

# PARENT HANDBOOK 2017-2018



## FALLSTON COUNTRY PRE-K

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# Welcome to Fallston Country Pre-K!

## Program Overview, Purpose Philosophy, and Objectives

The purpose of the program is to provide a nurturing environment for the young child in our community – a place where he can grow and develop as a whole child. Our common aim is to help children learn and to do it in such a way that the child is exposed to an environment that is wholesome, satisfying and constructive.

Our philosophy is that young children need sound programs for their fullest development. The programs should stimulate their minds and help them to develop good self-concepts, independence and self-control. To accomplish this, we provide experiences in literature, music, creative art, language, science, social studies, physical activities, number experiences, and field trips. Through this exposure, we encourage an additional stimulation for curiosity and problem solving. The child's school experience also promotes a sense of trust in adults and a sense of joy in playing and associating with peers.

The OBJECTIVES of the Program are:

- A. To provide a pleasant experience for the child away from his parents.
- B. To stimulate the mind of the child through positive, satisfying and meaningful experiences.
- C. To build confidence in himself and others.
- D. To learn to cooperate and play with peers.
- E. To provide experiences that will help the child develop as fully as possible by working with the individual child at his level.
- F. To expose the child to his community.
- G. To encourage the child to be aware of the needs of others.
- H. To ready the child for the next level of education.

## State Requirements for Nonpublic Schools

Fallston Country Pre-K holds a Child Care License from the Maryland State Board of Education. Under their requirements Fallston Country Pre-K provides the following information.

**Teacher Credentials** - Teachers employed at Fallston Country Pre-K must have a Bachelor's Degree from an institution of higher education, 120 semester hours of college credit from an accredited institution of higher education, or a Bachelor's Degree equivalence as determined by an independent agency authorized to evaluate foreign credentials as designated by the Maryland State Department of Education. A list of staff qualifications is posted on the Parent Information board.

**Ratio of Students to Teachers or Average Class Size** - The average class size for all four year-old classes is 18 students per teacher. The average class size for three year-old is 13 students per teacher.

An assistant is assigned to each individual class, but is not counted when determining the class size and teacher-to-student ratio.

**Schedule of a typical School Day** - Fallston Country Pre-K's general school day schedule is as follows:

- Arrival time
- Opening group and instruction time
- Center time and individual tasks
- Clean up
- Second instructional group time OR Special instruction (Gym, Library, Music)
- Story time
- Gross motor exercises
- Dismissal

Classroom teachers will individualize the schedule to meet class needs.

**Calendar of the School Year** - A listing of our school closings can be found on page 11.

**Admissions Policy** - As of the 2017-2018 school years, the age requirements for admissions are:

The Maryland State Department of Education regulations state that a child who is "age appropriate" for preschool:

- Turns 2 by September 1<sup>st</sup> upon entering a 2 year old class.
- Turns 3 by September 1<sup>st</sup> upon entering a 3 year old class.
- Turns 4 by September 1<sup>st</sup> upon entering a 4 year old class.

## Early Entrance Policy

It is at Fallston Country PreK's administration's discretion whether to register a child who is NOT age appropriate for a class. The decision is made on an individual basis. A child who does not meet MSDE age regulations but wants to be considered to register for a class should meet the following criteria:

- Child should turn the appropriate age by October 1<sup>st</sup>.
- Child will be attending or has attended the FCPK Parent Tot (2 year old) program.
- Child can only register in a 2 day, 3 year old class following their 2 year old class experience.

Class placement for the year following their 2 day, 3 year old experience will be determined by the 3 year old teacher with input from the 4 year old teachers and child's parents. The class options will be:

- 3 day 3's with the intent to register their child the following year in a 3, 4, or 5 day 4 year old class.
- 3 day 4's with the intent to register their child in a 4 or 5 day 4 year old class the following year.
- 4 day 4's with the intent to register their child in a 5 day 4 year old class the following year.

The child will be registered for classes in the fall with all other in-house families and a non-refundable first time payment will be required at time of registration. The Parent Tot (2 year old) class may not be repeated unless with the expressed permission from the Parent Tot director. Specific requests will be made on a case by case basis.

FCPK reserves the right to register a child who qualifies as an early admitted student AFTER in house and wait list students of appropriate age have been given the opportunity to register. Families with qualified early students will be contacted prior to registration if they are going to be deferred.

## Policy for Admissions

The children are placed in specific classes according to the number of days the parent elects to send his/her child to school.

The classes are established as:

▪ 5 day program	Monday thru Friday morning	4 year-olds
▪ 4 day program	Monday thru Thursday afternoon	4 year-olds
▪ 3 day program	Tuesday Wednesday Thursday morning	4 year-olds
▪ 3 day program	Tuesday Wednesday Thursday afternoon	4 year-olds
▪ Enrichment program	Friday afternoon	4 year-olds
▪ 2 day program	Monday Tuesday morning	3 year-olds
▪ 2 day program	Thursday Friday morning	3 year-olds
▪ 2 day program	Monday Tuesday afternoon	3 year-olds
▪ 3 day program	Wednesday Thursday Friday afternoon	3 year-olds
▪ Parent Tot	Wednesday morning	2 year-olds
▪ Parent Tot	Friday morning	2 year-olds

The school admits children regardless of race, color, sex, religion or national origin.

The school also admits children who are being held back from kindergarten for reasons of developmental skills, immaturity, etc. The teacher suggests this extra year of Preschool in some cases, but the parent makes the final decision.

The first tuition payment is due when child is registered. The second payment is due in September. A tuition card will be sent home with the children the first week of school. The second through the tenth payment begins in September and continues through May. The same tuition card is used for the entire school year. Payments are due on the first of each month. A late fee is charged for tuition not received by the first of the month.

