

Saint Joseph the Worker Early Childhood Program Handbook 2025 / 2026

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Dear Parents and Guardians,

Welcome to St. Joseph the Worker Early Childhood Educational Programs. We look forward to getting to know your child (children) and guiding them toward the many exciting and positive learning experiences from which they will grow.

Our philosophy at St. Joseph the Worker Early Childhood Program is to regard every child as a unique individual. Since everyone has varied learning styles we incorporate developmentally age-appropriate, hands-on activities into our everyday experiences. This enhances each child's cognitive, creative, social, emotional, physical and spiritual growth. The children are respected and loved in a Christ-centered, friendly and safe environment.

It is the responsibility of the teachers to create an enriching atmosphere where children can build self-esteem and enjoy learning about themselves and their world. This enables each child to develop and grow as confident and happy people! We are proud to continue paving the way for your children both educationally and spiritually!

We provide four programs as follows:

- Preschool Program for 3 year olds. Class meets two times a week (9:00 a.m. - 11:30 a.m.) on Tuesday and Thursday. (Ratio 1:10) Max per classroom 19 students
- Pre-Kindergarten Full Day Program (9:00 a.m. - 2:00 p.m.) for 4 year olds. Class meets three times a week on Monday, Wednesday and Friday. (Ratio 1:10) Max per classroom 19 students
- Jr. Kindergarten Program (9:00 a.m. - 2:30 p.m.) for 5 year olds. Class meets five times a week (Monday through Friday) (Ratio 1:10) Max in Room 251- 19 students / Max in Room 254- 14 students

Additional enrichment programs and childcare opportunities are available in Room 250 with a max of 29 students in the room at a time. Ratio 1:10

Preschool is usually a child's first experience away from their home/family environment. The main goals for children this year are to gain a trust for their new environment while learning to socialize and interact with others appropriately in a classroom setting. This will introduce to each child a lifelong love for school.

Some of our goals will be focused on; learning how to follow a daily routine, remembering and following directions and rules of the classroom, taking turns and sharing with others, getting along with others, listening to what others have to say, using "words" to convey thoughts and speaking using complete sentences. The children will begin to learn how to problem solve, be more independent, be more aware of God, and learn simple prayers. They are also introduced to the alphabet, numbers, counting, patterning, shapes, fine motor and gross motor activities, sign language, and proper use of art supplies. By the end of the year, the children will have grown and matured, learning many of these tasks and concepts.

By the time the children get to the Pre-K program, we continue to help children learn and strengthen the tasks and concepts above, while slowly introducing them to more basic academics and to the world around them. The main objective for this year is to help increase the children's awareness, interest and attention span. We do this by helping them concentrate, without being distracted, while performing simple tasks and projects each day. All these tasks and concepts stated

above are very important for a child to acquire before entering into Kindergarten, where the need for the child's attention is so important!

Additional information about our unique setting:

- Enrichment and childcare is also offered to registered students Monday - Friday, from 7 a.m. - 5 p.m.
- Children staying for lunch, may pre-order through the school or they may pack lunch.
- Snacks are provided by our school.
- We offer Financial Assistance for qualified families.

If you have any questions or would like more information about our Program, please feel free to contact us at (610) 395-7400.

God Bless,

Mrs. Theresa Heintzelman
Early Childhood / Extended Care Director

EARLY CHILDHOOD DEPARTMENT ADMISSION POLICY

Children applying for admission to the Preschool Program must be three years old by October 15 of their year of entrance. Children applying to the Pre-K Program must be four years old by October 15.

Jr. K is for children who turn five by October 15, but are not quite ready for our all day kindergarten experience. Children will only be enrolled in this program with teacher's recommendation and director's approval.

SUPERVISION POLICY

St. Joseph the Worker ensures children's safety, emotional security, and well-being through **active supervision**. Teachers are always able to see, hear, and intentionally engage with children. Staff position themselves to observe children closely, anticipate needs or challenges, and respond promptly and calmly to support each child's development.

