



# SAINT THERESE *Nursery School*

## Parent Handbook

555 Middletown Avenue

North Haven, CT

(203) 234-9971

[www.sttheresenurseryschool.com](http://www.sttheresenurseryschool.com)

Michele Adinolfi, Director

[Madinolfi70@gmail.com](mailto:Madinolfi70@gmail.com)

Dear Family,

Welcome to St. Therese Nursery School! We pray that this handbook will provide you with a thorough background of our school community as well as a reference. Our staff and families have assisted in the growth of our school over the last twenty years. Our mission of Learning is a journey, not a destination truly encompasses our beliefs as a school community. Nursery school is the first of many stops on your child's learning journey. That journey includes spiritual, emotional, physical, and cognitive growth. We are here as early childhood educators to guide both you and your child on this learning journey! Keep in mind that nursery school is often a child's first exposure to a group of people outside of their family. Providing a safe and nurturing environment that welcomes children and assists them in this transition is why we are here!

St. Therese Nursery School was established on October 30, 2000. We began with two classrooms, thirty students and four staff members. We now have almost 100 students, four classrooms, all day threes and fours, and a staff of ten! We have evolved over the past twenty years to maintain the balance of socialization as well as academic skills. Over the past twenty years academics have become more of a focus in early childhood as we prepare students for kindergarten where goals and objectives are higher than they were ever before. Finding a balance in how to integrate these academic skills in a developmentally appropriate manner is something our staff successfully achieves through professional development as well as their cohesiveness as a team of professionals. Most importantly, we are here to develop kind and giving children that are accepting to everyone they encounter. Nursery school is ultimately about socialization and setting the tone for the child's entire educational and life experience.

With our mission as our driving force, we look forward to serving both you and your family on this first stop in your child's learning journey! We pray that together we can provide the unique experience that each child needs to grow into an independent learner. If you have any questions, please feel free to contact me.

In God's Peace,

Michele Adinolfi  
Director



# **St. Therese Nursery School Table of Contents**

- 1. Mission & Admissions**
- 2. Program Curriculum**
- 3. Assessment & Conferences**
- 4. Class Formats & Schedules**
- 5. Policies & Procedures**
- 6. Health & Safety**



**Our School Mission**

**Admissions**

**Staffing**



## St. Therese Nursery School Mission Statement

The mission of St. Therese Nursery School is to nurture the student and the family within a community of learners. Our mission will be:

\*to provide a safe learning environment where our children can learn through developmentally appropriate experiences.

\*these experiences and play reflect continuous spiritual, emotional, social, cognitive, and physical growth and development.

\*our families are recognized as central to the well being of the child.

\*our staff is valued for their dedication and commitment to the children and families of St. Therese Nursery School community.

\*we believe learning is a journey, not a destination!



## **Admissions Policy**

**St. Therese Nursery School admits children ages three and four years old without regard to race, color, sex, religion, national origin, or ancestry. When the parent of a special needs child applies for admission, the Director and parent will review the child's care requirements and how they will be met. St. Therese Nursery School accepts children with special needs if a safe, supportive environment can be provided for the child and all other children. The Individual Education Plan for each special needs child will be followed with the support from consultants, doctors, and school systems accordingly.**

## **Enrollment Requirements**

**Enrollment is open, regardless of race, color, national origin, creed, or sex to all children. Enrollment includes completing and submitting the following documents in entirety:**

- 1. Application form**
- 2. Emergency care form**
- 3. Medical form from pediatrician**
  - See below**
- 4. Information of alternate pick up**
- 5. Telephone book release**
- 6. Picture release**

### **Health Requirements:**

**Upon enrollment to St. Therese Nursery School, each parent/guardian must submit written documentation attesting to their child's health status and receipt of pediatric immunizations. St. Therese Nursery School conforms to the immunization requirement of the American Academy of Pediatrics supported by the Connecticut State Department of Health. These requirements are included in the registration packet.**

**In addition, enrolled children must receive an Annual physical examination by a Connecticut licensed pediatrician, physician, nurse practitioner, or a physician's assistant. Written documentation in the form of "Child Day Care Child Development Center Child Health Record" (or equivalent) must be submitted to St. Therese Nursery School on or before the expiration date of the previous year's exam but ABSOLUTELY NO LATER THAN THIRTY DAYS FOLLOWING THE EXPIRATION DATE. Acceptable signatures on health forms include those of the examiner or their designee i.e. office staff, R. N., or other). Note: Failure to comply with the health requirements and policies may result in your child being excluded from attendance in the nursery school.**

**\*Verification of Influenza Vaccination: According to the State of Connecticut Regulations, through the Department of Public Health, all children aged 6-59 months who participate in a childcare setting shall receive at least one dose of influenza vaccine between September 1 and December 31. All vaccinations need to be complete by January 1.**

## Information Regarding the Staff

Each classroom is maintained by a teacher and teacher assistant. The state ratio for this age group is one adult per every ten children. Our ratio is one adult per every six or seven students as we have two adults and a maximum of 13 children within each classroom. Classrooms A and B are licensed for 13 children respectively as the state regulations require 35 square feet per child. Classroom C is licensed for 12 students. Classroom D is licensed for 10 students. Having two consistent adults within a classroom allows for the occasional absence of one adult and the other remaining the same. Our staff substitutes for one another as well as an in-house substitute teacher with whom all the children are acquainted with. Consistency is an integral part of the nursery school experience, and we strive to ensure this with our staff.

### Director: Michele Adinolfi-Lucibello

The Director of the nursery school oversees the staff, students, curriculum, licensing, professional development, and management of the nursery school. The Director's role is to ensure that the environment is conducive to the most ideal early childhood setting that follows our mission. The Director is a certified teacher in the State of Connecticut and Massachusetts grades pre-k through eight with a degree from Boston University. The Director is also certified in child first aid/ CPR and to administer medication to students with life threatening medical conditions (i.e. allergic to bees or food). The Director has completed the Virtus Training on Protecting God's Children and background check required by the Archdiocese of Hartford. The Director is available from 8:00 a.m. to 3:00 p.m. daily and is available for conferencing with parents in person or via telephone during this time. The Director also oversees the arrival and dismissal of students in the foyer of the school. A monthly newsletter from the Director is sent home regarding the curriculum, service projects, events, and parent education.



## Teachers

The teachers at St. Therese Nursery School are dedicated and committed to the education of pre-school age children and our Catholic faith. This commitment is evident in the growth of our students socially, spiritually, and academically. The teachers at St. Therese Nursery School have degrees in early childhood education that range from CDA to bachelor's degrees as well as extensive experience with pre-school age children. Each year the teachers are required to complete professional development hours through early childhood seminars and classes. The teachers are also certified in child first aid/ CPR and to administer medication to students with life threatening medical conditions (i.e. allergic to bees or food). The teacher has completed the Virtus Training on Protecting God's Children and background check required by the Archdiocese of Hartford. Each teacher sends home a monthly newsletter pertinent to the curriculum and themes within that classroom.

## Teacher Assistants

The teacher assistants at St. Therese Nursery School demonstrate a strong connection to pre-school age children and our Catholic faith. They come to us with a variety of experiences with children in early childhood as well as parenthood. The teacher assistants support the curriculum of the school and teacher implementing said curriculum. The teacher assistants are also required to complete professional development hours through early childhood seminars and classes. The teacher assistants are also certified in child first aid/ CPR and to administer medication to students with life threatening medical conditions (i.e. allergic to bees or food). The teacher assistant has completed the Virtus Training on Protecting God's Children and background check required by the Archdiocese of Hartford.



**SAINT THERESE**  
*Nursery School*

# Curriculum



## St. Therese Nursery School Program Curriculum

St. Therese Nursery School utilizes a theme-based curriculum that changes over a four-to-six-week period. Utilizing the State of Connecticut Early Childhood Learning & Developmental Strands, the staff designs developmentally appropriate lesson plans and corresponding assessments. A copy of this framework follows this introduction. The framework is divided into eight key areas of development: cognitive, social, and emotional development, physical development and health, language and literacy, creative arts, mathematics, science, and social studies. Many of these areas overlap and concrete examples are given under each standard.

