### **PRESCHOOL**

### **PARENT HANDBOOK**

2022-2023



###### **410 Ring Ave. North**

###### **Canby, MN 56220**

**507-223-7729**

[**www.schoolofstpeter.com**](http://www.schoolofstpeter.com)



**@StPetersCanby**

**DIOCESE OF NEW ULM**

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**St. Peter Catholic School**

**Preschool Handbook**

**Vision**

St. Peter Catholic School lays the foundation for the growth of each students’ spiritual, intellectual, moral, social, and physical well-being to use their God given talents toward global citizenship. The message of Jesus will thrive in the students, staff, faculty, and parish community.

**Mission:**

St. Peter Catholic School is committed to providing students opportunities to live out the Gospel of Jesus and gain courage to act on their Catholic beliefs in community, worship, and service. Catholic teaching and values are integrated into all areas of the curriculum to develop each child’s body, mind, and soul.

**Philosophy**

The School of St. Peter believes that it is the duty of a Catholic school to educate the whole person—body, mind and spirit. The School of St. Peter is dedicated to providing a Christian atmosphere of learning in which Catholic beliefs, practices, and traditions are imparted to students and academic excellence takes place. Through our commitment to instruction in all areas of faith and academics, we believe that our students are prepared to live as responsible Catholic Christians in today’s world, while keeping in mind and striving for their ultimate goal of eternal life with God.

**Classroom Environment**

The Preschool classroom is an inviting space for all children who attend and guest who visit. We believe that children learn through many different activities including, but not limited to, hands-on, small group, large group, individual lessons, exploration, and guided practice. Students will be encouraged to develop skills of self-confidence, initiating inquiry, coordination, concentration, independence, and a sense of responsibility. The classroom will be segmented into multiple areas where children can explore and learn and develop socially, mentally, spiritually, physically, and cognitively.

**Types of Programs**

St. Peter’s Preschool will serve students ages 3-5. Students must be at least 3 years old prior to September 1 of the upcoming school year to enroll in the 3-year-old half-day preschool. Students must be at least 4 years old prior to September 1 of the upcoming school year to enroll in either the 4 half-day preschool program or the 5 full-day preschool program. 3-year-old preschool will run on Monday, Wednesday, and Friday from 8:10am-11:30am. 4-year-old preschool will run Monday—Friday from 7:45am-3:00pm with the option of half-days from 7:45am-11:30am. Preschoolers in the 4-year-old program must commit for a semester at a time for either half or full days. All preschoolers have the option for breakfast served from 8:10-8:30am as part of the daily schedule and /or lunch served from 11:30am-12:00pm.

The preschool classroom will have a maximum of 17 students present at any time. Staff ratio shall be 1 Adult to 10 Students. Children will be supervised at all times during the school day.

**Session Days/Times:**

3-year-old Half Day (Monday, Wednesday & Friday)

4-year-old \*All Day (Monday – Friday)

\*Optional Half Days for 5 Days a Week

\*Half Day times are 7:45am - 11:30am

\*Full Day times are 7:45am-3:00pm

**Licensure**

St. Peter’s Preschool is licensed by and complies with the standards set forth by the MN Department of Human Services. We are licensed for 18 students each day.

**PROGRAM GOALS**

**Language & Literacy Development**

* Identify uppercase and lowercase letters
* Learn correct letter sounds and associate with sounds in basic words
* Use words to describe objects and events

**Motor Development**

* Learn to write their own name
* Learn how to hold a pencil properly
* Draw pictures to represent ideas and objects
* Learn cutting skills
* Use manipulatives, games and activities to enhance motor skills
* Learn basic skipping, hopping, and tumbling skills

**Social Development**

* Develop positive relationships with peers and staff
* Develop responsibility for behavior and interactions with others
* Seek out others to play with on own
* Engage in cooperative play
* Learn to share and with for others
* Learn to resolve simple conflicts with peers
* Be imaginative in play

**Listening & Speaking Skills**

* Learn how to listen to a story for content
* Make predictions about a story’s next event or ending
* Complete 3 step directions
* Ask questions related to the given topic
* Tell a short story
* Express questions and ask for help in a respectful way

**Mathematics**

* Identify numbers up to 10
* Count forward and backwards
* Sort objects by different categories
* Understand and create patterns
* Recognize colors and geometric shapes

**Science**

* Understand that God created the world and all in it
* Explore with hands-on materials
* Observe items and explain the differences or changes over time
* Investigate objects indoors and outdoors
* Use simple tools

**Art**

* Use creativity to express ideas
* Learn how to draw basic shapes
* Assemble projects with given materials

**Spiritual Growth**

* Encourage the love of God while interacting with others
* Understand that God loves you
* Show appreciation and respect

**Music and Movement**

* Express self through music during free-play activity
* Listen to a variety of music each day
* Create movement motions that match music
* Participate in Physical Education activities
* Learn how to skip, hop, grapevine, and gallop
* Learn how to kick a ball and throw a ball

**Portfolio or Learning Documentation**

Preschool students will make a portfolio of learning throughout the school year documenting achievements and individual testing results. The portfolio binder will be kept in the preschool classroom and sent home at the end of the school year.

**Assessment/Conferences/Kindergarten Readiness**

The assessment tool used for preschool students is built following the MN Early Learning Standards as well as the Scholastic Kindergarten Readiness Test. Informal assessments will be done throughout the school year with formal assessments done prior to conferences and end of each quarter. Conferences will be held in October and March. The goals and objectives of the program will promote physical, intellectual, social, and emotional development of each child. Any additional conference may be scheduled by the teacher or requested by a parent at any time throughout the year should the need arise.

**Parent/Teacher Conferences**

Formal parent/teacher conferences will be held twice during the school year. Conferences will include a written assessment for parents of your child’s intellectual, physical, social and emotional development. Teachers are always encouraged to communicate with parents regarding students’ progress if a concern arises through the year. A third conference for preschoolers will occur if needed in the spring after they have taken the Kindergarten Readiness Tests (4-Year-Old Preschoolers only).

**Preschool Curriculum**

Preschool curriculum is taken from the “MN Early Childhood Indicators of Progress” Jan. 2017. Curriculum is designed to enhance the social, emotional, cognitive, spiritual, and physical development of the child. We believe that children learn and develop through educational play as they interact with people and the physical environment. While having a strong emphasis on academics, the emergent curriculum includes activities that help develop a child’s appreciation for diversity. Students will interact education through theme-based units as well as a Curriculum based on Early Childhood Standards.

**Initiative and Curiosity**

1. Scans environment and notices new objects, materials and activities right away. Asks about them
2. Eager to investigate new things and have new experiences
3. Independently seeks out new experiences, objects, or materials for own enjoyment

**Attentiveness, Engagement & Persistence**

1. Attends in large group activities led by teacher for sustained periods
2. Participates in large group activities and discussions
3. Listens to others
4. Creates a plan to achieve a goal and follows through to completion
5. Conscientiously attempts to complete assigned tasks
6. Maintains a positive outlook in spite of challenges
7. Demonstrates ability to adjust to changes

**Creativity**

1. When interested in a topic seeks opportunities to learn more and satisfy own curiosity
2. Approaches tasks with imagination and inventiveness
3. Becomes absorbed in the process of creating
4. Purposefully works to create unique products of own choosing

**Processing and Utilizing Information**

1. Independently carries out all of the steps in daily routines such
2. as putting toys away, preparing for lunch, etc
3. Participates in discussions about familiar topics and contributes relevant information
4. Plans and creates elaborate play plots, stories, block structures and art projects
5. Notices written words represent objects, people or events and begins to use in play
6. Draws conclusions and can explain their thinking
7. Considers another point of view and will change opinion or idea when faced with new information
8. Collaborates with others to investigate a situation or problem
9. Independently attempts to solve problems
10. Explains the possible solution and the outcome
11. Evaluates the outcome of attempted solutions and makes revisions if necessary

**Exploring the Arts**

1. Integrates a variety of art experiences during play
2. Identify the elements of dance, media arts, music, theater, visual arts
3. Identify the tools, materials and techniques from a variety of two- and three- dimensional media such as drawing, printmaking, ceramics or sculpture

**Expression in the Arts**

1. Revise creative work based on feedback of others
2. Creates their own artistic patterns
3. Share and describe a personal media work

**Language, Literacy and Communications**

1. Responds to direct questions and follows simple direction
2. Follows directions that involve two or more steps
3. Responds to increasingly complex prepositional directions, such as beside, around and next to

Negotiates, shares, plans, and solves problems with others

1. Asks and answers questions to seek help or get information
2. Uses short sentences to shares information about experiences, people, places, and things
3. Uses increasingly specific words to name objects and their features and functions
4. Shares information about experiences, people, places, and things in sequence
5. Actively participates in reading activities with enjoyment and purpose
6. Retells familiar stories using the book as a guide
7. Shows interest in and associates sounds with words
8. Plays with the sounds in spoken language, independent of meaning
9. Recognizes how features of a letter combine to make a specific letter
10. Differentiates between letters and other symbols
11. Looks at books or shares them from front to back
12. Knows that English print is left to right and top to bottom
13. Points to words and attempts to read, or asks, “what does it say?”
14. Predicts what will happen next in a story using words or drawings
15. Retells a story using a variety of media, materials, and props
16. Restates and describes the concepts from the text

**Writing**

1. Uses letter-like symbols to make letters or words
2. Writes own name, and words about things that interest them
3. Uses invented spelling
4. Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories

**Math**

1. Shows interest in counting or number-oriented play, and notices numbers in the environment during free play
2. Orders a few objects by size with assistance
3. Recites number words in the correct sequence up to 10
4. Is able to name the next number word for numbers up to 9
5. Reads and writes numerals from 0 to 10, with some reversals possible
6. Correctly uses 1:1 correspondence up to 4 items
7. Gives 5 or more items correctly and consistently when asked
8. Uses terms like first; most; last; before, to refer to ordinal position
9. Uses terms like more/less; bigger/ smaller; a little bit/a lot; to refer to approximate quantities
10. States the number that comes next or before up to 5
11. Compares and orders more than two items in some way
12. Uses comparison vocabulary (longer/ shorter, taller/ shorter, farthest/ closest)
13. Recognizes repeating patterns
14. Copies existing pattern with same materials
15. Extends a simple pattern with the same materials

**Geometry and Spatial Thinking**

1. Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names
2. Recognizes geometric shapes in the environment
3. Rotates, flips, or turns an object to fit once they realize object doesn’t fit a defined space
4. Uses terms like near/far; under; below; front; middle; end
5. Uses a simple map of a visible area to locate placement

