

# 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: <http://mrfes.thompsonk12.org>

Revised March 2022

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.

The intent of this handbook is to answer many of your questions about our preschool program. To fully understand the Preschool program's policies, we ask that each family read through the Preschool Handbook. **Please sign and return the acknowledgement page at the end after you have reviewed all the policies.** We look forward to working with your child and getting to know you both as you began your school career.

Sincerely,

The Preschool Team

## **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 formal school experience and beyond.

## **VISION STATEMENT**

The Thompson Public Schools are committed to being a high performing district that graduates students who are knowledgeable, independent, and community connected.

## **MISSION STATEMENT**

We will meet the challenges of our vision by:

- Providing dedicated leadership
- Encouraging community involvement and support
- Hiring and retaining an engaged, enthusiastic, focused, and professional staff
- Providing state of the art instruction
- Maintaining a safe and caring environment that fosters lifelong learning
- Ensuring that social/emotional well-being is a priority
- Embracing our differences
- Striving to help every student reach his or her potential

## Contact Information & Important Phone Numbers

MRFES Office Staff	Deb Cunha	(860) 923-9142 ext. 31041
MRFES Office Staff	Administrative Assistant	(860) 923-9142 ext.31042
Elementary School Nurse	Ms. Karen, RN	(860)923-3574 ext. 41242 Nurse Fax: 860-963-4873
<b>Community Programs Manager at TEEG</b>	<b>Chelsea French School Readiness Apps</b>	<b>(860) 923-3458</b> <b>Chelseaf@teegonline.org</b>
Transportation Coordinator	Katlynn Bachand	(860) 923-1053
MRFES Principal	Laurence Prentiss	(860) 923-9142 ext. 31070
Superintendent's Office & Curriculum Director	Melinda Smith	(860) 923-9581
Director of Pupil Services (Special Education)	Christopher Jones	(860) 923-9377 Fax: (860) 923-9638
Administrative Assistant	April Levesque	alevesque@thompsonpublicschools.org
Food Services Manager	Lisa Durand	(860) 923-9380

### 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-** All staff can be reached by email using the format: First initial last name @thomspnpublicschools.org

Sarah Butler, Speech/Language Pathologist

Lauren Christian, Speech/Language Pathologist

Greg Haney, Physical Therapist

Tammy Zimmer, Occupational Therapist

Ashlyn Ellsworth, School Social Worker

Dawne Goodwin, School Psychologist

Mary Ellen Jones, School Readiness Liaison

**Nurse Director** Shannon Grauer, RN

Phone: 860-923-3574 Ext 12473    Email: [sgrauer@thompsonpublicschools.org](mailto:sgrauer@thompsonpublicschools.org)

## **DESCRIPTION OF PROGRAM**

**Mary R. Fisher Elementary Pre-K part day** classes are provided to families of four-year old children living in Thompson. Program slots will be filled as completed registration paperwork is received and is then verified by the school personnel. Slots will continue to fill until classes are full. Once classes are full, students will then be placed on a waiting list. Families will be charged \$300 a month; however, this may be reduced based on family size and gross income. The sliding scale fee that is approved by the state of CT will be used to determine if families qualify for a discounted rate. This paperwork is part of the registration packet. This is a five-day a week program for four-year olds. Accommodation for shorter weeks can be arranged. Three-year old's who qualify for special services will be offered 2-3 days a week.

**The School Readiness Preschool Program** funds spaces in high-needs communities for children four-years-old who aren't yet eligible for kindergarten. Children enrolled must be at or below 75 percent of the State Median Income. This is a full day, five days a week preschool program. School Readiness slots are available through the application process (income verification required) and must meet the income guidelines. Currently, there are only 14 school-readiness full-day slots available.

**\*\*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 are available based on state income guidelines. We encourage everyone to fill out paperwork for a reduced tuition rate. **Signed contracts must be returned with first month payment to secure your child's spot.**

**A.M. Session:** 8:30-11:15

**P.M. Session:** 12:15-3:00

**Full Day School Readiness** 8:30-3:00

- Children must be 4 by **January 1** of their preschool year to register for preschool. If your child is eligible for kindergarten, you cannot register for preschool.
- Four-year-old children will receive placement determined by the preschool team. Three-year-old children may enter the program through the special education process only. Days may vary depending on the child.
- Programs charge parent fees based on the [OEC Fee Schedule](#).
- Siblings will get a discounted rate for 2nd child.
- Bus transportation is provided to and from school for all students. Three-year old's will be placed in a five-point harness (star-seat) that is provided by the bus company.
- If your child is placed in our program, you will receive a contract **that must be signed and returned with first payment prior to the first day of school**. If payment is not received, your child will forfeit their slot to someone on the waitlist.
- Families must send in a daily healthy snack.
- Good attendance is expected in ALL classrooms

**ENROLLMENT-** **Children who are age-eligible for kindergarten are not eligible for preschool 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. We are pleased to offer full and part-day sessions with bus transportation for all children.

