

Mary R. Fisher Preschool Parent/Guardian Policy Handbook



(National Association for the Education of Young Children)
A Quality NAEYC Accredited Preschool Program



T eamwork
I mprovement
G rowth
E nthusiasm
R espect
S uccess

Laurence Prentiss, Principal
School Tel. # (860) 923-9142
Fax # (860) 923-2062
Website: www.mrfes.thompsonk12.org

Dear Families,

Welcome to the Mary R. Fisher Preschool Program. We are pleased to offer a high quality early childhood experience to preschool aged children and their families. All four year old children who are residents of Thompson are eligible to attend and we offer programming to all three year old children with special needs. We are pleased to offer full and part day sessions with bus transportation for all children.

Our high quality accredited (National Association for the Education of Young Children, NAEYC) early childhood program includes learning experiences which address the eight domains of the Connecticut Early Learning Standards through a balance of teacher and child directed learning, aligned to the Thompson Public Schools Kindergarten Program. Our program as part of the Thompson Public Schools, follows the school calendar. Tuition is based on the Connecticut Office of Early Childhood Sliding Fee Scale, with limited grant funded spaces offered at a discounted cost to qualifying families.

Our program focuses on the whole child. A typical day follows a predictable schedule and includes varied learning experiences; literacy activities, science and math exploration, motor movement (both indoors and out) creative activities, and the unified arts curriculums. Learning opportunities are both individual and in large and small group settings. Our program plans and implements teaching using the Connecticut Early Learning and Development Standards, which are endorsed by the Connecticut Office of Early Childhood.

This intent of this handbook is to answer many of your questions about our preschool program. In an effort to fully understanding the Preschool program's policies, we ask that each family read through the Preschool Handbook. We look forward to working with your child and getting to know you both as you began your school career.

Sincerely,

The Preschool Team

School Tel. # (860) 923-9142

Important Phone Numbers

Superintendent's Office - Melinda Smith..... (860) 923-9581
Director of Pupil Services - Christopher Jones..... (860) 923-9377
Curriculum Director - Melinda Smith (860) 923-9581

Mary R. Fisher Elementary School - Laurence Prentiss, Principal..... (860) 923-9142 ext 31070

Transportation Coordinator - Katlin Bachand..... (860) 923-1053
Food Services Manager - Lisa Durand (860) 923-9581

Teachers

Tara Brissette, tbrissette@thompsonpublicschools.org 860-923-9142 ext. 31160
Samantha Drobiak, sdrobiak@thompsonpublicschools.org 860-923-9142 ext. 31170
Andrea Tomeo, atomeo@thompsonpublicschools.org 860-923-9142 ext. 31190

Support Services

Mary Ellen Jones, School Readiness Liaison

Tammy Zimmer, Occupational Therapist

Greg Haney, Physical Therapist

Sarah Butler, Speech/Language Pathologist

Lauren Christian, Speech/Language Pathologist

Ashlyn Ellsworth, School Social Worker

Dawne Goodwin, School Psychologist

Candice Zamagni, Nurse ext.41242

Deb Cunha, Office Staff ext.31041

Heather Travers, Office Staff ext.31042

TEEG – (860) 923-3458

Mary R. Fisher—website <http://mrfes.thompsonk12.org/>

All staff can be reached by email using the format

First name initial then last name @thomsponpublicschools.org

DESCRIPTION OF PROGRAM

- Monday-Friday half day sessions AM-8:30-11:15 or PM 12:15-3:00 or full day 8:15-3:00
- Three – five years old
- CT Dual Certified Teachers
- NAEYC Accredited Program

****Tuition-Sliding Scale Fee****- Please fill out application for tuition rates. Contact Chelsea French at TEEG if you have questions regarding applications. School readiness grant slots available based on state income guidelines. We encourage everyone to fill out paperwork for a reduced rate.

Building Information

- Bathroom in each classroom
- Playground is located adjacent to preschool classrooms
- Specials 4 x week (Art, Physical Education, Media Center, & Music) full day has computer 1x a week
- Parents will go on tour and visit the classroom, gross motor room, special's classrooms, nurse and cafeteria during orientation.

DAILY SCHEDULE

The daily schedule and routines form a basic structure for each day. The schedule offers a balance between active and quiet times, large group, small group and individual activities as well as times which are more teacher-directed and times during which children are encouraged to select their own activities. The consistency of the routines helps the children feel more secure because they quickly learn what comes next. Flexibility is built into the routine, so that special occasions, child-initiated interests and other interruptions are smoothly incorporated into the schedule. A sample schedule for the half-day program might go as follows:

Arrival: Morning Routine-Unpack/Handwash/Mystery Question/Sign in & Review Daily Schedule. Breakfast (AM session), Table toys, Puzzles, Computers, Writing Table, Art choice, Library Areas, Computers, Other Quiet Activities

Specials Art, Music, Physical Education, Media Center

Opening Group /Whole Group & Self-Regulation Activities: Hello Song/Songs We Know, Morning Message/Sound Map, Linear Calendar, Weather Graph, Share the News (Partner work) Story Lab/Shared Reading, Math Time (Pattern Movements or Number line Hopscotch) etc.

Choice Time: Small Group & Individual Instruction/ child and teacher-directed activities. Learning Center (Available all week) Purposeful Play Centers, Play Plans (Scaffolded Writing), Math Instruction, Snack

Gross Motor: Outside: Playground Equipment Sandbox, Sidewalk Chalk, Bikes, Scooters, Ride on Toys Bubbles, Hula Hoops, Jump Rope, Hopscotch, Basketball Hoop & Balls, Playhouse or **Gross Motor Room:** Obstacle Course, Trampoline, Exercise Bikes, Big Blocks, Coaster Car, etc.

Bathroom & Dismissal

** You will receive a daily class schedule from your child's teacher

PHILOSOPHY

At the Mary R. Fisher Elementary School, we respect each child as a unique individual. Our school is an environment where there is appropriate programming and placement for each child depending on the child's needs, abilities, learning style, and rate of learning. It is our commitment to receive the child, with empathy, at his/her stage of development and to guide him/her through these formative years with intelligence and compassion. We will consider the academic and physical needs and will work toward an open, relaxed, and individualized learning climate where each child can progress to his/her optimum ability developing and acquiring skills and interests necessary to becoming a life-long learner.

Finally, we believe that children learn not only through experiences but also from models with whom they live, work and play. We commit ourselves to providing opportunities for children to develop satisfying and creative ways to utilize leisure time to the benefit of themselves and society. As a staff, we shall work toward becoming models of self-discipline and responsibility. We believe this will help each child see the importance of these vital processes and provide the groundwork for him/her to exercise these ideals throughout the formal school experience and beyond

COMMUNITY GOALS

These goals are defined as what the community believes are the most important objectives for the Town of Thompson's Public-School System.