**Data Analysis**

1. Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names
2. Recognizes geometric shapes in the environment
3. Rotates, flips, or turns an object to fit once they realize object doesn’t fit a defined space
4. Uses terms like near/far; under; below; front; middle; end
5. Uses a simple map of a visible area to locate placement

**Fine Motor Skills**

1. Grasps a simple puzzle piece and can place a few pieces in the puzzle
2. Draws freely on paper
3. Strings large beads
4. Assists with putting shoes on and taking them off
5. Assists with putting boots on and taking off
6. Puts on coat and takes coat off with assistance
7. Puts shoes on the correct feet. May need help with ties and fasteners
8. Puts boots on correct feet and takes boots off. May need help with ties and fasteners
9. Puts coat on and takes off
10. Uses the bathroom independently

**Gross Motor Skills**

1. Crawls under and around 3 or more objects in an obstacle course
2. Walks along a wide (12”>) slightly raised straight pathway with assistance
3. Walks up and down a few stairs with adult support or holding handrail using alternating feet (step up on stair one foot, then use other foot to go to the next stair)
4. Climbs on play equipment
5. Hops on one foot a few times
6. Jumps off slightly elevated height with two feet
7. Jumps with two feet over and out of spaces or objects on floor (“river” w rope or tape markers/ hula hoops)
8. Kicks a medium-sized ball
9. Throws a large playground ball using two hands
10. Catches a large or medium ball by cradling in arms toward body
11. Peddles a tricycle or riding toys

**Scientific Thinking**

1. Verbally identifies obvious differences and similarities
2. Expresses curiosity and/or formulates questions of complex concept
3. Seeks to gain additional knowledge in areas of interests
4. Explores with the intention of finding out something specific
5. Uses many tools as designed
6. Makes a plan in advance with an intended outcome
7. Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes
8. Makes a prediction when prompted
9. Changes a plan or refines actions when outcome is not as expected
10. Describes all parts of an outcome by comparing, sorting, classifying and/or organizing
11. Open to more than one solution or answer to a problem
12. Begins to rely on or expect evidence, things seen or experienced directly, as reasons for

results obtained

1. Verbally expresses ideas/thought process
2. Talks with others about questions, actions, ideas, observations or results
3. Articulates and shares aloud explanations based on reasoning and evidence
4. Uses more detailed drawing, writing, models, or creative expressions to present ideas
5. Recalls and uses information in new/ different experiences
6. Generates new and more complex questions
7. Uses prior experience to identify details that may be relevant

**Social Emotional Learning**

1. Follows expectations established to manage feelings and behaviors with necessary reminders or assistance
2. Demonstrates the ability to delay gratification for longer periods of time
3. Demonstrates understanding of rules, roles, jobs, and relationships in families and the community
4. Demonstrates or describes personal skills, likes, or dislikes
5. Seeks help from adult to meet needs or solve problems
6. Seeks out available social-emotional resources such as adults, peers or things for support
7. Demonstrates knowledge of family celebrations, traditions, and expectations
8. Uses words to express emotions
9. Recognizes and responds to others’ emotional expression
10. Frequently pays attention to both familiar and new objects and experiences
11. Chooses from a variety of options within the environment
12. Responds to soothing or redirection when playing or learning does not go as expected
13. Consistently calms self when feeling strong emotions or discomfort with only occasional adult guidance and assistance
14. Independently expresses feelings, needs, opinions, and desires in appropriate ways
15. Shows understanding, empathy, and compassion for others through words or gestures
16. Labels others’ emotions
17. Shares information and participates in activities with adults and peers
18. Initiates, joins, and sustains cooperative play and conversations with others
19. Shows concern, respect, care, and appreciation for others and the environment
20. Actively helps solve problems with others
21. Takes turns

**Social Systems—Cognitive**

1. Identifies self as a part of the family, spiritual group, culture, community, and/ or other group to which the family belongs.
2. Demonstrates an understanding that families vary
3. Identifies some family traditions and customs
4. Describes different roles of people in the community
5. With modeling and support, follows classroom rules and routines
6. Participates in a variety of roles in the early childhood environment
7. Demonstrates awareness of familiar jobs and what’s needed to perform them
8. Uses language to recall events in time (“yesterday,” “today”, “tomorrow” “when I was a baby,” “last time”)
9. Compares self to older and younger family members and friends with specific examples
10. Describes a chronological order in a series of familiar events
11. Reflects on the impact of past, present and some future events on self and family
12. Asks more questions about families and culture to build deeper understanding
13. Compares own cultural traditions with others to understand similarities and differences
14. With support, participates in community conservation activities (playground clean up, etc.)
15. Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)
16. Uses tools to represent immediate environment
17. Participates in turn taking with increasing independence
18. Begins to label individual needs and wants with support
19. Identifies goods and services that could meet a specific need or want
20. Knows when, how and why to use a variety of tools to for learning, including digital technology
21. With support, engages in responsible use of all tools including digital technology

**Review of Program/Parent Request for Program Plan:**

This program plan was developed by a certified teacher and will be evaluated in writing annually by certified teacher under part 9503.0032. Parents may request from the principal a copy of the Preschool Program Plan and Policies Procedures or find them in their St. Peter’s School Preschool Parent Handbook.

**Extra Activities**

Throughout the school year, there will be extra activities that the preschoolers will participate in that are not part of the daily schedule. Some activities will be Holiday related such as Christmas, Valentine's Day, Holy Days of Obligation, Halloween (All Saint’s Day Eve), Easter, Mardi Gras, etc. Parents will be notified of such events and students will be invited to attend with the whole school.

**Accreditation**

St. Peter’s School has renewed Accreditation with the Minnesota Nonpublic Accrediting Association (MNSAA) approved the accreditation of St. Peter Catholic School grades K=6 for an eligibility period through 2026. Accreditation is a method of quality assurance with a goal to evaluate how we are doing, validate what we are doing is as good as we believe it is, and to improve the quality of our Catholic Education every single year. The preschool program will be added to Accreditation upon the next renewal of MNSAA’s Accreditation Process.

**Preschool Daily Schedule**

\*Schedule to change without notice if unforeseen circumstances arise or school schedule changes for a day

*\*\*Preschool students will attend Mass on the 1st Wednesday of each month.*

|  |  |
| --- | --- |
| **Preschool Schedule** | *\*Half-day preschoolers will be dismissed at 11:30am or 12:00pm depending on lunch participation* |
| 7:45-8:10am | Arrival & Freeplay in Classroom |
| 8:10-8:30am | Breakfast |
| 8:30-8:45am | Morning Prayer and Sharing Time |
| 8:45-9:15am | Carpet Time—Large group learning for Language with small group work and centers following |
| 9:15-9:30am | Motor Development Time—Either in Gym or Outdoors |
| 9:30-9:45am | Snack Time (Bathroom break and wash hands prior to Snack) |
| 9:45-10:00am | Carpet Time—Large Group learning for Religion |
| 10:00-10:30am | Carpet Time—Math with small group work and centers following |
| 10:30-10:40am | Bathroom Break |
| 10:40-11:00am | Creative Play Time in classroom |
| 11:00-11:15am | Carpet Time—Story Time |
| 11:15-11:30am | Prepare for lunch or dismissal (half-day; no lunch dismissal at 11:30am) |
| 11:20-11:50am | Lunch (Noon dismissal for half-day; lunch) |
| 11:50-12:10pm | Recess Outside |
| 12:15-12:25pm | Story Time (Bathroom break and wash hands prior to Story Time) |
| 12:25-1:25pm | Nap and Quiet Time |
| 1:25-1:30pm | Bathroom Break |
| 1:30-1:45pm | Snack Time |
| 1:45-2:30pm | Guided Activity and Independent Play—Students will explore in the classroom and/or outdoors for guided activities and independent activities as well |
| 2:30-2:50pm | Clean-up and prepare for end of day |
| 2:50pm | Closing Prayer |
| 2:55pm | Bus Bell—Will lineup in the hallway with other bus students |
| 3:00pm | Walker/Pick-Up Bell—Will be walked outside |

**Naps & Rest Time**

Nap and rest time are offered to all day preschool children. Rest time is approximately one hour in length. Children will rest for a minimum of 30 minutes. If they are awake at the end of 30 minutes, they will be directed to engage in quiet activities in an area that is physically separated from sleeping children.

Cots will be placed in an area with clear aisles and unimpeded access by adults. Cots will be placed directly on the floor and will not be stacked when in use. Cots will be cleaned weekly. Students may bring a blanket or a stuffed animal which will be sent home for washing weekly or when soiled or wet.

**Classroom Visits**

Parents of enrolled children are welcome to visit during the hours of operation; however, **all visitors MUST check in at the school office to sign in and receive a visitor’s badge**. If you are not wearing a visitor’s badge, you will be asked to go to the office to get one. If possible, visits to your child’s classroom should be arranged ahead of time with the classroom teacher. At times, special invitations will be given to you. Family members are specially invited during **Catholic Schools Week.**

**ADMISSIONS POLICY**

**Admission Documents** The following documents are required for each student’s permanent records at the time of registration: birth certificate or legal verification of the child’s age, immunization record listing the dates of all shots in compliance with those required by state law, baptismal certificate (if applicable, Catholic applicants only), custody agreement (if applicable). A health care summary is required within 30 days of enrollment.

**Admission in the Catholic School** The primary purpose of the Catholic school within the Diocese of New Ulm is the education of young people in order to assist them in their academic, personal, and spiritual growth—“to educate the whole person: mind, body, and soul.” 1 As a Catholic school, emphasis is first and foremost on the teaching and practice of the Catholic faith so children and young people can “experience learning and living fully integrated in the light of faith.” 2 Parents and guardians who enroll their children also understand that the school will remain faithful to the teachings of the Catholic Church and steadfast in proclaiming them.

(1 USCCB, National Directory for Catechesis, (Washington, D.C.: USCCB, 2005), p 262; 2 Ibid)

The administration of the school recognizes that our students come from a variety of family backgrounds, some of which may not fully conform to the moral teachings of the Catholic Church. The personal family background of a student does not constitute an absolute obstacle to enrollment in the school. Nor does acceptance of any child for enrollment in the school condone or imply approval of any parental living situation which may be contrary to Church teachings.

**Admission/Enrollment Decisions** A parent retains the right to withdraw a student at any time just as the school administration (principal and/or pastor) reserves the right to accept or deny admission of a student within the parameters of the school policies. The school administration hopes that all decisions may be made through amicable discussion. If needed, a grievance procedure to assist with any discussion is also a part of this handbook.

