



**AISE Early Childhood
Supplemental Family Handbook
2025 – 2026**

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In compliance with regulations of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Civil Rights Act of 1987, and the Disabilities Act of 1991, CREC has policies to ensure equal education opportunities for all students. Students have the right to participate fully in classroom instruction regardless of age, gender, race, religion, national origin, color, disability, marital status or sexual orientation.

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Table of Contents

Topic	Page(s)
<u>Section 1 – Introduction</u> <ul style="list-style-type: none">● Welcome statement● Mission Statement● Early Childhood Program Philosophy and Curriculum● School Specific Curriculum Statement	1 – 2
<u>Section 2 – Classroom Routines and Procedures</u> <ul style="list-style-type: none">● A Typical day in our Early Childhood Classrooms● Safe Arrival and Departure● Bathroom/toileting● Clothing● Outdoor Play● Snacks/Meals● Rest Time● Celebrations (birthdays and holidays)	3 – 5
<u>Section 3 – Health and Safety</u> <ul style="list-style-type: none">● Handwashing Practices	6
<u>Section 4 – Home-School Communication</u> <ul style="list-style-type: none">● Communication between Family and Teacher● Volunteering● Conferences● End of Year Transitions● Program Surveys	6 - 7

Section 1

Welcome

Welcome to CREC's Early Childhood Program. Our goal is to provide your child with a healthy, safe and developmentally appropriate learning environment. Each CREC school is a public school offering a unique theme that allows children to identify, refine and develop their talents and interests. Each school provides a diverse learning community that prepares children for living and learning as global citizens in a diverse environment. Our schools offer a personalized educational approach for each child in a curriculum designed to spark a lasting appreciation for knowledge. The focus of our early childhood curriculum is not just an accumulation of facts and skills but rather the strengthening of an ability to reason and think independently.

If your child has participated in Birth to 3 services, we want to make sure the transition to our PK3 program goes smoothly. To ensure there is no interruption in services, please contact your Birth to 3 service coordinator and work with them to schedule a transition meeting with your local school district before your child turns 3. This meeting will help establish your child's educational needs and ensure the continuation of services. In addition please contact our school principal.

Mission of CREC Schools

The CREC Mission Statement is: Equity, excellence, and success for all, through high-quality educational services

Early Childhood Program Philosophy and Curriculum

We believe that children learn best in an environment where their interests and opinions are supported, their solutions to problems are encouraged, and active learning through play is valued. Our philosophy emphasizes respect for self, others and the classroom environment.

CREC's Early Childhood Program curriculum has its base in developmentally appropriate practice and uses the State of Connecticut Early Learning and Development Standards (ELDS) as a guideline for curriculum development. The CT ELDS are learning and developmental outcomes to be intentionally addressed through planned experiences, materials and interactions. Learning outcomes are achieved through:

- a variety of hands-on discovery activities and materials on a daily basis that support learning goals

- responsive teaching staff who meet the individual needs of the children and families we serve
- reflective practices that create an environment of inclusion and honor diversity
- partnership with families that fosters strong reciprocal relationships and achieves mutually desired goals

Our curriculum is implemented using teacher observation and documentation to plan relevant, developmentally appropriate experiences where children can explore, experiment, play, and ask questions. We use the State of Connecticut Documentation and Observation for Teaching System (DOTS) in conjunction with the ELDS for collecting evidence about children's interests, abilities, skills and behaviors, for planning additional supports, for summarizing children's progress and communicating around common goals.

AISE Curriculum Statement

The Academy of International Studies Elementary School, located in the town of South Windsor, is an inter-district magnet school operated and managed by the Capitol Region Education Council (CREC).

Our school features an early childhood program for 3-5 year olds and an elementary school for children in kindergarten through grade 5. Our Early Childhood Program serves up to 100 children each year in five classrooms, all of which adhere to a developmentally appropriate teacher child ratio of 1:10. Children enrolled in the Early Childhood Program are guaranteed placement in the K-5 magnet school. The Early Childhood Program follows nationally recognized standards and best practices including NAEYC Accreditation Standards for Early Childhood programs. The faculty consists of highly qualified, early childhood certified teachers who design, develop and implement the curriculum with assistant teachers who are skilled and trained in early childhood education. The Capital Region Education Council offers educational opportunities to its students regardless of race, color, age, ethnicity, religious beliefs, national origin, gender, disability, sexual orientation or genetic information.