1. Student Achievement: Ensure academic excellence, challenging standards and high expectations, while maximizing the potential for all learners
2. School Climate: Nurture a safe, creative learning environment in which respect for all promotes positive attitudes and shared pride in our schools and community
3. Partnerships: Ensure that there will be a shared responsibility between family, community, and schools for a commitment to quality education and to enhance learning opportunities
4. Resources/Support: Provide equal access to quality materials, instruction and facilities to enhance educational opportunities for sharing ideas and resources
5. Personal Growth: Prepare students to become productive, responsible citizens and encourage them to make positive contributions to the community

VISION STATEMENT

The vision of the Thompson Public School System, in collaboration with our community, is to provide quality teaching and learning in a respectful, safe, healthy, and supportive environment that links students, parents, schools, and the community to achieve all students' fullest potential

MISSION STATEMENT

The Thompson Public Schools are committed to excellence throughout the school community. In a positive and caring environment, students will master lifelong learning skills to achieve individual maximum potential. Students will participate in a challenging curriculum that encourages creative and critical thinking. In partnership with community and family, we will foster the values of integrity and respect in a diverse and changing society.

PROGRAM EVALUATION

Our Preschool is evaluated each year through the NAEYC annual reporting procedures, Family Surveys, and the School Readiness Preschool Program evaluation. In addition to these formal tools, collection of information from a variety of sources is utilized as part of a reflection process.

CURRICULUM & INSTRUCTION

The Mary R. Fisher Preschool Program is a high quality NAEYC accredited preschool program that uses *World of Wonders*, written by Mc. Graw Hill Education. World of Wonders builds a strong foundation for early literacy and provides developmentally appropriate instruction for early learners, ages 3 to 5, including cross-curricular activities, a focus on social-emotional development and preparation for kindergarten and beyond. Our curriculum correlates with the (CT ELDS) Connecticut Early Learning and Development Standards to increase the students' readiness for Reading and Math instruction. Teachers attend professional development workshops and training throughout the year to extend their professional learning as required.

We encourage students to excel in skills such as critical thinking and problem-solving, creativity and innovation, communication, collaboration and life skills. Our academic curriculum is designed with these important elements in mind. Global awareness is a key element of our preschool curriculum. Geography and cultural studies are taught at the Preschool level. Children learn and play in a joyful, nurturing, peaceful yet stimulating environment which is carefully prepared for their developmental stage.

Preschool teachers are trained in Tools of the Mind. In a Tools of the Mind classroom, children are learning more than the basic academic skills that we have been focused on for so many years. Self-regulation, working memory, dramatic play, and cooperative learning are at the forefront.

Curriculum Overview

All About Me & Making Friends

Family

Restaurant

Grocery Store

Our Neighborhood

Doctor

Nature & Animals

Ready for Kindergarten

**A more detailed curriculum description will be given out to all parents during orientation/beginning of the school year. Themes and trips are planned; however, we may add or remove based on student interest or school closures.

Outdoor Play: The program provides children with daily opportunities for outside play when conditions allow. Children need to have on clothing that is comfortable and conducive to outside play. All the children go outdoors every day unless it is raining. Even in the cold weather, we spend a few minutes enjoying the fresh air. Outdoor play is vital to good health and is a necessary part of a preschool program. If a child is too ill to play outdoors, he/she is not well enough to be in school. Remember that in cold weather children need warm coats, hats, mittens and boots. When outdoor opportunities are not possible because of weather conditions, the program provides similar inside activities in our Gross Motor Room. Health regulations require footwear at all times. Appropriate footwear includes sneakers, boots (in cold weather), and closed-toe sandals in warmer weather, to protect from injuries. Flip flops are not acceptable shoes.

ASSESSMENT POLICY

Upon entering our preschool program, parents will be asked to complete an “Ages and Stages” questionnaire to assist teachers in planning for their child.

Screenings take place in June prior to the start of the new school year. Children who do not attend screenings will be assessed within the first few months of enrollment. All children will receive a vision, hearing, and developmental screening by our preschool team. A dental screening is offered throughout the year by Across the Smiles with parent permission. Results of the screenings will be shared with families and referrals made if a concern is noted. Families who do not have medical insurance and/or need assistance with establishing a medical home, ongoing well child visits, immunizations, and health/dental/nutritional screenings will be referred to our program family liaison or social service center located at TEEG.

The “Preschool Assessment Framework” is used in all of our preschool programs. The “Preschool Assessment Framework” is designed to help us track a student’s growth over their time with us as well as identify areas in our curriculum where we may need to focus more attention or develop new strategies to assist students’ learning. We also use the “Preschool Assessment Framework” to plan program improvements and adaptations.

In order to assess each child’s progress and plan to meet their needs, our staff is trained to use:

- The Connecticut Preschool Assessment Framework
- Brigance
- Observational notes and data
- Portfolios (collections of children’s work samples)
- Input from families at conferences, meetings, etc.
- As well as other appropriate early childhood assessments

Twice a year all families are invited to attend a parent/teacher conference during which written assessment data will be shared and discussed. Of course, you or your child’s teacher can meet more frequently if needed. Every effort will be made to support your child in their development; specialists are available within the building to assist the team when specific concerns arise. Our team meets regularly to assist classroom teachers should an individual child require more assistance.

If needed, a referral for a more comprehensive, individual evaluation may be made to pupil services. Children who have an identified disability are provided services on site within the program. Our program staff includes special education teachers, a speech/language pathologist, an occupational and physical therapist, as well as a

school counselor. When needed, a district psychologist and other trained teachers are available on site as well. When appropriate, all services are provided within a child's preschool classroom. Children with special needs are strategically assigned to classrooms in order to maintain balanced enrollment.

ENROLLMENT

The preschool program is open to residents of the town of Thompson for any child who will be four years old before January 1st. All four-year-old children are eligible to attend, and we offer programming to all three-year-old children with special needs. Any child, regardless of racial, ethnic, and economic status, is eligible for the program. Children with an identified disability, or who may be at risk for developmental delay, are eligible as well, and are given priority for placement. Except under special circumstances, children who are age eligible for kindergarten are not eligible for preschool enrollment. We are pleased to offer full and part day sessions with bus transportation for all children.

An orientation is held prior to the opening of school in late August so that children and families can meet their child's teacher, as well as classmates and their families. We ask that a parent/guardian is present during orientation to complete required paperwork and tour the facility.