**Non-Discrimination Clause** Catholic schools, administered under the authority of the Catholic Diocese of New Ulm, comply with those constitutional and statutory provisions, as may be specifically applicable to the schools, which prohibit discrimination on the basis of race, color, sex, age, disability (see following paragraph), national or ethnic origin or citizenship in the administration of their educational, admissions, financial aid, athletic, and other school administered student programs.

Students shall not be denied admission because of a disability unless this disability seriously impairs the student’s ability to successfully complete the school’s academic program within the reasonable accommodations that may be provided for the disabled child. Parents are to fully disclose the nature and known extent of any physical, emotional, environmental, or learning disabilities at the time of registration.

This policy does not conflict with the priority given to Catholics for admission as students. Nor does it preclude the ability of the school to undertake and/or enforce appropriate actions with respect to students who advocate on school property or at school functions any practices or doctrines which are inconsistent with the religious tenets of the Catholic faith.

**Parental Role** The Catholic Church recognizes and the Catholic school respects the parents as the primary and principal educators of their children. With the school being a continuation of a child’s primary education, all parents, Catholic and non-Catholic, enrolling their children in the school are expected to support the school’s mission and commitment to Christian principles. For a Catholic parent, the promise at baptism to raise their children as Catholic supports these premises and the Catholic school thereby exists to assist all parents in the Christian formation of their children—assisting in what is to already be happening in the home.

Parents are expected to annually sign the school’s Preschool Handbook Agreement Form as acceptance of the school’s policies as set forth within the handbook.

While present on the school campus be it for academic related activities or extra-curricular events, every adult has the responsibility of appropriate conduct in order to support the school’s mission and provide positive role models to our students. A coherent witness to Catholic moral teaching is expected at the school and during any school-related activities.

**Students Not of the Catholic Faith** The presence of students who do not share the Catholic faith provides a wonderful diversity to the school; however, this diversity shall not alter the primacy of Catholic religious formation as an integral component of the educational program in the school. As such:

• All students are expected to participate in the religious formation and education programs of the

school.

• All students must participate in liturgies, retreats, other religious functions, and religion classes

for credit.

• Catholic Church tenets state that students not of the Catholic faith may not receive the

sacraments of the Church; therefore, these students are exempt from formal co-curricular or

extra-curricular sacramental preparation programs but not from the catechesis held during the

school day.

• Students are expected, for testing and discussion purposes, to be knowledgeable of the Catholic

Church’s positions on scripture, revelation, and moral practices. While Catholic teaching

respects the various faith traditions of the students attending the Catholic school, parents must

be aware that it is the Catholic position that will be taught.

**Non-Custodial Parent**

a. When parents separate, custody of the children is often complex. If a parent presents a legal

paper to any staff member indicating custody arrangements of the child, a copy of it will be made

and put into the student's permanent file.

b. When divorce or separation takes place, the principal and the teacher MUST be notified

regarding the custodial home. The non-custodial parent may not remove the child from school

without written consent of the custodial parent. The non-custodial parent should ordinarily notify

the principal and teacher ahead of time.

**Fees:**

The education fees for the 2022-2023 PreK program is:

3-Year-Old Half Days $650/year ($72.22 / 9-month payments)

4-Year-Old Half Days $700/year ($77.78 / 9-month payments)

4-Year-Old Full Days $1,650/year ($183.33 / 9-month payments)

***No Child is turned away. The School of St. Peter realizes that there are situations in which tuition costs become a financial hardship for some families. For this reason, we offer the following tuition assistance programs:***

**1. Scholarship Fund**

In order to receive a scholarship, you must fill out an application form, which is included in your family packet, and fulfill volunteer requirements set below. These forms will then be reviewed by the Pastor. Scholarships will be awarded based upon a pre-set family income guideline and the amount of scholarship funds available. There will be no 100% scholarships granted as we feel it is important for families to pay a part of their child(ren)’s tuition costs. If it is not possible to support the school financially, we expect that all families receiving a scholarship fulfill the commitment to volunteer for at least 2 school activities per year. Scholarships will be paid out once the volunteer commitment is met by each family. Families are also encouraged to sign up for SCRIP to help with tuition payments.

**2. Sponsor a Family**

The Sponsor a Family program is an opportunity for Parish members to assist families in providing a Catholic Education for their child(ren). Participants may choose to pay all or part of the tuition for a designated family or make a donation to the general scholarship fund. This is an anonymous program so families will be notified of the amount of tuition being paid for their family but will not be informed of the sponsor’s name. People wishing to participate in this program may contact the Pastor at 223-7304 or the Principal at 223-7729 or fill out the Sponsor A Family form. These forms are available at the school or parish offices or at the back of church.

**3. SCRIP**

All families are encouraged to use SCRIP as a form of tuition reduction. SCRIP payouts are made twice per year towards your tuition. Other people may also use SCRIP and give credit towards your family’s tuition. The percentage from each SCRIP card is split 50/50 between tuition and the school. The portion the school receives is used to purchase on-hand SCRIP cards to purchase at any time. Please contact the school office for more information on how to sign up for SCRIP.

**Questionable Retention for Advancement of Student**

1. No child will be retained without serious consideration. The principal and the parents will be notified early in the year when the child shows indication of not measuring up to his/her ability or grade expectations. Constant contact and cooperation with parents are necessary. If the child has not made desirable progress by the end of the second quarter, the parents will be called in for a conference with the teacher and principal regarding possible retention. At this time, parents may wish to secure a tutor outside of school and/or enroll in Title1 if not already enrolled.
2. At the end of the third quarter, the teacher and the principal will again confer with the parents giving them WRITTEN recommendation for retention and listing the child's areas of weaknesses. In May, a conference will be held. At this time, a consensus decision regarding what is best for the child's academic life should be reached and documented with the signature of all involved in the process. The parents will receive a copy and the original will be filed with the child's records in school.
3. The same care and consideration will enter into the decision for advancement of a student.
4. A preschool conference will be held in the spring with each preschool and their parent(s) to assess if a preschooler is ready to advance to kindergarten. Assessment results and daily classroom observations, along with teacher and parental input, will be used to make the final determination.

**SCHOOL POLICIES (PRESCHOOL)**

**Attendance**

Consistent attendance is very critical to a child’s success in school. The instruction by the teacher and interaction with the other students is inseparable related to his/her learning. It is not adequate to simply “do the work at home.” **Parents are expected to contact the school by phone or send a note prior to an absence and give a reason for any absence.** **A written request or phone call is also required for a child to leave school during a school day**. Parents are asked to not take a child out of school, unless for a very good reason. Tardiness must be accompanied by a signed, written note or by a phone call to school. If a child arrives at school after 8:15 am, the student is considered tardy and must report to the school Office. Please do not email your child’s teacher with end-of-the day procedure changes. All changes should be called into the school office.

**Behavior Guidance Policy**

St. Peter’s Preschool staff will ensure that each child is provided with a positive model of acceptable behavior that is tailored to the developmental level of the children in the program. Teachers will redirect children away from problems toward constructive activities to reduce conflict, teach children how to use acceptable alternatives to negative behavior, protect the safety of children and adults, and provide immediate feedback and coaching to help students learn and grow around their behavior choices, through modeling of appropriate behavior, appropriate word choices, removing themselves from the conflict, seeking adult help and modeling calming strategies.  Behavior guidance will provide immediate and directly related consequences for a child’s unacceptable behavior.  (i.e.  Not allowing a child to play in the sandbox immediately after he/she has thrown sand is an example of a directly related consequence.)

When a child exhibits consistent unacceptable behavior, teachers will discuss the issues with the parents and determine a plan for addressing behaviors. These behaviors will be documented in JMC and researched appropriately.

When elements of the expected student behavior have not been met, any of the following consequences may be employed, depending on the offense:

A.  Redirection.

B.  Verbal Warning.

C. Call to parent/guardian from student/teacher immediately following unacceptable behavior.

D.  Principal or other support staff intervention.

**Persistent Unacceptable Behavior**

Behavior guidance is part of an on-going process to help children develop self-control so they can manage their own behavior in a socially acceptable manner.  Specifically:

1. Name calling, swearing, or fighting is not acceptable behavior; St. Peter’s Preschool staff will intervene when these items are observed.
2. If a child shows persistent, unacceptable behavior requiring an increased amount of staff guidance and time, a written procedure for addressing the unacceptable behavior must be developed.  This plan will be in consultation with the child’s parent(s), all affected staff persons and other professionals when appropriate.
3. Staff will record observed behaviors and staff response to this behavior in JMC so as to create an ongoing behavior log. The procedures developed should be individualized to focus on the specific recurring behavior and to meet the needs of the child. The goal of this plan is to work with the child and the child’s family to have a positive impact on behavior.
4. Persistent unacceptable behavior is defined as 3 or more instances in a day, 5 or more instances in a week or 8 or more instances in two weeks. The child’s unacceptable behavior is a recorded staff response

The specific disciplinary action and severity of punishment for inappropriate student behavior will be handled on a case-by-case basis. The principal has the authority to change, add to, or delete items in order to operate the school efficiently. Misbehavior that occurs that is not specifically covered within the behavior policy will be assigned appropriate consequences that match the severity of the offense.  Such will be unique and specific for each individual case, and precedents will not be established

When unacceptable behavior becomes consistent and disruptive the teacher will schedule a meeting with the parent to discuss the behaviors. Other professionals will be included as necessary. An action plan will be created if deemed necessary.

Procedures for developing a plan to address the behavior documented in consultation with the child’s parent(s) and with other staff persons and professionals when appropriate:

1. The principal will review data gathered and develop a plan for improvement in consultation with

the teacher, parent(s)/guardian(s) and other professionals when needed.

1. Plan is reviewed with the teacher prior to meeting with parent(s)/guardian(s).
2. The principal, teacher and parent(s)/guardian(s) will meet to discuss student’s behavior and plan for improvement.
3. Contract is signed by principal, teacher and parent(s)/guardian(s).
4. The principal will review with the teacher the progress made by the student.
5. In extreme cases, law enforcement officials will be involved when laws have been

broken.  Parent(s)/guardian(s) and students will be made aware of their rights under law.

(Minnesota Rules, part 9503.0055, subparts 1 through 6)

**Prohibited Actions**

Corporal punishment of any kind is absolutely prohibited.

Corporal punishment includes but is not limited to rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting or spanking.

1. The subjection of a child to emotional abuse is absolutely prohibited.
2. Emotional abuse includes but is not limited to name calling, ostracism, shaming, making derogatory remarks about the child or the child’s family and using language that threatens, humiliates or frightens the child.
3. Children shall not be punished for lapses in toilet habits.
4. Staff may not withhold food, light, warmth, clothing or medical care as a punishment for unacceptable behavior.
5. Staff will not use physical restraints other than to protect the child from him/herself or to protect others from harm.
6. Mechanical restraints, such as tying, are prohibited.

