



**HOLY TRINITY  
CATHOLIC SCHOOL**  
A ministry of Holy Trinity and St. Stephen Parishes

## **Pre-Kindergarten Handbook 2019-2020**

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### **PHILOSOPHY**

The Holy Trinity Catholic School Pre-Kindergarten program has been created to provide exciting, stimulating learning experiences for three and four-year-old children. Our program is a skills-based developmentally appropriate program designed to meet the needs of the early learners and recognized by the State of Illinois (2014-15 began our incorporation of the Common Core Standards). The program is designed with the whole child in mind: mental, physical, socio-emotional, as well as spiritual.

### **GOALS**

The program seeks to instill each child with a sense of personal identity, healthy self-esteem, and a growing awareness of the world around them. We work to inspire each child with a love of learning and living with an eager spirit and a creative outlook. Each child will be presented with opportunities and experiences that will encourage them to think creatively, engage their senses, and expand their social awareness as they become actively involved in every facet of learning.

### **OBJECTIVES**

1. Develop a sense of security in his/her introduction to the school environment
2. Develop autonomy and interdependence in social relationships through:
  - a. Increased awareness of self and relationship to others
  - b. Active participation in learning
  - c. Expression of creativity
  - d. Directed play
3. Develop and grow through experiences that will:
  - a. Increase knowledge and skills
  - b. Instill positive attitudes and habits
4. Develop a readiness for new skill development
5. Experience activities to enhance her/his physical development.

### **SCHEDULE/CALENDAR**

HTCS Pre-Kindergarten operates on the school year calendar with the HTCS K-8 classes. The school year typically begins mid-August and finishes towards the end of May. Because they follow the HTCS school calendar, Pre-Kindergarten is closed on the same days the K-8 school is closed.

There are three options for Pre-Kindergarten enrollment:

Full time: Monday through Friday - 8:00am to 3:10pm

Part time – 3 days: Tuesday, Wednesday, Thursday - 8:00am to 3:10pm

Part time – 5 half days: Monday through Friday - 8:00am to 12:00pm

Our Extended Care Program provides supervision for children before and after school hours. The cost of extended care is INCLUDED in tuition.

Before school: 6:45-7:45am in the ECP room (located in the school)

After school: 3:15-4:30 pm in Pre-K classroom

4:30-6:00 pm in ECP room (located in the school)

## **ADMISSION REQUIREMENTS & GUIDELINES**

### **1. AGE OF ADMISSION**

A child may be admitted into Pre-Kindergarten 4s class, if he/she has reached the age of four on or before September 1<sup>st</sup>. A child may enter the 3s class once they are 3 and potty trained. Other conditions may also apply in terms of a child's social skills and/ or other issues that relate to a child being in a school setting. The date of birth must be verified by a birth certificate and by a baptismal certificate at the time of registration.

### **2. GENERAL CONDITIONS**

#### **Social Skills**

Follow directions, get along with others, good listening skills, proper language, respect, and "keep your hands to yourself"

#### **Potty Trained**

No more than THREE accidents during a three week period; the wearing of pull-ups does not constitute being potty trained.

#### **Safety**

No student may be a risk or distraction to other students and/or the learning environment.

#### **Parental Cooperation**

Parents are expected to drop off/pick up children in a timely manner, to be cooperative with Pre-Kindergarten staff, and to closely monitor all communications and deadlines from the school.

### **3. PROBATIONARY PERIOD**

#### **Mandatory**

All students are monitored for 30 days to insure that they are capable of fulfilling the requirements as listed above. Note: if concerns emerge, a written notice will be given to parents within two weeks; a conference will be required to ensure that everyone understands the situation and what type of improvement is needed.

#### **Special**

1. After 30 days, events or a specific incident may occur that causes a re-evaluation of a child's status in the program. It may be necessary to establish a special probationary period of two weeks to ensure that proper progress is attained.
2. Students demonstrating an inability to progress satisfactorily due to physical, emotional, or mental disability may be required to be evaluated by special education services provided by the public school system, and in consultation with the parents/guardians. Following professional assessment, the Administration will make appropriate recommendations and determinations concerning the student's enrollment at Holy Trinity Catholic School.
3. Conditions for continued enrollment at Holy Trinity Catholic School include students' academic progress and compliance with all school rules and regulations outlined in this handbook, in the Parent Handbook for Holy Trinity Catholic School, and in Diocesan and School Board policies. Student failure to comply with rules, regulations, and policies may result in dismissal or denial of re-admission. Parental support and cooperation in all school matters, as well as ongoing volunteerism, are also required for continued enrollment in Holy Trinity Catholic School.

