



St. Patrick Catholic Preschool Miami Beach



Family Handbook Summer 2019



Accredited by the NAEYC Academy for Early
Childhood Program Accreditation

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License # C11MD0833

Gold Seal Quality Care Program

A LETTER FROM THE DIRECTOR

Dear Parents,

Welcome to St. Patrick Preschool at St. Patrick Parish. We are pleased to count you and your child as part of our preschool family. Our primary goal is to offer your child a safe and healthy environment designed to promote development. We are here to support you in the joyous yet serious task of raising your child, and we hope to be your partners in this effort. Please feel free to question us daily about your child's activities and moods. Sharing your child's home life will similarly better help us to help him or her.

The *Family Handbook* is provided to families so that we each will know what to expect of the center. A review of the contents of the *Handbook* reveals that it contains information on the program philosophy, discipline practices, statements of center policy and procedures, information on High/Scope Early Childhood Curriculum, Lending Library, and the Developmental Ages and Stages chart. Take the time to read the handbook carefully and question us regarding any unclear points.

We hope to provide the best possible program for your child. We are very excited about the quality of the program we have prepared for your children. We know the early years of life are very important for the healthy development of all children. We will do our best to see that each child benefits positively from their time with us. We hope that you will be satisfied with the Center and feel comfortable knowing that your child is being emotionally cared for, educationally stimulated, and physically challenged throughout their stay here. Working together we can set your child on the road to a healthy and happy childhood full of wonder and the joy of learning. We have the opportunity to help your child to build a solid foundation for learning and understanding. It is important that we share common ideas and goals, and that we move along similar paths to reach these goals. Thank you for trusting us with your most precious gift.

I'm here to assist in this process and my door is always open to hear about your needs and concerns. Please contact the center at 305-538-8004 at any time with your questions. Thank you for your cooperation and support of the program.

Sincerely,

Alicia Herrera
Director

HISTORY



The John Ingraham building was officially dedicated and blessed in the memory of John Ingraham, on October 9, 1994 by Archbishop Edward McCarthy. The building underwent extensive renovations being converted from the old St. Patrick School cafeteria. "Big John" served the parish of St. Patrick for more than 50 years. He was a friend to all children that passed through the halls of St. Patrick School. In his memory, the Center will continue his mission of kindness to even the tiniest of God's creations. Since the opening, the Center has expanded beyond the John Ingraham Building. In September 1997, a Pre K 3-4 combination group was added. The lower floor of the Adrian Center, across the street, was renovated for the new group, a lunch and workroom, and Pre K 4 class for St. Patrick School. In September of 1998, a Pre K 4 group was added. The Center had six groups, serving children ages 24 months through age 5. We now have 8 classrooms and serve children ages 12 months through age 5. We have grown in the short time we have been in existence. The growth has been in every aspect of the Center from the children and staff size to the quality of the program we have to offer today.

MISSION STATEMENT

Our mission is to provide a high-quality childcare program for all children in our care. We will achieve our commitment by providing an environment, which will nurture each child to grow spiritually, intellectually, physically, and by treating each child with love, dignity and respect, in the name of God, our holy Father.

PHILOSOPHY

Our center provides a safe, nurturing, comfortable, and stimulating environment that addresses each child's developmental needs, so as to allow every child to achieve their greatest potential. Our aim is to teach as Jesus did by helping the children, on their own level, to: acquire greater initiative, cooperate with new authority, meet new challenges, make new friends, experiment with the environment, gain knowledge of the community and the world around them, to express themselves more freely and fluently, and to enhance their self-esteem. We provide a developmentally appropriate curriculum for the child's spiritual, cognitive, physical, social and emotional development. We believe that home is the most important factor in a child's development. We have an open-door policy, meaning family members are welcome visitors at our center at all times.

GOALS: in light of the philosophy our goals are as follows:

- ☺ To help students recognize their self-worth and enhance their self-esteem.
- ☺ To provide the kind of environment and the kind of influences that encourage all children to become creative, independent, responsible, fully functioning, self-directed adults who can make decisions for themselves.
- ☺ To assist parents in the on-going educational life of their children.
- ☺ To foster a school community that involves parents, students, administrator, and staff in creating an environment which upholds the mutual respect of all.
- ☺ To help students develop self-control and appropriate behavior.
- ☺ To implement developmentally appropriate practices to respond to the changing needs of children in our care.

SUMMER HOURS OF OPERATION

We are open Monday through Friday 8:30am-6:00pm, with the exception of July 4th. Parents have an option of 12:00p.m., 4:00p.m. or 6:00 p.m. dismissal. **Please do not linger at the playground with your child as it raises liability and safety issues.**

LICENSE / CERTIFICATION

St. Patrick Preschool is licensed by the Florida Department of Children and Families (DCF). Our facility has complied with Chapter 65C-22, Florida Administrative Code, Child Care Standards, adopted by the Department and authorized in sections 402.301-402.319, Florida Statutes. The license is renewed annually.

Our Center is an approved Gold Seal Quality Care Program by The Early Learning Coalition of Miami-Dade. We meet additional standards promoting quality in our program. We are licensed by DCF and are accredited by the National Association for the Education of Young Children (NAEYC)

You have chosen an early childhood program for your child that is accredited by the National Association for the Education of Young Children. NAEYC administers the largest and most widely recognized accreditation system for all types of early childhood programs and child care centers. NAEYC is the nation's largest organization of early childhood educators.

Early childhood programs accredited by the NAEYC Academy for Early Childhood Program Accreditation have voluntarily undergone a comprehensive process of internal self-study, invited external professional review to verify compliance with the Criteria for High-Quality Early Childhood Programs, and been found to be in substantial compliance with the Criteria. The Criteria can be found on NAEYC's Web site at www.naeyc.org/accrediation.

SUMMER CAMP ADMISSION ENROLLMENT

Priority for enrollment in will be given to the following on the waiting list:

1. Children of parents who are registered at St. Patrick Parish and attend Sunday Mass, taking into consideration the frequency of their use of parish envelopes to monitor mass attendance.
2. Children who already have siblings at St. Patrick Preschool.
3. Children who have one or more siblings registered at St. Patrick School.
4. Children whose families are registered active members of a parish that does not have a preschool.
5. All others will be considered on a space available basis.

BEFORE YOUR CHILD IS ALLOWED TO ATTEND OUR CENTER, IT IS NECESSARY TO COMPLY WITH A STATE REQUIREMENT TO HAVE IN EACH CHILD'S FILE DH 3040, A CERTIFICATE OF A RECENT HEALTH EXAM, AND DH 680, A CERTIFICATE OF IMMUNIZATION. The health forms are to be kept current. DH form 3040 is valid for two years from the date the physical was performed. Ask for a new DH form 680

whenever your child received immunizations. Forms must be current in order for your child to attend our center. Your doctor has these forms. These forms are kept in the center office in your child's file. Files are available to the administrator or teaching staff, the child's parents or legal guardian and the Department of Children and Families. We also require a completed application form, a copy of the Child's Birth Certificate. It will also be necessary to sign CF/PI 175-24 (Know Your Child Care Center) and a statement that you have received our Discipline Policy. All of these papers must be in your child's file to complete the registration process.

- ❖ Daily late pick up fee of **\$20.00** will be charged after 12:15 p.m. and 4:15 p.m.
- ❖ Late pick up fee of **\$10.00** for every 15 minutes after 6:00 p.m. or fraction thereof
- ❖ Forms for change pick up time program must be requested at the Center Office by the 20th of the previous month
- ❖ Payments can be made with Cash, Check, Visa or Master Card, but we prefer the FACTS system is used.
- ❖ All credit card payments made through FACTS or in the preschool office will be subject to a 3% service charge.
- ❖ Tuition is late after the tenth of the month, on the eleventh of the month a \$25.00 late fee will be added to the regular payment.
- ❖ Any check returned "Insufficient Funds" must be replaced by cash, certified check, money order or credit card within 5 days of notice. No check will be re-deposited. There will be a **\$25.00** penalty fee assessed for all returned checks. Any family that has two returned checks in one school year must keep the account current by payment in cash, certified check, money order or credit card.
- ❖ Families whose tuition payments are two months delinquent will not be permitted to attend.
- ❖ Parents who wish to withdraw their child from the preschool must notify the center in writing at least one week before withdraw date.
- ❖ All fees for days or weeks not used are non-refundable.

INCLUSION

We believe that children of all ability levels are entitled to the same opportunities for participation, acceptance and belonging in child care. We will make every reasonable accommodation to encourage full and active participation of all children in our program based on their individual capabilities and needs.

CHILDREN WITH SPECIAL NEEDS INCLUDING CHALLENGING BEHAVIOR

Our center will try to accommodate children with special needs, including challenging behavior. Close communication with the parents is essential to providing quality care. If the child has already been evaluated by his/her school system, we will work with them to implement the IEP that they develop. Parents are required to submit to us their child's most recent IEP, and keep us updated on progress. If we feel a child should be evaluated so that they can get extra help early on, we will make recommendations to the parents. St. Patrick Preschool will not discriminate against children with special needs.

STAFF

All groups are taught by a Lead Teacher and an Assistant Teacher assigned to that group whose primary responsibility is working with that group of children. All staff members have the 45 hour training from the Florida Department of Children and Families. The teaching Staff has various qualifications which may include, Florida Child Care Professional Credential (FCCPC), National Child Development Associate (CDA), Associate Degree in Early Childhood Education or a Bachelor Degree in another field with college credits in Early Childhood Education. The Director has a Bachelor Degree in Childhood Education with a Minor in Early Childhood and the Florida Child Care Education Program

Advanced Director Credential. All staff has a current certificate of completion of Adult, Child and Infant CPR and National Safety Council First Aid for Adult, Child and Infant. Staff participates in ongoing training in the areas of child growth and development, healthy and safe environments, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, and professionalism. We make every effort to have our staff represent the diversity of the children and families we serve.

We strongly discourage our employees from making independent child care arrangements with families at the school and we do not allow a staff member to babysit any child who is in her classroom. However, in the event that you enter into an agreement with a St. Patrick Preschool employee to babysit for your family outside of the employee’s normal work hours and/or outside of the school hours, it must be done away from the school and with the full knowledge and understanding that the sitter enters into such an agreement as a private citizen and not as a St. Patrick Preschool employee. We cannot be responsible for our employees away from school, outside their working hours, and will not be liable for their acts or omissions when not on our property including the transportation of children. You may be required to sign acknowledgement and waiver to this effect.

SUMMER CHILD TO STAFF RATIOS

Children are supervised at all times. We maintain the following standards for child to staff ratios:

Child’s Age	Child to Staff	Maximum Group Size
1	4 to 1	8
2	6 to 1	12
3	9 to 1	18
4	10 to 1	20



SUMMER PROGRAMS AND DAILY SCHEDULES

We have Summer Camp classes for children 16 months through Pre K 4. All groups are divided by age and taught by a Teacher and a Teacher Assistant. All groups meet Monday through Friday and start at 8:30 a.m. Parents have an option of 12:00, 4:00 or 6:00 pick up time. All children must be signed in and out by the adult that drops them off and picks them up.

WE SUGGEST ALL THE CHILDREN TO BE IN THEIR CLASSROOM BY 9:30 A.M. This will help the children grow accustomed to a schedule and save unnecessary interruptions to the class. When you leave your child in the morning, quietly and cheerfully say, "Good-Bye, I'll be back soon" to your child, **one** time and then exit promptly. With a smile, leave your child in our care.