**Separation from the Group**

A child may not be separated from the group unless the child’s behavior threatens the well-being of the child or other children in the program; any separation of a child from the group would be within rule requirements.  In order to be considered, less intrusive methods of guiding the child’s behavior must have been tried and proven ineffective.

1. A child who requires separation from the group must remain within an unenclosed part of the classroom where the child can be seen and heard by a program staff person. When separation from the group is used as a behavior guidance techniques, the child’s return to the group must be contingent on the child’s stopping or bringing under control the behavior that precipitated the separation and the child must be returned to the group as soon as the behavior that precipitated the separation has stopped.
2. Behavior that precipitated the separation is viewed to have stopped or abated when the child calms down sufficiently to rejoin the group. Example: A child may have hit another child. Although the separated child is no longer hitting, the separated child may still be angry and must calm down before rejoining the group.
3. All separations from the group must be noted on a log located within the preschool classroom.  The log must include the child's name, the staff persons name, time, date, information indicating what less intrusive methods were used to guide the child’s behavior and how the child's behavior threatened the well being of the child or other children in care.
4. If a child is separated from the group three or more times in one day, the child’s parents shall be notified.  Parent notifications shall be indicated on the daily log.
5. If a child is separated five or more times in one week or eight times or more in two weeks, the procedures for persistent unacceptable behavior must be followed.

The specific disciplinary action and severity of punishment for inappropriate student behavior will be handled on a case-by-case basis. The principal has the authority to change, add to, or delete items in order to operate the school efficiently. Misbehavior that occurs that is not specifically covered within the behavior policy will be assigned appropriate consequences that match the severity of the offense.  Such will be unique and specific for each individual case, and precedents will not be established

When unacceptable behavior becomes consistent and disruptive the teacher will schedule a meeting with the parent to discuss the behaviors. Other professionals will be included as necessary. An action plan will be created if deemed necessary.

Procedures for developing a plan to address the behavior documented in consultation with the child’s parent and with other staff persons and professionals when appropriate:

1. The principal will review data gathered and develop a plan for improvement in consultation with

the teacher, parent(s)/guardian(s) and other professionals when needed.

1. Plan is reviewed with teacher prior to meeting with parent(s)/guardian(s).
2. The principal, teacher and parent(s)/guardian(s) will meet to discuss student’s behavior and plan for improvement.
3. Contract is signed by principal, teacher and parent(s)/guardian(s).
4. The principal will review with the teacher the progress made by the student.
5. In extreme cases, law enforcement officials will be involved when laws have been broken.  Parent(s)/guardian(s) and students will be made aware of their rights under law.

(Minnesota Rules, part 9503.0055, subparts 1 through 6)

**Arrival and Dismissal**

A paraprofessional will meet your child inside the school hallway to assist them to the classroom. For the first month, parents are welcome to assist their child into the school. At dismissal, the teacher and class will be at the front door. Parents may pick up their child there. If someone other than the parent will be picking up your child, written permission or phone notification will be required. Please be prompt for arrival and dismissal.

* Arrival time is between 7:45am and 8:10am
* Dismissal for White bus/no lunch pick up is at 11:30pm (Parents arrange Prairie 5 Rides)
* Dismissal for Half Day students staying for lunch for White bus or parent pickup time is at 12:00pm (Parents arrange Prairie 5 Rides

**Birthdays**

Birthdays are celebrated throughout the school year. If planning a party, please consider inviting all classmates. If this is not possible, please mail the invitations and make arrangements for the children to be picked up in some way, other than at school.

If your child would like to bring a treat to share with all classmates, the treats should be store bought. Gum and hard candy are discouraged as the children will not be able to eat it until after school. Again, the entire class is to be treated. Each month, as a school family, we celebrate the birthdays of that particular month (or half-birthdays for summer birthdays). Treats provided by the school are given to the celebrants. The children, faculty, and staff celebrating birthdays are given a place of honor at the Birthday table during the noon meal. Summer birthdays are celebrated as well on the half-birthday month.

**Care of Property**

Students are expected to properly care for the school facility, equipment, and materials during their time here. School property that is damaged must be restored or replaced by the end of the school year at the student’s expense. This includes the property of others as well.

**Classroom Visits**

Parents of enrolled children are welcome to visit during the hours of operation; however, **all visitors MUST check in at the school office to sign in and receive a visitor’s badge**. If you are not wearing a visitor’s badge, you will be asked to go to the office to get one. If possible, visits to your child’s classroom should be arranged ahead of time with the classroom teacher. At times, special invitations will be given to you. Family members are specially invited during **Catholic Schools Week.**

**Communication**

The principal and teachers will communicate with parents regularly. Parents are encouraged to call the teacher if a concern arises. Please call between 7:45-8:00 am or 3:10-3:30 pm. Do not wait until it becomes a bigger problem. You may also email your child’s teacher directly for a general question or classroom information. **Please do not email or text any end of the day procedure changes for your child as most teachers are not able to check their email until after school.** The school office should be contacted for any absence, tardy, or early dismissal communication and a reason offered or explained for the absence, tardy or early dismissal. The administrative assistant will send out a newsletter each week about upcoming events and happenings in the school. Teachers may include classroom information that includes information about academic activities and other events going on in their classrooms. Teachers will contact parents by phone, email, or letter as needed. Should you desire to have a conference with the principal and/or your child’s teacher, you are encouraged to call or email ahead of time to set up an appointment.

**Communication Envelope**

An envelope is prepared for each family as a communication carrier between the home and school. Our goal is to send the Communication Envelopes home each Monday or the first day of the school week. The envelope is sent with the oldest child of each family. Please watch for the envelope and read the contents carefully. Return the envelope the next day with any correspondence that you need to return to the school office via your oldest child. Returning the envelope promptly, empty or with correspondence, is an asset to good communication. Some information may be emailed out. Please contact the school if you do NOT wish to be emailed the newsletter.

**Directory Information Policy**

St. Peter Catholic School understands and respects the right of parents to the privacy of personal information. In accordance with Family Education Rights and Privacy Act, St. Peter Catholic School considers the following to be “Directory Information”:

• Student names

• Student addresses

• Parent names

• Telephone numbers

• E-mail addresses

It is the policy of St. Peter Catholic School to use rosters of students’ names, addresses, and telephone numbers only for official school business. Directory Information will not be distributed to commercial firms, other agencies, or private parties. Parents may prevent the school from giving out directory information about their child(ren) to school affiliated groups such as Catholic Order of Foresters, Catholic United Financial, PEACE etc. by providing written notice to the school.

**Dress**

When dressing your child for Preschool, think comfortable and durable. We will be painting, playing outdoors, tumbling, etc. For cold weather, please send your child with a coat, snow pants, boots, hat, and mittens/gloves. No backless sandals or shoes, mini-skirts, tank tops, halter-tops, or short shorts. In the event that there is a Holy Day of Obligation during the week, Preschoolers will participate in Mass. Please dress nicely (No shorts/No athletic pants) for Mass with the option to change clothes following Mass in the bathroom.

**Extra Set of Clothing**

It is recommended that an extra set of clothing and undergarments be brought to school and stored in the classroom. Please have the clothing in a plastic bag or zip-lock with your child’s name on the bag.

**Faculty Availability**

Should you need to contact your child’s teacher during the school day, you are encouraged to call the school between 7:45 and 8:00 am or 3:10 and 3:30 pm. You may also email the teacher directly keeping in mind they may not be able to check their email until after school is dismissed for the day. Please refrain from texting individual teachers unless a prior arrangement/agreement has been made with your child’s teacher. Parents are encouraged to make use of these opportunities if consultation with the teacher is necessary. Other timeframes will be set by each teacher individually. Otherwise, a message can be left in the office.

**Field Trips**

Field trips are provided to enhance curriculum at all grade levels. Field trips are privileges afforded to students; therefore, students can be denied participation if they fail to meet academic or disciplinary requirements (see Homework Policy pg. 13). All students and chaperones must follow the rules set by the bus drivers. Chaperones must be VIRTUS trained and use the transportation provided by the school to and from the field trip. Chaperones are not permitted to bring other siblings or children with while being a chaperone (with the exception for the Marathon and siblings walking with parent volunteers). Parents will be required to sign a form for the child to participate. As a requirement from our insurance provider, forms will be sent home for each event. The school will do their best to provide at least one field trip per grade level throughout the year. All school policies apply to students during field trips.

**Fundraising**

Being a part of the School of St. Peter Family, fundraisers are an integral part of our life together. Tuition only covers a very small portion of tuition costs. Some of the fundraisers include the marathon, magazine sale, and Catholic United Financial Car Raffle. More information on these fundraisers will be sent home as the fundraisers occur. Fundraising in Preschool is optional, and information will be sent home to preschool parents upon request when we begin a fundraiser.

**Items Brought to School**

School administration and teachers are not held responsible for items a student might bring to school. *(e.g. balls, games, toys, money, etc.).* This also includes items of clothing such as sweatshirts, boots, shoes, etc. Please have these items marked with your child’s name. Items used inappropriately or at inappropriate times will be turned over to the teacher and given back at a later time. In some cases, the parent may need to collect it from the teacher.

**Library Books**

Children will be allowed to borrow books from the St. Peter library. Two books may be checked out at a time and must be returned before a new book may be borrowed. Preschoolers will have a scheduled library time.

**Parental Permission**

There are some instances where we have student teachers or projects involving classrooms and students at St. Peter’s School. Parents will be asked via email or a form home for a permission for any activity involving research or experimental activities being done in the classroom or at school. Parents will sign a form prior to school starting for permission for your child to be included in public relations activities and pictures that would be posted on social media, the newspaper, school website, Diocesan newspaper, etc.

**Pet Visits**

If students wish to share their pets as part of a school experience, they may bring them only after arrangements have been made well in advance with the affected classroom teacher. Animals brought to school must be vaccinated and tagged when appropriate. Parents should plan to bring the pet and remain to take the pet home. Consideration of students with allergies will be given priority when decisions are made regarding pets and animals visiting school. Teachers and administration must approve any visits by pets.

**Student Records**

Records of individual students for our files shall be written in legible and orderly fashion so that all parents may review the records of their own children or those over whom they have guardianship. Report cards are issued quarterly.