## REGISTRATION & PAYMENT

Pre-Kindergarten students are requested to register in the spring. A payment of a non-refundable registration fee is required to hold a spot on the roster. A deadline for this fee will be announced at the time of registration. Each student should submit a copy of their birth certificate and their baptismal certificate, if applicable. Various health forms and other records may be submitted prior to the start of school. Each student will have a cumulative record that will be maintained in the main office.

Check-in Day is held in early August. Parents and guardians are expected to attend Check-in Day or make other arrangements in advance with the school office. Every effort should be made to attend because important information about the upcoming school year is distributed.

## MID-YEAR REGISTRATION

Under certain conditions, a student may be enrolled during the course of the school year. Please contact the school to request a tour or ask questions regarding your situation.

## TUITION & FEES

Multiple child discount ONLY APPLIES to students in Grades K through 8. Pre-K students are not eligible for multiple child discounts. Additionally, HTCS does NOT offer tuition assistance for Pre-K tuition since it is not a state-mandated attendance requirement.

### 2019-2020 Tuition Rates for Pre-Kindergarten

Registration Fee: \$100 per family, non-refundable, due in full upon registration in early Spring

| <b>Full Time</b>                 | <b>Tuition + Fee = Total</b> | <b>12-month payment (June-May)</b> |
|----------------------------------|------------------------------|------------------------------------|
| M-F full days: 8:00am-3:00pm     | \$6,615 + \$275 = \$6,890    | \$574.17                           |
| <b>Part-Time</b>                 |                              |                                    |
| M-F half days: 8:00am-12:00pm    | \$4,536 + \$275 = \$4,811    | \$400.92                           |
| Tu/W/Th full days: 8:00am-3:00pm |                              |                                    |

Extended Care Program (ECP) 6:45am-6:00pm and hot lunch **included** in tuition.

Milk Fee: \$25 per child, covers milk during snack time for the year, due in full by Check-In Day in August.

## SCHOOL SUPPLY LIST – 2019-2020 PreK 3

- 1 (3) pack of Clorox Wipes
- 1 pack of coffee filters
- 4 big triangle grip pencils (Dixon Ticonderoga is one brand)
- 2 packs of primary colored markers
- 1 (8) pack large crayons
- 1 backpack
- 1 box Band-Aids (Characters are Welcome!)
- 1 (3) pack of Kleenex
- 2 (4) pack of dry erase markers
- 3 rolls of paper towels
- 1 Change of clothes (Change out with different seasons)
- 1 bulk size snack (Animal Crackers, pretzels, Cheez-its, etc.)
- 1 notebook, wide ruled
- 1 blanket or towel for nap time (No stuffed animals)
- 1 pillow for nap time (if needed)
- 1 (6) pack glue sticks
- 1 magic eraser
- 1 bottle hand sanitizer
- Boys-** 1 box of sandwich Ziplock bags
- Boys-** 1 pack baby wipes
- Girls-** 1 white paint pen
- Girls-** 1 bottle dish soap

## PreK 4

- ❑ 1 (3) pack of Clorox Wipes
- ❑ 2 8oz. Elmer's glue bottles
- ❑ 1 **Fiskar** scissors
- ❑ 1 pack of coffee filters
- ❑ 4 big triangle grip pencils (Dixon Ticonderoga is one brand)
- ❑ 2 packs of primary colored markers
- ❑ 1 (8) pack large crayons
- ❑ 1 backpack
- ❑ 1 box Band-Aids (Characters are Welcome!)
- ❑ 1 (3) pack of Kleenex
- ❑ 2 (4) pack of dry erase markers
- ❑ 3 rolls of paper towels
- ❑ 1 Change of clothes (Change out with different seasons)
- ❑ 1 bulk size snack (Animal Crackers, pretzels, Cheez-its, etc.)
- ❑ 1 notebook, wide ruled
- ❑ 1 blanket or towel for nap time (No stuffed animals)
- ❑ 1 pillow for nap time (if needed)
- ❑ 1 (6) pack glue sticks
- ❑ 1 magic eraser
- ❑ 1 bottle hand sanitizer
- ❑ **Boys-** 1 box of sandwich Ziplock bags
- ❑ **Boys-** 1 pack baby wipes
- ❑ **Girls-** 1 white paint pen
- ❑ **Girls-** 1 bottle dish soap
- ❑ \$10 fee for Kindermat (If paying by check, make payable to HTCS)

