

Parent Handbook

2023-24

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St. Peter Claver
PRESCHOOL &
KINDERGARTEN

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1 GENERAL INFORMATION

1.1 Code of Christian Conduct Covering Students, Parents, Guardians and Other Responsible Adults

The Archdiocese deeply appreciates the choice parents and students make to enroll in its parochial preschools, elementary schools and secondary schools. Truly, this is a commitment for life and many families make considerable sacrifices of time and treasure to support their students while they are in school. Often families and students continue this support even after graduation because Catholic education makes a difference. Indeed, Catholic schools *are* different.

All schools in the Archdiocese are intended to be environments that educate, nurture and support students according to the basic Christian principles of charity and love of neighbor. Everyone involved in the development of children and youth – teachers, administrators, parents, family and friends – are required to behave in accordance with these principles.

Our Christian principles provide that:

- Parents or guardians are expected to work courteously and cooperatively with the school to assist the student in meeting the school's academic, moral and behavioral expectations.
- Students and parents or guardians may respectfully express their concerns about the school operation and its personnel. However, they may not do so in a manner that is discourteous, scandalous, rumor driven, disruptive, threatening, hostile or divisive.
- Parents, guardians or other responsible adults who insult or abuse school personnel in the presence of other school personnel, students or parents on or adjacent to school premises or at some other place where school personnel are required to be in connection with their assigned school activities, may be asked to withdraw their student from the school.
- Conduct that materially disrupts class work or extracurricular activities or that involves substantial disorder will not be tolerated.

These expectations for students, parents, guardians or other responsible adults include, but are not limited to all school-sponsored programs and events (*e.g.*, extended care, athletics, field trips, *etc.*).

The school reserves the right to determine, in its discretion, when conduct is of such a severe nature as to warrant immediate action without warning. The action may include removal of a family and its students from the school.

1.2 Statement of School Philosophy and Mission

Philosophy

We, the members of St. Peter Claver Catholic community, acknowledge and respect the uniqueness of each child. In partnership with parents, we provide developmentally appropriate Catholic instruction in an environment which supports each child's sense of self and nurtures a love of

learning. Our curriculum incorporates a variety of learning activities designed to enhance a child's love of God, and promotes problem solving, creativity, self-expression and social skills. We seek to stimulate children's learning in all developmental areas, while at the same time, allow for individual differences in learning styles. St. Peter Claver Preschool and Kindergarten affirms the worth and dignity of each child and fosters an understanding and sensitivity to people by encouraging reverence and respect for each person.

Mission Statement

St. Peter Claver Preschool and Kindergarten provides a developmentally appropriate curriculum centered in faith and the teachings of the Catholic Church. We endeavor to deepen a child's awareness and love of God and nurture their natural love of learning.

1.3 Purpose and Goals

St. Peter Claver Preschool and Kindergarten seeks to nurture the whole child. Our purpose and goals are:

- To increase a child's sense of security and self-esteem
- To promote the spiritual, physical, emotional, social, intellectual, linguistic, and artistic development of the young child through age-appropriate developmental experiences and play activities
- To provide an enriching environment allowing each child to develop a sense of wonder and curiosity
- To develop a child's awareness of God in their lives and promote devotion to the faith
- To help parents feel good about their role as parents and gain insight into their child
- To provide an atmosphere of caring, acceptance, and support, so parents and the program work as partners in the children's education.

1.4 History of the School

St. Peter Claver parish was established in 1972 and covered the southeastern corner of Ventura County in an area formerly known as Santa Susana. Father James McKeon served as first pastor and said Mass in the living room of his residence on Pittman Street. Father McKeon retired in 1993 and died in 1999 at the age of 71.

Father Dennis Mongrain became our next pastor until 1997 and paved the way for the building of our new church in 1996. Monsignor Gary Bauler became pastor in 1997 and shepherded our parish until he retired in 2012. Our existing church was dedicated in 1998, replacing the parish center/church that had been used for twenty-three years.

In 2007-2008, a new building for a Preschool, Kindergarten and Youth Center was constructed to meet the growing demand for Catholic schooling in the area. Our Preschool and Kindergarten opened its doors June 16, 2008, with fifteen students for an eight-week summer school session. The 2008-2009 school year served 49 families. In August 2009, St. Peter Claver Preschool and Kindergarten welcomed its first Kindergarten class of seventeen students.

St. Peter Claver Preschool and Kindergarten completed an extensive self-study process in 2011, measuring the program and its services against the ten National Association for the Education of Young Children Program Standards and more than 400 related Accreditation Criteria. The school received NAEYC Accreditation in July 2011 after an on-site visit by NAEYC Assessors to ensure that the school met each of the ten program standards. The school renewed its NAEYC accreditation status with a site visit in the spring of 2016.

In July 2012, Father Riz Carranza became pastor of St. Peter Claver, upon Monsignor Bauler's retirement. He continues to be a visible presence on the campus, often stopping by with his guitar to sing with the children.

1.5 Contact Information, Staff Assignments

Contact Information

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ST PETER CLAVER CHURCH
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Principal

Rawd Hamarneh rhamarneh@stpeterclaverschool.org (805) 526-2244
Administrative Assistant

Jasmine Morales jmorlaes@stpeterclaverschool.org
Room 1 Teacher – 3 yr. olds
Esther Gonzalez
Room 1 Assistant Teacher

Clare Bushore cbushore@stpeterclaverschool.org
Room 2 Teacher – 4 yr. olds
Gabriela Melchor
Room 2 Assistant Teacher

Martha D'Errico mderrico@stpeterclaverschool.org
Room 3 Teacher – Transitional Kindergarten
Room 3 Assistant Teacher

Angela Meyer ameyer@stepterclaverschool.org
Room 4 Teacher – Kindergarten
Rosa Lazalde
Room 4 Assistant Teacher/Spanish Teacher

Gianna Orsatti
Extended Care Coordinator

Maria Paredes
Floater

Sample Classroom Schedules and School Calendar

Sample Schedule – Room 1

8:30-9:00	Wash hands/Play time
9:00-9:10	Clean up
9:10-9:30	Morning Circle/Lessons
9:30-9:45	Music and Movement
9:45-10:00	Bathroom/Snack
10:00-10:30	Outside Play
10:30-10:40	Come in & Wash hands
10:40-10:50	Storytime
10:50-11:00	Activities explained
11:00-11:20	Arts & Crafts
11:20-11:30	Closing Circle/Stamps
11:30-12:30	Lunch Bunch

Sample Schedule – Room 3

8:15-8:30	Morning Arrival
8:30-9:00	Opening Circle (Prayers/Flag Salute), Circle time activities
9:00-10:00	Worktime (Language Arts: Happily Ever After/Handwriting)
10:00-10:15	Snack
10:15-10:45	Playtime
10:45-11:00	Wash hands/Circle/Story
11:00-11:45	Worktime (Math/Science/Social Studies/Religion)
11:45-12:00	Clean up/stamps
12:00-12:25	Lunch time
12:25-12:30	Closing Circle

Sample Schedule – Room 2

8:25-8:35	Friends arrive/wash hands
8:35-8:50	Morning circle (Prayer, Jobs, Pledge, Phonics, Calendar)
8:50-9:50	Centers/Playtime/Groups/Snack
9:50-10:00	Transition & Clean up
10:00-10:45	Outdoor Playtime
10:45-11:00	Dancing/Games/Read Aloud
11:00-11:20	Share/Centers/Jobs/Play
11:20-11:30	Clean up/Stickers/Songs
11:30-12:30	Lunch Bunch
12:30	Dismissal

Sample Schedule – Room 4

8:15-9:00	Morning Business
9:00-10:00	Language Arts (Superkids)
10:00-10:40	Recess & Snack
10:40-11:00	Wash Hands/Read Aloud 1
11:00-11:30	Helper of the Day
11:30-12:00	Mathematics
12:00-12:40	Recess & Lunch
12:40-1:00	Wash Hands/Read Aloud 2
1:00-2:00	P.E/Spanish/Learning Centers
2:00-2:25	Clean up, Pack up, Busy Bees
2:25-2:30	Line up
2:30	Car Line

1.6 Dress/Uniform Code

Children enrolled in our programs must wear a school uniform. Uniforms may be purchased at Dennis Uniform or suitable replacements may be found at Target, Kohl's, or Children's Place (online). Listed below are student choices for uniforms:

Boys:

- White polo shirt (short or long-sleeved) or school emblem from Dennis Uniforms. Royal blue polo may be worn but must be Dennis uniform emblem only.
- Only white t-shirts may be worn under the uniform shirt.
- Navy blue twill pants (uniform quality – no cords, “cargo”, baggy or oversized pants)
- Navy blue uniform shorts

- Uniform royal or navy blue sweaters or sweatshirts – Dennis uniform brand only (inside the classroom, please see jacket section below)
- Kindergarten boys must wear uniform pants on Mass days.

Girls:

- Uniform plaid jumper or skorts
- Navy blue uniform jumper, skorts or shorts
- Navy blue twill pants (uniform quality – no cords, “cargo”, baggy or oversized pants)
- White polo shirt (short or long-sleeved) or school emblem from Dennis Uniforms. Royal blue polo may be worn but must be Dennis uniform emblem only.
- White short or long-sleeved blouse
- Only white t-shirts may be worn under the uniform shirt
- Uniform royal or navy blue sweaters or sweatshirts – Dennis uniform brand only (inside the classroom, please see jacket section below)
- White tights are acceptable under the jumper, skirt or skort (not under the shorts). Tights are defined as sheer material fitting over the waist, legs and FEET. Leggings are not acceptable, which are defined as thicker material which do not cover the feet.
- Kindergarten girls must wear uniform jumper or plaid skort on Mass days.

