



# FAIRFIELD PUBLIC SCHOOLS

**James Zavodjancik, Ed.D.**

*Chief Academic Officer*

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Dear Parent(s) of Incoming Kindergarten Students,

Each year we collect information from parents, preschool, nursery, and daycare providers regarding our incoming kindergarten students. The gathered information assists administrators and teachers with the development of well-balanced classrooms. As in previous years, we are using a common articulation form with our partners in the Fairfield County School Districts to collect this information. The accompanying forms were developed with help of the Connecticut State Department of Education and are based on the Connecticut Preschool Assessment Frameworks and Early Learning Development Standards.

Please complete the attached forms by emailing or sending a paper copy to your child’s preschool, nursery, or daycare provider and have them complete it and email it back to **your school’s secretary**. Below you can find the appropriate contact information for your child’s school.

Thank you for your cooperation in helping us provide the best learning environment for your child. If you have any questions, please feel free to contact me, or Diane Peruzzi, at 203-255-8372 or via email at [JZavodjancik@fairfieldschools.org](mailto:JZavodjancik@fairfieldschools.org).

Sincerely,

James Zavodjancik, Ed.D.  
Chief Academic Officer

|  |   |  |
|--|---|--|
| <b>Burr Elementary School</b><br>Melissa Graham<br><a href="mailto:mgraham@fairfieldschools.org">mgraham@fairfieldschools.org</a><br>1960 Burr Street<br>Fairfield, CT 06824                           | <b>Dwight Elementary School</b><br>Kelly Kenny<br><a href="mailto:kkenny@fairfieldschools.org">kkenny@fairfieldschools.org</a><br>1600 Redding Road<br>Fairfield, CT 06824                    | <b>Holland Hill Elementary School</b><br>Rita Ioanna<br><a href="mailto:rioanna@fairfieldschools.org">rioanna@fairfieldschools.org</a><br>105 Meadowcroft Road<br>Fairfield, CT 06484                |
| <b>Jennings Elementary School</b><br>Cynthia Checo-Rodriguez<br><a href="mailto:cchecorodriguez@fairfieldschools.org">cchecorodriguez@fairfieldschools.org</a><br>31 Palm Drive<br>Fairfield, CT 06824 | <b>McKinley Elementary School</b><br>Chrissy Petrino<br><a href="mailto:cpetrino@fairfieldschools.org">cpetrino@fairfieldschools.org</a><br>60 Thompson Street<br>Fairfield, CT 06824         | <b>Mill Hill Elementary School</b><br>Ashley Prosniewski<br><a href="mailto:aprosniewski@fairfieldschools.org">aprosniewski@fairfieldschools.org</a><br>635 Mill Hill Terrace<br>Fairfield, CT 06890 |
| <b>North Stratfield Elementary School</b><br>Mari Kathein<br><a href="mailto:mkathein@fairfieldschools.org">mkathein@fairfieldschools.org</a><br>190 Putting Green Road<br>Fairfield, CT 06825         | <b>Osborn Hill Elementary School</b><br>Theresa Budlowski<br><a href="mailto:tbudlowski@fairfieldschools.org">tbudlowski@fairfieldschools.org</a><br>760 Stillson Road<br>Fairfield, CT 06824 | <b>Riverfield Elementary School</b><br>Patti Dyer<br><a href="mailto:Pdyer2@fairfieldschools.org">Pdyer2@fairfieldschools.org</a><br>1625 Mill Plain Road<br>Fairfield, CT 06824                     |
| <b>Sherman Elementary School</b><br>Teresa Kerrigan<br><a href="mailto:tkerrigan@fairfieldschools.org">tkerrigan@fairfieldschools.org</a><br>250 Fern Street<br>Fairfield, CT 06824                    | <b>Stratfield Elementary School</b><br>Wendy Radovic<br><a href="mailto:wradovic@fairfieldschools.org">wradovic@fairfieldschools.org</a><br>1407 Melville Avenue<br>Fairfield, CT 06825       |  |



**Child's Information**

|                            |                           |                      |                        |
|----------------------------|---------------------------|----------------------|------------------------|
| <b>Child's Name</b>        |                           | <b>Date of Birth</b> |                        |
| <b>Teacher(s)</b>          |                           |                      |                        |
| <b>Program</b>             |                           | <b>Phone</b>         |                        |
| <b>Program's Address</b>   |                           |                      |                        |
| <b>Dates of Attendance</b> | <b>From: (month/year)</b> |                      | <b>To (month/year)</b> |
| <b>Date form completed</b> |                           |                      |                        |

