



SAINT SEBASTIAN PRESCHOOL

Parent Handbook

For St. Sebastian Preschool use only
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Section 1- **Philosophy, Curriculum, Mission and Positive Guidance Principles of St. Sebastian Preschool**

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

- John Lubbock

Preschool Mission

St. Sebastian Preschool provides a nurturing, diverse environment where children can develop socially, emotionally, cognitively and physically. Our daily practices incorporate emergent curriculum and anti-bias curriculum which stimulate each child's unique interests, curiosity and sense of discovery. Ultimately, our mission is to enhance the development of social skills, relationships, respect for others and one-self, self-help skills, autonomy, peaceful conflict resolution and the empowerment of one's own ideas and feelings leading to success in school and life and most importantly, instill the love of learning.

Expecting all children the same age to learn from the same materials is like expecting all children the same age to wear the same size clothing.

- Madeline Hunter

Every student can learn, just not on the same day, or the same way.

- George Evans

“Tell me and I’ll forget. Show me and I’ll remember.

Involve me and I’ll understand” - Confucius

PRESCHOOL PHILOSOPHY

Our preschool philosophy is based on two concepts. First, each child is a unique individual and will develop physically, cognitively, emotionally and socially at his or her own pace. We see children as competent learners, capable of engaging with ideas and the world around them. Second, it is our belief that children learn through play. Play is their work. Additionally, play is the natural mode of learning for the young child. It is through play and our hands-on approach that we introduce literacy, early mathematics, science and social studies. We believe that it is essential to create an atmosphere of trust and safety where children will strive to become independent critical thinkers who feel free to explore their environment confidently. Furthermore, we believe that children come to school as competent and naturally motivated learners. Our responsibility is to ensure that the confidence and self-esteem of each child is maintained, strengthened and not destroyed.

Our program philosophy is fundamentally driven by Developmentally Appropriate Practices for young children as defined by the National Association for the Education of Young Children (NAEYC). Our curriculum is customized to meet each child's individual needs socially, emotionally, physically and cognitively.

Please see the appendix for more information on the importance and value of play, developmentally appropriate practice and anti-bias and emergent curriculum.

Nine tenths of education is encouragement.

- Anatole France

CURRICULUM

(Creative Curriculum by Diane Trister Dodge, Laura Colker and Cate Heroman)

"Curriculum" refers to the activities the children engage in, the unique characteristics of a "child choice" environment, the ways that teachers communicate and guide children as well as the methods we use to teach children concepts and skills that support later learning in school. The following guiding principles are used when determining whether an activity or interaction is developmentally and individually appropriate.

SOCIAL/EMOTIONAL DEVELOPMENT

Social/emotional development during preschool years is about socialization—the process by which children learn the values and behaviors accepted by society. It is also about becoming a competent and confident person.

There are three goals for social/emotional development

1. Achieving a sense of self: knowing oneself and relating to other people-both children and adults.
2. Taking responsibility for self and others: following rules and routines, respecting others, and taking initiative.
3. Behaving in a pro-social way: showing empathy and getting along in the world, for example, by sharing and taking turns.

PHYSICAL DEVELOPMENT

Physical development includes children's gross (large muscle) and fine (small muscle) motor skills.

There are two goals for physical development

1. Achieving gross motor control: moving the large muscles in the body, especially the arms and legs, consciously and deliberately. Gross motor control includes balance and stability; movements such as running, jumping, hopping, galloping, skipping; and physically manipulations such as throwing, kicking and catching.
2. Achieving fine motor control: using and coordinating the small muscles in the hands and wrists with dexterity. As these fine muscles develop, children are able to perform with self-help skills and manipulate small objects such as scissors and writing tools. The achievement of fine motor skills generally lags behind gross motor development.

COGNITIVE DEVELOPMENT

Cognitive development refers to the mind and how it works. It involves how children think, how they see the world, and how they use what they learn.

There are three goals for cognitive development

1. Learning and problem solving: being purposeful about acquiring and using information, resources and materials. As children observe events around them, ask questions, make predictions, and test possible solutions, learning reaches beyond just acquiring facts. Persistence and learning how to apply knowledge expands their learning even further.
2. Thinking logically: gathering and making sense of the information by comparing, contrasting, sorting, classifying, counting, measuring, and recognizing patterns. As children use logical thinking, they organize their world conceptually and gain a better understanding of how it works.

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3. Representing and thinking symbolically: using objects in a unique way, for instance, a cup to represent a horse; pretending, for instance, to be mommy or a firefighter; portraying the world through charts or pictures, for instance, making a graph to show changes in the weather over time or a drawing to show what happened to a character in a story. Representations and symbols free children from the world of literal meanings and allow them to use materials and their imagination to explore abstract ideas.

LANGUAGE DEVELOPMENT

Language development includes understanding and communicating through words, spoken and written. Children are born with the capacity to communicate with others—verbally and non-verbally. By the time they reach preschool, their ability to communicate thoughts and feelings through spoken language takes on new importance. Language becomes the principle tool for establishing and maintaining relationships with adults and other children.

There are two goals for language development.

1. Listening and speaking: Using spoken language to communicate with others, enlarging one's vocabulary, expressing oneself, understanding the oral speech of others, participating in a conversation, and using language to solve problems. As children learn to listen and speak, they gain control of themselves and their world, relate effectively to others, and gather and store more and more information.
2. Reading and writing: making sense of written language, understanding the purpose of print and how it works, gaining knowledge of the alphabet, writing letters and words. When children begin to read they gain access to new worlds of information and faraway places, including the world of imagination. Writing things down expands memory, communication, and understanding.

“Discipline is a slow, bit by bit, time-consuming task of helping children to see the sense in acting a certain way”

- James Hymes

Too often we give children answers to remember rather than problems to solve.

- Roger Lewin

PEACEFUL CONFLICT RESOLUTION PRACTICES

In the event that a conflict between children arises, and begins to escalate, the following Conflict Resolution Steps will be implemented:

STEP 1 Teacher will stop the action (if appropriate)

STEP 2 Children will be helped to express their feelings and/or problem(s)

STEP 3 The teacher will clarify and validate the children's feelings and/or problems

STEP 4 Children will be helped to make a plan using their own level of reasoning skills (how will we solve or avoid this problem next time?)

STEP 5 The teacher will rephrase and summarize the plan to ensure agreement and resolution between the children involved.

PARENTS: If you happen to observe a conflict between children (even if it involves your own child), please direct them to a teacher. Our staff will help facilitate all conflicts between children. Parents are not to discipline children and/or facilitate children's conflicts on the preschool grounds.