When children experience difficulty verbalizing their needs, expressing emotions, or regulating their behavior, staff provide intentional, supportive guidance. Teachers assist children by modeling appropriate language, offering simple verbal prompts, and giving children words to express their feelings, needs, or concerns. Staff listen attentively and validate emotions while guiding children toward safe and respectful ways to communicate.

For children who are struggling with self-regulation, staff use developmentally appropriate strategies such as co-regulation, redirection, visual cues, and calm-down supports. Teachers remain close, offer reassurance, and help children regain control through consistent routines, gentle guidance, and positive interactions. Interventions are proactive and supportive rather than punitive.

Staff actively monitor group dynamics and individual needs to prevent frustration or escalation and to ensure children feel safe, understood, and supported. Child-staff ratios are maintained at 1:10 for Early Childhood Education (ECE) and Early Childhood (EC) programs to allow for close supervision, individualized attention, and timely intervention.

CARE PLAN POLICY

At our school, we are dedicated to providing individualized care plans that support each child's unique needs. We believe every child deserves thoughtful, personalized care, and we work closely with parents to ensure their child's health, development, and well-being are prioritized.

Care plans are developed by our school nurse using input from both the child's healthcare provider and parents. Once the plan is drafted, the nurse, teacher(s), and parents meet to review and discuss it together. This collaborative approach ensures everyone involved understands and supports the care strategies in place.

All care plan information is kept strictly confidential and is shared only with authorized personnel or with parental consent. Care plans are reviewed and updated regularly to make sure they continue to meet the

child's evolving needs.

IEP/IFSP

Because of the diverse set of needs of the children in our program, it is important to gather as much information about the best ways to educate each child. IEPs and IFSPs are created by service providers working with children with special needs and include this information. The Keystone STARS Performance Standards therefore requires each early learning provider to request copies of IEPs and IFSPs for the children in their care. Staff use these to help the child succeed in their plan and it also helps in creating developmentally appropriate plans for your child. Additionally, the classroom teacher(s) and/or the director would like to attend all meetings pertaining to these developmentally appropriate plans.

SERVICE REFERRAL POLICY

In keeping with our Catholic mission to honor the dignity of every child, our Early Childhood Education program is committed to supporting each learner's developmental, social-emotional, and spiritual growth. When concerns arise, we partner with families to ensure children receive the services they may need to thrive.

Our program is committed to supporting the well-being of every child and family. When additional help is needed, we work with parents to connect them to community resources, including:

- **Child and family support services (CCW)**
- **Food assistance programs**
- **Housing support and shelters**
- **Medical and health services**

How Referrals Work:

- Staff may notice a need and will discuss it privately with parents/guardians.
- Families are provided with information and guidance on accessing the appropriate services.
- With parent consent, staff may collaborate with service providers to support the child's needs.
- Follow-up is offered to ensure families feel supported and connected to resources.

Confidentiality:

All information is kept private and shared only with written parent/guardian consent.

Family Choice:

Families decide whether to use the services and may choose the providers that best meet their needs. Our goal is to support families in a respectful, compassionate, and helpful way.

DUAL LANGUAGE POLICY

Our Early Childhood Education program values and supports the diverse languages and cultures of our children and families. We recognize that a child's home language is an important part of their identity and plays a key role in learning and development.

Program Commitments

- Provide a language-rich environment that supports the development of English through play, conversation, songs, stories, and daily routines.
- Honor and encourage the use of home languages as a source of comfort, expression, and connection.
- Use visuals, modeling, repetition, and intentional interactions to help children understand and communicate.
- Create classroom environments that reflect and celebrate the languages and cultures represented in our community.

Family Partnership

- Families are invited to share information about the languages spoken at home.
- Whenever possible, communication will be provided in accessible and family-friendly formats. The use of our SeeSaw App helps with home and school translations for ESL families.
- Teachers collaborate with families to support language development and cultural connections.