**NOTE: Please do NOT send your child to school with any toys or stuffed animals. They will NOT be allowed to bring them into the classroom.**

## **NOTES**

Classroom Aides - The number of aides assigned to each class is subject to enrollment totals.

Specialized Report Cards - Each student receives a grade summary that is specific for the Pre-Kindergarten learning experiences. See end of Handbook for a sample. Note: Report Cards are presented at the end of Quarter 2, 3, and 4.

Recognition Day - At the end of the year, a Pre-Kindergarten recognition ceremony is held, for the 4s class. Parents and Grandparents are most welcome to attend!

## **PARENTAL RESPONSIBILITY**

DRESS CODE - Pre-Kindergarten students will not have a dress code but their clothes must fit the guidelines of Free Dress Day. Please be sure to follow the guidelines below.

- All children must come to school with tennis shoes or they will not be able to participate at recess or P.E. class. Shoes with Velcro are the most ideal.
- Girls that wear dresses or skirts need to make sure that they have shorts on underneath their skirts. The dress or skirt needs to be at least longer than their fingertips when the girls are standing up straight.
- Shirts must have appropriate sayings.
- No tank-tops are to be worn.
- If you would like your child to have sunscreen protection, please put it on them before school.
- Please dress your child comfortably, as they are always moving around throughout the day. They will often do projects outside or with paint, so if possible, do not send your child in nice clothes that you wouldn't want to get dirty.

EMERGENCY INFORMATION - Safety and security are high priorities. It is critical that we have correct emergency information available at all times. This data will need to be provided on the registration form and the emergency card. Please remember to update this information as needed.

ILLNESS OR ACCIDENT - In accordance with state and federal laws and regulations, no school personnel, salaried or volunteer, are permitted to administer first-aid or dispense medication to any student except if a Holy Trinity medication form has properly been filled out. In an emergency, only immediate and necessary measure will be administered and parents will be notified of the action taken and for what purpose.

Parents/guardians must make provisions for their sick child at home.

Should a student become ill with a fever, students must be fever free for 24 hours before returning to school. This means free of fever without medication in the system to control the fever. A student will not be able to remain at school with a fever. A parent or emergency contact will be called and the student will need to be picked up. A child should be fever, vomit, and diarrhea free for 24 hours before returning to school. The St Clair County Health Department considers a fever 100.3 or greater to be sent home from school.

DROP-OFF POLICY - Pre-Kindergarten students may be dropped off at the Pre-Kindergarten entrance as early as 7:45am. (Parents must drop off older siblings at the main entrance and then come to Pre-Kindergarten room.) The Pre-Kindergarten entrance door will be locked at 8:00am. If you arrive after this time, you will have to enter through the main school entrance and sign-in at the office. Upon entrance the parent/guardian will need to sign-in their child and leave any notes about changes in dismissal for that day.

PICK UP POLICY - Parents/guardians and those who have been previously authorized on the registration form are the ONLY adults allowed to sign out a student. If someone other than those previously authorized persons are to pick-up the student, a note by the parent or guardian is required and identification will need to be presented by the adult picking up. This includes coaches, group leaders, or adult siblings. Current HTCS students are not permitted to sign for their Pre-Kindergarten siblings. An adult must be present and sign out the Pre-Kindergarten child.

## **INTEGRATION WITHIN HOLY TRINITY CATHOLIC SCHOOL COMMUNITY**

Although the Pre-Kindergarten program has many of its own features and activities, it is important to note that the students have regular interaction with the school community as a whole!

