



SAINT THERESE *Nursery School*

Parent Handbook

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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 many times 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, three 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 that 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 hear 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



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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 31st 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

12:30 p.m. to 3:00 p.m. *Pending the a.m. classes are filled

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

12:00 p.m. to 3:00 p.m. *Pending a.m. classes are filled

Five Day Option

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

Early Drop off 8:00 a.m.



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 the 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

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 at a later date.

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, play houses, 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 the 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.

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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, play houses, 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 engage 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.

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