All students: Shoes, socks, turtlenecks, jackets:

- Shoes must be closed toe and heel and of an athletic style (no “Mary Janes”, “Crocs”, or Uggs) **ALL FAMILIES WILL BE ASKED TO PROVIDE VELCRO CLOSURE “SCHOOL SHOES” TO BE STORED AND WORN AT SCHOOL.**
- Uniform socks must be white and cover the ankle
- Students may wear white turtlenecks under the school shirt, but not instead of a school shirt
- During outdoor play, students may wear uniform jackets or any other solid color jacket. These jackets may not be worn inside the classroom
- For colder weather indoors, only a school emblem sweatshirt or sweater may be worn in the classroom for added warmth

All students – hair:

- Haircuts are to be of traditional and conservative style
- No artificial hair coloring (exception for “Crazy hair days” or Halloween)
- Boys’ hair is to be off the collar, above the eyebrows, and not to cover the ears.

We will insist on compliance with our uniform policies to help children learn responsibility and the importance of following school rules.

*** SOME INSTRUCTION WILL TAKE PLACE OUTSIDE. PLEASE SEND YOUR CHILD PREPARED FOR THE WEATHER.**



2 SAFE ENVIRONMENT

2.1 Zero Tolerance Policy

The Archdiocese of Los Angeles will not knowingly assign or retain a priest, deacon, religious, lay person or volunteer to serve in its parishes, schools, pastoral ministries, or any other assignment when such an individual is determined to have previously engaged in the sexual abuse of a minor.

Under the Zero Tolerance Policy of the Archdiocese of Los Angeles, any person guilty of sexual misconduct with **a minor under the age of 18:**

- **May not have any paid or volunteer assignment in any ministry in the Archdiocese, and**
- **May not volunteer in any non-ministerial activity or event where he or she has any possibility of more than incidental contact or supervisory or disciplinary power over minors.**

Any parent or guardian who is a registered sex offender must contact the preschool director or principal to discuss the requirements in order to assure compliance with the Archdiocese of Los Angeles Zero Tolerance Policy.

As a member of the Archdiocese of Los Angeles community, the school wants to assure that it is in compliance with both Megan's Law and the Archdiocese's Zero Tolerance Policy.

2.2 Safe Environment Training for Children and Youth

The school and the parish religious education programs have established ongoing safe environment training programs for students, children and youth. Home-based materials are available to parents to help them understand and support their student's education regarding child sexual abuse. The approved programs include **Good-Touch/Bad-Touch®** and **VIRTUS® Teaching Touching Safety (Mandated September 1, 2006)**.

Good-Touch/Bad-Touch® is being implemented in Grades K-9 in Catholic elementary schools throughout the Archdiocese of Los Angeles. The program is designed to be age-appropriate, to support students in understanding occasions of abuse, and to give them confidence in reporting and asserting themselves in situations where they feel unsafe.

VIRTUS® Teaching Touching Safety is a K-12 program being implemented in religious education programs and Catholic schools. This program is a vehicle through which parents, teachers,

catechists and youth ministers give students the tools they need to protect themselves from those who might harm them.

The Archdiocesan Office of Safeguard the Children works with the schools and Directors of Religious Education in the parishes to establish these programs. Questions concerning Safe Environment Training can be forwarded to the principal.

St. Peter Claver Parish established a Safeguarding the Children Committee in November of 2014. This committee meets every three months and works to ensure the safety of the children in the school, the parish and the community. The primary goal is to ensure all people who come into contact with minors have been fingerprinted and Virtus trained. Members include our pastor, faith formation, youth ministry, boy scouts, principal, parish members, and parents.

2.3 Guidelines For Adults Interacting With Minors At Parish Or Parish School Activities Or Events

Revised August 20, 2007

Adults acting in a staff, faculty, ministerial or other paid or volunteer position in the Archdiocese are role models who are called to treat each minor with respect and care. Staff members, faculty or volunteers serving either in a paid or volunteer position need to maintain professional relationships with minors whether on or off parish or parish school locations.

The following are guidelines for adults interacting with minors at parish or parish school activities or events:

- Staff members/faculty/volunteers will ensure that minors are properly supervised at all times, thus providing them a safe environment. Minors must be viewed as “restricted individuals” because they are not adults and are not independent
- If staff members/faculty/volunteers who are supervising minors observe a situation where civil law, parish and/or school rules are being violated, they must take appropriate action immediately
- Staff members/faculty/volunteers should always be aware they have considerable personal power because of their ministerial positions. Therefore, they will maintain respectful ministerial relationships, avoiding manipulation and other abuses of power
- Staff members/faculty/volunteers must avoid assuming the role of a “father or mother figure” which may create an excessive emotional attachment for all parties
- Attraction between adults and minors is possible, and care and caution should be taken in all interactions. The parish/school administration should be informed immediately if such an attraction exists. Dating or sexual relationships between a staff member/faculty/volunteer and a minor are inappropriate and unethical. Dating or sexual relationships between a staff member/faculty/volunteer and a minor are unlawful
- Communications with minors (*e.g.*, notes, email and internet exchanges, telephone calls) must be for professional reasons only

- Discussions of a sexual nature must always take place in an appropriate educational context. Sexual jokes, slang or innuendo are inappropriate when interacting with minors
- Staff members/faculty/volunteers will respect confidential information concerning minors or confidential information of a personal nature shared by a minor. However, if a minor shares confidential information that could pose a threat to the minor or to others, the staff member/faculty/volunteer has an obligation to notify the proper authorities
- When staff members/faculty/volunteers are supervising minors or young adults at parish/parish school-sponsored activities, they may not be under the influence of alcohol, may not consume alcohol in the presence of persons under age 21, nor offer alcohol to them
- When a staff member/faculty/volunteer is alone in a room with a minor, the door must be open or there must be clear visibility through windows
- Staff members/faculty/volunteers are to engage in games or sports activities with minors only in the presence of other adults, or in a place openly accessible/visible to others
- Staff members/faculty/volunteers planning parish/parish school events in their homes with minors must have the permission of the parish/school administration. In addition, staff members/faculty/volunteers may not have any minor in their homes without the knowledge of the minor's parent or guardian
- Staff members/faculty/volunteers may not drive minors unless it is to or from a parish/parish school-sponsored activity and may never drive alone with a minor. Driving minors requires parental permission slips that indicate the transportation is by personal vehicle. The parish/parish school administration must approve any use of personal vehicles. Trips involving minors must have a sufficient number of adult chaperones and minors to preclude the appearance of inappropriate personal involvement with minors
- Parent or guardian written permission is required for the publication of a picture of a minor
- Adults are permitted to interact alone with minor(s) only after complying with Archdiocesan policies regarding fingerprinting and safe environment training. They may work with minors only as part of a team if they have not met these requirements.

2.3a Volunteering in the Classroom: It is required that ALL parents who volunteer in the classroom, volunteer on a field trip, or have contact with children in any way be fingerprinted and VIRTUS trained according to the Archdiocesan policies. There will be no exceptions. There are many opportunities to take the class and be fingerprinted at no cost.

2.4 Boundary Guidelines for Junior High and High School Youth Working or Volunteering with Children or Youth

Revised August 20, 2007

To ensure the safety of the children in the Archdiocese of Los Angeles, all youth volunteers, both junior high and high school students, including students who are already 18, who work or volunteer with children/youth in school or parish settings must receive training on these boundary guidelines before undertaking their ministry in the Archdiocese of Los Angeles and must sign a *Code of Conduct* form to verify that they understand their obligations.

2.5 Child Abuse Policy

The protection and welfare of the children are the top priority of St. Peter Claver Preschool and Kindergarten. Whenever circumstances suggest a reasonable suspicion of child abuse or neglect, these circumstances will be reported immediately to the proper agency, as determined by the licensing regulations within applicable jurisdiction. The legal requirement of reporting does not usually include notification of parents by the school. We are always willing to work with parents to help prevent child abuse and neglect. All staff members **must** document what they have observed or heard and report immediately to the principal/director.

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.

2.6 Parent/Student Complaint Review Process

Concern for the dignity and rights of each person are intrinsic to the Church's mission as a true witness to the spirit of the Gospel. Circumstances may give rise to conflicts among students, parents and school staff. All parties are encouraged to use every available means to resolve these conflicts when they occur. However, if the involved parties are unable to resolve their conflicts, families may use the Parent/Student Complaint Review Process for additional assistance. All those participating in the Complaint Review Process are responsible for striving toward reconciliation and shall act in good faith. Legal representation is not permitted at any meeting or mediation of the Complaint Review Process. Any person filing a complaint is to be free from restraint, coercion, discrimination, or reprisal in any form.

2.6.a School Level

- The person bringing the complaint is encouraged to try to resolve the complaint by discussing it with the persons directly involved.

- If resolution is not achieved, the complaint should be discussed with the preschool director or the principal (or the pastor, if the preschool director or principal is the subject of the complaint).
- For preschool and elementary schools, if the preschool director or principal is unable to resolve the conflict, the preschool director or the principal will bring the pastor into the process as appropriate.
- After reviewing the facts and facilitating discussion of the problem the preschool director or the principal will respond to the person bringing the complaint.
- If the complaint is not resolved at the school level, the complaint may be submitted in writing to the pastor, outlining the concerns.
- The pastor will review the complaint (with such consultation as may be appropriate) in a timely fashion and will endeavor to mediate and resolve the matter.
- However, if no agreement can be reached, the pastor will make a final determination concerning the resolution of the complaint and communicate that determination in writing to all parties, which will be final and binding.



3 ADMISSION AND ATTENDANCE

3.1 School Student Non-Discrimination Policy

The school, mindful of its mission to be a witness to the love of Christ for all, admits students regardless of race, color, or national and/or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school.

The school does not discriminate on the basis of race, color, disability, sex, or national and/or ethnic origin in the administration of educational policies and practices, scholarship programs, and athletic and other school-administered programs, although certain athletic leagues and other programs may limit participation and some archdiocesan schools operate as single sex schools.

While the school does not discriminate against students with special needs, a full range of services may not always be available to them. Decisions concerning the admission and continued enrollment of a student in the school are based upon the student's emotional, academic and physical abilities and the resources available to the school in meeting the student's needs.