FIRST DAY FORMS - The following forms will be sent home prior to the first day of school. Please return ALL important forms to school by the first day:

- 1. Emergency Health Card**
- 2. Emergency Early Dismissal Information / "One Call Now" Form**
- 3. Media / Internet Release Form**
- 4. Transportation Form**
- 5. Get to know you sheet**
- 6. Ages and Stages Questionnaire (handed out at parent orientation)**
- 7. Nutrition Questionnaire (handed out at parent orientation)**
- 8. Parent Handbook (please sign and return last page of this packet)**

SUPPLIES

- Backpack big enough to carry a folder
- Daily Snack
- Art Smock
- Extra set of clothes labeled in bag to stay at school
- LABEL EVERYTHING!!
- If your child arrives home wearing clothing provided by the program, please launder and return it.

TUITION FEES

Tuition fees are determined using a sliding scale provided by the State of Connecticut Office of Early Childhood. Weekly rates are based on family income and size. Fees are determined at the time of enrollment and once a year thereafter. This determination is reviewed with you and requires your signature. A copy of the fee calculation form is provided to you as well. Payments are due one week in advance and you are required to pay fees even if your child does not attend due to sickness, holidays, school closings, or parental choice. In the event payment is not made after a three-week period, a child may be terminated from the program. Should a family experience financial hardship, we will make every effort to work together to develop a repayment plan.

SCHOOL READINESS GRANT

The State of Connecticut supports a number of preschool slots through the School Readiness Grant funding. The goal of this grant is to promote quality preschool education for children within the town of Thompson. The Readiness liaison works within the Preschool and community programs to ensure the commitment to standards in the areas of curriculum, parent involvement, collaboration, nutrition, health safety, kindergarten transition, family literacy, and equal access. Parents are encouraged to participate in various interactive literacy events such as, Playgroup at MRFES, Story Time at the Public Library, parent workshops/trainings through TEEG and TPS literacy/family events. Also, parents are supported by the team by offering referral information to community services. Teachers attend professional development workshops and trainings throughout the year to extend their professional learning as required through the School Readiness Grant.

ATTENDANCE POLICY

Children are expected to attend school as scheduled. Good attendance will allow your child to receive the full educational benefits of the program and will establish good school attendance habits early. There are times when an absence is necessary such as when your child is sick. Please call the main office if for any reason your child will not be attending school that day.

Enrollment in Preschool is at parent discretion. **Once enrolled, however, attendance is not a discretionary matter.** According to the policy of the Thompson Board of Education all Thompson Public School students are expected to be in school except for reasons of illness/injury with written verification, death in family, religious holidays, court appearances, school sponsored activity, college visits, suspension, other exceptional circumstance subject to administrative approval. Parents should carefully review this expectation prior to enrollment. Should they not be willing or able to meet the attendance expectations, then they should consider alternative preschool experiences for their children.

Punctuality to school is also requested. Arriving late to the classroom or being picked up late at dismissal time is disruptive to the classroom activities and to the responsibilities of the staff. Please be punctual. This policy is important to the development of each child, the integrity of the program, and the formation of lifelong values on the importance of education and commitment. It should also be noted that we have many children and families interested in our program and wish to maximize our resources for as many students as possible.

If your child is being kept home for illness, or any other reason, please call the school, in accordance with school policy, to report that your child will be absent. Send a note, explaining the nature of the illness, when your child returns to school. Please notify us if any childhood diseases (such as chicken pox) are going through your household so that we and other parents can watch for symptoms in others.

An ongoing monitoring of attendance will take place. Students who accumulate five or more absences/tardies that are not excusable under policy will be reviewed. A meeting will be held to discuss necessary changes and possible courses of action. Communication with your child's teacher is encouraged at all times to discuss any issues affecting attendance.

FAMILY TRIP INFORMATION –**Attendance at school is critical** in the development of the child's academic, social, emotional and physical well-being. *We cannot stress enough that every effort should be made to have your children attend school every day.* In the event that a parent chooses to take their child out of school for a vacation, the following procedures will go into effect: Parents should inform the teacher (in writing) of the pending absence.

FAMILY INVOLVEMENT/ HOME SCHOOL COMMUNICATION

Research clearly states that the most effective schools are the ones in which there is strong communication between parents and the school. Families are a child's first and most significant teacher and play the most important role in a child's development. We have an open-door policy. You are welcome to visit your child's classroom at any time. Your involvement at school shows your child you are interested in his/her learning. To enhance this critical communication the following is in effect:

VISITOR'S PASS

- All visitors (including volunteers or those attending a PPT, 504 or Child Study Team Meeting) must enter the building at the main office before entering any area of the building. For safety reasons no exceptions to this rule will be made.
- All are required to sign in and have a picture ID (i.e. driver's license) scanned. Visitors are limited to their destination unless receiving clearance from the main office.
- At the conclusion of the visit, the visitor will sign out from the main office.

Family Communication

Mary R. Fisher preschool has an open-door policy. While parents are encouraged to visit, we ask that parents report to the office to comply with school safety policies. It is important that families and teachers participate in ongoing communication. The program encourages families to visit and participate. Scheduled opportunities for family volunteers are made available throughout the year. The program utilizes several methods of communication so that information will be made available to all families. The classroom teacher maintains contact with families through an Open House in September, weekly notes, newsletters, phone calls, individual communication logs, conferences, and notices which are sent home with your child. Due to the amount of written communication being sent home, it is important that you check your child's bag or backpack each day. Please read our parent info board located in our preschool hallway for valuable information regarding parent education, literacy, school events, and community programs.

Family Conferences & Progress Reports

Families are encouraged to share cultural and ethnic information with teachers to help promote diversity and understanding. Family conferences are made available at least two times each year for all children. Every effort will be made to schedule a conference at times convenient for families. At these meetings your child's progress will be reviewed. The Connecticut Curriculum & Frameworks Assessment Tool is used to structure observations throughout the year to monitor your child's development. The progress reports include information about various areas of development including readiness skills, socialization, behavior and motor skills. A conference can be scheduled at any time if you have concerns. Parents will also be asked to participate in conferences throughout the year if your child requires any intervention. All information shared by families is held in the strictest confidentiality by all classroom staff.

Other ways to be involved:

- Attend parent teacher conferences. These are scheduled in late Fall and March but can happen as often as needed.
- Share ideas for newsletters and classroom activities
- Attend program and classroom events such as special breakfasts, guest readers, grandparent's day, etc.
- Assist your child at home with home-school connection activities shared by the classroom teacher.
- Be a classroom volunteer
- Volunteer to be on our Parent Teacher Organization (PTO)
- Attend parent/family trainings offered by the TEEG and Northeast Early Childhood Council.
- Donate materials for classroom projects.

One Call Now

One Call Now is a special voice message delivery service that allows us at Mary R. Fisher School to send important messages to all Fisher families within minutes. Examples of when this might be used are: Unexpected early dismissal, delayed openings, important reminders, or for notification of any sudden change of a scheduled event. The email feature will also be used for event reminders.