**Telephone**

**Students are to use the telephone ONLY for emergency purposes** and ONLY with the permission of the classroom teacher and office personnel. Students will not be permitted to call parents to make new arrangements for after school plans/transportation. All cell phones and other electronic devices must be turned off and kept in a student’s book bag, or they will be confiscated by the teacher and held in the office until the end of the school day. Personal cell phones or other electronic devices must remain off and in the child’s backpack.

**Toilet Trained**

All students registered for Preschool are required to be fully toilet trained (i.e. child can communicate properly and has appropriate language skills to show they have to use the toilet.) It is expected that accidents will happen every so often, but regular consistent accidents mean the child is not toilet trained and the child’s continued enrollment in Preschool will be reviewed. (No pull-ups, please. Pull-ups indicate that a child is not toilet trained.)

**Volunteering**

An effective volunteer presence is essential to the School as fundraising covers a good portion of our operating costs. It is important that everyone does his or her share of volunteering**. Each family is expected to volunteer for *at least* 2 events throughout the school year.** This promotes School Spirit and is a wonderful way of sharing responsibility. Sign-ups will be taken at the fall open house and as opportunities come up throughout the year. Readiness to help plan, participate and work for special events and happenings throughout the year is gratefully accepted. All volunteers who have the potential to be alone with students in an unsupervised environment (any school day event with students) must complete requirements of the Diocese of New Ulm Safe Environment Policy. VIRTUS training (*Keeping God’s Children Safe*) is required for any school day events or chaperones. This is a one-time training with yearly online follow-up. All parents are encouraged to become VIRTUS trained. Information can be found on [www.dnu.org/safeenvironment](http://www.dnu.org/safeenvironment).

**HEALTH POLICIES**

**Emergency and Accident Policies and Records**

St. Peter’s Preschool must keep a record of instruction to all staff persons and, when appropriate, to children and parents, about how to carry out the policies.

**Illness & Accident**

If a child becomes ill at school, parents will be notified. Students who have been ill must be fever free (without use of pain reliever) and have not vomited for at least 24 hours before returning to school. If your child is ill and has a fever or has been vomiting, please keep your child home to avoid exposure to other children. If your child tests positive for COVID or any other communicable disease, you must notify the school to make proper arrangements for return to school procedures. If a child becomes injured at school, every effort is made to notify the parents immediately. In case we cannot reach the parents, we will follow the instructions contained on the Health Census Form, which parents must sign at the beginning of the school year. This Form gives permission to call a doctor or to transport the child to a doctor. It also gives us an alternate person(s) to contact if parents cannot be reached. The school is supplied with basic First Aid materials, which are used in taking care of minor injuries. In the event emergency care is deemed necessary for your child, the school will call 911, give appropriate First Aid, and then notify the parent or/and emergency contact.

**Medication Policy**

School Personnel are not permitted to give any type of medication to children without the written permission of parents. If the parents send medication to school, a form, provided by the School Office stating the times, MUST accompany the medication and amount of medication the child is to take. For all prescribed medication, a doctor’s signature is necessary on the form and information filled in as needed. This form is found in the beginning of the school year packet and on the school’s website. The medication MUST come in the prescribed bottle/container given to the parent by the pharmacy. We CANNOT distribute medication in plastic bags or Tupperware containers. Parents must bring the medication in original container to school and not send the medication with the child.

**Administering First Aid**

The following policies and procedures are in place for administering first aid, which includes a statement regarding how St. Peter’s Preschool will have a staff person available to administer first aid during all hours of operation. We can ensure that there is always a person available to administer first aid during business hours as preschool staff are Red Cross Certified every three years according to licensing Rule 3.  All preschool staff will be trained in pediatric first aid and CPR within 90 days of their first day of work. If CPR or First Aid must be administered, the following procedures will be followed:

1. Should an accident occur the staff person that is present will begin to administer necessary care, while calling, verbally for help.
2. The office staff will be called in to assist as needed with other children or with the injured child.
3. Parents will be contacted as required.
4. 911 will be called if needed.

**Handling and Disposal of Bodily Fluids Policies and Procedures**

Surfaces that come in contact with potentially infectious bodily fluids, including blood and vomit, must be

cleaned and disinfected according to Minnesota Rules, part 9503.0005, subpart 11 and use a ratio of ¼ c bleach to 1 gallon of water. Cleaning solution can be found in the janitors closet or requested from Kathy Antony, Hot Lunch Director. Blood-contaminated material must be disposed of in a plastic bag with a secure tie. Red bags can be found in the office by the medical cabinet. Sharp items used for a child with special care needs must be disposed of in a “sharps container.” The sharps container will be stored out of reach of children in the school office.

**Recording of Accidents, Injuries, or Incidents**

Incident and accident reports are available in the secretary’s office next to the medical cabinet. The person or persons who witness the incident or accident shall fill out the form and inform the principal immediately. The principal will review the written document to make sure it includes the name and age of person involve; date of accident, injury, or incident; place of accident, injury or incident; type of injury; action taken by staff person; and to whom the accident, injury or incident was reported to. The reports will be stored in the secretary’s office and/or submitted to Catholic Mutual Insurance if necessary. Yearly analysis of the documented incidents will be done by the principal to determine if any modifications to policies or procedures needs to be made.

**Dietary Needs**

If your child has special dietary needs or food allergies, please inform the classroom teacher and hot lunch director directly as well as filling out on the family information form. Any special requirements need to be stated on the health census form turned in at the beginning of the school year. This form is kept in the school office. The school secretary will document and inform staff of any allergy-related information as well as the child’s program plan should there be an allergic reaction. The school secretary will document all communications in JMC under the child’s health file.

**Food Allergies and/or Allergic Reactions Requiring Medical Attention**

If a child has an allergic reaction to food or another exposure, the principal will contact the parents immediately. If the principal is not able to call, the school secretary or classroom teacher will contact parents. If epinephrine is administered, 9-1-1 will be called to assist further. Medical assistance will also be called if the allergic reaction cannot be made under control at school.

**Health and Emergency:**

Health and immunization forms for each child must be filled out and returned before he/she can attend school. You will fill out the “Family Info Form” with emergency contact info that will be kept in the school office. If a child becomes ill during the day, the parent will be contacted to take the child home. If the parent cannot pick up the child or cannot be reached, the emergency person will be contacted. Please remember, the teacher cannot administer medicine to your child. Any medicine given at school must be accompanied by the Medial Release Permission form and the medication should be in the original container. The school may request a doctor’s note to administer medication to your child at school.

**Injury Prevention**

* Children will be within sight and hearing at all times.
* All windows have screens to help prevent insects from entering the building.
* Rugs will have non-slip backing to avoid slips and falls.
* Washable step stools will be utilized for children to access sinks and water fountains.
* Spills will be wiped up as soon as they happen.
* All sharp objects are kept out of reach of children.
* Safety scissors will be utilized in projects under the direct supervision of preschool staff.
* Children will be taught safety procedures for entering and exiting the building, riding the bus, fire safety and other applicable areas.
* Outside play equipment will be examined daily for safety.
* Learning materials within the preschool classroom will be age appropriate and examined for safety.

**Suffocation**

St. Peter’s Preschool does not allow large, oversized child blankets that could cause suffocation to be used in any classroom for any reason.

**Choking**

Children will be monitored while eating breakfast and lunch or having a snack. Small objects will be used only under supervision of a teacher or aid.

**Pedestrian and Traffic Accidents**

Children will be closely supervised when walking near any traffic. Traffic signs will be adhered to. Rules for riding the bus or other transportation will be followed.

**Poisoning**

All chemicals and cleaners will be kept in locked closet outside of the classroom. Adults will perform cleaning tasks requiring chemicals and cleaners.

**Burns**

Preschool students will not be allowed in the kitchen during times the convection oven is on or when other hot surfaces are being used. Breakfast and lunch service will be done with the preschool at a safe distance from the heated serving unit.

**Employee/Visitor Injury**

If an injury occurs to an employee on the job or to a visitor on site, where complications may develop or where employment time may be lost, an immediate medical exam may be needed.

An injury report must be completed before you leave for the day if the situation is not life threatening. Report all injuries to the principal.

**Sources of Emergency Medical Care (911) or Designated Medical Source**

FIRE – 911

Police – 911

Poison Control Center – 1-800-222-1222

Canby Elementary School – Nurse Krystal Schmitt – 507-223-2003

Canby Hospital – 507-223-7277

MN Licensing Dept – 651-431-6500

Countryside Public Health – 320-843-4546

**Daily Safety Inspections**

St. Peter’s Preschool staff will conduct daily safety inspections for potential hazards in the school and on the outdoor playground area. Safety checklists are included in our daily cleaning lists.

**Fire / Tornado Drills Notification**

St. Peter’s Preschool will conduct a fire drill each month and tornado drills monthly during the months of April – Sept.

**Attendance Rules for Common Communicable Diseases**

In order to minimize health risks to others, please keep your child home if:

* Your child has had an oral temperature of 100 degrees or higher in the past 24 hours.
* Your child has vomited 2 or more times in the past 24 hours.
* Your child has diarrhea and/or they are not feeling well and need to use the bathroom frequently.
* Your child has a rash for which the cause is unknown; see your healthcare provider before sending them to school.
* Your child has an illness that prevents them from participating in routine activities.

Parents are asked to please NOT send their children to school when they are sick. Not only can they not function properly in school when they are sick or running a fever, but they can also expose many other children to infectious diseases.

Parents are asked to notify the school nurse/office immediately if their child contracts the below mentioned communicable diseases so we can work toward preventing further outbreaks.  If an outbreak has occurred, parents will be notified based on school nurse discretion and MN Dept. of Health and CDC guidelines.

If a child becomes sick at school, parents will be notified.

**Fever**:

Students are to be excluded from school if his/her temperature is 100 degrees or more. Students must be fever free

for 24 hours without the use of fever reducing agents (Tylenol, Advil/Motrin, etc.) before returning to school.

**Colds**:

Students should be excluded from school (especially for younger children) for the one or two days while they feel the most ill (earache, sore throat, runny nose, watery eyes, fever, etc.).

**Influenza**:

Students with influenza or influenza-like-symptoms which is a fever with a cough or sore throat should be excluded from school immediately. Students should not return until the fever has been gone for 24 hours and healthy enough for routine activities. Please notify the school nurse/office if your child has been diagnosed with influenza or has influenza-like symptoms.

**Pink Eye**:

Students are to be excluded if there is thick white or yellow drainage, redness of the eye and eye pain. Your child may return after being examined by his/her health care provider and approved to return with a note from his/her healthcare provider.

**Fifths Disease**:

Call the school nurse or office if your child is diagnosed with Fifths Disease. Students do not need to stay home from school if other rash-causing illnesses are ruled out by a health care provider. Persons with fifth disease are unlikely to be contagious once the rash appears.