3.2 Special Needs Inclusion Procedures

Through the mission of the Archdiocese, our schools strive to serve children with varied learning needs. All educators in archdiocesan schools follow "Directions for the Inclusion Process in Catholic Schools: Support Team Education Plan Process (STEP) and Minor Adjustment Plan Process (MAP)". Parents or guardians who feel that their student may need a minor adjustment to enable him/her to participate in the general education curriculum of the school should consult the preschool director and/or the principal to determine how best to meet the student's needs. Parents or guardians may request the "Disability Discrimination Complaint Review Process" from the preschool director or principal to address unresolved issues.

3.3 Guidelines for Admission to Preschools

- Preferences are given to active members of the parish
- All students must comply with current California immunization and health requirements prior to enrollment
- The preschool will strive to have Catholic education accessible to as many students as possible, both with its educational programs and financial considerations; however, it may have insufficient resources to meet the educational and financial needs of all students

- The pastor and preschool director and/or the principal will review a student's continued eligibility for enrollment in the preschool.

At St. Peter Claver Preschool and Kindergarten, returning students and their siblings are given first priority for placement into our programs. Active and participating St. Peter Claver, St. Rose of Lima, and Holy Cross parishioners are given the next priority, followed by active and participating parishioners from neighboring Catholic churches. The remaining enrollment is open to the surrounding neighborhood and community. Parents will be notified by letter that their child has been accepted into our program. Enrollment and medical forms will be available for pickup in the school office following receipt of that letter. A non-refundable deposit is required in order to secure placement for your child into our program.

Children will be placed into classrooms according to a preadmission appraisal, including age, gender, and interview with the principal/director and/or staff.

3.4 Ages of Children Accepted

St. Peter Claver Preschool and Kindergarten serves children 2 years, nine months and potty trained through and including Kindergarten aged students.

3.5 Days and Hours of Operation

St. Peter Claver Preschool and Kindergarten is open Monday through Friday and offers several programs to fit a child's age and readiness. Listed below are the offerings:

Children 2.9 – 5 years

Preschool – **Room 1 (Room 2)**

2 day program: Tuesday/Thursday	8:30am-11:30am
+lunch bunch*	-12:30pm
3 day program: Monday/Wednesday/Friday	8:30am-11:30am
+lunch bunch*	-12:30pm
5 day program: Monday – Friday	8:30am-11:30am
+lunch bunch*	-12:30pm

*lunch bunch is an additional social time for our preschool program that runs from 11:30am-12:30pm. Children will eat their home lunches at school and participate in teacher selected activities. Children must be enrolled in our lunch bunch program in order to stay for the additional time. "Drop-ins" are not allowed.

Children 4.5 – 5.5 years

Transitional Kindergarten

Monday – Friday

8:15am-12:30pm

Children 5 years old by September 1st

Kindergarten

Monday – Friday

8:15am-2:30pm

Before school care is available beginning at 7:30am. Afternoon extended care is available until **5:00pm**. Preschool and Transitional Kindergarten students in extended care must be given an opportunity to nap, therefore parents must supply a crib sheet and change of clothes. These are not drop-in programs; pre-admission is required.

3.6 Attendance and Reporting Absences, Parent Absences

Attendance is taken daily in each classroom. If your child is absent, you can notify your child's teacher by: 1) calling the office or 2) email the office and teacher.

When parents leave on vacation or business without their children, they should give their teacher a note indicating their dates of absence and the name of person(s) responsible for their children during their absence.

3.7 Separation and Goodbyes

Whether your child is three months old or three years old, saying good-bye can be difficult. This may be your first experience of leaving your child for an extended period of time. Whatever the situation may be, it is important that you allow time for you and your child to adapt. Our qualified staff is here to assist and support you with your good-byes every morning. Since every child develops at his/her own pace, we do not have a specific separation policy but will make every attempt to help you and your child with this transition.

3.8 Potty Training / Use of Restroom

All children must be potty trained before beginning school. St. Peter Claver Preschool and Kindergarten does not have the necessary facilities to change a child's soiled diapers or clothing. Traditional underwear must be worn by the students (no "Pull-ups") and they must be able to sense when they need to use the restroom. Teachers will continue to remind students when necessary but children should have a firm grasp of toileting procedures.

Accidents can and do happen here at preschool. Our staff will assist your child in cleaning up and changing themselves. Please send in a change of clothes for your child in a gallon zip-loc bag marked with your child's name. Please include the following items:

- 2-3 pairs of underwear
- 2 pairs socks
- A complete change of clothing, replace for season/growth. Please label all clothing sent to school, especially jackets, sweaters, and sweatshirts. Keep in mind – no drawstrings. This additional set of clothes does not need to be a uniform. We suggest uniform clothing for older children so it is not obvious they had an accident.

3.9 Birthdays

Should a parent wish to celebrate their child's birthday at school, they are encouraged to provide a nutritious snack for the class. Please discuss and arrange any birthday treat with your child's teacher. This time may not include games, gifts, party bags, balloons, etc., and will not be a substitute for a child's birthday party. Teachers and parents will work together to provide a happy experience for the child and his/her friends.

3.10 Bringing Items to School

Toys from home are generally not encouraged in our program as they divert children's attention away from classroom activities. If a child needs a "security" item (such as a blanket or stuffed animal) it must fit into their cubby. Children are asked to keep that item in their cubby during school hours. Arrangements can be made with the teacher to share items that are brought back from a special trip, cultural items, or other special event items. Children may never bring toys to school that can pose an obvious or imaginary danger to other children such as guns, swords, knives, etc. Each class provides a special "Share Day" which provides a time when children can bring special items from home. This information will be provided by your teacher.

3.11 Arrival/Dismissal Procedures

School begins promptly at 8:30 **(8:15)** am. Although we encourage families to arrive by this time, children and families will always be warmly welcomed no matter what time they arrive. Each student will be signed in/out by a legal representative using the SmartCare digital keypad. The teachers also monitor this to make sure each child is successfully signed in for the day. Should this system not be working for any reason, we will use the traditional paper method of sign in/out sheets. The State of California Department of Social Services requires an authorized representative to sign the student in and out of the preschool and kindergarten using his or her full legal signature and recording the time of day. Unless we have specific written permission, no child will be released to anyone not listed on the Identification and Emergency Information Form. For identification, we will ask to see the driver's license from anyone we do not recognize.

Children in the preschool programs should be picked up promptly at 11:30 am, unless enrolled in the lunch bunch program, which ends at 12:30 pm. Children enrolled in our Transitional Kindergarten and Kindergarten programs should be picked up at 12:30pm and **2:30pm**, respectively. **All children will be dismissed to parents waiting in the carline.** Sign-out will

occur car-side. If you will be sitting in your car, please turn off your engine to cut down on car emissions.

Children in preschool and Transitional Kindergarten must be enrolled in our afternoon care in order to stay beyond **the 12:30** dismissal time. For late families not enrolled in afternoon care, a **5-minute grace period** is given. St. Peter Claver recognizes that emergencies can and do occur. After this time, any child not picked up will be automatically signed into our afternoon care, which is billed at the regular rate of \$9.00 per hour. Families who are consistently late will be asked to enroll in the afternoon care program, so we can accurately predict the number of children and staff properly.

Kindergarten students who have not been picked up by **2:30** will automatically be signed into our after-school care program. Billing for after-school care will begin at **2:35**.

3.12 Privacy and Access to Records

Maintaining confidentiality is the legal, ethical and professional responsibility of every member of the school community, including students, parents or guardians, teachers, aides, and all other employees. Every member of the school community must respect the privacy of all students, families, employees, preschool director, principal and the pastor.

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 the cases of child abuse and neglect).

The licensing agency for the State of California has the right to inspect our facility at any time. In addition, agents have the right to interview the children (with a staff member present) and staff members during their visit and review student and staff files.

3.12.a Pupil Records

"Pupil records" means any record related to a student that is maintained by a school or one of its employees. It includes health records. It does not include "directory information" or a school employee's informal notes, if the notes remain in the sole possession of the maker and are not made available to others, except to a substitute.

Only the preschool director and/or principal, as custodian of the records, can authorize the release of pupil records. Only teachers or administrators charged with pupil oversight have the right to view or use pupil records. A teacher's aide may view or use pupil records only with direct teacher supervision. Pupil records shall be available to inspect, audit, and copy by the California Department of Social Services. Pupil records may be released by judicial order such as a subpoena or a search warrant. In specific cases, such as suspicion of kidnapping, police officers may be given access to records.

Parents and legal guardians of minors have the absolute right to access their child's pupil records in accordance with the school's reasonable procedures for providing such access.

Parents or legal guardians may grant, in writing, specified person(s) written consent to access specifically identified pupil records. In cases of legal separation and/or divorce, California state law gives the custodial parent and a non-custodial parent with visitation rights, the right to access and examine pupil records. However, only the custodial parent may consent to the release of records, has the right to challenge the content of the records, and to write responses to information regarding disciplinary action. A non-custodial parent without visitation rights has no right of access to records of any kind.

3.12.b Directory Information

"Directory information" means one or more of the following items: pupil's name, classroom assignment, address, telephone number, parents' names, cell phone numbers, email addresses.

The school will, to the extent possible, minimize access to student telephone numbers or personal email addresses, unless the parents or legal guardians consent to broader access. To the extent possible, users should try to minimize access to or distribution of student telephone numbers or personal email addresses, unless the parents or legal guardians consent to broader access.

Room parent rosters, class lists, telephone numbers, email address lists or any other personal information about families and students are considered confidential and may be used only for the purposes specified. In no cases should commercial enterprises be given access to Directory Information.

3.13 Parent Authorization to Use Child's Personal Information

No student's image, name, voice and/or work will be published or used for non-commercial purposes, including, but not limited to, publicity, exhibits, printed or electronic media broadcasts, student publications, marketing or research, without parental signatures on the Photo Release form. This form is included with enrollment paperwork and must be returned prior to school attendance.