**Child's Spoken Language**

|  |                     |   |                     |
|--|---------------------|---|---------------------|
| <b>Child's Dominant Language is:</b>           |                     |   |                     |
| <b>Child speaks dominant language clearly:</b> |                     | <b>Child understands the dominant language:</b> |                     |
|  | <b>Occasionally</b> |   | <b>Occasionally</b> |
|  | <b>Sometimes</b>    |   | <b>Sometimes</b>    |
|  | <b>Mostly</b>       |   | <b>Mostly</b>       |

For children whose dominant language is not English, also complete the following:

|                                      |                     |                                   |                     |
|--------------------------------------|---------------------|-----------------------------------|---------------------|
| <b>Child speaks English clearly:</b> |                     | <b>Child understands English:</b> |                     |
|                                      | <b>Occasionally</b> |                                   | <b>Occasionally</b> |
|                                      | <b>Sometimes</b>    |                                   | <b>Sometimes</b>    |
|                                      | <b>Mostly</b>       |                                   | <b>Mostly</b>       |



**Home Language Information**

Is a language other than English spoken at home? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, (A) what language? \_\_\_\_\_

(B) What is the primary language *spoken* to the child at home? \_\_\_\_\_

(C) What language does the child use at home? (check **one** line below)

\_\_\_\_\_ Only English

\_\_\_\_\_ Mostly English

\_\_\_\_\_ Mostly \_\_\_\_\_ and sometimes English

\_\_\_\_\_ Only \_\_\_\_\_

**Adjustment to program/ relationship with adults**



**Permission for Transfer of Information**

Please add any additional information or indicate if you do not agree with any part(s) of this evaluation. You may continue to the back of this page if necessary.

**Parent's Comments:**

*I give my permission for \_\_\_\_\_ to:*

Name of Preschool or other program

|  |   |
|--|---|
|  | <p><b>Share the Transition to Kindergarten Information</b></p> <p>With the following school: _____</p>                        |
|  | <p><b>Have an on-going mutual exchange of information regarding my child _____ with the _____ elementary school staff</b></p> |

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

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



## Narrative Summary Form

**CHILD'S NAME**  
(MONTHS)

**AGE** (YEAR)

**TEACHER(S)**

**PROGRAM/CLASSROOM**

**REPORT DATE**  
applicable)

**LANGUAGES SPOKEN AT HOME** (circle primary language if applicable)

**ATTENDANCE** (Days attended/days of operation)

**NARRATIVE SUMMARY BASED ON:**

Naturalistic Observations     Planned Experiences     Family Input  
(check all that apply):

### STRENGTHS AND GROWTH

### NEXT STEPS IN LEARNING AND DEVELOPMENT



**CHILD'S INTERESTS**

**PHYSICAL HEALTH STATUS**

\_\_\_Some concerns noted      \_\_\_No concerns noted

Describe strengths noted by provider or family:

-----  
Describe concerns noted by provider or family:

-----  
Describe the information used to determine Physical Health Status:

**ACTION ITEMS/FOLLOW UP**



Please only fill out either the Child's Profile (page 6 below) or the Observation Summary Form (starting on page 7). Organizations are not all familiar with the updated CT DOTS form. If that is the case, the traditional Child Profile may be used.

