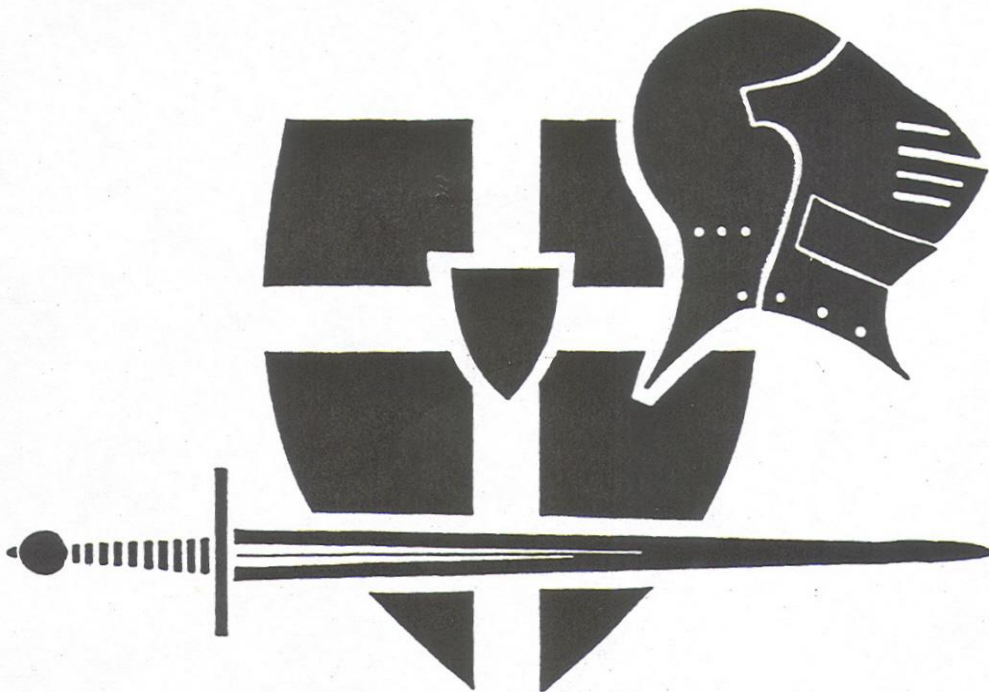


LETHBRIDGE CHRISTIAN SCHOOL

Kindergarten Handbook



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Kindergarten Program Overview

The Lethbridge Christian School Kindergarten Program operates under the general administration of the Lethbridge Christian School Society. Curricular mandates and supervision are furnished by the Principal and administration team.

The early childhood services program is designed to support the development of the whole child (body, soul and spirit) by fostering and complementing articulation skills which will facilitate the child's academic achievement, physical dexterity, individual/group work habits and encourage spiritual growth.

Curriculum components include a wide variety of developmental skills, which can be enhanced through specific guidance, to ensure the child is prepared for the more formal instructional setting of Grade One.

Fundamental abilities and instructional tasks (such as following basic directions, working together with other students, using the body to complete both large and fine motor activities, categorizing objects according to various descriptive criterion, recognizing primary colors and shapes) all facilitate basic learning and are significant components within an organized kindergarten program. Our Kindergarten is structured to provide this systematic instruction in an on-going manner, maximizing the child's preparation for Grade One.

Lethbridge Christian School Kindergarten Philosophy

The fundamental philosophy and principles upon which Lethbridge Christian School has been founded and established are located in the [Lethbridge Christian School Parent/Teacher Handbook](#). The focus of the Kindergarten program also complements these curricular and learning standards.

The following specific goals identify the orientation of our Kindergarten program:

1. Introducing Jesus Christ as Savior and friend, and encouraging a personal response to Him.
2. Affirming the authority of God's Word.
3. Encouraging Scripture memorization.
4. Inviting group and private prayer.
5. Considering the individual needs of the child.
6. Promoting positive socialization skills between students and with adults.
7. Nurturing learning through stimulating and reflective play (a child's work).
8. Developing a social responsibility through understanding the balance of rights and privileges, coupled with their specific duties and responsibilities.