## Late Entrance of Student to School

When a student enrolls after the beginning of school, tuition is prorated for the time attending and the registration payment can be divided into thirds and added to the 1<sup>st</sup> three monthly payments. For example, a student enrolls October 1<sup>st</sup>, the tuition is reduced by one monthly payment and the registration payment is divided into third and added to the October, November and December payments. (This is an optional method.) If a student enrolls after January 1<sup>st</sup>, the registration payment is dropped.

All materials are given to the parent, and procedures are explained by the Director and teacher during an orientation meeting at the time the child enters the school.

A student can enter the program at any time during the year, (if a vacancy exists) up until Jan. 1<sup>st</sup> or at the discretion of the Director.

## **Registration Time Line**

1. **OCTOBER 1<sup>ST</sup>** of year before student to attend, office begins taking names on a waiting list for various programs.  
4 year olds 3 year olds Parent Tot
2. **OCTOBER** Information distributed to all currently enrolled families.
3. **NOVEMBER** Survey the teachers for possible returning students (maturity waivers) so spots can be held (usually held open in the 5 day class)
4. **NOVEMBER** In November, Registration is held for all families currently enrolled in school. Date to be determined.
5. **DECEMBER** Office contacts all currently enrolled families who did not register at the November registration date to make sure they do not want a spot in the program for next year.
6. Call names on waiting list with any vacancies (starting in December until classes are full.)
7. **JANUARY** Open House may be held.

## **Registration Requirements**

The following documents will be distributed in the spring and as children register to be completed and returned to school by June 1<sup>st</sup>.

- State Health and lead information (to be completed by your child's physician)
- Minimum Vaccine Requirements (to be completed by your child's physician)
- Parent Information form about enrolling child.
- Late Policies
- Medication / Allergy Forms if needed

Throughout the school year, if there are any changes in the status of your child's health or in your family situation, please advise us at once in writing. Please call us if your child has had an updated vaccination.

## **Maturity Waiver Procedure**

A student who is age appropriate (turns 5 before September 1<sup>st</sup>) to attend Kindergarten but chooses to attend preschool for another year instead is considered a maturity waiver. Placing a child on a maturity waiver is a parent's decision with input from their child's preschool teacher through observation, parent/teacher conferences and progress reports. It is the parent's responsibility to obtain the necessary paperwork from their "home school" to request a maturity waiver for their child to opt out of Kindergarten for a year.

## **The following is Fallston Country PreK's maturity waiver process**

In October/November a parent/teacher conference is scheduled. At that time the parent can request that their child be placed on a 4 year old class list at our school for the following school year. It is important that parents place their child on a class list **PRIOR** to in-house registration to insure a potential spot in a class. We do not reserve maturity waiver spots in classes unless a parent has requested we do so. There is no financial or contractual commitment at this time.

At the beginning of February a second parent/teacher conference is scheduled with a progress report. If the parent still wants a class spot held for their child then they must register their child for the desired class and make the first payment (cost will depend on the 4 year old class that you have requested) by February 15<sup>th</sup> to continue holding that spot.

If the parent decides to withdraw their child from our school prior to March 15<sup>th</sup>, the child will be withdrawn from the registered class and a refund will be given. However, after March 15<sup>th</sup> if the parent withdraws the child from our program a refund will not be given.

## **Fallston Country PreK Bathroom Policy**

Children in a PreK 3 or PreK 4 class at Fallston Country PreK **MUST** be toilet trained and be able to use the bathroom independently. Pull ups are **NOT** allowed to be worn in school. If a child has an accident (wet, only) we will help the child, talk them through the process of changing clothes and send home the wet clothes. We ask that you wash the clothes we have put on them and send them back their next school day. You may keep the underwear. If a child has a bowel accident a parent will be called to come in and change their child. If a child has 3 accidents in a 30 day time period they will be asked to stay home from school for 1 week following the third accident to reinforce toilet training skills and insure future success.

## General Classroom Operations

### Things You Need to Know About First School Days

#### 1. Drop Off

- Pull up to the school entrance and wait in a single file car line.
- Stay in your car and wait for the assistant to come out and help your child out of the car. She will direct your child to join the teacher and other classmates where they are waiting.
- You will be required to initial the attendance form.
- When everyone is here, the children will line up and go to the classroom.
- Please put your carpool sign in the window when coming and going from school.
- Be on time for both arrival and dismissal.
- Be at school no more than 5 minutes before school is to begin. You know your child best. If he or she has a difficult time waiting for things to begin, keep your arrival time close to the time of the beginning of school.
- If your child has had difficulty separating from you, try to be the first one in line for pick up. They need the reassurance that you will be there waiting for them at the end of school.
- The first few days there can be tears. This is one of the biggest steps for many preschoolers separating from their Mom. Try to be positive about the school situation both in what you say and in your body language.
- Your child may cry as we take them from the car, but please let us bring them inside the school and into the classroom. Usually the tears stop once inside of the building and when they are thinking about something else.
- If this is your situation, we ask that you pull into the parking lot. Give us a little time. We will come out or call you and let you know how they are doing. We will not let them cry continuously. Usually we can settle them down and get them interested in an activity in the classroom.
- Please do not bring your child into the building as it usually makes the situation more difficult. This is also not fair to the child that has come in independently and wonders why their mom is not there also.
- We need to set the rules from the beginning that this is the way we go to school. They need to get into that routine.
- Please be positive about school and let them know you will be back to pick them up at the end of school. Try not to let your children know you are the least bit apprehensive about the whole experience. They easily pick up on this and it only makes it hard on the child.
- If you arrive late, please ring the doorbell, knock, or call the office, if necessary. A staff member will open it for you as quickly as possible. You will still need to initial the attendance sheet.

#### 2. Pick Up

- Please be ready to show driver's license.
- Please line up at the school entrance and remain in your car.
- At dismissal, children will be brought out one at a time when your car is in front of the doors. We will not buckle your child in. You will need to pull forward along the driveway towards the playground parking lot and do that for your child. This helps to keep the line moving. Please do not block the school entrance.