We have chosen HIGH/SCOPE curriculum approach to provide creative, innovative, developmentally appropriate and culturally rich educational experience in the context of a whole-child philosophy. The daily activities include free play, large group time, story time, greeting time, planning, work, clean up and recall time, small group time, outside time, bible stories, snacks, lunch and rest time. Nap / Rest Time for 16 to 29 months is 2 1/2 hours, 30 months to 4 year olds is 2 hours. Children are not required to sleep but they are to remain on their mats quietly. All the groups will have Kidokinetics, a sports program, once a week as well as a splash day, a Music and Movement day, a cooking day and a special in-house field trip or activity once a week

ATTENDANCE, HEALTH AND MEDICATION

When a child is absent from preschool, the parent is requested to call the preschool office at (305) 538-8004, give the reason for the absence and when the child is expected to return. Please notify the Center immediately whenever your child has been exposed to a communicable disease. If a child becomes ill during the day, such as more than one incident of diarrhea, fever of 100° or more, inflammation of the eyes, vomiting, or severe cold, the child will be isolated from the other children in the classroom and remain under the supervision of the teacher. **The parents will be called to pick up the child. If a child is sent home with a fever over 100°, they are not allowed to return to the Center until they have been fever free for 24 hours. If a child is on antibiotics they must wait for 48 hours before returning to the Center. If drainage from the nose is yellow or green, which usually signifies some type of bacterial infection, you will have to keep your child home until it clears up.** Children returning from school after a contagious disease must bring a note from the doctor. Prescription and non-prescription medication must be brought to the center office and will be administered by the Center Office Staff. You must fill out the St. Patrick Preschool Authorization for Prescription and Non-Prescription Medication form. No medication will be given without the signed permission of the parent or legal guardian and as prescribed or as recommended in writing or by another form of direct communication with a licensed health care provider for a specific child. All medication must be in the original container with the child's first and last name, name of the physician, medication name, expiration date and medication directions on administering and storing written on the label. Center Office staff who administers care to children requiring special medical procedures are competent in the procedure and guided in writing by the prescribing health care provider. No medication is to be left in a child's lunch box or cubby this includes any cream or lotions like Desitin, A & D ointment or Balmex. All medications are kept at the center office in a locked container. Fever suppressants will not be administered.

Please make arrangements to keep ill children home so they may rest and fully recover before returning to our active Center. This is a courtesy to other parents and will ensure the good health of all. Children should be able to participate fully in all activities. Any accident or incident will be written up on the Florida Department of Children and Families Accident or Incident Report in Day Care Facilities form CF-FSP 5015. The person who picks up the child will be asked to sign this form. We understand that it is difficult for a family member to leave or miss work, but to protect other children, you may not bring a sick child to the center. The center has the right to refuse a child who appears ill.

ST. PATRICK PRESCHOOL SICKNESS POLICY AT A GLANCE

ILLNESS OR SYMPTOM	CONSEQUENCE
Green or yellow mucus coming from nose	Doctor's note required showing child has been treated and is not contagious
Mouth sores caused by drooling	Doctor's note required showing child has been treated.
Fever at or above 100°	Child must be fever free for 24 hours before returning to school.
Diarrhea -2 or more times during the previous 24 hours	24 hours after last soft stool
Vomiting – 2 or more times during the previous 24 hours.	24 hours before returning to school
Pink or red conjunctiva with white or yellow eye discharge	Doctor's note required showing child has been treated and has been on antibiotics for 24 hours
Rash	Doctor's note confirming rash is not contagious. The involved areas can be covered by a bandage without seepage or drainage through the bandage.
Impetigo	Doctor's note required showing child has been treated and is no longer contagious
Strep throat	Doctor's note required showing child has been treated and is no longer contagious
Scabies	Doctor's note required showing child has been treated and is no longer contagious

Chickenpox	Doctor's note required showing child has been treated and is no longer contagious
Pertussis (Whooping Cough)	Doctor's note required showing child has been treated and is no longer contagious
Hepatitis A virus	Doctor's note required showing child has been treated and is no longer contagious
Head Lice	Child must be treated and no further head lice or nits are detected during a health check.
Persistent Cough	If phlegm is green or if the child has difficulty breathing. Doctor's note required showing child has been treated and is no longer contagious
Condition that prevents your child from participating in activities such as asthma or stiches	Child must be kept at home until they are able to participate comfortably in all usual activities.

If the center thinks a child's illness results in greater need for care than we can provide the child will be sent home until the child can participate comfortably in all usual activities.

NO NUT POLICY

Due to severe allergic reactions of some children, we have chosen to be a nut free environment. Everyone's cooperation is expected.

HEAD LICE

Children found to have head lice will be isolated and the parents called to pick up the child. Your child must be lice and nit free before returning to school. When a child returns to school, after having head lice, a staff member will inspect them before being allowed to enter the classroom. Any child with lice or nits will be excluded from school. If a parent desires to bring a note from a health care provider, it must be stated that the child has been examined and there are no nits or lice present.

PLAN FOR MEDICAL EMERGENCY

In the event that an accident, injury, or illness occurs that requires medical and / or emergency treatment, the following procedures will be taken:

- The parent/guardian will be called immediately.
- When necessary, emergency 911 will be called.
- If the parent/guardian is not available, the emergency contact person on the child's enrollment form will be notified.
- The physician listed on the child's enrolment form will be called for any necessary instructions.
- The child and the child's health records, emergency contacts, and child's enrollment form will be taken to the physician's office or hospital.
- A staff person will remain with the child until a parent/guardian arrives.
- An incident/accident report will be completed and signed explaining the details of the accident. The completed form will be placed in the child's file.

INDIVIDUAL EMERGENCY CARE PLAN

ALLERGIES

The following is the individual emergency care plan for all children with known medical or developmental problems or other conditions that might require special care in case of emergency:

Parents:

- A note from the child's doctor must be in the child's file stating type of medical condition and precautions to be followed.
- Any medication that the center needs to keep on hand will be provided by the parent.
- CF-FSP 5013 must be filled out and on file. Parent is responsible for replacing medication when used and upon expiration.
- In case of food allergy, please list any substitutions that may be used. A note from the doctor stating allergies must be in the child's file.

Staff:

- For students with severe medical care plans, a "designated" staff will be educated to recognize signs and symptoms of the medical or developmental problem and take appropriate action in an emergency.
- The staff will work with the family to either have substitutions for food allergies or be proactive in preventing offending allergies from food.

BITING / SCRATCHING

Biting or Scratching may occur for a variety of reasons. Usually when a preschooler bites or scratches it's a way of communicating anger or frustration or due to a lack of verbal skills to express them. When biting or scratching occurs at school, it should be dealt with calmly but seriously. Age appropriate language should be used to discuss the situation. Please keep your child's nails trimmed to help avoid the serious problem scratching can cause. Parents will be notified if their child is involved in a biting incident. If biting continues, parents will be asked to pick up their child

immediately and may be asked to keep the child home for a designated period of time. Due to the seriousness of biting, if the problem persists, parents may be asked to withdraw their child from the program. We will consider the safety and well being of all children when determining what actions should be taken. When a child is bitten, it is a traumatic situation for both children and both sets of parents. Yet, biting is not an unusual behavior for pre-verbal children. They may become frustrated then they cannot say “Move”, “I was playing with that”, or “You are too close”. Because they cannot speak, some children will bite. When a child is bitten, the area is cleaned and ice may be applied. They are held and consoled until they are ready to rejoin the group. The biter is told that biting is not allowed and that it hurts. Perhaps the best way to stop biting is to encourage language development and using words

HAND WASHING

Frequent hand washing with soap and running water is necessary to prevent the spread of disease. Children and adults need to wash their hands before preparing or eating snack, before and after water play, after playing outside, after handling animals, toileting, coughing and wiping noses. Hand washing procedures are posted at all sink areas. Set a good example and teach children how and when to clean their hands.

EMERGENCY CLOSING

In case of emergency closing during the day, parents will be notified by text or email using the School Messenger system. If Miami Dade County Public Schools or St. Patrick School announces their closing over radio or TV for weather or other conditions, we will also be closed. You may check the Archdiocese web site www.miamiarch.org for update information.

FIRE DRILLS AND LOCKDOWN

Every month we practice fire drills so that the children know what to do in case there should ever be a real fire. We also practice another drill referred to by the code word “lockdown”. When the code word “lockdown” is heard immediately all doors are locked, windows closed, and the students and teachers must gather and sit on the floor in an area of the room where they cannot be seen from either the windows or the doors. This is to practice for any emergency situation that would warrant this procedure. **No one is allowed in or out of the school during a lock down.** Parents will be notified in the event of a real lock down AFTER an all clear signal has been given and the classrooms and grounds are checked.

EMERGENCY TRANSPORTATION

In the event your child needs to be transported due to a medical emergency, if no other authorized person can be contacted and the need for transportation is essential, an ambulance will be called for transportation. A proper escort will accompany and remain with the child until a family member or emergency contact arrives

CHILD ABUSE AND NEGLECT

Staff members are mandated by law to report their suspicions of child abuse, neglect or abandonment to the Florida Abuse Hotline in accordance with section S. 39.201 of the Florida Statutes (F.S.).

GRIEVANCE PROCEDURES

We have a policy to ensure that staff and families have an effective way of negotiating difficulties and differences that arise in their interactions. All situations must be addressed with the individual staff member. Teachers are available for conferences by appointment at 3:30 p.m. on school days. If the situation is not resolved, the parties will make an appointment with the Director. If the grievance is still not resolved, a written signed, and dated complaint form, provided by the center, should be submitted to the Pastor of St. Patrick Parish.

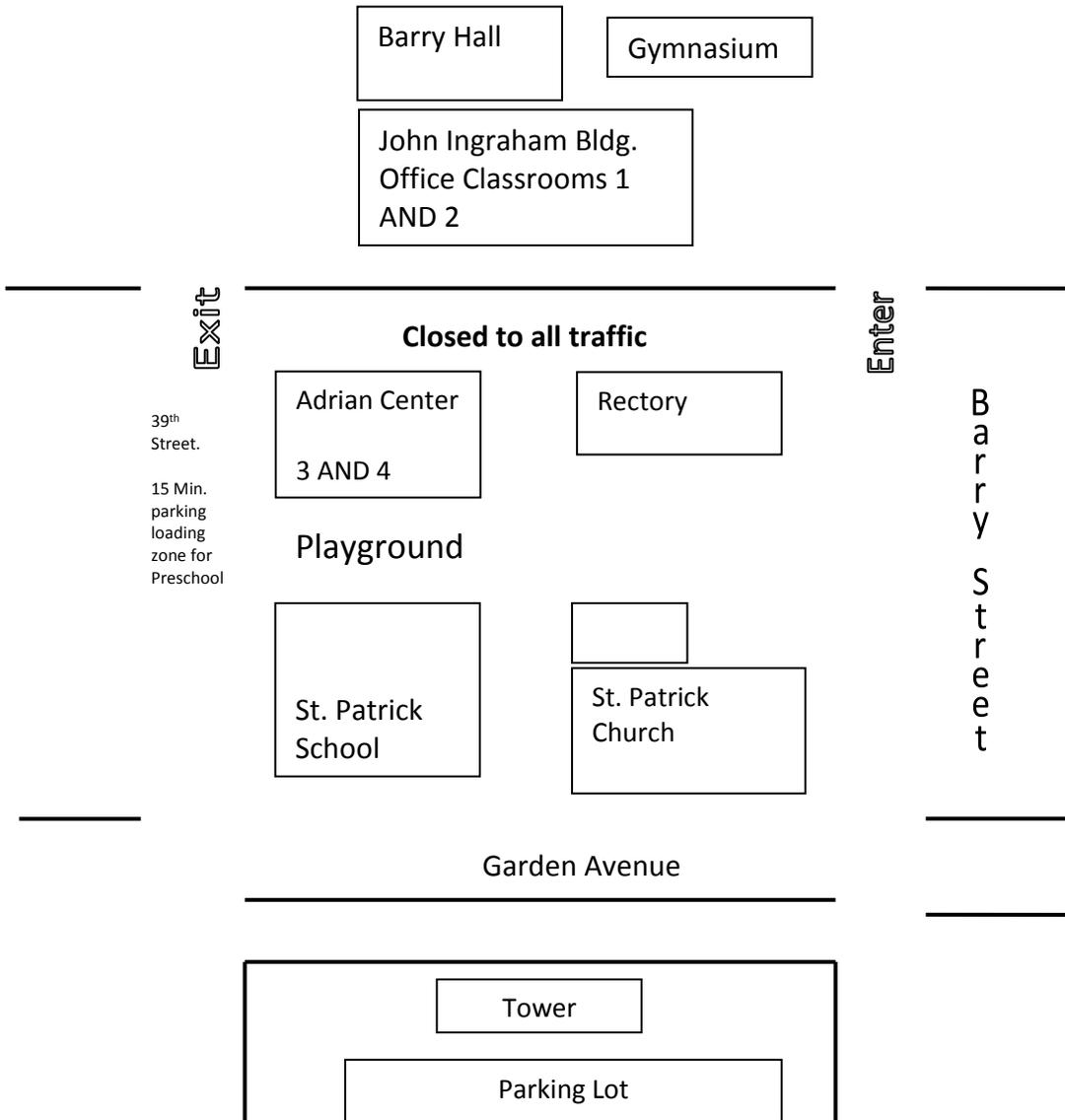
SECURITY

Each family will be issued two cards that open the gates to the preschool prior to the beginning of the school year. These cards will be issued to each parent in the preschool office after a simple agreement is signed. If the cards are lost or stolen it is the parent's responsibility to contact the school office immediately.