Alberta Education's Kindergarten Philosophy

Lethbridge Christian School adheres to the learner guidelines outlined in the [Alberta Education Kindergarten Program Statement](#) and is based on the following beliefs relating to young children, their learning, and home and community environments.

* Parents are their children's first and most important teachers and play is the central role in the lives of their children. The program supports and respects the dignity and worth of the family and encourages meaningful parental involvement.

* The kindergarten program provides learning experiences that meet the diverse needs of children and provides additional support to children with special needs to help them increase their potential for learning. L.C.S. accesses coordinated community services whenever possible to meet the needs of children and their families.

Clear expectations in five learning areas are described in the [Kindergarten Program Statement](#). They provide a foundation for elementary schooling:

1. Communication: Literacy and Numeracy

- Children enjoy and share many different types of books, stories, poems, recordings and videos. They learn to predict what happens next in a story and to ask questions about their reading and viewing. They express their ideas through talking and through pictures, letters or words. Children are able to recognize, write and copy familiar words and letters.
- Children learn about patterns and numbers by sorting, matching, counting and ordering familiar materials. Through daily activities they learn to measure length, weight and capacity and develop a sense of time, temperature, shape and space.

2. Community and Environmental Awareness

- Children use their senses to explore, investigate and describe their environments. They recognize similarities and differences in living things, objects and materials. Using simple tools in a safe and appropriate manner, they select and work with a variety of materials to build simple structures. They explore scientific concepts using sand, water, blocks and other materials.
- Children become aware of similarities and differences between themselves and others by describing feelings, special interests, events and experiences shared with family and friends. They learn about special places and people who help in the community and role play familiar situations such as store, home or school.

3. Creative and Cultural Expression

- Children explore and express their thoughts and feelings in many ways through the use of language, sound, color, shape and movement. They join in poems, songs and action verses, and share their family traditions and celebrations.

4. Physical Skills and Well-Being

- By choosing healthy foods, observing safety rules and participating in physical activities, children practice behaviors that promote a healthy lifestyle.
- Through games and activities and using equipment such as balls, bean bags and hoops, they develop coordinated movement, balance and stability. Using objects such as beads, blocks and puzzles, helps develop finger and hand precision and dexterity.

5. Personal and Social Responsibility

- By participating actively in learning tasks, trying new things and taking risks, children see themselves as capable of learning. Children are curious and able to adapt to new situations. They learn to accept rules and deal with routines in a school environment. They take responsibility for selecting and completing learning activities.
- Children learn to express their feelings in socially acceptable ways and show respect for others. They contribute to group activities by working cooperatively, giving and receiving help, and joining in small and large group activities.

Specific Learner Expectations

The Kindergarten program is specifically designed to help children achieve the following goals:

1. Will continue to develop and foster a positive self-concept about themselves.
2. Will participate actively, learning to share with others and cooperate in socialized play.
3. Should learn to cope with frustration and challenge in a positive manner.
4. Will follow and communicate oral directions.
5. Will be able to sequence pictures and events to tell a story.
6. Will utilize left to right progression.
7. Should be able to recite, recognize and match the letters of the alphabet, upper and lower case.
8. Should be able to print his/her name in lower case letters, capitalizing the initial letter.
9. Will be able to identify and trace basic geometric shapes.
10. Should be able to count and recognize numbers 1 - 20.
11. Will be able to classify and regroup objects.
12. Will be able to identify the days of the week, and changes in seasons.
13. Will know and recognize all the primary and secondary colors.
14. Will be given opportunity to express and demonstrate their creativity.
15. Will develop greater dexterity in fine and gross motor skills.
16. Will develop an increased awareness of his/her community and its members.