Pick up and drop off is not the appropriate time to ask questions or discuss your child's progress. Please call the office or write a note if you need to discuss anything.

- **Please be on time for picking up.** There is a late fee charged starting ten minutes after your class ends.
- We will not put your child into a different car other than yours without a written note from you. Please include the name of the person to pick up, the color and make of the car and relationship to the child if appropriate. When this occurs, please give them the carpool sign if possible.
- Please do not come more than 5 min. before the scheduled end of your child's class.
- We have found that if you arrive too early for pick up (more than 5 min.) our lines get mixed up. **If you are more than five min. ahead of time, pull into the parking lot into a parking spot and wait until the earlier class is dismissed.**
- Please put your child's car sign in the front windshield of your car so the car line moves efficiently.

#### 3. Book Bags

Each child will receive a book bag with his/her name on it the first day of school. Please use this for carrying things to and from school. Our goal is to provide opportunities for the children to be successful and feel good about doing things themselves. We have found they can be successful at opening these particular bags and putting things in them. Feel free to decorate these bags anyway you wish - just don't cover up their names.

## IMPORTANT - PLEASE KEEP FOR REFERENCE THROUGHOUT THE YEAR

### 4. Emergency Cards

These will be given out during the first days of school. Please fill these out and send them back in the school bag the next day that your child attends school. We keep these on file in the office in case of an emergency. If we don't reach you, we will call your spouse, then the other names on the card. Please make sure that your child knows the other people on your emergency card and that you have contacted them before putting their names on the card.

### 5. Newsletters

You will receive a monthly calendar and quarterly newsletter during the last week of the preceding month. Calendars will come home in your child's book bag in September and emailed to you October through May. The current newsletter can also be found on our website. Permission slips for our field trips will be sent home in your child's book bag during the school year. Please post the calendar on your refrigerator so you can refer to it throughout the month. Please fill out the permission slips in a timely manner and send back in their book bags. They will be on a different colored paper.

### 6. Clothing

Please dress your children in comfortable clothes and shoes. If your child cannot snap, zip, or button, then please consider elastic waist bottoms so they can use the bathroom independently. Please keep in mind that we do paint, color, cut and use other materials on a regular basis that may damage your child's clothing. Also remember, we do have smooth floors, and we do use the playground, take walks, etc. so rubber sole shoes with a closed toe are recommended. Please label all clothing that may be removed during class (sweaters, jackets, hats, etc.) For our 3 and 4 year-old classes, the children must be potty trained to come to school.

**Children may not wear pull-ups to school.**

### 7. Sickness, Medications and Allergies

- Please call the school if your child is going to be absent so we do not wait for them to begin our day.
- Keep your child home when sick until fever free for 24 hours without Tylenol/Ibuprofen/fever reducing medication.
- We practice hand washing and covering our nose when we sneeze and mouth when we cough, but children are children.
- If your child has a food allergy or another allergy or condition that requires medication, please see the director. You will need to provide us with a medical release form that has to be filled out by the doctor and kept on file in the office along with the medication.
- In the case of food allergies, a list of safe food must be given to us. You will also need to meet with the teacher and assistant to go over these. It may be necessary for you to provide "safe snacks" for your child.
- Any medication related to a short-term illness or over the counter medication will not be administered by any staff member during the school day.

### 8. Custody Arrangements

We need to have a copy of any custody papers in the case of divorce or separation. They will be kept in your child's confidential file and only shared with your child's teachers. Please discuss any special concerns or custody issues that may affect your child with the Director.

### 9. School Forms

All forms given out after your child is registered for our school, should be returned by June 1st. You may mail them into school, 2022 Fallston Road, Fallston MD 21047. Please make sure they are at school before the first day of school.

**We must have the Health form and immunization form on file in order for your child to attend.**

### 10. Tuition Envelopes

An envelope with your child's name on it has a tuition card inside. The tuition card will be marked with all payments we have received thus far. Please check these against your records and see the office staff if there are any discrepancies. Tuition is due on the first of the month even if your child's class doesn't meet that day. After that, it is considered late and is subject to a late fee of \$15.00. Tuition should be sent to school in the tuition envelope with the tuition card in their school bag, dropped off to the office, or mailed in. The card and envelope will be returned to you after the payment has been recorded. Debit Card payment is available upon request.

## Three Year Old Class Themes

All about me – Name, age, family

Making new friends

School procedures, manners and jobs

Calendar- months and days of the week

Flag – Pledge of Allegiance

Counting – English and Spanish

Fall/Autumn – seasonal changes, leaves, squirrels, scarecrows, pumpkins, acorns

Farm - the barn, animals and their babies, what do farm animals give us

Halloween Fun – Dress up, Bats, Spiders, Jack-O-Lanterns, Halloween safety

Thanksgiving –Sharing, Pilgrims, Indians, The Mayflower, feast, cornucopia

Healthy Foods- Grocery store trip

Christmas – Jesus birthday, nativity, Santa, symbols, sounds, shapes and scents of Christmas, giving to others, cookie baking, Program for parents

Community Helpers - Career Bears, Firefighters/Fire Safety, Police, Doctors, and more.

Hibernation/pajama day

Winter – Snowmen, weather/temperature, Snow /ice, Mittens

Winter animals- Penguins, Owls, Polar bears

Left and right hands

Sign Language songs

Letter recognition – ABC book, putting letters together to make words

Name Recognition/writing by year end

Number recognition and counting 1-5, 1-10

Colors – color days throughout year

2 and 3 Step Patterning

Valentine’s Day –hearts and cupid

Healthy Heart and Exercise- field trip

Presidents’ Day- Washington and Lincoln

Shapes-circle, square, triangle, rectangle, diamond, oval

Counting to 5 and beyond, counting backwards from 5, adding and taking away

Opposites

Birds-Nests and eggs, Migration

Wind and kites

Growing plants from seeds, seed sequence

St. Patrick’s Day

Easter - Bunnies, eggs, rebirth, etc.