### **Registration Requirements**

#### **Supporting Documentation Required for ALL Students Enrolling in Thompson Public Schools:**

- o Proof of Thompson Residency (provide one):
- o Mortgage statement or rental/lease agreement
- o Utility bill (such as gas, electric)
- o Residency form

- o If the student and the parent/legal guardian are residing with another Thompson resident a certificate of residency is required and must be notarized
- o A copy of the students' most recent physical and immunizations
- o Students original birth certificate
- o If student is not living with parent, proof of legal guardianship must be provided

**Pre-K Enrollment for Current School Year**

- Thompson Public Schools Registration Form
- Early Childhood Health Assessment Record (revised 10/2018)
- Transportation Form
- **School Readiness Application\*\*needs to include current paystubs or w2s\*\***
- Home Language Survey
- K/PK Health Information Packet
- Free and Reduced Lunch Application
- Chromebook Device Handbook
- Permission for Publication

**\* TUITION FEES & CONTRACTS**

**Part Day \$300 per month/Full Day \$450 per month**

All families are encouraged to fill out a school readiness application to determine your monthly fee. Applications and proof of income are part of the registration packet. 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 as the contract. **A signed contract and first month payment is due before the start of school to secure your child's spot.** Monthly payments can be sent to elementary office or in your child's folder. Please send a check or money order, no cash. 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. If your family is faced with a hardship, please see the procedures below.

**Procedure for requesting a decrease in tuition:**

- Gather evidence to prove there is a hardship (medical bills, loss of a job, change in pay, etc.)
- Contact Chelsea French at TEEG @ 860-923-3458 to re-calculate your tuition
- If the tuition is still too high, contact Superintendent Smith @ 860-923-9581 to discuss the possibility of reducing the tuition

Any questions can be directed to Ellen Jones @ 860-923-9142 [mjones@thompsonpublicschools.org](mailto:mjones@thompsonpublicschools.org)

## **SCHOOL READINESS GRANT**

The School Readiness Preschool Program provides affordable, high-quality early care and education services in high-needs communities that help young children prepare for kindergarten. The program funds spaces for children ages 4 and 5 who aren't yet eligible for kindergarten. At least 60 percent of the children enrolled must be at or below 75 percent of the State Median Income. The School Readiness Preschool Program benefits individual children, their families, and their communities. Programs charge parent fees based on the [OEC Fee Schedule](#). Communities receiving School Readiness Grant funds have a School Readiness Council (SRC) that's responsible for making recommendations about the school readiness grant program. 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.

## **\* 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.

## **HEALTH SERVICES / SCHOOL NURSE**

- **All Health requirements must be met prior to starting school.**
- **School Nurse must give approval for student to start.**
- **No medications** (including cough drops, inhalers, 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 on required forms prior to entry into school. Children who do not receive the annual physical exam 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 by the first day of attendance. Proof of immunization must be provided, and the child must follow 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. If your child is showing signs of illness the evening before school such as fever, vomiting, diarrhea, excessive cough or unusual rash, they should remain home until they are 24 hours free of symptoms. **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
- Covid
- conjunctivitis (pinkeye)
- impetigo
- ear infection
- head lice
- any communicable illness (strep throat, chicken pox, etc.) during the period of contagion

### **CHILD BECOMES SICK WHILE AT SCHOOL**

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.** **If your child is sent home from school, they must remain home the next day and until symptoms are gone.**

### **SPECIAL HEALTHCARE NEEDS**

A registered nurse is always on site. Please see our school nurse if your child has special healthcare needs. An individualized healthcare plan must be completed with you prior to your child starting. Please make sure nurse and teachers are aware of any allergies prior to the start of school.

### **\* FLU SHOTS**

The state of Connecticut requires all preschool students, up to age 5, to have a flu shot. Families must show written proof of the shot from a health care provider. **If missing, your child will be excluded from school after Christmas Break.** 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. **Exemption is no longer accepted.**

### **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.

### **HAND WASHING POLICY**

It is standard practice to wash our 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 at school. Correct handwashing procedures are taught to all children.

### **INSECT REPELLENT & SUNSCREEN POLICY**

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



## **SUPPLY LIST**

### **Required for all preschoolers:**

Backpack that fits a regular size folder (no mini backpacks please)

Change of clothes (labeled in zip lock bag)

Art smock (labeled with child's name)

Snack (daily)

Family picture

### **Additional items required for full day preschoolers:**

Lunch daily

Nap items: Crib sheet, small blanket, stuffed animal(optional)

\*Teachers will supply folders and all other needed materials.

