

# *St. Rose of Lima School Pre-K Handbook*



*A leader in academic excellence,  
Where "minds" are celebrated everyday  
And the Holy Spirit leads through mission and prayer.*

*Where families are graced in God's love and care,  
And Jesus dwells in the hearts of all children there.*

*Founded by the Sisters' of St. Joseph in 1919*

## KINDERGARTEN/4 PROGRAM PHILOSOPHY

The Kindergarten/4 program at St. Rose of Lima is designed primarily for the growth and development of the whole child. Because children at this stage are “active learners”, we focus on providing hands on experiences that enable children to develop language, muscle coordination and imaginative play. We encourage each child to build on their own unique personal worth as some of the youngest members of our faith community.

### EARLY CHILDHOOD GOALS

1. To meet the **individual needs** of the young child in a planned Catholic education environment, being aware of a spiritual, social, intellectual, emotional, physical and aesthetic development.
2. To extend **an integrated day** to encompass the whole life of the child during the early formative years of exploration and discovery. To offer an integrated curriculum centered around a theme.
3. To give the child opportunity to work and play **independently**, to learn to live effectively **with others**, to develop a sense of identity and experience success.
4. To offer opportunities which **develop** the child's creativity, inquiring skills, and ability to represent ideas and concepts.
5. To provide a **religious education program** that compliments parents' efforts to develop Christian attitudes, values and experiences.

Within this framework, we wish to instill an **excitement for learning** that will serve as a foundation for becoming life-long learners.

We operate within the highly respected Christian atmosphere of St. Rose of Lima Catholic Elementary School.

St. Rose of Lima Kindergarten/4 Program is a non-profit program established with the support and approval of the Diocese of Harrisburg and the St. Rose of Lima School Board to serve the needs of our youngest learners.

St. Rose of Lima School admits students of any race, color, creed, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students in the St. Rose of Lima Kindergarten/4 Program.

### POLICIES AND PROCEDURES

#### ADMISSION

To be eligible for the Kindergarten/4 Program, the child must be 4 years old by August 31<sup>st</sup>. Due to limitations of space and a commitment to the quality of our program, registration will be limited. When all spaces have been filled a waiting list will be established. Preference will be given to all

- 1) Families with older children already enrolled at St. Rose School

- 2) St. Rose of Lima Parishioners
- 3) Parishes without schools
- 4) Non-Parishioners

### **REGISTRATION FEE**

A non-refundable registration fee is required at the time of registration.

### **TUITION**

The tuition rate is determined annually by the St. Rose School Board and is published in the Spring.

The first payment is due July 1<sup>st</sup> with subsequent payments the first of each month through May and are delinquent after the tenth of the month. Payments are made payable by check or money order to St. Rose of Lima School. Continued payments of tuition is required when children are ill or on family vacation.

### **CALENDAR**

Kindergarten/4 Program will begin the week after Labor Day and will follow the school calendar of holidays of St. Rose of Lima School. Classes will end May/June.

### **CLOTHING**

Children should be dressed in play clothing appropriate for painting, playground activities, etc. All removable garments such as sweaters, boots, coats and gloves must be clearly marked with the child's name. (no sandals, crocs, flip flops, spaghetti straps)

Please dress students appropriately for playing outside in cooler weather.

### **COMMUNICATION**

It is extremely important that parents read all communications, as many items require immediate attention. An annual calendar will be published. A newsletter will inform you of important events of the Kindergarten/4 Program and St. Rose activities.

Folders should be checked and cleaned out every day.

### **CONFERENCES**

Formal parent teacher conferences are held in November. Informal conferences may be scheduled at any time.

### **FIELD TRIPS**

Occasionally, the class may be taken on a cultural trip within close proximity of the school. Parents are required to provide transportation and act as chaperones.

## **EMERGENCY CONTACTS**

Emergency Forms are required the first day of classes. It is very important that this information is kept up-to-date, should changes occur throughout the year.

## **HEALTH RECORDS**

Students must receive the required health immunizations for their age and a record is required. Forms for a health record are provided at registration and must be returned prior to the first day of school.

## **HELPING HAND**

Parents are afforded the opportunity to spend a day in the Kindergarten/4 Program. This experience of interaction with young children gives first hand information on the type of activities that are conducted in the program. If you'd like to assist in the classroom please ask for information at the school office about the Diocesan and PA required clearances.

## **INCLEMENT WEATHER**

When St. Rose of Lima School is closed, the Kindergarten/4 Program is also closed. Please listen to WGAL TV or WSBA.

## **PARENT VOLUNTEERS**

Many of the activities of the program depend on parents volunteering time in their own special areas of interest and talent. Parents will be asked to donate items for holiday parties and if they wish, may provide treats for the class to celebrate their child's birthday.

## **PHYSICAL DISABLILITIES**

St. Rose of Lima School believes that children are unique individuals with their own abilities and needs. In order to most effectively foster the abilities and meet the special needs of students with physical disabilities, consultation with the child's physical or occupational therapist will be necessary. This team approach involving parent, therapist, and faculty is vital in order to realistically bring about a successful learning experience.

**PROGRESS REPORTS** – March or when 2<sup>nd</sup> trimester ends.

**RECREATION** – Free play, Recess and Physical Education

## **RE-REGISTRATION**

Students enrolled in our PreK4 program will be given priority in the following Spring's Registration for the Kindergarten 5 Program.