3.14 Verbal/Written Confidences

Confidential information may be provided by students or parents or guardians to school employees in many ways. Students may confide in staff orally, in writing, such as a note or a writing/journal assignment. All school employees are required to respect the oral or written confidences of adults and students, except in cases where the health or safety of the student or others is involved. If the confidence received relates to a health or safety issue, the pastor, preschool director, principal or other person in charge or appropriate authorities must be notified promptly, keeping in mind the rights of privacy that apply. Archdiocesan policy on reporting suspected abuse of children or vulnerable adults must be followed when applicable.

3.15 Transfer of Records

3.15.a Student Transfers and Withdrawals

Whenever a pupil transfers from one school to another, a copy of the Child Record and the original Health Record will be transferred by the former school upon a request from the school where the pupil intends to enroll and a release from the parent or guardian. The original Child Record remains at the school.

A record of the transfer, the reason for the transfer, and the name of the school to which the student is transferring should be entered on the original copy of the Child Record.

3.15.b Withholding of Records

Under California law, a private school cannot refuse to provide student records to a requesting school because of any charges, including tuition or fees that are owed by the student or parent. However, the school may withhold from parents or guardians the grades, diploma, or transcripts of a pupil pending payment of certain amounts for damaged property, the return of loaned property or unpaid tuition or fees, in accordance with school policy.

3.16 Child and Health Records

Child Records include the following information:

- Name, date of birth of the student, sex, date of admission
- Name, address and telephone of the child's authorized representative and of relatives or others who can assume responsibility for the child if the authorized representative cannot be reached when necessary
- Signed copy of the admission agreement
- Signed and dated permission from child's authorized representative for each activity away from the preschool
- Record of termination of services or withdrawal and place to which any copy of the record is sent.

Health Records include the following information:

- Name, address and telephone number of the child's physician and dentist and any other medical/dental or mental health providers
- Verification of required immunization
- Medical assessment, including ambulatory status, dietary restrictions and allergies; instructions for action to be taken in case the child's authorized representative, or the physician designated by the authorized representative, cannot be reached in an emergency
- Signed consent form for emergency medical treatment
- Record of any illness or injury requiring treatment by a physician or dentist and for which the center provided assistance to the child
- A health background related to the student's ability or inability to participate in the school's activities
- Record of current medications, including the name of the prescribing physician, and instructions, if any, regarding custody and control of medications.

In accordance with Title 22 Licensing Regulations, as well as the policies of St. Peter Claver Preschool and Kindergarten, the following forms must be completed and submitted prior to your child's attendance at our school:

- Notification of Personal Rights (Licensing Form 613A)
- Consent for Emergency Medical Treatment (Licensing Form 627)
- Identification and Emergency Information (Licensing Form 700)
- Child's Pre-admission Health History (Licensing Form 702)
- Notification of Parents' Rights (Licensing Form 995)
- Physician's Report (Licensing Form 701)
- Photo Release
- Information Release
- Admission Agreement
- Handbook Signature
- School directory form
- Developmental Screening Authorization Form (ASQ-3)
- Family Information Questionnaire
- Copy of Birth Certificate or Hospital Record
- Emergency Card
- Immunization Record

3.17 Work Permits

Under California law and other relevant laws, a minor student under age 12 may not work without a work permit issued by the California Labor Commissioner. To obtain a work permit, certain information is required from the student's school. Information regarding work permits and how to apply is available from the California Department of Education website:

<http://www.cde.ca.gov/ci/ct/we/wpfaq.asp#Q16>

A copy of the work permit must be kept in the student's file.

For additional information and forms see

<http://www.dir.ca.gov/DLSE/ChildLaborPamphlet2000.html>.

3.18 Student Accident Insurance

The Student Accident Insurance Program is provided for all full time students in archdiocesan schools. This program assists only with medical expenses incurred because of accidental bodily injury sustained by students while attending school, while traveling to or from school or while participating in a school sponsored and supervised activity, including school sponsored sport and extended day programs. This insurance supplements any insurance maintained by the parents.



4 ACADEMICS AND CO-CURRICULAR ACTIVITIES

4.1 Curriculum Offerings

St. Peter Claver Preschool provides a rich and broad curriculum which includes pre-reading, pre-writing, math, science, social awareness, large and small motor development and religion. We provide learning experiences so that children will have the best opportunity to meet the criteria in the Preschool Learning Foundations as set forth by the state of California. Towards this end, St. Peter Claver Preschool teachers use the framework and guiding principles of the “Creative Curriculum”. (Creative Curriculum by Diane Trister Dodge, Laura Colker and Cate Heroman)

“Curriculum” refers to the sum of all the activities, experiences and learning opportunities in which the children engage. It is the learning that is planned and guided by our teachers following the principles of developmentally appropriate practices.

There are four key areas of development that provide the framework of learning experiences for the children. These areas are closely related and often overlap. Development in one area affects and is influenced by development in all other areas. The developmental areas and a description are as follows:

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 of social/emotional development:

- Achieving a sense of self: knowing oneself and relating to other people, both children and adults.
- Taking responsibility for self and others: following rules and routines, respecting others, and taking initiative.
- 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:

- 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 physical manipulations such as throwing, kicking and catching.
- Achieving fine motor control: using and coordinating the small muscles in the hands and wrists with dexterity. As these small muscles develop, children are able to perform with self-help skills and manipulate small objects such as scissors and writing tools. The development 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:

- 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.
- 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.
- 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 nonverbally. 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. We support the parents' role in speaking to their children in their home language which may differ from the English spoken here at school. We strive to assist all children with language acquisition.

There are two goals for language development:

- 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 with others, and gather and store more and more information.
- 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.

St. Peter Claver Kindergarten follows the standards as set forth by the Archdiocese of Los Angeles and the State of California. We adhere to the required time allotments and provide education in the following areas: Religion, Language arts, Math, Science, Social Studies, Physical Education, Music and Art.

Curriculum goals and objectives align with the assessment of student progress. The Creative Curriculum provides a framework of how to help students achieve success in the aforementioned domains. All student progress will be measured with the Desired Results Developmental Profile (as described further below). The two instruments are used in concert to provide the most accurate picture of student progress and to drive learning activities and curriculum.

Spiritual Development

St. Peter Claver Preschool & Kindergarten also provides early childhood faith formation; the process by which young children come to know God who is with them. Early Childhood Faith Formation is based on developing the child's awareness of God using life experiences relevant to the developmental level of the young child. The child at this young age is able to relate to the care and love of God through personal experiences of God's love, the beauty of nature, and the love of others.

The goal for spiritual development at St. Peter Claver Preschool and Kindergarten is established by the Archdiocese of Los Angeles and is: To minister to the spiritual life of the child by preparing an environment in which each child is given the opportunity to develop his/her innate potential to know and love God in a personal relationship. Learning about God and the values assumed in Faith Formation are to be integrated throughout the school day curriculum.

Objectives: Strive to assist each child to:

- Develop a sense of wonder at the world around them
- Become sensitive to the spiritual
- Come to know that God is loving and caring
- Develop an awareness of the presence of God in them, in others, and in all things
- Appreciate themselves as gifts and unique creations of God
- Have a sense of belonging to the Christian community
- Experience joy and ease in spontaneous prayer

- Learn how to be thankful for God's blessings and gifts
- Know the person and love of Jesus
- Understand that God is EVERYWHERE
- Be aware of the silence necessary to communicate with God

Please see more information regarding curriculum in Section Eleven.

4.2 Food Service Provisions

Snacks

SNACKS WILL BE BROUGHT FROM HOME UNTIL FURTHER NOTICE.

Lunch

Students enrolled in our "lunch bunch" program, Transitional Kindergarten and Kindergarten programs must provide their own lunch. Please provide a lunchbox (no paper bags) labeled with your child's name and date. Please be aware that the school does not provide refrigeration for the children's lunches. Therefore, please pack ice for perishable foods or place it in thermoses. In addition, the school does not warm food for children, therefore please purchase a thermos if you would like to keep your child's lunch warm.

Eating together plays an important role in everyday life here at the school. Children and teachers have a chance to come together as a group for lunch. Certain lessons of responsibility (hand-washing, cleaning-up, packing-up lunch) are also practiced during this time. Although every effort is made to teach children to eat the healthy things in the right order and encourage them to eat enough, it is not feasible or conducive to an enjoyable mealtime for staff to constantly monitor what each child eats. Therefore, we ask that you pack a variety of foods that are "okay" to eat no matter which is eaten first. We respectfully ask that every effort is made to pack only nutritious items in your child's lunch. We have a "nut-free" table for those children who have nut allergies.

Because we adhere to the recommendations and policies of NAEYC (National Association for the Education of Young Children), we ask that children under the age of four are not sent with the following items in their lunch:

- Hot dogs, whole or sliced into rounds
- Whole grapes
- Nuts
- Popcorn
- Raw peas
- Hard pretzels
- Spoonfuls of peanut butter
- Chunks of raw carrots or meat larger than can be swallowed whole

4.3 Transportation Arrangements

No child will be released to any person other than his or her parent/guardian or the individuals listed on the Identification and Emergency Form without written authorization.

Occasionally, our Kindergarten students may take part in an off-site learning opportunity (field trip). Such field trips may include visits to parks and museums. No student may participate without a signed permission slip. Parents and guardians will be notified when these activities are scheduled and a permission slip will be sent home. On such occasions, transportation will be provided by volunteer parents. No siblings may accompany the class on the field trips. Additionally, students are to arrive and depart from the field trip with their designated chaperone. Parents will not be allowed to meet up with the field trip at the location nor drive solely their own child to or from the field trip.

During the field trip, program staff will carry a communication device, i.e. cell phone, so that help may be summoned should the need arise. A first-aid kit will also be available and carried with the group. Additionally, alternate transportation arrangements will be available should a problem arise with one of the transportation vehicles during the trip.

For Kindergarten field trips, parents transporting children will need to provide a copy of their driver's license, car insurance, and proof of fingerprinting and Virtus training.