## **TOYS**

Please do not allow your child to bring toys from home. We have everything we need at school.

## **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.

## **ORIENTATION**

We welcome families to come meet your child's teacher, visit the classroom, tour the school and take a bus ride. Bus safety will be taught during this time. This will take place on the first day of school and attendance is taken. Orientation takes about an hour and parents must stay with their child. Orientation info and class placement letters will be mailed with teacher and session assignments in early summer. Included will be some family pages. Please complete the child questionnaires and bring them to orientation with you. This is one way that teachers can gather information about your child's learning and development. Please come and learn about our high-quality preschool programs.

## **ATTENDANCE POLICY**

Children are expected to attend school as scheduled. Please be punctual. 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. 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. School students are expected to be in school except for reasons of illness/injury with written verification, death in family, religious holidays, court appearances, suspension, other exceptional circumstance subject to administrative approval.

**FAMILY TRIP INFORMATION** – If a parent chooses to take their child out of school for a vacation, parents should inform the teacher (in writing/email) of the pending absence and contact the main office. **Tuition still needs to be paid.**

## HOURS OF OPERATION

Full Day Program-5 days a week, 6 hours a day, School Year (approx. 40 weeks)

Part Day Sessions-5 days a week, 2 hours 45 mins, School Year (approx. 40 weeks)

All preschool classes follow the Thompson Public School calendar for Holidays/ Vacations, Professional Development, Early Release Days, and for School Cancellations. The Board reserves the right to make any changes to this calendar.

Preschool and Kindergarten hold orientation sessions on the First Day of school. Children and families are required to attend. Preschool has the right to cancel up to two days in spring to hold developmental screenings for the upcoming year. Preschool also ends two days earlier than the elementary school calendar.

## Thompson Public Schools

785 Riverside Drive  
North Grosvenordale, CT 06255  
[www.district.thompsonk12.org](http://www.district.thompsonk12.org)  
Superintendent's Office 860-923-9581  
Tourtelotte Memorial High School 860-923-9303  
Thompson Middle School 860-923-9380  
Mary R. Fisher Elementary School 860-923-9142

## 2022-2023 CALENDAR

Full Professional Development Days - 8/22, 1/3, 2/22, 3/17

Half-Day Professional Development - 9/14, 1/11, 3/8

Half-Days for Ed-Reflect - 10/12, 2/8, 5/10




Professional Development for Faculty & Staff - August 22<sup>nd</sup>

Teachers Meeting (1/2-day staff) - August 22<sup>nd</sup>

**FIRST DAY OF SCHOOL - August 24<sup>th</sup>**

- Labor Day - September 5<sup>th</sup>
- Columbus Day - October 10<sup>th</sup>
- Veterans' Day - November 11<sup>th</sup>
- Thanksgiving Recess - November 23<sup>rd</sup> - 25<sup>th</sup>
- Holiday Recess - December 22<sup>nd</sup> - January 2<sup>nd</sup> (early release district-wide 12/21/22)
- Christmas Day - December 25<sup>th</sup>
- New Year's Day - January 1<sup>st</sup>
- M.L. King's Birthday Observed - January 16<sup>th</sup>
- President's Day - February 20<sup>th</sup>
- February Break - February 20<sup>th</sup> - 21<sup>st</sup>
- Good Friday - April 7<sup>th</sup>
- Spring Recess - April 7<sup>th</sup> - 15<sup>th</sup>
- Memorial Day Observance - May 29<sup>th</sup>
- Scheduled Last Day for Students - June 8<sup>th</sup> (half-day)
- TMHS Graduation - June 9<sup>th</sup> ☆

This calendar represents a 181-day schedule. School cancellations will be added to the scheduled last day on this calendar beginning June 9, 2023. The Board reserves the right to make any changes to this calendar.

Holidays/Vacations  No School  
Prof. Development  No School for Students  
Board of Education Meetings  Early Release Days

### August 2022

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	TM	24	25	26	27
28	29	30	31			

### September 2022

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### October 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

### November 2022

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### December 2022

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### January 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### February 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

### March 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### April 2023

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

### May 2023

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### June 2023

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



Calendar Approved: 01/10/2022

## \* DISTRICT EARLY RELEASE DAYS

On early release days, the AM and PM classes will be divided among the total number of scheduled early release days. Only one session will be in the building on a given day. AM students will attend on Early Release Days for the first part of the school year (Sept-Dec) and PM session will not have class. PM class will attend in the morning on Early Release Days only for the second part of the school year (Jan-May). Early Release days will take place during the morning session time frame 8:30-11:15. Full day students will attend all early release days and be dismissed with the elementary students. More information will be provided with specific dates, times and bus info from your teachers.

