

**2018-2019
Preschool Parent Student Handbook**



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PRE-SCHOOL HANDBOOK 2018-2019

Saint Brendan Catholic School

Mission Statement

Anchored in faith, belief, and tradition, Saint Brendan Catholic School seeks to demonstrate the image and likeness of Christ in academics, spirituality, and fellowship within and beyond our school, so that all may come to know Christ through us.

Belief Statements

We believe that a Catholic atmosphere and opportunities to pray as a school are a priority.

We believe that an environment of respect is facilitated through the application of Gospel values.

We believe that, as educators, it is our role to model, teach, and foster the image and likeness of Christ in our daily teaching.

We believe that parents are the primary educators and support and instill the mission of the school.

We believe that students should be enabled to reach their full potential and become life-long learners through opportunities for collaboration, critical thinking, communications and creativity.

August 2012

Philosophy & Goals of the Preschool Program

The first years of life are of vital importance to a child's growth and development. Foundations are laid which influence the ability of a child to accept himself/herself, relate to others and respond positively to the environment. Family relationships provide a young child with the best model for developing attitudes, values and appropriate behavior. Interactions with other adults and children are extremely important and promote ways for a child to relate to the world around them.

St. Brendan Preschool program strives to provide a creative learning environment for the young child. Interaction with other children and adults, in an atmosphere of Christian love and concern, will help to promote the healthy development of each child. Learning experiences and play activities will help to encourage spiritual, intellectual, social and physical growth.

St. Brendan Preschool program helps the child:

1. to develop a positive self-image and acknowledge his/her self-worth
2. to develop basic social skills
3. to increase independence
4. to develop a trust in adults other than his/her parents
5. to enjoy being part of a group and accept the need to share and cooperate
6. to respect the rights of others and defend his/her own rights in positive ways
7. to develop the desire to learn and promote self-motivation
8. to become aware of the fact the he/she is a child of God and will grow in his love

Goals & Objectives for an Early Childhood Religion Readiness Program

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The following goals and objectives for ages 3-5 are developed from the combined perspective of the child, the parents, and the teacher.

✠The Child will:

- *Feel* a sense of belonging to a loving and caring Christian Community
- *Grow* in self-esteem as a child of an unconditionally loving God
- *Learn* to respect and appreciate others as special gifts from God
- *Begin to Develop Characteristics* of self-discipline and cooperation through individual and group activity
- *Become gradually familiar* with the signs and symbols of our Catholic faith
- through observation and participation in special para-liturgies

✠The Parents will:

- *Become* more aware of their responsibility as primary religious educators of their children
- *Strive* to create a loving and Christian home atmosphere as a vital setting for informal catechesis
- *Look upon* the parish as a support in their task and take advantage of
- opportunities for their own religious growth
- *Participate* actively in the parish-sponsored program for early childhood religious development

✠The Teacher will:

- Be sensitive to the children's developmental level by providing an educational environment and being a caring adult role-model
- Create an atmosphere where the children will discover ways to develop positive attitudes, toward self and others, as a basis for moral development
- Help the children to discover the wonder of all creation and awaken their sense of awe at the beauty around them
- Provide opportunities for increasing each child's own human potential
- Foster the children's use and appreciation of the five senses
- Cultivate a sense of play in a spirit of joy and celebration
- Be prepared to handle the responsibilities of a catechist by taking the initiative to participate in initial training and continuous enrichment offered by the diocese, parish and other institution

St. Brendan Preschool Program - 3's & 4's

Students: Three years old on or before September 30th

Description: The emphasis on the preschool program is to prepare students for full day school. Students will work on: socialization skills, listening and communicating skills, fine/gross motor skills, math/reading readiness and kindergarten readiness overall.

Days: 4 year olds - Monday, Tuesday, Wednesday
3 year olds – Thursday, Friday
4 year olds Enrichment Class Thursday afternoon

Time: 4 year olds 8:30-11:00 a.m.
3 year olds 8:30 - 10:45 a.m.
Enrichment Class 12:00-2:30 p.m.