Father’s Nights

Bike safety – Pedal for a cause

Signs of Spring

Nursery Rhymes and Fairy Tales

Butterflies - metamorphosis

Frogs, toads, tadpoles, fish

“Mad” Science Fun

Mother’s Treat and program

Last Day Luau/summertime safety

My Address – summer practice

Home Projects-Career Bears, Christmas Tree

Performances-Christmas and Mother’s Day

Each month we work on recognition skills in relation to the various themes (of colors, numbers, names, shapes, letters, vocabulary) as well as learn and practice: counting, simple poems and songs and literature. The children are given opportunities to explore and develop their large motor skills, their fine motor skills, their cognitive skills and their social skills.



## Four Year Old Class Themes and Related Subjects

All about school (rules, routines, room layout)

All about me (the preschooler)

All about my family

How to be a friend

Woodland Animals (prepare for wild animal presentation)

Season: Fall

Holiday: Halloween

Pumpkins/Jack O'Lanterns

Apples (prepare for Orchard trip)

Harvest

Father's Night

Native Americans (prepare for Native American presentation)

Pilgrims

Pow Wow

Holiday: Thanksgiving

Winter Holidays around the world

Season: Winter

Snow

Temperature (cold vs. hot)

Healthy bodies (prepare for Wellness clinic)

Caring for wildlife in winter

Holiday: Groundhog Day

Holiday: Valentine's Day

All about feelings

Our five senses

Holiday: St. Patrick's Day

Season: Spring

Holiday: Easter

Healthy Eating and exercise (prepare for Harford Gymnastics trip)

Earth Day

Mother's Day celebrations

What is Kindergarten? (Prepare for Kindergarten trip)

Graduation

In addition to these theme and related subjects, age appropriate skills are introduced and reinforced such as letter and sound identification and number recognition.

\*Not all themes are covered by all classes due to time constraints.

## **Fallston Country PreK**

### **Complaint Resolution Policy and Grievance Procedures Policy**

Fallston Country PreK strives to ensure that all employees, students, and families are treated fairly. Differences of opinion and potential conflicts are inevitable. The purpose of this procedure is to attempt to achieve equitable solutions to the problems that may arise from time to time affecting employees or the people served.

It is expected that staff members and families be informed about policies and procedures affecting them. Likewise, parties should have opportunities to discuss complaints, and seek information on matters affecting their jobs or services provided. No staff member, student, or family member shall be subjected to adverse treatment for participating in any part of this problem resolution process.

### **Complaint Resolution**

A grievance may be a complaint or dispute regarding any situation. In most cases the problem can, and should be, resolved at the lowest level. However if a matter is deemed important, the following steps may be taken.

Before initiating a grievance process, aggrieved parties are strongly encouraged to seek resolution of disputes through direct communication with the individual(s) involved or with the immediate supervisor in an attempt to resolve the matter informally at that level.

- **Step One:** To encourage informal resolution, within one week after the occurrence of the event, the aggrieved party shall orally discuss the dispute with the individual(s) involved or with the immediate supervisor. If the issue involves the immediate supervisor, the aggrieved party should first discuss the issue directly with the immediate supervisor. They will discuss it and agree upon a plan to resolve it.
- **Step Two:** If discussion with the individual(s) directly involved and/or the immediate supervisor fails to resolve the matter, or if the aggrieved party is not comfortable addressing the issue with the immediate supervisor, the aggrieved party may seek the assistance of the Director or other current director on the board, who may act as a mediator. He/she will meet with the aggrieved party involved in the dispute and they will agree upon a plan to resolve it. This is intended to provide the employee, student, or family member with the opportunity to consider the advice and information gathered, and determine whether or not to continue. This step should be initiated no more than two weeks after the occurrence of the event.
- **Step Three:** If the aggrieved party is still not satisfied or if the supervisor is the director, the aggrieved party may appeal the decision in writing to the PreK Board for consideration at their next regularly scheduled meeting. The written request must be submitted through the director or to an acting board member and must be received at least one week prior to the meeting. A hearing before the board may be granted. Within two weeks of the meeting, the PreK Board shall communicate its decision in writing to the aggrieved parties involved, including the director.

### **Written Grievance**

All aggrieved parties may communicate a grievance to the Board at any time in written form. Such letters must be signed and must include:

- Any written communication between the parties involved.
- Any written communication with the Director giving notice of the concern.
- Dates of occurrence(s)
- The Director's written response to the concern.

Grievance letters will be addressed to the PreK Board and may be given to any current board member.. A copy of any letter of grievance must be sent to the Director. The Board will reply within thirty days.

## Grievance hearings

If the written response is not acceptable to the aggrieved party, he/she may submit a written grievance appeal to the PreK Board. A meeting shall be held with the PreK Board within 30 workdays following receipt of the appeal. The aggrieved party shall have the right to present his/her arguments in order to support the grievance. All meetings held under this procedure will be conducted privately and will include only such parties directly involved or those with a legitimate need to know.

Before a grievance hearing will be granted by the Board, the aggrieved party must produce evidence that the he/she has attempted to resolve the matter within the School's established organizational structure. All such attempts will be documented in writing and will include:

- Any written communication between the aggrieved party and his/her supervisor concerning the matter.
- The aggrieved party's written communication with the Director giving notice of the concern.
- The Director's written response to the concern.
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The aggrieved party's written request for a hearing before the Board must:

- Clearly state the issue that will be discussed with the Board.
- Establish that no reasonable and satisfactory solution has been reached.
- Suggest a reasonable solution for the Board to consider.

If a grievance hearing is granted, the employee will appear before the Board at the next regularly scheduled meeting. If the aggrieved party intends to provide witnesses, the names of such witnesses will be communicated to the president no later than three calendar days prior the meeting.