## **CANCELLATION/DELAYED OPENING/EARLY DISMISSAL (due to inclement weather or emergencies)**

When the school opening is delayed in the morning, Morning session preschool classes will be cancelled. Afternoon Preschool students will follow a regular schedule. In the event of an early dismissal, Afternoon Preschool will be cancelled. Parents will be notified of any cancellations through the call system, text messages, and emails.

## **\* TRANSPORTATION**

DATTCO Bus Company will be providing transportation services for all Thompson preschool students to and from school daily and for approved field trips. Transportation forms must be returned to school by August 1<sup>st</sup>. This paperwork is part of the enrollment process. Bus routes are listed on the school webpage under the Transportation tab. **This is where you will find information about your child's pick-up/drop-off time and bus number. Teachers do not always have this information.** Teachers will confirm bus info during orientation. Children will be given bus tags to attach to backpacks.

Here are the arrival/departure times to and from the school:

Full Day Preschool sessions 8:15-3:00(same as rest of the elementary students)

Part Day sessions Morning 8:15-11:15/Afternoon 12:15-3:00

Morning part day session children ride in on elementary buses that arrive at 8:15 and ride home on preschool midday bus that departs at 11:20

PM part day students ride in on preschool midday bus that arrives at 12:15 and ride home on elementary buses that depart at 3:00

Full day students ride in on elementary buses at 8:15 and ride home on elementary buses at 3:00 with rest of school.

Mary R. Fisher staff members are responsible for getting students on and off buses daily. Staff members and parents are responsible for buckling/unbuckling students who are required to be in seat. Car seats must be determined in PPT meeting and documented in student's IEP. DATTCO will supply a car seat if needed.

A school bus will be available during Pre-K & Kindergarten Orientation for students to take a bus ride and learn safety rules and behavior expectations.

## \* PARENT DROP-OFF & PICK-UP PROCEDURE

Both parent drop-off in the morning as well as parent pick-up in the afternoon will utilize and follow the traffic flow pattern referenced on the 'TPS – Traffic Flow' document. As the traffic flow visual reference indicates, parents will now utilize the middle school entrance to enter the campus. For a little more clarity, this entrance is a hill and will also be on Route 12 down the road from Thatcher Rd. When entering, individuals will follow the flow of traffic up the hill and around the high school and ultimately will come down past the district auditorium and into the MRFES lot.

Thatcher Road will be closed as an entrance for parent pick-up/drop-off and used as an exit for pick-up/drop-off. Please do not attempt to enter this road during this time. Only individuals with unique circumstances will be able to access the road as an entrance (i.e., athletic teams, buses, early dismissal, TEEG personnel, Thompson Recreation, etc.).

- When driving around campus, please be mindful of students on campus and reduce speed – there will be Security to assist drivers.
- Please do not attempt to enter campus before 7:40am for drop-off or before 2:30pm for pick-up as this will most certainly create a major traffic flow disruption between the elementary and middle school.
- Cars will exit the campus in the order they entered. Please do not attempt to pass any vehicles after picking up or dropping off children.
- Please be mindful and attempt to pick-up/drop-off students as quickly and efficiently as possible as this will help with traffic congestion.
  
- **Morning Session/Full Day Drop-Off (8:15-8:30 a.m.)** Teachers will meet students outside.
- **Morning Session Pick-Ups (11:15 a.m.)** Teachers will put students on buses. Parents picking up the need to pull car to front of school and wait. Teachers will walk students out to your car.
- **Afternoon Session Drop-Off (12:15 p.m.)** Pull car up front of school and meet teachers out front.
- **Afternoon Dismissal/Parent Pick-Up (3:00 p.m.)** Preschool students 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 lines and walked out to your car in front of school.

## PARKING

Park in the main parking lot in front of the Early Childhood Center. You can use any available legal parking space.

## \* FOOD SERVICE/NUTRITION

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 can be found on the school website. 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 send food in a lunch box with a cold pack. Only full day students need lunch. Part day students only need a snack. Please make sure to send healthy choices and drinks. We are trying to make snacks consistent in all the classrooms.

Our school policy states that we do not allow sweets of any kind for birthdays or other celebrations. If you want to celebrate your child's birthday, please send a healthy prepackaged snack to share.