Using this as our framework, the students are also exposed to activities based on a multiple intelligence approach to meet the needs of each individual child. The multiple intelligence approach was designed by Dr. Gardner of Harvard in 1983. A synopsis of the background and the intelligences follows the strands.

Our faith is integrated into our program following our liturgical calendar. Utilizing books, songs, and visits to our church to introduce and celebrate our faith. Sharing Jesus' infinite love for others is our premise as a Catholic nursery school. We also utilize a faith formation program called Seeds each week that corresponds with the weekly Gospel. This has a home component as well for families to explore more together. This is easily integrated into the experience of nursery school, learning to get along with others! We also incorporate our faith through monthly service projects. Whether we collect canned goods for Thanksgiving, hats, and mittens on our snowman mitten line for a shelter, or design and donate a tree to Ronald McDonald's House annual Trees of Hope, our children are learning the rewards of giving and serving others. Prayerfully, they will continue this and have a life filled with service to others!

Parents are made aware of themes and supportive books and songs through each teacher's monthly newsletter that is sent home as well as posted outside of each classroom.

Children are exposed to the curriculum in a variety of groups. Whether it is whole group during meeting or story time, small group on a specific tray activity or mathematical skill, individual with the teacher or with a partner, the varied groupings allow the teachers to ensure the acquisition of knowledge across all areas of development.

AaBb

## Handwriting without Tears

Our program currently utilizes the “Handwriting without Tears” program. This program was designed by occupational therapists to assist in not only proper pencil grasp but, letter formation and spatial awareness as well. As stated in the Handwriting without tears website, the program does the following:

- Engaging techniques and activities that help improve a child's early self-confidence, pencil grip, and body awareness skills.
- Multisensory techniques and consistent habits for letter formation to help all children learn handwriting—from preschool through cursive
- Instructional methods that use fun, entertaining, and educationally sound principles

The program introduces letters in a non-sequential order with a focus on grouping the letters by their formation. A letter regarding proper formation and the order is sent home in the beginning of the school year. For more information on this program, you may visit their website at [www.hwtears.com](http://www.hwtears.com).



## **Classroom Centers**

**\*Art Center:** Children will create a wide range of artwork: drawing, painting, coloring, working with clay, creating collages and structures utilizing recyclable materials.

**\*Block Center:** A variety of blocks, ramps, supportive thematic props. Building upon architecture and engineering in our designs.

**\*Dramatic Play:** Each classroom houses child size furniture including a refrigerator, stove, sink, and cupboard. Dress up clothes, dolls, and a puppet theater enhances creative play.

**\*Science/Sensory Table:** A water/sand table that includes props for both water and sand and other sensory materials. This table also serves as an area for scientific exploration such as the transformation of snow to water in the winter months.

**\*Manipulative Area:** These pre-mathematical and fine motor activities are placed in trays allowing children an opportunity to classify, build, and problem solve with fine motor materials such as puzzles, pegs, beads, strings, and laces.

**\*Literacy Center:** An age-appropriate book section which includes picture books, story books, and poetry books, including a wide range of topics: families, humor, word and alphabet, cultural diversity, seasonal/holidays, fantasy, and true stories.

**\*Music and Movement:** A classroom collection of musical instruments, a CD player, and age-appropriate music.

# Multiple Intelligences Theory and Implementation in the Classroom

## I. Introduction

Dr. Howard Gardner, a psychologist and professor from Harvard University, developed Multiple Intelligences Theory (MI) in 1983. His theory is an important contribution to educational practices and reform movements around the world. It challenges the traditional view of “IQ” and enables educators to take a renewed look at our views about learning and development. In the book *Frames of Mind*, Gardner questioned the validity of “IQ” score in deciding human intelligence because IQ tests only measures one's ability to handle academic subjects, and it predicts little of success in later life. He proposed that there are at least seven basic intelligences ((1) Visual/Spatial Intelligence, (2) Musical Intelligence, (3) Verbal/Linguistic Intelligence, (4) Logical/Mathematical Intelligence, (5) Interpersonal Intelligence, (6) Intrapersonal Intelligence, and (7) Bodily/Kinesthetic Intelligence). And recently, in 1996, Gardner added the eighth intelligence--naturalist intelligence to his theory. Gardner pointed out that “it is not if you are smart, but how you are smart.” (Gardner, 1983) The following criteria have been used in MIT to identify intelligence: it “entails the ability to solve problems, it involves a “biological proclivity,” it has “an identifiable neurological core operation or set of operations” and it is susceptible to encoding in a symbol system...which captures and conveys important forms of information” (Gardner 1999: 15-16). These different kinds of intelligences reflect learners’ myriad ways of interacting with the world. Although each person possesses all intelligences to some degree, some intelligences are more strongly exhibited than others. By various stimuli and education, MI can be nurtured and strengthened or ignored and weakened.

## II. Multiple Intelligences Theory

### a. Description of the Eight Intelligences:

- Linguistic Intelligence involves the capacity to use language effectively and creatively no matter in writing or speaking. Linguistic people like to use language to express their ideas, convey information, and understand other people. They are good at memorizing names, places, or other detailed information.
- Logical-mathematical intelligence is the ability to use numbers effectively and engage in higher order thinking. People with this intelligence like to reason and analyze problems, work with numbers, and explore patterns and relationships. They are able to control visuals and mental pictures from various perspectives.

## **Description of the Eight Intelligences Continued:**

- Spatial intelligence is the ability to manipulate and perceive objects or forms mentally and then to transfer those perceptions either mentally or concretely. They like to learn and think by visual stimuli and tend to organize things spatially. So, they learn best through graphic images.
- Bodily-Kinesthetic intelligence involves using people's whole body or parts of their body to solve problems, to express ideas and emotions. Bodily-Kinesthetic learners like to touch, talk, create things, and move around. They are good at physical activities such as dance, hands-on tasks, constructing models, and any kind of movement.
- Musical intelligence is the capacity to think and express in musical forms. People with this intelligence own the sensitivity to the melody, sound, pitch or tone. They learn best through activities wherein they discriminate, transform, and express sounds.
- Interpersonal intelligence involves the capacity to perceive the feelings, intentions, and motivations. Interpersonal learners can discriminate the cues from facial expressions, gestures, or intonation and respond effectively to those cues. They like to join groups, communicate with others, and make a lot of friends. Such interpersonal learners learn best by interacting with people, cooperating, and leading others.
- Intrapersonal intelligence means learners have the ability to understand themselves. They have a clear picture in who they are, what they can do, and what they want to do. They like to work alone and achieve their goals. They learn best through getting in touch with their inner moods, intentions, and self motivations.
- Naturalist intelligence enables the learners to better relate themselves to the surroundings. They show strong interests in animals or natural phenomena. Being outside, making observation about the subtle changes in the environment, interacting with plants and animals allow such learners to perform with more confidence and ease.