All meetings will be focused on factual information. Every attempt will be made to conclude the meetings as expeditiously as possible, with the PreK Board issuing a majority-ruled decision including appropriate recommendations. Only current directors may vote on the decision. If the grievance involves a current director, the director may not vote on the decision. Additionally, the board of directors may prohibit involved directors from voting if the grievance directly involves said directors.

Grievance hearings will be limited to a maximum of thirty minutes unless further allowance of time is requested in writing three calendar days prior to the meeting. The president may curtail the hearing at any time.

After the hearing, the president of the Board or other current board member will provide a written response to the aggrieved party within thirty days. Any decision or response by the Board is final.

### Time Limits

Failure by the administration at any step of this procedure to communicate the decision on a grievance within the specified time limits shall permit the aggrieved to proceed to the next step. Failure by the aggrieved at any step of the procedure to appeal a grievance to the next step within the specified time limits shall be considered as acceptance of the decision rendered at that step without the right to appeal.

Workdays exclude Saturdays, Sundays, holidays, sick leave and scheduled vacation. Only mutual agreement between the aggrieved and the Pre K Board may extend the time limits specified.

### Confidentiality

All parties are bound by confidentiality and will not share information about grievances except with those persons who in the discretion of the Director or PreK Board have a legitimate need to know. All documents, communications, and records dealing with the processing of a grievance shall be filed in a separate grievance file and shall not be kept in personnel or student files of any of the participants.

## Discipline Policy

Good discipline is one of the keys to effective instruction. Classroom teachers take responsibility for discipline and management within the classroom setting. Our goal for all students is that they conduct themselves as responsible and respectful individuals at all times. Teachers clearly set and discuss classroom rules and expectations with their students and parents at the beginning of each year. Generally speaking, teachers and others in authority assist students who do not meet their responsibilities. Occasionally, students may need to be corrected and teachers may provide choices, use redirection, reflection, and problem solving, use warnings, time outs, and parent contact to help encourage positive behavior. In the case of frequent misbehaviors, parents will be contacted by the Director to discuss a plan of action that insures a positive environment for all students.

## Parent/Teacher Conferences for Student Progress

In October or November, the four year-old parents are given the opportunity to meet with the teacher and discuss how their child is adjusting to school. No formal written evaluation is given at this time.

An informal brief evaluation of social adjustment is sent home to the three year-old parents in October or November. Personal conferences are held at the parent's request.

A student's progress and written performance evaluations are discussed again with the parents of each student during the month of February or March. Following the evaluation, a copy of the performance sheet is given to the parent for review and returned to the school. The teacher keeps a copy for the school. A second evaluation of the child is recorded on the same performance sheet and is sent home in May of the school year. The second evaluation is recorded on the teacher's original performance sheet and this remains in the school folder of the child.

If a concern develops with a pupil that the parent should be aware of, the teacher does not wait until this first or second evaluation is due, but rather contacts the parent immediately.

## In School Screening

Once a year, children in the 4's are given a vision-screening test. This prescreening is conducted by the Jarrettsville Lions Club. Rescreening is performed on students who do not pass the first test by Maryland Society of Sight. Following the final screening, parents are contacted with results of the screenings. Your child must return a signed permission slip to school, which is sent out with the monthly calendar.

The Harford County Health Department no longer offers in school screening for hearing; typically, the Health Department will offer free screenings at one of their locations. If so, we will inform parents of the details.

## Child Find Information

"Child Find" is the name given to the Harford County Public Schools campaign to locate children who are in need of a special program. This special project is designed to identify all children up to the age of twenty who have special needs and provide them with education and related services. Children's limitations are discovered through a variety of screening programs operated by public and private schools and agencies. However, some children and youth with limitations are not identified and therefore are not receiving the services they need.

These educational disabilities include: autism, deafness, developmental delay, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment.

What is the child find process?

- Referral form is sent to parent/guardian after parent/guardian has called Child Find
- Referral form, summarizing child's history is completed by parent/guardian.
- Prescreening meeting with child and parent/guardian is arranged to determine the need for testing.
- If needed, testing is completed.
- IEP Meeting is convened to determine the child's eligibility
- If a child is eligible, an IEP ("Individualized Education program") will be developed identifying goals and services to be provided.

Children between the ages of three and five years, who are not enrolled in a Harford County Public School kindergarten, may be referred directly by the parent/guardian to the Office of Child Find by calling 410-638-4386/87. Children enrolled in private kindergarten and/or private school may be referred for screening by home school teams or the parent/guardian by calling the Office of Child Find at 410-638-4386/87 for further information. What if my child is under the age of three? A parent or guardian may call Harford County Infants and Toddlers Program at 410-638-3823 to inquire about services for children under the age of three who may be eligible for early intervention services.

## Fallston Country Pre-K Snow Policy

The Pre-School Snow Policy is as follows. A certain number of days are built into the calendar for 2016-2017 for each class.

Generally, when the **Harford County School system is closed** for the day due to bad weather, the **Preschool will also be closed**. Every effort will be made to schedule make up for any additional missed days that are not originally built in.

If the Harford County School system has a **delayed opening** -

**TWO HOURS LATE**, we will follow this schedule in order for **ALL** classes to meet:

5 Day am meets 11:00 – 1:00 M/T am meets at 11:00 – 12:30

4 Day pm meets 1:30 – 3:00 Th/F meets at 11:00 – 12:30

3 Day am meets 10:45 – 12:15 W/Th/F meets 1:15– 2:45

3 Day pm meets 1:00 – 3:00 M/T pm meets at 1:15 – 2:45

\* In the case where the Governor of Maryland declares a State of Emergency, the days missed will not be counted in the snow days.

Snow make up days will be in April and May.

Please listen to the radio for early schools closing when the weather looks threatening. We will also close early, and you will need to come to school to pick up your child.