### Snacks:

- ❖ Fresh fruit, fruit cups: remember to cut grapes in half
- ❖ Applesauce
- ❖ Cheese, string cheese, cottage cheese
- ❖ Crackers (animal crackers, Graham crackers, Cheez-Its, Goldfish)
- ❖ Pretzels
- ❖ Vegetables (dip & hummus)
- ❖ Yogurt
- ❖ Veggie Straws, Pirate's Booty, corn chips, popcorn
- ❖ Muffins and Breads
- ❖ Graham crackers
- ❖ Granola Bar (no chocolate dipped)
- ❖ Bagel
- ❖ Rice cakes
- ❖ Cheerios
- ❖ Raisins
- ❖ Hard boiled eggs
- ❖ Water
- ❖ 100% juice

### **LUNCH PROGRAM:** *Thompson Public School Food Service Program*

Please contact the Food Service Manager, Lisa Durand, with any questions or comments you may have.

E-mail [ldurand@thompsonpublicschools.org](mailto: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](http://www.thompsonpublicschools.org) .

## **HOME -SCHOOL COMMUNICATION/PARENT INFORMATION**

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 in school events. 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 begins communication through placements letters and holds a family orientation before school begins. Teachers maintain contact with families through monthly newsletters, weekly notes, emails, phone calls, contact logs and parent conferences. It is important that you check your child's folders, join the teacher's parent communicator app, Bloomz and attend conferences. Please read weekly updates which are sent out electronically. These include flyers and valuable information regarding parent education, literacy, school events, and community programs.

A bulletin board displays information, policies, and notices for the benefit of parents/guardians. All school policies and handbooks can be found on the school website. MRFES and PTO both have Facebook pages.

## **NEWSLETTERS & WEEKLY NOTES**

During the school year, monthly newsletters will be sent home 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. The school emails families every Wednesday with school updates and approved community flyers.

## **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 the week. Please make sure you are emptying folders and sending them back the next school day.

## **BLOOMZ APP**

Bloomz is a website that provides teachers with a simple way to effectively communicate between school and home. From the dashboard, teachers can share information in a variety of ways by creating posts, events, activities, assignments, and photo albums. Families are encouraged to download the app on their phones.

## **ONE CALL NOW**

One Call Now's group messaging services give Thompson access to automated text, voice, and email messages to any size group. It allows the school to send messages to all families in minutes. This is helpful for snow delays/cancelations, reminders for upcoming events, and other emergency notifications.

## **FAMILY INVOLVEMENT/FAMILY EVENTS**

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. Efforts will be made to involve parents/guardians with the extended activities of the programs. Parents are encouraged to participate in various community activities such as Playgroup, Storytime at the Public Library, parent workshops/training through TEEG, PTO events, along with school activities such as classroom volunteers, field trips, school concerts, fundraisers, field day, family projects/homework and the end of year celebration. Please consider joining the Parent Teacher Organization (PTO) or the Northeast Early Childhood Council. Donating materials for classroom projects is also very much appreciated.

## **FAMILY LITERACY**

Book fairs, Lending Libraries, Bedtime Stories and Read Across America are fun interactive literacy activities for families throughout the year. We team up with Thompson Public Library to offer monthly class visits for students and help them get their own library cards. Check out their website

<https://thompsonpubliclibrary.org/> to find out more about their kid programs and family resources. Children and families are encouraged to take part in our school wide PAWS reading program, the Governor's Summer Reading Challenge, and **1,000 Books Before Kindergarten program**.

## **VISITOR'S PASS**

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

## **PTO (Parent Teacher Organization)**

MRFES PTO provides several fun family events during the school year. PTO fundraising helps to support field trips, assemblies, cultural events and learning enrichment throughout the school year.

All parents, teachers, and faculty of Mary R. Fisher Elementary students are members of our organization. Meetings are open to all members as there are ample opportunities to become involved in your child's school experience and support the teachers who educate and nurture your child.

## **N.E.C.C. (Northeast Early Childhood Council)**

The Northeast Early Childhood Council (NECC) is made up of the communities of Brooklyn, Canterbury, Killingly, Plainfield, Putnam, Sterling, & Thompson. We work together to ensure all children, birth through age eight, in our communities are healthy, safe and successful learners. We bring together all key stakeholders who play a crucial role in the safety, mental & physical development and education of our children.

We have a Task Force group that works on issues around School Attendance, Early Care/Education, Safety, Mental Health & Physical Health. If interested, visit the website <http://www.neccouncil.org/> for more information.

**TEGG** TEEG is a dedicated non-profit human service organization that aids and supports families in the communities of Northeast Connecticut. TEEG's community programs offer local families and individuals the opportunity to engage, gather information, develop skills, and build lasting relationships within the Quiet Corner. Focus on Family, Parent/Child Playgroup, Summer Meals, Parenting Classes, Youth and Social Media, Family Friendly Healthy Cooking, Household Budgeting & Home and Health are some of the topics offered.