Getting The Beginner Ready For School:

You can help your child prepare for a successful school experience by developing and fostering the following competencies and capabilities. Each skill or proficiency mentioned is foundational to insure continued and lifelong learning. Encourage your child to:

1. Follow simple directions (helping others).

2. Finish small tasks (putting away toys, books, clothing, etc.).
3. Sit still (for short periods only). Attendance in Sunday School classes helps in this way.
4. Speak clearly (avoid baby-talk), use simple and complete sentences.
5. Be polite and courteous; saying "please," "thank you" and "excuse me."
6. Use kleenex properly.
7. Wash and dry face and hands independently.
8. Attend to toilet necessities quietly and unassisted.
9. Button and unbutton clothing, zip up and down zippers, tie shoes and keep them tied.
10. Independently put on and take off coats, boots, toques, etc.
11. Develop respect for their own property, and that of others.
12. Know their full name, address and telephone number (also their parents names).
13. Know how to wait for their turn, and allow others to take a turn, when playing.
14. Develop a beginning understanding of numbers; count objects to ten.
15. Draw and color pictures, keeping within simple lines.
16. Recognize several colors.
17. Cut out pictures and paste cut-outs in a scrap book.
18. Use modeling clay (Plasticine or dough), building blocks and puzzles.
19. Recognize the child's printed name.
20. Recite some nursery rhymes.
21. Recognize and practice safety rules.
22. Allow time for your child to "have fun," play "pretend," imagine and to create.
23. Listen quietly to stories.
24. Look at a picture and name things in the picture.
25. Listen to and appreciate good audio and visual programs.
26. Let others speak, without interrupting.
27. Obey simple directions and respond promptly.
28. Accept responsibility willingly. Never do for a child what they can do for themselves.
29. The children who are encouraged to think for themselves, to think ahead and make thoughtful



decisions in small matters, will soon become adjusted to the school experience.

30. Good health habits: Plenty of rest (10 - 12 hours of sleep)
Regular morning toiletries
A good balanced diet
Frequent bathing and clean clothes

General Information For Kindergarten Children

The following are a list of generalized guidelines about the program which will assist parents in a successful orientation to their child's first year of school.

1. The School Day

The school day cannot be confirmed until enrolments are finalized. If student registrations justify two separate classrooms of Kindergarten students then two full days will be scheduled. The full day program (ie. Monday/Wednesday or Tuesday/Thursday and alternating Fridays) runs the same length as the elementary school day in order to accommodate bussing needs. Parents will be notified of the finalized school day schedule as soon as possible in the fall.

2. Early Arrivals

Students arriving at school before the early entry bell are expected to wait outside with the other students. Supervision begins 10 minutes prior to the first bell. Students arriving earlier than this are expected to wait at the office until they are sent outside when supervision begins.

3. Student Dress Code

The Kindergarten children are required to follow the School dress code as outlined in the Lethbridge Christian School Parent/Teacher Handbook. The emphasis of the dress code is to ensure students are dressed in a clean, neat and modest fashion. Please label all items of clothing with your child's name.

4. Student Show & Share Opportunities

Each child is provided an opportunity to regularly "show & share" with their classmates a home project, personal handiwork, or educational toy.

5. Back-Packs

Please provide your child with a sturdy Back-Pack to transport his/her projects to and from Kindergarten. These Back-Packs should be sent with the child to Kindergarten daily. Please label clearly.

6. Nutritional Snacks

Families take turns providing nutritional snacks and juice for the entire class on a rotational basis. The parent/guardian is asked to come in as the special helper and to assist with the program on their child's snack day. If this is impossible, the parent is asked to find a substitute (ie. grandparent, neighbor, friend) and inform the teacher in advance of any changes. Besides helping their child serve the snack, parents will be working with small groups or with individual children, helping to direct the learning experiences prescribed by the teacher. It is always an extra special day when a child's parent comes to school with him/her!