Other Sources of Information for Parents:

Thompson Public School District Website- www.thompsonpublicschools.org

Mary R. Fisher School Facebook page

Staff Voice Mail / E-mail

MRFES / PTO – Monthly Newsletter

District Calendar

Mary R. Fisher PTO – find them on Facebook: Mary R Fisher PTO

Parent Teacher Organization (P.T.O.)

This is a genuine child advocacy organization that anyone can join. To be a member all you have to do is come to our regularly scheduled meetings, held on the second Monday of each month 6-7 p.m. unless Monday is a holiday (the PTO meeting is usually the same night the BOE meeting marked with an orange triangle on the district calendar). The PTO does a wonderful job of enhancing our children's educational experiences through a variety of ways including: subsidizing field trips, subsidizing cultural events, purchasing various pieces of equipment and materials for our classrooms, interactive whiteboards, PAWS for reading program and providing critical input relative to important school wide issues. Hope to see you there!

HOW TO HELP YOUR CHILD'S PROGRESS

In order to ensure the best education possible for your child, the home and school must work closely together. Listed below are a few suggestions on how parents can help at home:

1. Your child needs a good wholesome breakfast before starting a busy school day. Be sure to see that he/she also has an adequate lunch.
2. Your child needs a consistent bedtime routine (i.e. time for lights out) and morning wake up routine.
3. Your child needs a place to call his/her own. Try to provide a study area that is free from distracting influences such as radio, television or sibling. Be sure not to overload your child's schedule with activities that do not allow for play.

4. Your child needs supervision on which television programs to watch.
5. Your child will make greater progress in school if you take an active interest in their educational program, work habits and behavior patterns. If there is any phase of your child's development that is in question, contact his/her teacher, elementary guidance counselor or the principal.

PARENT INFORMATION

A bulletin board displays information, policies and notices for the benefit of parents/guardians.

NEWSLETTERS & WEEKLY NOTES

During the school year, monthly newsletters will be sent home in order to keep parents/guardians informed about program activities and policy changes. Teachers will send home weekly notes in the Friday Folders containing info about what themes, lessons, and activities happened during the week in the classroom.

FRIDAY FOLDERS

Teachers will provide a folder for your child. Please check folders for important notices. Most paperwork will be sent home on Fridays and occasionally during week. Please make sure you are emptying folders and sending them back the next day.

FAMILY EVENTS

Efforts will be made to involve parents/guardians with the extended activities of the programs. Activities might include class activities, field trips, school concerts, field day and PTO events.

FAMILY LITERACY

Family Literacy activities are offered monthly to children and families through our school wide PAWS reading program. Family Literacy information is also shared via PTO newsletters as well as our Community newsletters. Twice a year book fairs are set up during family conferences where children are able to earn free books. We team up with Thompson Public Library to offer monthly class visits as well as programs to support family literacy.

PROGRAM COMPLAINTS

Parents may contact their child's teacher or the Principal, Noveline Beltram, with any concerns or complaints. Every effort will be made to resolve valid complaints.

PRESCHOOL ORIENTATION

Welcome Families! Come meet your child's teacher, visit the classroom, tour the school and take a bus ride. Orientation info will be mailed in July with teacher and session assignments. Included will be a "Get to Know Me" sheet. Please complete the child questionnaire and bring it to orientation with you. We will also help parents, if needed, to fill out the application packet and will answer any program questions that may arise.

Please come and learn about how we incorporate the early learning standards into our daily activities. All units of study, field trips, assessments, report cards, early release days, parent conferences and breakfast/lunch procedures are discussed. We have NAEYC accreditation in both our preschool and kindergarten programs. Information will be shared about this process and how we maintain our high-quality program. Also, PTO & our PAWS for reading program will be explained.

OPENING DAY & FIRST WEEK PROCEDURES

Preschool & Kindergarten- Orientation hour by appointment- First day of school

- Parents, guardians, and family will be allowed to walk all students to their classrooms on the first day. You must park your car in our lot, not in the fire lane which curves in front of the school. Please sign in at the 'first day tables' and wear a temporary visitor sticker. You may take pictures, say hello to the teacher, and see the classroom.
- At **8:45 a.m.** all non-staff adults will be asked over the intercom to exit the school and we will begin our first day.
- Only Kindergarten and Preschool parents/guardians will be allowed to continue walking their child in, first signing in at the office. These classrooms are all located on the first floor of the Thompson Early Childhood building. Any other parent that needs to go upstairs for any reason, including a visit to the nurse, must sign in and use a visitor's badge.

HEALTH SERVICES / SCHOOL NURSE- phone # 860-923- 9142 x 41242 fax# 860- 860-963-4873

- The school nurse will call a parent / designee if a child becomes ill / injured and requires dismissal from school.
- **Physical assessment and immunization** requirements must be met **prior to any child attending Preschool** or any **first time entry** to the district.
- **Vision and hearing screenings** are mandated services and are provided for all children.
- **Emergency Health Forms** must be completed and returned to the nurse by first day of school and updated as needed when there are changes.

No medications (i.e. Tylenol, Motrin, Benadryl, cough medicines, inhalers, etc...) prescription and/or over the counter may be given in school or on field trips without parent/guardian written authorization and a physician's written authorization. **Children are not allowed to carry any medicines to and from school – a responsible adult must deliver any medicine to the school nurse.**

We follow the American Academy of Pediatrics schedule for physical exams and immunizations. For all children participating in the Thompson Public Schools preschool program, a physical examination with scheduled immunizations must be completed and signed by a licensed physician or designated physician's assistant or nurse practitioner on required yellow forms prior to entry into school and annually. Children who do not receive the annual physical will be excluded from school. Parent/Guardians requesting an exemption of one or more required immunizations must submit a signed written statement of such, notarized by a notary public.

HEALTH POLICY

State law requires us to have a completed health form for each child on file the first day of attendance. Proof of immunization must be provided and the child must be in compliance with state requirements. Immunization records will be reviewed by the school nurse. If a family indicates on the student registration form that the child has no medical insurance, the school nurse informs and assists the family to secure medical insurance. For the protection of our children and staff, we request that you do not send your child to school with a temperature or in any contagious state. Children who have suffered from a high temperature (over 100), diarrhea or vomiting must be kept home for 24 hours before returning to school. Children should be kept at home, or will be sent home when not feeling well enough to participate in the day's activities, including outside activities. It is important to keep your child at home when ill to minimize the spread of illness and to restore his/her health. Children should not be in school when they demonstrate the following signs of illness:

- cold with excessive coughing or colored discharge from nose and eyes
- vomiting/diarrhea
- conjunctivitis (pinkeye)
- impetigo
- ear infection
- head lice
- any communicable illness (strep throat, chicken pox, etc.) during the period of contagion. If your child becomes ill at school, the school nurse will notify you at home or work. If she cannot reach you, someone on the emergency name list will be contacted. **Please keep the emergency names and phone numbers current.**

CHILD BECOMES SICK WHILE AT SCHOOL

We will bring your child to the school nurse. If needed, the nurse may call you to pick up your ill child. It is important to inform staff where you can be reached. When a parent/guardian cannot be reached, we will begin calling people listed on the Emergency Contact list. If your child shows signs of illness the evening before school such as fever, vomiting, diarrhea, excessive cough or unusual rash, they should remain home until 24 hours free of symptoms.