**Chicken Pox**:

Students with chicken pox are to be excluded from school until ALL blisters have dried into scabs. This is usually about six days after the rash began. (Notify school nurse/office immediately.)

**Impetigo:**

Students with impetigo are to be excluded from school immediately. Your child may return after being examined by his/her healthcare provider and 24 hours after treatment is started. It is recommended to cover lesions. Please notify school nurse/office if diagnosis was made by healthcare provider.

**Scabies:**

Students will be excluded from school immediately. Your child may return after being examined by his/her healthcare provider, been on treatment for 24 hours and have a note from the healthcare provider with approval to return to school. Please notify school nurse/office.

**Ringworm**:

The infected child will be excluded from school until they have been examined by his/her healthcare provider and treatment has been started. Any child with ringworm should not participate in gym and other close contact activities that are likely to expose others if the lesions cannot be fully covered or until 72 hours after treatment has begun. Please notify school nurse/office.

**Head Lice:**

Students with head lice will be excluded from school immediately. Any student with live lice or nits must be treated with approved methods (discuss with school nurse). 24 hours after treatment, the student may return to school if approved by school nurse. If any live lice are seen, the student will be sent home. Please notify the school nurse/office immediately so other students may be observed for head lice and treated if needed.

**Rashes:**

Students will be excluded from school immediately when a student has an undiagnosed rash or rash attributable to a contagious illness or condition. Some rashes are highly contagious (such as measles, if measles is suspected consult your physician immediately). Notify school nurse/office with questions.

**Strep Throat:**

Students with strep throat should be excluded from school until at least 24 hours after an antibiotic treatment has begun and fever is gone.

\*\*Whenever you have a question about your child’s health, please feel free to contact the school nurse, school office or your physician.

**HOT LUNCH POLICIES**

**Lunch and Breakfast**

Preschool students may opt to have breakfast and will have lunch as part of the Full Day Preschool. Those participating in preschool for Half Days also have the option to stay for lunch if they wish. The parent should notify the school prior to the start of the school year if their child will be staying for lunch daily if they are in Half Day Preschool. The cost of breakfast and lunch (cost TBD when new regulations come out) will be in addition to the yearly tuition fee. Lunch will be served at 11:30am. The Hot Lunch program is part of the Free/Reduced Lunch program and applications can be turned in at any time throughout the year.

Because younger children are in the process of learning to make good food choices, they need help in choosing what they eat.  We encourage you to review the school lunch menu with your children to help them decide what to select.  If there is an unfamiliar or unpopular food item on the menu, children should be encouraged to try a “taste” rather than refuse it totally.

St. Peter’s School will provide Lactose Reduced Milk if requested by a parent and assisted by documentation from a physician.  A Special Diet Statement must be obtained from a physician or medical authority should a special diet be necessary.  This form is available in the school office.  
St. Peter’s School provides refrigeration at or below 40 degrees F for dairy products and other perishable items that are provided by the school. Items provided by parents for snack or lunch that need refrigeration will be stored in the lunchroom cooler.

Students may bring their own lunch and buy their milk at school. Students will not be allowed to bring their own lunch and eat items from the school lunch besides milk. Sack lunches should follow lunch standards and include healthy options. Students must provide proper storage for lunch including icepacks to keep cold if needed. The school will not store sack lunches or warm-up any part of the lunch for the student. Items that need to be refrigerated and cannot be maintained with an ice pack will be stored in the lunchroom cooler. No meat on Ash Wednesday and Fridays during Lent.

Milk is included in the price of a breakfast and lunch meal. Students taking al la carte items for breakfast will be charged per item. Students who bring their own lunch and only take milk for breakfast or lunch will be charged $0.40 per milk..

The school breakfast program will be operated from 7:45-8:10 AM for grades K-6 and from 8:10-8:30am for Preschool. Preschool will go as a group for breakfast. Breakfast WILL NOT be served on days when school starts two hours late. Breakfast WILL be served on days when school starts one hour late.

Food prepared on-site will follow USDA standards and procedures to ensure proper preparation, handling, and serving of food. Proper handwashing from all who serve food will be enforced by Kathy Antony, Hot Lunch Director. All tables, equipment, and utensils will be properly cleaned and sanitized by Kathy Antony or the preschool staff if using the classroom. Students will also practice proper handwashing techniques before consuming food.

**Unpaid Hot Lunch Bills**

The National School Lunch and School Breakfast Programs are integral in ensuring that students have access to nutritious meals to support their academic success. It is also imperative to protect the financial stability of the school nutrition program.

The intent of this policy is to establish a process and procedure to handle situations when children eligible for reduced-price or full-price meal benefits have insufficient funds to pay for school meals; as well as for the collection of unpaid meal charges and delinquent account debt.

**Procedure**

1. Students who qualify for free meals shall not be denied a reimbursable meal even if they have accrued a negative balance on their account.
2. Students who have money to pay for full price meal/extra milk at the time of service must be provided a meal/extra milk. If the student/family intended to use the money for that day’s meal, the school food authority (SFA) shall not use the money to repay a negative balance or other unpaid meal charge debt.
3. Students without funds to pay for a full price meal are allowed to charge their account for breakfast and/or lunch.
4. Students who charge a meal will receive a reimbursable meal.
5. There shall not be a maximum amount or number of meals allowed to charge.
6. Adults shall only be allowed to charge meals up to $75 monthly and any additional meal or food item will have to be approved by Food Service Director.

**Communicating the Policy**

1. Policy*, Unpaid Meal Charges*, shall be communicated to the household by posting on the St. Peters’ School website and will be sent home upon request.
2. The policy shall be communicated to all School Nutrition Program (SNP) staff and the staff will receive training as part of their professional development.
3. Documentation of the communication and training plan shall be maintained for the Federal Program Administrative Review.

**Notifying the Household of a Negative Balance**

1. The SFA shall notify households of negative balances by a variety of different methods:
   1. School Messenger (JMC) shall be utilized to send automated messages to parent’s contact numbers. The messages shall be sent once monthly for any negative balance and excessive negative balances. The messages shall differ depending on the situation.
   2. A letter from the Food Service Director’s office detailing the amount owed and procedure for payment shall be sent home at the beginning of the month in the communications folders.
   3. The consequences of non-payment will be determined on a case-by-case basis.
   4. The persons responsible for managing unpaid meal charges are:
      1. Food Service Director who you may either call, email or visit in person.

Delinquent debt is allowable in the School Nutrition Program and may be carried over to the next successive school year.

**Assistance to Households**

Households with questions or needing assistance may contact the school office where their student attends at (507)223-7729 or email Food Service Director at [kathy.antony@schoolofstpeter.com](mailto:kathy.antony@schoolofstpeter.com).

**Non-Discrimination Statement:** This explains what to do if you believe you have been treated unfairly.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**  
   U.S. Department of Agriculture  
   Office of the Assistant Secretary for Civil Rights  
   1400 Independence Avenue, SW  
   Washington, D.C. 20250-9410; or
2. **fax:**  
   (833) 256-1665 or (202) 690-7442; or
3. **email:**  
   [program.intake@usda.gov](http://mailto:program.intake@usda.gov/)

This institution is an equal opportunity provider.

**Snacks**

A snack and milk will be available daily to each child. Parents will provide snacks based on a list provided. Each child is asked to bring snacks listed on the school supply list to the classroom and give to the teacher. See School Supply list.

**Snacks/Food Not Provided by Hot Lunch**

When handling food not provided by the Hot Lunch services, staff handling the food shall properly wash hands with soap and water and dry with a paper towel. Gloves must be worn when handling food items. Any fruit or food that needs to be washed, shall be done in the kitchen sink by Kathy Antony, Hot Lunch Director, or by a preschool staff member. Food served in the classroom will be done on disposable paper products after the tables have been cleaned with soap/water and sanitized with a cleaning solution. Tables will be cleaned and sanitized following food service. All items will be disposed of in a garbage bag and hauled out of the classroom to the lunchroom garbage if containing milk cartons or other food products that could rot during the day. Disposable cups will be used, and water will be obtained individually from the water fountains in the hallway.

**Water Bottles**

Students are encouraged to bring a well-labeled, dishwasher safe water bottle to school each day. They may use the filling stations at the drinking fountains in the hallway to fill their water bottles each day. If a child does not have a water bottle, disposable cups are provided at each water fountain. The student should dispose of the cup in the trash can provided when done. If a child needs water for snack or lunch, the cup should remain at their seated area while they are eating and then disposed of. A name can be put on the cup if multiple cups are being used at a table. Only water is allowed in water bottles. No ice or other beverages. Water bottles will be stored on a designated shelf in the classroom to reduce the risk of a child using the wrong water bottle. Water bottles will be sanitized in the dishwasher daily by the preschool paraprofessional and/or hot lunch director.

**MISCELLANEOUS POLICIES**

**Anti-Bullying Policy**

Bullying is a range of behaviors, both verbal and physical, that intimidates others and often leads to violence. “According to researchers, bullying behaviors have three common characteristics:

• Aggressive or intentional “harm doing”

• Repetitive; occurs over time

• Power differences between the bully and victim(s)”

(Taken from: Bullying Behaviors Among U.S. Youth 2001)

St. Peter Catholic School believes that we are called to respect, protect, and care for the God-given life, worth, and dignity of every person. Therefore, we will not tolerate bullying behaviors. These behaviors can range from mild to severe and include physical, verbal, written, or graphic aggression as well as social isolation and alienation. Such behaviors can include, but are not limited to teasing, poking, biting, hitting, name-calling, insensitive, or vulgar comments, or written or graphic material that is circulated within the school for public display. Consequences will vary depending upon the seriousness of the situation and may include any of the following:

• Phone call, email, or note (conduct referral form) home. (Either the student or teacher may make the call, email or note.)

• No recess or less recess (This consequence is up to the teacher’s discretion.) Student may also be allowed to go outside for fresh air but remain at the wall during recess.

• Reflective essay written about behavior

• SODAS (Grades 4-6) or POP (Grades K-3) form filled out

• Task-based detention or suspension (All detentions will be served the following school day between the hours of 3:00 and 4:00 PM.) Parents are responsible for transportation.

**Grievance Procedure**

A grievance is defined as any cause of complaint arising between St. Peter Catholic School and persons served by the School. A complaint or misunderstanding should be resolved on the lowest level with a verbal discussion between the parties involved. However, sometimes a resolution is not reached so there are additional steps one may choose to take, each in hopes to reach resolution.

STEP 1: Discuss the matter fully with the classroom teacher or with the employee the grievance most directly involves.