7. Transportation

Busing is available through the Lethbridge Christian School Society. There is a fee for this service for kindergarten children as indicated in the Bus Fee Schedule of the application form. Bus routes and schedules for pickup are determined in late August and parents are notified as soon as possible prior to the commencement of the Kindergarten program.

8. Absences

Success and proficiency in Kindergarten is greatly enhanced when a child regularly attends and interacts with their teachers and peers. Parents are expected to call the School Office by 9:00 a.m. to report a student absence. The Office will call your home after 9:30 a.m. if the above information has not been received. This process provides a safety element for your child and an assurance for you, as parents.

9. School Year Calendar Of Events

The Kindergarten School calendar of events parallels the general Lethbridge Christian School schedule of events.

10. Parent/Teacher Interviews

Parent/Teacher interviews are scheduled in November at which time you will have an opportunity to meet individually with the Kindergarten teacher and discuss your child's progress. Parent/Teacher interviews may be requested periodically either by the parent or by the teacher. The Celebration of Learning takes place in March giving your student a chance to show you the highlights of their year.

11. Student Birthdays

Parents may wish to celebrate their child's birthday with the kindergarten class. In the past, parents have brought either cupcakes or a decorated birthday cake to share. If your child's birthday is in July or August a date during the School year can be selected to celebrate an "unbirthday" in the Kindergarten. Routinely, we have also asked parents to donate a storybook to the Kindergarten library to celebrate your child's birthday and commemorate the event.

12. Field Trips

In order to provide children with a variety of learning opportunities and to increase first-hand experiences for the children to draw on, the Kindergarten class participates in numerous field trips throughout the year. These are planned in advance to enrich themes being developed by the teacher in the program. Parental participation is welcomed and encouraged on all trips. To aid parents in making arrangements to join us as volunteers, a calendar of events is provided at the beginning of each month.

13. Bible Memory Verses

Children are asked to memorize a short portion of Scripture on a bi-weekly basis. Parents are encouraged to learn these Scriptures with their child, making it a family project.



The First Day Of School

There are several things a parent can do to make their child's first school days an exciting, pleasant and worthwhile learning experience. Beginners encounter a multitude of unfamiliar situations and new routines in their first days of school. You can assist your child to better adjust to the program of Kindergarten by:

1. Practice sleeping and waking routines a week before school begins.
2. Have regular meal times including breakfast.
3. Attach name tags to personal items. This will assist the teacher and helpers in locating a child's belongings.
4. Review good health habits with the child (i.e. washing hands after going to the washroom, etc.).
5. Discuss your expectations of the coming school year with your child in a positive manner. (i.e. "listen to the teacher," "do your best," "be polite," "say Thank You," "be kind to others," etc.). Avoid over pressuring the child.
6. Ask the child, "What did you enjoy today?" This will enable the child to reflect upon and share the positive learning events of the day.
7. Take your child to the library and encourage the enjoyment of books.
8. Play games together. Choose games that encourage the child to practice concepts introduced at School. Reinforce these skills in an enjoyable way.
9. Problem solve practical situations. (i.e. What should the child do if they come home from school and there is no one home?)

Parent Volunteer Program

General Information:

All parents are requested to participate in the Kindergarten program by experiencing the classroom with their children. If this is impossible please try to arrange for an alternate helper (significant within the life of the child; i.e. grandparent, uncle, aunt, etc.) and inform the teacher ahead of time as to who the substitute will be.

Your role as a volunteer is extremely valuable to the L.C.S. Kindergarten program. The work that you do for the School helps us to better meet the needs of the students and at the same time allows you to become more knowledgeable about the programs and goals of our School. We appreciate your willingness to share your time and become an active part of the Kindergarten program.

When assisting in the classroom, please respect the teacher's interpretation of procedural and behavioral guidelines for the classroom. In that regard, also feel free to communicate with her concerning any questions or apprehensions you might have. Be confident that you are a very real help to her and the children. Relax and have fun.

On your volunteer day, please arrive five to ten minutes early to help by interacting with the children, helping them with coats, shoes, boots, etc., as they arrive.