SUMMER DROP OFF AND PICK UP PROCEDURE

Drop off and Pick up: FAMILIES MAY PARK IN THE DESIGNATED 15 MINUTE PASSENGER LOADING ZONE ON 39TH STREET. Be mindful of the new parking signs on the other side of the street that restrict parking. **If you plan to stay longer than 15 minutes please in the Tower Lot** (check in at the Church Office). Any cars parked illegally will be ticketed or towed at the owner's expense. Do not park in front of the gate or in the driveway. Those who choose to park illegally are responsible for the consequences. **DO NOT LEAVE ANY VALUABLES IN YOUR CAR.**

Your cooperation in these procedures is very important for the safety of all children.



DISCIPLINARY PRACTICES

Discipline Policy:

The Center operates on the premise that children are never “Bad”. The types of inappropriate behavior most often seen are usually the result of the Child’s level of development. The staff wishes to mold or change behavior using positive techniques with love, patience and understanding. Guidelines for behavior are clearly explained to the children.

Spanking or any other form of physical punishment is prohibited. Hitting is often misunderstood by a young child, who does not always see the connection between a slap and some action on his part. Hitting as a form of punishment rarely stops an inappropriate behavior, but does cause confusion and anger.

We do not shout or yell at children. Yelling usually frightens children and distracts them from the problem. Shouting, which is often accompanied by name calling on the part of the adult, also damages a child’s self-esteem.

Children will not be subjected to discipline which is severe, humiliating, frightening, or associated with food, rest, or toileting.

The following Positive Guidance Techniques are used to enhance the child’s self-esteem and change a child’s behavior:

1. **Encouragement:** Verbal positive reinforcement by praising the child for specific behavior. Catch them being “Good”.
2. **Talking:** Children are encouraged to develop language skills that help them to communicate their needs and feelings to others. Language is modeled for them by the staff so that they may gain skills in using this tool for problem solving.
3. **Redirection:** Redirect the child’s attention from something they can’t do to something they can do. Often interesting a child in another activity can eliminate a potential difficulty. We might ask a child to help us or send them to a different area to play.
4. **Assertive Direction:** Telling the child what we want them to do, rather than using “no” or “don’t”.
5. **Safe Place/ Cozy Area:** A place in the classroom where the child may choose to go to regain composure. In every classroom there will be a “safe place” bag with props to help the child breathe and calm down.
6. **Removal:** If a child does not have control and is in danger of hurting himself or others, he or she is removed from the problem situation. The child will join the group when he or she has calmed down.
7. **Gentle Physical Restraint:** Gently remove the child when one is in serious danger of being hurt.

One of the many roles of the Center staff is to work together with parents to help develop appropriate behaviors. Parents are invited to schedule a conference to discuss their concerns about their children’s behavior with teachers and to plan together means of responding consistently to problem behaviors.

Teaching staff make every effort to identify events, activities, interactions and other factors that predict and may contribute to the challenging behavior.

In the event of severe challenging behavior problems or risk to the safety of others, a child may be removed from the program. Refer to specific examples in the Family Handbook.



PARENT CODE OF CONDUCT

St. Patrick Preschool requires the parents of enrolled children at all times, to behave in a manner consistent with decency, courtesy, and respect. One of the goals of St. Patrick Preschool is to provide the most appropriate environment in which a child can grow, learn and develop. Achieving this ideal environment is not only the responsibility of the employees of St. Patrick Preschool, but is the responsibility of each and every parent or adult who enters the center. Parents are required to behave in a manner that fosters this ideal environment. Parents who violate the parent code of conduct will not be permitted on agency property thereafter. Please refer to the policy on parent's right to immediate access for additional information regarding disenrollment of the child when a parent is prohibited from accessing agency property.

Swearing/Cursing:

No parent or adult is permitted to curse or use other inappropriate language on agency property at any time, whether in the presence of a child or not. Such language is considered offensive by many people and will not be tolerated. If a parent or adult feels frustrated or angry, it is more appropriate to verbally express the frustration or anger using non-offensive language. At no time shall inappropriate language be directed toward members of the staff.

Threatening Of Employees, Children Other Parents Or Adults Associated With St. Patrick Preschool:

Threats of any kind will not be tolerated. In today's society, St. Patrick preschool cannot afford to sit by idly while threats are made. In addition, all threats will be reported to the appropriate authorities and will be prosecuted to the fullest extent of the law. While apologies for such behavior are appreciated, the agency will not assume the risk of a second chance. Parents must be responsible for and in control of their behavior at all times.

Physical/Verbal Punishment Of Your Child Or Other Children At St. Patrick Preschool:

While St. Patrick Preschool does not necessarily support nor condone corporal punishment of children by parents, such acts are not permitted in the child care facility. While verbal reprimands may be appropriate, it is not appropriate for parents to verbally abuse their child. Doing so may cause undue embarrassment or emotional distress. Parents are always welcome to discuss a behavior issue with the teacher and to seek advice and guidance regarding appropriate and effective disciplinary procedures. Parents are prohibited from addressing, for the purpose of correction or discipline, a child that is not their own. Of course, no parent or other adult may physically punish another parent's child. If a parent should witness another parent's child behaving in an inappropriate manner, or is concerned about behavior reported to them by their own child, it is most appropriate for the parent to direct their concern to the classroom teacher and/or center director. Furthermore, it is wholly inappropriate for one parent to seek out another parent to discuss their child's inappropriate behavior. All behavior concerns should be brought to the classroom teacher or director's attention. At that point, the teacher and/or director will address the issue with the other parent. Although you may be curious as to the outcome of such a discussion, teachers and/or the center director are strictly prohibited from discussing anything about another child with you. All children enrolled in our agency have privacy rights and are further protected by our confidentiality policy. You may be assured that we will not discuss anything about your child with another parent or adult visiting the center.

Smoking:

For the health of all St. Patrick Preschool employees, children and associates, smoking is prohibited anywhere on agency property. Parents are prohibited from smoking in the building, on the grounds, and in the parking lot of St. Patrick preschool. Parents who are smoking in their cars must dispose of the cigarette prior to entering the parking lot.

Violations Of The Safety Policy:

Parents are required to follow all safety procedures at all times. These procedures are designed not as mere inconveniences, but to protect the welfare and best interest of the employees, children and associates of St. Patrick preschool. Please be particularly mindful of the St. Patrick Preschool entrance procedures. We all like to be polite. However, we need to be careful to not allow unauthorized individuals into the center. Holding the door open for the person following you may, in fact, be polite; however, that person may not be authorized to enter the premises. Security procedures are only as strong as the weakest person in our organizational chain. Be alert and mindful. Immediately report any breaches to the center director.

Confrontational Interactions With Employees, Other Parents Or Associates Of St. Patrick Preschool:

While it is understood that parents will not always agree with the employees of St. Patrick preschool or the parents of the other children, it is expected that all disagreements be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point and are strictly prohibited.

Violations Of The Confidentiality Policy:

St. Patrick Preschool takes very seriously the responsibility of maintaining the confidentiality of all persons associated with the agency. Parents must understand the implications of this responsibility. Parents need to recognize that the confidentiality policy not only applies to their child or family, but all children, families and employees associated with St. Patrick preschool. Any parent who shares any information considered to be confidential, pressures employees or other parents for information which is not necessary for them to know, will be considered to be in violation of the confidentiality policy

DISMISSAL POLICY

St. Patrick Preschool reserves the right to dismiss any child at any time, with or without cause. Any past due balances must be paid within 30 days of the dismissal. An invoice detailing the past due balance will be forwarded to the address indicated in the child's file within one week of the dismissal. Any balances remaining after the 30 day period will be referred to the agency's legal counsel for collection. The Center Director or designee will assist the parent in gathering their child's belongings at the time of dismissal and parents are required to leave agency property in a calm and respectful manner, immediately. St. Patrick Preschool will request assistance from local police should any parent become disruptive and/or uncooperative while gather their child's belongings upon dismissal. A dismissed child and his/her parents are required to call and request an appointment with the Center Director if they wish to return to agency property following a dismissal. Appointments are made at the discretion of the Center Director and are not a right of the dismissed child or parent. Following a dismissal, any parent or child who harasses, threatens or in any manner causes harm to anyone

affiliated with the agency by calling, writing, or any other means, will be prosecuted to the fullest extent of the law, by St. Patrick Preschool.

PARENT'S RIGHT TO IMMEDIATE ACCESS POLICY

Parents of a child in our care are entitled to immediate access, without prior notice, to their child whenever they are in care at St. Patrick Preschool, as provided by law. In cases where the child is the subject of a court order (e.g., Custody Order, Restraining Order, or Protection from Abuse Order) St. Patrick Preschool must be provided with a Certified Copy of the most recent order and all amendments thereto. The orders of the court will be strictly followed unless the custodial parent(s) requests a more liberal variation of the order in writing. In the case where both parents are afforded shared/joint custody by order of the court, both parents must sign the request for more liberal interpretation of the order. In the absence of a court order on file with St. Patrick Preschool, both parents shall be afforded equal access to their child as stipulated by law. St. Patrick Preschool cannot, without a court order, limit the access of a one parent by request of the other parent, regardless of the reason.

If a situation presents itself where one parent does not want the other parent to have access to their child, St. Patrick Preschool suggests that the parent keep the child with them until a court order is issued, since our rights to retain your child are secondary to the other parent's right to immediate access.

St. Patrick Preschool's staff will contact the local police should a conflict arise. St. Patrick Preschool will dismiss any child whose parent is prohibited from entering upon agency property. Due to the parents' right to immediate access policy, as well as state and federal regulations, St. Patrick Preschool cannot have a child at the agency when the child's parent is prohibited access. St. Patrick Preschool will not agree to any request to maintain a child's enrollment even if the parent agrees to stay out of the center. Such an agreement is a violation of the law and will not be entertained.

GENERAL INFORMATION

Authorization for Pick Up:

Your child will only be released to his parents and those listed on your child's registration form as an emergency contact/alternative pick up. A Photo I.D. will be required of someone who we do not know. A written, signed preschool form must be given to the Center Office prior to releasing your child to someone who is not listed on your child's registration form. The person picking up a child must be 18 years or older.