Please see the appendix for more information on discipline and guidance.

DEVELOPMENTALLY APPROPRIATE GROUPING

Our preschool (one classroom) has 26 children and is composed of two groups. The first group of children are the Bunnies and are generally between the ages of three to four years old. The Lead Teacher and the Assistant Teacher are the primary caregivers of this group. This group usually consists of 12 children. The second group of children are the Lions and are generally between the ages of four and five. The Director and the Teacher are the primary caregivers of this group of children. The two groups are only separated during circle time as well as the morning snack time.

Section 2- **Enrollment Procedures and Policies**

ADMISSION POLICIES

The program maintains a waiting list of families wishing to enroll their children. Children are selected for enrollment at the Center by the date they completed the application. Priority is first given to families with a currently enrolled sibling, alumni and by the needs of the Center to fill vacancies (i.e., boy, girl, Bunny or Lion). We accept families of all faiths, religions and backgrounds. The criteria for preschool admission are based on three factors. First, all children must be three years old before entry into preschool. Second, children must be potty trained. Parents must abide and agree with the rules and regulations of St. Sebastian School and Preschool. Finally, children must be screened by Chancy and Bruce Educational resources, Inc.

DEVELOPMENTAL SCREENING BY CHANCY AND BRUCE

Chancy and Bruce Educational Resources, Inc. was founded in the early 1980s as a unique service to children, parents, teachers and schools in assessing children using a developmental profile. This profile looks at children between the ages of 2 1/2 to 18 years. It assesses children in the processing skill areas that are needed for formal learning. A developmental screening is required for all children before entry into preschool. This screening will give us an idea of where your child stands developmentally and will provide insight about your child's developmental stage. For further information, please visit Chancy and Bruce website (<http://www.chancyandbruce.com/index.html>).

REQUIRED FORMS

In accordance to Title 22 Licensing Regulation section 101221 as well as policies of St. Sebastian Preschool, the following forms must be completed and submitted prior to your child's start date:

- St. Sebastian Preschool Admission Contract
- Preschool Parent Handbook Agreement Form
- Emergency Information (Licensing Form 700)
- Child's Pre-admission Health History (Licensing Form 702)
- Notification of Parent's Rights (Licensing Form 995)
- Notification of Personal Rights (Licensing Form 613)
- Consent for Medical Treatment (Licensing Form 627)
- Physician's Report (Licensing Form 701)
- Child and Family Information Form
- Automatic Deduction Payment Form (FACTS)
- Authorization to Health Access Form
- Authorization for use of sun block and insect repellent
- Allergy Consent
- Developmental Screening Authorization Form

Parents or Guardians must provide written notice to the Director of Preschool as soon as there is a change in a parent's residence or work, mailing address or telephone number(s). It is crucial that we are able to locate you at all times in case of an emergency.

TUITION DEPOSIT

Families who are accepted in preschool for fall will be notified during the second week of February. Accepting families will be invited to sign contracts during the fourth week of February. Signing a contract requires a deposit of the first month's payment as well as registration fees.

“GETTING TO KNOW YOU” VISITS

Once families have signed a contract, we encourage them to sign-up for play dates. Generally, families are encouraged to visit the center with their child(ren) once a week. Regular and consistent visits before your child starts in the fall will help ensure a smooth transition between school and home. For the visit to be productive, we ask parents to follow the suggested guidelines:

Before your visit:

- Talk to your child about his or her new school
- Tell your child about us
- Tell your child what will happen once you get to school
- Reassure them that you will not leave them
- Pack some snack for your child

During your visit:

- Please sit in a chair so that other children are not intimidated by your height
- You may acknowledge children if they approach you, but do not otherwise take part in classroom activities

NOTE: We will have a potluck play date with all of our new and returning families a week before school starts.

VISITORS

Current parents are encouraged to visit the center. This facilitates communication between home and school and makes the child feel very special. While parent notification of visits is helpful, parents are free to come and go from the center exclusively at their own discretion. All visitors at the center must check in the Main Office, with the Director or with the Lead Teachers in the absence of the Director.

Section 3 - Center Policies

Days and Hours of Operation

The Preschool is open Monday through Friday, 7:00 am-6:00 PM. Preschool closes at 6:00 p.m. therefore, all families are required to leave the preschool grounds no later than 6:05 PM. Please be advised that there will be a fee of \$1.00 per minute assessed for children picked up past 6:00 PM (or if you are part-time, your contracted pick-up time). If you have an emergency and know you will be late, please make sure to call the Director of Preschool as soon as possible.

Holidays and School Closures

The Center Calendar is published each September. Please make note of the holiday closures and the Parent-Teacher Conference Days. In addition to the published calendar, the center closes for Faculty In-Service Days. Please see the school calendar for details on these dates.

Tuition Policies

For current tuition, please see your contract. The entire tuition is due on a monthly basis and is from your checking account through FACTS. FACTS is a tuition management service used by private and faith-based schools nationwide. Details about FACTS are located in your enrollment packet.

Parking

Parents may park in both parking lots of Saint Sebastian Church located across from the school, on Federal Avenue. Additional parking is also available on Wyoming and Colby.

Drop-off and Pick-Up Policies

Children can be accepted at 7:00 a.m. each day. Children should arrive no later than 8:45 a.m. Please remember that children need enough quality time to separate from you so give yourself at least five minutes for the goodbye transition.

Children who attend half day programs (7:00 am to 12:30 PM optional, please see your contract) must leave the preschool no later than 12:30 PM. This will ensure a smooth transition for children who will be napping with us. Children who attend full day programs (7:30 am to 3:30 PM optional, please see your contract) must leave the preschool no later than 3:30 PM.

State licensing mandates that your child be signed in and out each day with a full legal signature and the time of arrival or departure (Licensing Regulation 101229.1). The sign in sheets are in the classroom. Failure to sign your child in or out will result in a \$50.00 per signature fine.

St. Sebastian Preschool Staff will release children only to people on a child's Emergency Form that has been designated by the parent or guardian **and** who provide photo identification. Children will be released only to persons over the age of 18.

Please inform the staff, in writing, if someone other than a person you have authorized on the Identification and Emergency Information Form will be picking up your child. Any person who is picking up a child will be asked to provide the staff with a photo ID and to sign your child out with their full first and last name, as well as the time of arrival or departure.

Special custody situations are to be discussed with the Director of Preschool upon enrollment or as situations arise. Without court documentation, the center will not refuse a parent the right to pick up his/her child.