Facilities: Preschool Classroom - Room 2

Teacher /Student Ratio: One certified preschool teacher and one aide to a maximum of 21 students

Absences: Please inform the office when your child will be absent

Transportation: Parents and/or another designated adult are responsible for dropping off and picking up the preschool child. There is no bus transportation available to preschool children.

Drop Off/Pick Up: Vehicles will line up along the curb in front of the school. The Teacher/Aide will meet each car and escort that child in/out of the school building and from/to their individual vehicle.

SAFETY 1st: The person picking up or dropping off your child MUST BE registered to do so on your child's registration paperwork. Any change MUST BE in writing and turned in the office. Anyone showing up to pick up your child who is not on the list will be denied, you will be called and the child kept at the school until you can pick them up.

Dress Code: Physical Education – Non-marring white soled tennis shoes.
Please keep in mind the activities that your child will be trying to accomplish during their time at school when choosing their attire (i.e. Painting, Gluing, Music Movement, and Physical Education).

CHILDREN ENTERING THE PRESCHOOL PROGRAM MUST BE TOILET TRAINED.

Preschoolers are to have an extra set of clothes, to be kept at school, in case of an accident

PRESCHOOL CURRICULUM

(In alignment with the State of Ohio and the Diocese of Cleveland)

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St. Brendan Preschool Program promotes the spiritual, emotional, intellectual, physical and social growth of young children. Multi-sensory activities that enhance the total development of the child are planned in a sequential manner that follows a theme, or is part of a unit.

RELIGION READINESS is an integral part of the Catholic Preschool Program. It is the preparation time for more formal instruction in the years ahead. Religious readiness is the development of a positive self-image in relationship to a loving God. This basis for a deep love of God comes from the examples set by the family and spiritual life of the parish community. A child sense of God comes from the warm atmosphere of love and acceptance in the preschool environment where the child learns about God's wonderful world. Classroom prayer and para-liturgies prepare him/her to participate in the celebrations of the Church.

LANGUAGE is the development of communication skills that enable a child to share his/her world with others. At the preschool level, these skills include listening, speaking and thinking. Transferring thoughts into words is the primary skill upon which future language development is based. Learning experiences that promote an understanding of the sense of self, help the child express his/her thought and feelings in various ways. An awareness of the five senses will stimulate a child's curiosity as to the different ways his/her body receives information about life around him/her. Visual discrimination and memory, and auditory discrimination and memory are important readiness skills that can be taught through play activities. Listening to and sharing stories, poetry and finger plays enhance the love of language. An awareness of the written word is developed through alphabet activities and writing classroom stories about field trips, events, and etcetera.

MATH READINESS at the preschool level involves the development of cognitive skills. Piaget calls the way in which a child perceives the relationship between two objects "logic mathematical knowledge". This knowledge comes from the understanding of colors: shapes, application, classification, forming sets and recognizing numerals. These concepts are taught through manipulatives and play experience.

READING READINESS is part of the learning process in preschool. The children learn to recognize letters and words that make up the stories that they hear. Through reading readiness they also learn to listen, put events in order and predict the outcome of the story. MOTOR SKILLS are a vital part of the young child's development and are crucial to the learning skills he/she will need in the future. The preschool child learns with his/her body. These motor skills are developed through teacher directed games and exercises as well as free play.

Gross Motor Skills:

Body coordination, as appropriate to the child's physical development, is enhanced through large muscle activities of walking, running, jumping, hopping, skipping, and etcetera. Participating in various physical activities attains hand-eye coordination. Rhythm and movement provide an outlet of creative expression and the joy of using the body in dance, games and organized play.

Fine Motor Skills:

Eye hand coordination is developed through manipulating clay, stringing beads, hammering, pasting, crayoning, painting, pouring, lacing, using scissors, and much more. Dexterity and strength of the small muscles are developing skills that enhance reading readiness. Use of the natural hand preference is observed and encouraged, although hand dominance is not achieved yet. Eye tracking is another fine motor activity that promotes the left-to-right progression skill required for reading readiness.