## Reference

- Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Smith, M. K. (2002) 'Howard Gardner and multiple intelligences', the encyclopedia of informal education, <http://www.infed.org/thinkers/gardner.htm>. Last updated: November 27, 2007
- Thomas, A. (1994). *Multiple intelligences in the classroom*. USA: the Association for Supervision and Curriculum Development.
- Vincent, A., & Ross, D. (2001). Personalize training: determine learning styles, personality types and multiple intelligences online. *The Internet Journal*, 8(1), 36-43.
- Declan, K., & Tangney, B. (2003). *A framework for using multiple intelligence in an ITS*, Retrieved October 7, 2007, from <https://www.cs.tcd.ie/crite/publications/sources/EDMEDIA03Paper4.pdf>
- Mind Tools.(2004). *Learning styles learn effectively understanding your learning preferences*. Retrieved October 7, 2007, from <http://www.mindtools.com/mnemeilsty.html>.
- Simcoe County District School Board (1996). *Multiple Intelligence Theory*. Retrieved October, 7, 2007, from <http://www.psych.utoronto.ca/usersreingold/courses/intelligence> reingold/courses/intelligence/cache/mi.htm
- Karen L. Currie.(2003). *Multiple Intelligence Theory and the ESL Classroom*. The Internet TESL Journal,9(4). <http://iteslj.org/Articles/Currie-MITheory.html>
- Smagorinsky, P.(1995). Multiple Intelligence in the English Class: An overview *The English Journal*, 84(8), 19-26.
- New Horizons for Learning and America Tomorrow (2000). *Applying MI in schools* Retrieved October 7, 2007, from <http://www.newhorizons.org/strategies/mi/hoerr2.htm>
- IMEJ multimedia team (2005). *Writing Interactive Stories in the Classroom*. Retrieved October 7,2007, from <http://imej.wfu.edu/articles/dex.asp>
- New Horizons for Learning and America Tomorrow (2000). *How Technology Enhances Howard Gardner's Eight Intelligences*. Retrieved October 7, 2007, from <http://www.america-tomorrow.com/ati/nhl80402.htm>
- New Horizons for Learning and America Tomorrow (2000). *My experience using the Multiple Intelligences*. Retrieved October, 7, 2007, from <http://www.newhorizons.org/trans/international/ribot.htm>
- New Horizons for Learning and America Tomorrow (2000). *The Naturalist Intelligence*. Retrieved October, 7, 2007, from <http://www.newhorizons.org/strategies/mi/campbell.htm>
- New Horizons for Learning and America Tomorrow (2000). *Five-Phrases To PBL:MITA (Multiple Intelligence Teaching Approach)*. Retrieved October, 7, 2007, from <http://www.newhorizons.org/strategies/mi/weber3.htm>
- The s-files. (2006). *Implementing Howard Gardner's Theory of multiple Intelligences*. Retrieved October,7, 2007, from <http://www.studentretentioncenter.ucla.edu.sfiles/multipleintelligences.htm>
- Keid, J. M. (1987).The Learning Style References of ESL students, *TESOL Quarterly*, 21(1), 87-111.
- Retrieved from "[http://en.wikibooks.org/wiki/The\\_Practice\\_of\\_Learning\\_Theories/Multiple\\_Intelligences](http://en.wikibooks.org/wiki/The_Practice_of_Learning_Theories/Multiple_Intelligences)"





**SAINT THERESE**  
*Nursery School*

**Assessment**

**&**

**Conferences**



## St. Therese Nursery School

### Assessment

Assessment is an ongoing process throughout the school year. The teachers utilize the State of Connecticut Preschool Framework to establish lesson plans that are cyclical in nature and introduce and revisit standards at a consistent basis. Each child has an individual portfolio that includes and is not limited to work samples, checklists, and anecdotal notes. As the year progresses and the teacher completes a baseline assessment on each child, individual goals are established and integrated into the daily lesson plans. Areas that require further exposure are revisited in either a small group or one on one with the teacher. Assessment tools include observational notes, checklists, examples of work and formal assessment tools such as the corresponding standard-based Office of Early Learning Developmental Standards. An explanation of the assessment follows this introduction. Assessments occur in November and late spring.

If at any point during the year the teacher feels that your needs further evaluation by your pediatrician or local school district, a conference will be held with the teacher, parents, and Director. It is our desire to meet the needs of every child. Therefore, an evaluation by a specialist may be needed to assist the child on their developmental journey.

Parent input is critical to your child's teacher understanding each individual child. Prior to beginning school, you will receive a "Getting to Know You" questionnaire to be completed and returned to your child's teacher. This allows the teacher to have some background knowledge on your child's interests, family experiences, and any previous school or daycare experiences. A copy of the "Getting to Know You" follows this introduction.



## Getting to Know Your Child Survey

Dear Families,

In an effort to continue our learning journey, we are asking you to complete this survey. This is a wonderful opportunity to establish our school to home connection. Please bring this to Meet & Greet and give to your child's teacher.

Miss Michele

Child's Name: \_\_\_\_\_

Child prefers to be called (nickname): \_\_\_\_\_

Name of parents or guardians: \_\_\_\_\_

Please list everyone living in your household (pets too!)

---

---

---

My Child's Special Interests:

---

---

---

Please list any special concerns you have regarding your child:

---

---

---

Anything else I should know about our child to help make this school year most successful:

---

---

---

---

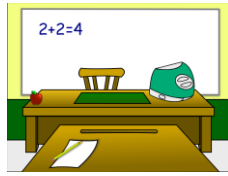
Has your child had adverse reaction?: \_\_\_\_\_

Does your child nap? \_\_\_\_\_

Has your child ever been in an early childhood center? \_\_\_\_\_

At what age was your child potty trained? \_\_\_\_\_

Thank you for your time! We look forward to sharing your learning journey!



## St. Therese Nursery School

### Conferences

A parent or teacher may request a conference at any time throughout the school year. Conferences may be held in person or via telephone. Formal conferences occur following each of the assessments. Parents will receive an email from Sign Up Genius, an online sign-up format to choose a slot for conference. This program will also remind you of your conference time two days prior. At your child's conference you will complete individual goals agreed upon with your child's teacher on a "Family Conference" form.

Parents will receive feedback regarding their child's daily progress at dismissal. This is a brief interaction between teacher and parent to solidify the home-school connection. In order to respect the confidentiality of each family, if there is an area that the teacher would like to discuss with a parent, they may inform you that they will give you a phone call later that day. If for some reason another family member such as a grandparent or care provider is picking up a child, the teacher will refrain from giving personal feedback unless requested to do so by the parent.



**SAINT THERESE**  
*Nursery School*

**Class Formats**

**&**

**Schedules**



## St. Therese Nursery School

### Class Formats

#### Three Year Old Program

Our three year old program serves children on Tuesday and Thursday who turn three by December 31<sup>st</sup> of the fall that they would begin nursery school. All students must be successfully toilet trained without the use of pull-ups. Due to our licensing by the State of Connecticut for the age population that we serve, we are not licensed to have a changing station. If a child begins in January or any month after on their third birthday, they will continue on in the three-year-old program the following school year.

##### Classes offered:

9:00 a.m. to 11:30 a.m.

9:00 a.m. to 12:30 p.m. with Lunch bunch

**\*Note:** Parents provide a peanut/tree nut free lunch that does not require refrigeration or heating.

9:00 a.m. to 3:00 p.m. with Lunch bunch and nap time in the afternoon

#### Four Year Old Program

Our four year old program meets on Monday, Wednesday, and Friday. Utilizing our State of Connecticut Preschool Curriculum standards and input from area school districts, we prepare the children for kindergarten.

9:00 a.m. to 12:00 p.m. (no lunch)

9:00 a.m. to 3:00 p.m. with Lunch and nap time in the afternoon

#### Five Day Option: Available for three and four year olds

Monday through Friday 9:00 a.m. to 3:00 p.m.

Monday through Friday 9:00 a.m. to 12:00 p.m. (no lunch)



## **Class Schedules**

**Each teacher will submit a daily schedule to the families upon enrollment. There are many times that there are "Teachable moments" that change the schedule of the day. During these times the teacher uses her discretion to take a moment and expand upon it! A general schedule following this introduction comprises a typical day in our half day and all day programs for both three year olds and four year olds. Individual curriculum is written for both the three and four year olds accordingly.**

## Half Day Program

Arrival: Students arrive and are greeted by the teacher at the door. They are assisted with encouraged to take off their own coat, find their cubby labeled with their name, and hang up their belongings. The teacher assistant is waiting at the tables for assistance with the arrival activity. This also allows the child and family to have a positive and quick separation to alleviate any separation anxiety.

Arrival Activity: A table activity begins that day. Typically, the children are engaged in a play doh activity to strengthen the small muscles in their hand. The play doh has theme related tools. As the year progresses, handwriting and additional fine motor activities are introduced.

Center Activities: During this time the children are engaged within the centers of the classroom. Centers change with the themes throughout the year and may contain different props or purposes. For example, the block center may include apple trees and farm equipment in the fall and the kitchen may convert to a restaurant or store for a particular month. Related books, vocabulary, and writing experiences are included in each center. During this time the teacher assistant manages the center participants while the teacher may engage children in small groups and for reinforcement of the standards.

Meeting: The children and teacher gather on the rug for a meeting. This is more of the teacher directed time of the day with a story and direct lesson of a standard. This is also a time for songs, weather, and calendar discussion. The length of time increases as the year progresses.

Snack: We provide snack rotating between goldfish crackers and graham crackers with apple juice or milk.

Activity: During this time the teacher has designed an activity to reinforce the teacher directed lesson from the meeting time. Many times, these activities will remain in school or are a hands-on activity that doesn't allow a product to be sent home. Please keep in mind that frequently your child's bag may be empty. This does not mean we were not busy! We may have worked on a hands-on activity such as shaving cream letters or a cumulative project that will be sent home later.