Please note that our preschool is a "cell phone free" environment.

HEALTH/MEDICATION POLICIES AND ALLERGIES

Health Policies

The health and well being of the children in our care is a paramount concern. We rely on the families enrolled to abide by our Health Policies to support this effort. Each day, a teacher will conduct a brief health assessment to ensure that a child has no visible signs of illness. Please stay at the center until your child has been accepted. A child exhibiting signs of illness that would exclude him/her from school will be sent home. In general, a child who is not able to participate in all school activities is not well enough to be in school.

When a child becomes ill during the day, the school will contact the parents. An ill child will be excluded from the group and must be picked up from school within an hour.

The following are the most commonly seen symptoms that require a child's exclusion from school:

1. A fever (i.e. temperature greater than 100.0). The child must be fever-free (without medication) for 24 hours before returning to school.
2. Conjunctivitis (Pink Eye)-Redness of the eye; mucus or watery discharge from the eye; itchiness of the eye. A physician's clearance is required before a child can return to school.
3. Unexplained rash. A physician's clearance is required before a child can return to school.
4. Impetigo. A physician's clearance is required before a child can return to school.
5. Diarrhea, defined as 2 loose bowel movements. Children must be diarrhea free 24 hours before returning to school.
6. Vomiting. Vomiting must cease for at least 24 hours before a child can return to school.

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7. Evidence of nits or lice. Before children can return to school, they need to be nit and lice free.
 8. General lethargy and discomfort. Any child who is too ill to participate fully will be excluded.
 9. Other communicable diseases (chicken pox, strep throat, continuous cough, ringworm, etc) must have a physician's clearance to return to school.

If your child contracts any communicable disease or condition, please notify the Director of Preschool of the doctor's diagnosis. A notice will be posted (child's name confidential) so that teachers and other families can watch for symptoms in their own child.

Food Allergies

Please provide the center with a list of all known or potential allergies that your child has. Please consult the monthly Snack Menu to provide a substitute for any food that your child has an allergy to, or simply will not eat.

Modified diets prescribed by a child's physician as a medical necessity will be provided.

1. The licensee shall obtain and follow instructions from the physician or dietician on the preparation of the modified diet.
2. A child shall not be served any food for which the child's record indicates he/she has an allergy (Licensing Regulation 101227).

St. Sebastian Preschool is a Nut Safe program. Nut products are not served to children and are also not allowed in children's lunches from home. Children will not be allowed to share foods brought from home.

Tooth-brushing

According to California Childcare Health Programs, good oral hygiene is important and recommended for all ages and from the time the first tooth erupts. Therefore, please provide a toothbrush for your child. Children are encouraged to brush their teeth everyday after lunch. Toothpaste is not required. We will ask you to replace your child's toothbrush every three months.

Wash Your Hands Properly and Frequently

Hand-washing is the single most effective way to reduce the spread of contagious diseases in a group setting. Staff and children are to wash hands upon entry of classroom. Both staff and children wash hands as described below.

- Upon arrival
- Before and after handling food
- After using the restroom
- After wiping your nose
- When exposed to blood or bodily fluids
- After handling pets
- Before touching your face
- Before and after use of medication
- After handling garbage or cleaning

Proper hand-washing procedures for both adults and children:

- Use liquid soap and running water.
- Rub hands vigorously for at least 10 seconds.
- Rub your hands, the back of your hands, wrists, between fingers, under fingernails.
- Dry hands with a paper towel.
- Shut the faucet with the paper towel and dispose the paper towel in trash.

Medication Administration

The center will administer Prescriptive and Non-prescriptive (over the counter) medications with appropriate approval.

PRESCRIPTIVE MEDICATIONS may be administered if all the following conditions are met:

- Medication is provided in the original container, with the prescription label attached (medication will only be administered in accordance with the label directions).
- Written approval and instructions are provided by the parent /guardian.
- This documentation will be kept in your child's records.

NON PRESCRIPTIVE MEDICATIONS may be administered if all the following conditions are met:

- Medication shall be administered in accordance with the product label directions on the nonprescription medication container(s)
- Written approval and instructions are provided by the parent /guardian.
- Medication will not be administered for the purpose of reducing fever in order for a child to remain at school.

A few other notes on medication:

A child taking any new medication must be on the medication for at least 12 hours before returning to school.

Sun Protection

To protect against the harmful UV rays of the sun, please apply sun block prior to coming to school in the morning. A second application will be applied after nap time with parents signed permission.

There is no such thing as a stupid question.

- Unknown

Addressing Program Concerns

Please always pursue answers to your questions. Concerns about the curriculum should be directed to the Lead Teacher. Unresolved questions about curriculum should be directed to the Director of Preschool. Concerns about preschool policies and procedures should also be directed to the Director of Preschool. Unresolved issues may be taken to School Principal.

Terminating Care

Should it become necessary to withdraw your child from our program, a 30-day written notice must be given to the Center Director. Parents are expected to continue to pay tuition for the 30 days after notification of withdrawal. Withdrawal Notification form is available upon request.

Child care services may be terminated by St. Sebastian Preschool when:

- Payment is delinquent (payment received later than five business days from agreed date, please refer back to your FACT's form).
- The child's behavior becomes abusive to the other children.
- The child's behavior requires more attention than our adult/child ratio allows
- The child's parent's (or parents') behavior is disruptive or abusive to any staff member or child in the classroom or on St. Sebastian School's campus.

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- The child's parents fails to cooperate with the staff, the policies and/or the procedures of the Preschool.
 - Repeated late pick up.
 - Immunizations and/or required paperwork are not current.
 - Parent refuses to sign the Preschool Parent Handbook Agreement Form.
 - Upon implementation of the grievance procedures, the family's needs cannot be met, as defined by the Preschool Director or School Principal.

Behavior management

If a child's behavior is excessively disruptive or harmful to an individual child or a class, or should the teacher or director concur that additional support and expertise is needed, some or all of the steps below will be required of the family:

Additional Parent/teacher Conferences: the purpose of this conference is to clearly define the problem, re-examine possible causes, brainstorm any changes that the staff and or family can make, and reinforce consistency between home and school. Parents may be asked to meet with the teachers on a regular basis.

Community Resources: professional support (Child Development Specialist or Child Psychologist) may be contacted. The Director of Preschool will coordinate this process which includes working with the parent, teachers and the specialist.

Scheduling Adjustment: the center staff may determine that an adjusted schedule (shortened hours or a different arrival time) is the best interest of the child and or class. Typically, this is an interim measure, long term adjustments are determined resolution of the issues.

