new students to Gehlen.
- If a child has a fever, he/she must be fever-free for 24 hours before returning to school. Fever-free means the child must be back to normal temperature without fever-reducing medication for 24 hours.
- If a child has had diarrhea or has been vomiting, he/she must be free of these symptoms for 24 hours without medication management before coming back to school.
- If a child is too sick to go out for recess, he/she is too sick for school.
- Gehlen Catholic takes every precaution when it comes to cold weather recess. The school policy states that recess is held inside for TK-6th students when it is zero degrees or lower outside, wind-chill included. This decision is made just prior to each recess. Children must wear boots, gloves and hats to and from school daily during the winter so that they are ready for winter recess weather. Snow pants are required to be worn outside during winter months as well.
- If a child may have been exposed to a communicable disease, a note will be sent home to inform parents. This is usually sent home when someone in the child’s class has been diagnosed with a communicable disease such as strep throat, pink eye, head lice, and etc.
- Hand washing and cleanliness are very important to student health. Every TK-4 classroom has a hand sanitizer available for student use. Hand washing is taught and students practice correct procedures.

THE SICK CHILD

In spite of good care, your child will have some illness. Please do not send your child to school if he/she is ill. Please call our main office by 8:30 a.m. at 546-4181 ext 243 if your child will be absent from school.

HERE ARE SOME SYMPTOMS THAT INDICATE YOUR CHILD IS ILL:

1. Vomiting and nausea, frequent loose stools;
2. A temperature of over 100;
3. Skin that is dry and hot; profuse sweating; a skin rash that is spreading;
4. A sore throat, runny nose, severe cough, frequent cough, croup
5. Pain in the chest, abdomen, ears, or joints;
6. A stiff back and neck;
7. Convulsions: spells when a child gets stiff and twitches.

CALL YOUR DOCTOR and talk to him /her about your child if. Your child

1. Has temperature of 100 degrees and has
 - a. frequent, very loose stools.
 - b. an earache and/or running ears.
 - c. a sore throat, coughing and/or croup.
2. Has a temperature and pain in abdomen, joints, or chest or a stiff neck or back.
3. If he/she has been quite ill all day with a temperature, call your doctor before he/she leaves the office. Chances are the temperature will not go down, but will go up as night comes on.
4. Be prepared to tell the doctor:
 - a. the child's temperature.
 - b. signs of illness, i.e., vomiting, loose stools, etc.
 - c. how long he/she has been sick.

When your child is ill:

1. Keep him/her in bed.
2. Don't worry if he/she doesn't eat for a day, but do give him/her water, fruit juices, or pop.
3. If he/she is vomiting, try just a few sips of water, ginger ale, cola drinks, sweetened weak tea or ice chips.

***A student too sick to go out for recess, is too sick to attend school.**

***A child must be fever, vomit and diarrhea free for 24 hours without medication for 24 hours prior to returning to school.**

If your child is ill at home, you can call your public health nurse or school nurse to help learn how to care for your child.

Communicable diseases spread easily in the school environment. When children enter school, their associations with other children are greatly increased in number. Contacts are closer and more prolonged. Older children of a family often bring home from school germs which may infect their younger brothers and sisters.

Parents should know that of the common diseases of childhood usually begin with innocent-appearing symptoms, quite like those of the common cold. It is only after a few days that the more telltale symptoms appear, such as distinctive coughs, rashes or fevers. By the time these major symptoms appear, other members of the family may be infected and incubating the disease.

If a disease appears in a family, the parents should notify the school nurse that their child has that specific disease. If this is done, the nurse and teachers will be on the alert for other cases. Sometimes prompt action of the nurse or teachers will enable the physicians of the school system or community to take preventive action to stop the spread of disease.

Diseases are reported by the school to the Iowa Department of Public Health. The department, by watching the "bug picture" is often able to prevent much suffering of our children. **Reporting the disease to the school nurse is important.** Please do your part to make it complete, timely, and useful.

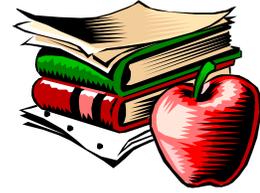
Methods of Disease Transmission

Childhood disease are usually spread by direct contact or indirectly via the respiratory or gastrointestinal routes. Direct contact means touching one person by another, such as walking hand-in-hand, kissing, or any other instance where skin comes in contact with skin. Indirect contact includes handling of objects such as pencils, papers, or desks freshly contaminated by an infected person. Airborne pathogens, on the other hand, do not require touching or handling of persons or things. The germs are breathed in by another. The infected person may have left the room or school long before airborne transmission occurs. Generally, however, the transmission interval is rather brief. Gastrointestinal route means fecal-oral. Organisms are excreted in stool and must be swallowed by a susceptible person to cause disease.

RULES TO PREVENT TRANSMISSION OF DISEASE

1. **Wash hands frequently** with soap and warm water, particularly after using the toilet, and before eating and before preparing food. Having children sing the birthday song (in their head) during hand washing provides the needed soap/water exposure which is most effective in preventing germ transfer.
2. **Cover nose and mouth** when sneezing or coughing. Use handkerchief or tissue. Cough into the elbow rather than hand. Don't spit. Dispose of tissue correctly.
3. **Stay home when ill.** Contact your doctor.

Information provided by the Iowa Department of Public Health



THE FIRST DAY OF SCHOOL

**I used to be little, but not any more.
Tomorrow I'll get up and walk out the door.
I'm going to school - it's the first time for me.
It's great to be big, but I'm scared as can be.**

**My tummy's in knots. Do you want to know why?
I'm thinking that maybe, just *maybe*, I'll cry.
When Dad leaves the school and I'm there all alone,
I'm thinking that maybe I'll want to go home.**

**But wait - Mommy said I'll play lots of new games,
and meet lots of friends - I can learn all their names.
The first day of school, oh there's so much to do!
There's painting and books and a big playground, too.**

**I used to be little, but not any more.
Tomorrow I'll get up and walk out the door.
I'm going to school - it's my first day, you see.
It's great to be big! I'm so glad that I'm me!**