SPECIAL HEALTHCARE NEEDS

A registered nurse is on site at all times. Please see our school nurse if your child has special healthcare needs. An individualized healthcare plan may be completed with you.

INSECT REPELLENT & SUNSCREEN POLICY

The staff will not apply sun block or sunscreen or bug repellent. Parents must apply at home prior to child arriving at school

FLU SHOTS

The state of Connecticut requires all preschool students, up to age 5, have a flu shot. Families must show written proof of the shot or flu mist from a health care provider. If missing, your child will be excluded from school. Every child must have 1 dose administered each year between August 1-December 31. Two doses separated by at least 28 days are required for those receiving the flu vaccine for the first time. Please see your school nurse if an exemption is needed.

MEDICATIONS

Written authorization from both the parent and physician is required for any child needing medication to be administered during program hours. Medication should be brought to school by an adult in the original prescription container along with the required forms. Bus Drivers cannot accept medications. Forms are available through the school nurse.

SAFETY AND CHILD PROTECTION

All staff are mandated reporters and must follow the law. Mandated reporters are required by Connecticut General Laws Concerning Child Abuse and Neglect to inform the Department of Children and Families (DCF) if there is reasonable cause to believe that a child has been neglected or abused. Abuse is physical, emotional, or sexual harm to a child. If there is a suspicion of child abuse and/or neglect, we are required to share this information with DCF. We understand that as children explore their environment they often fall and bump into things. It is normal for them to get the occasional bruise. When your child has a bruise from playing or falling at home, be sure to let the staff know as soon as she/he comes to school. We will do the same for you should your child receive an injury at school.

TOILETING POLICY

Children should be independently using the toilet before entering the program unless special circumstances prevent them from being toilet trained. Families need to toilet train their children prior to program entry. Students should be wearing underwear. A supportive environment will be maintained with frequent reminders and adult assistance as needed. If there are special circumstances, families are responsible for supplying all diapering items. Staff realizes accidents may occur when children are learning independence, staff will assist children in a calm and supportive manner. Parents will be required to send in additional clothing as needed. Clothing cannot be shared with other children.

HAND WASHING POLICY

It is standard practice to wash hands before eating, after toileting, when we cough or blow our noses and any other time we may be in danger of spreading germs. We also require all staff and children to wash their hands upon arrival to school.

MARY R. FISHER ELEMENTARY SCHOOL TIGER CODE /POSITIVE DISCIPLINE/BEHAVIOR POLICY

The purpose of the Tiger Code is to develop universal positive behavioral expectations and strategies to support academic success and a healthy school climate. While many faculty and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through the Tiger Code, we will work to create and maintain a productive, safe environment in which all school community members have clear expectations and understandings of their roles in the educational process.

Proactive Approach to School-Wide Discipline

We focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. Behavioral Expectations are **defined**: A small number of clearly defined behavioral expectations are defined in positive, simple statements. These expectations at MRFES are:

Be Respectful

Be Responsible

Be Safe

2. Behavioral Expectations are **taught**: The behavioral expectations are taught to all students in the school and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students which behaviors they should avoid, it means teaching, showing, and practicing what they should do. Specific behavioral examples are:

- Being respectful means raising your hand when you want to speak or get help
- Being respectful means using a person's name when you talk to him or her
- Being responsible means knowing and following classroom and school rules daily
- Being responsible means to be on time
- Being safe means keeping your hands to yourself
- Being safe means using materials appropriately

3. Appropriate Behaviors are **acknowledged**: Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. The Mary R. Fisher School has designed a formal system that rewards appropriate behaviors. Tickets are immediate tokens used by all staff, at their discretion, as recognition for appropriate, rule-following behavior.

4. Behavioral Errors are Corrected Proactively: When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was inappropriate and preventing that inappropriate behavior from resulting in inadvertent reinforcement. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.

The following will be considered in determining the appropriate course of action once a rule has been violated: a) The nature and gravity of the offense and b) The frequency of the offense.

We subscribe to Progressive Discipline and in that spirit one or more of the following may be applied following the violation of a school rule: a) Verbal reprimand b) Isolated lunch c) Isolated recess time d) Office timeout e) Parental notification (either through our behavior report form or via a telephone call) f) Parent conference g) Suspension (Parent will be notified by phone and in writing).

If a pattern of out of control behavior or lack of self-control by a student persists, a Child Study Team referral will be initiated by the classroom teacher. At the Child Study Team Meeting, all parents, teachers, and support staff that have interacted with the child will review observations and develop a plan of action to address the inappropriate behavior. In some cases, a referral for Special Education will be made.

Students will not

bring guns, any form of knives, and/or other objects that could be used as weapons to school

chew gum on school property unless approved by an adult

threaten adults or fellow students

hit a student or a member of the school staff

steal

use obscene language or gestures in school and will not display any inappropriate images, pictures or photographs

make false bomb threats or other threats to the safety of students, staff members, and/or other persons

walk out of a classroom, the school cafeteria, or the school building without adult permission

destroy, deface, or damage any personal or school property

throw snowballs, rocks, sticks and/or similar objects

engage in any bullying

Bus Rules/Procedures

Students must be waiting outside and must be visible at the bus stop. If your child is not visible to the driver, the bus will stop for five to ten seconds and then will proceed to the next stop. The driver will not sound the horn.

Preschool and kindergarten children will not be dropped off unless a preauthorized parent, adult, or child age of 16 or older is visible to the bus driver. All authorized people will be listed on an emergency form in the school office. If a parent or designee is not present at the bus stop, the bus driver will radio the school office and alert an administrator that the child will be returning to school. Attempts to call the home/parent will be made by the school and another attempt to drop off the student by the driver will be made if possible before returning to school. (Please note that if a student, regardless of age or grade, objects to being dropped off at a stop, he/she will be returned to school).

Under no circumstances should a parent try to stop a bus for the purpose of a student boarding or exiting from that bus.

All bus stops will be based on the nearest designated pick up location unless the Transportation Coordinator is notified in writing at Ktetreault@thompsonpublicschools.org on or before August 1st. Once bus stops have been arranged, they will remain in effect for the remainder of the year. .