## **CURRICULUM & INSTRUCTION**

The Mary R. Fisher Preschool Program is a high quality NAEYC (National Association for the Education of Young Children) accredited preschool program that uses the curriculum program, Tools of the Mind. Tools of the Mind is a research-based early childhood model combining teacher professional development with a comprehensive innovative curriculum that helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational academic skills they need to succeed in school and beyond. Tools of the Mind is based upon a specific set of beliefs about how children develop and learn. Tools instructional interactions are designed to help teachers be more effective in identifying teachable moments, assessing children's development, and differentiating instruction. Tools teachers focus on helping children become intentional and reflective learners, creating a classroom in which instruction in literacy, mathematics and science reflect children's learning capacity, rather than age-level expectations.

The **Connecticut Early Learning Standards, also known as the CT ELDS, cover 8 domains of growth and development:** Cognition, Social and Emotional Development, Physical Development and Health, Language and Literacy, Creative Arts, Mathematics, Science & Social studies. A thorough review of all curriculum materials in relation to the ELDS domains and sub-domains indicates that *Tools of the Mind* is mostly aligned with the ELDS. The majority of ELDS sub-domains are supported throughout the curriculum's sequence of games and activities described in the *Training Manual*. For example, the curriculum's Make-Believe Play and Story Lab literacy activities support children's development in areas such as cognitive self-regulation, oral language skills, literacy skills, and creativity. Teachers work together to plan activities to address the rest of the CT ELDS throughout the year. Tools of the Mind is also aligned with the Kindergarten Common Core Standards.

All Preschool teaching staff have completed the Tools training sessions (Year 1-5 full day courses) & (Year 2-2 full day sessions). Kindergarten teachers have completed the training as well. The Tools of the Mind professional development model focuses on transformative learning. Teachers are supported through ongoing in-person workshops, virtual webinars and through an interactive app called the 'iScaffold'.

Children learn and play in a joyful, nurturing, peaceful yet stimulating environment which is carefully prepared for their developmental stage. Self-regulation, working memory, dramatic play, and cooperative learning are at the forefront.

### **Curriculum Topics**

All About Me & Making Friends

Family

Restaurant

Grocery Store

Our Neighborhood

Doctor

Nature & Animals & Pets

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.



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

**Part Day (2 hours 45 Mins) Sample Schedule**

<b>AM SESSION</b>	
<b>8:30</b>	Arrival Routine
<b>8:40-9:10</b>	Specials
<b>9:15-9:45</b>	Opening Group
<b>9:45-10:20</b>	Choice Time
<b>10:20-10:45</b>	Snack
<b>10:45-10:55</b>	Story Lab
<b>10:55-11:15</b>	Outside
<b>11:15</b>	Dismissal
<b>PM SESSION</b>	
<b>12:15</b>	Arrival Routine
<b>12:30-1:00</b>	Opening Group
<b>1:00-1:20</b>	Outside
<b>1:25-1:55</b>	Specials
<b>2:00-2:45</b>	Choice Time & Snack
<b>2:50-3:00</b>	Story Lab
<b>3:00</b>	Dismissal

**Full Day (6 Hours) Sample Schedule**

8:30-8:50	Check In/Handwashing/Breakfast
8:50-9:10	Opening Group
9:10-9:20	Small Group Literacy
9:20-10:20	Make-Believe Play
10:25-10:55	Recess
11:00-11:25	Lunch
11:30-12:30	Rest
12:35-12:50	Large Group Literacy
12:50-1:10	Small Group Math & Science
1:10-1:30	Snack
1:35-2:20	Specials
2:25-2:45	Recess
2:45-3:00	Closing Group/Dismissal

## **OUTDOOR PLAY**

The program provides children with daily opportunities for outside play when conditions allow. Children need to have 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 always require footwear. 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.**

## **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 signed field trip permission form by the due date, he/she will not be allowed to accompany the class on the field trip.** Field trips are an extension of the curriculum. All children are strongly encouraged to participate. If your child does not attend the trip, they will be asked to stay home that day.

## **ASSESSMENTS & DEVELOPMENTAL SCREENINGS**

Families will be invited to attend developmental screenings in Spring prior to the start of the new school year. All children will receive a vision and developmental screening by our preschool team. Results of the screenings will be shared with families and referrals made if a concern is noted. Children who do not attend screenings will be assessed within the first few weeks of enrollment. The hearing test will be completed by the school nurse throughout the year.

Parents will be asked to complete an “Ages and Stages” questionnaire to assist teachers in planning for their child. Ages & Stages Questionnaire (ASQ-3) is a developmental screening tool designed for use by early educators and health care professionals. It relies on parents as experts, is easy-to-use, family-friendly and creates the snapshot needed to catch delays *and* celebrate milestones. We will use the CT DOTS Family Pages to gather information about a child’s learning and development during our family orientation as well.