4.4 Testing and Assessment

ASQ

Parents are requested to complete The Ages & Stages Questionnaire (ASQ) for their child prior to enrollment in our programs. The ASQ is a screening tool comprised of parent-completed questionnaires given at scheduled age intervals. Questions encompass the developmental areas of communication, gross motor skills, fine motor skills, problem solving, and personal-social. Results of this assessment will help classroom teachers better plan curriculum and devise individual learning opportunities for students. (APPENDIX 11.7) Parents will be notified should any concerns arise from the interpretation of the results. General results will be shared with families at the scheduled parent-teacher conferences.

DRDP

Additionally, Preschool and Transitional Kindergarten students will have a Desired Results Developmental Profile (DRDP) completed for them within their first sixty calendar days of entry into the school. Parent-teacher conferences are scheduled in November and April and the results of this assessment will be shared during those times, as well as throughout the year, as necessary. Please refer to Section Ten for more information regarding the DRDP.

Transitional Kindergarten and Kindergarten Report Cards

Students will be assessed according to the standards as set forth by the Archdiocese of Los Angeles and State of California. Results will be discussed at parent/teacher conferences and reported on report cards.

4.5 Kindergarten Entrance

All children seeking admittance into kindergarten will be given an academic readiness assessment and placed according to readiness. In accordance with Archdiocesan and local public school system policies, it is required that children turn five by September 1st for entrance into our Kindergarten program.

4.6 Referrals

Occasionally families may find they need extra support outside of St. Peter Claver Preschool & Kindergarten. Ventura County maintains a helpline for Health and Human Services accessible in three ways: Dial 2-1-1 OR email 211@icfsorg OR text 898211 and include your zip code. Also, posted in our hallway, is a monthly calendar of locations in Simi Valley offering dinner meals. Additionally, teachers are happy to refer to Simi Valley Unified School District for educational/learning support.

4.7 After School Care

St. Peter Claver offers an afternoon care program for our students. Extended care is available until **5:00pm**. Families of enrolled children must provide a crib sheet and a small blanket for the requisite napping period as well as a change of clothes. Since “drop-ins” are not allowed, families must enroll their child for this extended school day. Hourly are billed separately. In conjunction with our late policy stated above, late pick up fees will be assessed at \$2.00 per minute after **5:00pm**. All children must be picked up by that time.

Children will be signed into after-school care by an authorized representative of the school. Parents must sign their child out of the program including a full legal signature and the time of departure.

4.8 Summer Program

St. Peter Claver Preschool and Kindergarten will offer a summer session at the discretion of the principal. The times and dates will be announced prior to the conclusion of the school year. Children two-years, nine months and potty trained through students entering first grade are eligible for the program.

4.9 Counseling Policy

The mission and purpose of the school is education. The school does not assume the responsibilities proper to the family and to society. The school may not assume the responsibility for psychological counseling or therapy because it is not qualified or licensed to provide such counseling or therapy.

The school may engage in the following activities in addition to providing classroom instruction:

- Provide advice regarding academic subjects and student progress in school
- Give limited guidance to students who present with non-academic personal issues or situations

In cases of actual or suspected child abuse or neglect or abuse of vulnerable adults, the Archdiocesan Victims' Assistance Ministry is available as a resource. The Victims' Assistance Ministry provides outreach and guidance to those suffering from abuse; sponsors a faith-based trauma recovery program; and assists in informing parish, school, archdiocesan and governmental authorities of the allegations of abuse or neglect. Referral to the Victim's Assistance Ministry is not a substitute for mandated reporting of suspected abuse. Such a report must be made in accordance with archdiocesan policy.

The Victims' Assistance Ministry may be reached at 213-637-7650.



5 DISCIPLINE

Discipline in the Catholic school is an aspect of moral guidance and not a form of punishment. The purpose of discipline is to provide a school climate conducive to learning and one that promotes character development.

Discipline is maintained in a classroom or school when students work cooperatively with the preschool director, principal, the teachers, and their classmates towards the attainment of the class and school objectives. However, it should be noted that the legitimate interest of the school extends beyond the school day and beyond the school hours.

5.1 Personal Rights of the Child

The school recognizes the following **personal rights** of the child:

- To be accorded dignity in his or her personal relationships with staff
- To receive safe, healthful and comfortable accommodations
- To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse or other actions of a punitive nature including interference with functions of daily living such as eating, sleeping or toileting, or withholding shelter, clothing, medication or aids to physical functioning
- To be free to attend religious services or activities of his or her choice
- Not to be locked in any room, building or preschool premises
- Not to be placed in any restraining device.

5.2 Maintenance of Effective Discipline

Effective discipline is maintained when there is:

- Reasonable quiet and order in the building
- Positive correction of behavior
- Constant encouragement of acceptable classroom conduct
- Firm but fair treatment of students exhibiting difficult behaviors
- Consistent follow through

5.3 Disapproved Disciplinary Measures

The following disciplinary measures are forbidden and may result in disciplinary action:

- All corporal punishment, including shaking and slapping
- Language that is sarcastic or calculated to bring ridicule on the student, his or her parents, or background
- Using religious exercises or important class assignments as punitive measures
- Bizarre and unusual punishments
- Withholding or altering rightfully earned academic grades
- Any disciplinary action that isolates a student without proper supervision.

5.4 Policies for Children with Difficult Behaviors

Some children have behaviors that infringe on the personal rights of other children. These behaviors are those that affect the safety of that child and other children or that take undue teacher attention. Due to many differences, not all children are ready to attend a large classroom preschool or kindergarten setting. Some children need smaller group size or a less stimulating environment. It is our goal for all children in the classrooms to receive quality care and supervision.

St. Peter Claver Preschool and Kindergarten will take the following steps in dealing with difficult behavior:

1. Teachers will redirect the child to appropriate actions or activities over a period of time, modeling appropriate responses. They will teach conflict management skills when appropriate.
2. Teachers will keep anecdotal records noting the behaviors and their responses to the behaviors of concern.
3. Teachers will discuss the situation with the parent and ask for the parent's input.
4. Teachers and the principal/director will discuss the situation with the parents.
5. If the situation persists, the parent will be asked to take the child home from school for the remainder of the day the next time the behavior occurs.
6. If repeated attempts are not effective, having the child attend school for a modified schedule may be an alternative.
7. St. Peter Claver Preschool and Kindergarten may decide that the student's needs, as well as the needs of other students, are not best served in their school and may terminate the student from the program.

As with all policies, the circumstances of each student and each situation will be taken into consideration when handling issues of discipline.

5.5 Dismissal

Reasons for dismissal are, but are not limited to, the following offenses committed by students:

- Actions gravely detrimental to the moral and spiritual welfare of other students
- Habitual profanity or vulgarity
- Assault, battery or any threat of force or violence directed toward any school personnel or student
- Bullying, harassing or hazing school personnel or other students
- Open, persistent defiance of the authority of the teacher
- Continued willful disobedience
- Use, sale or possession of narcotics, drugs or any other controlled substance
- Use, sale, distribution, or possession of any alcoholic beverages on or near school premises
- Smoking or having tobacco
- Stealing
- Forging signatures
- Willful cutting, defacing or otherwise injuring in any way property, real or personal belonging to the school
- Possession of harmful weapons (e.g., knives, guns, etc.) or materials that can be used as weapons
- Actions in or out of school which are detrimental to the school's reputation
- Violation of the Electronic Use policies and guidelines
- Inappropriate conduct or behavior unbecoming a student in a Catholic school.

The school may also dismiss a student if tuition is unpaid or if the student's parents or guardians violate the Code of Christian Conduct as described in Section 1.1 of this Handbook.

5.6 School Searches

Students' legitimate expectation of privacy in their person and in the personal effects they bring to school must be balanced against the obligation of the school to maintain discipline and to provide a safe environment for the school community. Accordingly, school officials may conduct a search of the student's person and personal effects based on a **reasonable suspicion** that the search will disclose evidence that the student is violating or has violated the law or a school rule.

School officials do not need a warrant or a parent's permission to conduct a search of the student and/or the school's or a student's personal property, as long as they have a reasonable suspicion that a law or school rule is being or has been violated.

Students do not own their storage space or other school property. Storage spaces are made available to the student by the school. The student does have some expectation of privacy in his or

her storage space from other students. However, a student may not exclude school officials if the school official has a reasonable suspicion that a law or school rule has been violated.

A student has a greater expectation of privacy concerning his or her backpack, purse, clothing and other personal effects. A school official who finds it necessary to conduct a search of a student's backpack, purse, clothing or personal effects, must have a reasonable suspicion that the student is violating or has violated a law or school rule. The student's parents should be notified of any such search.

An alert from a trained and certified detector dog is sufficient to allow the school official to have a reasonable suspicion and to conduct a search of the student's locker, car or his or her personal property and effects. In addition to this policy on searches by the school, every student is subject to the archdiocesan and school use and privacy policies concerning cell phones and other electronic devices, whether the devices belong to the school or to the student.

If a student refuses to cooperate in a reasonable search of the school or student property (including electronic devices), the student's parents and/or the police may be called for assistance or referral.

5.7 Acceptable Use and Responsibility Policy for Electronic Communications [“Archdiocesan AUP”]

The school is subject to the archdiocesan Acceptable Use and Responsibility Policy for Electronic Communications (“Archdiocesan AUP”). A copy of the entire Archdiocesan AUP is available upon request from the principal/director. The policy provides that all electronic devices used on the premises of the preschool, school or parish must be used responsibly, legally, safely and charitably. Electronic communications made to or on behalf of the preschool are also subject to these rules of responsibility, legality, safety and charity. Users should note that the Archdiocese reserves the right to monitor the use of electronic devices that belong to the preschool, school and/or parish.



6 HEALTH AND SAFETY

6.1 Parent or Guardian Right of Visitation

Current parents are encouraged to visit the school. This facilitates communication between home and school and makes the child feel very special. While parent notification of visits is appreciated, parents are free to come and go from the school exclusively at their own discretion. All visitors must check in at the main office and retrieve a visitor's badge before admittance to the building. In order to volunteer in the classroom the parent must complete the VIRTUS training course and be fingerprinted. Please see the office for more information. We reserve the right to change this.