Teacher Responsibilities

- Implement developmentally appropriate strategies for supporting dual language learners.
- Participate in ongoing training in language development and culturally responsive practices.
- Promote a welcoming, inclusive atmosphere where all languages and cultures are respected.

Commitment to Inclusion

We celebrate linguistic diversity and are committed to ensuring that every child feels safe, valued, and supported as they grow as communicators and learners.

TOILET TRAINING POLICY

Our facility has a bathroom in most classrooms with common boys and girls bathrooms available. The facility provides one sink for every 25-30 toilet-trained children for handwashing.

Children enrolled in Early Childhood must be toilet trained before attending preschool. All children **must** be potty trained and able to use the bathroom on their own. No pull-ups or diapers are permitted. Children must be wearing underwear. A child having accidents daily would not be considered toilet trained. Please note that wearing pull ups is NOT considered toilet trained.

Why do children have to be toilet trained before they begin preschool?

- There are strict standards for changing and disposing of wet or soiled diapers/pull ups and our classrooms are not equipped for this.
- The Safe Environment protocol does not allow for teachers and staff to be in the restroom alone with children to change them.

We do understand that even toilet trained children will occasionally have accidents. By definition, "accidents" are unusual incidents and should happen infrequently. In these instances, the teachers will help children to change their clothes and encourage independence as much as possible.

A toilet trained child is a child who can do the following:

- Communicate to the teachers that he/she needs to go to the restroom before they need to go
- Alert him/herself to stop what he/she is doing, to go and use the bathroom
- Pull down his/her clothes and get them back up without assistance
- Wipe him/herself after using the toilet (with minimal assistance for 3 year olds)
- Get on/off the toilet by him/herself
- Wash and dry hands
- Postpone going if they must wait for someone who is in the bathroom or if we are away from the classroom
- Wake up during nap time should they need to use the bathroom (for Extended Care Preschool children only)

We certainly will ask your child many times throughout the day and before nap time if they need to use the bathroom. A teacher will assist children as needed, but children should be able to complete toileting activities independently. This is an issue which protects all concerned.

It is not uncommon for a child who is fully toilet trained to have a setback when he/she is in a new environment. Preschool staff are aware of this and will assist the children when necessary. Please have your child dressed in clothing that he/she can easily manage independently. Please keep a complete change of clothes appropriate for the season in your child's backpack. Parents will be notified if a child has a toileting accident.

We understand that each child arrives at this milestone differently, therefore we will allow 4 weeks from the first day of school for your child to demonstrate accomplishment of this goal. However, if the situation is not manageable within the classroom environment, we will discuss the issue with the parents and reserve the right to suspend attendance of the child at such time.

A child will not be considered toilet trained for our preschool program if the child continues to consistently have toileting accidents after the first 4 weeks of school.

After the first 4 weeks of school, the following policies will be in place for children who have accidents:

- If one or two accidents occur in one week, the parents will be notified with the understanding that the issue needs to be addressed and corrected.
- If three or more accidents occur in one week, the parent will be notified with the understanding that if the issue is not corrected by the end of the second week of this notification then the child will have to stay home at least one week or longer until he/she is completely toilet trained.
- If multiple accidents occur in one day, the parent will be notified on that day; and if not corrected by day three, the child will have to stay home at least one week or longer until he/she is completely toilet trained.

Please note that this policy is not in place to shame or punish a child or inconvenience primary caregivers. Rather, cleaning accidents in the preschool setting is time consuming, and this time that teachers spend attending to and cleaning accidents is time that they are not spending interacting with children and facilitating the curriculum in a safe manner. This policy is intended to ensure the safety and happiness of children and staff at St. Joseph the Worker Early Childhood and Extended Care Programs.

INCLUSION POLICY

Early childhood educators at St. Joseph the Worker School uses developmentally appropriate practices and considers the unique needs of all children with planning. Staff will make every attempt to make reasonable accommodations or modifications necessary to meet the needs of the children. Schedules, routines and activities are flexible and early childhood educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child.