Gross Motor/ Outdoor Play: The children will play outside for twenty minutes each day to develop gross motor skills. There are two playgrounds with a big toy and a riding area. There is also a school garden, playhouses, and a sandbox for creative play. The children also have use of signs for the riding area, basket balls and nets, balls, outdoor art area, and jump ropes.

Dismissal: Prior to dismissal, the teacher reviews the day with the children and any pertinent concept or vocabulary. The children are dismissed from their classroom in an orderly and safe fashion. The children remain in the classroom at the tables with the teacher assistant. The teacher greets each individual parent or pick up person at the door after the child has been signed out. Each child is called up individually and matched to their pick up person. At this time the teacher may give some brief feedback on the school day!



## All Day Programs:

Arrival: Students arrive and are greeted by the teacher at the door. They are assisted with encouraged to take off their own coat, find their cubby labeled with their name, and hang up their belongings. The teacher assistant is waiting at the tables for assistance with the arrival activity. This also allows the child and family to have a positive and quick separation to alleviate any separation anxiety.

Arrival Activity: A table activity begins that day. Typically, the children are engaged in a play doh activity to strengthen the small muscles in their hand. The play doh has theme related tools. As the year progresses, handwriting and additional fine motor activities are introduced.

Center Activities: During this time the children are engaged within the centers of the classroom. Centers change with the themes throughout the year and may contain different props or purposes. For example, the block center may include apple trees and farm equipment in the fall and the kitchen may convert to a restaurant or store for a different month. Related books, vocabulary, and writing experiences are included in each center. During this time the teacher assistant manages the center participants while the teacher may engage children in small groups and for reinforcement of the standards.

Meeting: The children and teacher gather on the rug for a meeting. This is more of the teacher directed time of the day with a story and direct lesson of a standard. This is also a time for songs, weather, and calendar discussion. The length of time increases as the year progresses.

Snack: We provide snack rotating between goldfish crackers and graham crackers with apple juice or milk.

Activity: During this time the teacher has designed an activity to reinforce the teacher directed lesson from the meeting time. Many times, these activities will remain in school or are a hands-on activity that doesn't allow a product to be sent home. Please keep in mind that frequently your child's bag may be empty. This does not mean we were not busy! We may have worked on a hands-on activity such as shaving cream letters or a cumulative project that will be sent home later.

Gross Motor/ Outdoor Play: The children will play outside for twenty minutes each day to develop gross motor skills. There are two playgrounds with a big toy and a riding area. There is also a school garden, playhouses, and a sandbox for creative play. The children also have use of signs for the riding area, basket balls and nets, balls, outdoor art area, and jump ropes. If the weather does not permit outdoor play, a gross motor cart with indoor activities such as parachute, balance beam, and indoor obstacle course is available.

Lunch: Each child brings in their own lunch as stated in the food policy.

We are a peanut/tree nut free school and therefore, no peanut butter is allowed. Soy butter is a wonderful substitute!

## All Day Schedule Continued:

Nap Time: All day students have a twenty-minute nap time each afternoon. This is a quiet time on their own cot with their individual bag of a comfort item, receiving blanket size blanket, and travel size pillow. Soft music is played during this time.

Afternoon Activity and Journaling: The afternoon activity time frequently engages in social studies or science. The journals include an opportunity to develop thematic vocabulary as well as continued exposure to sight words.

Afternoon Center Time: Similar to the morning center time this time also allows the teacher a repeated opportunity to meet one on one or in small groups to develop areas that need further development.

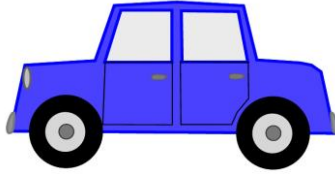
Gross Motor/ Outdoor Play: The children will play outside for twenty minutes each day in order to develop gross motor skills. There are two playgrounds with a big toy and a riding area. There is also a school garden, playhouses, and a sandbox for creative play. The children also have use of signs for the riding area, basket balls and nets, balls, outdoor art area, and jump ropes. If the weather does not permit outdoor play, a gross motor cart with indoor activities such as parachute, balance beam, and indoor obstacle course is available.

Dismissal: Prior to dismissal, the teacher reviews the day with the children and any pertinent concept or vocabulary. The children are dismissed from their classroom in an orderly and safe fashion. The children remain in the classroom at the tables with the teacher assistant. The teacher greets each individual parent or pick up person at the door after the child has been signed out. Each child is called up individually and matched to their pick up person. At this time the teacher may give some brief feedback on the school day!



**SAINT THERESE**  
*Nursery School*

**Policies**  
**&**  
**Procedures**



## Drop Off and Pick Up Procedure For St. Therese Nursery School

All students must be accompanied by an adult when dropped off or picked up. Pick up persons are limited to parents and those adults that have been released by the child's parents as an alternative pick-up. Alternate pick-ups are required to provide a copy of their license which remains on file in the child's personal records. An approved alternate pick-up list is posted inconspicuously in each classroom. The emergency contacts may also pick up your child as stated on your registration form.

Students must sign in and out each day with the adult's name as well as the time. This is a record of attendance as well as used in emergency situations as a manifest of those children present.



## Parent Volunteers

Parents are welcome to assist on committees, holidays, projects. A "Time and Talent" survey is sent home at the beginning of each year. This survey includes opportunities for families to help at home or school, share a special talent, or spend time in the classroom.

In an effort to include our families in our school community as much as possible, we are asking you to complete the survey on how you may volunteer. Please remember that volunteering can be done at home or at school! Everyone has the time and some type of talent that they can share with others!

Volunteers in the past have assisted us in everything from making portfolios, baking, volunteering with a special talent, reading a book in their native language, or fundraising. Classroom volunteers are utilized farther into the school year as the beginning of the year is a significant transition for our children. When a child sees another parent or family member in the classroom, this can be rather upsetting.

Please remember that if you volunteer to help with a classroom party, we allow each parent that has signed up an opportunity to attend at least one. We also limit the number of volunteers so that it is not overwhelming to the children.

Please note: All parents/family members who visit our classroom must complete a Virtus training called "Protecting God's Children" per Archdiocesan regulations as well as a background check and sign off on the Office of Safe Environment Handbook. Trainings are online with a link on our website.



## Time & Talent Survey

*\*All volunteers must complete the Virtus training and background check per the Archdiocese of Hartford Office of Safe Environment prior to volunteering.*

Child's Name \_\_\_\_\_ Parent's Name \_\_\_\_\_  
Teacher \_\_\_\_\_ Classroom \_\_\_\_\_

The best time for me to come in is: \_\_\_\_\_

Other family members that have a time or talent to share: \_\_\_\_\_

(Example: A grandfather that likes to garden or an Aunt that is a nurse!)

I would like to help in the following ways:

### Talents

1. Help in the classroom with a special project: \_\_\_\_\_
2. My talent is \_\_\_\_\_ and I would like to share this with the children!
3. I have a collection of \_\_\_\_\_ that I would like to share with the children!
4. I play the \_\_\_\_\_ and would like to share my instrument!

### General Classroom Help:

I would like to help in the classroom: \_\_\_\_\_

I would like to work on projects at home: \_\_\_\_\_

### Celebrations

1. Help with the Fall Festival \_\_\_\_\_
2. Halloween Party \_\_\_\_\_
3. Thanksgiving Feast \_\_\_\_\_
4. Christmas Pageant \_\_\_\_\_
5. Valentine's Day Party \_\_\_\_\_

### Book Club: Helping place the order each month/sort books upon arrival

1. \_\_\_\_\_

### Committees

1. Fundraising Committee \_\_\_\_\_
2. Kindness Committee \_\_\_\_\_

### Anything else you can think of!

\_\_\_\_\_



## **Birthday Celebrations**

### **In School:**

Every child's birthday will be celebrated with a song and birthday crown. Parents are welcome to send in a treat to celebrate their child's birthday. We have limited this treat to a Hoodsie type sundae cup due to food allergies. Please check with your child's teacher for the number of students. If your child's birthday falls in the summer months, we will celebrate in June!