6.2 Emergency Card

Each student shall have **TWO** Emergency Cards completed, current, and readily available to the school. The student's parent or guardian is required to inform the school when there are changes to a home, cell or work phone number or address, the names of persons to notify in case of an emergency, or to any medication prescription for a student. The Emergency Card shall indicate whether or not the parent or guardian gives the school permission to choose a physician in an emergency.

In case of emergency, the Emergency Card will be presented to paramedics or emergency room staff to authorize treatment, and to advise them if a student has any particular medical needs or is taking medication(s). Therefore, it is imperative that the information be accurate, complete, and up-to-date.

When a student becomes ill or is injured, the parent or guardian will be contacted immediately. If the parent or guardian cannot be reached, another person listed on the emergency card will be contacted.

Only minor and very basic first aid will be administered to students at school; no secondary treatment, such as changing or removing bandages, will be administered. Parents or guardians will be contacted immediately if there is any question regarding the seriousness of or complications arising from an injury.

No medicine of any kind, including aspirin, may be given to students without written permission from parents/guardians. Permission from the students' physician may also be required.

SEE APPENDIX 11.8

6.3 Immunization

All directives regarding immunization, issued annually by the State of California, shall be implemented. No student may be unconditionally admitted to school unless he or she has been immunized against poliomyelitis, measles, rubella, diphtheria, tetanus, pertussis, and varicella for first admission to schools in California. In addition, Hepatitis B immunization is required for students entering preschool and kindergarten. All students entering a California school for the first time must have a Mantoux tuberculosis test.

State law requires that each child submit a verification of physician screening as well as an updated immunization record. Your child's health is important to us and a part of his/her general well-being. No child will be allowed to attend school until said medical assessments and immunization records are submitted. In addition, we need to be aware of any physically limiting or potentially life threatening conditions which may cause your child harm if improperly handled.

The required vaccinations for preschool children are as follows:

- 3 Polio
- 4 DPT
- 3 Hepatitis B
- 1 MMR (given on or after 1st birthday)
- 1 HIB at any age
- 1 Varicella

The required vaccinations for Kindergarten enrollment are as follows:

- 4 Polio (3 doses acceptable if at least one was given on or after 4th birthday)
- 5 DPT (4 doses acceptable if at least one was given on or after 4th birthday)
- 3 Hepatitis B
- 2 MMR (given on or after 1st birthday)
- 2 Varicella

For more information, contact the Department of Health Services, Immunization Branch or visit:

<http://www.cdph.ca.gov/Programs/CID/DCDC/immunize/Pages/immunize.aspx>

6.4 Health Records

Every school must comply with all Health Department requirements. Every school has a Health Record Card for each student enrolled in the school. Upon transfer to another school, the student health records are forwarded with the Child Record to the receiving school.

6.5 Medications

Whenever possible, St. Peter Claver Preschool and Kindergarten encourages physicians to schedule medication consumption outside school hours. Children are not to handle or transport medication in any way. Medications may include, but are not limited to: Children's Advil, cough drops, and lip balm. Any pupil who is regularly receiving medication must have the medication noted on his/her emergency card and emergency form which must be updated as needed.

The school will not furnish medications. All medications administered at school shall be provided by parents. Any pupil who is required to take medication prescribed by a physician during the regular school day, may be assisted by the school personnel under the following conditions:

- Two forms stating the nature of the medication, signed and dated by the doctor and also signed by the parent or guardian, must be provided. The Medication Authorization and Permission Form and Parent Consent For Administration of Medications and Medication Chart are available from the office.
- Medications administered at school must be in the original container. It may be kept in the school/nurse's office or classroom as determined by the needs of the child.
- The student shall come to the office for medication, except if the student's medication is kept in the classroom.
- Because of the risk of students sharing medications, students may not carry medication of any kind to be self-administered at school. In the event a student is seriously at risk without an epi-pen or inhaler on his or her person, consideration will be given for a variance.
- Students may not be given medicine prescribed for other family members.
- The medication regulations apply to both prescription and non-prescription medications.
- Students who are diabetic are allowed to test their blood sugar at school in the health room or office and self-administer medication as necessary. If a student is too young or otherwise unable to self-test his or her blood sugar, the school may make arrangements with the student's family to assist with testing. All medications must be kept in the school/nurse's office and appropriately labeled as described above. School employees may not administer injections to diabetic children except in emergencies.

No exceptions will be made to the procedure for medication. If parents or guardians do not provide the completed medication form with the prescribed medication, they will have to come to school and personally administer the medication.

6.6 Communicable Diseases and Daily Inspection for Illness

The school cooperates with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children. Appropriate notices will be provided to parents if or when a communicable disease occurs in a child's classroom.

A student who has been absent from school because of a reported communicable disease must have a permit issued by the Public Health Department, a physician, or a nurse before he or she is readmitted to school.

The health and well-being of the children in our care is our paramount concern. Each day, a teacher will conduct a brief health assessment to ensure that a child has no visible signs of illness. 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 attend 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 the office within an hour.

Observable Symptoms

If your child has any of the following observable symptoms, he/she should not be sent to school:

- Diarrhea
- Severe coughing
- Difficult or rapid breathing
- Pinkeye
- Unusual spots or rashes
- Sore throat or trouble swallowing
- Infected skin patches
- Unusually colored urine or stool
- Headache and stiff neck
- Vomiting
- Loss of appetite
- Severe itching on body or scalp
- Head lice
- Temperature over 99 degrees

Please keep your child home for at least 24 hours after either vomiting or having a fever, and report all communicable diseases to the school office, including head lice, pink eye, hand-foot-mouth, etc. Per state law, students who have been exposed to a communicable disease will receive an "exposure notice" which explains the symptoms of the disease, and requirements to return to school.

*** We reserve the right to change.**

6.7 Allergies

Some students may have severe, life threatening allergies, such as a peanut allergy. While the school will make reasonable efforts to prevent or minimize an allergic student's contact with allergens, the school does not promise an allergen-free environment.

Please provide the school with a list of all known or potential allergies that your child has.

Modified diets as prescribed by a child's physician as a medical necessity will be provided with parental assistance. A child shall not be served any food for which the child's record indicates he/she has an allergy.

6.8 Sunscreen

St. Peter Claver Preschool and Kindergarten recommends that all children receive an application of sunscreen prior to their arrival at school during the warmer months of the year. Applied skin protection should be either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin. Although shade is provided on each playground, this will provide additional protection from the sun. Staff cannot reapply sunscreen without written parental permission. The *Sunscreen Waiver Form* is available in the office.

6.9 First Aid

The school office is equipped to handle minor ailments and injuries. Parents will be notified and asked to come to the school if the student exhibits any of the following: injury requiring further treatment or observation, temperature above normal, nausea or vomiting, diarrhea, severe headache, or evidence of communicable disease. Additionally, all staff maintain current pediatric first aid and CPR certifications.

In the event of a health emergency, the following procedure is followed:

- The parents are notified. If they are not available, the person listed as emergency contact on the child's record is notified.
- 911 will be called in the event of a major emergency.

In the event of a dental emergency, the following procedure is followed:

- The parents are notified. If they are not available, the person listed as emergency contact on the child's record is notified.
- If the child has a dentist on file, efforts will be made to contact that physician.
- Basic first aid and the emergency medical protocol listed above will be followed.

6.10 Emergency and Disaster Information

In case of a disaster, such as a major earthquake or prolonged power outage, children will be supervised at the school site until a parent or emergency contact person picks up the child. Earthquake and disaster drills are held throughout the year and the children are familiarized with all emergency procedures. First aid and emergency supplies are stored on campus in case of emergency. (See Section Eleven for Earthquake Emergency Procedures)

An accurate emergency card must be on file for each child before they begin school. Should a child become ill or have an accident, parents and persons listed on the emergency card will be contacted. All parents will be asked to review their emergency cards at three prescribed times throughout the year. This enables the school to keep student records as current and up to date as possible.

6.11 Non-smoking Policy

St. Peter Claver Preschool and Kindergarten is a smoke-free facility. Tobacco products are strictly prohibited on and around the property.

6.12 Hand Washing

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 to the classroom. Both staff and children wash hands as described below:

- Upon arrival
- Before and after handling food
- After using the restroom
- After wiping the nose, **SNEEZING, COUGHING.**
- When exposed to blood or bodily fluids
- After handling pets
- Before touching the face
- Before or after use of medication
- After handling garbage or cleaning
- **AFTER RECESS**

Proper hand-washing procedures for both children and adults:

- Use liquid soap and running water
- Rub hands vigorously for at least 20 seconds
- Rub hands, the backs of hands, wrists, between fingers, under fingernails.
- Dry hands with a paper towel
- Use the paper towel to open the door and discard the towel in the trash

6.13 Student Sexual Conduct

A primary purpose of Catholic education, whether in a school or in religious education or other parish programs, is to guide young persons in the growth and formation of Christian values and moral conduct, including Catholic teachings on the sanctity of all human and family life and a recognition that the sanctity of family life is enhanced by a loving, permanent and mature commitment.

While psycho-sexual development is an important aspect of the transition to Catholic adulthood, Catholic moral teachings frame this process through age appropriate expressions of affection, friendship and love. Parents are expected to love and respect each other and their children and are to be the principal role models, examples and educators for their children of these teachings. Sexual activity that is unwelcome, that threatens an individual or involves any misconduct by a youth or an adult toward another person not only violates these moral teachings but also may be unlawful under state law. Misconduct, whether it occurs in the school, church, home or elsewhere, may be subject to mandatory reporting laws and can subject youth and adults to criminal sanctions. In certain circumstances, sexual conduct, even if it is apparently consensual must be reported and can have criminal implications if one of the participants is not yet 18.

6.14 Closed Campus

To preserve the academic environment and school security, archdiocesan and parish schools are designated as “closed campuses.” No person may enter the campus unless authorized by the school administration. Visitors must present themselves at the school office if they are seeking information or have business to conduct with the school. All doors to the campus, except the office, are locked at all times, including the classroom doors. This is an extra precaution to protect our children and staff.