Use of gym, library, music room, and computer lab

Grandfriend's Day, Field Day, Catholic Schools Week, pep rallies, and other school events

Participation in some church/worship events; use same religion curriculum

Parent-Teacher Conferences

Integration with aspects of Kindergarten curriculum

## **DISCIPLINE**

Holy Trinity Catholic School's discipline policy applies to all activities involving our students, including Pre-Kindergarten. The age and developmental level of each student is taken into consideration when determining a consequence for breaking rules or making unsafe choices. The regulations of the school have been established to ensure smooth operation including before and after school care, field trips, sporting events, and all school sponsored activities. If a student violates one of the regulations, he/she must be held accountable. The regulations for discipline are located in the Holy Trinity Catholic School Parent/Student Handbook.

## **CURRICULUM & DAILY ROUTINE**

### **ARRIVAL**

Each child will be greeted individually. Self-help skills are encouraged such as taking off jackets, making a lunch choice and putting away supplies. The opening sets the tone for the entire day's learning experiences. We want the children to have a smooth transition from home to school, so it is important that the person responsible for bringing the child into the school be supportive and encouraging.

### **CIRCLE TIME**

Students will begin their day with prayer offering themselves and their learning to God and asking God to help them grow. Children will learn about the passage of time, seasons and the weather as they begin their day. The teacher will introduce songs, finger plays, nursery rhymes, and stories pertaining to the theme of the week.

### **MUSIC, LIBRARY, COMPUTER AND PHYSICAL EDUCATION**

HTCS teachers certified in their particular subject matter teach these additional classes. The Music curriculum is designed to help the Pre-Kindergarten student learn the basic skills of that discipline. Computer and Library class give each child the opportunity to familiarize themselves with the workings of a computer and our library system. P.E. class will encourage group cooperation while children strengthen their bodies and large motor skills. Together, these classes will provide the student an opportunity to grow in self-esteem and self-expression.

### **RELIGION**

Children will learn about Jesus/God at their age level. Bible stories, the liturgical seasons, sharing, friendship, cooperation and love of God are examined and discussed. Children will also be challenged to live as God wants us to live; by sharing in the classroom, cooperating with each other and respecting one another.

### **SNACK TIME**

Each child will be asked to provide snacks for the class. The teacher will provide the guidelines.

### **STORY TIME**

Quiet listening is practiced as stories are read. Sharing about the books and exploring the pictures are encouraged as they develop those pre-reading skills necessary for student success. Listening to an adult read with expression begins developing an understanding of fluency, expression, and comprehension that are necessary for successful reading and future school experiences.

### **CENTERS**

The core of academic learning takes place during center time. Our approach is a themed based curriculum. While the children learn about apples, transportation, the seasons, or safety, they will also tackle tasks such as identifying shapes, colors, letters and name recognition. Learning to count, recognizing numbers, and understanding one-to-one correspondence are also skills acquired during center time. In addition, fine motor skills are practiced, science experiments are conducted, and sensory themes are explored.

#### FREE TIME

Children are given free time to explore the classroom or work on a task individually. To learn the social skills necessary throughout life, the students are given the opportunity to play or work together in groups. Various activities will be set up throughout the room that will be geared for each student's developmental stage. Some of the activities include: puzzles, blocks, games, and play dough.

#### CREATIVE ARTS

Children will have the opportunity to work with a variety of materials to creatively express themselves in color and design. Throughout the year they will work with pencils, crayons, markers, watercolors, finger-paints, scissors, glue, fabrics, and other materials that inspire their creativity as well as develop small motor skills.

#### NAP TIME

The growing child needs time to rest and renew. Some children still sleep during nap time on a daily basis while others nap occasionally and still others no longer sleep during the day. The need to restore energy is still present in all small children and so nap time is part of our day. Those who do not sleep must rest quietly and allow others to sleep.

#### DISMISSAL

Students must be picked up at the Pre-Kindergarten entrance to ensure their safety. They will not be released to anyone but a person designated in their records. (Parents may pick up older siblings in the Plaza and then come to the Pre-Kindergarten room.) Please see "Pick-Up Policy" above for more information.