Counseling: families may be requested to seek professional counseling outside the Center. The counselor will be encouraged to visit the center for observations: our staff welcomes the additional insights and suggestions and will request an exchange with the family and counselor.

The child's continued enrollment at the center will be assessed based on the progress the child shows in correcting the behavior of concern.

Confidentiality

The use or disclosure of any information pertaining to an individual child and his/her family, both at home and in the school setting, shall be restricted to the purposes directly connected with program planning. Disclosure of child's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require written familial consent (except in cases of child abuse and neglect).

To protect all children in our care, in the event of a conflict between children, the center will not disclose the name of the child(ren) involved in the situation.

Child Abuse Mandated Reporting

Under state law, all staff members of St. Sebastian Preschool are "Mandated Reporters" are obligated to report all suspected incidents of child abuse. These include physical injuries (inflicted by other than accidental means) as well as sexual abuse and neglect.

The Department of Social Services has a right to interview children and staff to inspect and audit child or facility records without prior consent and has the authority to observe the physical condition of the child or children, including conditions that could indicate abuse, or neglect and to have a licensed medical professional examine a child.

Section 4- Program Details

DAILY SCHEDULE AND HOURS OF OPERATION

7:00 am	Welcome! Open Centers Inside/Outside
8:40 am	Clean-up
8:50 am	Welcome all children and announcements for the day
9:00 am	Circle (Lions)
9:45 am	Snack (Lions)
10:00 am	Snack (Bunnies)
10:15 am	Circle (Bunnies)
10:45 am	Inside and Outside
11:45 am	Clean-up
12:00 PM	Lunch
12:30 PM	Story (12:30* is pick-up time for AM option attendees)
12:45 PM	Nap
2:45 PM	Wake-up
3:00 PM	Snack
3:15 PM	Story
3:30 PM	Special Activities (Inside) (3:30* is pick up time for full day option attendees)
4:00 PM	Outside
4:45 PM	Clean-up
5:00 PM	Special Activities (Inside)
5:45 PM	Clean-up Time and Goodbye Transitions

The daily schedule is subject to change based on children's needs and interests

MEALS AND SNACKS

Snack

St. Sebastian Preschool provides two snacks a day: the first one at 9:45 a.m. and the second one at 2:45 p.m. (Licensing Regulation 101227). Examples of snacks include fruits, cereals, apple sauce, crackers, cheese, bagels, yogurt, pasta, fruits, vegetables, salads and so forth. Menus will be posted at the parent board at the beginning of each month (located at the entrance of the preschool door).

Breakfast

St. Sebastian Preschool does not serve breakfast. We ask that parents provide their first meal of the day at home. Receiving appropriate nourishment before arriving will help your child's transition in the morning, and sustain him or her until snack time.

Lunch

Eating together plays an important role in everyday life here at the center. Children and teachers have a chance to come together as a group for lunch and morning and afternoon snacks. They also enjoy sharing the "fruits of their labor" after their cooking projects. Certain lessons of responsibility (hand-washing, cleaning-up, packing –up lunch) are also practiced during this time. It is not feasible or conducive to an enjoyable mealtime, for the staff to constantly monitor what each child eats, in what order, and how much. Therefore, we ask that you pack a variety of foods that are "okay" to eat no matter which is eaten first.

Parents must provide lunch from home. Please provide a lunchbox (no paper/plastic bags or back packs). Please be aware that the preschool does not provide refrigerators for children to put their lunch in. Therefore, please pack ice for perishable foods or place it in thermoses. In addition, the preschool does not warm food for children, therefore please purchase a thermos if you would like to keep your child's lunch warm.

Just like any other habit, healthy eating habits start from a young age. Therefore, certain items are not allowed in lunches or snacks. We want all our children to eat healthy, well-balanced meals (e.g. fruits, vegetables, breads). In addition, some foods

are not allowed due to safety reasons. Foods that contain a lot of sugar are allowed only during birthdays and special holiday celebrations. Special holidays will be determined by the Preschool Director. Please remember that goodie bags must not contain items that are not allowed to be eaten at school.

- We ask that every effort be made to pack only nutritious items.
- Uneaten food will be packed back into the lunchbox so that you may see how much (and what) your child has eaten.
- If food is sent from Foods that are Not Allowed List, we will ask your child to save it for home.

Examples of healthy lunch items include:

- | | |
|--|---|
| <input type="checkbox"/> Fresh fruit | <input type="checkbox"/> Salads |
| <input type="checkbox"/> Dried fruit | <input type="checkbox"/> Pastas |
| <input type="checkbox"/> Vegetables | <input type="checkbox"/> Rice and beans |
| <input type="checkbox"/> Dinner leftovers | <input type="checkbox"/> Applesauce |
| <input type="checkbox"/> Cheese and meats | <input type="checkbox"/> Cheese sticks |
| <input type="checkbox"/> Hard-boiled eggs (cut in squares) | <input type="checkbox"/> Bagels with cream cheese |
| <input type="checkbox"/> Crackers | <input type="checkbox"/> Sushi |
| <input type="checkbox"/> Rice cakes | <input type="checkbox"/> Sandwiches |
| <input type="checkbox"/> Taquitos, tamales, burritos | <input type="checkbox"/> Tuna |
| <input type="checkbox"/> Pizza | <input type="checkbox"/> Tofu |
| <input type="checkbox"/> Cornbread | <input type="checkbox"/> Rice and beans |
| <input type="checkbox"/> Soups | <input type="checkbox"/> String cheese |

Foods that are not allowed include, but are not limited to:

- | | |
|---|--|
| <input type="checkbox"/> Candy, fruit roll-ups | <input type="checkbox"/> Yogurt (yogurt with low amount of sugar is allowed) |
| <input type="checkbox"/> Gum | <input type="checkbox"/> Raw peas |
| <input type="checkbox"/> Cookies | <input type="checkbox"/> Raw carrots |
| <input type="checkbox"/> Drinks in glass containers (safety reasons) | <input type="checkbox"/> Hard Pretzels |
| <input type="checkbox"/> Foods that require special attention (heating, cooling, spicing, cutting up) | <input type="checkbox"/> Meats larger than can be swallowed |
| <input type="checkbox"/> Doughnuts | <input type="checkbox"/> Peanut Butter/Peanuts/Nuts |
| <input type="checkbox"/> Chips | <input type="checkbox"/> Food from fast food restaurants |
| <input type="checkbox"/> Round foods (olives, hot dogs, grapes, melon balls, etc.) to prevent choking | <input type="checkbox"/> Chocolate milk |
| <input type="checkbox"/> Chocolate, Pastries, Cookies or Cake | <input type="checkbox"/> Meals in cans |
| <input type="checkbox"/> Popcorn | <input type="checkbox"/> Soda |
| <input type="checkbox"/> Food that is high in fat and sugar | <input type="checkbox"/> Juice Drinks (must be 100% fruit juice) |

Special Events- **Star of the Month, Cultural Center, Birthdays, Share Days**

Good schools, like good societies and good families,
celebrate and cherish diversity.