STEP 2: If the matter cannot be resolved, discussion with the immediate supervisor (typically that will be the principal at St. Peter Catholic School as the principal is responsible for all school personnel).

STEP 3: If the matter cannot be resolved, the matter should be put in writing to the principal. The principal will prepare a written response back to the person(s) with the grievance in a timely manner. A written grievance needs to include the following information: the nature of the complaint, including whom the complaint is directed against, any factual data (other than hearsay) which the complainant deems appropriate, and specific recommendations for appropriate resolution of the complaint.

STEP 4: If the matter has still not been resolved, the pastor would be the next level of authority. He acts in a reconciling capacity. The written complaint should be shared with the pastor along with any additional information that took place after the written complaint was shared with the principal.

If the complaint is in regards to a school policy, the Education Committee may be consulted with in regards to the policy in question. At every level and at all times, fair and amiable exchange must be maintained. All efforts should be made to solve the problem through discussion and in a timely manner.

Exceptions to this grievance procedure include any incidents involving the physical or mental injury, sexual abuse, negligent treatment or maltreatment of a child. The grievance may go directly to the source of authority the person expressing the complaint feels the most comfortable with. The school will contact the appropriate diocesan personnel and the appropriate legal authorities immediately.

**Harassment Policy**

Definition: A persistent effort by someone to irritate, disturb or trouble another person. This may involve unwanted threats, demands, nagging, teasing, taunting, insults or heckling. St. Peter Catholic School respects the rights and dignity of all faculty, staff and students. The Administration, School Personnel and the Education Committee will take necessary steps to ensure that a safe and positive learning environment is maintained and the rights and dignity of all are protected.

The offensive behavior should be reported immediately to the classroom teacher or principal. Documentation of this report will be made and kept on file in the School Office. A conference will be held with all persons involved in the incident with the intent to remediate the situation.

STEP I: All complaints will be thoroughly investigated.

STEP II: Prompt and appropriate action will be taken to end harassing behaviors.

STEP III: Discipline will be based on the nature, severity, and pervasiveness of the conduct and may result in: a. suspension, b. referral to the proper legal authorities for action, c. Detention, d. referral to an outside agency for evaluation and follow-up care.

**Parental Notice**

Please keep your Parent Handbook in a convenient place throughout the year for quick reference. You are responsible for the familiarization of its contents. A Statement of Agreement is included in the Family Packet and is to be signed and turned no later than the end of the first week of school.

**Emergency Action Plan:**

Protecting the safety of our students is a top priority for all St. Peter’s staff. The St. Peter’s Emergency Action Plan is a guide to help maintain safety and security while handling emergencies, crises, and threatening situations. Preschool students participate in all emergency drills (i.e. fire drills, tornado drills, lock down drills, etc.).

**Inclement Weather:**

In case of inclement weather, you will receive a phone call from JMC. You must sign up to receive phone call or text via JMC Alert. Forms will be in the Fall Packet to sign up. We will be closed when Canby Public Schools are closed. If a late start is announced, there will be no half-day preschool and breakfast will not be served. If school is announced to release early, St. Peter’s School will be let out 15 minutes prior to the given Canby Public School Time. Students will go home on regular route unless the office is notified via phone call.

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**Rights and Responsibilities**

The rights of an individual are preserved only by the protection and preservation of the rights of others. All students attending St. Peter Catholic School have the right to:

1. Equal education opportunity and freedom from discrimination;
2. Be informed of school rules;
3. Be treated with respect;
4. Freedom of inquire and expression;
5. Due process including the right to appeal;
6. Data privacy;
7. Positive and proactive adult guidance, support, and supervision;
8. Be free from abuse, neglect, inhumane treatment, and sexual exploitation;
9. Be informed of and to use a grievance procedure.

Rights bring responsibilities and a student is responsible for the manner in which his/her individual rights are exercised. The biggest responsibility is to exercise respect.

1. Students are expected to respect themselves by:
2. Coming to school prepared, well rested and on time, with all necessary supplies and dressed appropriately.
3. Caring about the quality of their work. Assignments will be done to the best of the student’s ability (appropriate use of materials and neat).
4. Following safety rules and directions carefully.
5. Students are expected to respect others by:
6. Treating others with dignity and concern.
7. Helping each other learn.
8. Valuing each other’s differences, talents and work.
9. Students are expected to show respect for the environment by:
10. Using all equipment and materials appropriately.
11. Cleaning up after their work and around classrooms.
12. Demonstrating concern for the entire school.

**Tobacco/Alcohol/Drugs/Vaping**

St. Peter Catholic School is a tobacco free school. The following policy is in regard to the involvement of students with tobacco, alcohol, drugs, and vaping.

* The prohibition of the use, possession, or distribution of tobacco, alcohol, illegal drugs, or vaping on school property or in connection with any school activity. Violations of this prohibition shall result in a parent conference. When violations involve controlled drugs, the police will be notified. The student will be suspended from school and may be recommended for expulsion.
* Any student who smokes/chews/vapes on school premises will be subject to the **Minimum Corrective Activities** as stated in the **Weapons Policy** above.
* Any student, who consumes, possesses or is detected as showing the effects of consumption of alcoholic beverages on school property or premises will be subject to the **Minimum Corrective Activities** as stated in the **Weapons Policy**.

**Violence Prevention and Weapons Policy**

It is the policy of St. Peter Catholic School to maintain a learning and working environment that is free from threats of the harmful influence of any person(s) or group(s) which exhibit and promote violence and disruptive behaviors. We are committed to promoting healthy human relationships and learning environments that are physically and psychologically safe. It is a violation of this policy for any pupil or staff member to possess a firearm or dangerous weapon when in the school building, on school grounds or on any school related activity. St. Peter Catholic School will refer to the local law enforcement agency any person who brings a firearm to school in violation of the "Gun Free Schools Act of 1994". In accordance with this law any student bringing a firearm to school may be expelled for 365 days and this expulsion may be modified on a case-by-case basis.

\*\* A dangerous weapon is defined by law as any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm.\*\*

\*\*\*A student, who possesses or uses articles that are a nuisance, illegal, or that may cause harm to persons or property at school or school sponsored activities, will have the articles confiscated.  This includes “replica weapons” including a facsimile or toy version of a dangerous weapon. Articles will be turned over to the appropriate officials. This may also result in the suspension of the student.\*\*\*

**SCHOOL TRANSPORTATION POLICY**

**(Visit** [**http://canbymn.org/district/school\_district\_information/bus\_policies**](http://canbymn.org/district/school_district_information/bus_policies) **for full bus policy)**

**Before School Drop-Off and After School Pick-Up**

Parents, please park on the **school side of the road to drop-off or pick-up** children before and after school. If you must park on the opposite side, **please cross the road at the nearest corner** to assist your child in learning pedestrian safety. If present, School Patrol should be used at the end of the day when crossing the street to or from school. Bikes should be waked to the crosswalk after school. If St. Peter’s is in session and the public school is not in session, parents are responsible for arranging transportation for your child.

**Consequences for Misbehavior**

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavior standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop. The school buses are provided for your transportation to and from your home and school. Because of the routing, it is impossible to allow extra passengers to use a certain bus at will. Consequently, no students are to ride a bus other than their assigned bus without written permission from the office. Students who wish this permission should contact the office. The note from parent is to be signed by the office. Permission will be granted in cases of family emergency, but not for parties or social events.  
  
Consequences for school bus/bus stop misconduct will be imposed by the building principal or the principal’s designee. In addition, all school bus/bus stop misconduct will be reported to the district’s transportation safety director. Serious misconduct will be reported to the department of public safety and may be reported to local law enforcement.

**Rules at the Bus Stop**

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district’s discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver’s responsibility to report unacceptable behavior to the school district’s transportation office/school office. The Transportation Director will contact the building principal who will investigate.

1. Get to your bus stop 5 minutes before your scheduled pick-up time. The school bus driver will not wait for late students.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs, and belongings to yourself.
4. Use appropriate language.
5. Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus
6. After getting off the bus, move away from the bus.
7. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
8. No fighting, harassment, intimidation, or horseplay.
9. No use of alcohol, tobacco, or drugs.

**Rules on the Bus**

1. Immediately follow the directions of the driver.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, intimidation, or horseplay.
7. Do not throw any object.
8. No use of alcohol, tobacco, or drugs.
9. Do not bring any weapon or dangerous objects on the bus
10. Do not damage the school bus.
11. Eating on the bus is at the discretion of the bus driver.

**School District Consequences**

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student’s ability to ride the bus is connection with co-curricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

**Elementary (PreK-6)**

1st offense - warning

2nd offense - 3 school day suspension from riding the bus

3rd offense - 5 school day suspension from riding the bus

4th offense - 10 school day suspension from riding the bus/meeting with parent.

**Further offenses** - individually considered. Students may be suspended for longer periods of time, including the remainder of the school year. \*\*Note: When a student goes 60 calendar days without a report, the student’s consequences may start over at the first offense.

**Other discipline**

Based on the severity of a student’s conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

**Records**

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the department of public safety. Records may also be maintained in the transportation office.

**Vandalism/bus damage**

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

**Notice**

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus and both rules and consequences will be periodically reviewed with students by the driver.

**Criminal conduct**

In cases involving criminal conduct (for example; assault, weapons, possession or vandalism), the superintendent, local law enforcement officials and the department of public safety will be informed.

**Parent/Guardian Involvement and Responsibilities for Transportation Safety**

1. Become familiar with district rules and policies, regulations, and principles of school bus safety.

2. Assist students in understanding safety rules and encourage them to abide by them.

3. Recognize the parents’ responsibilities for the actions of their children.

4. Support safe riding practices and reasonable discipline efforts.

5. When appropriate, assist students in safely crossing local streets before boarding and after leaving

the bus.

6. Support procedures for emergency evacuation, and procedures in emergencies as set up by the

school district.

7. Respect the rights and privileges of others.

8. Communicate safety concerns to school administrators.

9. Monitor bus stops, if possible.

10. Support all efforts to improve school bus safety.

A copy of the school district bus and bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls if this occurs during the school year. Parents and guardians are asked to review the rules with their students.

**Public School District 891 Transportation Policy**

August 2004

Transportation Fees for Non-Resident Students Attending Non- Public School

“Canby Public Schools will charge $420 to each household receiving transportation for non-resident student(s) to non-public schools within the Canby School District.  If one child is attending Canby Public Schools from this household while other children from that household are attending a nonpublic school in the district, this fee will be waived.”