PERSONAL SOCIAL DEVELOPMENT is the primary goal for the young child entering preschool. A positive self-concept is essential to successful learning. The more a child understands himself/herself, the better equipped he/she is to relate to other children and adults. Basic social interaction between two children, teacher and a child, and group interaction provide ways in which the child establishes autonomy and learns skills to help him/her relate to his/her

PERSONAL DEVELOPMENT includes - but is not limited to - knowing name and age, eventually learning address, phone number and birth date; caring for toileting needs and washing hands; separating from parent with relative ease; caring for own belongings and respecting others.

SOCIAL DEVELOPMENT includes - but is not limited to - cooperative play, sharing, following directions, initiating conversations and play situations with peers; entering into group activities; developing a positive relationship with teachers, caring about others.

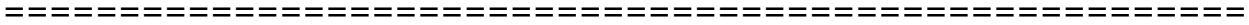
ART at the preschool level is joyful, creative experience full of self-expression. Creative art activities will come from use of manipulatives that develop fine motor skills: clay, paint, paste, crayons and other mediums are used. Also, sand and water play are used to encourage multi-sensory learning.

MUSIC is a channel for creative expression in two ways: The manner in which sounds are communicated by the music-maker and the emotional and physical response that sound evokes from the listener. Singing; listening to music; using rhythm instruments and making instruments; dancing and other rhythmic activities are ways of developing a love and appreciation for music.

PLAY is a child's work. The value of free play indoors and outdoors cannot be overstated. Opportunities for play occur as the child enters the classroom at the beginning of the session and after structured learning activities. Outdoor play will be a part of the daily schedule, whenever the weather is appropriate.

COOKING EXPERIENCES provide many learning experiences in the areas of language, math and fine motor skills. Talk about what you are doing: pouring, measuring, stirring, etc. Observe changes that occur during cooking and note what sense you are using to detect changes; smell, taste, touch, sight. Let the child do as much of the activity as possible, and is safe, and use positive suggestions such as "Hold the bowl with one hand while you stir", instead of "Don't spill it!" Many cooking activities don't require the use of a kitchen or any special equipment. Mixing juice, preparing fruit, making sandwiches, spreading butter on crackers, icing a cupcake, all provide good learning experiences.

Discipline Policy C1-C10 per State of Ohio



- ❖ There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking or biting.
- ❖ No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug so that the child may regain control.
- ❖ No child shall be placed in a locked room or confined in an enclosed area such as a closet, box, or a similar cubicle.
- ❖ No child shall be subjected to profane language, threats, derogatory remarks about himself, or his family, or other verbal abuse.
- ❖ Discipline shall not be imposed on a child for failure to eat, failure to sleep or for toileting accidents.
- ❖ Techniques of discipline shall not humiliate, shame or frighten a child.
- ❖ Discipline shall not include withholding food, rest or toilet use.
- ❖ Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted and well ventilated space.
- ❖ The school shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.
- ❖ The school's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: No discipline shall be delegated to any other child.

Discipline

Discipline is viewed as a process of learning self-control, respect for others and responsibility. To help children learn this process, the following guidelines are in place at preschool

- Children assist with making clear and concise rules and limits;
- Adults anticipate and redirect inappropriate behaviors;
- Adults remind students of expectations, rules and limits;
- Adults help children use words to express anger, resolve conflicts and express needs and desires;
- Adults will assist children in the conflict resolution process;
- Children are spoken to in a friendly (never angry) but firm voice when necessary;
- Adults may remove a child from an activity if inappropriate behaviors persist and help the child to find an appropriate activity to engage in;
- If a child physically hurts another child, he/she will be removed from the activity, the hurt child will be comforted and the children will then be assisted in the conflict resolution process and the parents will be informed at the end of the day.
- A conference will be held with the parents if serious inappropriate behaviors continue.