- Deborah Meier

Cultural Center

At St. Sebastian School we honor diversity in many ways. Every month three families will be in charge of the Cultural Center. This means that you and your family need to decide what part of the world you would like to present. During this month you will be in charge of setting up the Cultural Center. You will also have circle time with the children and present the cultural center. Feel free to be as creative as you want. You may bring pictures, books, artifacts, traditional clothing and so forth. Please note that you must set up during the first week of the month. Also, families must sign-up for the cultural center and the star of the month in the same month. During the month of September, teachers will set up the cultural center and the star of the month. You will receive 2 volunteer hours for setting up and presenting the Cultural Center.

“Parents need to fill a child’s bucket of self-esteem so high that the rest
of the world can’t poke enough holes in it to drain it dry”

- Alvin Price

Star of the Month

Each child will be the Star of the Month once a year for the entire month. Each month, three families will be in charge of setting up the Star of the Month board. This means that you will bring pictures of friends, family and relatives and make a presentation at circle time. You may choose to make a poster, bring baby clothes or

even baby toys. You can be as creative as you like. Your main objective is to present your child to the classroom. We want to know all about your child such as his or her interests, likes, dislikes, routine, favorite toys, favorite food, all the important people in your child's life and anything else you want us to know. Remember, this is all about your child and your family. You will receive 2 volunteer hours for setting up and presenting the Star of the Month.

We learn...

10% of what we read

20% of what we hear

30% of what we see

50% of what we both hear and see

70% of what is discussed

80% of what we experience personally

95% of what we teach to someone else

– William Glasser

Share Days

All children have been assigned to share on a particular day of the week, which will be applicable for the rest of the year. During the day, your child can bring up to three items from home to share with his or her classmates at circle time. The items are not to be given away but rather to be shown and talked about. It is the parent's responsibility to help the child decide what to bring to school to share for the next day. Please be advised that teachers are not responsible for any lost or damaged show and tell items. Show and Tell items must be shared once a child chooses to take his or her toys out of the cubby.

Birthdays

Sharing your family's special occasions is an important part of life at our Center. Our birthday policy is based on our attempt to honor families who come from many backgrounds. In addition, we wish to provide children with only nutritious foods in accordance with our food policy. Birthday celebrations are to be arranged with your child's teacher(s). Arrangements must be made and approved two weeks prior to the celebration day.

Consider the following when planning for your child's special day:

- Please be advised that birthday celebrations are to be kept simple and short
- Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory sealed containers.
- Balloons are not allowed
- Goodie bags may be distributed if
- There are enough for all children enrolled (26)
- There are no candy or sweets
- There are no toys, stickers, etc. promoting violence

Goodie bags will be given to parents and can be opened at home.

If you are inviting all children from the class to a party, you may distribute invitations through school. Otherwise, please mail invitations from home.

What to wear/what to bring

Children should wear clothes that can get dirty, dirtier and stained. Aprons/paint shirts are not used for painting or mud play. All interactions with things and people are considered part of children's learning process. It is important for them to be able to flow from one activity to another. Children should concentrate not on whether they get dirty but rather on what they discover.

Well-fitting shoes of all kinds are expected at St. Sebastian Preschool Shoes that are too big or inappropriate (such as flip-flops for climbing on the structure) must be changed. The teachers will assess these on a case by case basis. Please do not send shoes with laces.

The following items should be maintained in every child's cubby at all times. Be sure to label all clothing and belongings. This is a minimal list –teachers may have additional, specific requests. Not only are these items necessities, but having a well-stocked cubby adds to your child's sense of well-being by bridging home and school in a nurturing way:

- 2 pairs of underwear
- 2 pairs of pants
- 2 pairs of shorts
- 2 t-shirts
- 2 long sleeved shirt
- 2 pairs of socks
- 2 pairs of shoes

To support young children in managing their own bathroom and changing needs independently, we request that younger children wear pants with elastic waistbands (no belts).

Inappropriate items for school

Toys from home are generally not encouraged in our program as they divert children's attention from classroom activities including creative art, science or cooking projects. The center is fully equipped with age-appropriate toys and materials. Children may never bring toys to school that can pose an obvious or imaginary danger to other children such as guns, swords, knives, etc. Children are welcome to bring transitional objects such as special blankets or stuffed animals. Please be aware that we are not responsible for items brought from home. Finally, due to choking hazards, balloons are not allowed.

Emergency Supplies

St. Sebastian Preschool has an ongoing earthquake preparedness program. We have a shed in the back of the preschool that contains blankets, batteries, first aid-supplies, and emergency food supplies and water.

Each family is responsible for providing supplemental earthquake kit supplies for their child that will remain at the school in the shed and needs to be updated annually. The earthquake kit must include:

- Any necessary medication
- A short comforting letter addressed to your child
- A favorite toy
- Photos of family and loved ones

Separations and Goodbyes

Whether your child is three months old or three years old, saying good-bye is hard for almost everyone. This may be the first experience where you leave your child for an extended day at a child care center or, it may be the next step in care for your child as you work or study. Whatever the situation may be, it is important that you allow time for you and your child to adapt to this new way of life. The Center's staff is here to assist and support you with your good-byes every morning. Since every child develops at his or her own pace, we do not have a specific separation policy. Though each child's need for support during separations will be different, here are a few general tips:

- Visit the classroom with your child a few times before your child begins.
- Talk to your child about the new routine and what to expect in advance.
- Meet with your child's teacher prior to the first day to share any special information or clarify any questions you may have.
- Consider starting with shorter days and gradually increasing your child's hours over a period of time as his/her comfort increases.
- Though you may be tempted to "sneak out" so your child won't notice, it is essential to your child's development of security and trust that you say "goodbye". Rest assured, we will assist your child in getting engaged in activities and comfortable in the environment.

What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child.