[Connecticut’s Documentation & Observation for Teaching System \(CT DOTS\)](#) is a framework to guide early care and education providers in a process of monitoring children’s progress on the skills, abilities, and behaviors in the [Connecticut Early Learning and Development Standards \(CT ELDS\)](#).

Used in conjunction with the CT ELDS, CT DOTS is a foundation for:

- Gathering data about children’s skills, abilities, and behaviors
- Planning additional supports (e.g., curriculum, instruction, professional development, family activities, adult support)
- Summarizing evidence of children’s progress
- Communicating around common goals

CT DOTS supports early care and education providers to:

- Observe children in naturally occurring situations
- Plan engaging experiences for children and observe their behavior and skills
- Partner with families to share information about their children

- Plan additional supports (e.g., curriculum, instruction, professional development, family activities, adult support)
- Communicate about common goals for children

Teachers will assess your child. We use ongoing child assessments by gathering information to understand and support children's development over time. Information gathered through observation and documentation helps inform our planning, teaching, and individualizing for all children. We also do standardize and structure assessment periodically to evaluate children's developmental progress. Portfolios are kept on each child to showcase their growth across domains within daily routines and learning experiences. We use Naturalistic Observations to observe children's spontaneous use of skills or behaviors within common everyday circumstances, along with many Planned Experiences to collect data on specific skills, abilities or behaviors. These results are shared and discussed 2-3 times a year with families during parent/teacher conferences.

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 to maintain balanced enrollment.

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. A dental screening is offered throughout the year by Across the Smiles with parent permission.

### **PROGRESS MONITORING/REPORT CARDS/FAMILY CONFERENCES**

Family conferences are made available at least two-three 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. In the fall, progress reports will be shared about your child's social emotional development. Report cards will be completed in winter and spring which include information about all areas of development. A conference can be scheduled at any time if you have concerns. Parents will also be asked to participate in PPTs throughout the year if your child requires any intervention. All information shared by families is held in the strictest confidentiality by all classroom staff.

### **HOW TO HELP YOUR CHILD'S PROGRESS**

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 before sending to PM session.
2. Your child needs a consistent bedtime routine (i.e., time for lights out) and morning wake-up routine.
3. Your child needs supervision on which television programs or online videos to watch.
4. 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.

## **SPECIAL EDUCATION PROCEDURES & ELIGIBILITY**

The special education process under IDEA is designed to ensure that each individual child's needs are carefully considered and addressed. Learn ten steps in the special education process, from evaluation to reviewing student progress. If referral is received, a PPT (Planning and Placement Team) meeting will be held, and the following will happen:

### **1. The child is identified as possibly needing special education and related services.**

There are two common ways a child can be identified as possibly needing special education and related services.

- "Child Find"

The state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct "Child Find" activities. A child may be identified by "Child Find," and parents may be asked if the "Child Find" system can evaluate their child. Parents can also call the "Child Find" system and ask that their child be evaluated.

- Referral or request for evaluation

A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent.

### **2. The child is evaluated.**

The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child. If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). They can ask that the school system pay for this IEE.

### **3. Eligibility is decided.**

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA. Parents may ask for a hearing to challenge the eligibility decision.

### **4. The child is found eligible for services.**

If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the IEP team must meet to write an IEP for the child.

Once the student has been found eligible for services, the IEP must be written. The two steps below summarize what is involved in writing the IEP.

### **5. A PPT/IEP meeting is scheduled.**

The school system schedules and conducts the IEP meeting. School staff must: contact the participants, including the parents

- notify parents early enough to make sure they have an opportunity to attend
- schedule the meeting at a time and place agreeable to parents and the school
- tell the parents the purpose, time, and location of the meeting
- tell the parents who will be attending
- tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

### **6. The PPT/IEP meeting is held, and the IEP is written.**

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are part of the team. If the child's placement is decided by a different group, the parents must be part of that group as well.

Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting.

If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of

the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available.

**7. Services are provided.**

The school makes sure that the child's IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

**8. Progress is measured and reported to parents.**

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children's progress.

**9. The IEP is reviewed.**

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement.

If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency.

**10. The child is reevaluated.**

At least every three years the child must be reevaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a reevaluation.

## **STUDENT SERVICES**

These may be located within the school or in the community and are accessible to the family. They may include transportation, speech-language services, psychological services, physical and occupational therapy, assistive technology, social work services, counseling services, and school nurse/medical services.

## **EXTENDED SCHOOL YEAR (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 to be 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 ends in June. During summer school, the staff will work on maintaining the skills your child has learned during the school year.