### **Out of School:**

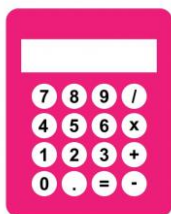
Parents may send invitations home in tote bags if all students in the class or all girls or all boys are invited. If you plan on inviting only a few of the classmates, please use our school telephone book and mail them.



## **School Telephone Book**

**Our school telephone book is designed to develop the socialization aspect of nursery school. This is a great opportunity to schedule play dates outside of school! A sign off form to participate in the telephone book is within the registration packet. Please keep in mind that some of our families choose not to list their child's name and phone number. If you are interested in the total number of children in your child's class for a birthday party, please see your child's teacher.**





## Financial Information

**Tuition Schedule:** Payments are due by the first of each month. Parents will receive a tuition schedule upon enrollment. The first payment (non-refundable) that becomes the June payment of the following year is due on May 1<sup>st</sup> of the previous year in order to hold a fall placement. You will then be responsible for a payment from September through May of the school year. Tuition envelopes will be provided for each month at Meet and Greet and upon enrollment if a child begins after September. Any payments that are submitted after the tenth of the month will incur a \$30.00 late fee. Payments are due regardless of days missed due to illness unless an extended illness occurs.

**Non-payment of fees:** Families with accounts past due shall be informed via a notice from the bookkeeper of an overdue balance. Families with past due accounts of more than two weeks shall be notified by the way of a notice from the bookkeeper that their childcare will be withdrawn on the following Monday unless prior arrangements have been made.

**Financial Assistance:** The State of Connecticut, Department of Social Services provides financial assistance for child care to those families who qualify. You may obtain information regarding this program by calling 211.



## **Snow Policy**

Please look for school cancellations due to inclement weather on Channel 8 at the bottom of the screen where St. Therese Nursery School, North Haven will appear with either no school, a.m. session cancelled, or p.m. session only.

Students who attend the all day pre-k in either threes or fours, arrive at school at 11:30 a.m. on the days of a delay with their lunch. On the day of a delay, p.m. classes begin at their scheduled time of 12:30 p.m. There will be no lunch bunch on days with delayed opening.

In the event of an early dismissal, all students including pre-k will be picked up at 11:30 a.m. and there will be no p.m. session! You will be notified by the school if your child is in school and there is an early dismissal.

### **How will you be notified?**

1. **REMIND Text Alert:** You will sign up with the cell phones that you would like to be alerted by text for snow cancellations, delays, and early dismissals. You will initially receive an invitation to accept this service.
2. **Look on Channel 8!** We are posted on the Channel 8 Weather closings on t.v. and online. Look for:

**St. Therese Nursery School, North Haven!**



**SAINT THERESE**  
*Nursery School*

# Health & Safety



## Security Protocols

The doors of the parish center are unlocked five minutes before arrival and dismissal. The director or a staff member monitors the arrival and dismissal for each class in front of the school. The doors are locked ten minutes after arrival. The door to the nursery school wings are locked until the arrival and remains locked throughout the day. If you need to gain entry during a time when the doors are locked, please ring the buzzer to the right of the front doors and the office will respond.

All exits to the parish center are locked from the exterior and alarmed. If someone attempts to open a door, an alarm sounds. Doors are unlocked on the inside to allow for egress in the event of an emergency.

## Open Door Policy

Families are welcome to visit the nursery school at any time during the hours of operation of 9:00 a.m. to 3:00 p.m. For security reasons, the front doors will be locked ten minutes after arrival and departure for each session. The director or a staff member will remain in the foyer during the arrival and dismissal times. To gain entrance during the hours that the front doors are locked, please ring the buzzer to the right of the front doors.

## **Discipline Policy for St. Therese Nursery School**

**Purpose:** In order to establish socially acceptable behaviors, the administrators, teachers, parents, and students will be held accountable for adhering to the discipline policy and the implementation of appropriate consequences.

- 1. When a child exhibits a behavior that is disruptive to the class, the teacher will address the behavior and redirect the child. The child will be addressed individually with reference to the classroom rules that have been established. These posted rules will have been established at the beginning of the year with student input.**
- 2. If the behavior warrants a time out, the child will be brought to another table where he or she will be asked to remain and contemplate the previous discussion. The time out will reflect the age of the child. For example, a four-year-old will remain for four minutes and three years old will remain for three minutes. A staff member will supervise the time out at a table within the classroom. Therefore, staff/child ratios will be maintained at all times. After the time out, the child will review a discipline worksheet with a discussion of what the child did, why they did it, and what they will do next time. The child may draw their responses, or the staff member may script the responses. The discussion will focus on the reason this behavior is an inappropriate and what the child will do to prevent this behavior from occurring again. Parents will be notified by the teacher if a discipline worksheet is filled out. In the case of repeated display of inappropriate behaviors, the Director will call a conference w with the parents and the teacher.
  - a. If a child continues to exhibit inappropriate behaviors that are physically and verbally aggressive and is unable to be redirected, the child will be removed to the Director's office. The Director will then supervise the child and telephone his or her parents to remove the child from the nursery school for the remainder of t day within one hour.**
  - b. Prior to the child returning to the nursery school, the parents, student, teacher, and Director will convene at a conference. This conference will include the planning and implementation of a behavior modification plan to prevent the reoccurrence of inappropriate behaviors.****
- 3. In the scenario that another child is injured due to physical aggression, parents of both children will be notified of the incident and consequences. If the situation warrants, a conference will be set up with the parents.**
- 4. Appropriate behaviors will also be integrated into the curriculum. Situations will be role-played, and children's books will be utilized to establish appropriate and inappropriate behaviors. Activities and discussion will focus on the reason for a behavior being inappropriate.**
- 5. Prohibited discipline methods:**

- a. No child shall be physically harmed or verbally abused by an adult in the nursery school for disciplinary measures or otherwise. In the case that this occurs, said adult will be removed from the care of the children and social services will be contacted immediately. Our social service consultant is Catholic Family Services at (203) 234-2507. We will then follow the procedures and protocol of child abuse as defined by Section 46-b-120.
- b. St. Therese Nursery School will prohibit discipline which is abusive, neglectful, corporal, humiliating, or frightening punishment. Physical restraint will be limited to a situation where restraint is necessary to protect the health and safety of the child or other people.
- c. St. Therese Nursery School will prohibit staff from withholding nor threatening to withhold food as a form of discipline.

#### 6. MANDATED REPORTING POLICY FOR CHILD ABUSE/NEGLECT

St. Therese Nursery School has a responsibility to prevent child abuse and neglect of children enrolled in our program. The following guidelines will be followed to ensure the above-mentioned occurs.

Parents are given a copy of these policies with the Operations and Policies of St. Therese Nursery School handed out at information meetings and upon registration in the parent handbook.

Definitions of Abuse and Neglect (according to CT DCF):

**Abuse:** Non-accidental physical injury or injuries at variance with the history given or is in a condition which is the result of maltreatment such as malnutrition, sexual molestation or exploitation, deprivation of necessities or emotional maltreatment or cruel punishment. Corporal punishment (i.e., spanking that are not cruel or excessive and which do not leave physical marks) are not considered physical abuse. However, the constant threat of violence, even when no physical violence has occurred, may be considered emotional abuse.

**Neglect:** A child under age 18 is considered neglected if he/she has been abandoned; or is being denied proper care and attention, physically, emotionally or morally; or is being permitted to live under conditions circumstances or associations injurious to his/her well being; or has been abused.

All members of the St. Therese Nursery School staff understand that, by law, they are mandated reporters for child abuse and neglect. Department of Children and Families Hotline telephone number to call for reporting abuse or neglect is (1-800-842-2288).

Connecticut Public Act 97-319 ss 9 provides:

Any mandated reporter, as defined in section 17a-101, who in his professional capacity has reasonable cause to suspect or believe that any child under the age of eighteen years has been abused as defined in ss 46b-120, as amended by ss18 of this act, or has had non-accidental physical injury, or injury which is at variance with the child's health, welfare or care by a person given access to such child by such responsible person, or has been neglected ,as defined in section 46b-120 shall report or cause a report to be made in accordance with the provisions of sections 17a-1010b to 17a-101d, inclusive. Any person required to report under the provisions of this section who fails to make such a report shall be fined not more than five hundred dollars.