At the Academy of International Studies Elementary School, we prepare students in Pre-K to Grade 5 to become global citizens, appreciate diversity, and perform academically at the highest level. At this International Baccalaureate Primary Years Programme (PYP) school, a world-standard curriculum nurtures students to become thoughtful and inquiring learners.

We aim to develop internationally minded global citizens who take action for a better, more peaceful world. We are committed to providing equity, excellence, and success for all through high-quality educational services.

Section 2 –Classroom Routines and Procedures

A Typical Day in our Program

Greetings/Attendance	Teachers greet families and children participate in table activities or read books with teachers and families.
Morning Meeting	This daily meeting brings the students and teachers together and is comprised of the following components: <ul style="list-style-type: none">· Greeting and daily announcements· Morning message· Whole group activity· Songs· Social curriculum/community building
Snack Time	Self-help skills will be emphasized.
Small Group Time	Teachers initiate an activity focusing on the CT ELDS.
Centers/Choice Time	Children carry out play plans, play in learning centers with purpose, solve problems and construct knowledge.
Specials	The students participate in at least one Special class (music, art, physical education, or library) each day.
Story Time	Teachers read stories to the class and children participate in literacy related activities.
Lunch	Children may either bring lunch from home or buy at school. Self-help skills will be emphasized.
Recess	Children participate in energetic outdoor play and contact with nature.
Quiet/Naptime	Children rest/nap comfortably and listen to quiet music.

Closing Circle Time	The class reviews the day, shares a story or participates in movement games, or songs.
We recognize that routine and structure are essential for a preschooler's sense of well-being. Therefore, each classroom has a predictable schedule from 9:00 a.m. to 3:00 p.m. Monday through Friday.	

Safe Arrival and Departure

The Early Childhood Program is a full day, full week program. Children are expected to attend daily. It is important that each child begin and end the school day on time. When children arrive late to school they miss one of the most important components of the day, morning meeting. During morning meeting, the day's events are reviewed, children have the opportunity to greet one another and plan their day together. Thus, it is very important that children arrive on time for school.

Our program hours of operation are 8:40-3:15 Monday- Friday. Before and Aftercare are available starting as early as 7:30 am until as late as 5:30 pm based on family needs. All families who drive their PreK children to school are asked to escort them to the rear entrance next to the PreK playground to be accepted by building staff.

All children will be accounted for with a procedure developed by the classroom teacher that includes signing in at arrival and signing out at departure.

Using the Bathroom

As a preschool program, we do not have the essential equipment or staffing to meet optimal health standards for diapering children. Therefore, **families are strongly encouraged to ensure that their children are toilet trained before starting in the Early Childhood Program at the beginning of the school year.** The exception would be if this is identified in an IEP or 504 Plan. We understand the transition to school may result in some initial toileting accidents. We will work with the child's family to ensure consistency both at home and at school. Children should be as self-sufficient as possible. Children are more successful when they wear pants with no snaps, buttons or zippers. **Pants with elastic waists and underwear (not pull-ups) support children's independence with toileting.** Early Childhood teachers will provide reminders to guide and support children who have had a toileting accident.

Clothing

Children play daily with sand, water, paint and play dough. Smocks are provided for water play and painting but still sometimes, clothing gets wet or soiled. Children are encouraged to wear clothing that they do not mind getting dirty and that they can easily pull on and off by themselves as needed. Please provide your child with two sets of extra clothing at school at all times. This includes: easy to

pull on/off pants, socks, underwear and shirts. **Please label all clothing with your child's name on them.**

Outdoor Play

We play outside every day, weather permitting. The school nurse informs the teaching staff if recommendations from health authorities or dangerous conditions prevent outdoor play. Please ensure your child comes to school with the appropriate outer wear. Please label all outerwear with your child's initials or name. Playground-safe shoes are important. Please ensure your child wears non-slip, closed toed shoes (sneakers are ideal).

Please apply UVA/UVB (SPF15 or higher) sunscreen protection on your child before school. Teachers do not apply sunscreen. Sunscreen is not allowed in children's cubbies. Please contact the school nurse if your child requires another application of sunscreen during the day.

When public health authorities recommend use of insect repellent due to high risk of insect born disease, please apply this to your child prior to arriving at school. Teachers do not apply insect repellent. Insect repellent is not allowed in children's cubbies. Please contact the school nurse if your child requires another application of repellent during the day.