Possessions from Home:

TOYS FROM HOME ARE NOT ALLOWED TO BE BROUGHT INSIDE THE SCHOOL. Leave all toys at home. Your child's teacher will let you know if they are having a special day for the children to bring something to share. Guns, Knives and other war type toys may never be brought to school. Computer Programs and games from home are not allowed to be used in our computer. **NO BOTTLES, NO PACIFIERS and NO SIPPY CUPS** are to be brought to school other than for the children in classroom 1 (16 months to 23 months)

Cell Phone Usage

The times you spend in the center dropping off and picking up your child are the primary windows of time we have to communicate with you about your child. In order to make the best use of these opportunities, as well as to be attentive to your child and other children, we ask that you NOT use your cell phone at any time while visiting the center.

Toilet Training:

Those not potty trained should bring wipes and commercially disposable diapers or pull-ups. If a child has a medical reason that does not permit the use of disposable diapers (must document medical reason) cloth diapers will be used. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering. You are to be sure there is a supply of diapers. If your child has no diapers left, you will be charged \$1.00/diaper supplied by the Center. **It is highly advisable that children in PreK-3 and PreK-4 be potty trained.** We will assist all families with toilet training. The cooperation and support of the family and center is essential to help the child be successful in this process. Teachers will assist 1 and 2 year old children in the bathroom, however, children 3 years old and older should be able to take care of their own bathroom needs. This includes the ability to clean themselves after using the toilet.

Naptime Bag:

All **new children who have registered for the following school year** will be given a naptime bag containing a pillow with pillow case, a sheet for the rest mat and a blanket. This is all that is needed or allowed for naptime. Please take good care of it. A new bag will only be given to children new to the Center. It will cost \$30.00 to replace this naptime bag. The naptime bag goes home on Friday to be washed and returned on Monday.

Appropriate Dress:

No uniforms are required for Summer Camp. However, some clothes such as suspenders and belts are very difficult for the child to handle when it comes time to use the bathroom. We also require the children wear only sneakers or tennis shoes. Sandals, jellies, boots, crocks and party shoes cause children to trip, slip and fall. Do not send them to school with these types of shoes. Wearing jewelry is discouraged. We will not be responsible for its loss or physical damage it may cause. Label all clothing with your child's name. A complete extra set of clothing is to be in the child's cubby at all times. Please place this set of clothing in a bag with the child's name outside.

We also ask that parents set a good example and dress appropriately when at the school.

Outside Play:

Children have daily opportunities for outdoor play (when weather, air quality, and environmental safety conditions do not pose a health risk). When outdoor opportunities for large motor-activities are not possible because of conditions, the program provides similar activities inside.

Sunscreen / Insect Repellant:

We do not apply sunscreen at the center. We encourage families to apply skin protection of SPF 15 or higher.

We do not apply insect repellants at the center except when public health authorities recommend the use of insect repellents due to a high risk of insect-borne disease, such as the Zika virus. If our school falls in the "Zika Zone" parents must bring fill out a medication form and provide the insect repellent.

Cubbies:

A cubby is provided for each child and is marked with the child's name. They are to be used for the naptime bags, lunch boxes, sweatshirt and the extra change of clothes. Put your child's name on everything to avoid confusion about ownership.

Mailboxes:

Every child has a labeled mailbox. These are for communication to the parents through the newsletter, notes, reminder notices, announcements and the child's work. Please check your mailbox daily for communication updates. All information put in the mailbox is to be approved by the director.

Birthday Celebrations:

Children may celebrate their birthday with a treat for the class from the parents at lunchtime. Parents are always welcome to their child's birthday celebration. This is to be prearranged with the Lead Teacher. Birthday party bags have created many problems in the past. **DO NOT BRING PARTY BAGS.** No invitations are to be given for parties in the classroom. We ask that you do not send invitations for an out-of-school party for delivery from school unless there is one for each child in the group. Please refrain from bringing entertainment or latex balloons to the parties.

Television Time

Our normal daily routine does not include television watching, but from time-to-time, we may show a DVD as a teaching aid and discussion stimulator. Television consumption will not be longer than an hour and the program will be screened prior to showing. Programs will consist of non-violent and high-quality educational material. Our focus is to provide your child a positive experience with increased understanding of the world.

Electronic Media

Electronic Media are limited to 20 minutes or less per day per child. Internet sites and software are pre-screened to contain non-violence and high-quality educational content.

Classroom Pets:

Some of the groups have fish aquariums which are maintained by the class. If there will be any others type of animals in the classroom, either temporary or permanent, parents in that class will be notified in writing. These animals must appear to be in good health and have documentation from a veterinarian to show the animal is fully immunized (if applicable) and suitable for contact with children. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. Program staff makes sure that any child who is

allergic to a type of animal is not exposed to that animal. Reptiles are not allowed as classroom pets because of the risk for salmonella infection.

Smoking:

Smoking is not allowed on the premises of St. Patrick Preschool.

Language:

All parent communication will be given in English. However, if the parent speaks does not speak English the preschool will make every effort to provide a translator for them. We have members of our staff who speak Spanish, Italian and Portuguese.

Transportation:

The school does not provide transportation to students.

Social Media:

Social media are defined as online technology tools that enable people to communicate easily via the internet to share information. Some of the most popular social media are Facebook, Twitter, LinkedIn and Instagram

While social media can keep you connected with a broad range of colleagues and friends they also have inherent risks.

- Once information is released into cyberspace it is GONE FOREVER and CAN NEVER BE RETRIEVED. It can be copied and passed to hundreds of people in a fraction of a second.
- You may think social media posts are private but they are NEVER PRIVATE. They can be copied by your friends and passed to people you don't know.

Because of the nature of social media, our policy is very clear and unequivocal.

Protect Confidential Information At All Times

Never post any information about or post a picture of a staff member, a child or family involved in our school either by name or by any other descriptive nature, on any social media site without their consent. This includes positive as well as negative comments.

CHECKLIST: WHAT YOUR CHILD WILL NEED

Individual containers will be available for each child so that items can be left at the center.

Please label all belongings.

1 Year Olds

Disposable diapers and wipes

At least 2 changes of clothes including shoes.

Nap bag that includes fitted sheet, blanket and pillow

Pacifiers will only be permitted at nap time. They must be labeled with the child's first and last name. The parents must take the pacifier home every day to wash and sanitize. To reduce the likelihood of spreading illness, pacifiers must be kept in a child's cubby or diaper bag during all other times of the day.

If you are breastfeeding, please discuss with your child's teacher when your child should be fed breast milk, and when you would like to come in and feed your child.

Breast milk must be brought in ready-to-use containers. For health reasons, we are not able to store bags of frozen milk for extended periods of time.

Sippy cups will be permitted but must be labeled with the child's first and last name. The parents must take the cups home every day to wash and sanitize.

Plastic baby bottles will only be permitted for children 16-18 months until the transition can be made into a sippy cup. Bottles must be labeled with the child's first and last name. The parents must take the bottles home every day to wash and sanitize.

Please bring your child dressed in a bathing suit and special diapers with clothing on top for the water on Splash Day.

Your child will also need a towel with his/her name on it and a change of clothes.

2 Year Olds

Disposable diapers and wipes

At least 2 changes of clothes including shoes.

Nap bag that includes fitted sheet, blanket and pillow

Please bring your child dressed in a bathing suit and special diapers with clothing on top for the water on Splash Day.

Your child will also need a towel with his/her name on it and a change of clothes.

3 and 4 Year Olds

At least one change of clothes including shoes.

Nap bag that includes fitted sheet, blanket and pillow

Please bring your child dressed in a bathing suit and special diapers with clothing on top for the water on Splash Day.

Your child will also need a towel with his/her name on it and a change of clothes.

Curriculum Choice of St. Patrick Preschool

High/Scope: A well-researched and comprehensive Early Childhood Curriculum model

What Is High/Scope?

The High/Scope Educational Research Foundation is an independent nonprofit organization headquartered in Ypsilanti, Michigan. The Foundation promotes the development of children and youth worldwide and supports educators and parents as they help children learn. The High/Scope Curriculum is a set of teaching practices for adults and content for children's learning in all areas of development.

Mission and Vision: To lift lives through education, the High/Scope Educational Research Foundation engages in curriculum development, research, training, publishing, and communication. We envision a world in which all educational settings use active, participatory learning so everyone has a chance to succeed in life and contribute to society.

History: High/Scope was established in 1970 to carry on the work that Dr. David P. Weikart began with disadvantaged children in the Ypsilanti Public Schools in 1962. The Foundation is best known for its preschool curriculum and studies of the lasting positive effects that high-quality early education can have on individuals and society as a whole. High/Scope also has initiatives for infant and toddler programs, elementary schools, programs for youth, and intergenerational programs. The Foundation's curriculum, staff development model, research, and publications have influenced educational programming and public policy for over four decades.

The Components of High/Scope

The High/Scope Preschool Curriculum is a complete system of early childhood education, based on child development theory, research, and proven instructional practices. The curriculum has a set of teaching practices for adults, curriculum content in all school readiness areas with key developmental indicators (KDIs) for children, assessment tools to measure teaching behaviors and children's progress, and a training model to help adults use the curriculum to support children's development. The High/Scope Child Observation Record (COR), the assessment tool, is aligned with the Common Core State Standards of Florida.

The High/Scope Philosophy

In the High/Scope Preschool Curriculum, fully described in *Educating Young Children* by Mary Hohmann and David P. Weikart (2002), young children build or "construct" their knowledge of the world. That means learning is not simply a process of adults giving information to children. Rather, children participate actively in the learning process. They discover things through direct experience with people, objects, events, and ideas. Preschoolers also make plans and follow through on their interests and intentions.

High/Scope teachers are as active and involved as children in the classroom. They thoughtfully provide materials, plan activities, and talk with (not at) children in ways that both support and challenge what children are observing and thinking. Activities are both child initiated — built upon children's natural curiosity — and developmentally appropriate, that is, matched to children's current and emerging

abilities. High/Scope calls this approach active participatory learning — a process in which teachers and students are partners in shaping the learning experience. This educational approach, in which children and adults share responsibility for learning, builds essential school-readiness skills. In addition to addressing traditional academic subjects, the High/ Scope Curriculum promotes independence, curiosity, decision making, cooperation, persistence, creativity, and problem solving in young children.

The principles that guide the High/Scope Preschool Curriculum are illustrated in the "Wheel of Learning". Active learning is at the center to highlight the importance of children's initiative and High/Scope's comprehensive attention to educational content in its key developmental indicators. The four quadrants represent teachers' responsibilities as they work with children: engaging in supportive adult-child interactions, creating a challenging learning environment, establishing a consistent daily routine, and doing ongoing assessment to make plans and meet children's educational needs.

Active Participatory learning

The National Education Goals Panel (Kagan et al., 1995) says school readiness is enhanced when children are provided with play-oriented, exploratory activities that allow them to interact, make choices, and participate at their own developmental level. This vision is echoed in the High/Scope concept of active participatory learning, which has five ingredients:

1. Materials — Programs offer abundant supplies of diverse, age-appropriate materials. Materials are appealing to all the senses and are open ended — to that is, they lend themselves to being used in a variety of ways and help expand children's experiences and stimulate their thought.
2. Manipulation — Children handle, examine, combine, and transform materials and ideas. They make discoveries through direct hands-on and "minds-on" contact with these resources.
3. Choice — Children choose materials and play partners, change and build on their play ideas, and plan activities according to their interests and needs.
4. Child language and thought Children describe what they are doing and understanding. They communicate verbally and nonverbally as they think about their actions and modify their thinking to take new learning into account.
5. Adult scaffolding — "Scaffolding" means adults support children's current level of thinking and challenge them to advance to the next stage. In this way, adults help children gain knowledge and develop creative problem-solving skills.

What is the HighScope Curriculum?