**St. Peter Catholic School Transportation Policy**

Out-of-district students are welcomed to St. Peter Catholic School faith-community. Transportation to and from school is the responsibility of each individual family. If a family lives near the Canby District lines, it may be possible that the Canby School District will transport your child(ren) for a fee. It is the responsibility of the family to contact the Canby District Office to see if this is a possibility. If financial assistance for transportation is needed, it should come from the family’s home parish. If St. Peter’s is in session and the public school is not in session, parents are responsible for arranging transportation for your child

**MALTREATMENT OF MINORS REPORTING POLICY**

**What to report**

Maltreatment includes egregious harm, neglect, physical abuse, sexual abuse, substantial child endangerment, threatened injury, and mental injury. For definitions refer to Minnesota Statutes, section 260E.03. Maltreatment must be reported if you have witnessed or have reason to believe that a child is being or has been maltreated within the last three years.

**Who must report**

• If you work in a licensed facility, you are a “mandated reporter” and are legally required (mandated) to report maltreatment. You cannot shift the responsibility of reporting to your supervisor or to anyone else at your licensed facility.

• In addition, people who are not mandated reporters may voluntarily report maltreatment.

**Reporting of Child Abuse**

Definition: "...child abuse and neglect means the physical or mental injury, sexual abuse, negligent treatment or maltreatment of a child under circumstances which indicate that the child's health or welfare is harmed or threatened."

**It is the responsibility of each staff person to report any suspected child abuse and/or neglect to the appropriate legal authorities. The principal may be consulted with for further advice and action to be taken if the staff person chooses to go this direction first. The staff person is not required to seek out the principal’s advice in these matters.**

**Where to report**

• If you know or suspect that a child is in immediate danger, call 9-1-1.

• Reports concerning suspected maltreatment of children, or other violations of Minnesota Statutes or Rules, in facilities licensed by the Minnesota Department of Human Services, should be made to the Licensing Division’s Central Intake line at 651-431-6600.

• Incidents of suspected maltreatment of children occurring within a family, in the community, at a family child care program, or in a child foster care home, should be reported to the local county social services agency at Yellow Medicine County Family Services at (320) 564-2211 or local law enforcement at Canby Police Dept. at (507) 223-7211.

**When to report**

Mandated reporters must make a report to one of the agencies listed above immediately (as soon as possible but no longer than 24 hours).

**Information to report**

A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the maltreatment (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected maltreatment occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.

**Failure to report**

* + A mandated reporter who knows or has reason to believe a child is or has been maltreated and fails to report is guilty of a misdemeanor.
  + In addition, a mandated reporter who fails to report serious or recurring maltreatment may be disqualified from a position allowing direct contact with, or access to, persons receiving services from programs, organizations, and/or agencies that are required to have individuals complete a background study by the Department of Human Services as listed in Minnesota Statutes, section 245C.03.

**Retaliation prohibited**

• An employer of any mandated reporter is prohibited from retaliating against (getting back at):

• an employee for making a report in good faith; or

• a child who is the subject of the report.

• If an employer retaliates against an employee, the employer may be liable for damages and/or penalties.

**Internal review**

When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review within 30 calendar days and take corrective action, if necessary, to protect the health and safety of children in care.

• The internal review must include an evaluation of whether:

• related policies and procedures were followed;

• the policies and procedures were adequate;

• there is a need for additional staff training;

• the reported event is similar to past events with the children or the services involved; and

• there is a need for corrective action by the license holder to protect the health and safety of children in care.

**Primary and secondary person or position to ensure reviews completed**

The internal review will be completed by Lori Rangaard. If this individual is involved in the alleged or suspected maltreatment, Fr. Ron Huberty will be responsible for completing the internal review.

**Documentation of internal review**

The facility must document completion of the internal review and make internal reviews accessible to the commissioner immediately upon the commissioner’s request.

**Corrective action plan**

Based on the results of the internal review, the license holder must develop, document, and implement a corrective action plan to correct any current lapses and prevent future lapses in performance by individuals or the license holder.

**Staff Training**

The license holder must provide training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556). The license holder must document the provision of this training in individual personnel records, monitor implementation by staff, and ensure that the policy is readily accessible to staff, as specified under Minnesota Statutes, section 245A.04, subdivision 14.

**Definitions of Child Neglect or Abuse**

A comprehensive list of definitions can be requested from the office or found in Minnesota Statutes, section 260E.03

**DIOCESAN SAFE ENVIRONMENT AND V.1 BACKGROUND CHECK STATEMENT**

(In Accordance with M.S. 123B.03 )

The diocese has a safe environment program in accord with the United States Council of Catholic Bishops requirement. All clerics, employees, and those volunteers who are unsupervised or have regular contact with children must complete the essential three safe environment requirements: attend a live VIRTUS training as well as complete ongoing assigned online training, consent to required background checks, and adhere to the diocesan safe environment policies/procedures including the applicable code of conduct. There are certain instances when outside speakers, public school teachers, etc., have unsupervised contact with students enrolled in the school. Depending on the circumstances, these outside contractors may not be bound to diocesan requirements. In these cases, applicable parents/guardians must sign and return a waiver which will be given out to them by the school office prior to the event taking place. One such waiver included within this handbook and accepted as a condition as a school policy involves public school employees (including band instructors, school counselors, Title I instructors, special education instructors and public school bus drivers). The Notification is as follows:

NOTIFICATION FOR CHILDREN and YOUTH ATTENDING CLASS(ES), ACTIVITIES, TUTORING AT A NON-DIOCESAN/PAROCHICAL FACILTIY, AND/OR INSTRUCTED/SUPERVISED BY A NON-DIOCESAN/PAROCHICAL EMPLOYEE/VOLUNTEER, OR RIDING A SCHOOL BUS.

As part of the ongoing effort in the Diocese of New Ulm and St. Peter’s Schoolto provide a safe and secure environment for your child, we hereby inform you of the following when your child attends/participates in a non-Diocesan/Parochial class, activity, tutoring, or rides a school bus. The Diocese of New Ulm and St. Peter’s Schoolholds no real or implied legal responsibility or jurisdiction over the employees/volunteers of Canby Public Schools. Therefore, St. Peter’s Schoolis responsible for the conduct of its employees/volunteers, and in all cases where the conduct of an employee/volunteer of that school is in question; Canby Public Schoolshall be liable. While public school employees are bound by Minnesota law to have a recent criminal background check on file at the public school, their employees are not subject to the requirements of the Diocesan Safe Environment Program.”

**BCA Criminal History Background Checks.**

*The Minnesota Bureau of Criminal Apprehension background check is mandated by state statute*. This check is processed on all individuals who are offered employment in a school, and on all individuals except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular services to a school, regardless of whether any compensation is paid.The following positions are subject to a mandatory BCA background check at St. Peter’s School:

*Teachers, substitute teachers, specialist teachers, tutors, extracurricular advisors, paraprofessionals, food service personnel, janitorial service personnel, all paid parish employees.*

**A BCA consent form must be completed along with a check for the processing fee made out to the BCA. The local safe-environment coordinator will forward both the payment and the completed consent form to the Diocese for processing.**

The BCA criminal history check only checks within the state of MN. The ISP check is nationwide. Individuals needing a BCA check need to complete both the BCA and the ISP background check forms.

**Mandatory Integrated Screening Partners (ISP) Background Check—Mandatory by Diocesan Policy:** On all employees as well as all school volunteers who have unsupervised contact with minors are subject to the ISP performed criminal background checks. For active accounts, these checks are re-ran every seven years.

Employees or volunteers are not permitted to work/volunteer without the completed BCA and ISP check prior to start date as per state law and diocesan policy. Employees and volunteers must also keep their online training account current—the expectation is to complete the training within 30 days of being assigned.

**NOTICES**

**Asbestos Notification to Parents**

In compliance with the US Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), in the fall of 1988 we began performing inspections of our school buildings for asbestos-containing building materials. The inspection findings and asbestos management plans have been on file in the parish administrative office since that time.

The Diocese of New Ulm has contracted a company to provide environmental services, which includes maintaining compliance with Federal regulations regarding asbestos and other regulated environmental concerns. An accredited Inspector/Management Planner performed and issued a report regarding the results this past spring. There were no significant changes in condition of the remaining asbestos. All asbestos containing material in our school building is in good condition and we will continue to manage them in place, as recommended by the accredited Management Planner.

The results of the re-inspection are on file in the Management Plan in the parish administrative office. Everyone is welcome to view these anytime during normal parish office hours (M-F 8:30a.m.-3:30p.m.). Our Asbestos Program Manager, Brian Parrie, is available to answer any questions you may have about asbestos in our buildings at 605-430-8842. We are intent on not only complying with, but also exceeding federal, state, and local regulations in this area. We plan on taking whatever steps are necessary to insure your children and our employees have a safe and healthy environment in which to learn and work.

**Changes/Additions**

It is the decision of the school principal and pastor, upon seeking advice of the Education Committee, to make changes to this document as needed. These changes will be sent to you as they occur. If a situation arises which is not stated in this Handbook, the Administration reserves the right to deal with the situation according to proper and informed judgement.

**Lead Testing**

The school is complient and has passed current Lead testing of water.

**Notice Concerning Use of Pest Control Materials**

School custodial personnel may apply pest control materials inside or on school grounds as needed. Pesticide applications are typically done during the summer months when school is not in session. Pest control materials are registered by the U.S. Environmental Protection Agency (EPA) and are selected and applied according to label directions. The long-term health effects on children from the application of such pest control materials, or the class of materials to which they belong, may not be fully understood.

An estimated schedule of interior pest control inspections and possible treatments is available for review or copying at the parish office. Parents of students may request to receive prior notification of any application of pest control material, should such an application be deemed necessary on a day different from the days specified in the schedule. If you would like to request this, please send a written note to the parish office requesting this. If an application is to be made during the school year, notification will come home to you in your family packet prior to the application.

**Unmentioned Situations**

If a situation arises which is not stated in this handbook, the Administration reserves the right to deal with the situation according to their judgment. The Administration also reserves the right to change any existing policies as needed and when appropriate with consultation with the Pastor and/or the Education Committee.



**STATEMENT OF AGREEMENT**

**ST. PETER’S HANDBOOK**

**PRESCHOOL HANDBOOK—2022-2023**

***Please read through the entire Parent Handbook. After completing this task, and reviewing the handbook with your child/children, please sign this form and return it to the school office (no later than the first day of school). Thank you.***

I have read the Parent Handbook and reviewed its contents with my child/children.

**I/We agree to abide by the St. Peter’s Preschool Parent Handbook for the 2022-2023 school year.**

Child\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_\_\_\_\_\_\_\_\_\_

Child\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s) Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_