**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 understanding 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 listening to your teachers and friends
- Being responsible means knowing and following classroom and school rules daily
- Being safe means keeping your hands to yourself

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. Preschool children need to earn 5 tickets for the prize box.**

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) Time- Out c) Parental notification (d) Parent conference e) Sent home early f) 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 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
- threaten adults or fellow students
- hit a student or a member of the school staff
- steal
- use obscene language or gestures
- 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, or the school building without adult permission
- destroy, deface, or damage any personal or school property
- throw snowballs, rocks, sticks, woodchips, and/or similar objects
- engage in any bullying
- chew gum

#### **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 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 before the start of school.
- 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 instructions regarding the rules of the bus c) not 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 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 leave all items (sand, rocks, woodchips etc.) on the ground

- will line up immediately and in an orderly fashion when signaled to by the supervising adult
- will use climbing equipment safely

## **TRANSITION TO KINDERGARTEN**

Preschool and Kindergarten teachers collaborate to provide resources and experiences to families and children to ease the transition process from early education settings to kindergarten for children and families in a way that creates a meaningful experience with the school community. **When it is time, our readiness team will work with families to help with your child's transition to kindergarten.**

### IN SPRING:

- We reach out to community partners and invite all local programs to attend our Early Childhood Fair.
- Upcoming kindergarteners are invited to visit the school to participate in a developmental screening. Invitations are sent to all the local daycares and community programs and posted online and in local newspapers to encourage all to attend.
- During screenings, new students meet teachers and visit the school. Parents have time to ask questions, get enrollment packets and are encouraged to register their children.
- We give out the *Kindergarten Brochure* developed by the CT State Department of Education to families. It explains "What Parents Should Know About KINDERGARTEN" and includes "Frequently asked questions" about kindergarten entry, enrollment, and attendance.
- A Kindergarten Readiness Checklist is given to families to help them prepare their children for the start of school. This checklist is also sent to all local daycares, so we can work together to get kids ready for school.

### SUMMER:

- Pre-K & K teachers work on curriculum alignment and plan upcoming events.
- Preschool teachers share student data (report cards & assessments, screening results) with K teachers for class placement.
- We hold a Kindergarten Meet & Greet called "Popsicles on the Playground".
- Placement and Teacher introduction letters are mailed to families.

### FALL:

- Orientation is held on the first day of school. Parents and families visit the classroom, meet their teacher, tour the school, take a bus ride, and play with new friends.
- Open House/Curriculum Night
- Fall Kindergarten Entrance Inventory is completed
- Give preschool experience survey and analyze results to prepare for next cycle

## **Transition from Preschool to Kindergarten for Children Receiving Special Education**

When your child is ready to transition to a kindergarten, 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.



## **SAFETY AND CHILD PROTECTION/MANDATED REPORTERS/DCF**

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 an 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.**

## **DIVERSITY**

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.

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. 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.

## **PROGRAM COMPLAINTS**

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

## **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.

## INDEX

Acknowledgement Form	28
Assessment & Screenings	18
Attendance	9
Calendar	10
Cancellation/Delay/ Early Dismissal	11
Confidentiality Statement	25
Contact Information	4
Curriculum and Instruction	16
Discipline Policy	22-24
District Early Release Days	10
Diversity Statement	25
Enrollment & Registration	5-6
Family Conferences	19
Family Involvement	14-15
Field Trips	18
Food Service and Nutrition	13
Hand Washing Policy	8
Hardship Policy-request to lower tuition	6
Health Policies	7-8
Health Services/School Nurse	7-8
Home/School Communication	14
Mission Statement	3
Orientation	9
Outdoor Play	18
Parent Drop-Off and Student Pick-Up Procedure	12
Parking	12
Philosophy	3
Program Description	5
Program Evaluation	25
Progress Monitoring	19
Registration	5-6
Report Cards & Progress Reports	19
Safety and Child Protection/DCF	25
School Readiness Grant	7
Screenings	18
Special Education & Student Services	20-21
Supply List	9
Toileting Policy	7
Transition to Kindergarten	24
Transportation/Bus	11
Tuition Fees & Contracts	6
Vision Statement	3
Welcome Letter	2



## ACKNOWLEDGEMENT FORM

Please review the handbook prior to your child starting the program. Check off to acknowledge you understand the following policies below. **Sign and return only this page to your child's teacher after you have reviewed the entire Handbook.** Thank you.

\_\_\_\_\_ TUITION FEES & CONTRACTS

\_\_\_\_\_ TOILETING POLICY

\_\_\_\_\_ HEALTH POLICY /24-Hour Symptom Free Rule

\_\_\_\_\_ FLU SHOTS

\_\_\_\_\_ DISTRICT EARLY RELEASE DAYS

\_\_\_\_\_ TRANSPORTATION

\_\_\_\_\_ PARENT DROP-OFF & PICK-UP PROCEDURE

***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

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Teacher's Name