



Mallett Pre-K Parent Handbook

Mrs. Casavant & Miss Gallant
Miss Goodenow & Mrs. Bailey

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Teacher Bios:



Angie Casavant earned her Bachelor's degree in Recreation from University of Maine at Presque Isle and also received her certification in Early Childhood Education from the State of Maine. She has worked in education for many years and has been at the Mallett Pre-K since the fall of 2014.



Hannah Goodenow earned her Bachelor's degree in Early Childhood Education and Early Childhood Special Education from University of Farmington and lives in Temple, as well as The Forks. She has been at Mallett since 2015. Miss Goodenow has two young children and loves to be outdoors.



Jubilee Bailey earned her Bachelor's degree from the University of Maine at Farmington where she majored in Early Childhood Education and minored in Psychology. She has worked in preschool settings as a teacher and home visitor for twenty years. She has been with the Mallett Pre-K since 2014. Jubilee lives with her husband and daughter in Jay.



Lacey Gallant earned her Bachelor's degree in Early Childhood Education at the University of Maine at Farmington. She is a former preschool teacher from Inch by Inch Preschool where she gained knowledge and experience in a nature-based setting. Lacey has been at Mallett since 2024. Lacey has a young child named Miller.



Program Overview

The Mallett Pre-K program was developed in 2009 and was originally housed in a building on the University of Maine at Farmington campus. The program moved into the new W.G. Mallett School in the fall of 2011. The program has expanded and now has the capacity to serve 64 children throughout four sessions. The maximum group size is 16 children with two teaching staff. There are two Pre-K classrooms in the school and the sessions for the 2023-2024 school year are Monday/Tuesday and Thursday/Friday.

This is a unique program offering children the opportunity to learn in a classroom alongside Early Childhood Education and Early Childhood Special Education students from UMF. These students are enrolled in either their practicum or internship and their participation in the Pre-K classrooms is part of their coursework toward their degree. This partnership provides the children with many opportunities for increased attention and support as there are more adults in the classroom however, the amount of practicum students in the classroom is limited.

The program also includes a partnership with Child Development Services (CDS). CDS is the agency that provides special education for children who qualify for these services. The inclusion of children with special needs is integral to the fabric of the Pre-K program. We believe that all children should have the opportunity to learn alongside their peers and it is the role of the family and educators to ensure the needs of all children are being addressed. Some children enrolled in Pre-K will be receiving special education services that will be delivered in the classroom and therapists will spend time in the classroom to support the child's acquisition of skills in this setting.

Assessment and Curriculum Planning

In order to provide the highest quality of care and education to children, the Mallett Pre-K program has designed the following assessment plan which is done collaboratively with families. At the initial parent/teacher conference, families are given information regarding the assessment plan and timeline. The variety of assessment methods are sensitive to family culture, experiences, children's abilities and disabilities and home language, a translator will be provided as needed.

Why do we do assessment?

Assessment is done in order to see where a child is developmentally and to determine their interests, strengths and needs. Assessment helps to identify when children may need more work in a particular area of development. Additionally, assessment ensures that the needs of children who are progressing to higher stages of development are being met.

Assessment is also a tool that teachers utilize to communicate children's developmental progress with families. Families are part of the assessment process in that they offer information on children's interests and needs as well as their progress and accomplishments that have been observed at home.

Assessing children's progress also ensures that the program is meeting the needs of all the children in the group and reflects the overall effectiveness of teaching practices, strategies and the environmental design. The staff use the assessment process to evaluate their performance and to plan for program improvement.

What do we assess and what instruments are used?

The Brigance Preschool Screen II is used as the initial screen/assessment. It assesses: Personal Data Response, Color Recognition, Picture Vocabulary, Visual Discrimination, Visual Motor Skills, Gross Motor Skills, Rote Counting, Identifies Body Parts, Follows Verbal Directions, Number Concepts, and Syntax and Fluency for the 4 year old child . This screening is done within 45 days of entry into the program.

Our Curriculum is designed to follow

The Maine Early Learning and Development Standards. These are the state learning standards for children in Preschool programs in the state of Maine. As the teaching staff designs curriculum, based on children's interests and assessment data, they align each activity to these learning standards to ensure that the curriculum is addressing the learning needs of individual children enrolled in Pre-K.



What do we do with the results of assessment?

The results of the assessment process may be utilized to seek outside additional services such as developmental screenings and diagnostic assessment for children with developmental delays or other potential issues. Additionally, teachers and families utilize it to create and adjust the curriculum to improve programming and plan for further scaffolding of children's learning. Finally the results will be evaluated continually to assess the effectiveness of teaching techniques and strategies as well as the assessment process.