#### DAILY SCHEDULE (SAMPLE)

|             |  |
|-------------|--|
| 6:45-7:45   | Extended Care Program (ECP) is available in the ECP Room located in the school.  |
| 7:45-8:10   | Arrival and Morning Work   |
| 8:10-8:25   | Calendar   |
| 8:25-8:45   | Literacy Block   |
| 8:45-9:05   | Math (Pre-K4 students: My Math Curriculum)   |
| 9:05-9:15   | Snack Time   |
| 9:15-9:30   | Heggerty (Pre-K4 students: Phonemic Awareness)   |
| 9:30-9:40   | Bathroom Break and Gross Motor   |
| 9:42-10:05  | Specials (P.E., Computers, Library, Music)   |
| 10:10-10:40 | Read Aloud and Art Activity  |
| 10:40-10:55 | Religion   |
| 10:55-11:50 | Free Centers   |
| 11:50-12:15 | Bathroom Break and Read Aloud/Videos   |
| 12:23-1:30  | Lunch, Recess, and Bathroom Break  |
| 1:30-2:45   | Rest Time  |
| 2:45-3:00   | Pack Up and Read Aloud   |
| 3:00-3:10   | Dismissal  |
| 3:10-6:00   | Extended Care Program (ECP) is available in Pre-K3 Room until 4:30pm. Remaining students will be taken to the ECP Room also located within the school. |

## **FREQUENTLY ASKED QUESTIONS (FAQ)**

**Question:** Where should my child be academically at the beginning of the year?

**Answer:** Every child enters with differing ability levels. It is okay if they come in behind, average, or ahead. They will be assessed by the director and/or teacher at the beginning of the year, and then based on the results lessons and individualized learning activities for students will be planned accordingly.

**Question:** Where should my child be academically at the end of the year?

**Answer:** Every child is different, but children who are completing Pre-K3 should be approaching progressing (P on the report card) and sometimes mastery (M on the report card) of the standards on the report card. Children who are completing Pre-K4 and moving on to kindergarten should have mastery (M on report card) of most standards. Please see the attachments provided and the report card to see our standards and where your child should typically be.

**Question:** Will my child be challenged/given extra help if they are ahead of/behind the learning curve?

**Answer:** All teachers and aides work with children in various learning environments, such as in large groups, small groups, and individually, in order to reach each child's unique learning needs. Children that are progressing faster will work on more challenging things such as identifying sight words, reading CVC words, addition, subtraction, and more complex patterning. Children that may need extra help will work on things like identifying letters, letter sounds, numbers, and sorting, or other areas that need extra effort.

**Question:** How do I know if my child is ready for Kindergarten?

**Answer:** Kindergarten readiness is assessed based on a student's results on the Pre-Kindergarten Report Card. If they get most Proficient (P), marks on the report card, they will be advanced to Kindergarten for the next year, if they are five years old before September 1<sup>st</sup>. Students that may raise some concerns with lack of progress will be assessed by the Kindergarten teacher in the third or fourth quarter for another opinion on Kindergarten readiness.

**Question:** What curriculums do you use?

**Answer:**

Math: Pre-K4 uses *My Math* by McGraw-Hill. This focuses on things like patterns, counting, identifying numbers, before and after, alike and different, and sorting.

Phonemic awareness: Pre-K4 uses Heggerty, which focuses on things like rhyming, blending, segmenting, and isolating sounds.

Language: Both classes do read-alouds and digital storytelling based on different themes that we will explore.

Science: We explore things like apples, butterflies, and weather, and more.

Religion: We read children's Bible stories and learn simple prayers to pray to God. We focus on understanding who God is and how important it is to be a kind person in the world.

**Question:** What type of social activities will be available for my child?

**Answer:** Each day we have free centers where the children are given an hour to play anywhere that is open in the classroom. During this time, children learn to socialize with one another and this is where the concept of sharing and being a kind friend is learned. Teachers try to let the children solve their own problems and only intervene when the situation is not getting resolved.

## LEARNING OBJECTIVES

### Pre-K3 Developmental Milestones Minimum Learning Objectives by conclusion of school year

#### Math:

- Count to 10
- Sort objects by color and shape
- Identify colors
- Identify shapes (square, circle, rectangle, and triangle)
- Count up to five objects when asked "How many are there?"
- Complete an AB pattern
- Describe objects such as small, big, short, tall, empty, full, heavy, and light
- Understand the concepts of same and different

#### Literacy:

- Identify at least half of the letters in the alphabet when shown them
- Recognize their first and last name
- Write and spell their first name
- Retell familiar stories
- Answer simple questions
- Follow three-part directions
- Communicate clearly
- Follow agreed upon rules for discussion (listening to others and taking turns)

#### NOTE

Each child develops at his/her own rate. These milestones are based on what an average child would be able to do.