- George Bernard Shaw

St. Sebastian Kindergarten Enrollment

Children who turn five years old by September 1st are eligible for entry into St. Sebastian's Kindergarten. Children from St. Sebastian Preschool get priority for entry into our Kindergarten. However, please be aware that age alone does not automatically guarantee your child's entry into Kindergarten. We know that the chronological age of the child may not necessarily correlate to the developmental stage of the child. For example, some children might be ready for a particular grade when it comes to age, but their social, emotional and academic skills might not be fully developed. Therefore, we will consider children for entry into Kindergarten when we feel that they are ready academically, socially and emotionally. Decisions for entry into Kindergarten will be made by both the Principal and the Director of Preschool.

Kindergarten acceptance is composed of a two part assessment. First part is an academic assessment and the second part of the assessment is composed of group play. Preliminary acceptances will be given by the end of March of each year, final acceptance letters will go out in May. If children need more time to meet the requirements of the Kindergarten assessment, a final individual assessment will be given out in June.

Section 5-

Parent Participation Requirements and Parent Support Opportunities

“Teach your children by what you are, not just by what you say”

- Jane Revell

Mandatory Service Hours

All parents are must serve 34 volunteer hours per family per year (4 of the 34 hours are to be fulfilled at the Carnival). Fifteen of the 30 hours must be fulfilled in the Preschool no later than two days after preschool graduation. Please note that volunteer hours will be recorded in the preschool.

Opportunities for Service Hours

Star of the Month	Parents set up the bulletin board and present to the classroom (2 volunteer hours).
Cultural Center	Parents set up the bulletin board and present to the classroom (2 volunteer hours).
Room Parent	Parents are in charge of helping plan and lead preschool events such as the Carnival, Special Holiday Celebrations and so forth (5 volunteer hours).
Special Holiday Celebrations	Parents can come and share their cultural celebrations such as Chinese New Year, Hanukkah, and other holidays (two volunteer hours).
Snack Shopping	Parents sign-up to shop for the monthly snacks (two volunteer hours).
Special Projects	Parents can come and read stories, lead art projects and play musical instruments and so forth (one volunteer hour).
Projects to be completed at home	Parents can take shapes to cut out, laminate, make copies, develop films and etc. (hours will be determined before the project is assigned).

Fundraising Expectations

The Preschool's financial well-being is only partially provided by tuition. We count on fundraising efforts of our families to meet our financial obligations. To that end, Preschool families are expected to raise \$300 of which half of that amount must be done in preschool. Families with additional children enrolled in St. Sebastian School are expected to raise \$400 of which half of that must be done in preschool. Additional details will be provided by the Preschool Director via the Preschool newsletter. Please note that fundraising amounts will be recorded in the preschool.

Teacher/ Parent Communication

Parents and staff at St. Sebastian Preschool maintain open lines of communication. You will find many opportunities to speak with your child's teacher about matters of concern. We ask that you keep us posted about events or changes at home that might affect your child (e.g. separation, moving, a difficult weekend or morning, house guests, death, etc.).

You can also expect the following communication from us:

Weekly Curriculum

You will receive a weekly plan consisting of activities and special events for the upcoming week.

Parent Board

Please keep abreast of our parent board which is located right next to the sign in and sign out sheets. This board will have announcements for the week.

Informal daily communication

Check in with us every morning and also at pick up time. It is important for us to be aware of any information that may affect your child's day at school. Please feel free to call us at any time.

Preschool Director Newsletter

The preschool Director will send a monthly newsletter every month. The newsletter will contain information such as upcoming events, curriculum updates and any other important information.

Parent Conferences

Two parent conferences are scheduled every year. You may request additional conference if you need to and so may the teachers.

Memos

Memos might be expected between newsletters to remind parents of important events and or news.

Parent Education Nights/Parent Resources

Several times a year, Parent Education Workshops will be available for parents. Topics will include: Kindergarten Readiness, Positive Discipline, etc. and are presented by Preschool Director, Preschool Teachers or a guest speakers. In addition, please be advised that there are a number of child development books and articles in the Director's office.

The role of parents in the education of their children
cannot be overestimated.

- Unknown

Family Involvement

Children benefit immensely when their home and school experiences are integrated. Aside from the planned family events held at the center, parents are strongly encouraged to share talents, hobbies or their occupation with the children. Please see the Director of Preschool if you would like to spend time with us sharing your talent(s).

- Cultural Center (throughout the year)
- Star of the Month (throughout the year)
- Halloween Festival (October)
- Carnival (November)
- Friends and Family Potluck (November)
- Art Show (December)
- Friends and Family Picnic (February)
- End of the Year Party (June)
- Parent Education Nights (throughout the year)

Section 6- Developmental Assessments and Parent Conferences

DESIRED RESULTS DEVELOPMENTAL PROFILE-REVISED (DRDP-R)

Meeting a child's individual needs requires a partnership between the program and family. It also requires that teaching staff acquire specific knowledge of each child in their care. On-going communication between families and the teachers is crucial. Formal assessments are conducted twice a year. Here at St. Sebastian Preschool we use a formal assessment called Desired Results Developmental Profile-Revised (DRDP-r). The results will be shared with you during a scheduled Parent Conferences.

Informal assessments through everyday observations are conducted using the following methods: anecdotal notes, artwork, writing samples and pictures. For more information about the DRDP-r, see the Appendix.

ASSESSMENT METHODS USED AT ST. SEBASTIAN PRESCHOOL

Child's Portfolio and DRDP Assessment

Families often keep a collection of "artifacts" at home that signify their child's journey and growth such as a list of first words, pictures from their first haircut, a video of their child taking his or her first step and so forth. Here at St. Sebastian School we keep a similar collection known as the "Child Portfolio." Portfolios encourage authentic assessment, that is, assessment done over time in the natural environment based on the child's typical activities. The portfolio includes:

- photos of the child interacting and playing and meeting developmental milestones
- language samples (dictated stories, records of conversation)
- Anecdotal notes (written notes highlighting typical or significant events)
- Writing and drawing samples
- DRDP assessments
- DRDP summary sheet

The portfolio, shared during parent conferences, is a visual tool for guiding our thinking about each child while documenting their growth. More formal records such

as family conference notes, health documentation and semi-annual written developmental profile (DRDPr) are included in the child's file.

The written developmental profile used to assess children is the Desired Results Developmental Profile (DRDPr) which has been developed by the California Department of Education (CDE) in conjunction with Sonoma State University. Desired results are defined "a condition of well-being for children and families."

