

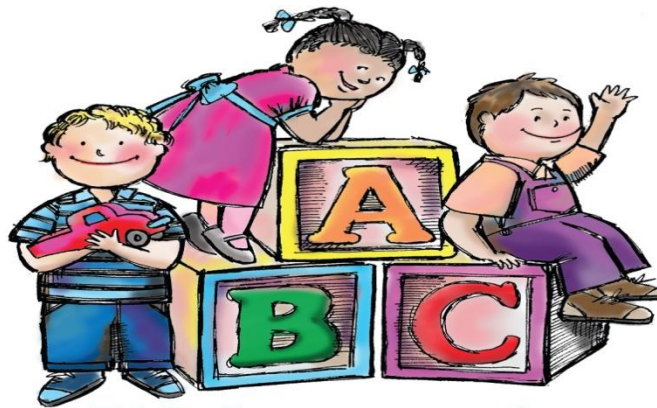
# SAINT BRUNO SCHOOL

**A Good Place to Grow**

**90 Years of Excellence  
1926-2016**

**Preschool Program Family Handbook  
2018-2019**

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**Welcome to  
Preschool**

**ST. BRUNO SCHOOL  
4839 South Harding Avenue  
Chicago, Illinois 60632**

**School Office: (773) 847-0697**

**Facsimile: (773) 847-1620**

**Website: [www.stbruno.com](http://www.stbruno.com)**

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Recipients of the 2005 CARDINAL'S AWARD for Teacher Achievement

**ST. BRUNO PRESCHOOL  
FACULTY AND STAFF  
2018 - 2019**

**Administrative Staff**

Fr. Antoni Bury .....Pastor  
Mrs. Carla Sever ..... Principal

**Preschool Faculty and Staff**

Mrs. Marisa Sanchez .....3-year-old Preschool Teacher  
Mrs. Kim Rodriguez.....3-year-old Preschool Aide  
Mrs. Margarita Tellez.....4-year-old Preschool Teacher  
Mrs. Veronica Valencia.....4-year-old Preschool Aide

**Instructional Support Staff**

Mr. Paul Veliotis ..... Physical Education  
Ms. Telumbre Lissette..... Music

**School Personnel**

Mrs. Rose Emerson ..... Secretary  
Mrs. Marie Kubik .....Secretary  
Mr. Jerry Bokun .....Maintenance

**The St. Bruno School Preschool Program Family Handbook is a supplement to the Family Handbook provided to all school families each August. Please refer to that publication for additional information regarding school practices and policies**

**ST. BRUNO SCHOOL  
PRESCHOOL PROGRAM  
FAMILY HANDBOOK**

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## Section 1

### PHILOSOPHY/MISSION

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We believe, at St. Bruno Preschool, that each child is a unique individual with his/her own pattern of growth and development. We believe that to foster this growth socially, emotionally, intellectually, physically, and spiritually, the child needs a planned environment, which is child-centered. The child needs a place where the teacher meets the child on his/her level, literally and developmentally, and which provides new opportunities to explore the world around them. Encouragement, understanding, nurturing, and comfort are provided by the parents as well as the teacher.

Our program is carefully designed to allow children to learn through play and recognition/enhancement of individual talents and interests. This is accomplished through a variety of methodologies and best instructional practices distilled from a careful assessment of current programs and curricula. The classroom is a media of resource rich environment. The program utilizes a multiplicity of art media and textures, science activities and hands-on projects, a puppet theatre to enhance creativity and communication, blocks, books, and units/themes to provide a springboard for further learning.

The spiritual development of the child is aided via the signs and symbols of faith, age appropriate prayers and songs, gentle reminders of the importance of each individual and the need to work together, and the stories that emphasize the beauty of creation, the loving nature of God, and the wonder of each person. All of these activities lay the foundation for further development in the Catechesis of the Sadlier Press program. We encourage the child's natural curiosity about the world and support his/her desire for independence.

We believe that the purpose of discipline is to guarantee the physical safety and emotional wellbeing of every child and to help the individual child to develop self-control and assume responsibility for his/her own actions/choices. We believe that young children during this stage of life are learning to internalize the components of acceptable social behavior. The school setting is a natural arena in which they may safely practice these skills under the guidance of Early Childhood professionals who understand that these tasks take time to achieve. We use positive guidance, telling, children what they can do, and we reinforce this positive behavior. Gentle, firm, and consistent verbal reminders are used with the children and, if necessary, the teacher may move a child within the classroom area away from a situation he/she is having difficulty with until he/she is able to resume participation (time out periods will not exceed one minute per year of age). We set gentle limits that lead to self-discipline and self-acceptance.