HighScope's educational approach emphasizes "active participatory learning." Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of HighScope programs. They construct their own knowledge through interactions with the world and the people around them. Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children's thinking with diverse materials and nurturing interactions. Through *scaffolding*, adults help children gain knowledge and develop creative problem-solving skills.

HighScope uses the term *scaffolding* to describe the process whereby adults support and gently extend children's thinking and reasoning. Scaffolding is a term introduced by developmental psychologist Jerome Bruner and is based on the work of psychologist Lev Vygotsky. Vygotsky referred

to the zone of proximal development as the area between what children can accomplish on their own and what they can do with the help of an adult or another child who is more developmentally advanced. HighScope teachers carefully observe children so they know when and how to enter this zone. Children must be secure and confident in what they already know before they are ready to move to the next level. When HighScope says adults support and extend children's learning, it means that the adults first validate, or support, what children already know, and then, when the time is right, gently encourage them to extend their thinking to the next level.

What happens each day in a HighScope classroom?

HighScope classrooms follow a predictable sequence of events known as the daily routine. This provides a structure within which children can make choices, follow their interests, and develop their abilities in each content area. While each HighScope program decides on the routine that works best for its setting, schedule, and population, the following segments are always included during the program day.

Plan-do-review time. This three-part sequence is unique to the HighScope approach. It includes a 10–15-minute small-group time during which children plan what they want to do during work time (the area to visit, materials to use, and friends to play with); a 45–60-minute work time for carrying out their plans; and another 10–15-minute small-group time for reviewing and recalling with an adult and other children what they've done and learned. In between "do" and "review," children clean up by putting away their materials or storing unfinished projects. Generally, the older the children, the longer and more detailed their planning and review times become. Children are very active and purposeful during "do" time because they are pursuing activities that interest them. They may follow their initial plans, but often, as they become engaged, their plans shift or may even change completely.

Small-group time. During this time a small group of ideally 6–10 children meet with an adult to experiment with materials and solve problems. Although adults choose a small-group activity to emphasize one or more particular content areas, children are free to use the materials in any way they want during this time. The length of small group varies with the age, interests, and attention span of the children. At the end of the period, children help with cleanup.

Large-group times. Large-group time builds a sense of community. Up to 20 children and 2 adults come together for movement and music activities, storytelling, and other shared experiences. Children have many opportunities to make choices and play the role of leader. Daily large-group times include an opening activity in which children and teachers gather around a message board to "read" messages in words and pictures about the events of the day

Outside time. Children and adults spend at least 30 minutes outside every day, enjoying vigorous and often noisy play in the fresh air. Without the constraints of four walls, they feel freer to make large movements and experiment with the full range of their voices. Children run, climb, swing, roll, jump, yell, and sing with energy. They experience the wonders of nature, including collecting, gardening, and examining wildlife. During extreme weather or other unsafe conditions, teachers find an alternative indoor location for large-motor activity.

Transition times. Transitions are the minutes between other blocks of the day, as well as arrival and departure times. Our goal is to make transitions pass smoothly since they set the stage for the next segment in the day's schedule. They also provide meaningful learning opportunities themselves.

Whenever possible, we give children choices about how to make the transition. For example, they may choose how to move across the floor on their way to small-group time. With a consistent daily routine children know what is going to take place next, and it is not unusual for them to announce the next activity and initiate the transition.

Eating and resting times. Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. Rest is for quiet, solitary activities. Since both activities happen at home as well as school, we try to respect family customs at these times as much as possible. Our main goal is to create a shared and secure sense of community within the program.

How does the HighScope approach differ from other early childhood programs? The HighScope educational approach is consistent with the best practices recommended by the National Association for the Education of Young Children (NAEYC), Head Start Program Performance Standards, and other guidelines for developmentally based programs.

Within this broad framework, however, HighScope has unique features that differentiate it from other early childhood programs. One is the daily [plan-do-review sequence](#). Research shows that planning and reviewing are the two components of the program day most positively and significantly associated with children's scores on measures of developmental progress.

A second unique feature is our [curriculum content](#), the social, intellectual, and physical building blocks that are essential to young children's optimal growth. Our content areas are organized in eight main categories that correspond to state and national learning standards; the categories are (1) Approaches to Learning; (2) Social and Emotional Development; (3) Physical Development and Health; (4) Language, Literacy, and Communication; (5) Mathematics; (6) Creative Arts; (7) Science and Technology; and (8) Social Studies.

Within these preschool content areas are [58 key developmental indicators \(KDIs\)](#). The KDIs are statements of observable behaviors that define the important learning areas for young children. HighScope teachers keep these indicators in mind when they set up the environment and plan activities to encourage learning and social interaction. They also form the basis of HighScope's child assessment tool, called COR Advantage.

What is the evidence that the HighScope approach works?

More than 40 years of research shows that HighScope programs advance the development of children and improve their chance of living a better life through adulthood. National research with children from different backgrounds has shown that those who attend HighScope programs score higher on measures of development than similar children enrolled in other preschool and child care programs. HighScope is perhaps best known for the [HighScope Perry Preschool Project study](#), which compared low-income children who attended our program with those who did not. As adults, preschool participants had higher high school graduation rates, higher monthly earnings, less use of welfare, and fewer arrests than those without the program. In addition to benefiting the individuals who attended preschool, these results show that preschool leads to savings for taxpayers: for every dollar invested in high-quality early childhood education, society saves \$13 in the cost of special education, public assistance, unemployment benefits, and crime. Research also shows that HighScope training with

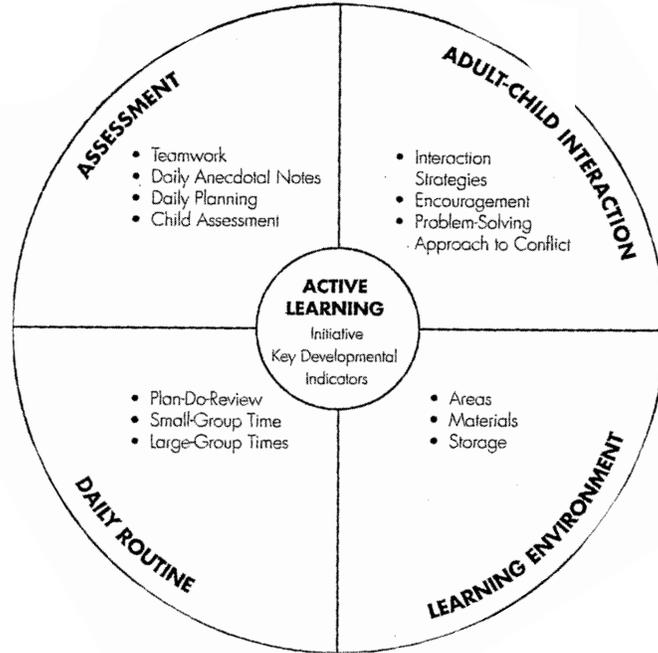
teachers and caregivers is highly effective. In a national study, teachers with HighScope training had higher quality programs than did similar teachers without such training. Higher quality programs were in turn linked to better developmental outcomes for children.

HighScope goals for young children:

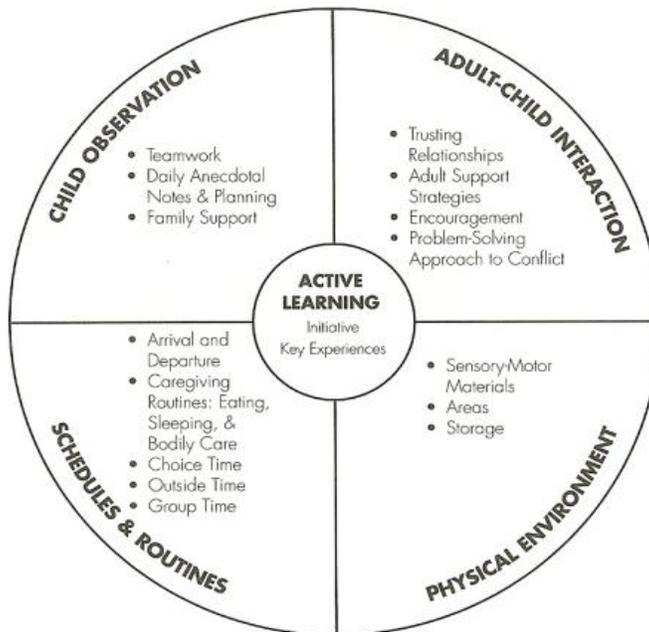
- ✓ To become independent, responsible, and confident – ready for school and ready for life.
- ✓ To learn through active involvement with people, materials, events and ideas.
- ✓ To learn to plan many of their own activities, carry them out and talk with other children and their teacher about what they have done and what they have learned.
- ✓ To gain knowledge and skills in important academic, social-emotional, and physical areas of development including: language and literacy, logical thinking in the areas of number, classification, seriation, space and time; initiative and social relations, creative representation (visual and dramatic arts); and movement and music.



The High/Scope Preschool Wheel of Learning



The High/Scope Infant Toddler Wheel of Learning



12-18 Months

This is a delightful time for parents and children. Your baby is developing a personality and rewards your time together with laughter, funny faces, and affectionate hugs. First steps and first words are exciting family events.

PHYSICAL DEVELOPMENT

- ✓ weight: 17-30 pounds
- ✓ height: 27-35 inches
- ✓ crawls well
- ✓ stands alone, sits down
- ✓ gestures or points to indicate wants
- ✓ likes to push, pull, and dump things
- ✓ pulls off hat, socks, and mittens
- ✓ turns pages in a book
- ✓ stacks 2 blocks
- ✓ likes to poke, twist, and squeeze
- ✓ enjoys flushing toilets and closing doors
- ✓ enjoys carrying small objects while walking, often one in each hand
- ✓ holds crayon and scribbles, but with little control
- ✓ waves bye-bye and claps hands
- ✓ walks without help
- ✓ enjoys holding spoon when eating, but experiences difficulty in getting spoon into mouth
- ✓ rolls a ball to adult on request

INTELLECTUAL DEVELOPMENT

- ✓ says 8-20 words you can understand
- ✓ looks at person talking to him or her
- ✓ says "Hi" or "Bye" if reminded
- ✓ uses expressions like "Oh-oh"
- ✓ asks for something by pointing or using one word
- ✓ identifies object in a book
- ✓ plays peek-a-boo
- ✓ looks for objects that are hidden or out of sight
- ✓ understands and follows simple one-step directions
- ✓ likes to take things apart

SOCIAL AND EMOTIONAL DEVELOPMENT

- ✓ becomes upset when separated from parent
- ✓ likes to hand objects to others
- ✓ plays alone on floor with toys
- ✓ recognizes self in mirror or pictures
- ✓ enjoys being held and read to
- ✓ imitates others especially by coughing, sneezing, or making animal sounds
- ✓ enjoys an audience and applause

IDEAS

- Enjoy some “floor time” with your child each day.
- Crawl around together, play peek-a-boo behind the sofa, or roll a ball back and forth. Your child will love having you down on his or her level.
- Review your baby proofing. Your child’s increasing growth and mobility make it possible to reach unsafe heights and play with dangerous material. Get down on your knees in each room and look at things from your child’s perspective. Put toxic items like paint, dishwashing detergent, medicine, and make-up in high cupboards, preferably with a safety cabinet latch.
- Put together a box of items that are fun to feel, poke, and squeeze. You might include plastic margarine tubs, an old sock, tissue paper to crumple, measuring cups of different sizes, a turkey baster, a nylon scarf, an egg carton, and paper cups. Choose items larger than a half-dollar to avoid choking hazards
- Relax and have fun dancing to music with your child.
- Use bath time to point to some body parts and say them with your baby. Nose, ears, arms, legs, tummy, toes....
- Talk frequently to your child to increase his or her language skills and encourage cooperation. You can make dressing time more fun by pointing to and identifying body parts and clothes. For instance, “See this pretty red shirt? The shirt goes over your head. Your arms go into the sleeves. What shall we put on your legs?”
- Around 18 months your child may begin clinging and become anxious about being separated from you. If possible, reduce separations and be sure that your child is cared for by someone familiar

18 to 24 Months

Children this age are truly on the go. A greater sense of independence begins to develop as children begin to walk, run, and climb with greater skill. You also may notice that toddlers this age love to imitate everything. Pretending to talk on the phone is a favorite activity.