Snacks/Meals

Daily snacks are an important part of meeting the nutritional needs of young children. Snacks include:

- fruit/vegetable
- dairy (cheese, yogurt, milk)
- meat or protein (beans)
- bread (crackers)

If a child has food allergies, the school nurse will develop a care plan that will be shared with all relevant teaching staff.

We are not allowed to offer children high risk foods for choking such as whole grapes, nuts, popcorn, hard pretzels, raw carrots, raw peas, or hot dogs. This applies to foods served as well as foods brought from home.

At the Academy of International Studies Elementary School, daily snacks are served family style. Families are asked to sign up to bring in healthy snacks for the week for all children in the class. Families sign up to do this as they can, but typically a few times a year. Families are also welcome to bring in individual snacks based on dietary needs.

Lunches

We are not allowed to heat food brought from home.

PK Students eat at specific times each day. All PreK meals are eaten within the classroom. Staff are with the students during their lunch time. You have the option to either purchase lunch or bring lunch from home.

It is not necessary to send in lunch from home if your child has purchased a school lunch.

Rest Time

Our daily schedule includes a balance of quiet and active activities. Rest Time is scheduled for one hour each day with a settling in period beforehand. We provide mats/cots for your child to sleep on. Please provide a **small** blanket that can be easily stored in your child's cubby. Please label this blanket with your child's name on it. This blanket should be taken home each Friday afternoon to be laundered and returned the following Monday.

Toys From Home

Please keep toys from home at home, as they can be lost or broken at school. A small stuffed animal is acceptable for rest time.

Celebrations (birthdays and holidays)

Classroom celebrations involving food are not allowed. Due to various food allergies, as well as medical conditions, treats must not be brought into school.

Party Invitations

Invitations can only be distributed at school if every student in the class is invited.

Section 3 – Health and Safety

Handwashing Practices

Young children are particularly susceptible to illness once they begin school, affecting health and causing missed educational opportunities. While illness is not always preventable, we take measures to reduce the risk of infection by practicing good hand washing and cleaning procedures. We will teach the proper handwashing procedure as part of our curriculum, and we ask all children to wash hands upon arrival, before and after meals, after playing outdoors and after using the toilet. We will use hand sanitizers as an alternative when hands are not visibly soiled.

Section 4 – Home-School Communication

Communication between Family and Teacher

A strong family-school partnership is important to the success of our Early Childhood Program. In addition to the Family-Teacher conferences held over the year, each teacher sends home regular updates via Seesaw, newsletters and or emails keeping families apprised as to what is happening in the classroom. Drop-off and Pick-Up times are an opportunity to share brief updates or ask quick questions of your child's teacher. You may also contact your child's teacher by phone or email.

Volunteering

If you would like to volunteer in your child's classroom, please arrange a time to do so with your child's classroom teacher. You might like to plan a special activity around the unit the children are concentrating on or you might want to do a cooking project with the children. You may want to read a story to the children or help them write their own! We hope you will consider volunteering in the classroom. It is an ideal way to see what the children are working on and how learning through play is valued. As a volunteer, you are expected to maintain confidentiality.

Conferences

At the Academy of International Studies Elementary School, an Intake Conference is held at the beginning of the year so that families can tell us about their child as seen through their eyes.

Together we develop mutual goals for each child. Twice a year, in December and March, we address children's interests and progress during family teacher conferences.

Marking Periods	Parent-Teacher Conferences
Parent Intake Conferences	9/10/24 - 9/11/24
First	12/10/24 - 12/11/24
Second	3/11/25 - 3/12/25
Third	Report Cards go home on LAST day of school

End of Year Transitions

At the Academy of International Studies Elementary School, the Early Childhood Program is a two year program. Children attending preschool for the second year generally stay in their present classroom with their current teacher for the second year. At the end of each school year, teachers will help prepare each child for the transition to summer and for kindergarten if eligible. Children moving on to kindergarten will visit the kindergarten classrooms to familiarize themselves with the new environment.

Under some circumstances, the pre-school teacher and the principal may recommend to the family that the child should remain in the pre-school program for a third year because they believe developmentally the child would benefit from an additional year. In most cases, children who are age-eligible will move on to kindergarten. To ensure a smooth transition, preschool and kindergarten teachers meet to discuss individual children's needs at the end of preschool.