School bus transportation may be withdrawn due to inappropriate behavior

- Students may be placed in a seat belt, car seat or harness as needed to ensure the safety of a student (s) or adults on the bus.
- Students should a) not eat or drink on the bus (this includes gum) b) cooperate with the driver and follow his instructions regarding the rules of the bus c) not smoke or be destructive on the bus d) stay in their seats at all times and talk softly to their friends around them e) not have any physical contact with anyone on the bus f) keep hands, feet, and head inside the seat compartment at all times and g) not use abusive language.
- IMPORTANT – If there is a circumstance that requires a change of bus for a particular day, parents should either submit a note or call the office as soon as possible

Recess Rules and Procedures

Students

- will never leave the playground area without adult permission
- will alert a supervising adult in the event of an emergency
- will leave all items (sticks, rocks etc.) on the ground
- will line up immediately and in an orderly fashion when signaled to by the supervising adult
- are allowed to play tag and touch football as long as the games do not get out of control and contact is appropriate.
- must stay within designated grade level play areas

NUTRITION AND FOOD SERVICE

Nutritious meals and snacks are essential for young children’s optimal growth and development. The energy provided by healthy foods ensures that children will be ready to fully participate in the day’s learning opportunities. During meals and snacks, preschoolers learn to make nutritious choices, discover a wide variety of different foods and develop healthy eating patterns. Please send your child to school with a nutritious snack and drink every day. The Preschool Program has a refrigerator so that perishable foods can be kept at a safe temperature.

The Preschool Program is a participant in the federally funded Child and Adult Care Food Program. Nutritious meals (breakfast and lunch) are made on the premises daily and are available at a fee established by Thompsons’ Food Services. Information about the Food Services Program and an application are included in the Preschool registration packet. Children may participate in this program or may bring a snack and/or lunch from home. Breakfast, lunches and snacks sent from home should be of a healthy nature. Please limit the amount of sugary items. No candy, fruit snacks – such as fruit roll-ups, or soda should be sent in.

A preferred food list will be given out by your child’s teachers.

LUNCH PROGRAM: *Thompson Public School Food Service Program*

Please contact the Food Service Manager, Lisa Durand, with any questions or comments you may have. Phone @ (860) 923-9581, x588 - - Fax @ (860) 963-4862 - - E-mail @ ldurand@thompsonpublicschools.org

The Thompson Public Schools have a computerized system that allows parents to deposit money into their child’s individual account, it is called “MySchoolbucks” and can be located @ our school’s website www.thompsonpublicschools.org .

BREAKFAST PRICES

FREE

LUNCH PRICES

\$3:00

(Reduced Price @ .40)

Milk (8 oz) & Juice (4 oz) Prices

.50 cents each

(when purchased without a meal)

PARENT DROP OFF & STUDENT PICK UP PROCEDURE

- Morning Drop Offs (8:15-8:35 a.m.)
 - Preschool students arrive by bus. Students enter through the side doors of the building where the buses unload. Parents dropping off their students should park their cars in the main parking lot, wait until 8:15 when they can see the students unloading from the bus, and then proceed to front of building. Parents should drop off their students at this door, where they will be escorted by staff to their respective classrooms.
- Late Morning Pick Ups (11:20 a.m.)
 - Preschool students depart on buses situated just outside of the Preschool entrance. Parents picking up the students: Park in the parking lot and walk to the Preschool entrance and pick up your child from the teachers.
- Afternoon Drop Offs (12:15 p.m.)
 - Preschool students will arrive by bus and will enter through the Preschool Entrance on the side of the building where the buses unload. Parents dropping off their students: Park in the parking lot and escort your child to the Preschool entrance door to meet the teachers.
- Afternoon Dismissal (3:00 p.m.)
 - Preschool students will depart the school by bus and will be escorted to the buses.
 - All Preschool students being picked up in the afternoon will be escorted by staff to the Parent Pick-Up Room.

PARKING

We have three marked “Visitor” parking spaces located in the first row of the main parking lot. If those are filled, please park in the main parking lot using any available legal parking space.

DELAYED OPENING/EARLY DISMISSAL (due to inclement weather or emergencies) When the school opening is delayed beyond one hour (for 1 ½ or 2 hours), the morning Preschool classes will be cancelled. Afternoon Preschool students will be picked up at their usual times. In the event of an early dismissal, all morning Preschool students will go home at the same time as Grades K-4 at approximately 12:30 p.m.

If you elect to participate in our **Messenger** system, you will receive a phone call notifying you of any delayed openings, cancellations or early dismissals. You may also tune in your radio for No School and Delayed School Opening or Early Dismissal announcements on local radio stations.

DISTRICT EARLY RELEASE DAYS - Due to an increase in early release days for this school year for teacher evaluation, Positive Behavior Intervention System, and professional development for new core curricular programs, we are changing the procedure for morning and afternoon preschool students on these days. Rather than having both sessions attend school on early release days, the groups will be divided among the 10 early

release days and only one session will be in the building on a given day. More information will be provided with specific dates and times.

TRANSPORTATION

If your child is a morning student, he/she will come in on the regular (all elementary children) school bus run. Buses arrive at school between 8:15 a.m. and 8:35 a.m. At the end of the morning Pre-school session 11:10 a.m., your child will be driven home in the mid-day preschool bus. If your child is an afternoon student, he/she will be picked up by the mid-day preschool bus and brought to school between 12:05 p.m. and 12:15 p.m. At 12:20 p.m. the afternoon session officially begins. They will be driven home on a regular bus with all elementary children. Pre-school children will not be dropped off at a stop unless there is a pre-authorized parent, adult, or person 16 years or older there to take responsibility of the student. All authorized people will be on an emergency form in the office.

Please make sure bus transportation/parent pick up info is updated and please stay consistent. Forms need to be completed ASAP and returned to main office prior to the start of school.

FIELD TRIPS - When trips are planned, special field trip permission slips are sent home to parents/guardians to be filled out. **If a child does not return a completed field trip permission form by the due date, he/she will not** be allowed to accompany the class on the field trip. Contingency plans will be left behind by the teacher for the student. (See Field Trip Medical Authorization Form) Field trips are an extension of the curriculum. All children are strongly encouraged to participate. If the cost of the trip is a hardship for your family, please contact the teacher. There are limited funds for scholarships available.

FORGOTTEN ITEMS AT HOME - When your child forgets his or her lunch or anything else needed for school, please drop the forgotten item off at the office and we will make sure that it gets delivered promptly to the appropriate classroom. If you need to leave a message for the teacher, please call (860) 923-9142 and the secretary will direct you to the teacher's voice mail.

Items from Home: Please do not allow your child to bring toys from home.