PHYSICAL DEVELOPMENT

- ✓ weight: 20-32 pounds
- ✓ height: 30-37 inches
- ✓ walks well
- ✓ likes to run, but can't always stop and turn well

- ✓ drinks from a straw
- ✓ feeds self with a spoon
- ✓ helps wash hands
- ✓ stacks 2-4 blocks
- ✓ tosses or rolls a large ball
- ✓ opens cabinets, drawers, and boxes
- ✓ bends over to pick up toy without falling
- ✓ walks up steps with help
- ✓ takes steps backward
- ✓ enjoys sitting on and moving small-wheeled riding toys
- ✓ begins to gain some control of bowels and bladder; complete control may not be achieved until around age 3. (Boys often do not complete toilet training until age 3-1/2.)

INTELLECTUAL DEVELOPMENT

- ✓ has a vocabulary of several hundred words, including names of toys
- ✓ uses 2-3 word sentences
- ✓ echoes single words that are spoken by someone else - talks to self and "jabbbers" expressively
- ✓ shows preferences between toys
- ✓ likes to choose between two objects
- ✓ hums or tries to sing
- ✓ listens to short rhymes or fingerplays
- ✓ points to eyes, ears, or nose when asked
- ✓ uses the words "please" and "thank you. if prompted - enjoys" singing familiar songs

SOCIAL AND EMOTIONAL DEVELOPMENT

- ✓ likes to imitate parents actions
- ✓ begins to show signs of independence; says "no"
- ✓ has difficulty sharing
- ✓ very possessive
- ✓ finds it difficult to wait and wants things right now!
- ✓ gets angry sometimes and has temper tantrums
- ✓ acts shy around strangers
- ✓ comforts a distressed friend or parent
- ✓ refers to self by name
- ✓ uses the words "me" and "mine"
- ✓ enjoys looking at picture books
- ✓ tries to do many things by himself
- ✓ enjoys adult attention
- ✓ enjoys simple pretend play like wearing hats and 'talking on phone
- ✓ enjoys exploring, gets into everything, and requires constant supervision - generally unable to remember rules
- ✓ often gets physically aggressive when frustrated - slaps, hits
- ✓ shows affection by returning a hug or kiss
- ✓ may become attached to a toy or blanket

IDEAS

- Enjoy dancing with children to music with different rhythms. Provide simple musical

instruments such as a rattle or an oatmeal box drum. Now is a good time to teach children simple fingerplays such as "Eensy Weensy Spider."

- Talk with children about everyday things. After 18 months, language development seems to explode. Children will be learning new words at a very rapid rate.
- Read simple books with children every day. Choose books made of cardboard or cloth pages. Stories that have familiar objects are best. Encourage toddlers to turn pages.
- Make your own scrapbook of objects or people your toddlers know by using a small sturdy photo album.
- Encourage language development by expanding on what a toddler says. When the child says kitty, you can say, "Yes, the kitty is little and soft."
- Play a simple game of "find." Place 3 familiar toys in front of a toddler and say, "Give me the -." See if he tries to find it and hand it to you.

Encourage a toddler to play dress up by providing a full-length mirror on the wall and a pretend box filled with caps, scarves, and old shoes.

TWO- YEAR-OLDS

Two-year-olds like to be independent. Favorite words are "Mine" and "No" and "I do it." Emotions take on a roller coaster-like quality as 2-year-olds can go from excitement to anger to laughter within a few moments. A great deal of time is spent exploring, pushing, pulling, filling, dumping, and touching.

Two-year-olds are surer of themselves and of what they can do as they grow. Their bodies stretch out, and most will lose the potbellied look during this third year of life. Their appetites lessen, and they may be particular about food. They are still growing fairly rapidly.

Toddlers are very attached to their caregivers. You may find them trying out new ideas and exploring their surroundings, but still staying close to you as they need a base of support and trust. Two-year-olds are usually interested in other children. However, social interest and physical abilities sometimes collide as a hug becomes a tackle and a gentle pat becomes a whack. You will need to teach children how to express affection appropriately.

PHYSICAL DEVELOPMENT

- ✓ weight 22":38 pounds
- ✓ height: 32-40 inches
- ✓ has almost a full set of teeth
- ✓ walks up and down stairs by holding onto railing - feeds self with spoon
- ✓ experiments by touching, smelling, and tasting - likes to push, pull, fill, and dump
- ✓ can turn pages of a book
- ✓ stacks 4-6 objects
- ✓ scribbles vigorously with crayons or markers
- ✓ many children (but not all) will learn to use toilet - walks without help
- ✓ walks backwards
- ✓ tosses or rolls a large ball
- ✓ stoops or squats
- ✓ opens cabinets, drawers

- ✓ can bend over to pick up toy without falling

INTELLECTUAL DEVELOPMENT

- ✓ enjoys simple stories, rhymes, and songs
- ✓ uses 2-3 word sentences
- ✓ says names of toys
- ✓ hums or tries to sing
- ✓ enjoys looking at books
- ✓ points to eyes, ears, or nose when asked
- ✓ repeats words
- ✓ interested in learning how to use common items

SOCIAL AND EMOTIONAL DEVELOPMENT

- ✓ plays alongside others more than with them
- ✓ acts shy around strangers
- ✓ likes to imitate parents
- ✓ easily frustrated
- ✓ affectionate - hugs and kisses
- ✓ insists on trying to do several tasks without help
- ✓ enjoys simple make-believe like talking on phone, putting on hat
- ✓ very possessive - offers toys to other children but then wants them back
- ✓ needs considerable time to change activities
- ✓ capable of frequent tantrums, which are often a result of his inability to express himself even though he has ideas
- ✓ can show aggressive behavior and the intent to hurt others
- ✓ can be extremely demanding and persistent
- ✓ destructive to objects around him when frustrated and angry
- ✓ possessive about caregiver's attention; show feelings of jealousy
- ✓ has fears and nightmares
- ✓ has sense of humor; capable of laughter
- ✓ shows interest in during, brushing hair and teeth.
- ✓ cannot sit still or play with a toy for more than a few minutes

IDEAS

- Baby-proof your house again. Two-year-olds are taller and more skillful at opening doors and getting into mischief.
- Read aloud to children every day. Encourage toddlers to look at books with large pictures and sturdy pages. Simple story lines are best.
- Try to expand a 2-year-old's knowledge of words and sentence structure. Let her hear the correct word order, but don't demand that she imitate you. For example, if she says "more

juice," say "Anna wants more orange juice."

- Encourage them to identify noises like vacuum, tap water, dogs barking, thunder, airplane, and car.
- Let toddlers help you with simple chores such as picking up toys or putting clothes in the laundry basket. Encourage them to name things that you are using.
- Add new information to what a child is saying. "Yes that's a blanket, a soft, warm blanket.
- Give toddlers clear and simple choices. "Do you want to drink milk or juice? Do you want to wear green or blue socks?"
- Know how to handle a temper tantrum:
 1. don't yell or hit the child
 2. remain calm
 3. talk in soothing tone
 4. put your hand gently on child's arm if possible
- Provide newspaper, flattened grocery sacks, and computer scraps for drawing and painting. Color books, workbooks, and ditto sheets are not recommended.
- Avoid making models of clay or drawing pictures for children to copy. They learn more by working out their own *ideas*, and adult-induced items can actually hinder learning.
- Do not expect toddlers to share or take turns. Right now they are focused on learning how to physically handle themselves and on learning to talk. Learning to share will come later.
- Provide spaces where toddlers can spend time alone. An old cardboard box or a blanket over a card table works great
- Avoid pressuring children to be right or left handed. A few 2-year-olds will begin to show preference for one hand, but many children will continue to use both hands for a few years.
- Provide safe outlets for physical activity and space exploration like small steps, boxes.
- Provide opportunities for learning about cause and effect by giving toddlers many opportunities to fill, dump, collect, gather, give, hide, and seek.
- Play "parade" or "follow the leader." Sing sequential songs like "Old MacDonald" to explain sequences.
- Encourage verbal skills by giving simple directions like "Close the door, please" or "Would you pick up the doll?"
- Encourage a toddler's love for imitation by teaching fingerplay and songs. Play "you are a mirror. "Stand or sit facing the children and have them copy everything you do. Reverse roles and let the child lead while you mirror the actions.
- Encourage sand, mud, clay, and water play. Toddlers enjoy messy play and learn a great deal from mixing, sifting, pouring, stirring, and shaping.

THREE-YEAR-OLDS

The 3-year-old is full of wonder and spends a lot of time watching, observing, and imitating. Their days are filled with busy exploration of their world.

Three-year-olds are interested in perfecting motor skills, and it is common for them to spend the entire morning going down the slide or riding a favorite tricycle.

Three-year-olds have very little memory for past events and do not understand "yesterday" and "tomorrow" the way adults do. They often repeat activities or may do and undo actions such as putting a puzzle together. These sequences are important to later understandings of change and consistency.

PHYSICAL DEVELOPMENT

- ✓ weight: 25-44 pounds
- ✓ height: 34-43 inches
- ✓ develops a taller, thinner, adult-like appearance
- ✓ develops a full set of baby teeth
- ✓ needs approximately 1,300 calories daily
- ✓ sleeps 10-12 hours at night
- ✓ sleeps through most nights without wetting the bed (occasional accidents are still quite common)
- ✓ uses the toilet with some help (many boys may not be ready for toilet learning until sometime during their third year)
- ✓ puts on shoes (but cannot tie laces)
- ✓ dresses self with some help (buttons, snaps, zippers)
- ✓ feeds self (with some spilling)
- ✓ tries to catch a large ball
- ✓ throws a ball overhead
- ✓ kicks a ball forward
- ✓ hops on one foot.
- ✓ walks short distance on tiptoes
- ✓ climbs up and down a small slide by self
- ✓ pedals a tricycle
- ✓ walks on a line.
- ✓ can stand, balance, and hop on one foot
- ✓ jumps over a 6" barrier
- ✓ can feed self with spoon and small fork; often butters bread with knife
- ✓ can use toilet independently
- ✓ can brush teeth, wash hands, get a drink
- ✓ interested in handling food and cooking procedures

INTELLECTUAL DEVELOPMENT

- ✓ talks so that 75 to 80 percent of his speech is understandable
- ✓ talks in complete sentences of 3-5 words. "Mommy is drinking juice. There's a big dog."
- ✓ stumbles over words sometimes - usually not a sign of stuttering
- ✓ enjoys repeating words and sounds
- ✓ listens attentively to short stories and books
- ✓ likes familiar stories told without any changes in words

- ✓ enjoys listening to stories and repeating simple rhymes
- ✓ able to tell simple stories from pictures or books
- ✓ enjoys singing and can carry a simple tune
- ✓ understands "now, soon, and later"
- ✓ asks who, what, where, and why questions
- ✓ stacks 5-7 blocks
- ✓ enjoys playing with clay or play dough (pounds, rolls, and squeezes it)
- ✓ can put together a 6-piece puzzle
- ✓ draws a circle and square
- ✓ recognizes common everyday sounds
- ✓ matches an object to a picture of that object
- ✓ identifies common colors such as red, blue, yellow, green
- ✓ can count 2-3 objects
- ✓ can solve problems if they are simple, concrete, real, and immediate, and if wants to
- ✓ interested in similarities and differences
- ✓ can distinguish, match, and name colors
- ✓ interested in features of animals that make them unique
- ✓ has good self-knowledge; can understand difference between self and younger children, but not between self and older children
- ✓ can say his age

SOCIAL AND EMOTIONAL DEVELOPMENT

- ✓ seeks attention and approval of adults sometimes shows preference for one parent (often the parent of the opposite sex)
- ✓ accepts suggestions and follows simple directions
- ✓ enjoys helping with simple household tasks
- ✓ can make simple choices between two things
- ✓ enjoys making others laugh and being silly
- ✓ enjoys playing alone but near other children
- ✓ spends a great deal of time watching and observing
- ✓ enjoys playing with other children briefly, but still does not cooperate or share well
- ✓ enjoys hearing stories about self
- ✓ enjoys playing "house"
- ✓ enjoys imitating other children and adults
- ✓ answers whether he is a boy or a girl
- ✓ expresses interest in ethnic identities (self and others if exposed to a multicultural setting)

IDEAS

- Be patient with toileting. Many children (especially boys) will not be ready (or toilet learning until after age 3. Accidents will happen for a while; treat accidents calmly and matter of fact. Avoid "shaming a child.
- Encourage development of hand-eye coordination by providing large buttons or old beads to string on a shoe lace.
- Play ball - show children how to throw, catch, and kick balls of different sizes.

