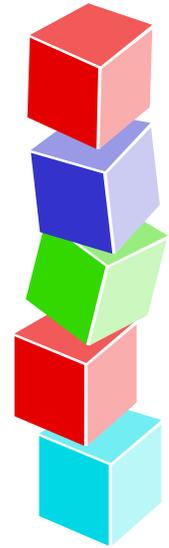


# PK Fact Sheet



## PK4 Classes - Monday, Wednesday, Friday

Morning Session - 8:30 a.m. to 11:00 a.m.  
Afternoon Session - 12:15 p.m. to 2:45 p.m.

## PK3 Classes - Tuesday, Thursday

Morning Session - 8:30 a.m. to 11:00 a.m.  
Afternoon Session - 12:15 p.m. to 2:45 p.m.

## Class Size

PK4 - 12 in each session  
PK3 - 10 in each session

## Registration - opens February 1

Priority: Current PK and School families  
Parishioners  
Non-parishioners



Supply fee of \$75.00 is to be paid by **April 1** to finalize registration.

Registration will be finalized the week of February 16, and a letter of confirmation will be sent to each family. If a change in your family decision/situation occurs after registration, please notify the school office so changes can be made.



**Guidelines for Assuring Minimum Immunization Requirements for  
Pre-Kindergarten Program Enterers**

All children entering Pre-Kindergarten programs should be age appropriately immunized.<sup>1</sup> The following guidelines for parents and school personnel indicate the **minimum** number of doses for each vaccine needed for Pre-Kindergarten entry.<sup>2,3</sup>

<b>Hepatitis A</b>	<b>2 doses</b> (1 <sup>st</sup> dose after 1 <sup>st</sup> birthday) (2 <sup>nd</sup> dose at least 6 months after 1st dose)	<b>Hepatitis B</b>	<b>3 doses</b> (Final dose at age 24 weeks or older)
<b>DTaP</b>	<b>4 doses</b> (Booster dose should not be given prior to 4 <sup>th</sup> birthday)	<b>Varicella</b>	<b>1 dose</b> (After 1 <sup>st</sup> birthday)
<b>IPV</b>	<b>3 doses</b>	<b>MMR</b>	<b>1 dose</b> (After 1 <sup>st</sup> birthday)
<b>Hib</b>	<b>4 doses</b> (3 doses if Pedvax <sup>®</sup> or Comvax <sup>®</sup> are used for full series) Children starting the series at greater than 6 months of age <b>generally</b> need: 3 doses if the first dose was given between 7-11 months of age 2 doses if the first dose was given between 12-14 months of age 1 dose if that dose was given between 15 and 59 months of age  <b>RULE: Any one dose of Hib vaccine after 15 months of age is the final dose needed</b>		
<b>PCV</b>	<b>4 doses</b> Children starting the series at greater than 6 months of age <b>generally</b> need: 3 doses if the first dose was given between 7-11 months of age 2 doses if the first dose was given at 12-23 months of age 1 dose if that dose was given between 24-59 months of age  <b>RULE: any one dose of PCV between 24-59 months of age is the final dose needed <u>for pre-K entry</u></b> (Some at-risk children are recommended for an additional dose at age 5-18.)		

***Students may be provisionally enrolled in Pre-Kindergarten with at least one dose of each required vaccine and allowed up to eight months to obtain up-to-date status.***

For questions about the Pre-Kindergarten Entry Immunization Guidelines above contact the Division of Immunization Services at 1-800-642-3634.

<sup>1</sup> Applicable immunization schedules can be found at <http://www.cdc.gov> by searching under "Immunization Schedules".

<sup>2</sup> The term "Pre-Kindergarten" or "Pre-K" applies to designated programs for children ages 3 and 4 years old. The above vaccines are requirements for all WV public Pre-K programs in accordance with WVDE Policy 2525 (126CSR28), Universal Access to a Quality Early Education System. This includes any "WV Collaborative" Pre-K program supported through local education agencies (LEAs). Medical exemptions to the above should be granted in accordance with current standards of immunization practice endorsed by the AAP, AAFP, and ACIP.

<sup>3</sup> These guidelines are also applicable to children age 18 months and older entering most childcare or preschool settings.