We are aware that these early years are crucial in forming the child's attitudes about himself and others. With this understanding of our responsibility to you and your child, we welcome you to our school. We hope this year will be a very happy and rewarding experience for your entire family.

## Section 2

### ADMISSION POLICY

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St. Bruno School is operated under the auspices of the Catholic Bishop of Chicago, a corporation sole, in the Archdiocese of Chicago. St. Bruno School admits students of any race, color, and sex, national and ethnic origin to all rights, privileges, programs and activities in this school. St. Bruno School does not discriminate on the basis of sex, race, color, or national and ethnic origin in administration of educational policies and school-administered programs.

#### **Requirements for admission:**

- ❖ An official copy of the child's birth certificate (A child entering our 3-year-old preschool must be 3 years of age on or before September 1. A child entering our 4-year-old preschool must be 4 years of age on or before September 1. A child entering Kindergarten must be 5 years of age on or before September 1.
- ❖ A record of compliance with local and state health requirements.
- ❖ Transfer students must supply copies of academic records (e.g. report cards, standardized test scores).

## Section 3

### ARRIVAL/DEPARTURES

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Morning Care is available in the St. Joseph Room starting at 6:45 am through the Extended Day Program. For extended Day care please use the playground doors. Students should not be dropped off any earlier than 7:45 am. Families should be aware that students are **NOT** supervised until they enter the building at 7:45 am. If a student is dropped off before 7:45 am, he/she will be sent directly to Extended Day Care Program, and any charges incurred as a result of this will be the responsibility of the parent/guardian.

The children enrolled in the 4-year-old program must enter through the parking lot and use the gymnasium entrance, door # 4. The students enrolled in the 3-year-old program enter through door #3 located in the school playground.

Dismissal takes place at 2:45pm for students in grades PK – 1<sup>st</sup>. All students will be dismissed from the door that they arrive. Extended Day is offered for those families that need it. Extended Day will take place in the St. Joseph's Room and be offered until 6:00pm for a cost. Students can be picked up from the St. Joseph's Room located through the playground. If a student is not picked up from school by 3:00 pm, he/she will be sent directly to the Extended Day Care Program, and any charges incurred as a result of this will be the responsibility of the parent/guardian.

We make every effort to know the individuals that pickup our schoolchildren but understand, at times a person who normally does not pick-up a child may be charged with that responsibility. You must send your child's teacher a note, if your child is to be picked-up by a person not normally charged with that responsibility.

## **Section 4**

### **SNACKS**

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#### **(PreK 3 and PreK 4 (A) & (B))**

Parents are asked to provide a snack and beverage for the class on a rotating basis. The teacher will distribute a monthly calendar for snack responsibility. Please keep the snacks small and simple. Please read labels of packaged foods to make sure that they are nutritious and they do not have sugar as the primary ingredient.

#### **Suggested Snack List**

Individual (small) juice boxes, 100% fruit juice  
Small bottles of water  
Cheese cubes, string cheese, or cheese slices  
Small bagels or muffins  
Mini rice cakes  
Pretzels  
Small cracker, such as Goldfish or graham crackers  
Dry cereal, such as Cheerios  
Raisins  
Yogurt  
Fresh Fruit  
Milk 2%

## **Section 5**

### **BIRTHDAY CELEBRATIONS**

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#### **(PreK 3 only)**

Students are invited to bring a cake mix and trimmings to school in celebration of their birthdays. Cupcakes will be prepared in the school with the help of the child's teacher and aide. Students' whose birthdays take place during the summer, will celebrate on their half-birthday (e.g. if a child's birthday is June 15<sup>th</sup>, we will celebrate on December 15<sup>th</sup>). A note will be sent home the week prior to a child's birthday informing parents of the day the birthday will be celebrated at school as well as what items to send to the teacher.

#### **(PreK 4 only)**

Students are invited to bring cupcakes to school in celebration of their birthdays. Students' whose birthdays take place during the summer, will celebrate on their half-birthday (e.g. if a child's birthday is June 15<sup>th</sup>, we will celebrate on December 15<sup>th</sup>). A note will be sent home the week prior to a child's birthday informing parents of the day the birthday will be celebrated at school as well as what items to send to the teacher.

**All** students will refrain from passing out party invitations on school property unless all students in the class are invited.