Dismissal from Preschool

The Pastor or Principal reserves the right to dismiss a child from preschool if we cannot meet the needs of the child. Before dismissal, all attempts will be made to work with your child to meet his/her needs. A problem solving meeting will be held with the principal, teacher, parents, and any other agencies requested to help develop a plan to resolve the problem and best meet the needs of the child within a specified time limit. If the problem cannot be resolved and the child's needs are not being met, the child will be dismissed from Saint Brendan Preschool.

Management of Communicable Diseases

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Parents/guardians will be contacted to pick up your child if he/she comes to school and is not able to participate due to being mildly ill. This is for the benefit of your child and the others in the program. Please follow these guidelines when your child is ill.

- Please keep your child home 24 hours after the break of a fever / free of symptoms from illness (without taking over the counter remedies such as Tylenol and the like).
- If your child is sick during the night or before school, please keep him/her home.
- If you suspect a strep throat and have a culture taken, please do not send your child to school, until you receive the result of the culture.

If a child has an auxiliary temperature of 100• or more, skin rash, diarrhea, severe coughing causing child to become red or blue in the face or to make a whooping cough sound, difficult or rapid breathing, yellowish skin or eyes, unusually dark urine or grey or white stool, stiff neck, vomiting, or evidence of lice, scabies or other parasitic infestation, the parent/guardian will be called.

The child will be isolated and monitored by a St. Brendan School staff member until the parent/guardian arrives to take the child home. Children may return to school after symptoms are gone or with a note from the doctor, depending upon the illness. Please inform us if your child becomes ill with a contagious illness. Notes will be sent home with the other children to notify parents/guardians of contact and incubation of communicable disease.

Medication Policy

Saint Brendan School cannot administer medication to a student without prior approval and documentation. The intent of this policy is to provide for the safety of your child. We need to be aware of possible side effects or reactions to the medication. In the event of a serious reaction, we need to be prepared. Your cooperation is essential to insure the well-being of your child.

It is best that a child's medication schedule can be arranged before and after school and, therefore, taken at home. When it is not possible, the proper forms and required information need to be completed before medication may be dispensed to your child. If a prescribed medication needs to be administered during school hours, both the attending physician and the parent must complete the proper form.

All medications left at school for administrating, must be kept in the original container/bottle and labeled with the student's name.

A List of the Most Common Communicable Diseases

1. **CHICKEN POX** Feverishness rash appears in form of small pimples, which in a day fill up with a clear fluid. Incubation period is between 14-21 days. Isolation period of at least 7 days.

2. **MEASLES**
 (Rubeola) Cold in head. Feverishness, watery eyes, sneezing. Blotchy red rash appears on forehead, face and body. Incubation period is between 7-14 days. Isolation Period of at least 5 days from time rash appears.

3. **GERMAN MEASLES** Mild measles, symptoms (blotchy, fine red rash on face and abdomen).
 (Rubella 3 day measles) Swollen glands particularly in back of neck. Incubation period between 14-21 days. Communicable for 48 hours after rash appears.

4. **MUMPS** Fever. Swelling on side of face and jaws as glands become swollen and tender. Incubation period is between 12-26 days. Isolation period until swelling of glands has disappeared and patient has recovered.

5. **SCARLETT FEVER**
STREPTOCOCCAL
 (sore throat) Fever, headache, sore throat, vomiting. A fine rash appears with fever. Incubation period is between 2-5 days. Isolation for 48 hours after start of antibiotic treatment. May be readmitted to school upon receipt of a written statement that the child has been treated. The name of the physician should be included. **IMPETIGO**

 Blister-like lesions, which later develop into, crusted pus-like sores, which are irregular in outline. Incubation is 2-5 days, occasionally longer: communicable from onset of symptoms until sores are healed. Child will be excluded from school until adequately treated and sores are no longer draining.