- Show children how to hop like a rabbit, tiptoe like a bird, waddle like a duck, slither like a snake, and run like a deer.
- Talk frequently with children; use short sentences, ask questions, and listen.
- Add new information to your children's sentences. "Yes that's a flower - it's a tall, red flower and it smells so good."
- Teach children to memorize first and last names.
- Provide books for children to read, and read the same books to them. Read poetry and nursery rhymes. Encourage a child to repeat a story and discuss the ideas and events. Read signs and point to important words on pages, packages, and street signs.
- Encourage interest in reading and writing by sharing a grocery list or note for parents. Provide paper, small notebooks, and markers for use in dramatic play.
- Count objects of interest; for example: cookies, cups, napkins, or dolls.
- When possible, move one at a time as you and the children count. Measure, and have children help measure and count as you follow a recipe.
- Explain why and how things happen with the help of a reference book. Help them do simple science activities like magnetic attraction, freezing water, planting seeds, making a terrarium, and flying kites on a windy day.
- Provide sets - toys and other objects that go together. Discuss similarities and differences. For example, point out sequences in cooking. Let children experiment with faucets, tools, light switches, knobs, latches, and toys that come apart.
- Sing simple songs. Make simple rhythm instruments: oatmeal box or coffee can drums, rattles of dry beans in a box, etc. Encourage a variety of body movements and dance to music of many kinds. Play musical games such as "London Bridge," "Ring-around-the-Rosie," and "Farmer in the Dell."
- Encourage free expression in art projects. Avoid asking "what" children are drawing. Three-year-olds may not know or care, but simply enjoy the process of drawing.
- Ask parents to bring baby pictures. Talk about "When you were a baby:
- Draw a face on an old sock and show children how to "talk" with puppets.
- Talk about colors, numbers, and shapes in your everyday conversation. "We need ONE egg. That's a RED car. The butter is in this SQUARE box."
- Ask for help with very simple household tasks such as putting the napkins by each plate, putting socks in the drawer, watering plants, or stirring the muffin batter.

FOUR-YEAR OLDS

"Energetic" and "imaginative" best describe the 4-year-old. Often impatient and silly, they discover humor and spend a great deal of time being silly and telling you "jokes." A 4-year-old's language may range from silly words such as "batty-watty" to profanity. Loud, boisterous laughter may accompany such language.

Imagination suddenly becomes greater than life for the 4-year old who often confuses reality and "make-believe." Wild stories and exaggerations are common.

Four-year-olds feel good about the things they can do, show self confidence, and are willing to try new adventures. They race up and down stairs or around comers, dash on tricycles or scooters, and pull wagons at full tilt. You still need to watch them closely as they cannot estimate their own abilities accurately and are capable of trying some outlandish and dangerous tricks.

PHYSICAL DEVELOPMENT

- ✓ weight 27-50 pounds
- ✓ height 37-46 inches
- ✓ uses a spoon, fork, and dinner knife skillfully
- ✓ needs 10-12 hours sleep each night
- ✓ dresses self without much assistance (unzip, unsnap, unbutton clothes; lace but not tie shoes)
- ✓ can feed self, brush teeth, comb hair, wash, dress, hang up clothes with little assistance
- ✓ walks a straight line
- ✓ hops on one foot
- ✓ pedals and steers a tricycle skillfully
- ✓ jumps over objects 5-6 inches high
- ✓ runs, jumps, hops, and skips around obstacles with ease
- ✓ stacks 10 or more blocks
- ✓ forms shapes and objects out of clay or play dough, sometimes human and animal figures
- ✓ threads small beads on a string
- ✓ catches, bounces, and throws a ball easily
- ✓ likes to gallop, turn somersaults, climb ladders and trees, hop on one foot

INTELLECTUAL DEVELOPMENT

- ✓ can place objects in a line from largest to smallest
- ✓ can recognize some letters if taught, and may be able to print own name
- ✓ recognizes familiar words in simple books or signs (STOP sign)
- ✓ understands the concepts of "tallest, biggest, same, more, on, in, under, and above"
- ✓ counts 1-7 objects out loud - but not always in the right order
- ✓ understands the order of daily routines (breakfast before lunch, lunch before dinner, dinner before bed time)
- ✓ speaks in fairly complex sentences. "The baby ate the cookie before I could put it on the table. asks a lot of questions, including ones on birth and death.
- ✓ enjoys singing simple songs, rhymes, and nonsense words
- ✓ adapts language to listener's level of understanding. To baby sister: "Daddy go bye-bye. To Mother: "Daddy went to the store to buy food." - learns name, address, and phone number, if taught
- ✓ asks and answers who, what, when, why; and where questions
- ✓ continues one activity for 10-15 minutes
- ✓ names 6-8 colors and 3 shapes
- ✓ follows 2 unrelated directions (put your milk on the table and get your coat on)
- ✓ has basic understanding of concepts related to number, size, weight, 'colors, textures,

- distance, position, and time
- ✓ understands immediate passage of time as in what happened yesterday but does not understand calendar time
- ✓ has long attention span and finishes activities
- ✓ understands and remembers own accomplishments
- ✓ may add "ed" to words. "I go-ed to the door and put-ed the cat outdoors.
- ✓ He hurt-ed me."

SOCIAL AND EMOTIONAL DEVELOPMENT

- ✓ enjoys playing with other children
- ✓ takes turns and shares (most of the time; may still be rather bossy)
- ✓ seeks out adult approve
- ✓ understands and obeys simple rules (most of the time)
- ✓ changes the rules of a games as she goes along
- ✓ likes to talk and carries on elaborate conversations
- ✓ capable of feeling jealous
- ✓ persistently asks why
- ✓ boastful ,enjoys showing off and bragging about possessions
- ✓ fearful of the dark and monsters
- ✓ begins to understand danger
- ✓ at times can become quite fearful
- ✓ has difficulty separating make-believe from reality
- ✓ lies sometimes to protect self and friends, but doesn't truly understand the concept of lying
imagination often gets in the way - may name call. tattle freely
- ✓ likes to shock others by using "forbidden" words
- ✓ expresses anger verbally rather than physically (most of the time)
- ✓ still throws tantrums over minor frustrations
- ✓ imitates parent of the same sex, particularly in play
- ✓ enjoys pretending, often with imaginary playmates
- ✓ pretending goes far beyond "playing house" to more elaborate settings like fire station, school, shoe store, ice cream shop
- ✓ loves to tell jokes that may not make any sense at all to adults
- ✓ can feel intense anger and frustration
- ✓ has vivid imagination and sometimes imaginary playmates
- ✓ enjoys dramatic play and role playing

IDEAS

- Read aloud each day and encourage children to look at books on their own. Provide alternative reading material with a collection of outdated coupons, junk mail, newspaper ads, and old cereal boxes.
- Say nursery rhymes and fingerplays together. Encourage 4-year-olds to tell stories to younger children.
- Encourage interest in writing and words. Provide children with paper and notebooks for writing. Print letters and numerals on art work, and label toy shelves with pictures and words

that describe objects.

- Provide a variety of art experiences. Make play dough. Create collages from magazine pictures, fabric, wallpaper, and newsprint. Encourage children to experiment with new media like wire and cork soda straws, string, or yarn. Teach children to mix different colors with paint.
- Teach important number and space concepts. Sort and count everything in sight, like silverware, socks, leaves, etc. Talk about things being in, on, under, behind, beside, before and after, larger than, too far, etc.
- Teach children the correct use of the telephone
- Four-year-Olds have a strong need to feel important and worthwhile. Praise accomplishments, and provide opportunity to experience freedom and independence.
- Teach the use of landmarks to find their way around your neighborhood.
- Encourage physical development Play follow the leader. Pretend to talk like various animals. Set up an. obstacle course indoors with challenges such as crawling, climbing, leaping, balancing, and running across stepping stones. Encourage walking with a beanbag on the head.
- Promote respect for life and living things by letting them help you build a bird feeder and hang it up. Record the kinds of birds observed, and teach them to identify birds by significant characteristics like the red male and green female cardinals, the black caps and white cheeks of the chickadee.
- Encourage 4-year-olds to help you plan and plant a garden. They will love to water plants daily and will enjoy measuring plant growth.
- Encourage multicultural awareness through representative dolls, puppets, pictures, and books. Encourage cultural aspects of all the families, and learn recipes, songs, and information about cultural celebrations.
- Expand dramatic play by providing a variety of props for themes like grocery store, pizza par lour, birthday party, and firefighter.

FIVE-YEAR-OLDS

Five-year-olds are cheerful, energetic, and enthusiastic. They enjoy planning, and spend a great deal of time discussing who will do what they especially enjoy dramatic play, usually with other children.

Five-year-olds are more sensitive to the needs and feelings of others around them. It is less difficult for them to wait for a turn or to share toys 'and material. "Best friends" become very important

Many 5-year-olds will be going to kindergarten. Be sensitive to the needs of a 5-year-old returning from school. She may want to rest, play by herself, be free for a while from adult-directed activity, or catch up with the group happenings.

Pace afternoon kindergarten children during the day with a balance of rest and activity. All-day kindergarten children need to be given every consideration when they return to your home as they may be tired, talkative, hungry, or wanting to share the day's happenings.