Routines:

- Clean-up: Encourage and assist children to put away materials (don't do it for them).
- Washroom: Monitor boys or girls. Your help is needed to ensure that this routine is completed in a reasonable amount of time and that the children leave the facilities clean and tidy.
- Snack Time: Your child may help distribute snack, cups and serviettes. You may wish to sit and visit with the children while they are eating. Please assist by wiping up spills, cleaning off tables and collecting cups.
- Dismissal: Please assist with coats, boots, hats, etc., but encourage the children to be as independent as possible.

Purpose Of Parent Volunteers:

1. To free the teacher from housekeeping tasks in order to accommodate more time for the teacher to provide one on one instruction. By observing and assisting the children through routine tasks, the teacher is free to better monitor the educational concerns of the children.
2. To enable you, as a parent, to observe your own child interacting with the other children and the teacher in an organized classroom setting.
3. To provide adequate supervision on field trips and to respond to the children's questions regarding what they are seeing, doing and experiencing.
4. To enrich the learning experiences of all the children in the classroom by contributing your interest, knowledge and insights into their activities. Your presence also lets your child know that you care about the experiences he/she is involved in, away from home.

Goals For Parents:

1. To gain more insight into the development of their child through classroom participation, parent meetings, parent/teacher discussions and newsletters.
2. To meet and interact with other Kindergarten parents, sharing and expressing common concerns and challenges with respect to their child's development.
3. To observe your child interacting in a classroom setting, socializing with other children and the classroom teacher.
4. To assist the other children in the classroom.
5. To share your interests, ideas and perspective with the children and the teacher through active classroom participation.
6. To observe and understand the teaching methods and techniques employed by the teacher.
7. To gain greater insight into the roles and responsibilities of the teacher.
8. To convey to your child the realization that you are interested in their activities and participation within the classroom. To promote the continued fostering of the child's self-respect.
9. To develop a greater understanding and appreciation of your child's education by actively participating with your child.

Special Concerns:

1. Be positive and friendly in your contact with the children. Your attitude and demeanor towards children you are assisting affects interactions within the classroom.
2. Always attempt to observe the structured routines of the classroom. Be supportive, consistent, friendly and fair with the children as they work through their tasks.
3. As a volunteer, you will become aware of individual student challenges, needs and progress. Please respect the confidentiality of children by discussing your observations with the teacher only, in private. If you identify specific needs and or behaviors that need attention, alert the teacher as soon as possible. While it may be necessary for you to correct a child, do so in a friendly, positive manner. However, in cases where discipline is required, please explain the circumstances to the teacher who is responsible for any administration of discipline.
4. If you notice a child being noisy, inattentive or disruptive within the classroom, please speak kindly, but firmly, with them. Alert the teacher, so that she may address the situation before it becomes a major concern.

How To Assist Students At The Learning Centers:

The teacher regulates the maximum number of children involved at each specific center (usually a group of approximately two to four students at one time.) The number of centers running will be determined by the number of adults present.

There are numerous activities requiring assistance for children such as buttoning painting shirts, hanging up paintings, etc.

Center activities are changed frequently and individual students assume different tasks. Therefore, there is a constant need for assistance. If you are unclear about a role or responsibility, please do not hesitate to ask the teacher for clarification.

How To Help Your Child In School:

At School, it will benefit your child to:

1. Encourage the child to be clean and tidy.
2. Inform the teacher of any specific behaviors or physical tendencies: weak kidneys, poor hearing or eyesight, tantrums, refusal to speak or respond, epilepsy, etc.
3. Please inform the School office if your child is going to be absent or tardy.
4. Show appreciation for any of the child's work when brought home.
5. Waken the child early enough for an unhurried breakfast. It upsets a beginner when he has to rush to school to avoid being late.

WELCOME TO LETHBRIDGE CHRISTIAN SCHOOL KINDERGARTEN