## **Section 6**

### **COMMUNICATION: TEACHERS AND FAMILIES**

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Please feel free to communicate any concerns or questions you may have to the teacher. Classroom scheduling does not allow for in-depth parent/teacher conversations on a daily basis; however, the teacher will be happy to arrange a time to speak privately with you about your concerns and answer any questions. A monthly class newsletter will keep you informed of all the activities that will be going on during the school year. Flyers announcing all special events will be distributed and posted as reminders.

Formal parent/teacher conferences for all children are scheduled in November. A second conference is in March. Preschool parents will receive a report card for their children, but no progress reports.

## **Section 7**

### **DISCIPLINE & GUIDANCE**

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As stated previously in the beginning of this Family Handbook, discipline procedures are based on the belief that young children during this stage of life are learning to internalize the components of acceptable social behavior. The school setting is a natural arena in which they may safely practice these skills under the guidance of Early Childhood professionals who understand that these tasks take time to achieve. Our goal in regard to discipline is to provide a nurturing environment in which children may practice, learn, and succeed in the developmental tasks of childhood.

The teacher is constantly aware of and assessing the classroom environment in order to be able to direct/redirect children and to help avoid conflicts when strong personalities are about to collide. The teacher offers alternatives and ideas to help children settle conflicts, such as the following: “You sound angry. What happened? Can I help you? What do you think we can do about this?” The children are respected by the manner in which they are listened to and treated. Kind and concerned adults respect the child’s feelings and try to help them articulate the problem and guide them to find a solution that is fair. The teacher uses positive techniques of guidance, reinforcement, and encouragement rather than criticism or negative comparison. Corporal punishment is never used. Consequences are as follows: 1<sup>st</sup> offense teacher will place a call to parents, 2<sup>nd</sup> offense teacher, parents, and principal will meet and create an action plan, 3<sup>rd</sup> offense parent is called to pick child up from school. In the case that the behavior continues after a third offense, student will be sent home and dismissal will be taken into consideration. If a student breaks the skin of another child by biting them, he/she will need to be picked up from school. If the situation continues the teacher will use their discretion. Our goal is to always guide a child to realize their individual self-worth and talents and to accept and cooperate with other children and adults. Gentle, firm and consistent verbal reminders are used with the children and, if necessary the teacher may move a child within the classroom area away from the situation he/she is having difficulty with until he/she is able to resume participation (timeout periods will not exceed one minute per year of age).

The school encourages open communication with parents on all aspects of the child's growth and development. The teachers will conference with parents to share ideas and strategies to guide the child to develop self-control and cooperative abilities.

If the behavior of a child would ever become consistently destructive of property or detrimental to others, and the program is not able to meet the needs of the child, after consultation with the Principal and teacher, referrals will be suggested for professional guidance. If, at the conclusion of that time, it is apparent that the child has not transitioned well, or will not benefit from the program and continues to display inappropriate behavior that is harmful to him/herself, the other children, or the teacher, the Principal reserves the right to exclude the child from the school at any time throughout the school year.

## **Section 8**

### **PARENTS INVOLVEMENT**

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The preschool program relies on parent involvement to enhance the classroom environment. At the opening of school parent information night and throughout the year, you will be asked to help with: emergency phone tree, snack, fundraisers, and seasonal events. Room parents are important to the effective operation of the classroom teacher.

## **Section 9**

### **CLOTHING/GENERAL APPEARANCE**

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Please dress your child in gym shoes and washable clothing that is suitable for running, playing, and painting (dresses are not recommended, as they don't lend themselves to the type of activities in which preschoolers engage). Gym shoes are required due to our efforts to develop children's gross motor skills --- running, jumping, skipping, as part of the daily routine. When snow boots are required, they will be removed and replaced with gym shoes upon arrival in the classroom. Boots should be placed in a plastic bag that parents have provided. Clothing should also be easy for the child to put on and take off when using the bathroom and getting dressed to go home. Please label all your child's clothing. If a girl has pierced ears, only post-earrings (no dangle earrings) may be worn to school. Temporary tattoos and nail polish are not allowed. Hair must be clean, well-groomed and of a conservative style. Hair color must be natural. Any hair color or style that draws undue/inappropriate attention to the student will have to be changed before the student is admitted to class. Boy's hair must not touch the collar of their shirts.

Occasionally, clothing will get wet due to painting or play in the water table area. We require an extra set of clothing for your child in a plastic bag labeled with your child's name. If the extra clothing is used, the teacher will return the bag to you, so those items can be washed and replaced.

## **Section 10**

### **BEDDING**

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Children are required to bring bedding to school for use on their cots during naptime. Please make sure that blankets and pillows are kid size. The child will be carrying their blankets and



pillows, please size them correctly. This bedding will be sent home with children on the last day of the week so that it is washed over the weekend and returned to school the following week.