6.15 Research Projects and Rights of Parents

Parents must be informed if research projects involving their children are to be conducted at the school and must be provided with sufficient information about the research to enable them to give informed consent. Parents have the right to withhold permission allowing their children to participate in research studies. Parents have the right to withdraw their children at any time from a research project without reprisal.

Parents have the right to request to preview the materials to be used in a research study involving their children. Requests to review the Research Materials should be made with appropriate written advance notification to the school and to the researcher.

Except in a limited range of research areas where an Institutional Review Board determines that a waiver of assent is appropriate, student assent to participation in a research project must be obtained. If a student reaches the age of consent applicable to the subject matter of the research project, the student must be given the opportunity to provide informed consent. Students have the right to withhold their assent and have a right to withdraw without penalty. Students who are not participants in research studies may not be singled out in any way or penalized.

6.16 Removal of Students from School During School Hours

No agency, organization, or person other than a parent or guardian who has custody or a delegated school employee is allowed to take a student from the school premises during school hours or immediately before or after school.

Exceptions to this rule may be made only:

- By the parent or guardian, when properly identified
- Upon the written request of the parent or guardian after proper verification
- By properly identified law enforcement officers when an arrest is made
- By properly identified representatives of law enforcement agencies, in case of emergency, as determined by the principal

Legally, the responsibility of notifying the parent or guardian of a student taken from the school by a law enforcement officer or representative of a law enforcement agency rests with the law enforcement officer. However, the preschool director or principal of the school should also immediately inform the student's parent or guardian except when a minor has been taken into custody as a victim of suspected child abuse, as defined in Section 11165 of the Penal Code or pursuant to Section 305 of the Welfare and Institutions Code.

6.16.a Interview and Removal from School of Students by Police Officers

Police officers have the right during the school day to interview students who are suspects or witnesses. School personnel should not hinder the release of a student to police officers. School personnel are not liable for releasing students for this purpose, or other legitimate law enforcement purposes, which require taking the pupil from the school if they are taken with "proper standard of care" which is defined below.

When a student is taken into police custody and removed from school during school hours, the school will inform the parent or guardian except in child abuse cases and will maintain a record of circumstances involved.

Students can be removed from school during school hours by law enforcement only under the following conditions:

- By properly identified representatives of law enforcement agencies who are making an arrest, with or without a warrant, presenting a warrant for the arrest of a pupil, or taking a student into custody without a warrant
- By properly identified representatives of law enforcement agencies when not making an arrest or taking a child into custody as stated above under the following conditions, with the express permission of the parent or guardian obtained prior to the release of the pupil and in cases of emergency, when the parents or guardian cannot be reached
- By properly identified representatives of a Child Protective Agency when taking a child into custody

Preschool directors or principals must notify the Department of Catholic Schools if a student is removed from school by law enforcement or Child Protective Services.

6.16.b Interview of a Student During School Hours by a Police Officer

Upon presentation of proper identification to the preschool director or principal or his or her designee, duly authorized representatives of law enforcement agencies and the child protective agencies in the performance of their official duties shall be allowed to interview students in those cases in which an interview out of school hours is impossible, impractical or would duly interfere with the enforcement of law.

Although the law does not require it, the parent or guardian should be informed by the preschool director or principal that such an interview has taken place, except upon request of law enforcement. It is the policy of the Archdiocese that an adult, either a parent or guardian or school staff person will be present for any interview unless the student selects otherwise.

Before releasing the student for the interview, the preschool director or principal must exercise the “proper standard of care” which is to:

- Obtain a business card and confirm the identity and official capacity of the police officer and the authority under which he or she acts. In the case of the release of the student to the officer, the reason for such an action.
- Child Protective Agency workers may interview for the purpose of their legal obligations to investigate reported child abuse or neglect. Child Protective Agency workers are authorized to assume custody to remove a child from school.

Before a student is taken into police custody and removed from the school during school hours, the school will attempt to inform the student’s parent or guardian. The school will maintain a record of the circumstances involved. In cases of child abuse, parental notification is the responsibility of police officers.

6.16.c Informing the Parent or Guardian When a Student Has Been Removed from School by a Police Officer

While it is the duty of the police officer to notify the parent or guardian of the person taken into custody or placed in detention, the preschool director or principal shall take immediate steps to notify the parent or guardian of the minor regarding the release of the student to the officer and regarding the place to which the student is reportedly being taken, except when a student has been taken into custody as a victim of suspected child abuse. Even in the case of child abuse, it is the Child Protective Agency's duty to notify the parent or guardian.



7 TUITION AND FEES

7.1 Tuition Policies

Upon acceptance to St. Peter Claver Preschool and Kindergarten, a nonrefundable registration fee of \$175 is required. In addition, we require a one-time payment of \$30 per new family to cover the costs of disaster supplies and an annual \$80 per family for our fundraising event. These deposits will secure a place for your child for the upcoming school year. Tuition payments can be made in one installment at the beginning of the year, or up to ten installments (due monthly, **August - June**). Cash, check, or auto pay with SmartCare are accepted. There will be no discount of tuition for days of non-attendance or vacation absences. Tuition payments are due to the office on the first of each month and late after the tenth. Late payments will be assessed \$30. Returned checks will incur a \$30 fee plus any additional bank fees. Payments made through SmartCare that incur a NSF (Non-Sufficient Fund) charge will pay a \$30 fee to cover that charge to our account. Families whose payments are returned by the bank will be required to pay all future payments with cash or cashier's checks. Failure to pay tuition fees will result in dismissal from the program.

7.2 Change in Enrollment Status

Enrollment in the program is for one school year, August to June. In January of each school year, parents will be asked if they wish to continue enrollment for the following school year. Should it become necessary to withdraw your child from our program, a thirty day written notice must be given to the principal/director. Parents are expected to continue to pay tuition for the 30 days after notification of withdrawal.

7.3 Parent Participation Requirement and Support

Families of St. Peter Claver Preschool and Kindergarten are required to fulfill 20 hours of service to the school per school year. These hours may be fulfilled by working in the classroom, Church ministries (eg. lectoring, faith formation teaching, Apostles' Kitchen...), BINGO and many other opportunities. It is incumbent upon families to take advantage of the many service hour opportunities publicized throughout the school year. Two of the twenty hours must be fulfilled in service to our annual fundraising events.

Service hours must be logged onto the Service Hour Record Form (available in the office) and signed by an authorized representative. Please keep your service hours form, update it as necessary and submit to the office when your hours have been completed.

Unfulfilled service hours will be billed at the rate of \$20 per hour and sent out in June.

All students of St. Peter Claver Preschool and Kindergarten benefit from the proceeds raised during our fundraising efforts. These funds enable our students to experience on-site field trips as well as events throughout the year. All families are required to purchase two tickets to our annual fundraising event. Our restaurant nights are another way in which the school raises funds for the school. We ask you to support these events as often as possible.



8 WORKING TOGETHER

8.1 Family Involvement

St. Peter Claver Preschool and Kindergarten strives to provide the best education and support for our students and families. Teachers will communicate with parents on a regular basis in order to keep families abreast of children's progress in reaching developmental goals. Families are also encouraged to speak to their child's teacher or school principal should any concerns arise.

Children benefit immensely when their home and school experiences are integrated. Aside from the planned family events held throughout the school year, parents are strongly encouraged to share talents, hobbies, or their occupation with the children. Please speak to your child's teacher or principal/director if you would like to spend time with us sharing your talent(s).

8.2 Community Events

St. Peter Claver values the community of families assembled at the school. Each month, a community event is scheduled to promote that sense of camaraderie. Events may include outings movie nights, family bowling, and restaurant fundraisers. We hope you will take time to join us at these fun events, meet new families, and support our beautiful school! This also includes our onsite assemblies/field trips. If there is an event scheduled on a day that your child does not normally attend, you and your child may come for the duration of the event. Please note that your child can not be released in to our care and is under your supervision.

8.3 Christian Service

As members of the Catholic Church, we are called to serve others in need. Several times throughout the year, the St. Peter Claver Preschool and Kindergarten will participate in Christian Service activities. These events include things such as donations For The Troops, a Trike-a-Thon to raise money for various charitable causes, and students making cards for retirement home residents. Parents are encouraged to participate in these Christian Service activities and share their blessings with others.



9 COMMUNICATION

Newsletters

Our **Claver Chronicles** is published and posted monthly. In addition, each preschool teacher will display on the board outside the classroom a daily summary describing the events your child experienced during the school day. Any special dates or events will be published on a flyer and sent home with your child as needed. Kindergarten families will receive a weekly update in their child's homework packet.

Parent/Teacher Conferences

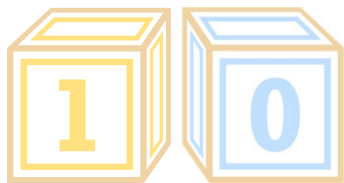
Parent/Teacher conferences are scheduled twice a year for children in our programs. See school calendar for dates. Additional conferences may be scheduled at either the parents' or teachers' request during the year as necessary. Translation for parent-teacher conferences is available in Spanish. Please let your child's teacher know you require this service so that arrangements can be made.

Email, Notes Home, Daily Communication

Our teachers also communicate with families via email, notes home, as well as daily interactions during drop off and dismissal times. We are always happy to discuss your child's day with you. However, please keep these interactions brief as teachers are trying to focus on the safety of the children and getting them dismissed properly. Should it be necessary to discuss a more serious matter, please make an appointment with your child's teacher so that full attention can be given to the situation.

Facebook and Instagram

St. Peter Claver Preschool & Kindergarten maintains a Facebook page and Instagram. Updates are posted throughout the year in order to keep parents abreast of upcoming events and news. To join, simply "like" our page!