Harford County will now be announcing closings with a Code for Harford County Employees. The codes do not apply to students or our school.

### TENTATIVE CALENDAR FOR 2017 - 2018

#### CLOSINGS

#### SCHOOL WILL BE CLOSED ON THE FOLLOWING DAYS:

Mon. Nov. 20 through Fri. Nov. 24

Thurs. Dec. 21 through Mon. Jan. 1

Mon. Jan. 15

Mon. Feb. 19

Mon. March 26 through Mon. April 2

We may have 1 or 2 other closures for In-service Training, dates to be determined.

Tentative last regular school day –

Thurs. May 17 3 day am, pm

Fri. May 18 5 day am, 4 day pm, Th/F, and W/Th/F

Tues. May 22 M/T am and pm

Week of May 21 will be our Graduations for our 4 year old classes

## Birthday Parties and Special Days

3 Year-old program - Each child is designated a day during the school year which is titled their "special day". It is not a birthday celebration, so therefore it may or may not be around the child's actual birthday. On your child's special day, a parent is invited to spend the school day with their child. They are asked to bring a simple snack, drink, and napkins. Cups will be provided. The child may bring one item in that day to share for Show & Tell. Please note that each teacher may have different requirements for these special days.

4 year-old program - Each child is designated a day during the school year to celebrate their birthday. Every effort is made to celebrate their birthday as close to their actual birthday as possible. Birthdays are scheduled around field trips, holiday celebrations and other school activities. Summer birthdays are usually planned towards the end of the school year. A parent is invited to spend the school day with their child. They are asked to bring a simple snack and drink and a special napkin for the snack. Cups will be provided. Please note that each teacher may have different requirements for these special days.

We ask that parents in **all classes**, please refrain from bringing in party supplies (hats, blowers, goody bags, etc.) for the school party. The celebration is intended to be a small part of the school day.

## Classroom Specials

Fallston Country Pre-K is very fortunate to employ and enlist qualified individuals in our community to develop our students' awareness and abilities in the areas of Library, Music and Physical Education.

Library – Mrs. Bonnie Cook visits the 3's and 4's classes approximately once a month to read quality, age appropriate literature. Through finger plays and interactive activities, she teaches the children about the changing seasons, the holidays, and other interesting topics.

Music – Mrs. Patti Griffin visits the 3's and 4's classes approximately once a month. She engages the children in singing familiar songs and introducing them to music terms through puppets, song, and hands on activities.

Gym – Mrs. Lisa Sullivan visits the 3's and 4's classes approximately once a month. She motivates the children to exercise using their large and small muscles. The children enjoy obstacle courses and games that encourage them to jump, roll, climb, balance, and skip/gallop. They also learn the importance of warming up prior to exercise and cooling down afterwards.

## Field Trips for All Classes

During the school year, each class takes several field trips. The number of trips and the types of trips offered depend on the age group and curriculum as we plan trips to relate to themes being taught at that time. All student costs for field trips are included in tuition. Students must return a permission slip in order to attend the field trips. If a permission slip is not returned, the child will stay in the school office, and the parents will be contacted. The school evaluates the curriculum and field trip experiences yearly to determine appropriateness.

3 year-old field trips: 3 year-old field trips require a parent to drive to and sometimes attend the trip with their child or a parent to transport the child to the site of the trip and several parents stay for the trip. In the past, the 3 year-old classes have visited a farm, a grocery store and a Gymnastics Center.

4 year-old field trips: Some 4 year-old field trips are taken by bus; leaving from the school parking lot. Some, but not all, trips require a parent to ride on the bus and attend the trip with their child. **Due to scheduling conflicts, not all trips can be scheduled on your normal class day and or class time.** In the past, 4 year-old classes visited a Gymnastics center, an Apple Orchard, Eden Mill, and the BSO. They also visited a Kindergarten class at YBES at the end of the school year.

*Permission slips are sent home in the students school bags. They are on colored paper with a return date.*

Field Trip Helpers – There are some field trips that only require a few parents to serve as chaperones. If you are a field trip helper, you need to be on time and prepared to monitor a group of children. This supervision requires you to keep your group of children together, make sure they are safe and following directions and acting appropriately. Chaperones need to be with their group of children at all times, not with other field trip helpers.

## **Guidelines for Volunteering In the Classroom**

At the September parent meetings, parents are given the opportunity to sign up as a classroom helper. While helping in the class, please use the following guidelines;

If you cannot attend the day you have signed up for due to sickness or emergency, please call a replacement and let the office know what you have done so the teachers can be notified.

Arrive on time on the assigned day because the teacher has planned activities based on your presence in the classroom.

According to Maryland State regulations, other children, including infants are to be left at home.

During center-time, take part in activities (e.g., Blocks, dress-up, kitchen, help with crafts, read stories to the children on the rug, or work one-on-one with the children in center learning activities).

Participate in group time – sit on the rug with the group, sing and participate in action games.

Encourage the children to do things for themselves so that the children can learn problem solving and self-direction. Do not do everything for them.

Talk with the children and listen to them as they express themselves.

Try to put experiences and language on their level. Use proper English while with the children.

Join the group during circle time and befriend a child who might be disrupting the group.

Help prepare snack and perhaps tidy up following snack time.

Review any health and safety procedures with teacher. Use common sense.

To promote consistency, the discipline of the group is the responsibility of the teacher.

Maintain confidentiality about what goes on in the classroom.

Be prepared and not surprised at the behavior of your child when you volunteer in the classroom. On many occasions it is not what you had hoped for or expected. Do not be overly upset by your child's reaction.

Please do not attempt to have a "conference" about your child's progress while in as a helper. The attention should be on the children and their needs in the classroom.