TRANSITION TO KINDERGARTEN AND REGISTRATION

When it is time, the staff will work with your family to help with your child's transition to kindergarten. We do this through:

- Collaborating with kindergarten staff regarding curriculum alignment.
- Meeting kindergarten teachers.
- Sharing student data (report cards, writing and language samples, etc.)
- Mini-field trips to visit kindergarten classrooms.
- Kindergarten Orientation and Bus Ride
- Kindergarten Open House.

New Student Registration

All current preschool students advancing to kindergarten are automatically enrolled to Kindergarten

Kindergarten Registration that are **new** to Mary R. Fisher Elementary School:

WHO IS ELIGIBLE to REGISTER?

- Kindergarteners need to be 5 years old or turning 5 before January 1st

SCREENINGS SCHEDULED AFTER REGISTRATION:

- New kindergarten students enrolling at MRFES will be screened in May
- Current preschool students advancing to kindergarten will be screened during school hours by the end of the year

Transition to Kindergarten Regular Education Students

Preschool students will have the opportunity to be involved in a variety of experiences to ease the transition to kindergarten. Preschool and kindergarten teachers work together to create programs that will build upon each other. Teachers meet frequently throughout the year to plan programs for children. The school will offer parent meetings, children's visits, and orientation all with the goal of making transition to kindergarten informative and enjoyable. All academic/program records are shared and transferred to kindergarten.

Special Education Procedures & Eligibility

Children requiring special education services are often referred to our Early Childhood Team either by a pediatrician, parent, teacher or one of several Early Intervention Programs such as the Birth to Three Program. A Planning and Placement Team (PPT) meeting is held to determine the need for evaluations and to review observations/evaluations. Once the team, which includes the child's family, determines that your child meets the eligibility requirements for special education, a determination for the amount and type of services required will be decided. If the team decides that placement in the Preschool Program would meet your child's needs, an Individualized Education Program (IEP) is developed to address any areas of need through goals and objectives. The IEP will also describe the number of days your child will attend based on your child's level of need. The goals and objectives will be reviewed at least annually at a PPT meeting. Families of children who are receiving special education services are guaranteed specific rights which are described in detail in a pamphlet, Procedural Safeguards of Children in Special Education, which you will receive at each PPT meeting. Notify the Special Education Office at 923-9377 if you do not receive the pamphlet. Students may be referred to the Planning and Placement Team by anyone who has concerns about developmental, educational or behavioral issues for that student.

Transition from Preschool to Kindergarten for Children Receiving Special Education

When your child is ready to transition to a kindergarten-aged program at age five, you will be involved in a transition plan to ensure that your child's needs will continue to be met. Some children will be able to transition simply into regular kindergarten. Others may require additional assessment to determine the most appropriate program. A timeline of the general transition plan is described below.

A referral PPT for those children who may possibly need further assessments to plan next year's program occurs. This meeting includes pertinent team members. If the team recommends further testing, the appropriate paperwork is complete, which must be signed by the parents before testing can begin. Necessary tests will be approved at the PPT meeting. Test results will be reported at a follow-up PPT meeting. If the PPT agrees that special education is warranted, an annual PPT is scheduled to develop an IEP (Individualized Educational Plan). If results indicate no need for services, the process is ended and your child will participate in the regular education Kindergarten transition.

Summer School

Eligibility for the summer school program is determined by the Planning and Placement Team (PPT) after observing demonstrated regression on the part of the child, over vacations and school breaks. Summer school services are designed to foster skill maintenance over the long summer break. If your child is determined eligible for summer school, he/she will be transported to the program. You will be notified of beginning and ending dates and session times when the regular Preschool session is ended in June. During summer school, the staff will work on maintaining the skills your child has learned during the school year.

STUDENT SERVICES

Through the partnership of students, parents, school staff and community entities the goal of the Thompson Public Schools is to ensure success for all students within the general education classroom. To accomplish this goal, the schools in Thompson use a continuum of personnel and services to address student needs and are proactive in implementing prevention, early intervention model in support of students.

In addition to classroom teachers, educational paraprofessionals and school administrators there are other trained professionals who interact with students throughout their preschool – grade 12 experience in Thompson Public Schools. They are:

School Counselors Pre-k - 12 The focus of the Thompson Public School Counselors is to assist students in academic, personal/social and career development and planning. The skills developed will be used to promote success in school and to prepare for post-secondary employment, training and life as a productive citizen in the community. School Counselors act as liaisons with parents, the school and community agencies.

School Psychological Services PK-12 Works with students, staff and parents in the administration and interpretation of psychological data and develops and oversees educational intervention strategies. Communicate with community agency and service providers to improve student's school success.

Homebound & Hospitalized Instruction Tutoring provided for students who are unable to attend school for an extended period of time. Recommendations by physician/PPT required.

Speech/Language Services Speech/Language Pathologists provide service to students Grades PK-12 through the PPT/IEP/504 process or general education as determined by the Early Intervention Team.

English Language Learners (ELL) Assistance provided to students whose primary language is not English.

Occupational / Physical Therapy Fine/gross motor services provided to students Grades PK - 12 through the PPT/IEP/504 process.

School Health Services

Thompson Public Schools provides a registered nurse in each school who may be supported by a licensed practical nurse or a school health services paraprofessionals

Continuum of Services for Thompson Students

Child Study Team Meeting-(CST) is a general education process where certified educational the staff meet to discuss students who are demonstrating weaknesses in academic, social or behavioral areas in school. The CST may refer student for SRBI.

Scientifically Researched Based Interventions (SRBI) or Response to Intervention (RTI) is a nationally recognized model of intervention that emphasizes the use of scientific, researched-based instruction across a continuum of general education settings to help struggling learners. SRBI is a general education initiative that includes several essential components: Common elements of SRBI are common assessments that monitor student progress, scientifically researched based interventions, early interventions, and the use of data to drive instructions and to make decisions regarding students.

Section 504 is governed by the Americans with Disability ACT (ADA) and eligibility for 504 services is restricted to students who possess a physical or mental impairment which substantially limits one or more life activities.

Special Education is specially defined instruction, at no cost to parents, to meet the unique needs of a child identified with a disability in the least restrictive environment. Every child eligible for special education services is entitled to a free, appropriate public education (FAPE) under the Federal Individuals With Disabilities in Education Act (IDEA) (20 U.S.C. §1400 et seq.). Special Education is governed by the Individuals with Disabilities Act (IDEA).

Further information regarding this continuum of services is available by contacting school administration or the Director of Special Services.

DIVERSITY

The Mary R. Fisher Preschool Program respects each family’s diversity and traditions. Parents are asked to share cultural information which will help make the curriculum relevant to your child. Please share information about your family’s traditions, such as music, food and or holiday celebrations that can be incorporated into your child’s program.