10 DEVELOPMENTAL ASSESSMENTS

10.1 Desired Results Developmental Profile – Preschool – 2015 (DRDP-2015)

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. Ongoing communication between families and the teachers is crucial. Formal assessments are conducted twice a year. At St. Peter Claver Preschool and Kindergarten, we use a formal measuring tool called Desired Results Developmental Profile (DRDP). The results will be shared with preschool families during scheduled parent-teacher conferences.

Informal assessments through everyday observations are conducted using the following methods: anecdotal notes, artwork, writing samples and pictures.

10.2 ASQ

Early and accurate identification of infants and young children who have developmental delays or disorders is key to the timely delivery of early intervention services. Establishing a comprehensive, first-level screening program is the first step in obtaining needed services for children and their families. The ASQ meets the criteria for a first-level comprehensive screening and monitoring program. The ASQ is a progressive series of questionnaires designed to be completed by parents/guardians with their child at regular intervals from 33 months to 60 months of age. The completed questionnaires are given to the teacher and provide a snapshot of how the child performs at home.

10.3 How the Components Work to Ensure Reliability and Validity

DRDP indicators provide a valid and reliable measurement of various aspects of a child's developmental 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 DRDP provides enough information to support valid and reliable measurements 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. These sequences of development are derived from research in child development.

The ASQ screening system has been tested extensively and is based on sound child development and assessment principles. Backed by thirty years of rigorous research, ASQ has proved highly accurate in identifying children with developmental delays, with excellent sensitivity and

specificity. ASQ was standardized on a large research sample of 12,695 children that mirror the United States population in geography and ethnicity and includes representations across socioeconomic groups.

10.4 Assessment Methods

Families often keep a collection of memorable items documenting their child's growth such as pictures, a lock of hair, a special outfit, etc. At St. Peter Claver Preschool and Kindergarten, we keep a similar collection known as a 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 such things as:

- Photos
- Language samples
- Anecdotal notes
- Writing and drawing samples
- DRDP 2015 assessments
- DRDP 2015 summary sheet

The portfolio, shared during parent-teacher 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 profiles are also included in the child's file.

The written developmental profile used to assess children is the Desired Results Developmental Profile 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 DRDP is divided into age ranges and focuses on seven developmental domains. It was recently revised to be more in line with the Preschool Learning Foundations as set forth by the State of California. The seven developmental domains are:

- Self and Social Development
- Language and Literacy Development
- English Language Development
- Cognitive Development
- Mathematical Development
- Physical Development
- Health

The 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 formed by the unique family culture and child's experiences, interests, abilities, and challenges. By combining DRDP with other portfolio contents, teachers are able to view children's progress over a period of time providing for an overall outcome that is both meaningful and accurate.

10.5 Timeline, Conditions for Assessment, Use in Planning, Confidentiality

Timeline

The DRDP is used in assisting observation of children's achievements over time and is completed prior to our scheduled parent-teacher conferences in November and April. While the DRDP is completed according the prescribed time period, staff contributions to the child's portfolio are ongoing.

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. Teachers are constantly observing during the course of the day while children are engaged in play interacting with one another. Should a teacher not understand a child's primary language, a translator may be used. The translator should be known by the child and can be the parent, another staff member or a teacher's assistant.

How Teachers Use the DRDP in Planning the Curriculum

Curriculum at St. Peter Claver Preschool and Kindergarten is derived from the needs, interests, strengths and areas of continued development of the children, as a group and as individuals, using our 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 DRDP. The schedule, routines, environment and materials, and all activities are components considered in curriculum planning.

The intentionality in activity planning is made visible in the classrooms' weekly lesson plans. To ensure individual needs are being addressed, teachers refer to student summary sheets when planning weekly curriculum.

Confidentiality

Children's DRDP assessments and results, and all children's portfolio documentation, are available to parents upon request. The information contained in these documents will only be seen by the classroom teachers and the principal/director of the preschool. With parent's written permission, the child's portfolio will be shared with other professionals serving as resources for the child. Completed DRDP's will be shared with children's subsequent teacher, even in Simi Valley Unified, unless specifically requested in writing by a parent not to do so.



11 APPENDIX

11.1 Earthquake Emergency Procedures

1. In the event of an earthquake during school hours: Teachers will give the command, “drop”, and everyone will drop to the floor, away from the windows, under cover where possible. They will remain in safety positions as long as necessary. After the initial shock, students and staff will leave the building using evacuation routes and go to pre-arranged sites on the grassy area adjacent to the school. No one will be permitted to return to the building until the person in charge has declared re-entry safe. Students will be held at school until released to a parent, authorized person listed on student emergency form, or until the person designated by the person in charge of the disaster releases the student to a responsible adult.
2. The entire student body will congregate on the grassy park area next to the school. Parents will be directed to this area to sign out their child(ren).
3. Injured students will be transferred to appropriate emergency care facilities. With this in mind, please make sure all information on the emergency card is accurate and kept up to date.
4. All parents or designated parties who come for students must sign out through the “disaster center”. During an emergency, teachers will be expected to take roll several times to be certain of the safety of each child, and the disaster center will keep a record of students picked up by authorized adults.
5. Do NOT try to telephone the school. Radio emergency broadcast stations will release information if the earthquake is severe.
6. All parents coming to the school should remain CALM and obey all traffic guidelines, paying particular attention to emergency access areas to allow for emergency equipment vehicles.
7. Families are strongly encouraged to prepare at home for an earthquake by taking first aid and CPR courses, holding earthquake drills at home, initiating home hazard surveys, and planning how family members will meet should they become separated after a disaster.

11.1a Lock-Down Drills

Unfortunately, the world today has become unpredictable. It has forced us to prepare for situations that are uncomfortable. Quarterly we hold a lock-down drill here at the school to prepare for a rare event such as an unsafe intruder or school shooter. The students are prepared as gently as possible so they can acclimate to the drill and it can be as natural as possible. We encourage you to talk to your children AFTER the drill has taken place about their thoughts and feelings and what this drill means to them.

11.2 The 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 a 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 child'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 involved in play are working at all the appropriate tasks for their development while they are experiencing joy and emotional well-being.

11.3 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, and then 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 for which they are developmentally ready. If adults expect a child to acquire skills he/she is not ready for, the child may comply demonstrating that he/she 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.

11.4 Emergent Curriculum

St. Peter Claver Preschool and Kindergarten believes 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.

11.5 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 is creating and maintaining an environment that says "everyone is welcome here". It also encourages children to act, think, and talk like members of their own culture, to like themselves just the way they are, and to actively explore a variety of materials while exposing them to experiences that might not be a 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. It 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 languages of their own culture in a teaching style appropriate to their culture and they learn the values, rules, and languages of the 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, etc.)
2. Materials are current and accurate
3. Staff reflect diversity
4. Learning about racial, cultural, gender and disability is ongoing
5. Activities foster appreciation of both differences and similarities among people

11.6 Touching Safety Program

The job of ensuring children's safety is a challenging undertaking. The prevention of child sexual abuse requires more than adult awareness, education, and training about the nature and scope of the problem. We must also give our children the tools they need to overcome the advances of someone who intends to do them harm. The *Teaching Touching Safety* program, developed by the Archdiocese of Los Angeles, is a tool designed to assist parents and teachers in this important task.

At St. Peter Claver Preschool and Kindergarten, kindergarten students will have the opportunity, with parental consent, to participate in this program. As mandated by the Archdiocese of Los Angeles, each spring, kindergarten families will receive a permission slip and have the opportunity to view related materials. Program presentation will be conducted by classroom teachers and occur in the month of April.

Basic structure of the lesson plans:

The Teaching Touching Safety program and each included lesson are founded on the principles of appropriate relationship boundaries in the broader context of Christian values. All lessons are age-appropriate, and help children and young people develop the vocabulary and boundary distinctions necessary to empower them to begin to recognize inappropriate behavior by others, while practicing appropriate relationship boundaries in their own lives.

The lessons focus on an age-appropriate discussion of touching safety, relative to the specific roles that different people play in a child's life. All of the lessons stress the importance of keeping private body parts "private," and of telling a trusted adult about anyone's behavior that causes a child to feel uncomfortable or threatened.

School Calendar

The school calendar will be provided for the 2023-2024 school year. Please refer to it often to remain abreast of upcoming events and days of no school. Post it in a place you can easily see.

Please note that dates and events are subject to change. Notification will be provided in the event of any changes.



St. Peter Claver PRESCHOOL & KINDERGARTEN

Acceptance of Handbook

Parent/Student Policies Agreement Form

ACCEPTANCE OF PARENT/STUDENT HANDBOOK

Our family has received and read the St. Peter Claver Preschool and Kindergarten Parent Handbook. We are aware of, understand, accept and agree to follow the policies and procedures stated in the Handbook. We acknowledge that the school has the right to amend the Handbook during the school year as needed and we agree to follow the policies and procedures as may be added or amended. We understand that we may be asked to withdraw our child(ren) from the school or our child(ren) may not be invited to return the following year, if we fail to fulfill our responsibilities described in the Handbook and any additions and amendments that may be made. Our signatures below indicate our commitment to fulfill our obligations according to the requirements of the Handbook.

Father's or Guardian's Signature_____ Date_____

Mother's or Guardian's Signature_____ Date_____

Print student names and classrooms:

Student's First Name_____ Classroom_____

Student's First Name_____ Classroom_____

Student's First Name_____ Classroom_____

Please return this signed form promptly to the School Office.

This form will be placed in the student's permanent files.



Dear Parents,

St. Peter Claver Preschool & Kindergarten operates according to the policies set forth in the Archdiocese of Los Angeles Administrative Handbook. Any information in the Archdiocese of Los Angeles Administrative Handbook that has been updated since the 2021-2022 School Parent/Student Handbook was published will supersede what is spelled out in the most current School Parent/Student Handbook.

The Archdiocese of Los Angeles Administrative Handbook can be found at www.lacatholics.org under About Our Community.

Right to Amend

The principal and/or pastor reserves the right to amend this handbook at any time. Parents will be notified either via email or in writing if changes are made.

Thank you,

Angela Meyer

Principal

St. Peter Claver Preschool & Kindergarten