#### DIFFERENTIATED INSTRUCTION

Children that are ahead will be challenged more. Children that need extra help will be worked with individually or in small groups. Instructors will assess each student and provide the maximum opportunity for growth, opportunity, and creativity.

### Pre-K4 Developmental Milestones Minimum Learning Objectives by conclusion of school year/before moving to Kindergarten

#### Math

- Count to at least 20
- Compare and sort objects by color, shape, and size
- Identify colors
- Identify shapes (square, triangle, rectangle, circle, diamond, oval, and heart)
- Identify 3D shapes (cone, cylinder, sphere, and cube)
- Count up to 10 objects when asked "How many are here?"
- Complete AB, AAB, and ABB patterns
- Describe objects such as: small, big, short, tall, empty, full, heavy, and light
- Understand the concepts of same and different
- Add and subtract a small amount of objects with fingers or manipulatives
- Identify whether the number of objects in one group is: more, less, greater than, fewer, and/or equal to another group
- Identify first and last
- Represent a number of objects with a written numeral 0-5

#### Literacy

- Recognize and name many upper/lowercase letters of the alphabet especially those in own name
- Demonstrate one to one letter sound correspondence by producing the primary sound of many consonants
- Recognize their first and last name
- Write and spell their first and last name
- Capitalize the first letter in their name (try to use lower case for the rest of the letters)
- Retell familiar stories with good detail
- Answer more complex questions
- Follow four-part directions
- Communicate clearly
- Ask/answer questions about characters & major events in story
- Engage in a picture walk to make connections between self, illustrations, and the story
- Follow words from left to right, top to bottom, page by page
- Differentiate letters from numerals
- Follow agreed upon rules for discussion (listening to others and taking turns)
- Engage in language play (alliterative language, rhyming, sound patterns)

#### NOTE

Each child develops at his/her own rate. These milestones are based on what an average child would be able to do.

#### DIFFERENTIATED INSTRUCTION

Children that are ahead will be challenged more. Children that need extra help will be worked with individually or in small groups. Instructors will assess each student and provide the maximum opportunity for growth, opportunity, and creativity.

## FORMAL ASSESSMENT

The Pre-Kindergarten Report Card sample is immediately below and on the following pages. This is the report card used for both Pre-K classes. The Pre-K3 class has fewer standards to achieve. Promotion to Kindergarten is a collaborative recommendation between Pre-Kindergarten, Kindergarten, and Administration. Parents will always be informed of progress, concerns, or special situations that may involve the need for special conferences.

# Holy Trinity Catholic School Pre-Kindergarten Report Card 2019-2020

**Student's Name:**

**Teacher:**

**Explanation of markings: NI- Needs Improvement, P- Progressing, M- Mastered  
\*Blank means it was not addressed during this time period**

| <b>Mathematics</b>  |    |    |    |    |
|---|----|----|----|----|
| <b>Counting and Cardinality</b>   | Q1 | Q2 | Q3 | Q4 |
| Count to 20   |    |    |    |    |
| Represent a number of objects with a written numeral 0-5 (with 0 representing a count of no objects)                  |    |    |    |    |
| Count to answer "how many?" questions up to 10 things   |    |    |    |    |
| Identify first and last   |    |    |    |    |
| Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to another group |    |    |    |    |
| <b>Operations and Algebraic Thinking</b>  | Q1 | Q2 | Q3 | Q4 |
| Add with objects, fingers, counters   |    |    |    |    |
| Subtract with objects, fingers, counters  |    |    |    |    |
| Extend simple patterns using objects  |    |    |    |    |
| <b>Measurement and Data</b>   | Q1 | Q2 | Q3 | Q4 |
| Describe objects such as small, big, short, tall, empty, full, heavy, and light                                       |    |    |    |    |
| Sort objects into categories; count the number of objects in each category  |    |    |    |    |
| <b>Geometry</b>   | Q1 | Q2 | Q3 | Q4 |
| Identify and describe shapes (squares, circles, triangles, rectangles)  |    |    |    |    |
| Compare and sort objects  |    |    |    |    |
| Create and build shapes from sticks, clay, etc.   |    |    |    |    |
|   |    |    |    |    |
| <b>Literacy</b>   |    |    |    |    |
| <b>Comprehension Foundational Skills</b>  | Q1 | Q2 | Q3 | Q4 |
| Ask questions about unfamiliar words in a story   |    |    |    |    |
| Retell familiar stories   |    |    |    |    |
| Ask and answer questions about characters and major events in a story   |    |    |    |    |
| Interact with a variety of common types of texts (storybooks, poems, songs)   |    |    |    |    |
| Describe the role of an author  |    |    |    |    |