## **Section 11**

### **TOILET TRAINING**

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Children must be toilet trained. If an accident occurs, the child will be taken to the washroom, by the teacher or aide, and given the extra clothing in which to change.

## **Section 12**

### **PROGRAM OUTLINE/GOALS**

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#### **Broad Goals**

- + To develop the child's sense of uniqueness as a spiritual and wonderful individual by emphasizing the beauty of creation, the loving nature of God and the gift of each person
- + To help the child's emotional and social development by encouraging self-confidence, self-expression, self-discipline, and curiosity
- + To improve and expand the child's ability to think, reason, and speak clearly
- + To provide the child with varied developmentally appropriate experiences to broaden horizons, increase ease of conversations, and improve understanding of the world
- + To give the child frequent opportunities to experience success
- + To develop a climate of confidence for the child which will facilitate learning
- + To increase the child's ability to cooperate and get along with others

#### **Specific Area Goals**

##### **Spiritual Development**

- + To pray
- + To listen to the Bible stories of the nativity and Easter
- + To learn about the beauty of God's creation through stories, cooperative play activities, and science activities, and science activities of wonder
- + To learn that "I Am Special – because God made me"
- + To appreciate fellow students by learning to share and cooperate in play

##### **Gross Motor Skills**

- + To develop coordination of large muscles in locomotor movement – walking, running, skipping, jumping, hopping and kicking
- + To develop the ability to control one's body in a variety of non-locomotor activities – balancing, bending, stooping, twisting, stretching, and stirring
- + To develop the ability to throw and catch with some accuracy

##### **Fine Motor Skills**

- + To develop eye-hand coordination and the control of small muscles through the following activities:
  - Stringing beads
  - Working with pegs and boards
  - Drawing
  - Tracing
  - Pouring
  - Cutting
  - Painting

### **Language and Speech**

- + To increase ability to communicate by developing listening skills and clear speech, increasing vocabulary, improving memory, and expressing ideas
- + To increase awareness and knowledge of self and the environment through first hand experiences, books and pictures
- + To develop an interest in literature and the ability to recall sequence, understand content, and predict outcome of simple stories
- + To begin to recognize alphabet letters and one's own name in print

### **Number Concepts**

- + To develop the concept of quantity through the ability to count and compare
- + To develop the concept of size by matching, measuring and comparing
- + To begin to discriminate and name symbols for numbers
- + To begin to sort objects according to similar mathematical attributes
- + To begin to develop the concept of time and sequence by following a daily schedule and observing birthdays and special holidays

### **Science Concepts**

- + To increase the ability to learn about physical characteristics of the environment through the use of the five senses
- + To begin to observe seasonal and weather changes and relate them to change in one's own dress and activities

### **Social Concepts**

- + To develop an awareness of self and place within the family unit
- + To develop an appreciation of one's own importance and of other people, friends, and community helpers
- + To begin to learn about one's own cultural heritage and traditions and those of other ethnic groups
- + To become aware of models of travel to nearby and distant places

### **Social/Emotional Skills**

- + To develop positive feelings about self
- + To begin to make new friends
- + To learn to take turns and share responsibilities in group relations
- + To learn to accept one's feelings and to express these feelings in appropriate ways
- + To develop self-help skills and independence

### **Art & Music Concepts**

- + To develop an awareness and appreciation for beauty in the environment
- + To develop an awareness of one's creative abilities through the free use of art media, tools, and processes
- + To begin to use color, texture, form and arrangement in art work
- + To increase perception of musical sounds and patterns by listening, singing, and responding with musical instruments and body movements
- + To incorporate music in daily life by developing a repertoire of simple songs

### **Nutrition/Health/Safety Concepts & Skills**

- + To develop good eating habits
- + To recognize the names of common foods
- + To develop a rudimentary knowledge of basic sanitation practices
- + To develop and increase vocabulary relating to foods, safety, and health, e.g., traffic light, types of vegetables and fruits
- + To develop a state of physical wellbeing by practicing basic rules of health, hygiene, and safety, e.g., washing hands, covering mouth, using tissue to wipe nose
- + To begin to identify the major parts and functions of the body
- + To develop appropriate manners.

## **Section 13 WAIVER**

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Our school handbook cannot possibly include everything a parent would need to know regarding our policies, practices, or procedures. Where questions arise, the parent is advised to call the school and speak to the appropriate personnel.

The school retains the right to amend the handbook for just cause – parents will be promptly notified of any changes.