**The West Virginia Bureau for Public Health recommends that vaccine doses administered 4 days or fewer before the minimum interval or age should be considered valid.**



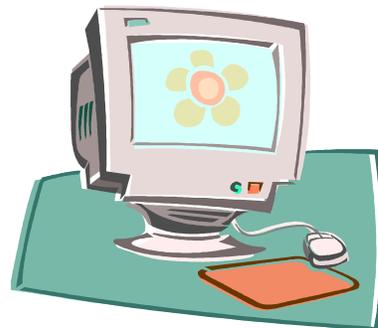
# TECHNOLOGY In PRE-SCHOOL

## SmartBoards

- Smartboard is used on a daily basis
- Electronic Microscope—Zoom Scope - used with the Smartboard.

## Computers

- Available in classroom for use by students as one of the Free Choice learning centers
- Software changed in keeping with lesson themes



## Curriculum - Three-Year-Olds

Most of the time the three-year-old is a delight to parents and teachers. They often try hard to please and to conform. Praise and friendly comments are especially appreciated by children of this age. Generally, the youngster becomes more cooperative and enjoys new experiences. They seem to feel more secure within themselves and in their relationships with others. Their sense of humor is developing and they begin to show delight in riddles and practical jokes.

However, one should not expect complete cooperation from the three-year-old. They still occasionally exert their independence and may revert to less mature behavior. Problems may also occur when the child reaches 3 ½ years of age as he often becomes bossy. They begin, too, to form strong friendships with a few members of their group and may tend to discriminate against the rest of the group. Other problems may arise as they begin to test limits.

The three-year-old's increased language skills help to make life easier for those around them. They can communicate their needs, ideas and questions. This is good, for it is an excellent way for the child to learn new concepts.

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### Glossary of Terms

Receptive Skills:	Comprehending other's meaning accurately
Expressive Skills:	Communicating one's own ideas
Gross Motor Skills:	Large muscle development and spatial concepts
Fine Motor Skills:	Small muscle development and eye-hand coordination

---

### Language and Concept Development

#### A. Receptive

1. September through December
  - Listens to stories
  - Follows directions
  - Prepositions
  - Matches colors
  - Relates paired objects
  - Identifies body parts and their functions
  - Recalls three objects
  - Identifies which does not belong in a group
2. January through May

- Opposites
- Names concrete objects
- Sorts
- Understands who/what/where questions
- Three digit sequence

## B. Expressive

1. September through December
  - Names body parts and clothing
  - Knows name, age and sex
  - Repeats simple sentences
  - Names furniture and how it is used
  - Remembers simple songs and nursery rhymes
  
2. January through May
  - Names concrete objects
  - Names action in pictures
  - Uses simple sentences
  - Uses past tense
  - Uses pronouns
  - Asks and answers questions
  - Memorizes and repeats fingerplays
  - Tells sequence

### Resources

Picture books, flannel board  
 Puppets  
 Legos, mosaic  
 Experiences in perception - puzzles, sequence games  
 Computer  
 Records, cassette tapes  
 Assembly

## **Math and Science Development**

1. September through December
  - Shapes (matching and labeling)
  - Compares properties (i.e. full-empty, long-longer, solid-liquid)
  - Senses
  
2. January through May
  - Rote counting
  - Understands number concepts
  - Matches sets, constructs sets when given model
  - Senses
  - Mixes colors

- Identifies sounds
- Matches by texture

### Resources

Early experiences  
Beginning science - magnets, weather, temperature, dinosaurs, animal life, seasons of the year, space, ocean  
Experiences in number readiness  
The animal world - videos, computer software  
Scholastic science kit  
Discovery Center  
Story Center  
Teacher's Choice  
Field Trips  
Cooking experiences  
Computer

### **Gross Motor Skills**

1. September through December
  - Rolls ball
  - Throws ball overhead
  - Walks forward and backward
  - Catches ball
  - Throws beanbag
  - Jumps off floor
  - Stands on one foot
2. January through May
  - Jumps three jumps with both feet
  - Hops on one foot
  - Stands on tiptoe 10 seconds
  - Jumps off step
  - Kicks all with one foot

### Resources

Daily sensorimotor training (Physical education)  
Gym equipment  
Hap Palmer and other various records for physical motor development  
Assembly (music and group activities)

### **Fine Motor Skills**

1. September through December
  - Scissor skills
  - Pastes
  - Paints with large brush on large paper
  - Makes ball and snake with clay
  - Strings beads
  - Puzzles
  - Pours rice and sand
  - Computer mouse control
  
2. January through May
  - Holds crayon with fingers
  - Begins to draw human figure
  - Uses pegboard
  - Hammers pegs and nails
  - Copies
  - Laces following a sequence
  - Screws and unscrews

#### Resources

Computer  
Art Center  
Pretend Room  
Teacher's Choice  
Gym Classes

### **Personal and Social Development**

Note: All social skills are worked on throughout the year.