Staff is protected by law (Connecticut General Statutes, Section 17a-101e) from discrimination or retaliation for reporting abuse or neglect.

Objective Criteria for Identifying Possible Abuse or Neglect of Children

1. St. Therese Nursery School will provide annual staff education and training on early detection and identification of possible abuse or neglect of children. New staff members will receive an orientation upon the start of their employment. St. Therese Nursery School will use all measures within their control to prevent abuse and neglect of children enrolled in the program.
2. Criteria that may indicate possible abuse will focus on objective observable evidence (not allegations alone). The following criteria should be used as guidelines for identifying and assessing possible abuse or neglect. The presence of a single factor may or may not, in and of itself, be indicative of abuse or neglect and a comprehensive physical assessment may be required. The following criteria originate from Connecticut General Statutes, Section 46b-120.

**OBJECTIVE CRITERIA:**

1. Physical Abuse
  - \* Shrinks from adult's touch;
  - \* Unexplained bruises, fractures, lacerations, burns, or any other unexplained injury:
  - \* Handprints, bites or strange marks on body:
  - \* Injuries to areas usually hidden by clothing:
  - \* Child avoidance or bizarre interaction with particular individuals:
  - \* Child reports abuse or other person reports abuse of a child;
  - \* Withdrawn or aggressive;
  - \* Afraid to go home.
2. Sexual Abuse
  - Sexual precocity in children;
  - Foreign body in urethra, vagina, or rectum;
  - Bizarre behavior or avoidance with particular individuals;
  - Child reports assault or other person reports abuse of child;
  - Child avoidance or bizarre interaction with particular individuals;

- Frequent urinary or genital infection.
3. General Abuse or Neglect
    - a. Poor hygiene;
    - b. Malnutrition
    - c. Lack of proper immunization on admission;
    - d. Fear of particular individuals;
    - e. Multiple abrasions, ecchymosis and/or scars particularly over fleshy areas (e.g. buttocks, thighs, abdomen, back) or in patterns suggestive of a blow by an object (e.g. belt marks, cord marks, hand prints);
    - f. Burns particularly in patterns consistent with abuse (e.g. glove or sock burn on hands or feet, immersion scalds, cigarette/cigar burns);
    - g. Human bites;
    - h. Unsuspected/unreported/old/new fractures;
    - i. Delay in seeking care.

#### Process for Reporting Possible Abuse or Neglect of Children

1. St. Therese Nursery School staff will make an oral report to DCF or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected. The Department of Children and Families Hotline telephone number for reporting abuse or neglect is 1-800-842-2288.
2. Within 48 hours of making an oral report, staff will submit a written report (DCF-136) form to DCF.

#### If a child is in need of medical attention as a result of abuse or neglect:

Medical attention will be sought following the medical emergency plan as outlined below:

1. In the event that a student requires immediate medical attention, one staff member with Child CPR and first aid will remain with the student and assess the injury. If first aid can be applied, the staff member will do so.
2. If the situation warrants further medical treatment that first aid or a visit to the child's pediatrician, The Director or staff member will telephone 911 for emergency treatment. The Director or staff member will then telephone the parents of the child to inform them of the situation if this will not interfere with the investigation of abuse. The Director will pull the emergency medical file on said child. The Director will also telephone a substitute staff member to come in to maintain the ratios.
3. The staff member remaining with the child will continue to apply first aid or CPR until the emergency technicians arrive.
4. Upon arrival of the emergency technicians, if the child is evaluated and requires immediate medical attention, The Director or the staff member who has remained with the child will transport with the child to the hospital. The medical emergency authorization form will be given to the emergency technicians and transferred to the hospital with the child for their reference.
5. If the child requires immediate attention of a doctor or dentist and does not necessitate the emergency room, the Director will telephone the parent at home or work until they are contacted. If the parents are unable to be contacted, The Director will telephone the two emergency numbers until someone is



reached. The child will remain in the Director's office where the Director will continue to apply first as needed.

When making a report, a mandated reporter is required to provide the following information if known:

- Names and addresses of the child and his parents or responsible caregiver.
- Child's age and gender.
- Nature and extent of injury(ies), maltreatment, or neglect.
- Approximate date and time of injury(ies), maltreatment or neglect occurred.
- Information about previous injury(ies) maltreatment or neglect of the child or siblings.
- Circumstances in which the injury(ies), maltreatment, or neglect came to be known by the reporter.
- Name of the person suspected to have caused the injury(ies), maltreatment, or neglect.
- Any other information the reporter believes would be helpful.
- Any action taken to treat or help the child.

Mandated reporters who, outside of their professional capacity, have reasonable cause to suspect or believe that a child under the age of 18 is in danger of being abused or has been abused or neglected, can and should make a report to the DCF Hotline (1-800-842-2288).

Informing the family

\*Mandated reporters are under no legal obligation to inform parents that they have made a report to DCF about their child. However, depending on the circumstances, it may be necessary and/or beneficial to do so.

\* When a child is suspected of being abused or neglected by a member of the staff of a private or public school or an institution that cares for the child, the person in charge of the school or facility *must* immediately notify the child's parent or other person responsible for the child's care and a report has been made.

- Health care professionals may need to talk with the parents to assess the cause of a child's injuries. Mental health professionals or member of the clergy may want to talk with the parents in order to offer support and guidance.

However, in cases of serious physical abuse or sexual abuse, it may *not be wise to talk* with parents before reporting the case to DCF. This may put the child at greater risk and interfere with a possible criminal investigation.



**SAINT THERESE**  
*Nursery School*

**St. Therese Nursery School Discipline Worksheet**

**Child's Name**

---

**Date**

---

1. What I did . . . . .

2. Why I did it. . . . .

3. What I will do next time. . . . .



### Care of a Sick Child

1. St. Therese Nursery School requires that children must be fever free, flu free, gastro-intestinal illness free for forty eight hours before returning to school. Parents must keep their child home if he or she is ill with any type of illness that prevents them from normal involvement in school activities. A child who presents with contagious signs and symptoms such as strep, pink eye, or fifth's disease can return to school once they have successfully taken an antibiotic for twenty four hours. Children with a temperature above 101 degrees Fahrenheit will not be allowed to attend school.
2. If a staff member observes symptoms of a childhood illness that impairs the child's ability to maintain normal activity, the child will be removed and placed in the Director's office with the Director. The Director will then telephone the parent or alternate pick-up person to remove the sick child within one hour. A cot is available in the Director's office for the sick child to rest on. If a teacher takes a child's temperature and it reads at or above 101 degrees Fahrenheit, the child's parent will be called to pick up the child within one hour. Staff/child ratios will be always maintained due to the Director remaining with and caring for the sick child. Ill children and staff are not allowed to remain in the program.
3. If a child shows suspicious signs or symptoms of a short-term contagious illness, the child will be placed in the Director's office, which will serve as the designated isolation area. At which time the Director will telephone the parent of alternate pick up person to remove the sick child within one hour. A cot is available for the sick child to rest on.
4. Communicable disease: Parents are required to notify the staff of St. Therese Nursery School within 24 hours if their enrolled child has developed a known or suspected communicable disease or other illness of any type. The staff will report this information to the Director. Some communicable diseases will be reported to the public health authorities that control measures may be used. A parent, who knowingly withholds information regarding their enrolled child's known or suspected illness may have childcare services terminated. The parents of children who have been exposed to the communicable disease will be notified by the end of the day during which the staff was informed. Notice of possible exposure will be posted at the main entrance and classroom doors. Parents of children attending that day will be notified in writing in a letter sent home with the child. Parents whose children are not attending that day will be contacted by telephone. Messages will be left for those parents who were not contacted.

\*State Department of Public Health regulations regarding attendance of children who are immunized due to religious or medical reasons will be followed. Children who have not received the proper vaccinations for their age group will be excluded during outbreaks of vaccine preventable illness as directed by the State Department of Public Health.