Under what conditions are children assessed?

Assessments are done in the least restrictive, familiar and natural environment for the child with a familiar adult. The teaching team (including UMF Practicum Students and Interns) will conduct observations while the child is engaged in free play (free choice), small or large group activities to include meals and napping routines and transitions. Parents also contribute information which is utilized in the assessment process.

How are families involved ?

Family conferences occur 1-3 times per year. At these conferences families, staff, and relevant specialists communicate with each other regarding the child's progress, strengths and areas of concern. Families share their wishes on their child's individualized curriculum opportunities. Teachers then utilize this information in further planning for the child.

Conferences and information can be conducted in the home language if the parent requests the assistance of a translator.

How is confidentiality maintained?

All records are confidential. They are kept in a locked file, and are accessible only to staff members. Staff members and others who are authorized by written permission from the parent/guardian have access to these records in order to continue to provide ongoing services to children.

Sample Daily Schedule

(subject to change throughout the year)

9:00-9:25 Arrival Outside

9:25-9:45 Handwashing, sign in, breakfast/snack

9:45-10:00 Morning Meeting

10:00- 11:15 Choice

11:15-12:00 Outside

12:00-12:15 Circle

12:15-1:00 Lunch/ Bathroom/ Independent “reading” book time on mats

1:00- 2:20 Rest

2:20-2:30 Quiet choice time (Individual options from rest basket)

2:30-3:00-Afternoon choice time/ snack / outside

3:00- Prepare for dismissal/ outside

3:12- Dismissal

**All times are subject to change*



Guidance/Discipline

Our goal is for children to be independent and able to access self-disciplinary skills as they interact with their peers. In order to achieve this goal, we use the following guidance techniques to foster children's growth in this area:

- o Redirection.
- o Offering children appropriate words to use in social situations.
- o Modeling of language skills to be used in social situations.
- o Assisting children in approaching other children with conflict resolution strategies.
- o Modeling appropriate conflict resolution strategies. This will include validating feelings of all children involved in the conflict; find out from all parties what the problem is; all parties will be part of coming up with a solution (teachers will model if necessary); children will implement solution, check in with children to see how it worked.
- o Positive reinforcement. (high fives, verbal praise, etc)
- o Ignore negative behaviors if no harm is being done to people or materials.
- o Removal from current area of play may be necessary if the child is not able to compose him or herself, is using profanity or is otherwise out of control, until the child can conduct him/herself appropriately. The teacher will guide the child to another area or stay with the child until they are settled and able to resume play.
- o Adults will foster conversations between the child and his/her peers as to what are appropriate behaviors.
- o Adults will give children who need extra assistance specific criteria for being able to play in a particular area.
- o Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion.
- o Teaching staff never use threats or derogatory remarks and do not withhold nor threaten to withhold food as a form of discipline.

Inclusion

The concept of inclusion is to provide all children and their families—regardless of race, religion, gender, preferred language, abilities, cultures, ethnicities, socioeconomic and educational backgrounds, family structures and other personal choices and experiences—with opportunities to actively participate in all aspects of the program. This institution is an equal opportunity provider and employer. Ultimately, the implementation of inclusive practices must lead to equal developmental benefit for each individual child and family. All opportunities for inclusion will consider each family’s interests and skills and needs of the program staff.

In the name of inclusion, Mallett Pre-K...

- Supports the continued development, implementation, evaluation, and dissemination of high-quality, full inclusion supports, services, and systems for all children and families.
- Supports the development of pre-service and in-service training programs that prepare families, service providers, and administrators to develop and maintain inclusive settings.
- Keeps current with, and adheres to, professional research and recommendations that relate to inclusive practices.
- Supports the restructuring and unification of social, educational, health, intervention, and other supports and services in order to ensure that all children and families are able to participate actively in our program.



- Supports the idea that access to—and participation in—the age-appropriate general curriculum of the center becomes central to the identification, implementation, and continuance of specialized support services.

Rest Time:

Learning and playing in Pre-K is hard work, full of stimulating and engaging activities and interactions.

Daily rest time gives children a quiet break to recharge and then be ready to resume learning for the afternoon. Children accustomed to sleeping will be allowed to sleep, and others will rest quietly.

Please provide a small blanket to be left at school and a small comfort item if needed (labeled with your child's name). These will be sent home periodically for cleaning.