SUSPENSION AND EXPULSION POLICY OF A STUDENT

St. Joseph the Worker Early Childhood Program and Extended Care Program reserves the right to dismiss any child from the Early Childhood Program or Extended Care Service.

Dismissal may occur in the following instances; parent/guardian and/or child do not comply with the program(s) policies:

- the Director of St. Joseph the Worker Early Childhood/Extended Care Program determines that a child has a behavioral, physical, and/or learning problem that the center is not equipped to handle
- frequent late payments or delinquent accounts
- if a child is unable to act appropriately during group experiences and daily activities.

Inappropriate behaviors that result in dismissal includes:

- the use of foul or slang language
- touching other students in an inappropriate manner
- acting aggressively or violent towards teachers or other children
- destroying the property of the school, teacher(s), or other children
- any other behavior(s) deemed inappropriate by the Director of St. Joseph the Worker Early Childhood Program and/or the Extended Care Service.

CURRICULUM OVERVIEW

Aligned with PA Early Learning Standards & Diocesan Early Childhood Standards

Our Early Childhood Education program provides a developmentally appropriate, faith-centered curriculum that nurtures the whole child—spiritually, socially, emotionally, cognitively, and physically. Instruction is grounded in the Pennsylvania Early Learning Standards and the Diocesan Early Childhood Standards, ensuring a strong foundation for lifelong learning.

We intentionally use Learning Without Paper and Handwriting Without Tears to give children meaningful, hands-on learning experiences that foster engagement, skill development, and a love of learning.

Learning Without Paper -

We prioritize hands-on, play-based learning because young children learn best through exploration, movement, and sensory experiences. By minimizing worksheets and rote tasks, children develop:

- Critical thinking and problem-solving skills
- Creativity and curiosity
- Social and emotional competence

- Strong foundations in early literacy and numeracy

This approach allows children to connect learning to real-life experiences, building confidence and a positive attitude toward school.

Learning Without Tears -

We use Handwriting Without Tears to teach writing in a developmentally appropriate, multisensory way. This method helps children:

- Develop fine-motor strength and coordination
- Learn correct letter formation with ease
- Gain confidence in early writing skills
- Enjoy the learning process without frustration

By focusing on skills that are physically and cognitively ready for the child, LWT supports success in reading, writing, and future academic tasks.

Faith Integration

In accordance with Diocesan expectations, Catholic values are woven throughout the curriculum. Children learn about prayer, kindness, respect for others, and God's love through daily routines, stories, service, and classroom interactions.

Our Commitment

By combining play-based learning, intentional skill-building, and faith formation, we prepare children to grow spiritually, academically, and socially while meeting the high expectations of Pennsylvania and Diocesan Early Childhood Standards. We do this because every child deserves to feel capable, confident, and loved as they begin their lifelong learning journey.

SCREENING TOOLS, TRANSITION & CONFERENCE POLICY

Progress reports are an essential tool in our Early Childhood Education program to support each child's growth academically, socially, and emotionally. Teachers use ongoing observations and assessments to track developmental milestones, learning strengths, and areas needing additional support.

Using Progress Reports to Determine Classroom Centers:

- Teachers analyze each child's progress to create learning centers that are developmentally appropriate and engaging.
- Centers are designed to target specific skills—such as literacy, numeracy, fine-motor development, or social-emotional growth—while allowing children to explore and learn at their own pace.
- Progress reports help teachers adjust materials, groupings, and activities to meet individual and group needs, ensuring all children are challenged and supported.

Parent Recommendations & Home-School Connection:

- Progress reports are shared with families to provide insight into their child's strengths, interests, and areas for growth.
- Teachers offer suggestions for simple, supportive activities at home that reinforce classroom learning and foster continued development.
- Families are encouraged to provide feedback and share observations from home, creating a collaborative partnership that supports the child's overall growth.

Purpose:

The combination of progress reports, classroom planning, and parent recommendations ensures that learning is intentional, personalized, and consistent across home and school environments, helping each child reach their full potential.