|   |    |    |    |    |
|---|----|----|----|----|
| Engage in a picture walk to make connections between self, illustrations, and the story                             |    |    |    |    |
| <b>Comprehension Foundational Skills</b>  | Q1 | Q2 | Q3 | Q4 |
| Follow words from left to right, top to bottom, and page by page  |    |    |    |    |
| Recognize that spoken words are represented in written language by letters  |    |    |    |    |
| Recognize that words are separated by spaces in print   |    |    |    |    |
| Recognize and name some upper/lowercase letters of the alphabet especially those in own name                        |    |    |    |    |
| Differentiate letters from numerals   |    |    |    |    |
| <b>Comprehension Foundational Skills</b>  | Q1 | Q2 | Q3 | Q4 |
| Listening   | Q1 | Q2 | Q3 | Q4 |
| Follow agreed upon rules for discussion (listening to others and taking turns)                                      |    |    |    |    |
| <b>Comprehension Foundational Skills</b>  | Q1 | Q2 | Q3 | Q4 |
| Describe familiar places, people, things, and events (Will be covered in kindergarten, may not be covered in pre-k) |    |    |    |    |
| <b>Comprehension Foundational Skills</b>  | Q1 | Q2 | Q3 | Q4 |
| Engage in language play (alliterative language, rhyming, sound patterns)  |    |    |    |    |
| Recognize and match words that rhyme  |    |    |    |    |
| Pronounce the initial sounds in words   |    |    |    |    |
| Demonstrate one to one letter sound correspondence by producing the primary sound of some consonants                |    |    |    |    |
| Recognize own name (First and Last)   |    |    |    |    |
| <b>Writing Process/ Handwriting</b>   | Q1 | Q2 | Q3 | Q4 |
| Capitalize the first letter in their name   |    |    |    |    |
| Attempt to write a letter or letters to represent a word  |    |    |    |    |
|   |    |    |    |    |
| <b>Social/Emotional</b>   | Q1 | Q2 | Q3 | Q4 |
| Takes turns and shares  |    |    |    |    |
| Shows respect during work and play  |    |    |    |    |
| Shows empathy during work and play  |    |    |    |    |
| Displays self-control   |    |    |    |    |
| Exhibits self-confidence in normal situations   |    |    |    |    |
| Meets new experiences with confidence   |    |    |    |    |
| Accepts responsibility for self   |    |    |    |    |
| Respects authority (teachers, aides, volunteers)  |    |    |    |    |
|   |    |    |    |    |
| <b>Physical Development and Health</b>  | Q1 | Q2 | Q3 | Q4 |
| Large motor coordination—upper body   |    |    |    |    |
| Large motor coordination—lower body   |    |    |    |    |
| Small motor coordination—writing, grasping  |    |    |    |    |
| Fine motor coordination—scissors, stringing   |    |    |    |    |
| Acts independently in personal hygiene habits   |    |    |    |    |
| Puts on own coat, socks, shoes  |    |    |    |    |
| Understands basic safety procedures   |    |    |    |    |
| Knows the parts of the body   |    |    |    |    |
|   |    |    |    |    |

| <b>Religion</b>                         | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| Christian attitude in play              |    |    |    |    |
| Has a sense of prayer as talking to God |    |    |    |    |
| Can make the Sign of the Cross          |    |    |    |    |

### Second Quarter

|           |                                |
|-----------|--------------------------------|
| Comments: | Parent Comments and Signature: |
|           |                                |

### Third Quarter

|           |                                |
|-----------|--------------------------------|
| Comments: | Parent Comments and Signature: |
|           |                                |

### Fourth Quarter

|           |                  |
|-----------|------------------|
| Comments: | Parent Comments: |
|           |                  |