Outdoor play:

We go outside every day unless there is frigid temperature (below 10 degrees). Please be sure that your child comes to school prepared with the appropriate outerwear.

Please make sure that your child's jacket, hat, mittens, snow pants and boots are labeled with permanent marker, so that nothing is lost.

We ask that you provide practical shoes/sneakers to be worn outside and in the gym, so that your child can run, climb and jump without injury.

On cold or rainy days when your child wears boots, please send slippers or indoor shoes to change into. Flip flops and clogs are difficult to run in so please ensure your child has sneakers in their bag on the days they wear these types of shoes to school.

If you prefer your child to wear sunscreen, please apply at home before school.



Extra Clothing:

Playing can get messy! Please fill a large Ziploc bag with:

- * Socks
- * Underwear
- * Shirt
- * Pants
- * Remember to label them with your child's name.
- * If your child may need them, please supply additional pairs of underwear and pants.

These items will be returned at the end of the season for refill and at the end of the year.

Meals in Pre-K

Breakfast and Lunch:

The Pre-K participates in the public school lunch program at Mallett School. All children qualify for free meals for the 2023-24 school year! If you choose not to have your child eat the school lunch, please provide a nutritious cold lunch. Both breakfast and lunch are served in the classroom however, we may have the opportunity to eat lunch in the cafeteria later in the year to help the children prepare for the transition to Kindergarten.

Snacks:

Young children need to eat often to maintain energy and to keep their minds and bodies growing. The school day can be long.

Please provide 2 healthy snacks every day (one for morning and one for afternoon).
Some snack suggestions:

- * Yogurt
- * Crackers
- * Cheese
- * Fruit- dried or fresh
- * Veggies with dip

Please refrain from sending candy, soda, and sugary drinks such as Gatorade, Kool-Aid, HI-C, and Capri Suns. Snacks and drinks high in sugar (such as some fruit gummies, some yogurts, and puddings) do not provide fuel for sustained energy for learning and playing.



Toys from Home

Toys at school are carefully chosen to meet the needs of the children in the group and to continue their learning and development.

Toys from home may take a child's focus from this learning opportunity.

Toys at school are designed for use by multiple children in a large group environment.

Toys from home are typically not made for use by many children and could be easily lost, broken, or otherwise damaged.

Toys at school are established already to be shared, used in turns, or for working together.

Toys from home are often personal and difficult to share.

Any stuffed animals or "lovies" sent for rest time or comfort will be kept in cubbies until needed. We appreciate your cooperation.

Thank you,
Mallett Pre-K Teachers



Too Sick For School ??

One of the problems often confronting parents is when a child complains of not feeling well. If your child is experiencing any of the following symptoms or conditions, **please** keep him/her home where he can rest comfortably. Your child's teacher, classmates and their parents will all thank you!!

Temperature / fever free for 24 hours without taking medications that reduce fever

Unidentified rash with a fever.

Diarrhea (2 or 3 loose or watery stools in half a day). Should be free from diarrhea for 24 hours before returning to school.

Vomiting (more than once in 24 hours).

Strep throat, unless your child has been on medication for at least 24 hours.

Eye infection, such as conjunctivitis or pink-eye until treated for 24 hours or when symptoms disappear for viral conjunctivitis.

Toothache (contact your dentist).

Earache (consult your doctor without delay).

Scabies or lice (may return when treated and free of live lice)

A contagious disease such as chicken pox, measles, mumps etc.

Impetigo, unless your child has been on medication for 24 hours. Lesions should be covered.

Cold, flu or other respiratory infection that inhibit the child's ability to take part in usual daily activities. The child will need to stay home until fever and other symptoms have subsided or as recommended by their family physician.



At Home Health Screening Tool for Students

Parents/Guardians IF you are questioning your child's health, please review this screening tool before school. This tool is for your reference only, do not send it to school.

If your child is experiencing any of the below-listed symptoms, keep your child home from school and contact your medical provider for further instructions if needed.

<ul style="list-style-type: none">• Feeling unwell• Cough• Shortness of breath or difficulty breathing• Fever-like symptoms such as body aches, body chills and/or sweating• Temperature over 100 degrees F• Muscle Pain• Headache	<ul style="list-style-type: none">• Chills or repeated shaking from chills• Runny nose/congestion• Sore throat• New loss of taste or smell• Nausea• Vomiting• Diarrhea
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****If any of the above-listed symptoms are sudden or severe, seek immediate medical attention.****

If your child has taken or needs to take cough/cold and/or fever reducing medications such as Tylenol/Ibuprofen please keep them home for their own comfort of not feeling well.