- Upon enrollment, St. Joseph the Worker ECE and EC's policy is to use the Research Screening Tool **CDC Milestones** (Center for Disease Control) as a resource for our teachers to gain knowledge of a child's social and emotional and cognitive development. Parents/Guardians are asked to fill out specific questionnaires within 45 days of enrollment.
- **LEARNING WITHOUT TEARS AND myIGDI's** assessments are used to generate Developmental Progress reports which are shared with parents/guardians to understand your child's development. The progress reports are not grades for your child, but a mere indication of what your child's strengths are and what areas need attention and/or maturation. The progress reports are developmentally age-appropriate for all programs and are shared with families two times per school year. Reports are shared during the following months:
 - Pre-Kindergarten- November, April
 - Jr. Kindergarten- November, April
 - Preschool- January, May A Child Service Report will be shared with families one time per school year. Children develop and mature at their own rate and in very individual and beautiful ways. Progress Reports do not rank, grade or compare your child to anyone else. These reports are sent home a day or two prior to conferences.

- Parent-Teacher conferences will be held two times per year. The first conference is mandatory for all families to attend. The second conference is determined by the parent and/or teacher request.
- Preschoolers will transition into a Pre-Kindergarten program after the academic year.
- Pre-Kindergarten will transition into our Jr. Kindergarten or Kindergarten program based on classroom teacher recommendations and the Kindergarten Screening in April.
- Jr. Kindergarten students will transition into Kindergarten based on classroom teacher recommendations and the Kindergarten Screening in April.
- Upon completion of the Kindergarten Screening, teachers, director, principal and parents will meet with any concerns for the child's placement in the next school year.
- Middle school students may transition from school child care to going home alone with parental consent. This decision is based on the student's maturity, responsibility, and readiness, with safety as the top priority.

Parent Responsibilities:

- Notify the school in writing if your child will go home alone.
- Provide emergency contacts and clear instructions for arrival, keys, and household rules.
- Ensure your child understands safety procedures and expectations.

School Responsibilities:

- Staff will provide guidance and reminders but are not responsible once the student leaves school.
- No student will be sent home unsupervised without parental consent.

PARENT COOPERATION POLICY At STJW ECE, we consider ourselves to be part of your extended family; caring for God's children within our program/s for several hours per week. As a family, we ask all parents to demonstrate our values of caring, honesty, respect and responsibility. STJW reserves the right to suspend a family from care when the parent/guardian demonstrates the following:

- Excessive lateness or lack of payment
- Failure to submit important documents for licensing, such as medical forms, emergency contact, etc.
- Aggressive, threatening behavior towards staff and/or another parent/guardian
- Harmful, negative language used towards STJW, the center, staff, etc.
- Lack of parent/guardian cooperation and/or follow-through in addressing physical, emotional and/or behavioral needs of the child.

POSITIVE BEHAVIOR MODIFICATION POLICY

If a staff member has observed inappropriate behavior, inappropriate development level of the child, or concerns for the welfare of a child in the classroom, the staff will report this information to the Director. The Director will conduct observations of the child's interactions with other children and the staff. The Director will notify parents and legal guardians of sensitive topic areas. A care plan meeting will be set up with staff, the Director, and the parents or guardian. The Teacher and Director will inform and assist the parent and/or guardian in making the referral to the appropriate agencies. Administration will help coordinate on-site services during program hours for the benefit of the child.

If aggressive, disruptive, destructive or disrespectful behavior occurs to a staff member or to another child the following disciplinary action will be taken:

- STJW reserves the right to immediately suspend, pause and/or terminate care for any family whose child displays the following:
 - Harm to self
 - Harm to other children including, physical, verbal & emotional harm
 - Inability to thrive within the standard teacher/classroom ratio

STJW ECE believes that no parent/guardian should ever be surprised by a request to pause and/or suspend care. When a child demonstrates harm to self, harm to others, or an inability to thrive within the classroom teacher/classroom ratio; communication to parent/guardian is as follows:

1. Incident One: Teacher will verbally share the incident with parent/guardian
2. Incident Two: Teacher will verbally and in writing share the incident with the parent/guardian
3. Incident Three: Teacher will request a Parent/Guardian/Teacher conference; the summary of the conference will be emailed to the parent/guardian within 48-hours. *If harm to self or others is evident, a pause in services may be part of the behavior modification plan
4. Further Incidents: Director will request a meeting between Parent/Guardian/Teacher and when age appropriate, the child will also be included in the meeting. A behavior modification plan will be designed and agreed upon between the family and the school.

*If harm to self or others is evident, a pause in services may be part of the behavior modification plan

DISCIPLINARY POLICY

All families deserve a safe, stable and enjoyable environment while at STJW and disruptive individuals can quickly dismantle the Christ Centered atmosphere of a class. This policy has been adopted with the safety of all of the families enrolled in STJW in mind.

- Children will display the core values of caring, honesty, respect and responsibility.
- We follow the guideline: "Keep yourself to yourself."
- Children will not use their hands and/or feet to express themselves; kind words are encouraged.
- Parent collaboration and support is required when behavior modification is needed. STJW expects that each child will be or will learn to be responsible for his or her behavior, will be respectful towards others and will act in a caring and honest manner.

From time to time, all children need help and direction in learning, developing, and maintaining appropriate behavior. If a child exhibits frequent disruptive and/or aggressive behavior, a family conference will be scheduled. Continued disruptive and/or aggressive behavior may result in temporary suspension or permanent dismissal from the program.

GUIDELINES FOR POSITIVE DISCIPLINE

Our role as educators is to help children develop to their fullest potential and to recognize the many facets of child development. It is important that our discipline policy focuses on guidance, redirection and praise rather than punishment or negative reinforcement. We strive to help children learn self-control, while at the same time developing positive self-esteem.

Discipline must be age appropriate and stated in language that children understand. It is important to have support from families in order to build good character in children.

- We set realistic expectations for children's behavior.
- We provide a Christ-Centered environment that will increase the probability children will succeed.
- We give children choices and alternatives to turn destructive situations into constructive situations.
- We validate what the children say and feel; if appropriate.
- We use natural and logical consequences and empower the children to be responsible for their own behavior.
- We teach preschool and older children to use problem solving skills and strategies to resolve conflicts.
- We work out behavior plans with the family when needed.

WHEN A CHILD IS HAVING A PROBLEM IN THE CLASSROOM

Staff will:

- try to redirect the child from negative behavior.
- reassess classroom environment, appropriate activities, supervision.
- always use positive methods and language while disciplining children.
- will praise appropriate behaviors.
- consistently apply consequences for rules.

Child will:

- be given verbal warnings.
- be given time to regain control.

A child's disruptive behavior will be documented and maintained in confidentiality.

Parent/guardian will:

- be notified verbally.
- be given written copies of the disruptive behaviors that might lead to expulsion.

The director, classroom staff and parent/guardian will have a conference(s) to discuss how to promote positive behaviors. The parent will be given literature or other resources regarding methods of improving behavior. Recommendation of evaluation by professional consultation. Recommendation of evaluation by local school district child study team.

SCHEDULE OF EXPULSION If after the remedial actions above have not worked, the child's parent/guardian will be advised verbally and in writing about the child's or parent's behavior warranting an expulsion. An expulsion action is meant to be a period of time so that the parent/guardian may work on the child's behavior or to come to an agreement with the school. The parent/guardian will be informed regarding the length of the expulsion policy. The parent/guardian will be informed about the expected behavioral changes required in order for the child or parent to return to the school.

PARENTAL ACTIONS FOR CHILD'S EXPULSION

Failure to pay/habitual lateness in payment. Failure to complete required forms including the child's immunization records. Verbal abuse to staff. Parents threaten physical or intimidating actions toward staff members. **CHILD'S ACTIONS FOR EXPULSION** Failure of child to adjust after a reasonable amount of time. Uncontrollable tantrums/angry outbursts. Ongoing physical abuse to staff or other children. Unable to toilet train in our three year old program.

CLASSROOM ENVIRONMENTS

Our Early Childhood and Enrichment classrooms are designed to provide Learning Centers based on age-appropriate, hands-on approaches to learning. These Learning Centers are teacher guided and focus

on various areas of child development and the Early Childhood educational curriculum. These areas include Language Arts, Math, Manipulatives, Science, Social Studies, Religion, Dramatic Play, Art, Music and Movement, Sign Language and Exploration Time. The children also have the opportunity for "Free Play" outside, weather permitting, or in the gym.

CLOTHING

Enrollment in the STJW Early Childhood Program requires adherence to the Little Knights Dress Code. Spirit Wear may be worn on Enrichment days and non-class Childcare days. Students who do not comply with the dress code may be sent home or asked to change clothing.

Even though it is imperative that your child be able to go to the bathroom independently, We know accidents do happen. Different types of accidents might be water or paint spilling on clothing. For these reasons, we ask that you keep an extra set of clothing in your child's backpack (an extra pair of underwear, socks, pants, and shirts). Please remember every so often during the year to change the extra set of clothing for the season and as your child grows! Please **label** all clothing and especially jackets worn during the school year. (You'd be surprised, when you hold up a jacket with no name label, and ask whose it is, many children will not remember that it's theirs.)

We also ask that jewelry (necklaces, bracelets, rings, etc...), **NOT** be worn to school. Jewelry looks beautiful but, without realizing, can be dangerous when young children pull or tug. Jewelry can get lost and/or broken, and also cause distractions during the times when we would like the children's individual attention.

ARRIVAL AND PICK-UP

Children attending the Preschool Program on Tuesday and Thursday mornings will arrive at 9:00 a.m. and will dismiss at 11:30 a.m. to a car line outside the Gym Entrance (unless using the Extended Care Program).

Children attending the Pre-K Full Day Program will arrive at 9:00 a.m. and dismiss at 2:00 p.m. to a car line outside the Gym Entrance (unless using the Extended Care Program).

Children attending the Jr. K Program, Monday through Friday, will arrive at 9:00 a.m. and will dismiss at 2:30 p.m. to a carline outside the Early Childhood Wing (unless using the Extended Care Program).

Any children not picked up ten minutes following dismissal will be escorted to Extended Care. If you have an emergency where you are running late, please call the Early Childhood office (610-395-7400). If there is no one available to take your call, please leave a message. We check messages after class.

If someone other than the person(s) you have listed on your emergency contact list will be picking up your child, we must have a note written and signed by you giving your permission. Let us know your plans as soon as you know. A telephone call will be accepted in emergency situations ONLY! When that person arrives, they will need to show us proof of identification, and sign your child out in the Early Childhood Office. i.e. If John's mother comes in at the end of the day and says she's supposed to take Alex home with her and we do not have a note, this particular event will NOT occur. However, if we receive a note, or an emergency phone call, we'll ask for proof of identification when the person is taking the child with them.

If you would like your child to attend Extended Care, a note or email, needs to be given to both the classroom teachers and the Extended Care Director.

If you have an EMERGENCY, and need to reach your child before the end of school (and no one answers in the Early Childhood Office), you may call St. Joseph's Education Center at (610) 395-7221 (EXT#0) and someone will get the message to us.

If you need to enter the building use the main school entrance sign in at the main office.

ILLNESSES AND ABSENCES

If your child is ill, please be considerate of the other children and staff and keep your child at home to recuperate. A child with a 100.4 temperature, excess runny nose, sneezing, coughing, vomiting, diarrhea or appearing ill will be sent home and must remain fever and symptom free for 24 hours. When your child will be absent for any reason, please telephone the ECE Office at (610) 395-7400 to let us know. You may also email your child's teachers. Attendance is taken and without a call or note, your child will be marked unexcused for the day.

BIRTHDAY SNACKS/CELEBRATIONS

Early Childhood students may bring in a store bought, packaged, with ingredients listed and nut free treats. Please notify the classroom teacher of the item you are supplying 48 hours prior to the class day so they have time to reach out to students who may have allergies.

ALLERGIES AND MEDICATION

If your child has any food allergies or has an EPI pen, please let the office know upon registration. If your child is taking any medication for any reason, please inform your child's teachers. There will be required paperwork for medications.

HOLIDAYS AND DAYS OFF

The annual Early Childhood Program calendar can be found on the FACTS website to inform you of events and holidays. We will basically follow St. Joseph's Education (Elementary School) Center calendar for holidays, early dismissals (11:30 a.m. for ECE) and school closings. There are a few exceptions, so please always double-check the calendar.

INCLEMENT WEATHER

School Closing:

If St. Joseph the Worker Education Center is closed due to inclement weather, then St. Joseph the Worker Preschool, Pre-Kindergarten and Junior Kindergarten will be closed as well. You will receive a notification from the school should this occur.

School Delays:

If there is a 1-hour delay for St. Joseph's Educational Center, St. Joseph's Preschool,

Pre K and Jr. K will begin on time (at 9:00 a.m.). Extended Care will open at 8:30 a.m. This rarely happens.

If there is a 2-hour delay for St. Joseph's Educational Center, St. Joseph's Preschool, Pre K and Jr. K will start at 10:00 a.m. This is a typical delay scenario.

Please note: On days that there is a 2-hour delay, Extended Care will open at 9:30 a.m.

Early Dismissal:

If inclement weather is predicted (or suddenly occurs!), please check the resources listed on the school closing information to find out what time school will be dismissing. You will also receive notification from the school.

Before Care/Extended Care/Aftercare:

Extended care will not be provided on school cancellation days. On early dismissal days due to weather, Extended Care will remain open for 1 hour after St. Joseph the Worker School dismissal.

SNACK

St. Joseph the Worker Early Childhood Programs will provide your children with a delicious and nutritious snacks each day. Please inform us if your child has or develops any food allergies.

SUPPLIES NEEDED

Suggested **at home supplies:** (for special projects or homework)

- Glue sticks
- Pair of scissors ("Fiskars" are a great brand for young children)
- Crayons and washable markers
- Construction paper
- Watercolor paints

Please send to school:

- A backpack that fits a folder (folder is provided by the school)
- Extra clothing (mentioned earlier, to be kept in your child's backpack at all times)
- Unbreakable water bottle, easy for your child to use

****Please label all items with your child's first name.**

RULES AND MANNERS

Your child will be responsible for following some important rules while attending St. Joseph the Worker Early Childhood Programs. We hope that you will stress to your child that following the rules and listening to what the teacher says is very important. Not only is it important for learning, but for safety reasons, too.

-We expect children to use their good manners every day, and at all times. (We will help the children accomplish this sometimes difficult task.)

-We expect children to walk ("walking feet") in the classroom and hallways (even after dismissal, while still in the building), and save running for outside and for the gym.

-While inside, we expect children to use an "inside voice" (even after dismissal, especially since there are other things going on in the building at the same time), and save their "outside voices" for outside and for the gym.

-We expect, after instruction and practice, children to raise their hand in order to speak when in a group discussion and to listen when others are speaking. This skill helps your child learn and show respect for others and self, while showing them proper communication skills.

-We expect your children to take turns and share, making learning about others and our environment fun!

QUESTIONS

If you ever have questions or concerns about your child's development in any area, please feel free to speak with your child's teachers.

If you have any general questions about St. Joseph the Worker Early Childhood Programs, please feel free to call the office at (610-395-7400) and speak to the Director or Assistant Director of the program.

Thank you for reading this handbook. It was designed to provide you with information and help you understand our mission here at St. Joseph the Worker Early Childhood.

Please note that enrollment in a St. Joseph the Worker Early Childhood Program is an agreement to adhere to the policies and procedures listed in this handbook and the handbook for St. Joseph the Worker School.