## **Late Pick-Up Charge**

We expect your child to be picked up on time each day they attend regardless of weather. Regular dismissal times are as follows:

- 12:00** p.m. for the 5-day am 4 year old class
- 11:30** a.m. for the M/T a.m. and Th/F a.m. classes
- 11:15** a.m. for the 3 day 4 year old class
- 2:45** p.m. for M/T p.m. class and Wed. Thurs. Fri. p.m.
- 3:00** p.m. for 3-day pm 4 year old class, 4 day pm 4 year old class

If you are not at school 10 minutes after these regular dismissal times, a fine of \$1.00 per minute per child will be charged for every minute after that time. The classroom clock will determine this time. In order for your child to return to school the next scheduled session, the amount due must be paid immediately to the staff person who stayed with your child. In the event of an emergency, a nominal fine may be charged at the discretion of the Director. Habitual lateness will lead to increasing fines or possible dismissal from school. All children have the right to be picked up on time. They become worried and scared if there is no one there to pick him or her up at the close of school.

## **Fundraisers**

Fallston Country Pre-K depends on several fundraisers each year to supplement tuition and provide extra or special supplies, equipment, and teaching materials to benefit our students. Participation is strictly **voluntary** but always appreciated. Fundraisers in the past have included Coupon Books, Restaurant nights, Breakfast with Santa, Individual picture purchases, and Plants/Flowers sale.

## **Mission Projects**

As a part of the program, we encourage sharing what we have with others less fortunate than ourselves. We invite our school community to join us as we collect food, books, school supplies and other items for those in need.

## **Water Testing**

The water system in Grandview Christian Church is tested for bacteria and nitrates. It is our school policy to use bottled water located in two locations in the hallway for drinking and in food preparation.

## **Documents**

The following are available in the office upon request: Articles of Incorporation, By-Laws, Conflict of Interest Policy, Form 1023, and Form 990.

Further, a copy of the "Parents' Guide to Regulated Child Care" is located on the parent board.

## **Non-Discrimination Policy**

"The Fallston Country Pre-K does not discriminate on the basis of race, color, national origin ancestry, and ethnic background in admission to and participation in education program and activities, or employments practices." Approved 15 February 2013



## **INCLUSION POLICY**

Fallston Country PreK has a specific action plan for students with special needs, specific modifications, behavioral modifications, or may have a necessity for individual instructional assistance. If a child has specific instructional or behavioral needs, Fallston Country PreK will do its best to make accommodations for that student or investigate other options in order to try to provide an appropriate educational environment.

### **ACTION PLAN**

Our action plan for students with an existing IEP and those not yet identified who plan to or are attending Fallston Country PreK will be determined on a case by case basis. If parties determine that an action plan is necessary, one will be created and include any or all of the following components based on appropriately meeting the needs of the child. Any action plan implemented will be confidential, documented and approved by staff and parents.

### **ACTION PLAN COMPONENTS**

- Parent is contacted with concern
- School may make modifications in the classroom and any/all modifications would be documented.
- Discussion and/or conference with all parties involved (parents, preschool staff, and may include special educators, case workers, future preschool teacher) to determine possible solutions with an appropriate timeline. Suggestions may include:
  - Additional modifications and/or plan of action
  - Referral for evaluation
  - A time sensitive evaluation to determine success of implemented modifications
- Conference to discuss progress with the possibility of recommendations for additional options which may include
  - Working with county organizations
  - Working with private organizations
  - Modified school day
  - Enlisting a one-on-one assistant for the child
  - Other school determined appropriate options

**Fallston Country Prek will not exclude any child unless their presence would pose a direct threat to the health and safety of others OR requires a fundamental alteration of our program.**

I acknowledge that I have read the Inclusion Policy.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# Fallston Country PreK Progress Report /Skill Checklist 3's

**Name:**

**Teacher:**

**Date:**

**C-Consistently Evident / D-Developing / N-Not yet evident / X-Not yet Taught**

	Mid-year	Year End	Comments
<b>Social and Emotional Skills</b>			
I can separate from my parents easily			
I use manners and greetings spontaneously			
I respect and show concern for people and things			
I play, share and take turns with my peers.			
I accept & respond respectfully to teacher's authority			
I have control over my feelings.			
I feel comfortable at school			
I engage in pretend play regularly			
<b>Work Habits</b>			
I follow routines with minimal support			
I can choose an activity and attend for 5 minutes			
I respond well to my teacher's suggestions			
I make appropriate choices during free time			
I can play with peers without conflict			
I seek only my share of the teacher's time.			
I take care of and clean up my work/play materials.			
I use materials properly (glue sticks, markers, etc.)			
I can work and play independently			
I finish the activities I start			
I follow directions			
<b>Fine Motor Skills</b>			
I use a 3 finger grasp with crayons and markers			
I hold scissors properly & cut a straight line w/o help			
I can paint at the easel			
I can put a 6 piece puzzle together.			
I can stack blocks appropriately (8-9 blocks)			
I attempt to manipulate a zipper			
I can trace/write my first name			
I can draw a circle			
I can copy an "X"			
<b>Gross Motor Skills</b>			
I alternate feet when walking up & down steps			
Catch a large ball.			
Throw a ball with some direction.			
I can balance on one foot for several seconds (r/l)			
Hop on one foot for 5 feet			
I can kick a ball			
Use climbing equipment properly and safely			
I can jump in place			
<b>Practical Skills</b>			
I use the bathroom independently			
I wash and dry my hands independently.			
I help clean up when asked			
I can put on my coat and zipper independently			