CONFIDENTIALITY

We respect your privacy. Any information you supply to the Thompson Preschool Program is kept confidential. As a parent or legal guardian, you have access to your child’s file. In addition, only Thompson Public Schools employees, their consultants, and regulatory authorities can view student files. At no time shall an employee discuss any family outside of school or on their own time. In order for us to communicate with an outside agency, you will be required to sign a “Release of Information” form. This means you would be giving us permission to share your information.

HEALTHY CELEBRATIONS



Promoting a Healthy School Environment

Birthday parties and holiday celebrations at school provide a unique opportunity to make healthy eating fun and exciting for children. Schools can take advantage of classroom celebrations to serve nutritious foods that taste good and provide students with an opportunity to learn about healthy eating.

But It's Just a Cupcake...

Foods for school celebrations often include unhealthy choices such as cupcakes, candy, cookies and soda. While there is nothing wrong with an occasional treat, unhealthy foods are often the norm rather than the exception. Parties, food rewards, food fundraisers, vending machines, snacks and school stores often include foods that are low in nutrients and high in fat, added sugars and sodium.

Healthy choices are important because children's eating habits are poor. Children ages 2 to 18 consume almost 40 percent of their calories from solid fats and added sugars.¹ Their diets do not include enough fruits, vegetables (particularly dark green and orange vegetables and legumes), whole grains or calcium-rich foods, and are too high in sodium, saturated fat and added sugars.² Currently, 17 percent of children and adolescents ages 2 to 19 are overweight and 1 in 3 children are overweight or obese.³ Between 1980 and 2004, obesity tripled among children and adolescents.⁴



Constant exposure to low-nutrient foods compromises children's health and learning. By providing students with nutritious foods, schools can create an environment that positively influences children's health and learning, and teaches healthy lifestyle choices that will continue into adulthood.

Benefits of Healthy Celebrations

- ▶ **Healthy Kids Learn Better:** Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.
- ▶ **Provides Consistent Messages:** Providing healthy classroom celebrations demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them. Healthy celebrations promote positive lifestyle choices to reduce student health risks and improve learning.
- ▶ **Promotes a Healthy School Environment:** To improve eating behaviors, students need to receive consistent, reliable health information and ample opportunity to use it. Healthy celebrations are an important part of providing a healthy school environment.
- ▶ **Creates Excitement About Nutrition:** Children are excited about new and different things, including fun party activities and healthy snacks. School staff and parents need not worry that children will be disappointed if typical party foods aren't served in the classroom. Holiday treats and traditional birthday parties with cake can still be available at home.
- ▶ **Protects Children with Food Allergies:** When parents send in food, it is difficult to ensure the safety of children with food allergies. Schools can protect food-allergic children by providing nonfood celebrations or, if food is served, obtaining it from known sources such as the school food service program.

How-To's for Happy Healthy Parties*

- Variety is the "spice of life" and the "life of the party." Plan several contrasting activities – active and quiet, indoor and outdoor, individual and group.
- Try something new. Children like adventure. In addition to familiar games and foods, offer something different.
- Plan creative experiences such as art, music and cooking.
- Involve children in planning and preparing the party. Let them make decorations and favors.
- Put food in its proper place. Refreshments should complement the fun, not become the "main event."
- Be sure that each child receives a prize or favor, if such awards are given.
- Don't use food as rewards or prizes.
- Choose foods for fun, good taste and health. Parties that feature healthful foods provide opportunities for children to practice making wise food choices.

* Printed with permission from *Let's Party: Party Ideas for School and Home*. West Virginia Department of Education, 1994.

Thompson Public Schools

785 Riverside Drive
 North Grosvenordale, CT 06255
www.district.thompsonk12.org
 Superintendent's Office 860-923-9581
 Tourelotte Memorial High School 860-923-9303
 Thompson Middle School 860-923-9380
 Mary R. Fisher Elementary School 860-923-9142

2021-2022 CALENDAR

- Full Professional Development Days – 8/24, 11/11, 1/3, 2/23, 6/9
- Half-Day Professional Development – 9/9, 11/3, 12/8, 1/12, 3/9, 4/13
- Half-Days for Ed-Reflect – 10/13, 2/9, 5/11
- Teachers Orientation – August 23rd
- Professional Development for Faculty & Staff – August 24th
- **FIRST DAY OF SCHOOL – August 25th**
- Labor Day – September 6th
- Columbus Day – October 11th
- Veterans' Day – November 11th
- Thanksgiving Recess – November 24th – 26th
- Holiday Recess – December 23rd – December 31st (early release districts-wide 12/22/21)
- Christmas Day – December 25th
- New Year's Day – January 1st
- M.L. King's Birthday Observed – January 17th
- President's Day – February 21st
- February Break – February 21st – 22nd
- Good Friday – April 15th
- Spring Recess – April 18th – 22nd
- Memorial Day Observance – May 30th
- Scheduled Last Day for Students – June 8th
- TMSIS Graduation – June 10th

Early Release Days:
 MRFS and TMS – 11/3 (half-day for all schools)
 MRFS and TMS – 11/4 (half-day for MRFS)
 MRFS and TMS – 3/9 (half-day for all schools)
 MRFS and TMS – 3/10 (half-day for MRFS)

This calendar represents a 181-day schedule. School cancellations will be added to the scheduled last day on this calendar beginning June 10, 2022. The Board reserves the right to make any changes to this calendar.

Holidays/Vacations: No School for Students
 Board of Education Meetings:
 Early Release Days:

August '21							September '21							October '21						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9
8	9	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16
15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	18	19	20	21	22	23
22	23	24	25	26	27	28	26	27	28	29	30			24	25	26	27	28	29	30
29	30	31												31						

November '21							December '21							January '22						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2	3	4	5	6		5	6	7	8	9	10	11	2	3	4	5	6	7	8
7	8	9	10	11	12	13	12	13	14	15	16	17	18	9	10	11	12	13	14	15
14	15	16	17	18	19	20	19	20	21	22	23	24	25	16	17	18	19	20	21	22
21	22	23	24	25	26	27	26	27	28	29	30	31		23	24	25	26	27	28	29
28	29	30												30	31					

February '22							March '22							April '22						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28						27	28	29	30	31			24	25	26	27	28	29	30

May '22							June '22						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		



Calendar Approved: December 14, 2020 Calendar Updated and Approved: June 14, 2021, September 13, 2021

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(Please Sign and Return Only This Page to Your Child's Teacher)

ACKNOWLEDGEMENT FORM

When you and your child have completed reviewing the policies and procedures set forth in this Mary R. Fisher Elementary School Preschool Parent Handbook, please sign the acknowledgement form, and return the form to school with your child. Thank you for your cooperation.

Child's Name _____

Teacher's Name _____

I have reviewed the Mary R. Fisher Preschool Handbook and will cooperate with the school to ensure that all policies and procedures are followed.

Parent/Guardian Signature

Date