- Helps put things away
- Separates from parent
- Stands up for rights
- Obeys request
- Identifies ownership
- Begins to wait turn and shares
- Expresses affection to adults
- Shows pride in personal accomplishments

#### Resources

Early experiences  
Educational games  
Daily sensorimotor training  
Big Book series  
Social studies - International Day  
Hap Palmer music and activity records

Student-made "Me Books"  
I Am Special time  
Circle Time  
I Am Special board  
Assembly (birthdays)  
Records  
Display of children's work  
Observance of holidays  
Weekly Reader

### **Additional Comments**

1. Art work is incorporated in language development, math and science and is offered as a Free Choice center.
2. Music is incorporated throughout the program depending on the theme of the area of interest.
3. Physical Education is a facet of the curriculum once a week.
4. Classes visit the school library once every two weeks.
5. Computer software is changed weekly in keeping with the lesson theme. The computer is always on and is considered one of the Free Choice learning centers.

Free Choice is offered on most days. Children choose from art, PE, cooking, science, storytime, computer or creative play. This gives them the opportunity to interact with teachers and children from other classes. This helps children to deal with different people and surroundings and helps strengthen their self-confidence and self-motivation.

## Curriculum - Four-Year-Olds

There's not a chance in the world that you can overlook the four-year-old! They are the busiest, noisiest, most active children anywhere. They talk the most and sing the loudest. They really are ready for group life; they are ready for the companionship of their own age; they are ready (almost aching) to use those big muscles for running and jumping and climbing and pushing. Sometimes they are very hard to understand - one minute they are blustering, self-confident children of the world, and the next minute they are crushed, dejected and "babyish" because someone ignored them or forgot to praise their latest project. As the saying goes, "They may sometimes be a headache, but they'll never be a bore!"

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### Glossary of Terms

- Receptive Skills:      Comprehending other's meaning accurately
- Expressive Skills:      Communicating one's own ideas
- Gross Motor Skills:    Large muscle development and spatial concepts
- Fine Motor Skills:     Small muscle development and eye-hand coordination
- 

### Language and Concept Development

#### A. Receptive

1. Listens to, follows and understands directions
2. Development of concentration and memory powers
3. Auditory discrimination and visual discrimination
4. Learns to recognize own name

#### B. Expressive

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

### Resources

Experiences in pre-readiness skills and perceptual skills  
Nursery rhymes  
Books - Class Books, Big Books  
Flannel Board Stories  
“I Am Special” Series  
Circle Time  
Show and Tell  
Sharing  
Weekly Reader

### **Math and Science Development**

1. Concept of numbers - counting
2. Concentration
3. Reasoning
4. Memory
5. Experimenting
6. Measuring
7. Sequential Order

#### **Resources**

Experiences in number readiness  
Educational math games  
Cooking experiences  
Puzzles  
Science manipulatives  
Animal world filmstrips and cassettes  
Block building  
Sand and water table  
Computer

### **Gross Motor Skills**

1. Running
2. Skipping
3. Jumping
4. Kicking
5. Hopping
6. Moving to rhythm

#### **Resources**

Daily sensorimotor training (Physical education)  
Gym equipment  
Hap Palmer and other various records for physical motor development  
Assembly (music and group activities)

## **Fine Motor Skills**

1. Painting, cutting, pasting and tracing
2. Copying shapes
3. Puzzles
4. Snapping buttons, coat zippers
5. Drawing and coloring
6. Stringing and pouring
7. Left to right and top to bottom progression

### **Resources**

Computer  
Scissors  
Crayons  
Paste  
Lace-up cards  
Puzzles  
Playdough  
Daily sensorimotor training  
Blocks

## **Personal and Social Development**

1. Expressing feelings in acceptable manner
2. Sharing
3. Learning to take turns
4. Showing concern for others
5. Cooperating
6. Developing self-confidence and self-esteem
7. Playing in a group with peers