5. If a child is severely injured or ill the following emergency medical plan will occur.



## **Medical Emergency Plan**

**Medical attention will be sought following the medical emergency plan as outlined below:**

**1. In the event that a student requires immediate medical attention, one staff member with Child CPR and first aid will remain with the student and assess the injury. If first aid can be applied, the staff member will do so.**

**2.If the situations warrant further medical treatment that first aid or a visit to the child's pediatrician, The Director or staff member will telephone 911 of emergency treatment. The Director or staff member will then telephone the parents of the child to inform them of the situation if this will not interfere with the investigation of abuse. The Director will pull the emergency medical file on said child. The Director will also telephone a substitute staff member to come in to maintain the ratios.**

**3.The staff member remaining with the child will continue to apply first aid or CPR until the emergency technicians arrive.**

**4.Upon arrival of the emergency technicians, if the child is evaluated and requires immediate medical attention, The Director or the staff member who has remained with the child will transport with the child to the hospital. The medical emergency authorization form will be given to the emergency technicians and transferred to the hospital with the child for their reference.**

**5 If the child requires immediate attention of a doctor or dentist and does not necessitate the emergency room, the Director will telephone the parent at home or work until they are contacted. If the parents are unable to be contacted, The Director will telephone the two emergency numbers until someone is reached. The child will remain in the Director's office where the Director will continue to apply first as needed.**



## Administration of Medications

St. Therese Nursery School will administer medications following Section 19a-79-9a. Staff will be trained on the administering of the medications by a licensed registered nurse.

The following non-prescription topical medications may be administered by staff enrolled in St. Therese Nursery School.

- Non-prescription medicated powders
- Non-prescription insect repellants; and
- Non-prescription sunscreen protectants that is free of amino benzoic acid (PABA) or its derivatives.

Should a parent wish that one of these prescriptions or non-prescriptions/ topical medications are administered to their child by a staff member, the parent must:

1. Provide St. Therese Nursery School with the medication in the original container labeled with the child's name, the name of the medication and the directions for administering the medication.
2. Fill out, date, and sign an Authorization for the Administration of Medication by Child Day Care Personnel or the Parent/Guardian Authorization for the Administration of Non-Prescription topical Medications by Day Care Personnel allowing staff to administer the medication. This form must also give the medication name, method of administration, schedule of administration, area of application, dates of administration, and reason the medication is being administered.
3. Each child's record in the Director's office includes the Authorization for the Administration of Medication by Child Day Care Personnel and the Parent/Guardian Authorization for the Administration of Non-Prescription topical Medications by Day Care Personnel.
4. Alternatively, the licensed health provider's office may give instructions by telephone to the program staff to administer medications
5. All medications are locked in a marked cabinet in each classroom.
6. Medications are labeled with the child's first and last names, the date either the prescription was filled, or the recommendation was obtained from the child's licensed health care provider, the expiration date of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store. The Director will keep a list of expirations dates of medications on her calendar.
7. Annually teaching staff receive training from our nurse consultant on the five right practices of medication that is administered. When a special medication is administered, staff must complete the Medication Administration Record (MAR). These are located in each lock box for use when a special medication is administered.



SAINT THERESE  
Nursery School

## STNS Medical Incident Report

Date: \_\_\_\_\_

Name of Child: \_\_\_\_\_ Age: \_\_\_\_\_

Location of the incident: \_\_\_\_\_

Description of the incident:

---

---

---

---

---

---

---

---

Outcome: \_\_\_\_\_

---

---

---

---

Witnesses: \_\_\_\_\_

---

---

---

Was medical treatment necessary?

---

---

---

If so, what type?

---

---

---

Who was telephoned?

\_\_\_\_\_ This form will remain on file in the Director's office.

Signature of Person filling out report: \_\_\_\_\_



## Weather and Evacuation

1. In the case of severe weather, (i.e. hurricane, tornado, northeaster) the children and staff need to be moved to a safer location, if the weather allows for a safe transition, the children will be moved to the church. The church as an entrance that is on the side of the church building, which would be used as an entrance. This secure environment includes bathrooms and a telephone.
2. The following will occur if an evacuation is necessary:
  - a. The Director and/or teachers will check the weather forecast and notify the police department to check on their advisory.
  - b. If the weather allows, the teachers will move the children to the church in one group. Prior to exiting, one teacher and two teacher assistants will take and utilize the day's attendance to verify each child. This folder will remain with the teacher and be utilized for the emergency numbers for parents. All children will exit through the playground exit and proceed on the sidewalk to the side entrance of the church. One teacher will remain begin to check the classrooms, bathrooms, and the remainder of the building for any children.
  - c. The teachers will utilize the daily sign-in log and emergency telephone number list to contact the parents of the situation.
  - d. If the children are moved, the parents will be notified by one teacher using the teepee in the church. Parents will be notified to pick up their children at this location when the weather permits or in one hour time from being notified.
  - e. In most cases the center will follow the North Haven School System delays and early dismissals. In the event of severe weather during the school day, (i.e. snowstorm) and the children will be evacuated, the Director will decide based on the weather forecast for early dismissal in some instances. In the event of early dismissal, the Director and one teacher will telephone the parents and alternate pickup individual for pickup of the children.
  - f. All classrooms and offices will be equipped with flashlights.



### Civil Defense Emergency Plan

In the event of a manmade disaster that requires civil defense, we will move the children to the basement of the church. We will then advise the town through 911 if further support is needed. The church basement includes such amenities as telephone, water, bathrooms, and a kitchen facility.





## Emergency Schedule

### Fire

1. Upon the sounding of the fire alarm, the teachers will line the students up at either mode of egress. The head teacher will check the bathrooms, storage areas, and remainder of the building, and retrieve the daily sign in log with today's attendance. At the sounding of the alarm, the Director will telephone the fire department and notify them of the fire.

#### Modes of egress:

- Option A: Classroom door to exterior
  - Option B: Classroom door to hallway that leads to exterior door.
2. If students are on the playground, they will be lined up at the exterior and follow the remaining procedure accordingly.
  3. The students will exit the building and meet outside the gate exterior on the sidewalk.
  4. Student attendance will be checked at this point and the teacher will return to the building if any children are not accounted for.
  5. The students will then follow the sidewalk north to the church sidewalk. At which time they will head west along the side of the church to the front of the church building. They will then head north in front of the building. Students will finally enter the church rectory and be seated in the living room.
  6. The telephone in the living room will have another copy of the emergency numbers for students and staff attached to the bottom of the phone.
  7. One teacher will then begin telephoning each student's parent/guardian and notify them of the emergency and pickup of their child at the church rectory.
  8. A copy of this procedure will be located in the parent and staff handbook.
  9. The front of the daily log book will contain the following information; a student emergency telephone list including the name of each child, parent, and emergency numbers and staff member telephone numbers.
  10. Monthly fire drills will occur. These fire drills will be recorded and the log kept on file.
  11. Fire emergency exit plans will be posted in each classroom and office.



**Emergency Fire Evacuation**  
**Classroom C**

**Primary Route:**

1. Children and staff will proceed out the door closest to the playground. The teacher assistant will be the last to exit with the sign in log. Upon entering the hallway, they will proceed down the hallway and out the playground door. They will then continue down the sidewalk, out the gate where a recount of the children will occur. Upon completion, they will proceed to the church rectory where parents will be called from an emergency telephone list.

**Alternate Route:**

2. Children and staff will exit from the door closest to the front door of the building into the foyer. Upon entering the foyer, they will proceed out the front doors and stop when they reach the end of the playground where a recount of the children will occur. Upon completion, they will proceed to the church rectory where parents will be called from an emergency telephone list.



**Emergency Fire Evacuation**  
**Classroom D**

1. Students will line up at the door with the teacher in the lead and teacher assistant at the end of the line.
2. A head count will occur at this time.
3. The teacher will take the sign in log on the way out the door.
4. Proceed to the left out the exterior door of the building.
  - a. Egress #2 Use the window labeled Emergency Exit window
5. Follow the side walk to the end of the playground.
6. Recount the number of children at this point.
7. Proceed toward the church on the sidewalk.



## Safeguarding Children

1. **Safeguarding Children:** Before any children enter the playground, one staff member will examine the equipment and remove any debris from the play area every morning.