	Mid-year	Year End	Comments
I can follow a leader when walking in line			
I follow rules without being reminded			
I ask for help when needed			
I transition easily from one activity to another			
<b><u>Listening Skills</u></b>			
I listen while others are talking.			
I listen quietly to stories.			
I can answer questions about stories I hear.			
I pay attention (eyes focused on visuals)to lessons			
Follow 2-3 step unrelated directions			
I sit still during circle time			
My attention span in lengthening			
<b><u>Math Readiness Skills</u></b>			
I can count to 5/10			
I can recognize number symbols 0-5.			
I can name colors			
I can point and count to 5 or more objects			
I can name basic shapes			
<b><u>Reading Readiness Skills</u></b>			
I can recognize my name			
I can identify the letters in my name			
I can produce some letter sounds			
I can produce a 2 step pattern with support			
Identify opposites.			
Identify some letters of the alphabet.			
<b><u>Speaking Skills</u></b>			
My speech is clear, understandable and loud enough			
I communicate in 3-5 word sentences.			
I am expanding my vocabulary.			
I wait my turn when speaking in a group.			
I use words to communicate my needs and wants			
I can repeat a simple poem or song.			
I can say my first and last name			
I can say my age			
I contribute effectively to discussions			
I participate in group singing and fingerplays			
I can name sibling/friend's names			
I ask questions			
Comfortable standing and speaking in front of class			

Teacher Signature: \_\_\_\_\_

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

Parent Signature: \_\_\_\_\_

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

Mid-Year

End of Year

Mid-Year

End of Year

Days Absent

Days Present

# Progress Report 4's

Name:

Days Present -

Teacher:

Days Absent -

**C-Consistently Evident / D-Developing / N-Not yet evident / X-Not yet Taught**

<b>Social and Emotional Skills</b>	<b>mid year</b>	<b>end of year</b>	<b>Comments</b>
I accept and respond to teacher authority			
I respect and show concern for people.			
I respect and show concern for things.			
I play and share with my peers.			
I have a good self-image.			
I have proper control over my feelings.			
I am able to separate from my parents.			

## **Work Habits**

I follow routines independently			
I follow directions independently.			
My attention span is lengthening.			
I work well in small groups.			
I'm learning not to disturb working classmates.			
I make good use of free time.			
I seek only my share of the teacher's time.			
I take care of and clean up my work materials.			
I complete my work in a timely manner			
I take pride in my work.			

## **Listening Skills**

I listen attentively while others are talking.			
I listen quietly to stories.			
I can answer questions about stories I hear.			
I can follow a sequence of 3 simple directions independently.			

## **Fine Motor Skills**

Holding and using writing tools.			
Writing my first name independently			
Starting to use left to right progression			
Holding and using scissors properly and appropriately.			
I can cut on a straight line			
I can cut on a curved line			
I use art materials properly.			

## **Gross Motor Skills**

Catch a large ball.			
Throw a ball with some direction.			
Walk on a rope or balance beam.			

Hop on one foot.			
Skip.			
Gallop			
Use climbing equipment properly.			
Take part in games.			

<b>Practical Skills</b>	mid year	end of year	Comments
I can say my first and last name.			
I use the bathroom independently.			
I wash and dry my hands independently.			
I use good manners.			
I can say the "Pledge of Allegiance".			
I enjoy musical activities.			
I participate in art activities.			

<b>Math Readiness Skills</b>			
I can count to 20.			
I can recognize number symbols 0-10.			
I can do one to one correspondence to 20.			
I can sort And classify objects.			
I can sequence different sizes.			
I can produce a 3 step pattern.			

<b>Reading Readiness Skills</b>			
Identify letters of the alphabet			
Identify letter sounds.			
Begin associating beginning sounds of words and objects.			
Identify and produce rhyming words.			

<b>Speaking Skills</b>			
I speak loud and clear to be understood.			
I communicate in complete sentences.			
I am expanding my vocabulary.			
I contribute effectively to group discussions.			
I wait my turn when speaking in a group.			
I can repeat a simple poem or song.			

Teacher Signature: _____ Date: _____	Teacher Signature: _____ Date: _____
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**Vaccine Requirements For Children**

Enrolled in Preschool Programs and in Schools — Per DHMH COMAR 10.06.04.03  
Maryland School Year 2017 - 2018 (Valid 9/1/17 - 8/31/18)

Required cumulative number of doses for each vaccine for PRESCHOOL aged children enrolled in educational programs									
Vaccine	DTaP/DTp/DT <sup>1</sup>	Polio <sup>2</sup>	Hib <sup>3</sup>	Measles, <sup>2,4</sup> Mumps, Rubella	Varicella <sup>2,4,5</sup> (Chickenpox)	Hepatitis B	PCV <sup>3</sup> (Prevnar <sup>TM</sup> )		
Current Age of Child									
Less than 2 months	0	0	0	0	0	1	0		
2 - 3 months	1	1	1	0	0	1	1		
4 - 5 months	2	2	2	0	0	2	2		
6 - 11 months	3	3	2	0	0	3	2		
12 - 14 months	3	3	At least 1 dose given after 12 months of age	1	1	3	2		
15 - 23 months	4	3	At least 1 dose given after 12 months of age	1	1	3	2		
24—59 months	4	3	At least 1 dose given after 12 months of age	1	1	3	1		
60 - 71 months	4	3	0	2	1	3	0		
Required cumulative number of doses for each vaccine for children enrolled in KINDERGARTEN - 12 <sup>th</sup> grade									
Grade Level (Ungraded)	DTaP/DTp/Tdap/DT/Td <sup>1,6</sup>	Polio <sup>2</sup>	Tdap <sup>6</sup>	Measles, <sup>2,4</sup> Mumps, Rubella	Varicella <sup>2,4,5</sup> (Chickenpox)	Hepatitis B	Meningococcal		
Kindergarten, Grade 1, 2 & 3 (5-7 yrs)	4 or 3	3	0	2	2	3	0		
Grades 4 - 6 (8- 11 yrs)	3	3	0	2	1 or 2	3	0		
Grade 7, 8, 9 & 10 (12-14 yrs)	3	3	1	2	1 or 2	3	1		
Grades 11-12 (15-18+ yrs)	3	3	0	2	1 or 2	3	0		

<sup>1</sup> See footnotes on back for 2017-18 school immunization requirements.