### **Resources**

Computer  
Telephones  
Housekeeping area  
Dress-up area  
Puppets and flannel board  
Nursery rhymes  
Let's pretend - Dramatic play props  
Snack time

### **Additional Comments**

1. Art work is incorporated in language development, math and science and is offered as a Free Choice center.
2. Music is incorporated throughout the program depending on the theme of the area of interest and is offered as a special class with the school music teacher once a week.
3. Physical Education is a facet of the curriculum once a week.
4. Classes visit the school library once every two weeks.
5. Computer software is changed in keeping with the lesson theme. The computer is always on and is considered one of the Free Choice learning centers.
6. Special programs are offered in the areas of Health, Nutrition and Safety by our Partner in Education, Wheeling Hospital.

# Our Lady of Peace School

## Pre-School Financial Information 2015 - 2016

The following tuition amounts will be implemented for 2015-2016 School Year for Pre-School:

### Yearly Tuition

PK 3 = \$1045.00 (\$104.50 per month)

\$75.00 Supply Fee per student

PK 4 = \$1150.00 (\$115.00 per month)

Tuition can be paid in the following ways:

**In full** - If you choose this option the payment is made to school office and must be received by July 25

**By Semester** - If you choose this option the first payment is due by August 5 and second payment is due by December 5

**By month** - If you choose this option payments are paid over 10 months and due by the 5<sup>th</sup> of each month.

All families will need to go online in the spring and register with FACTS Tuition Payment Program. Information will come home later instructing you on how to get your family registered. If you are an existing family, already on the FACTS system, your information will only have to be updated.

The Registration Fee for 2015 - 2016 is \$75.00 per student. This fee is due in the school office no later than April 1, 2015.

**OUR LADY OF PEACE SCHOOL**

640 Old Fairmont Pike - Wheeling, WV 26003

Phone 304-242-1383 - Fax 304-243-5410 - E-mail: [info@olpschool.org](mailto:info@olpschool.org)

**PRE-SCHOOL ENROLLMENT FORM**

**I. EDUCATIONAL INFORMATION**

Level:  PK3  PK4  
Session Preference:  AM  PM

Last school attended: \_\_\_\_\_

Last grade completed (*please circle*): PK K 1 2 3 4 5 6 7 NA

Is this pupil receiving any special services in his present schooling? (For example: learning disability, hearing impaired or medical alerts, speech therapy, remedial reading or math, etc) If so, please explain:

\_\_\_\_\_  
\_\_\_\_\_

**II. PERSONAL INFORMATION**

Pupil's name: \_\_\_\_\_ Social Security # \_\_\_\_\_  
(First name) (Middle name) (Last name)

Street Address: \_\_\_\_\_ Home phone: \_\_\_\_\_  
\_\_\_\_\_ Cell phone: \_\_\_\_\_  
\_\_\_\_\_ E-mail: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Place of birth: \_\_\_\_\_ Sex: \_\_\_\_\_

Age as of September 1: \_\_\_\_\_ Baptismal date: \_\_\_\_\_ Place of baptism: \_\_\_\_\_

Registered parishioner at Our Lady of Peace?  Yes  No

Parents's Marital Status:  Married  Separated  Divorced  Widowed  Remarried

If divorced, are school records/information permitted to be given to non-custodial parent?  Yes  No

Father's (Guardians) Name: \_\_\_\_\_ SSN: \_\_\_\_\_  
Address: (*omit if same as pupil*): \_\_\_\_\_ Home phone: \_\_\_\_\_  
\_\_\_\_\_ Cell phone: \_\_\_\_\_  
\_\_\_\_\_

Place of Business: \_\_\_\_\_ Business phone: \_\_\_\_\_  
Position: \_\_\_\_\_ Alumni of Our Lady of Peace?  Yes  No

Mother's (Guardians) Name: \_\_\_\_\_ SSN: \_\_\_\_\_  
Address: (*omit if same as pupil*): \_\_\_\_\_ Home phone: \_\_\_\_\_  
\_\_\_\_\_ Cell phone: \_\_\_\_\_  
\_\_\_\_\_

Place of Business: \_\_\_\_\_ Business phone: \_\_\_\_\_  
Position: \_\_\_\_\_ Alumni of Our Lady of Peace?  Yes  No

*(Turn over and complete other side of form)*