The DRDPr is divided into two age ranges: infant/toddler (birth -26 months old) and Preschool (36 months to pre-Kindergarten). It focuses on four developmental domains: cognitive social-emotional, language and physical development, which can be found throughout the four Desired Results for Children:

1. Children are personally and socially competent
2. Children are effective learners
3. Children show physical and motor competence
4. Children are safe and healthy

These Desired Results are identified by CDE and are reflected in the program's more comprehensive curriculum and philosophy. The child's confidential portfolio is designed to be informed by the unique family culture and the child's experiences, interests, abilities, and challenges. By combining the DRDPr with the other portfolio contents, the teachers are able to view children's progress over a period of time providing for an overall outcome that is both meaningful and accurate.

Timeline

The DRDPr is used to assist in observing children's achievements across time, is completed 60 days after the child's initial enrollment. Once enrolled, the child's DRDPr is completed on a semi-annual basis, typically in the Fall and again in the Spring. While the DRDPr must be completed within a specified timeframe, the staff contributions to the child's portfolio are on-going.

Conditions for Assessment

All children are assessed in their natural school environment by the teaching staff that they know and with whom they are familiar with. Teachers are constantly observing during the course of the day while children are engaged in play interacting with one another. Because the scales used in the DRDPr are based on progression of a typical development, teachers use the one that corresponds to the child's chronological age and there are no expectations that the child will master all the

skills until they reach the top of the age range. If the teacher completing the DRDPr is not able to understand the child's primary language, a translator may be used. The translator should be known by the child and can be the parent, another staff person or a teacher's assistant.

How Teachers Use the DRDPr in Planning the Curriculum

Curriculum at St. Sebastian Preschool is derived from the needs, interests, strengths and areas of continued development of the children as a group and as individually using the philosophy as a framework. The program is committed to meeting children's needs in a safe and nurturing environment that invites children to wonder, explore, and develop through play. Identification of children's interests and needs, and the curriculum strategies to meet them, are natural outcomes of interpreting observations through the Portfolio and the DRDPr. The schedule, routines, environment and materials and all activities are all components considered in curriculum planning.

The intentionality in activity planning is made visible in the classrooms weekly lesson plans. At least one activity is planned representing each of the four "Desired Results" for children. To ensure that individual needs are being addressed, the teachers refer to the summary sheets as well as the assessment developed by the Director of Preschool when planning the weekly curriculum.

Confidentiality

Children's DRDPr assessments and results and all children's portfolio documentations are accessible to parents upon request. The information contained in these documents will only be seen by the classroom teachers and Director of Preschool. With parent's written permission, the child's portfolio will be shared with other professionals serving as resources for the child. When children move onto Kindergarten, the family may take the information with them to share.

How the Components Work to Ensure Reliability and Validity

Each DRDPr indicator provides a valid and reliable measurement of that aspect of a child's development progress. The measurements on the entire indicator, taken together, provide a profile of development for the whole child, in terms of progress toward all four Desired Results. Because there are multiple measures within the indicators, a completed DRDPr provides enough information to support valid and reliable measurement for individual indicators or a group of indicators. Each measure is defined in terms of the sequence in which a child's development is expected in progress. These sequences of development are derived from research in child development. For more questions on the Reliability and Validity, please ask the Director of Preschool.

APPENDIX

Guiding Principles of St. Sebastian Preschool

Value of Play

Play is the business of young children. It is the primary vehicle through which they learn. Opportunity to play freely is vital to the child's healthy development. Play fosters intellectual development and permits the child to assimilate reality in terms of his own interests and prior knowledge of the world. Through play, children are free to experiment, try out possibilities and practice different roles. Play stimulates creativity. It is inherently a self-expressive activity that draws on the child's imagination. Play further develops children's language, physical and social development. Play is critical to all aspects of the child's learning and is an essential part of our program. By being a careful observer, of children's play teachers have the opportunity to discover the child's interests and abilities. Beyond all these valuable reasons to support play is the fact that it is highly enjoyable. Children who are deeply involved in play are working at all the appropriate tasks for their development while they are experiencing joy and emotional well being.

Every student can learn, just not on the same day, or the same way.

- George Evans

Expecting all children the same age to learn from the same materials is like expecting all children the same age to wear the same size clothing.

Madeline Hunter

Developmentally Appropriate Practices

Developmentally Appropriate Practice (DAP) is a concept based on the knowledge that child's development and ability to successfully accomplish a certain physical and intellectual task follows a set pattern. For example, we know that infants

learn to crawl, than stand before learning to walk. The pattern is the same for most children, however, the rate at which the child learns these skills may vary. Chronological age does not always go hand in hand with developmental stage. Following his or her own individual path, a child's natural desire to learn coupled with an adult's attention and enthusiasm, motivates the child to succeed. Therefore, guiding our work with children is the belief that given appropriate opportunities and engaging adult interaction, children learn and achieve skills they are developmentally ready for. If adults expect a child to acquire skills s/he is not ready for, the child may comply, demonstrating that he can follow directions. However, this does not indicate that the child has acquired or understood the concept or skills that are introduced. In developmentally appropriate programs, children have the freedom to choose activities, move about, and make personal contacts. Informal learning experiences and human caring is expressed and spontaneity is valued. Teachers make decisions about curriculum based on three important kinds of knowledge:

1. Age appropriateness-what teachers know about how children develop and learn in general.
2. Individual appropriateness-what teachers know about the strengths, needs, and interests of individual children.
3. Social and cultural appropriateness-what teachers know about the social and cultural contexts in which children live.

Emergent Curriculum

At St. Sebastian Preschool we believe that children learn best when they are involved and interested in the topic. The best cognitive curriculum emerges from the child's interest-it is not solely dictated by the teacher's interest. Teachers build the curriculum experience by experience, idea by idea, as the topic evolves while the teachers and children investigate it together. This does not mean that teachers just wait to see what children want to do each day. They plan curriculum based on careful observation of children's interests and emerging skills. Teachers set up activities for children that require questioning, investigation, and problem solving. Teachers believe it is valuable for children to be able to generate their own ideas, figure out answers themselves, and try out a variety of solutions until they discover one that works. Teachers act as facilitators of this process, aiding children in their discoveries and providing a wealth of experiences to add to the child's knowledge of the world.

Anti-Bias Curriculum

“Multicultural education includes teaching children about their own culture-their ethnic heritage. It also means exposing children to other cultures and helping them to be comfortable with and respect all the ways people are different from each other. It is teaching children how to relate to one another and how to play fair. Multicultural education encourages children to notice and think about unfairness, and challenges them to do something about the unfairness toward people in the world.