### Equipment Maintenance:

- a. All outdoor play equipment including the playscape, sandboxes and picnic table will be constructed of plastic. They will be reviewed daily prior to the children's use for excessive wear or damage. All playscape equipment will be placed on eight inches of woodchips.
  - b. The sandboxes will include covers to prohibit the entrance of animals.
  - c. All outdoor toys will be stored in a Rubbermaid storage box situated against the building.
  - d. The shade canopy will be securely attached to the structure according to the manufacturer instructions.
2. During outdoor play, children will be monitored for heat exhaustion and appropriate use of all outdoor equipment. Water will be supplied during the outdoor time if needed by students returning to the classroom with a staff member. Children will also be observed for appropriate behaviors and discipline will occur if necessary.



## **Parent Communication**

- 1. Parents will receive a school monthly newsletter pertaining to the theme of study and upcoming events. The back of the newsletter will hold parenting information for pre-school children. The newsletter will be sent via email as well as a hard copy in your child's tote bag.**
- 2. Parents will receive a monthly newsletter from their child's teacher pertaining specifically to the curriculum being covered for that month.**
- 3. A parent resource library is available for parents to borrow books related to the parenting of pre-school age children outside the Director's office.**
- 4. Parents may request a parent/teacher conference at any time**
- 5. Parent/Teacher conferences are scheduled for the fall and spring of each year.**

## **Parent Complaint Procedure**

**When a parent needs to file a complaint, he/she should use the following procedure:**

- 1. Talk to the teacher involved as well as the teacher responsible for the group. If that does not resolve the issue:**
- 2. Talk to the Director. If that does not resolve the issue:**
- 3. Write a notice of complaint and send it to the Pastor at 44 Washington Avenue, North Haven, CT 06473**
- 4. If that does not resolve the issue:  
Contact the Day Care Licensing Development Center Specialist for State of Connecticut at 1-800-282-6063.**



## Supervision of Children

1. **Adult/Child Ratio:** Classrooms A and B shall have 13 students, one teacher, and one teacher assistant. Classroom C shall have 12 students, one teacher, and one teacher assistant. Maintaining a ratio of 1:10. During indoor activities the ratio will remain 1:10. The children's bathroom is located within each classroom. One teacher or assistant may assist a child with bathroom issues if necessary which results in a 1:9 ratio for the remaining children. If a teacher or teacher assistant needs to use the bathroom, the ratio will be 1:9. The staff bathroom is located near the classrooms. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in a library area, or who are napping)
2. Ratios will be always maintained.

2. During outdoor play the ratio will remain 1:10. However, if a student needs to use the bathroom, one staff member will supervise the child or children who return indoors. One staff member will remain outside with the remaining students and ratios will be maintained. When are large group of 20 children are outside, mandated ratios will be maintained.



## Transportation

No transportation will be provided by St. Therese Nursery School.



## **St. Therese Nursery School Food Policy**

St. Therese Nursery School provides snacks for all children. A monthly snack schedule is posted. Snacks alternate between Goldfish and Apple Juice or Graham Crackers and 2% milk.

1. If a child has a food allergy, the snack is modified for the class the child is in. The snack provided for that class is one that the entire class can have safely. All parents in the class will be notified of the modification.
  - a. Note: Parent of children with food allergies will sign a release for the posting of the allergy in the school kitchen for staff member's reference. This document is located on the next page.
2. Teaching staff sit and eat snack and lunch with the children while engaging them in conversation.
3. There are no peanuts or tree nuts allowed in St. Therese Nursery School or the St. Therese Parish Center.

## **St. Therese Nursery School Food Handling Policy**

- a. Milk and Juice remain in the refrigerator at 45 degrees Fahrenheit as stated in the State of Connecticut Statutes and Regulations for Child Day Care Centers Statute: 19a-79-6a (a) Food Service (3).
- b. Snacks also include graham crackers and Pepperidge Farm goldfish as stated on the Snack Schedule. These snacks are kept dry in either the original container or a sealed container with open packages stored in a Ziploc bag inside the sealed container.
- c. Staff will check the expiration dates of all snacks and juice served to students on every Monday. Expired items will be discarded. A reminder of this practice is in the snack cabinet in the school kitchen.

### **Lunches brought in from home**

1. There are no peanuts or tree nuts allowed in St. Therese Nursery School or the St. Therese Parish Center.
2. Lunches must be labeled with the child's name and date.
3. Food items that need refrigeration must be placed in the refrigerator.
4. Items will not be reheated for safety reasons.
5. If we ever offer children younger than four years these foods: hot dogs, whole or sliced into rounds; whole grapes; popcorn; raw peas and hard pretzels; or chunks of raw carrots or meat larger than can be swallowed whole, the staff will cut foods into pieces no larger than 1/4-inch square for infants and 1/2-inch squares for toddlers/twos, according to each child's chewing and swallowing capability.



St. Therese Nursery School  
555 Middletown Avenue  
North Haven, CT 06473  
(203) 234-9971

Parent Consent Form  
Posting of Food Allergy

Dear Families,

The program asks families of a child with food allergies to give consent for posting information about the child's food allergy and, if consent is given, then posts that information in the food preparation area and in the areas of the facility the child uses so it is a visual reminder to all those who interact with the child during the program day.

I give consent for \_\_\_\_\_ (child's name) food allergy information be posted in the interior of the snack cabinet in the school kitchen to serve as a visual reminder to all those who interact with the child during the program day.

Parent/Guardian Signature

\_\_\_\_\_

Printed  
Name \_\_\_\_\_



## St. Therese Nursery School Sun Block/Insect Repellant Policy

### Sun block policy

St. Therese Nursery School will only apply either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin with written parental permission to do so. The parent permission form is to be completed and returned to the Director and placed in the child's file at the parent's request.



### Insect Repellant

**When public health authorities recommend** use of insect repellents due to a high risk of insect-borne disease, only repellent containing DEET are used, and these are applied only on children older than two months. Staff apply insect repellent no more than once a day and only with written parental permission. The parent permission form is to be completed and returned to the Director and placed in the child's file at the parent's request.



## St. Therese Nursery School Outdoor Clothing Policy

In order to maintain safety when outdoors and to protect against cold the children must wear clothing that is dry and layered for warmth in cold weather. From the October 1<sup>st</sup> through April 1<sup>st</sup>, children must wear a coat, hat, and gloves for outdoor play. If snow clothes or boots are necessary, parents will be given notification two days prior to the day that they are needed. Outside play is permitted when the temperature is 32 degrees or above without a wind chill.





## St. Therese Nursery School Toilet Training Policy

All students must be successfully toilet trained without the use of pull-ups. Due to our licensing by the State of Connecticut for the age population that we serve, we are not licensed to have a changing station. However, accidents do happen to pre-school age children. To provide a dry change of clothes for your child, we are asking each parent to send in a set of shirt, pants, underwear, and socks for winter and spring/fall in a labeled Ziploc bag. If an accident occurs, we will notify you that a change of clothes will need replacement. If this should occur on a frequent basis, the Director will notify the parents.



## St. Therese Nursery School Change of Clothes Policy

Accidents do happen to pre-school children. To provide a dry change of clothes for your child, we are asking each parent to send in set of shirt, pants, underwear, and socks for both winter and spring/fall in a Ziploc bag labeled with the child's first and last name as well as class they attend. If an accident occurs, we will notify you that another replacement of clothes will be needed. The soiled clothes will be returned to the parent in a sealed Ziploc bag.



## St. Therese Nursery School Handwashing Procedures

### Children must wash their hands:

1. At arrival
2. After blowing their nose or coughing
3. After using the bathroom
4. Before snack or lunch
5. After water play
6. After outdoor play

### St. Therese Nursery School Staff wash their hands:

- \*Upon arrival
- \*After toileting
- \*After handling body fluids
- \*Before meals and snacks
- \*Before preparing or serving foods
- \*After playing in water
- \*After handling pets and other animals or materials such as dirt, or surfaces that might be contaminated by contact with animals
- \*When moving from one group to another
- \*Before and after feeding a child
- \*Before and after administering medication
- \*After assisting a child with toileting
- \*After handling garbage or cleaning

### Handwashing Procedure:

Proper hand-washing procedures are followed by adults and children and include:

1. Rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails
2. Rinsing well.
3. Drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).
4. Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required hand-washing situation listed above. Staff wear gloves when contamination with blood may occur.
5. Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.



## **Pets and Visiting Animals**

**St. Therese Nursery School does not allow any pets or visiting animals in the St. Therese Parish Center. Due to allergies, the church has decided that the parish center not allow animals.**