7. **CONJUNCTIVITIS**
 ("Pink Eye") Redness and swelling of the membranes of one or both eyes with burning or itching, sensitivity to light, and discharge. Immediate medical treatment. Exclusion from school until clinical recovery. Communicable during course of infection and until discharge from infected mucous membranes cease.

8. **SKIN ERUPTION**
 (ring worm) Any child with an undiagnosed skin eruption must leave school. Students may be return to school upon receipt of a written statement from a doctor, of what the diagnosis was, and that the child has been treated. The aforementioned is a directive from the Ohio Department of Education

Additional Information

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Grievances

Statement regarding policy for seeking reconciliation of personal grievances.

The pastor is the person ultimately responsible for the administration of the parish school. This responsibility is shared with the school principal. Should a situation arise concerning a personal grievance, the following steps are to be taken in seeking reconciliation.

When a grievance arises between a parent and a teacher, they are to first meet to settle the issue. If either party feels the issue has not solved the problem, it should be referred to the principal. Then, the parent, teacher and principal will meet. If after this step has been taken, and the problem is still not resolved any of the parties may refer the issue to the pastor. However, at each level all persons should be present to assure that all sides of the issue are given a hearing and can be answered.

On this third level of reconciliation, any of the persons involved may request the presence of two additional parties. These are to be agreeable to all people involved; pastor, principal, teacher and parents.

Healthchek

Healthchek is Ohio's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program. It is a service package for babies, kids, and young adults younger than age 21 who are enrolled on Ohio Medicaid.

The purpose of Healthchek is to discover and treat health problems early. If a potential health problem is found, further diagnosis and treatment are covered by Medicaid.

Healthchek covers ten check-ups in the first two years of life and annual check-ups thereafter and offers a comprehensive physical examination that includes:

- medical history
- complete unclothed exam (with parent approval)
- developmental screening (to assess if child's physical and mental abilities are age appropriate)
- vision screening
- dental screening
- earing assessment
- immunization assessment (making sure child receives them on time)
- lead screening; and
- other services or screenings as needed

If your children are enrolled on Ohio Medicaid, Healthchek services are available to them. If you are younger than age 21 and are also enrolled, you can receive Healthchek services, too.

If you are interested in more information about this service, please visit:
<http://medicaid.ohio.gov/FOROHIOANS/Programs?Healthchek.aspx>

Incident Reports

In the event your child is injured at school, an incident report will be filled out by the supervising teacher and kept on file in a log. Depending on the nature of the accident, parents/guardians will be contacted (erring on the side of caution). A copy of the report will be sent home with your child.

Inspection Reports

Reports are housed in the school office and may be reviewed upon request.

Nutrition and Snacks

Parents are responsible for providing a daily nutritious snack for their child. Please avoid snacks with nuts due to nut allergies. A full copy of the school Wellness Policy is available in the school office.

Nutritious snacks include but are not limited to:

*Fruit *Vegetables *Cheese *Raisons *Yogurt *Cereal/granola bars *Milk *Juice

Parent-Teacher Conferences

Conferences will be scheduled twice during the preschool year: one the first semester and one the second semester. Conferences are available upon request at any time during the school year.

Visitors

Visitors are welcome in the building. They will need to follow school procedures and sign in at the school office and receive a "visitor" pass prior to going to the preschool room (or other location if there is a special event at school).

Volunteers

Parents are welcome to volunteer. Opportunities will be shared, via notes sent home for your assistance in the classroom. Volunteers are required to take the VIRTUS: Protecting God's Children, training-course (no cost). Please plan ahead and sign-up at VIRTUS.net for a local training session. Contact the school office for additional information (440.777.8433).

Questions and concerns may be directed to the Ohio Department of Education regarding common communicable disease polices, grievances or other policies stated in the parent handbook. (1.614.466.0224)

Disclaimer:

The rules and regulations in this handbook are subject to change and are not all-inclusive. It is the right of the principal, after consultation with the pastor, to make final decisions about an issue/incident that may not be specifically stated in these pages and/or the policies in the Preschool – 8th Grade Parent Student Handbook.