### Attendance Record (Days Absent)

|    |    |    |    |
|----|----|----|----|
| Q1 | Q2 | Q3 | Q4 |
|    |    |    |    |

**Recommended Placement for 2016-2017:**

**Parent Information → Internal Reporting Procedures for Suspected Abuse**

**SCR Hotline Procedures: PHONE NUMBER: DCFS/800-252-2873**

When a Hotline intake worker answers a call, the worker will identify himself/herself. If the worker forgets to do that, you are entitled to ask for the worker's name so you will know with whom you spoke. You may wish to note the worker's name, particularly if a report is not taken and you wish to talk further with a supervisor. As explained earlier, it is the job of the Hotline intake worker:

- to talk with callers to get as much information about the allegation, the alleged victim(s), and the alleged perpetrator(s) as possible; and
- to determine whether the harm, as described by the reporter, constitutes abuse or neglect under the law and Department guidelines.

Due to the large number of calls, Hotline intake workers are instructed to handle calls efficiently and quickly. All Hotline calls are audiotaped for purposes of quality assurance.

**INCIDENT DETAILS FOR REPORT**

**You will be asked to provide the following information:**

- Name, address and age of victim(s)
- Name and address of parent(s)/caretaker(s) and siblings
- Relationship of caretaker(s) to victim(s)
- Details of the abuse, including specifics of the incident(s), location and severity of injuries, any pattern of neglect or abuse, and any physical evidence.
- Any explanation provided by the child
- Any other relevant information that would expedite the investigation, such as directions to the victim's house (especially in rural areas) or information about potential risks to the investigator.

The Hotline worker will use the SCR computer system to determine if there are any pending investigations on the family or any reports which have been "indicated" previously since this information is critical to an accurate assessment of risk.

If the Hotline intake worker does not accept your call as a report, you will be informed of that fact and given the reason. Most often the explanation will relate to DCFS' legal jurisdiction or to the evaluation of risk of harm to the child. If you disagree with the conclusions of the Hotline worker, you may ask to speak with a Hotline supervisor. Explain the details of the case situation, the reasons you were given for the report being refused, and why you think the worker's assessment was inaccurate.

If the Hotline worker does not take a report, the information is entered into the computer data system, reviewed and either approved or caused to be turned into a report by a Hotline supervisor. Calls from mandated reporters which do not result in a report being taken are maintained on file for six months at SCR. If a report is not taken, the Hotline worker will often refer you to the police (for investigation of a crime outside DCFS mandates).

***If a report is taken by the Hotline worker, an investigation is commenced within 24 hours. As a mandated reporter, you will be asked to supply a written confirmation of your verbal report within 48 hours***

**HOLY TRINITY PROTOCOL**

**Mandated Reporting of Suspected Abuse**

**TYPES OF INCIDENT REPORTS/SITUATIONS**

- Staff member has observed an incident
- Staff member has observed some type of physical evidence that suggests an incident of abuse
- Staff member was told by the possible victim of a situation that seems to be a reportable incident
- Staff member obtains a written or recorded message/document, etc. that fits the criterion for a mandated report to be filed

**PROCEDURE & PROTOCOL**

**Please follow these steps:**

1. Once an allegation is initiated or possible circumstances are observed, staff member should move the speaker or victim to an area of privacy. If necessary, contact the school office or utilize an aide so that immediate action may be taken. ***Call 911 in case of an immediate emergency!***

2. ***Immediately*** write an incident report (use either the template form or make your own report ) that at least covers the following:

- A. Date of discovery-awareness
- B. Person/s making allegation or observation
- C. Name of victim
- D. Date/s and time/s that abuse incident occurred (may be an estimate)
- E. Details of the abuse
- F. Any other relevant information

3. ***Immediately*** contact the Principal and bring your written documentation with you. This responsibility (literally) supersedes all other responsibilities other than the personal care of your assigned students. If you cannot leave the room/area, you must immediately call the office or phone the Principal (618-628-7395).

**4. FOLLOW UP**

- Incident is reported. See YELLOW BOX at left for details that are needed.
- Principal verifies that report is made to DCFS
- Principal sends report to Diocese/Child Protect
- School cooperates with any investigation

**5. CONFIDENTIALITY**

- Internal confidentiality with Principal/staff
- No statements of any kind to media
- No statements are made by school to parents other than to acknowledge that a policy exists/is being followed.