Multicultural education is more than teaching information directly. It means providing a classroom that includes materials depicting people from many different places doing many different things. It’s creating and maintaining an environment that says “everyone is welcome here”. It is also encouraging children to act, think, and talk like members of their own culture. It’s helping children to like themselves just the way they are. It’s encouraging children to actively explore a variety of materials and exposing them to experiences that might not be part of their daily lives.

Anti-bias curriculum focuses on classroom practices that help children to develop and strengthen their self and group identities, while interacting respectfully with others while in a multicultural environment. Anti-bias curriculum is a proactive approach to reduce prejudice and promote inclusiveness. The anti-bias approach is a teaching strategy that values diversity and challenges bias, rather than ignoring and therefore reinforcing children’s misunderstandings of differences. It further stresses the importance of bicultural, bi-cognitive education. This means that children learn the values, rules, and language of their own culture in a teaching style appropriate to their culture and they learn the values, rules, and language of the dominant culture. This practice is carried out in the following ways:

1. Diversity is evident in all aspects of the environment (dolls, books, pictures and etc.)
2. Materials are current and accurate
3. Staff reflect diversity
4. Learning about racial, cultural, gender, and disability diversity is ongoing
5. Activities foster appreciation of both differences and similarities among people.

Discipline and Guidance

Our rules are few but firm. In the interest of being consistent, please respect and know them:

- Children must respect themselves and others.
- Children may not climb on fences, gates or tables.
- Children may not open the gate or the door by themselves.
- Children may not throw sand.
- Children may not climb on any slides. Children may slide down either in a sitting position or slide down on their tummies.
- Children are not allowed to take anything up on the play structure.
- Crashing tricycles is not allowed.
- Children may only play in areas where teachers are supervising.
- Children must sit down when eating.
- Children may play on any equipment they can get on without help. Children are not to be put up on the slides or assisted on any part of the structure. Adults should be nearby, attentive, but allow children to navigate the equipment using their own bodies.
- Children may not run in the classroom.
- Balls or other throwing toys are to be used outdoors only.
- Hurting one another is not allowed. Emotional safety is as important as physical safety. Children may not insult, tease or frighten one another.

Many techniques are used for assisting children through conflict resolution. Although, the style (words and style of technique used) is different depending on the age of the child and severity of the situation, all efforts seek to guide children as problem solvers. Children are all competent learners and bring different feelings, actions and ideas to conflict situations. Teachers respect and build on these attributes through their language, interaction and example. The intent of these discipline techniques is to encourage the growth of moral autonomy. That is, the ability of an individual to make decisions based on their own knowledge of "right and wrong", derived from an intrinsic motivation to do so, rather than from a desire to reap reward or avoid punishment.

The following are discipline techniques used regularly at our center:

LIMIT SETTING: in order for children to build trusting relationships and feel confident to explore, they must clearly know what is expected from them. Classroom and playground rules are therefore, few, basic, clear and concise. Expectations of each child's abilities expand as each child develops.

CONSISTENCY: so children know what to expect and are enabled to participate, predict and change their behavior accordingly, limits and expectations are consistent. In addition, conflict resolution is handled the same way by all teachers.

TONE: "You are safe, we can work it out." This is the message a child must receive from any intervening adult. A firm, kind, serious tone with a relaxed demeanor reinforces this message.

MODELING: adult actions speak clearly to children. It is imperative that we set an example of caring, compassionate individuals who are able to express their own needs and feelings clearly and calmly, and, willingly respond to the needs of others. "I felt angry when you grabbed my toy: Let's sit down so you can tell me with your own words what is bothering you."

PASSIVE INTERVENTION: children are given their own opportunity to work through their own problems. If a situation does not escalate to destructive aggressive behavior, a teacher may simply choose to observe the children who are working productively towards a solution. The teacher's presence can serve as a gentle reminder to use words instead of actions. Teachers trust the children to "figure out" but are available to help if needed. When additional intervention is necessary to facilitate the resolution process, it is as non-intrusive as possible.

PHYSICAL INTERVENTION: children will be physically stopped when hurting each other. The focus will then turn into resolving the conflict.

VALIDATING FEELINGS: constructive thinking is virtually impossible when one is overcome by an emotion such as anger, sadness, fear or frustration. It is imperative to identify and acknowledge the emotion before any other "learning" can occur. "I will not allow you to hit him, but tell me why you are so angry." It is imperative that all children involved in a conflict are honestly listened to. Children are not told to say "I am sorry", but rather to actively comfort or offer to help the other child they

hurt or upset. Adults may say "I am sorry you got hurt" and at some point, children will spontaneously do the same.

GENERATING OPTIONS/SOLUTIONS: a teacher might say "Can you think of a way to use the truck together?" or "Everyone wants a turn how can we make it fair?" Children are questioned and given tools to settle conflicts.

REDIRECTION: a request to stop a negative behavior is accompanied by a suggestion for an appropriate behavior with which to replace it... "You may not throw the sand but you may throw the ball."

NATURAL CONSEQUENCES: "You dumped the milk on the floor, please get the sponge and clean it off." "You threw the sand after we asked you not to, now you need to find another area to play in." These are a few examples of the natural consequences that teachers point out and reinforce as they occur. Children see the results of their own behavior and start to modify their own behavior accordingly.

A WORD ABOUT "TIME OUT": Although, "time out" is a popular discipline method, it is not considered a viable option at our program. While it may interrupt a negative behavior, it does not help children acquire the skills to deal with the situation should it arise again. Young children who are generally under the age of eight, are not generally capable of reflective thought necessary to make time out a learning situation. If a child needs time to calm down, teachers facilitate this in a non punitive manner helping children find ways to calm themselves. Under no circumstances will the staff use any corporal punishment, psychological abuse, threats or derogatory remarks when guiding a child's behavior.

PRESCHOOL CONTACTS

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(310) 473-3178 (FAX)

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Bessy Arriaza Teacher	barriaza@saintsebastianschool.com	(310) 473-3337

St. Sebastian Preschool

Parent Handbook Agreement Form

Child's Name: _____

I have read the St. Sebastian Preschool Handbook and agree to abide by the rules and policies contained therein. In addition, I understand that school policies, regulations, customs, traditions, and/or any new rules and regulations that might not be in the Parent Preschool Handbook are applicable to my child(ren) and family. Preschool policies, regulations, customs and traditions that may or may not be in the Preschool Parent Handbook will not change and/or be altered at any time due to my request.

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____

PLEASE RETURN THIS TO THE PRESCHOOL DIRECTOR! THANK YOU!