PHYSICAL DEVELOPMENT

- ✓ weight 31-57 pounds
- ✓ height 39-48 inches

- ✓ requires approximately 1,700 calories daily
- ✓ sleeps 10-11 hours at night
- ✓ may begin to lose baby teeth
- ✓ able to dress self with little assistance
- ✓ Learns to skip.
- ✓ throws ball overhead
- ✓ catches bounced balls
- ✓ rides a bicycle skillfully; may show interest in riding a bicycle with training wheels
- ✓ balances on either foot for 5-10 seconds
- ✓ uses a fork and knife well
- ✓ cuts on a line with scissors
- ✓ left or right hand dominance is established
- ✓ walks down stairs, alternating feet without using a handrail
- ✓ jumps over low objects
- ✓ can run, gallop, and tumble
- ✓ can skip and run on tiptoe
- ✓ can jump rope
- ✓ interested in performing tricks like standing on head, performing dance steps
- ✓ capable of learning complex body coordination skills like swimming, ice or roller skating, and riding bicycles
- ✓ may be able to tie shoelaces
- ✓ may be able to copy simple designs and shapes

INTELLECTUAL DEVELOPMENT

- ✓ understands about 13,000 words
- ✓ uses 5-8 words in a sentence
- ✓ likes to argue and reason; use words like "because"
- ✓ knows basic colors like red, yellow, blue, green, orange
- ✓ able to memorize address and phone number
- ✓ understands that stories have a beginning, middle, and end
- ✓ able to remember stories and repeat them
- ✓ enjoys creating and telling stories
- ✓ Understands that books are read from left to right. top to bottom
- ✓ Enjoys riddles and jokes
- ✓ draws pictures that represent animals, people, and objects
- ✓ enjoys tracing or copying letters
- ✓ can place objects in order from shortest to tallest
- ✓ can understand and use comparative terms-like big, bigger, or biggest
- ✓ sorts objects by size
- ✓ identifies some letters of the alphabet and a few numbers (if taught)
- ✓ understands "more," "less," and "same"
- ✓ counts up to 10 objects
- ✓ Recognizes categories ("These are all animals; these are all toys.")
- ✓ understands before and after, above, and below
- ✓ block and dramatic play is much more elaborate and complex
- ✓ has good attention span and can concentrate well

- ✓ is project minded - plans buildings, play scenarios, and drawings
- ✓ interested in cause and effect
- ✓ can understand time concepts like yesterday, today, and tomorrow

SOCIAL AND EMOTIONAL DEVELOPMENT

- ✓ invents games with simple rules
- ✓ organizes other children and toys for pretend play
- ✓ still confuses fantasy with reality sometimes
- ✓ often fears loud noises, the dark, animals, and some people - can take turns and share, but doesn't always want to expresses anger and jealousy physically
- ✓ likes to test muscular strength and motor skills, but is not emotionally ready for competition
- ✓ carries on conversations with other children and adults
- ✓ often excludes other children in play - best friends only
- ✓ uses swear words or "bathroom words" to get attention
- ✓ sometimes can be very bossy
- ✓ likes to try new things and take risks
- ✓ likes to make own decisions
- ✓ notices when another child is angry or sad - more sensitive to feelings of others
- ✓ prefers company of 1 or 2 children at a time; may become bossy or sulky when others join in
- ✓ likes to feel grown up; boasts about self to younger, less capable children
- ✓ begins to have a very basic understanding of right and wrong
- ✓ plays contentedly and independently without constant supervision
- ✓ takes turns and shares (sometimes)
- ✓ understands and respects rules - often asks permission
- ✓ understands and enjoys both giving and receiving
- ✓ enjoys collecting things
- ✓ sometimes needs to get away and be alone
- ✓ can understand relationships among people and similarities and differences in other families

- ✓ seeks adult approval
- ✓ sometimes critical of other children and embarrassed by own mistakes - less fearful of the world than toddlers because understands the world better
- ✓ has a good sense of humor, and enjoys sharing jokes and laughter with adults

IDEAS

- Encourage body coordination and sense of balance by playing "Follow the leader" with skipping, galloping, and hopping. Skip or jump rope to music, teach folk dances and games, provide a balance beam, a tree for climbing, and a knotted rope suspended from a sturdy frame.
- Teach sack-walking and "twist-em, "statue," or "freeze" games to provide an outlet for their drive for physical activity.
- Play games that can teach right and left directions, like Hokey-Pokey, Lobby-loo and "Simon Says."
- Help children learn to use a pair of scissors by letting them cut out coupons.

- Provide a plastic needle, thread, and beads to encourage small muscle development
 - Provide carpentry, take-apart, and put-together experiences with junk clocks and old small appliances.
 - Show children how to repair toys and books.
 - Add drama to your reading sessions each day by using different voices for different characters. While reading a familiar story, stop before the end and ask children to add their own end to the story.
 - Ask 5-year-olds to tell you a story. Write it down and post it on the wall or refrigerator.
 - Ask "what if" questions. What if there were 5 little pigs instead of 3? What if Little Red Riding Hood saw a rabbit instead of a wolf?
 - Involve children in writing "thank-you notes, holiday greeting cards, and letters. If a 5-year-old enjoys copying letters, let him dictate a short message to you and copy it from your writing. Old typewriters are favorite writing tools.
 - Give 5-year-olds opportunities to sort, group, match, count, and sequence with real life situations such as setting the table, counting the number of turns, sorting out socks, and matching fabric swatches. Lotto games and card games such as "fish" involve matching pairs.
 - Help children learn to make rules and play simple games by providing opportunities for them to play in small groups.
-
- Help children understand and cope with strong feelings by giving them words to use when they are angry. "I can see you are SAD about going home, ANGRY at your friend
 - Observe how a child plays with other children. Teach him to request, bargain, negotiate, and apologize.
 - Take questions seriously. Talk to children about what happens and why. Give answers they can understand.
 - Specific praise helps children understand the true value of their actions. Say "I like the way you stacked the toys neatly on the shelf" rather than "You did a good job!"
 - Provide ~ comfortable place to be alone. A large cardboard box makes a wonderful hideaway.
 - Take fears seriously. Reassure children that you will make sure that nothing bad will happen to them.
 - Allow 5-year-olds some privacy in the toilet Remind them to wash their hands until it becomes a habit.
 - Be patient with the untidiness and clutter. Allow plenty of time to clean up. It helps to store and organize materials on low, open shelves so that they can be found and put away easily.
 - Five-year-olds will show an increasing interest in numbers" Encourage them to count anything of interest cups, leaves, drums, bells, number of children absent, meters, etc.
 - Encourage interest in jokes nonsense, and riddles by reading humorous stories, riddles, and nonsense rhymes. Join them in jokes from school, books, and TV.
 - Give opportunities to express dramatic and creative interest. Teach children how to move their bodies to dramatize the opening of a flower, falling snow, leaves, or rain; wiggly worms and snakes; and laundry blowing in the wind.

LUNCH AND SNACK

The Center provides snacks in the morning and the afternoon. Snacks will be in accordance with the Department of Health and USDA requirements. (See Chart). Snacks will be prepared daily by “Green Napkin”. All children have the same snack unless there is a note from the Doctor stating that the child is on a special diet or has allergies. If a child has allergies or a special diet, the parent is responsible to bring a substitute for that food as prescribe by the doctor.

Child Meal Pattern		
Snack		
Select Two of the Four Components for a Reimbursable Snack		
Food Components	Ages 1-2	Ages 3-5
1 milk fluid milk	½ cup	½ cup
2 fruits/vegetables juice, ² fruit and/or vegetable	½ cup	½ cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	½ slice ½ serving ¼ cup ¼ cup ¼ cup	½ slice ½ serving ⅓ cup ¼ cup ¼ cup
1 meat/meat alternate meat or poultry or fish ⁴ or alternate protein product or cheese or egg or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds ⁵ or yogurt ⁶	½ ounce ½ ounce ½ ounce ½ egg ¼ cup 1 Tbsp. ½ ounce 2 ounces	½ ounce ½ ounce ½ ounce ½ egg ¼ cup 1 tbsp. ½ ounce 2 ounces
<p>¹ Children age 12 and older may be served larger portions based on their greater food needs. They may not be served less than the minimum quantities listed in this column.</p> <p>² Fruit or vegetable juice must be full-strength. Juice cannot be served when milk is the only other snack component.</p> <p>³ Breads and grains must be made from whole-grain or enriched meal or flour. Cereal must be whole-grain or enriched or fortified.</p> <p>⁴ A serving consists of the edible portion of cooked lean meat or poultry or fish.</p> <p>⁵ One-half egg meets the required minimum amount (one ounce or less) of meat alternate.</p> <p>⁶ Yogurt may be plain or flavored, unsweetened or sweetened.</p>		

You have an option of choosing the HOT LUNCH program for your child or to bring lunch from home in a lunch box. Your LUNCH choice is on the application form and is for the year.

HOT LUNCH PROGRAM: meals and snacks are prepared daily by “Green Napkin Foods LLC” St. Patrick School and Preschool onsite caterer. Meals and snacks are prepared fresh right here in the kitchen in Barry Hall. We want to assist our families in making them feel secure that their child is being well nourished while away from home. Lunch and snack menus are posted on the parent board in the

classroom, on our website or you can ask for a copy from the office. Lunch time will provide a positive social atmosphere for staff and child interaction, with everyone served the same nutritious lunch, the children will get a chance to sample new and different foods that their classmates are eating. They meet the USDA food and nutrition guidelines (see chart) for nutritional adequacy. Its program consists of:

- ✓ Removed 95% of processed foods.
- ✓ Hormone and antibiotic-free milk, eggs, yogurt tubes, hummus, string cheese, pita chips, etc.
- ✓ Children 24 months and younger will be served whole milk
- ✓ Fresh fruits and vegetables served daily
- ✓ Majority of foods purchased locally
- ✓ 80% of meats and poultry are natural, nitrate-free

Green Napkin's effort is to serve more nutritious, delicious, freshly prepared meals using locally-grown foods to all the children. This will also help to educate children in the kitchen, garden and academic classroom about their food choices and the impact they have on their health, community and our environment. We are responsible for ensuring that children's nutritional needs are met.

LUNCH FROM HOME: If you will be providing your child's lunch, you must sign the agreement to follow the USDA Food and Nutrition Service Guidelines. You understand that the staff at St. Patrick Preschool is responsible for ensuring that children's nutritional needs are met, even the food parents provide for lunch. You understand that if you do not comply with these guidelines, your child will be put on the preschool's hot lunch program. Everything from home will stay in the lunch box until lunch time. We do not keep foods from home cold or warm them up. A thermos may be a solution to keep food from home warm or cold. Lunch from home must include milk, your own spoon, plate and cup if necessary. We ask that all foods from home are prepared, in child size portions, cut-up/sliced/peeled and in non-breakable containers for easy and safe eating. All lunch boxes, bags and thermoses need to be labeled with the child's name on the outside. **NO GLASS, NO BREAKABLE ITEMS, and NO KNIVES!** **FOOD SENT TO THE CENTER IN GLASS CONTAINER WILL BE THROWN AWAY.**

All food and drink will be given while children are seated at tables. Children may not walk around with food or drinks or take them to their rest mats.

Because some parents may not want their child eating certain foods or an allergic reaction may occur, children will not be allowed to share lunches. Special diets, including nutrient concentrates and supplements, may be provided by the parent and served only upon written instruction of the child's physician and/or upon request of the parents. Families of a child with food allergies will be asked to give consent for posting information about their child's food allergy. For your child's protection, this information will be posted in the child's classroom and the food preparation area.

Child Meal Pattern LUNCH or SUPPER		
Food Components	Ages 1-2	Ages 3-5
1 milk fluid milk	½ cup	¾ cup
2 fruits/vegetables juice, ² fruit and/or vegetable	¼ cup	½ cup
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	½ slice ½ serving ¼ cup ¼ cup ¼ cup	½ slice ½ serving ½ cup ¼ cup ¼ cup
1 meat/meat alternate meat or poultry or fish ⁴ or alternate protein product or cheese or egg or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds ⁵ or yogurt ⁶	1 ounce 1 ounce 1 ounce ½ egg ¼ cup 2 tbsp. ½ ounce 4 ounces	1 ½ ounce 1 ½ ounce 1 ½ ounce ¾ egg ¾ cup 3 tbsp. ¾ ounce 6 ounces
<p>¹ Children age 12 and older may be served larger portions based on their greater food needs. They may not be served less than the minimum quantities listed in this column.</p> <p>² Fruit or vegetable juice must be full-strength.</p> <p>³ Breads and grains must be made from whole-grain or enriched meal or flour. Cereal must be whole-grain or enriched or fortified.</p> <p>⁴ A serving consists of the edible portion of cooked lean meat or poultry or fish.</p> <p>⁵ Nuts and seeds may meet only one-half of the total meat/meat alternate serving and must be combined with another meat/meat alternate to fulfill the lunch or supper requirement.</p> <p>⁶ Yogurt may be plain or flavored, unsweetened or sweetened.</p>		