## **SCREENING AND ACCEPTANCE**

At the time of registration you and your child will be interviewed. In May, your child will be given a Developmental Screening. This is not an I.Q. test but furnishes the teacher with useful information for designing a program based on your child's strengths and weaknesses. You will receive a copy of the test results. A letter of acceptance will follow. If there is reason that our Kindergarten/4 Program may not be able to service your child's specific needs, a conference will be held with recommendations for appropriate placement

## **SNACKS/LUNCH**

Each family sets up an account at the school to purchase food from the cafeteria. Breakfast is available to purchase. Afternoon milk is available also. Cost of these will be given out at the Open House in August. Parents are responsible for sending in a healthy morning and afternoon snack.

**TIME SCHEDULE** – Begin 8:00 AM – Dismissal – 2:50

## **TRANSPORTATION**

Bus transportation is not provided for 4 year olds by the serving School Districts. The teacher may be helpful in providing information to facilitate the formation of car pools.

**WEEKLY SPECIALS** – Library, Art and Physical Education

## **PRE KINDERGARTEN 4 CURRICULUM**

St. Rose of Lima follows the curriculum set forth by the Diocese of Harrisburg. It can be accessed at [www.hbgdiocese.org](http://www.hbgdiocese.org). This curriculum follows and exceeds the state standards set forth by the Pennsylvania Department of Education.

## **RELIGIOUS EDUCATION**

The program enables the very young child to discover and explore the wonders of God in the world around them, in themselves, their family, their friends, and in the special gift of Jesus.

## **LANGUAGE AND CONCEPT DEVELOPMENT**

### Glossary of Terms

Receptive Skills: Comprehending other's meaning accurately

Expressive Skills: Communicating your own ideas

#### A. Receptive:

1. Listens to, follows and understands directions
2. Development of concentration and memory powers
3. Auditory discrimination and visual discrimination
4. Ability to see the minor differences that distinguish one letter from another

#### B. Expressive:

1. Self expression
2. Creativity
3. Sequencing
4. Categorizing
5. Dramatizing

## **MATH AND SCIENCE DEVELOPMENT**

1. Matching and labeling shapes
2. Comparing properties
3. Using senses
4. Counting objects
5. Counting to 20
6. Understanding number concepts – Identifying numbers 1-10
7. Matching sets
8. Constructing sets from models
9. Sequencing
10. Identifying sounds
11. Hands on science experiences that include weights, magnets, ice, etc.

## **MOTOR SKILLS**

Gross Motor Skills: Large muscle development and spatial concepts

Fine Motor Skills: Small muscle development and eye-hand coordination

#### A. Gross Motor Skills

1. Rolls ball
2. Throwing ball overhand
3. Walking forward and backward
4. Throwing beanbag
5. Jumping

6. Standing on one foot
7. Jumping three jumps with both feet
8. Hopping on one foot
9. Standing on tiptoe ten seconds
10. Jumping off step
11. Kicking ball
12. Balancing

#### B. Fine Motor Skills

1. Cutting with scissors
2. Pasting
3. Painting with large brush on large paper
4. Stringing beads
5. Puzzles
6. Holding crayon with fingers
7. Beginning to draw human figure
8. Using pegboard
9. Copying
10. Tracing, copying

### **PERSONAL AND SOCIAL DEVELOPMENT**

These social skills are worked on throughout the year.

- helps put things away
- separates from parent in appropriate manner
- stands up for personal rights while respecting rights of others
- obeys requests
- identifies ownership
- begins to wait turn and shares
- expresses affection to adults and others appropriately
- shows pride in personal accomplishments.

### **MUSIC**

Music is incorporated throughout the program depending on the theme or area of interest.

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## Summer Prep for Pre-K4

Listed below are a few suggestions of things you can do with your child during the summer which may help your child's transition into Pre-K.

- Make sure your child is able to use the bathroom facilities independently. Being independent in the bathroom is a must (and required!) at the Pre-K level. Also make sure your child gets in the habit of washing his hands to fend off the germs he's exposed to in a school environment.
- Help your child write his name or at least the first letter of his name. Pay attention to the way he holds his pencil or crayon. This age is crucial for teaching a proper pencil grip. An improper grip is difficult to change unless the child is very self motivated. Supply your child with a variety of writing implements, chalk, markers, glitter pens, etc., to make writing, drawing or just plain scribbling, fun.
- Read to your child daily and let him see you reading. When you read together, point out letters that may be in your child's name or ask your child to identify the letters he knows. Not all Pre-K students will finish the school year knowing every letter, upper and lower case, but he will have print awareness and this is important at this age.
- When reading a book, ask your child what happened or what will happen next in the story using the picture clues. Being able to decipher picture clues is important for comprehension and it's also an opportunity for your child to verbalize about this information. Get your child to talk about the story, the characters and the plot. Have an ongoing conversation as you read together.
- Count with your child. Use opportunities around the house to offer informal counting experiences, such as counting out silverware to set the table. Counting can be an abstract concept for a young one. When counting, ask your child to touch each object as he assigns the number.

Teaching and learning at this age should be fun, informal and without tension. Stop the activity if you find that either of you are not enjoying it. Sometimes instruction is more readily accepted by a 3-4 year old if it is offered by an older sibling or playmate. Or simply wait a few days and try another way to show counting, for example. Keep in mind also that readiness is a factor at this age. If your child is not ready to identify the letter "A", he won't, despite all efforts. Make learning stress free for both of you. It's important to impart a love of learning at this stage of the game.

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