**Child's Profile**

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

Date of Birth: \_\_\_\_\_ Program: \_\_\_\_\_

|                               |  | Performance Standards            | Benchmarks to date |          |
|-------------------------------|--|----------------------------------|--------------------|----------|
|                               |  |                                  | Emerging           | Mastered |
| <b>Personal and Emotional</b> |  | P & S 1. Shows self-direction    |                    |          |
|                               |  | P & S 2. Sustains attention      |                    |          |
|                               |  | P & S 3. Participates in groups  |                    |          |
|                               |  | P & S 4. Manages transitions     |                    |          |
|                               |  | P & S 5. Expresses emotions      |                    |          |
|                               |  | P & S 6. Shows empathy           |                    |          |
|                               |  | P & S 7. Cooperates with peers   |                    |          |
|                               |  | P & S 8. Resolves conflict       |                    |          |
|                               |  | P & S 9. Appreciates differences |                    |          |
| <b>Physical</b>               |  | Phy 1. Uses Large muscles        |                    |          |
|                               |  | Phy 2. Uses Small muscles        |                    |          |
|                               |  | Phy 3. Cares for self            |                    |          |
| <b>Cognitive</b>              |  | Cog 1. Engages in inquiry        |                    |          |
|                               |  | Cog 2. Solves problems           |                    |          |
|                               |  | Cog 3. Sorts objects             |                    |          |
|                               |  | Cog 4. Makes patterns            |                    |          |
|                               |  | Cog 5. Compares and orders       |                    |          |
|                               |  | Cog 6. Quantifies                |                    |          |
|                               |  | Cog 7. Shows spatial awareness   |                    |          |
|                               |  | Cog 8. Uses sentences            |                    |          |
|                               |  | Cog 9. Understands conversations |                    |          |
|                               |  | Cog 10. Understands stories      |                    |          |
|                               |  | Cog 11. Understands books        |                    |          |
|                               |  | Cog 12. Recognizes sounds        |                    |          |
|                               |  | Cog 13. Identifies words         |                    |          |
|                               |  | Cog 14. Writes for meaning       |                    |          |
| <b>Creative</b>               |  | Cre 1. Builds and constructs     |                    |          |
|                               |  | Cre 2. Draws and paints          |                    |          |
|                               |  | Cre 3. Pretends in play          |                    |          |
|                               |  | Cre 4. Responds to music         |                    |          |



# Child Observation Summary Form

**KEY**  
E=Emerging C=Consistent

| Child's Name                     |                        | DOB                  |  | Primary Language |   |            |   | Observation Period | Date completed | Child's Age | Completed By | Attendance (days attended/days open) |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|----------------------------------|------------------------|----------------------|--|------------------|---|------------|---|--------------------|----------------|-------------|--------------|--------------------------------------|---|--------------|---|--------------|---|--------------|---|--------------|---|---------------------------|---------------------|--------------|----------|--|
|                                  |                        |                      |  |                  |   |            |   | 1                  |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  |                        |                      |  |                  |   |            |   | 2                  |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
| Domain                           |                        | Progression          |  | 0-3 months       |   | 3-6 months |   | 6-9 months         |                | 9-12 months |              | 12-18 months                         |   | 18-24 months |   | 24-36 months |   | 3 to 4 years |   | 4 to 5 years |   | Data Collected            |                     |              | Comments |  |
|                                  |                        |                      |  | E                | C | E          | C | E                  | C              | E           | C            | E                                    | C | E            | C | E            | C | E            | C | E            | C | Naturalistic Observations | Planned Experiences | Family Input |          |  |
| Cognition                        | Cognitive Flexibility  | Observation Period 1 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  |                        | Observation Period 2 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  | Initiative/Motivation  | Observation Period 1 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  |                        | Observation Period 3 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  | Engagement in Learning | Observation Period 1 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  |                        | Observation Period 2 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  | Logic and Reasoning    | Observation Period 1 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  |                        | Observation Period 2 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
| Symbolic Representation          | Observation Period 1   |                      |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  | Observation Period 2   |                      |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
| Social and Emotional Development | Regulation             | Observation Period 1 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  |                        | Observation Period 2 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |
|                                  |                        | Observation Period 1 |  |                  |   |            |   |                    |                |             |              |                                      |   |              |   |              |   |              |   |              |   |                           |                     |              |          |  |



|                                 |                           |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---------------------------------|---------------------------|----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|                                 | Emotional Expression      | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 | Sense of Self             | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 |                           | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 | Relationships with Adults | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 |                           | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 | Relationships with Peers  | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Observation Period 2            |                           |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical Health and Development | Gross Motor               | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 |                           | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 | Fine Motor                | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 |                           | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 | Self-Help                 | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 |                           | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Language and Literacy           | Receptive Language        | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 |                           | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 | Expressive Language       | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 |                           | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 | Literacy                  | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 |                           | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 | Print Concepts            | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 |                           | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                 |                           | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|                |                              |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------|------------------------------|----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|                | Phonological Awareness       | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                | Drawing and Writing          | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                |                              | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Creative Arts  | Appr./Engagement in the Arts | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                |                              | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics    | Counting and Cardinality     | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                |                              | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                | Number Operations            | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                |                              | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                | Measurement                  | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                |                              | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                | Geometry                     | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                |                              | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Science        | Scientific Practices         | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                |                              | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social Studies | Social Studies               | Observation Period 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                |                              | Observation Period 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |