



Consolidated School District of New Britain



Parent Handbook **Policies & Guidelines**

2019-2020

WELCOME

Dear Parent(s) and Families:

The Consolidated School District of New Britain provides Education experiences to approximately 500 families in New Britain and the New Britain community. As a grant-funded program with the distinction of providing School Readiness, The Consolidated School District of New Britain collaborates with multiple community, regional, state, and federal agencies in order to provide high quality services to children and families.

Children at The Consolidated School District of New Britain follow a flexible daily schedule that meets the individual needs of the diverse population served by our program. Consolidated School District of New Britain is committed to the growth of the whole child. We believe that there are four main areas of development: physical, social-emotional, intellectual, and creative. We further believe that each area is of significant importance to the healthy development of the human being. Although these areas are interdependent upon each other, they develop independently, maturing at their own pace. The Consolidated School District of New Britain is here to provide children with the environment in which these four areas can thrive and be stimulated.

Parents and families are the most important influence on a child's development and have the primary responsibility for the development and well-being of their children. A caring, warm relationship between a parent and the child is the foundation for all subsequent development and the most influential factor in shaping children's development and learning. The Consolidated School District of New Britain strives to build on family strengths and assist them in their capacity to promote their child's healthy development. The Consolidated School District of New Britain provides parent training, support, and resource & referral services to families involved in the program. The Consolidated School District of New Britain strives to strengthen families and improve child outcomes in school and community by providing parents with the information, resources and support necessary to enhance their role as primary teachers of their children. Additionally, by using family-focused help-giving practices, The Consolidated School District of New Britain partners with families to build and use support systems that benefit the child as well as the family.

If you have any questions, please don't hesitate to ask. The better you know us and the better we know you, the better we can help you and your child.

Sincerely,

The Consolidated School District of New Britain Preschool

**CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
PRESCHOOL PROGRAMS**

**Terry Turcotte
District Coordinator of School Readiness
40 Goodwin Street
New Britain, CT 06051**

**Danielle Singleton
District Coordinator of Special Education
272 Main Street
New Britain, CT 06051
Tel: (860) 827-2236 Fax: (860) 827-2236**

**Gaffney Elementary School
Anita Fazio, Principal
Jodi Lucarelli, Assistant Principal
322 Slater Road
New Britain, CT 06053
Tel: (860) 225-6247/Fax: (860)225-1128**

**Roosevelt Early Learning Center
Terry Turcotte, Principal
Maureen Leitao, Assistant to the Principal
40 Goodwin Street
New Britain, CT 06051
Tel: (860) 827-2017 Fax: (860) 259-3220**



Consolidated School District of New Britain

2019-2020 School Calendar

July 2019 <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td></td><td></td><td></td><td></td><td>2</td></tr> <tr><td></td><td></td><td></td><td></td><td>3</td></tr> <tr><td></td><td></td><td></td><td></td><td>4</td></tr> <tr><td></td><td></td><td></td><td></td><td>5</td></tr> <tr><td></td><td></td><td></td><td></td><td>6</td></tr> <tr><td></td><td></td><td></td><td></td><td>7</td></tr> <tr><td></td><td></td><td></td><td></td><td>8</td></tr> <tr><td></td><td></td><td></td><td></td><td>9</td></tr> <tr><td></td><td></td><td></td><td></td><td>10</td></tr> <tr><td></td><td></td><td></td><td></td><td>11</td></tr> <tr><td></td><td></td><td></td><td></td><td>12</td></tr> <tr><td></td><td></td><td></td><td></td><td>13</td></tr> <tr><td></td><td></td><td></td><td></td><td>14</td></tr> <tr><td></td><td></td><td></td><td></td><td>15</td></tr> <tr><td></td><td></td><td></td><td></td><td>16</td></tr> <tr><td></td><td></td><td></td><td></td><td>17</td></tr> <tr><td></td><td></td><td></td><td></td><td>18</td></tr> <tr><td></td><td></td><td></td><td></td><td>19</td></tr> <tr><td></td><td></td><td></td><td></td><td>20</td></tr> <tr><td></td><td></td><td></td><td></td><td>21</td></tr> <tr><td></td><td></td><td></td><td></td><td>22</td></tr> <tr><td></td><td></td><td></td><td></td><td>23</td></tr> <tr><td></td><td></td><td></td><td></td><td>24</td></tr> <tr><td></td><td></td><td></td><td></td><td>25</td></tr> <tr><td></td><td></td><td></td><td></td><td>26</td></tr> <tr><td></td><td></td><td></td><td></td><td>27</td></tr> <tr><td></td><td></td><td></td><td></td><td>28</td></tr> <tr><td></td><td></td><td></td><td></td><td>29</td></tr> <tr><td></td><td></td><td></td><td></td><td>30</td></tr> <tr><td></td><td></td><td></td><td></td><td>31</td></tr> </table>	M	T	W	T	F					1					2					3					4					5					6					7					8					9					10					11					12					13					14					15					16					17					18					19					20					21					22					23					24					25					26					27					28					29					30					31	August <table border="1" style="width: 100%; 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ELEMENTARY SCHOOLS
Nov. 27 End of 1st Trimester
Mar. 12 End of 2nd Trimester
June 2 End of 3rd Trimester
Conferences
Elementary School ♦

MIDDLE SCHOOLS
Nov. 27 End of 1st Trimester
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Conferences
Middle School •

HIGH SCHOOL
HIGH SCHOOL
Oct. 1 Progress Reports Mailed
Home Nov. 1 <u>End of Quarter 1</u>
Nov. 8 Report Cards Mailed Home
Dec. 12 Progress Reports Mailed Home
Jan. 23 <u>End of Quarter</u>

CALENDAR KEY

Aug. 28 Convocation for Staff - AM
 Building Staff Meetings - PM
 Professional Development
 (No School for Students)
Sept. 8 1st Day of School
 For Students (FULL DAY)
Sept. 2 Labor Day
Oct. 14 Columbus Day
Nov. 11 Veteran's Day
Nov. 27 Early Dismissal
Nov. 28, 29 Thanksgiving Recess
Dec. 21 - Jan. 6 Winter Break
Jan. 6 Three Kings' Day
Jan. 20 Martin Luther King Day
Feb. 12 Lincoln's Birthday
 (Recognized 2/12/20)
Feb. 17 President's Day **Apr. 10**
 Good Friday
Apr. 13-17 April Break
May 25 Memorial Day
TBD 3/25/20 SAT School Day &
 5/13, 20 CAPSTONE
 (Early Dismissal for
 HS)
June 16 Last Day of School
 (Early Dismissal)
June 17 Graduation (Tentative)

December 10, 2019
 Early Dismissal
 December 11, 2019
 Early Dismissal
 December 12, 2019
 (EVENING)
 March 31, 2020
 Early Dismissal
 April 1, 2020
 Early Dismissal
 April 2, 2020 (EVENING)

December 10, 2019
 Early Dismissal
 December 11, 2019
 Early Dismissal
 December 11, 2019
 (EVENING)
 March 31, 2020
 Early Dismissal
 April 1, 2020
 Early Dismissal
 April 1, 2020 (EVENING)

2
Jan. 24-29 Semester
 Exams
 (Tentative)
Jan. 30 Second Semester
 Begins
Feb. 6 Report Cards Mailed Home
Mar. 5 Progress
 Reports Mailed
 Home
Apr. 2 End of Quarter 3
Apr. 8 Report Cards Mailed Home
May 13 Progress
 Reports Mailed
 Home
June 9 End of Quarter 4
June 10-15 Final Exams
 (Tentative)
 (Make-up Day - June
 16)
Conferences
High School
 September 19, 2019 (6:30-
 8:30 p.m.)
 October 10, 2019 (6:30-
 8:30 p.m.)
 March 5, 2020 (6:30-8:30
 p.m.)

Important Dates/Notes

Aug. 23 Back to School Bash-NB Stadium **180 days (Students)**
Aug. 28 PM Orientation - Pre-K & Kindergarten **185 days (Teachers)**
 (2:00-3:00 p.m. & 5:00-6:00 p.m.)
Aug. 22 Orientation - 6th Grade
Aug. 20 Orientation - 9th Grade
Snow day progression Jan. 6, 2020 Three Kings Day
HOLIDAYS Oct. 27

Special Observance Days

Aug. 10-11, 2019 Eid al-Adha Apr. 8-16, 2020 Passover
 Sept. 29-Oct. 1, 2019 Rosh Hashanah Apr. 19-25, 2020 Bright Week
 Oct. 8-9, 2019 Yom Kippur
 Oct. 13-20, 2019 Sukkot **Faculty will make appropriate
 accommodations for students**
 affected by these and other (June 17,18,19, 22,23)**
 2019 Diwali
 Mar. 9-10, 2020 Holi **special observance days.**

[SCHOOL CLOSED] Mar. 9-10, 2020

#2-5/9/19e.meza (BOE Approved 5/6/19)

**PENDING 1186 UNION APPROVAL - Lincoln's Birthday may be observed
 2/14/20 instead of 2/12/20**

HISTORY OF OUR CENTER

The Early Learning Center began operation in 1989. In May of 1998, the program relocated into our current location. The program is licensed by the Office of Early Childhood Child Care Licensing Unit to provide full-day/full-year early childhood programs for a total of fifty-four children ranging from six weeks to five years of age.

In 1992, the Early Learning Center achieved accreditation by the National Academy for the Education of Young Children for meeting and maintaining the quality standards in early childhood education as established by the National Association for the Education of Young Children (NAEYC).

SCHOOL READINESS

The School Readiness Initiative of the Office of Early Childhood assists communities to expand and enhance early care and education for all three and four year old preschool children. The initiative's goal is to provide children with a high quality and appropriate preschool experience that includes collaboration with community services, parent involvement, health & nutrition, family literacy, education and outreach, referral for services, transition planning for kindergarten, annual program evaluation, and professional development for staff. The program is open to all three and four year old children who reside in the City/Town of the indicated School Readiness program enrollment are prioritized by need. **Scheduling for School Readiness enrollment must be a minimum of 30 hours per week (6 hours per day) for full day/year program options.** Schedules will be based on The Consolidated School District's calendar. Family fee, determined yearly, is based on the School Readiness sliding fee scale according to family size and income. The Consolidated School District of New Britain ensures that they utilize the most current OEC sliding scale fee and give families thirty days' notice after the redetermination if the weekly tuition changes. **Families who fail to submit all required documents will be subject to full School Readiness exempt tuition.**

PROGRAM INFORMATION

PRESCHOOL & SCHOOL READINESS PROGRAM (3, 4 and 5 year olds)

The Preschool Program offers 3, 4 and 5 year old children experiences to promote future success in learning. Play Centers are set up in classrooms so that small groups and individual children can explore a variety of materials related to math, science, creative art, music, technology and literacy (both reading and writing). Also offered are large-group activities and additional interest areas such as a block center, dramatic play area, library corner and outdoor play area. The staff encourages independence and self-regulation through teaching and role modeling concepts such as taking initiative and giving and taking direction in socially appropriate ways. As the children learn to understand others and express their ideas more effectively, their environment becomes larger and richer. Parents are encouraged to participate in Open House to visit the room with their child prior

to enrollment to become familiar with classroom operations and to allow the child to meet the teacher, children and explore the environment.

Currently our program can enroll up to 326 children in slots designated for the State Department of Education School Readiness Program. These slots are integrated into both of our preschool classrooms and are open to all 3 and 4 year old children meeting the school readiness eligibility requirements. The tuition fees for these slots are based on the DSS School Readiness sliding fee scale. Please refer to the “School Readiness Program” section of this handbook for additional information regarding eligibility and the guidelines for enrollment.

PRESCHOOL FOOD SAFETY

Staffs do not offer children under the age of 4 years foods that may present a risk of choking including but not limited to: hot dogs, whole or sliced into rounds; whole grapes, nuts; popcorn; raw peas; hard pretzels; chunks of raw carrots or meat larger than can be swallowed whole; round, hard, small, thick and sticky, smooth or slippery foods.

OUR MISSION

To provide high-quality early care and education experiences to the children of New Britain and community members that will enhance each child's unique development in partnership with families and the community.

Our role is to nurture, guide and encourage children so that each child can develop towards his or her potential. Much consideration is given to the different cultures and rates of development of each child so that a well-balanced program of developmentally appropriate experiences and activities can be offered to promote their individual intellectual, emotional, social and physical growth.

MISSION

To pursue excellence one student at a time

CSDNB - WE ARE THE BEST AT GETTING BETTER

The vision of the Consolidated School District of New Britain is to pursue excellence one student at a time. The mission of the Consolidated School District of New Britain is as follows: In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future.

OUR SERVICE EXCELLENCE STANDARDS ARE:

Integrity
Respect
Professionalism
Communication
Teamwork
Accountability

PROGRAM PHILOSOPHY

The Consolidated School District of New Britain Preschool Program is dedicated to providing a safe and nurturing environment for three-to-five year old children, utilizing developmentally and individually appropriate practices through which each child will experience success. As reflected in program design, curriculum, and our interactions with children and families, we embrace, understand and appreciate diverse cultures, backgrounds, and abilities. We believe that a preschool experience which is engaging, active, rich in language and literacy, and responsive to individual needs is critical to the child's academic, social, emotional and physical development.

We believe that children are best served through collaboration among an interdisciplinary team, which consists of parents, teachers, paraprofessionals and support staff, with related services rendered within the classroom when required. We recognize that intra/interagency collaboration ensures smooth transitions between programs for children and their families.

GOALS

The goals of the Consolidated School District of New Britain Preschool programs are:

1. To facilitate social emotional development by enhancement of self-esteem
2. To promote a positive attitude towards life and cooperative behavior towards others
3. To develop cognitive abilities through learning and problem-solving skills; expanding logical thinking skills; acquiring and understanding of the immediate world, developing executive functioning skills within developmentally Appropriately Play activities.
4. To expand communication verbally, beginning reading and writing skills.
5. To develop physical abilities by enhancing gross and fine motor skills; learning experiences that uses all the senses.
6. To support families' efforts to provide a safe, healthy, nurturing home environment that promotes their children's development.
7. To monitor program quality through NAEYC

OUR PHILOSOPHY

The Early Learning Center implements an eclectic approach to early childhood education that is drawn from the pioneers of child development Lev Vygotsky, Howard Gardner, Benjamin Bloom, and Jean Piaget. We believe in the developmentally appropriate education of the whole child, across all domains of development, respectful of each child's uniqueness as an individual. Additionally, we value the role of families as the most important influence in the education of children and believe that a partnership approach best serves the child and family. Our play-based program develops pre-academic skills, aligns with the Connecticut Early Learning and Development Standards, and supports the following beliefs:

We believe that children:

- Are capable and competent
- Learn best when their basic needs are met
- Are unique in their growth and development
- Develop and learn within the context of their family and culture

We believe that families:

- Are the primary caregivers and educators of young children
- Are critical partners in all early learning environments
- Are strengthened through cultural understanding and identity development
- Support is essential for the success of their child's growth in the program

We believe that early learning environments:

- Support young children to learn in the context of positive relationships
- Reinforce the importance of the cultural context of young children, families, and communities

- Provide opportunities for active exploration and innovation
- Provide meaningful inclusion of children with special needs where appropriate
- Provide experiences that are relevant and integrated across domains of development
- Intentionally promote the development of skills and knowledge
- Provide opportunities for children to benefit from diversity
- Support children's language development in their primary language

We believe that strong communities:

- Believe in, invest in, and provide a full range of high quality resources for young children and families that support early growth and development
- Build a sense of belonging and identity

PROGRAM GOALS

The Early Learning Center strives to foster competent learners across all ages and domains of development, consistent with the CT Early Learning and Development Standards. The goals were developed to help families, communities, and school to work together to support children's early learning and growth which results in the ability to become;

Creative - We will support young children's growth and development by encouraging creative thinking and novel approaches to solving problems. Children will have opportunities to create, express themselves in a variety of ways, and approach problems from new perspectives. The focus of early learning experiences will be on the process instead of the product, promoting learning, exploring and thinking over achieving a specific result or answer.

Inquisitive - We will create a safe environment in which children can explore and experiment. We will encourage children to explore, seek new information and ask questions. We will help children feel comfortable questioning information, testing out new ideas, and simply playing with materials in new and unusual ways.

Flexible - We will foster children's ability to adapt to new situations, to be flexible in their responses and to actively engage in new environments. We will promote resilience through exposure to new ideas, environments, and situations in meaningful ways.

Critical Thinkers - We will encourage children to use critical thinking skills to help them organize and use the great amount of information available today. We will support them to understand the concepts behind specific skills, as well as provide opportunities for higher order thinking that allows them to question the accuracy of information they receive.

Purposeful and Reflective - We will promote children's engagement in purposeful action. Very young children should be actively involved in play and will benefit from reminders of the results of their actions. Preschool children should play an active role in planning experiences, setting goals, and celebrating accomplishments. They are encouraged to be reflective and to learn from mistakes.

Social Learners - We consider social interaction to form the basis for children's learning. We encourage children to interact with adults and peers, ask questions, and to jointly solve problems. We provide opportunities to learn through cooperative experiences with adults and children.

OUR STAFF

Our carefully selected professional staff is dedicated to consistently offering high-quality care and experiences to the children enrolled in our preschool classrooms. Primary teaching staffs are assigned to each classroom to ensure **continuity of care**. This allows the staff and families to develop strong relationships that will enable the staff to more effectively meet the individual needs of the child and family. The combined education and experience of our staff has provided them with the knowledge and skills that allow them to plan and implement creative, stimulating and developmentally appropriate activities for the children based on their unique and individual interests and needs. Their effort to create a warm, inviting and developmentally appropriate environment is evident in every classroom.

As required by NAEYC and OEC, each staff member must follow a plan for professional development. Both on-site and off-site opportunities to attend trainings, workshops and seminars are made available to staff to enhance their personal and professional development. In addition, a minimum of one staff member certified in the administration of First Aid, CPR and emergency medications is with each group at all times.

The program recognizes that providing staff with a wide variety of opportunities to participate in staff development experiences is critical to meeting the program's goals for continuous quality improvement. Staffs are supported in their efforts to participate in trainings, workshops and college level courses that are relevant to the groups with which they work. The knowledge and experiences gained through these opportunities help them to create a rich learning environment and enhance the experiences provided to the children.

VOLUNTEERS & STUDENT VISITORS

The center welcomes volunteers in a variety of capacities. Volunteers may include parents or family members of children enrolled in the program; students completing volunteer hours for coursework; or community members looking for opportunities to give the gift of their time and a helping hand. All volunteers must complete required process through our Board of Education.

Prior to entering a classroom, all volunteers are provided with an overview of the center's health and safety practices and are supervised closely by the classroom staff during their visits. Volunteer opportunities are available on a one-time or multi-visit basis. Anyone interested in volunteering should contact the building Administrator for more information.

DIVERSITY & INCLUSION

We apply an anti-biased approach to all areas of our program by helping children learn to respect and appreciate the diversity amongst us. We celebrate these differences through the involvement of families and open discussions that address rather than ignore stereotypes, gender biases and prejudices. Our enrollment is open to all children regardless of race, creed, disability, special need, socio-economic or ethnic background. We encourage families to share various aspects of their heritage through stories, songs, and recipes from their culture.

We strive to promote the inclusion of children with special needs. Our facility is fully handicapped accessible and our staff work closely with parents and supporting agencies (i.e. Birth to Three, public schools, etc.) to ensure that each child's needs are met.

ADMISSIONS/ENROLLMENT PROCEDURES

The Early Learning Center is open to all children regardless of race, creed, or ethnic background. Parents are encouraged to tour the Center prior to enrolling their child to discuss our program's philosophy, view the classrooms, meet staff and receive a general overview about how the program operates.

Once parents make the decision to enroll, parents must make arrangements for their child to visit his/her classroom and to meet teachers at least once prior to their first day of attendance. During this visit, parents will be provided with more specific information regarding classroom operations and procedures and their child will have the opportunity to explore their new environment.

In an effort to ensure a smooth transition into the program, parents are provided the option to have their child attend on a part-time basis during the first week of enrollment and gradually ease into their full enrollment schedule. Parents must request this option if interested. Siblings will not be placed in the same classroom unless they are both enrolling in the infant and toddlers classrooms they are twins or space does not allow them to go to separate rooms. The placement of students is a task that we take very seriously. Because of the many variables and delicate balance of each class, we cannot guarantee a particular placement for any child.

Please refrain from requesting certain teachers or classrooms.

We can assure you that we have your child's best interest in mind. Our goal is to create an optimum learning environment for all of the students

WAIT LIST & ACCEPTANCE

Families wishing to enroll a child for an anticipated date or for a schedule that is not immediately available can be added to our Wait List by submitting a completed Wait list form.

As it becomes available, space is offered on a first-come, first-served basis to those families on the wait list, taking the requested schedule and availability into consideration. Families declining a requested space at the time it is offered will be given the option to have their name removed from the wait list or to have their name moved to the bottom of the wait list for future consideration. Parents are given three days from when the spot is offered to them to accept or decline the spot.

Once a family has been notified that an enrollment space is available, a signed benefit election form for employees and a non-refundable deposit for the first full week's tuition must be submitted to secure enrollment. For community members a non-refundable deposit for the first full week's tuition must be submitted to secure enrollment.

FORMS AND DOCUMENTATION

The following forms must be completed at the time of enrollment and updated at least yearly for all children enrolled per the Office of Early Childhood Child Day Care Licensing Regulations and HSC policy: **ALL ENROLLMENT PAPERWORK MUST BE COMPLETED BY A LEGAL GUARDIAN.**

- Enrollment Application
- Parent/Guardian Permissions (including Contacts for Emergency & Alternate Pick-up)
- Benefit Election Form (HSC Employees only)
- Child & Family Information Form (Provides information regarding family culture and needs)
- Photo Release of Liability
- Copy of photo identification for all non-employee parents/guardians/individuals authorized to pick-up
- Child Health Record (ED 191) documenting immunizations and exam date within one year and including documentation of screening for TB)
- Consent to post allergy/restrictions (as applicable)
- Please refer to the section relating to School Readiness for additional forms and documentation required for families with children enrolled in that program.
- Forms for the authorization to administer medications (as applicable).

The program collaborates with community agencies to ensure that children's, health needs are met and screenings are conducted either on or off-site.

BUILDING A PARTNERSHIP

Good communication between parents, families, and staff in the early childhood setting is extremely important. We have a shared goal of providing children with the best learning and growing environments. The Consolidated School District of New Britain staff strives to create trust between parents and themselves so they can work together for the good of the children. Our methods include:

- We create a positive and trusting environment by being respectful and honest.
- We want to learn from you about each child's family, culture, home life, and language(s).
- We understand that some families may find it hard to get involved in special activities because of strenuous work schedules, and therefore we seek creative methods to maintain ongoing contact; we communicate in various ways and with many different styles.
- We like to keep you informed of program happenings and special events through written notes, telephone and/or email communication.
- When we practice methods of positive and open communication, we can get to know parents and encourage them to build a partnership with us. Children, parents, and teachers all benefit from the partnership.

While the day-to-day realities and pressures can cause parents to participate less in their children's lives, there remains a great need for parents, as their child's first and most important teacher, to be involved in their child's education. Recent studies show that when families are involved in their children's education in positive ways, the children achieve higher levels of success, have better

attendance, complete more work, and demonstrate more positive attitudes and behavior. Reports also indicate that families who receive frequent and positive messages from teachers tend to become more involved in their children's education than do parents who do not receive this kind of communication.

Continue to be aware of what your children are learning and how they are doing. Make a point of visiting the school and talking with the teachers through teacher/parent conferences and family activities. If you can't visit, schedule a telephone call to discuss your child's progress. Your involvement in classroom activities is always welcome and strongly encouraged! Staff will let families know how they can be helpful and can ask for their assistance with specific activities. Parents can participate by preparing classroom materials, serving on a committee, or sharing information about their careers and hobbies. The more involved parents are in what goes on in the classroom, the more likely they are to understand the teacher's goals and practices. Family and school represent the primary environments in which young children grow and develop. The foundation for good parent-teacher relationships is frequent and open communication, mutual respect and a clear understanding of what is best for each individual child.

Other methods of how The Consolidated School District of New Britain staff and participants communicate:

- Newsletter of things that are happening in your child's classroom, plans for the upcoming months, and other information that may interest families
- Parent Teacher Conference is a great way for parents and teachers to get together to discuss the children in depth. The Consolidated School District of New Britain staff can listen to the parents as they voice their concerns about certain areas of their child's development. Teachers can share what their experience has been like having your child in their classroom, as well as any improvements in their child's behavior and development. A parent teacher conference is also the perfect time for early childhood educators to partner with parents to find methods that will further increase their child's early education experience.
- Bulletin Boards that showcase recent works by the children, upcoming events, parenting resources, and other information.
- Drop off/pick up times are always busy for early childhood teachers but can find time to exchange a few positive words with the parents during those times. Our ability to effectively communicate is an essential part of providing a consistent experience for children.
- Family Meetings are in place to assist in planning and implementing policies and activities. All are welcome to participate.

POLICIES & GUIDELINES

ADJUSTMENT

It is important to remember that we all need time to adjust to new situations. Entering a school can be an exciting and/or frightening experience for both parent and child. However eager a child may seem to be for a new experience, he or she may also feel apprehensive. Parents also suffer from the pains of separation. This is a natural period of adjustment for the child and parent. This is a part of your child's development, when he/she learns to feel safe in a new environment. These feelings of apprehension are normal.

The more frequently you can communicate with Gaffney Elementary or Roosevelt Early Learning Center, the more comfortable you will feel. Each case of separation is dealt with individually. Each child takes a different amount of time to adjust. It is often best, when a child is having difficulty, to say "good-bye" quickly and unhesitatingly, without coming back. Children seldom continue to cry for more than a few minutes after a parent has left. Early Learning Center staff will reassure your child. We ask that parents not sneak out or make statements such as, "I'll be right back".

Children need to trust both their parents and the program staff. After a period of time, the daily routine should dispel all their fears and bring about a full adjustment. We encourage a quick call to the to reassure an anxious parent. We will always tell you the truth. Our objective is to deal with parents and children honestly and to assist you in working through what may seem like a difficult situation. Parents are encouraged to visit the classroom at any time.

ARRIVAL/DEPARTURE

BUS STUDENTS

All Preschoolers students are eligible to receive transportation. A parent/authorized adult, 18 years of age or older, must be present when a child is boarding the bus and must be waiting at the bus stop when the child is brought home. If an adult is not present at the bus stop, the child will be returned to school and the late pick up policy (above) will be followed. Parents must notify the driver if another person is authorized to remove the child from the bus. Children will not be removed from the bus by unfamiliar/unauthorized persons. If your child is not going to be transported by the bus on a particular day, please remember to call the Board of Education at 860-827-2013.

All children must be accompanied by a responsible adult. A list of responsible adults (eighteen years or over) authorized to remove your child from the program must be on file. Any authorized person not known to the staff will be asked to show identification. While parents are on the premise, they are responsible for the care of their child. Parents must uphold the policies and procedures of the Consolidated School District of New Britain while on the premise. No parent or authorized pick-up person shall leave their car running on the premises; they need to shut off the car when going into the school.

The end of the day is just as important as the beginning. A new separation occurs. Please allow children to adjust. Let them put away their learning materials and say good-bye to their friends and wash their hands. Help your child gather his/her belongings. Children are very aware of time in relationship to their day. Your children know their expected pick up time and become anxious when that time has passed. They can also become confused if an unexpected person picks them up. Please inform the program if an alternate person (authorized to pick up as indicated on file) is going to pick up your child or if you are going to be late, we will inform your child. The ELC will not release a child to anyone whom is not on the authorized pick up list.

LATE PICK UP POLICY

- Children are to be picked up by an authorized adult. You must notify the teacher if your child will be picked up late in an emergency situation.
- Late Pickups of students from the classroom or if the child is returned on the bus will be assessed a fee of \$15.00 for every 15 minutes.
- After 15 minutes past closing time, the emergency names you provided will be contacted and asked to pick up your child.
- If we have not established contact with an emergency contacts, after 30 minutes, the police will be contacted.

ATTENDANCE

ATTENDANCE

Attendance at school is important. Students need to be present in order to learn. You can help by making school a top priority. Please do not schedule appointments such as medical or dental (etc.) during school hours. Contact the school to report your child's absence, and send a note to the teacher explaining the absence when your child returns to school. If you do not have a telephone, please write the teacher a note for when your child returns. Calls are made to the home of each absent student in the morning to ensure that the parent knows the child is not at school.

Attendance is monitored on a daily basis. If a child is absent for 3 days, an attendance meeting is required with the parent. After 6 days, a meeting will be scheduled. After 10 days of unexcused absences, child may be withdrawn.

Excused/Unexcused Absences

An unreported absence is an unexcused absence. Absences are excused only for illness or certain family emergencies at the discretion of the principal. If your child has excessive unexcused absences, a referral to the School Based Attendance Committee (SBAC) may be completed. Parents will be expected to attend a meeting to discuss attendance concerns. The SBAC consists of the teacher, principal, school social worker, the district's attendance officer and a Department of Children and Families liaison worker.

BIRTHDAYS

Children's birthdays are usually celebrated in a variety of ways. Due to allergies, USDA food requirement, liability, and nutritional guidelines set forth in our Early Learning Center goals, there are many limitations to what can be brought in. The Consolidated School District of New Britain is excited to share *non-food celebrations* with your child. We ask that you do not bring in any food items (cupcakes, pizza etc.) to celebrate your child's birthday. Please consult your child's teacher for ideas to celebrate your child's birthday in the classroom. Children love recognition with the celebration of their birthday.

CHILD ABUSE & NEGLECT

Child Abuse includes:

- Any non-accidental physical or mental injury (i.e. shaking, beating, burning)
- Any form of sexual abuse (i.e. sexual exploitation)
- Neglect of a child (i.e. failure to provide food, clothing, shelter, education, mental care, appropriate supervision) Emotional abuse (i.e. excessive belittling, berating, or teasing which impairs the child's psychological growth)
- At risk behavior (i.e. placing a child in a situation which might endanger him by abuse or neglect).

Child Abuse is defined as:

A child who has had;

- Non-accidental physical injuries inflicted upon him
- Injuries which are at variance with the history given of them
- Is in a condition, which is the result of maltreatment, such as, but not limited to, malnutrition, sexual exploitation, and deprivation of necessities, emotional maltreatment or cruel punishment.

Child neglect is defined as:

A child who has been:

- Abandoned
- Denied proper care and attention physically, educationally, emotionally or morally
- Allowed to live under circumstances, conditions or associations injurious to his well-being (CT statutes 46b-120)

As licensed childcare programs, The The Consolidated School District of New Britain staff are **mandated by law** to report any suspicion that a child is being abused, neglected, or at risk. All of the staff at the The Consolidated School District of New Britain has a responsibility to prevent child abuse and neglect of any children involved in the program. Mandated reporters must report orally to DCF or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected. Within 24 hours of making the report, the mandated reporter must submit a written report (DCF-136) to DCF. Staff is protected by law from discrimination or retaliation for reporting suspected abuse or neglect. All phone calls to DCF shall be documented and kept on file at the center. Documentation relating to the suspected abuse & neglect and the DCF-136 shall also be kept on file for the mandatory duration of the law.

1. When child abuse & neglect indicators appear, staff must reference Medical Emergency Procedures and ensure that the Director is immediately notified. It is imperative that the information gets to the Director immediately. If the Director is unavailable, the VP of Human Resources is immediately notified.
2. The staff person may at any time report directly to the Department of Children and Families. The reporting staff and/or administrator will call the Department of Children and Families (open 24 hours a day) at 1-800-842-2288. The reporter's name is required but may be kept confidential.
3. Information needed:
 - a. Name of child
 - b. Address of child
 - c. Phone number of child
 - d. Name of parents/guardians
 - e. Address of parents/guardians
 - f. Phone number of parents/guardians
 - g. Relevant information such as: physical or behavioral indicators, nature and extent of injury, maltreatment or neglect
 - h. Exact description of what the reporter has observed
 - i. Time and date of incident
 - j. Information about previous injuries, if any
 - k. Name of suspected perpetrator, if known
 - l. Names and ages of siblings
 - m. What action, if any, has been taken to treat or otherwise assist the child
 - n. Circumstances under which the reporter learned of abuse
4. The management of The Consolidated School District of New Britain supports a zero tolerance for abuse and neglect and will implement immediate action should there be an allegation that a staff member abused or neglected a child. If an allegation is made that a staff member abused or neglected a child, the center will choose any of the following courses of action to protect the child:
 - a. The administration will protect the child, including notification of a parent or guardian, once there is an allegation of abuse or neglect of a child in our program.
 - b. Management may choose to have the accused person supervised at all times.
 - c. Management may choose to have the accused person reassigned to a location deemed appropriate.
 - d. Management may choose to suspend the accused person until the formal investigation is completed by either DCF or OEC.

- e. If the internal investigation concludes that abuse has occurred, the staff member will be discharged and the appropriate agencies will be informed.
5. The Consolidated School District of New Britain has required Child Abuse & Neglect training for prevention, detection, and mandated reporting. Training occurs annually for all employees. The Consolidated School District of New Britain conducts an orientation and training of our Child Abuse & Neglect policies with new staff before regularly working with the children in our classrooms.
6. The Consolidated School District of New Britain Abuse & Neglect policy will be included in our Parent Handbook, and each family will be given a copy upon enrollment. A copy of this policy will also be posted on the parent board. A copy will be included in our Practices & Procedures Manual which is given to staff.
7. When an accusation of abuse or neglect by a staff member is made, the Director must immediately inform the parents or guardians of the child involved that a report has been made to DCF. Health care officials may need to talk to a child's parents to access the cause of the child's injuries and offer support and guidance. The Director will write a memo to all the families within the child's classroom that the program is under investigation.

CLOSINGS

SCHOOL CLOSING/DELAYED OPENING/EARLY DISMISSAL

In the event of school closings or early dismissal due to inclement weather, a call will be made using the automated calling system as soon as possible. Please be sure that your telephone numbers are up to date so that we can contact you in case of emergency. Please watch the TV stations (WFSB, NBC 30 or Fox 61) and log onto the district website at www.csdng.org for information on closings, early dismissals or the cancellation of after school activities. In the event of an early dismissal due to weather, please make sure your child is aware of any alternate arrangements for going home. If your child is to be dismissed early, please send a note to the teacher stating the time and who is to pick up the child. **ALL DISMISSALS ARE MADE FROM THE OFFICE.**

Upon arriving at the school to pick up your child, please report directly to the office. You will be asked to identify yourself and sign a dismissal log before your child will be called to the office.

PRESCHOOL HOURS GAFFNEY AND RELC

EARLY DISMISSAL PRE-K HOURS

FULL DAY 9:00 a.m. - 1:00 p.m.

AM Pre-K 9:00 a.m. - 10:45 a.m.

PM Pre-K 11:15 a.m. - 1:00 p.m.

BAD WEATHER EARLY DISMISSAL

FULL DAY 9:00 a.m. - 12:00 Noon

AM Pre-K 9:00 a.m. - 10:45 a.m.

PM Pre-K No School Day

EMERGENCIES

In case of a medical emergency, the school nurse or school administrator will contact 911 and the student will be transported to the nearest available emergency medical facility. In the case of a psychiatric and/or behavioral emergency, the school nurse, school administrator, school psychologist or school social worker may contact 911 or 211 - the Emergency Mobile Psychiatric Services - to obtain emergency care for the student.

The school nurse provides consultation and education for the Preschool staff and families regarding well-child care and any individualized medical issues that may impact students educationally.

After January 1st, preschool children who have not had the flu vaccine will be excluded from school until they receive it or provide documentation stating they are exempt.

CLOTHING

Please be sure that your child is dressed according to the weather conditions. This includes clothing that is dry and layered for warmth in cold weather, and boots, hats, mittens and snowsuits in the winter. We go outside even if there is snow on the ground. Children will have opportunities to play in the shade outdoors. **However, when in the sun, they need sun protective clothing and sunscreen with UVA and UVB SPF 15 or higher.** Clothing needs to be comfortable. Please do not send your child to the center in clothes that you do not want to get dirty. We encourage messy play (paint, glue, goop, clay, sand, etc.). Make sure ALL of your child's clothes are labeled with their first and last names. Provide clothes which are free of complicated fastenings that are difficult for a child to remove for toileting.

Sneakers or rubber-soled shoes are required for the playground. Open toe sandals, flip-flops, dress shoes or crocs are dangerous when running, jumping and climbing and may not be worn outside. All children should have at least one full set of clothing (shirt, pants, socks, and underwear) at the center. During the day, children have all sorts of accidents (not only toileting ones). When your child uses their spare clothing, please send in another set the next school day. If your child needs to borrow the center's clothing, please return it cleaned along with their own set of clothes as soon as possible. If your child does not have clothing available when an accident occurs, the parent will be called to pick up or bring a change of clothes. If we are unable to reach a parent or guardian we will contact the emergency contacts. Parents should check their child's cubby often for adequate clothing. Parents that consistently do not bring a change of clothes may not be admitted to the program that day. Parents are asked to pick up their child's clothing and bedding within 2 weeks of withdrawal. Clothing left behind longer than 2 weeks will be donated.

For the safety of your child and the other children enrolled in the center, jewelry is not permitted at any time, unless prior approval is given by the school administrator. Many items may cause physical injury or become choking hazards. In addition, The Consolidated School District of New Britain will not be responsible for lost or stolen valuables. It is the parent's responsibility to enforce this policy with their children. Please consult your child's teacher when choosing accessories to ensure the safety of your child and the other children within the center.

COMMUNICATION WITH FAMILIES

Family Language Preferences

- We hire a diverse staff that is available to communicate with families and to help translate materials in various languages.
- We have access to other resources to help with translation as requested.

Linking Families with the Community

- Each site has a designated family resource center which includes various community resources including but not limited to the following; Husky, WIC, dental, vision, hearing, literacy, mental health, energy assistance, housing, etc.. Please contact the Director who will provide you with any referral information requested or CT 211 info line. We have established collaborative agreements with many community agencies. **COMMUNITY HEALTH CARE**

Teachers share information about things happening in the program in a variety of ways:

- Monthly Classroom Newsletters
- Notices/Flyers in Mailboxes
- Ongoing discussions with your child's teacher
- Parent Teacher Conferences.
- **Parent Boards**

Teachers want to know about things your child is doing at home. They learn this through:

- Upon orientation families provide information which helps us to gain valuable information about what your child is doing at home
- Parent teacher conferences

- Ongoing discussions with your child’s teacher can further this process over time
- Parent input forms-NAEYC

Teachers want to know about things that are important to your family and use this information to help your child grow and learn. Building a strong home and school partnership is critical success.

Within our Program Philosophy is, “we value the role of families as the most important influence in the education of children and believe that a partnership approach best serves the child and family.”

Family input in the program is crucial to the success of the program. We learn about what is important to families in many ways:

- NAEYC Family Survey
- At parent teacher conferences
- Through daily conversations.

Talking with your child’s teacher

- Teachers are available for short exchanges at arrival and drop off times.
 - Phone calls are welcome at a time convenient for you and the teacher – before or after school, when the teacher is not providing direct care.
 - Appointments can also be set up and we will arrange for classroom coverage for the teacher.

COMPLAINT PROCEDURE

Most problems that arise are due to misunderstandings that can be solved through communication. If a problem occurs, please:

- Discuss the problem with the classroom teacher. If unresolved,
- Discuss the problem with the building administrator. If unresolved,
- Discuss the problem with the Coordinator of School Readiness or Special Education . If unresolved,
- NANCY?
- If the problem is still not resolved and it falls under a regulatory concern, you may contact the State Licensing Department, Office of Early Childhood.

We understand that some questions and concerns may feel uncomfortable to pursue. Please do not hesitate to contact staff who are here to support you, your child, and the program. We will respond according to program regulations, program policies & procedures, and program philosophy. We are always available to best support the most effective manner in which you’d like to work with any staff member at the ELC.

The above procedure is also for positive reactions to our program. If you are happy with our program, please share your comments with the above parties.

CONFIDENALITY

The individual dignity of children, families, and staff shall be respected and protected at all times in accordance with law. Information about children, families, and staff will not be divulged to anyone other than persons who are authorized to receive such information.

We will not discuss sensitive issues of children directly in front of them nor in front of other parents/adults & other children. This is for the respect and sensitivity that we should exhibit to each child we care for. A formal meeting should be set in a manner that children are not present.

Confidentiality of information:

- All records are stored in a locked file inaccessible to unauthorized persons.
- Access to records is limited to appropriate staff.
- Information is never discussed among staff except on the “need to know” basis.
- Information and documents which are considered confidential are medical records, educational records, special needs records, family records, financial records, and any other private information about the children or families.
- All requests for release of information will be coordinated by Administrative personnel.
- Information will only be released with the express written consent of the child’s parent or legal guardian.

CURRICULUM

All preschool classrooms utilize **Splash into Pre K** by Houghton Mifflin–Harcourt. **Splash into Pre-K** is a comprehensive and integrated early learning program designed to ensure success for today's 3 and 4 year old learners through the latest research and interactive learning philosophies. It is used in conjunction with the Preschool Performance Standards and Benchmarks along with the Early Learning Developmental Standards published by the Connecticut Office of Early Childhood, State Department of Education.

Staff have also been trained in Developmentally Appropriate Practices and are infused into the learning experience organizational plan

CURRICULUM, ASSESSMENT, & SCREENING

Children’s development of skills, abilities, knowledge, and progress is implemented and monitored through the use of the *Connecticut Early Learning and Development Standards (ELDS)*, *Creative Curriculum*, *CT Documentation and Observation Teaching System (CT DOTS)*. The ELDS are used in curriculum and assessment decisions and to connect child assessment data to program design, including school readiness goals consistent with state and local expectations. Additionally, the ELDS guide the collection of child assessment data for promoting continuous quality improvement in the program and child well-being & success. Program goals and school readiness goals for children align to the CT DOTS, and continue to guide all key aspects of program planning including but not limited to staff professional development. Portfolios are designed for each child that focuses on all aspects of their development. The ELDS noted above are used to ensure that the curriculum is supportive of each individual child’s current level of development, to observe and monitor each child’s progress related to the curricular goals and performance standards, and to share information with families and education staff. It becomes an ongoing cycle of planning &

implementing, observing, assessing, and then back to planning & implementing based on recent assessments.

Each child will have a confidential file kept in a secured area where only those teachers, staff working directly with the child, or regulatory bodies will have access to their records. The information gathered about your child will only be used to support individualized goals into the classrooms daily activities. No information will be shared with others unless parents give us written permission.

Teaching staff is trained yearly on the assessments and screening process through the Director and outside professionals. Teacher teams meet regularly to review assessments and plan for individual children and the group using the information gained through observation, screenings, and teacher generated tools.

At the Early Learning Center, we know that not all children learn at the same rate of development, and that every child has individual strengths and needs. We respect that all children are capable and competent when given the right amount and type of support necessary to their age and stage of development, as well as their individual needs. Therefore, we will provide differentiated instruction and intervention referrals when necessary that are consistent with Connecticut's Scientific Researched Based Intervention (SRBI) model. SRBI and CT ELDS provide a framework designed to meet the individual needs of all children through a systematic and collaborative approach, which is highly effective. Teachers will connect families with additional resources that some children may need for success.

Parents can access a copy of the CT Early Learning and Development Standards through the internet at: <https://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf> or inquiring about a copy through your classroom teacher. For those parents who need a translated copy of any paperwork or communication from our program, please let us know and we will translate as needed.

Children will be screened utilizing the Ages and Stages (ASQ) and Ages and Stages Social Emotional (ASQ-SE) screening tool within 45 days of enrollment. Until the age of 36 months children will be screened bi-annually and then annually until they leave the program. The screening results will be shared with the families and pediatrician, if necessary.

DISCIPLINE (BEHAVIOR MANAGEMENT)

Discipline is to be viewed as a positive learning experience. The goal of discipline is to help the child develop inner controls so that he/she may move toward appropriate social behavior. Young children need consistent, age-appropriate limits to ensure safety of themselves, the people around them, and the materials in their environment. The classroom is a safe place for the child and teacher. It is a place where children have an opportunity to develop positive behavior and inner control. It is the responsibility of staff to guide children in a manner that is understanding and helps the child to value him/herself. Methods for resolving conflicts are positive guidance, setting clear limits, and redirection. We use the following forms of discipline in the event of inappropriate verbal language, sharing toy issues, biting, and hitting:

1. Ratio/Group Size – We will maintain appropriate staff/child ratios and group size per classroom.
2. Positive Environment – Staff will strive to maintain an environment of happiness, love, and understanding, free of aggression and confusion. Staff will consistently give role model acceptable behavior. Children will be given clear messages of expected behavior. Staff will set reasonable and fair limits. Staff will always reinforce positive behavior.
3. Explanation – Telling children what behavior is accepted, why and the consequences. When disputes arise among children or between a child and teacher, the teacher will encourage a talking out process among those involved. The goal of this talking out process will be to acknowledge feelings and find solutions using children’s ideas whenever possible.
4. Redirection – Allowing children to choose alternative activities that would avoid problem situations. A child who may be overly aggressive or is repeatedly destructive of other children’s work may be asked to make an activity choice in another area if talking things through has not resulted in better self-control.
5. Separation – When all else fails, children may need to play independently for a short time to calm down and regain self-control. The child will have an open invitation from the teacher to return to the group when he/she feels ready. No child will be placed in a corner or outside the visual view of at least one staff member. Staff will continuously supervise children during disciplinary actions.
6. Dismissal – We work with each family on a child by child basis. We have many supports internally and externally, including mental health consultation to assist us in the process. Some situations may arise where a child may become harmful to themselves and/or others. When identified, your child may be sent home to ensure the safety of your child, other children, and/or others in the program. Depending on the severity of the situation, your child may be unable to return to school until a parent conference has been completed to address necessary steps that may include but are not limited to: a behavioral plan, other necessary plans as needed, strategies, review of implementation plans with teachers/family, and consultation. Please note our dismissal policy under **Dismissal**.
7. Conference – In the event the child is unable to respond to the above procedures, a meeting with staff, parents, and other appropriate professionals/adults will be held to discuss the concerns and recommendations. If parents fail to accept recommendations or if the child shows no improvement, the Early Learning Center may be forced to withdraw the child from the program. This procedure is to ensure the safety and development of each child, family, and staff.

If a child harms another child, the staff will attend to the child who is harmed first, and then proceed with the above disciplinary procedures. The staff will inform both families of the incident using a Social Behavior Report and an Incident Report; however, to ensure confidentiality and avoid labeling any child as an aggressor we will not disclose the child’s name to either family.

The staff shall not be abusive, neglectful, or use corporal, humiliating or frightening punishment under any circumstances. At no time will staff use physical, emotional, or verbal abuse. Food may never be denied to a child as an unrelated act of discipline. No child shall be physically restrained unless it is necessary to protect the safety and health of the child or another child or adult.

Discipline vs. Punishment

Children are disciplined when....

They are shown positive alternatives rather than just told “no.” They see how their actions affect others

Good behavior is rewarded

Adults establish fair, simple rules and enforce them consistently.

Children who are disciplined.... Learn

to share and cooperate

Are better able to handle their own anger

Are more self-disciplined

Feel successful and in control of themselves

Children are punished when....

Their behavior is controlled through fear Their feelings are not respected

They behave to avoid a penalty or get a bribe The adult only tells the child what not to do

Children who are punished.... Feel

humiliated

Hide their mistakes

Tend to be angry and aggressive

Fail to develop control of themselves

DISMISSAL

Unexpected dismissals may occur for a variety of reasons including but not limited to challenging behavior incident (see “**Discipline**” policy), child personal needs (see “**Clothing**” policy), suspected child illness (see “**Illness**” policy), weather conditions, environmental emergencies, facility failures (i.e. loss of power, loss of water, loss of heating), and community conditions. Unless specified otherwise at the point of phone contact, in the event of a dismissal parents are required to arrange for pick-up within one hour of the decision for dismissal. As a ratio-based program – that includes the coordination of many qualified and committed staff that are providing high quality early care and education to many children and families on a daily basis – please plan accordingly with the understanding that arrangements are always in place, throughout your child’s enrollment time at the ELC, to respond and pick up your child within one hour of the dismissal decision. All adults picking up enrolled children **must** be authorized on the emergency contact form.

ENRICHMENT ACTIVITIES

FIELD TRIPS

In an effort to provide the children with a wide variety of experiences, the program will on occasion offer field trips to various places that may present educational, social or cultural experiences to the children. Children will participate in field trips as developmentally appropriate. Students may leave the building to go on administration approved educational trips. Well before a scheduled field trip, teachers will send permission slips home with the students along with all relevant information about the trip. If you have time available in your schedule, you might wish to volunteer as a chaperone for the field trip. Please contact your child's teacher and let them know if you are interested in volunteering as a chaperone or if you have questions regarding the trip. No student will be allowed to take a field trip without a signed permission slip returned to the school by the deadline. If permission slips are not returned, your child will remain at school.

Transportation for field trips is provided by The Consolidated School District of New Britain department of Transportation Laws regarding the use of child restraints will be followed for the specific type of vehicle when transporting children off site. Parents are invited to chaperone field trips throughout the year.

ON-SITE ACTIVITIES

The program offers on-site enrichment activities to the children. These activities may include visits and presentations by Nature Centers, musicians, various community helpers (e.g., a firefighter, police officer, dentist, doctor, etc.). Parents are always welcome to participate in these on-site activities and/or even present an activity to the children that may relate to their own culture, profession or interests.

STORYTELLING

On a monthly basis, a storyteller from the New Britain Public Library rotates through the classrooms and shares stories, songs, finger plays, and puppets and felt stories with the children. Books that help to support learning in the classroom are also provided for staff to use during the month. Family and community members are also encouraged to come in and read books to the children at any time.

OTHER EXPERIENCES

The children often participate in nature walks on the school grounds. Special activities are also planned for families are also often scheduled at Gaffney Elementary and Roosevelt Early Learning Center, in which large groups can come together to share in educational and or social experiences.

FAMILY LITERACY LENDING LIBRARIES

In order to support each family's efforts in promoting their child's development, each classroom has a lending library available for families. Families are able to sign-out a variety of backpacks filled with books, props and activities that can be shared at home. A number of backpacks are available in Spanish, while others include math and science learning experiences. These backpacks offer opportunities for children and families to work together to build important skills and spend quality time together!

FAMILY INVOLVEMENT

- The Consolidated School District of New Britain offers an “open door” policy to parents at all times. We encourage you to come for a visit whenever your schedule permits. A copy of your child’s classroom’s daily schedule is shared with parents at enrollment; however, it is also posted for your convenience in your child’s classroom. We encourage you to take note of what your child’s routine is for the day before you visit. Parental involvement continuously enhances childcare programs, and we welcome your continued support. If you would like to read a story, or if you have a special hobby or talent you would like to share with the children, we would welcome your visit. Please speak to the staff and arrange a convenient date and time..
- Formal parent–teacher conferences will occur three times a year. Informal parent–teacher conferences will occur at the request of either the parent or teacher. Families receive written Progress Reports based on CT DOTS in December, April, and June. Formal meetings will occur to discuss these progress reports, which are a formalized tool used to exchange information about each child’s progress in various areas of growth. These areas include skills in the following areas: personal/social, physical, cognitive, and creative. It is crucial that, during your child’s early childhood years, any developmental concerns are identified and responded to quickly. Activities to support families in interactive literacy activities at home are shared during this time.
- Special family events will be scheduled throughout the year.
- Monthly newsletters are sent home to inform parents of the happenings, such as: upcoming program activities, special events, workshops and guest speakers. Copies are also posted in each classroom. This helps to strengthen the home/school partnership.
- Meetings and workshops will be presented to offer information related to topics in which parents have expressed an interest as well as program updates.
- Program Evaluation - Family input is crucial to the success of the program. Families and staff are included in program improvement efforts including a yearly program evaluation in June at the end of the school year. When program evaluations are complete, the surveys are tallied, and the results are summarized in a letter sent out to parents, they are posted in parent areas.

HEALTH

HEALTH

Deciding when to keep a sick child at home from school is not always easy. It’s important for children to attend school and for some parents staying home means missing work. When a child is truly sick, they need to stay home in the care of a responsible adult to get well and to prevent spreading illness to others. Listed below are some conditions where parents/guardians should keep the student home from school:

- Fever over 100 - student may return when their temperature has returned to normal for 24 hours without the use of fever reducing medications.
- Two or more episodes of vomiting - student may return when they have not vomited for 24 hours.
- Two or more episodes of diarrhea - student may return when they have gone 24 hours without further diarrhea.

- Persistent coughing, including coughing from asthma that is not resolved by using prescribed asthma medications.
- Severe pain - such as from an earache or toothache. The student should see a medical or dental provider immediately for treatment.
- Diagnosed communicable illness or condition - such as flu, chicken pox, scabies or whooping cough. The student may not return to school until cleared by their medical provider.
- Thick drainage coming from the eye and causing the eye lids to stick together. Student should see a medical provider for treatment.
- Severe sore throat - if the student is diagnosed with strep throat they may return after they begin antibiotic treatment.

Simple stuffy noses, coughs or minor allergy symptoms don't stop many children from enjoying and participating in school activities. If your child is congested or has a sore throat but is still active in the morning and able to get themselves ready, it's a good sign that they can handle the school day. Parents/guardians are required to provide written excuses for absences from school. Students who have been seen by a medical provider should provide a medical note showing that the student has been assessed by the medical provider and stating that the student is cleared to return to school.

Administration of Medication: In accordance with Connecticut State Statutes medication cannot be administered to a student unless the school has a written order from a licensed medical prescriber and the signed authorization of a parent or guardian. This includes both prescription and over the counter medications. Medication forms may be valid for up to one year. Students may not carry medications in school, including asthma inhalers and over the counter medications, unless the school has on file a valid medication order and signed parent/guardian permission to both administer the medication and to self-carry medication. State of Connecticut Statutes prohibit students of any age from carrying or self-administering any type of narcotic or controlled medications in school. Medications must be delivered to the school nurse by a responsible adult and must be in their original labeled pharmacy container or manufacturers packaging. The student name and dosing instructions on pharmacy containers must match the written medication order. By law, a school may have no more than a 90 days' supply of medication for a student. Students who have signed permission to self-carry medications must transport the medication to and from school each day, maintain it on or in the immediate vicinity of their person at all times and use it according to the prescribers instructions. As needed over the counter medications such as Tylenol, Motrin, medicated cough drops and allergy medications also require written medication authorization and signed parent/guardian permission. Medication administration forms are available from the school nurse or on-line at the school district website.

Illness and Injury Management: The school nurse assesses students who comes to the health room with a report of illness or injury. The school nurse will contact the parent/guardian regarding any student who has symptoms of illness or injury that, in the professional judgment of the school nurse, needs to be observed at home or assessed by a medical provider. It is important that parents/guardians provide the school with working phone numbers and an up to date list with the names and contact phone numbers of those

persons to whom the student may be released. Students may not be released to anyone under the age of 18.

School nurses may only dismiss students who they have seen, assessed and determined, in their professional judgment, to be too ill or injured to remain in school. Students must be in school for a minimum of 1/2 of the school day in order to be considered “present” for the school day.

ILLNESS (SHORT TERM EXCLUSION)

The Early Learning Center will lower the risk of spreading communicable disease in our classrooms and offices through preventive health practices and appropriate procedures, including training, supplies and practicing universal precautions. Parents are encouraged to seek necessary medical treatment or assistance as soon as symptoms are noted to help children return to good health as quickly as possible. Reducing the days of illness or absence helps children continue with optimal growth and development.

The ELC recognizes that illnesses can be stressful for the parent and the child as well. However, our program serves “well children” and is not licensed to provide get-well care. The decision as to what constitutes “ill” will be based on the observation of the ELC staff or Nurse Consultant; therefore, children whom exhibit one or more of the following cannot be admitted for care:

- Oral temperature of 100.5 degrees or greater presently or within the past 24 hours;
- Symptoms and signs of possible severe illness such as: lethargy; abnormal breathing; watery stools (two or more episodes at school); vomiting within 24 hours; unidentified rash; mouth sores with drooling; sore throat or difficulty swallowing; earache that has not been checked by a physician; itchy inflamed scalp (see the “**Illness (Head Lice)**” section in this handbook); reddened, crusty, draining eyes; behavior changes, or other signs that the child may be severely ill;
- A health-care professional has diagnosed the child with a communicable disease, and the child does not have medical documentation to indicate that the child is no longer contagious.

The Early Learning Center shall exclude from attendance any child having or suspected of having a communicable condition. Exclusion shall continue until the following conditions are met:

- The child is fever-free, diarrhea-free and/or vomit-free for 24 hours
- If antibiotic was prescribed by a physician, the child has been on the medication for at least 24 hours.
- A physician’s note has been provided for children originally excluded for a contagious condition (such as impetigo, scabies, etc.). A physician’s note has been provided for a child who has been absent for three (3) consecutive days, stating that the child is well enough to return to school.

Parents will be notified immediately if their child is deemed ill during the program day. Children will be kept as comfortable as possible and kept away from other children as best as possible. If a primary parent cannot be reached, staff will utilize the emergency contact list provided by the parent to reach another approved adult to pick-up the ill child. Please note our dismissal policy –

any child dismissed from the program must be picked up within one hour of program's decision to dismiss the child.

ILLNESS (HEAD LICE)

To prevent communicable disease transmission, children with head lice or symptoms of head lice must be sent home and may only return to the classroom when they are lice free.

If a child is observed with excessive head scratching or scalp inflammation, especially on top of the head, behind the ears, or in the back of the neck, lice may in fact be present. If a child exhibits any of the symptoms mentioned above or comes to school with lice in their scalp, the parents or one of the persons on the emergency contact form will be called to come and take the child home as soon as possible. Any bedding and clothing the child has at school must be taken home and washed. Parents will be provided with information regarding the process of effectively and safely eliminating lice.

The parent/guardian will be responsible for treating the child with an over the counter product from a drug store, or a physician prescribed treatment and must repeat the treatment 7-10 days later to kill any surviving nits. After the first treatment, the child can return to the center, however, there can be no signs or symptoms of head lice. Children will not be permitted to stay should they exhibit signs of head lice.

Upon reentering the classroom, the child's head will have to be checked prior to admittance. Please ensure you bring in the empty treatment box upon returning to school as proof of treatment.

Should a child become re-infested with head lice after at home treatment, the parent must take their child to their physician. The child will not be able to return until treated by the physician. A doctor's note will be required upon the child's return to the program.

Parents will be notified that a lice outbreak is present within their child's classroom. The ELC staff will work closely with families to ensure each case of lice is treated quickly and discreetly.

IMMUNIZATIONS

Immunization requirements for all children birth through age 5 enrolled at the Early Learning Center must be current before a child can enter the program. As of July 1, 2015, if your child is religiously exempt from any immunizations, the State requires that the objection must be accompanied by a statement that the immunization would be contrary to the religious belief of the child or the parent/guardian. The statement must be acknowledged by a judge or family support magistrate, a clerk or deputy clerk of a court having a seal, a town clerk, a notary public, a justice of the peace, an attorney licensed to practice in the state of Connecticut, or a school nurse. This form must be updated annually.

Please note that OEC Child Care Center licensing regulations, require that all children enrolled in center based care; receive an annual flu shot between the months of September- December. All children must show proof of an up to date flu vaccine to return to the program January 1.

Please note that any child with a religious exemption will be removed from the program at the outbreak of a vaccine-preventable disease. The child will be able to return to the program once:

- A public health official determines that the outbreak danger has ended
- The child becomes ill with the disease and completely recovers from it
- The child is vaccinated according to public health protocol

- The child has proof of immunity to the disease

EMERGENCY CARE PROCEDURES

For your child's safety and protection, there is at least one staff member in any group of children who is trained in First Aid & CPR for children. In the event of an accident that creates a need for medical attention, we will proceed as follows:

- For immediate medical treatment, a staff member will call 911 and request emergency assistance. If necessary, your child will be transported to the nearest medical facility by the dispatched ambulance. Parents will be contacted immediately. If parents are unable to be reached, your emergency contacts will be called. Within 24 hours, the staff member will complete an Incident Report stating the details of the situation.
- If a less serious incident occurs, a staff member will administer first aid on site. Parents will receive an incident report stating the details of the injury, and will be called if it is deemed necessary by staff. Parents will be called if there is any incident that happens to their child above their neck.
- Whenever an injury (bumps, bruises, scraped knees etc.) occurs and first aid is given, an incident report will be filled out, which will include all the details of the incident. It will be signed by the staff member and the parent/guardian. A copy will go into the log book, and at the parent's request, sent home.

ITEMS FROM HOME

- We ask that children not bring toys from home other than a soft toy to be used during quiet time. Things tend to get lost or broken. They can also cause hard feelings when they are not shared. We cannot be responsible for lost or broken items. If your child's teacher is planning a "sharing time," advance notice will be given so that you and your child can plan together which item they will bring to share with the group.
- In the event of a "sharing time," toys/costumes that promote aggressive play, depict violence or are frightening are not allowed. They will be taken away from the child immediately and returned to the parent. This includes, but is not limited to, weapons, super heroes, karate equipment, etc.
- Money is not appropriate to send to school. Please keep it at home.
- Each day, any soiled clothing will be placed in a plastic bag for you to take home to wash.

LATE ARRIVALS

The Consolidated School District of New Britain strives to provide quality care and education to children and families. Providing our children with positive experiences that will help prepare them for formal schooling is a component of the The Consolidated School District of New Britain's philosophy. Our philosophy requires that families who choose to enroll in our program are expected to arrive by 9:00 am or they will be marked tardy for the day.

Teachers plan and prepare a variety of daily activities that focus on our program goals. Children that come in the middle of the day/session miss planned activities and their daily classroom routine is disrupted. This disruption makes it difficult for your child, your child's classmates, and your child's teachers. Emergency situations may occur from time to time, but emergency situations are few and far between. We encourage you to communicate with staff ahead of time in regard to planned appointments, such as pediatric visits and/or kindergarten screenings. Please note requirements under "Arrival/Departure" as well as under "Daily Schedules" in this handbook.

You will be required to sign into a Late Drop Off Book located in the school office upon arrival with your child should you be accepted for the day.

LATE PICK-UP; CHILD LEFT AT PROGRAM/CLOSING TIME

To ensure mandated staff-to-child ratios as well as high quality operating procedures are met, enrolled children are on a predetermined schedule. Families may not deviate from this schedule without pre-approval. Late pick-up fees will be assessed for *each* child remaining on site after 5:15 p.m. at a rate of \$15.00 for the first 10 minutes and \$1.00 a minute thereafter. Families with three (3) or more occurrences of late pick-up in one calendar year (regardless of the individual picking up) will be subject to a late pick-up fee of \$30.00 for each child for every fifteen minutes or portion thereof for each additional occurrence of late pick-up. Continued lateness may jeopardize your child's spot in the program. If you are late without contacting the program, the following procedures will take effect:

- Parents will be given 15 minutes before they are contacted.
- Parents will be called after end of 15 minutes. If unsuccessful, the emergency telephone numbers will be called. If there is no response at any number, the staff will continue trying every 15 minutes up to 1 hour after program closing.
- If parents or emergency contacts cannot be reached, staff will make a decision to call the local Police Department for assistance. This assistance will come in the form of aiding the staff to locate the parents and/or in contacting DCF.
- Two staff members will remain on site until a parent or assistance arrives. Under no circumstances is the ELC staff permitted to take a child home.
- Children must be turned over to the proper authorities as soon as all means of locating the parent, within a reasonable time, have failed. Whereupon, responsibility of the child will be relinquished to the proper authorities, relieving the Early Learning Center and its staff of any further responsibility.

Having a written procedure for children left at the program after closing hours is required by the Connecticut Office of Early Childhood Licensing Regulations. You will be required to sign into a late pick up book upon your arrival. Administration will speak with you regarding specific late pick up fee.

MEALS

Proper nutrition is key in the development of young children. We encourage healthy food choices so that children get the nutrition they need to get through their activity-filled day. Whitson's Food Services Department provides breakfast and lunch (including milk and water) and milk for lunch. Whole milk and skim milk is provided for children.

During our family style meals and snacks, staffs sit with the children and act as role models as they encourage children to try new foods. In addition, staffs provide assistance to children as they develop skills in the pouring and scooping of their own servings of food and beverages.

Breakfast is not offered as part of the daily program in all full day and morning preschool classrooms.

At any given time, there are several children enrolled with nut allergies throughout our schools. In an effort to reduce the risk of accidental exposure to these children, it is important that families to understand the Gaffney Elementary and Roosevelt Early Learning Center is a “nut-safe” environment and will not serve any foods from home that contain nut products.

Every effort will be made to maintain a peanut-free center and accommodations will be made to ensure the safety of children with allergies. Although striving to be peanut-free may be difficult for children who do not have allergies, it does present an opportunity for parents and staff to teach children about our appreciating differences and how each of us has our own special needs.

LUNCH

- Good nutrition is promoted during all meals. Please avoid sending in sweets & treats. Parents should refrain from placing any type of candy, chocolate gum and soda in a child’s lunch at any time. Please reserve these treats for home. If these items will be sent back home in the child’s lunchbox.
- Children are provided with the opportunity to make choices during lunch. Staff will encourage children to choose healthy foods first, with less nutritious choices to be eaten after healthy choices have been consumed. Children’s food consumption will be noted on the daily sheets and shared with parents in each classroom on a daily basis.
- Untouched foods will go back in their containers and sent home so that parents will know what foods their child consumes and meals can be varied accordingly.
- Staff will not serve foods that may present a choking hazard or are not appropriate. The food in question will be placed in the child’s lunch box and sent home. In some cases, the parent may be called and requested to provide a suitable alternative if the child’s lunch does not contain other options
- Staff will work with parents to resolve mealtime concerns or issues.

SNACKS

Our snack menu has been developed by the Early Learning Center’s Nutrition Consultant in accordance with the USDA nutritional guidelines for children and HSC Food Services Department. The amount of snack, and milk served will be limited to the serving portions suggested for meeting USDA recommended serving size guidelines for each age group. Our snack menu rotates on a four-week cycle and is posted near the Parent Information Board in the main entrance. If a child has a restriction or allergy to any food, parents must bring it to the attention of the staff immediately. The center reserves the right to serve foods that on occasion the kitchen will substitute for snack items not readily available. **Please keep in mind that all food brought into the center to be shared must be store bought, in its original, unopened package or must be a whole fruit or vegetable. If you would like to bring in a healthy snack to be shared please remember to inform the teacher ahead of time.**

MEDICAL/DENTAL EMERGENCIES

In case of a medical emergency, a qualified staff member will attend to first aid as needed. Another staff member would notify the family of the child. Attempts will be made to consult with the child’s physician/dentist. If neither is available, the program’s medical consultants will be contacted.

For extreme emergencies, 911 will be called. An ambulance will take the child and a staff member to the nearest hospital. The child’s emergency permission form and file will be brought with them.

Another staff member will notify the family or alternate pick-up person to meet the child at the emergency room. Additional staff will be called in if necessary to maintain required ratios.

All parents are required to sign the Consent for Medical Treatment form prior to enrollment.

MEDICATION

The Early Learning Center staff can administer to a child when the following conditions have been met:

1. The medicine has been prescribed by a physician. The medicine must be brought to the school in the original container, with the original prescription indicating the child's name and instructions for dosage. An "Authorization for the Administration of Medication" form must be brought to school after being completed by the physician and parent.
2. For children who have a long term chronic illness in which a specific medicine is necessary for the child to remain in school (i.e. epilepsy), the condition in #1 above must be met. An individual health plan will be developed for each child with an identified medical need prior to their start date.
3. For children with an acute temporary condition when giving the medicine cannot be done before and after school hours, the condition in #1 above must be met.
4. Any over-the-counter medications such as Tylenol, Benadryl, etc. must be in its original container and accompanied by an "Authorization for the Administration of Medication" form completed by the physician and parent.
5. Topical non-prescription medication can be administered to a child with written permission from a parent as indicated on an "Authorization for the Administration of Medication". These medications include: ointment, sunscreens, and insect repellants. Please label the original container with your child's name. For any topical prescription medication, the condition in # 1 must be met.

The ELC staff will store and administer prescribed inhalers and epi-pens, prescription & non-prescription medications, prescription and non-prescription topical medications, and emergency oral medications (i.e. Benadryl) with parent's consent as well as physician's approval as needed. Medications must be in their original container and clearly labeled. Medications will be in a locked container in the refrigerator or in a locked cabinet. Topical medications may be stored "inaccessible" in the original container and be labeled with the child's name and directions for administering. An "Authorization for the Administration of Medication" form must be brought to school after being completed by the physician and parent.

The form includes the following information:

1. Child's name, address, and birth date
2. Drug name
3. Prescribed dosage
4. Method of administration
5. Time to be administered
6. Side effects
7. Prescriber's name and address
8. Medical provider/prescriber's signature

The Early Learning Center will keep accurate documentation of all medications administered. Included in the documentation are:

1. Date the medication was administered
2. Time it was administered

3. Dose that was administered
4. Signature of the staff administering
5. Counts of controlled medications
6. Any comments

Parents will be notified when/if a child has been administered any medication. Staff is trained in the administration of medication, including inhalants and injectables. Only trained ELC staff will administer approved medications. Please note that medication cannot be left at school unless all of the conditions indicated above have been met. It will then be the parents responsibility to arrange to administer the medication to their child at the instructed times. Children needing medication during the course of the day should not be brought to school if the proper arrangements or necessary conditions have not been met.

Parent Responsibilities:

Parents are responsible for discussing the circumstances with program staff for using medication. Parents are responsible for ensuring all paperwork is completed, including required signatures. Parents are responsible for working with and following up with their child's physician to accomplish the above tasks outlined in order for the program to administer medication to their child. Parents are responsible for informing their child's physician of our program's medication policy. Parents are responsible for ensuring medication is brought to the program and updated accordingly.

REMEMBER:

1. Do not send your sick child to the program or they will be sent home.
2. Do not send medication to school with your child.
3. *** All medications must be picked up 1 week after your child's withdrawal, or they will be properly disposed of***

ORAL HEALTH PRACTICES

All children over the age of one year participate in oral health routines on a daily basis. Parents are asked to provide a toothbrush so that children can brush their teeth after lunch. Toothpaste will not be used for children under two years of age. Toothpaste for children over the age of two years is optional and is provided by the parent. Only brands of toothpaste that have been previously used by that child at home should be provided to ensure there will be no adverse reaction. Toothbrushes and toothpaste should be clearly labeled with each child's name. The program has established a collaborative agreement with the Special Care Dental Clinic and the New Britain Oral Health Collaborative to ensure that all children have access to dental screenings and services.

OUTDOOR POLICY

Taking children outdoors is a healthy, integral part of our daily schedule and curriculum. Children are able to go outside once in the morning and once in the afternoon. Health experts agree on the importance of fresh air and exercise as part of a child's daily routine. Children benefit from active outdoor play to release energy and develop large muscle coordination. Children will participate in routine outdoor play when the temperature is 32 degrees F and above. When the temperature drops below 32 and the conditions are not extreme, outdoor activity will be limited to approximately 15 minutes. In severe weather conditions, the teacher will determine whether the children will go outside. If your child is too sick to go outside with us, they're too sick to come to the center.

PHYSICAL FORMS

Prior to enrollment, a current physical form must be on file for your child. This form must include the physician signature as well as a record of his/her up-to-date immunizations and the date of the physical. The ELC follows the current State of Connecticut immunization guideline recommendations. The ELC Coordinator or Nurse Consultant will work with your family to ensure that your child has access to and remains up to date with on-going well child visits. **These must be updated on an annual basis for children age 24 months and older, and regularly during well child visits for infants B-24 months.**

Please be sure that your physician documents any allergies or health issues on the form. A child cannot be permitted to remain in the program without a valid, up to date, health form. If you fail to submit updated copies upon expiration, your child will be suspended or may be withdrawn from the program. Notices will be given before the expiration date. Please be aware of scheduling an appointment for your child ahead of time in order to meet the expiration date of your child's health form.

PETS

Pets from home are not allowed in the building due to allergies and sanitary reasons.

POLLUTION/AIR QUALITY

Air pollution consists of smog, pollen, dust and soot. The Consolidated School District of New Britain staff will refrain from outdoor activities on days when air quality is 100 or above. Administration will gather information regarding air quality from local radio/TV stations. A decision as to whether or not to go outdoors based on air quality will be made by the Building Administrator. Children will partake in a gross motor activity indoors in lieu of outdoor play if deemed necessary.

POTTY TRAINING/TOILET LEARNING

Children are not required to be fully toilet trained when enrolling in our preschool and school readiness programs. We believe that determining when a child is ready to begin toilet learning has less to do with a child's age and more to do with their physical and emotional development. Staff will work closely with parents to determine if a child is showing signs of readiness for toilet learning and to ensure consistency between home and the center. It is important to remember that toilet learning requires children to be ready both psychologically and physically. A child who is showing signs of readiness will consistently stay dry for longer periods of time and is also consistently able to verbalize their toileting needs. The most important thing to remember is that children will learn to use the toilet when they are ready both physically and emotionally and that the process cannot be rushed and is different for every child. It is very normal for children to make progress and have periods of regression.

The Consolidated School District of New Britain staff will assist preschool aged children with potty training. We ask that parents send children to school in underwear with at least four

additional sets of clean underwear and outfits for the child to change in to in the event of accidents. We also suggest extra socks and shoes for children in the middle of the process. We also ask that parents continue assisting children at home while learning potty training skills at school so the child has as much consistency as possible during the potty training process.

PROFESSIONAL DEVELOPMENT

The quality of The Consolidated School District of New Britain's program is directly linked to the quality of The Consolidated School District of New Britain staff. Professional development is an ongoing practice that the Early Learning Center strives to provide all staff, and families are encouraged to participate as well. Please look for information regarding training opportunities, and contact the office if you would like to attend.

The Consolidated School District of New Britain is able to network with various agencies and businesses in providing ongoing training opportunities to staff and families throughout the year. The Consolidated School District of New Britain provides incentives for teaching staff to continue their formal education, and the program has identified days closed for the purposes of training and professional development. Planned training opportunities include but are not limited to:

- Early Childhood Development & Education
- Connecticut Preschool Curricular Goals & Benchmarks
- Pre-literacy skill development
- Servicing children with disabilities
- Child First Aid & CPR
- Safety training
- Health & Nutrition

PROGRAM EVALUATION

At least annually, parents will be asked to complete a program survey that will identify whether each child and family's needs are being met. The input provided is a valuable tool in the overall assessment of the program and allows staff to set goals for continuous quality improvement. Parents are also encouraged to participate in assisting in the survey distribution, tallying process and review of the results.

REST TIME

Our full day programs at The Consolidated School District of New Britain have scheduled rest times. Licensed programs that operate for five hours or longer must provide children with a period of rest. Preschool aged children, rest time is approximately 12:30 – 2:15. Children who do not sleep, or who wake up early, may be offered a quiet activity. Children may bring in a blanket, small pillow and small plush comfort item for rest time.

Teaching staff will do their best to ensure cots and cribs are arranged 3 feet apart. Children will be arranged in a "head to foot" fashion to reduce the spread of communicable disease amongst children. Children will rest on a cot that is sanitized weekly by teaching staff. Parents are asked to take all children's bedding home at the end of each week, launder rest items, and return them to school on Monday.

RIGHT TO REFUSE ADMISSION

The Consolidated School District of New Britain reserves the right to refuse admission. Possible reasons for the refusal of admission include but are not limited to:

- Unsafe building/weather conditions
- Staff deems the child too ill to attend (with or without medical release)
- Situations that present a safety risk to the child, staff, or other children and families enrolled at The Consolidated School District of New Britain if the child were to be present at the program
- Family fails to accept recommendations regarding their child's ability to adjust to The Consolidated School District of New Britain setting, or if agreed courses of action are found to be ineffective
- Family's failure to maintain accurate, up to date records
- Family's failure to complete and return required documentation in a timely fashion
- Family's failure to pay tuition when due
- Family's failure to comply with The Consolidated School District of New Britain's policies and procedures

SAFETY INFORMATION

EMERGENCY PREPAREDNESS

Written Emergency Plans for life-threatening, non-life threatening, fire and other emergencies are posted in every classroom. In addition, an emergency evacuation plan is posted in every area of the center indicating the primary and secondary escape routes in the event of an emergency.

ALICE

Emergency Evacuation Drills (also referred to as fire drills) are conducted monthly to ensure that all staff and children are prepared to evacuate quickly and safely in the event of a true emergency. These drills are unannounced and are planned and coordinated by the building Administrator. In the event of a power outage, the center is equipped with a generator that will automatically restore power. In the event of an emergency evacuation, a designated area has been established.

SAFE ENVIRONMENT

It is the policy of the Consolidated School District of New Britain not to tolerate threats, threatening verbal or physical behavior, or acts of violence against or involving the children, parents, employees, volunteers or visitors of the Early Learning Center and Hospital. This includes any act that may harass, interfere with or disrupt an individual or group, or may create an intimidating, offensive or hostile environment. No parent or adult is permitted to curse or use other inappropriate language on agency property at any time, whether in the presence of a child or not. Such language is considered offensive by many people and will not be tolerated. Parents must refrain from physical/verbal punishment of your child or other children at the center. Corporal punishment is not

permitted. Parents are prohibited from addressing, for the purpose of correction or discipline, a child that is not their own.

Such conduct by a parent, family member, volunteer, visitor or person affiliated with a family having a child enrolled in the Consolidated School District of New Britain may result in immediate termination of enrollment for that family.

Any individual who feels he or she has been threatened or has witnessed threatening behavior against another person should not hesitate to immediately inform the Director, any staff member of The Consolidated School District of New Britain.

BADGE ACCESS

Parents are issued an access badge at the time of enrollment. This badge provides parents with access to the center during normal operating hours. For security reasons, parents are not to loan their badge to anyone at any time. Individuals without badges who need access to the center must ring the doorbell and a staff member will give them access. Any individual who is not familiar to the staff and who is requesting to enter the building to pick-up a child will be requested to present photo identification and must have written consent from the parent in order for that child to be released.

BADGE REQUEST FOR NON-EMPLOYEE

Any individual who is not an HSC employee and is requesting a badge for access to the childcare center for the purpose of picking up/dropping off children must present photo identification prior to the badge being issued, and a copy will be placed in the child's file. Individuals required to provide photo identification include spouses, friends and family members of employees, and all community members. A photocopy of the identification provided will be kept on file. Parents are asked not to allow anyone to enter the building who is unfamiliar and does not have a badge. Please notify a staff member immediately so that identification can be requested to determine if the individual is authorized to enter the building.

PARENTAL COMPLIANCE WITH OEC REGULATION, EARLY LEARNING CENTER AND HSC POLICIES, PROCEDURES AND GUIDELINES

The Consolidated School District of New Britain is responsible for the health and safety of all children regardless if a parent is on site. OEC regulations, NAEYC criteria and the Consolidated School District of New Britain's policies, procedures and practices must be adhered to at all times by the staff, parents, children and/or other individuals visiting, dropping off or picking up a child at the school. This includes, but is not limited to, the proper supervision of children both indoors and out (including following classroom and playground rules and during family functions); maintaining ratios and appropriate group size, children not being allowed to open classroom or entry doors at any time and behavior management policies are adhered to. (Please refer to the Behavior Management in this handbook).

Parental presence does not exempt any child, sibling, parent, family member or visitor from complying with the center's policies, procedures and practices.

CAMERAS

We have cameras in all of our classrooms and on our side playground. These cameras cannot be seen by anyone outside the center. They are there for the safety of the children, staff and all people that enter the classrooms. For the safety and privacy for all of the children in our center the cameras are not for family viewing.

SMOKE FREE ENVIRONMENT

Smoking is prohibited at all times in all spaces utilized by the program. Smoking is prohibited in the classroom, staff offices, kitchens, restrooms, parent and staff meeting rooms (used in the evening as well as during the day), hallways, outdoor play areas, and vehicles used for transporting children. Parents are asked not to smoke during group socialization activities, which include field trips, neighborhood walks, or other outdoor group activities. Parents and staff are requested to refrain from smoking on the Consolidated School District of New Britain property.

SPECIAL ACTIVITIES/WATER PLAY

Special activities are a part of our educational programs and may be provided periodically when possible. They are used to enhance our program's activities and to provide children with diverse experiences. Due to grant regulation constraints, funding constraints, and the required level of supervising/managing activities, almost all special activities initiatives are provided "in-house" directly at the Consolidated School District of New Britain.

Water play is **not** a daily planned activity that will occur at the program during the summer – this too is due to various constraints and sensitivity toward the children and families we partner and support with daily. We offer a special activities committee and are happy to welcome parents to attend with suggestions and ideas.

SUPERVISION

Preschool aged children are curious and active. Adequate supervision is essential to maintain a safe environment. Effective supervision will help to minimize problems. All staff is responsible for ensuring that all children are supervised at all times. Staff will supervise children by sight at all times.

1. Teachers will position themselves strategically so that they are facing into the majority of the children. Placing yourself so that your back faces the majority of the children will not allow for proper supervision.
2. When sitting with a group of children in a particular area, it is important for the teacher to position himself or herself so that they can easily make visual contact with the other children in the room.
3. Children are carefully watched while outside at play. Staff members are stationed at the equipment at all times. Other staff rotates among the play areas. When a child goes inside to use the bathroom from outdoors, a staff member is designated to accompany him/her. Children are never allowed to travel from the outside to inside by themselves.
4. Staff will maintain a ratio of 1 teacher per 10 children for children ages 3 and 4 with a

group size no larger than 20 children unless your classroom space is licensed for less than 20 children. Classrooms that are predominantly 3-year-olds will have no more than 18 total children enrolled. Classrooms with more than 18 children enrolled will never serve a group of predominantly 3-year-old children.

5. When one or more children are present, there will be at least two staff members on the premise at all times.
6. Staff will plan and prepare ahead so that situations can be prevented. For example, plan group bathroom trips during the course of the program day to minimize individual bathroom needs, bring tissues out to the playground, etc.
7. Children are carefully watched while at play or during an activity with in the building, including the bathroom use. When a child or children use the bathroom, adequate staff will always be present.
8. In the event that a staff member needs to address activities or needs of an individual child (i.e. toileting, brushing, and / or emergencies), staff will take the necessary measures to keep all the children supervised properly and maintain the required ratio 1:10 (preschool) staff: child ratio.
9. When dealing with children in emergency or one to one activities with a child, staff will position themselves so that they are in view of other adults/staff so that their actions can be observed by others.
10. When traveling from one location to another, staff will position themselves with one staff in front of the group of children and the other staff behind the group of children for maximum coverage and supervision of the children.
11. Two or more teachers in one room will be positioned in separate parts of the room versus standing together supervising the children.
12. Children are to be accompanied outside of the classroom by a staff at all times. At no time is any child or group of children left unattended or unsupervised.
13. It is necessary for a teacher to communicate with their coworkers whenever he/she is leaving the room and if they are taking any children with them.
14. Teachers will move around the room frequently to see what is happening in all areas of the room.

TOUCH

Physical touching is an important part of the care and nurturing of young children. Children feel loved, accepted, and supported through the sensations of appropriate touch by nurturing adults and peers. However, physical touch should be respectful of children's body cues and only occur with their permission. Staff are sensitive to children's responses and requests for physical interaction, and model appropriate nurturing touches.

Except for safety or cleansing, children will always have the right to refuse touch. Children are also taught to respect adults' and other children's touch preferences. It is our practice to inform parents of the nature and type of routine physical contact that their child will experience.

1. Nurturing touch is necessary for every child's emotional growth. Affectionate nurturing touch includes: hugging, holding on lap, carrying, rubbing or patting backs, cuddling and hand holding. Children always have the right to refuse these touches.
2. Personal care touch includes cleaning, dressing, and naptime routines, and is done in a gentle and respectful manner. It will also include face and hand washing, assisting with toileting, examining rashes and unusual marks, nose blowing, and assisting

with necessary clothing changes. First Aid is administered as gently as possible and always accompanied by verbal explanation and appropriate comfort.

3. Physical restraint interaction is used only to protect the safety of children and/or adult. Children are taught through modeling and verbal guidance to use words rather than physical interaction to settle their differences with others.

Acceptable Touches:

Hugging (i.e. welcoming to the classroom) Holding on laps (i.e. reading a story)

Rubbing and patting backs (i.e. saying, “Thanks” or “I’m proud of you”) Hand holding (child seeks comfort, security, and/or guidance)

Holding or carrying in arms (i.e. when child is injured; child seeks comfort & security)

Unacceptable Touches:

Intentional (non-hygiene care) touching of intimate parts, referring to the genital areas Slapping

Hitting Shaking

Grabbing

Dangling (by hands or feet)

Dragging (by hands or feet)

Pushing/Pulling

Due to misconceptions, staff are asked to refrain from initiating the kissing of children

TRANSITIONS

BETWEEN CLASSROOMS

Every effort will be made to ensure that all children remain with their teaching staff for a minimum of nine months prior to transitioning to a new classroom. When considering transitioning children from one classroom to another, factors including availability of space, the child’s individual development and the developmental appropriateness of the transition must be assessed. Once it is agreed that a transition will occur plans are formulated that include parent meetings with the staff in the new room, visits by the child to the new room, and the sharing of pertinent information between the current and new staff. The final step of the process provides parents with a survey that will provide the staff and administration with valuable feedback regarding their experience throughout the transition process and the overall program. Due to limited space, we do not take parent requests for their children to be in certain rooms.

PRESCHOOL TRANSITIONS TO KINDERGARTEN

Every effort will be made to ensure a smooth transition to kindergarten by the preschool children. To help children prepare for the transition to kindergarten, staff will read books and plan activities to help alleviate any anxiety or apprehension the children may feel about the upcoming change. Staff is also available to assist the kindergarten staff with recent developmental assessments, portfolios and information that will prepare the children’s teacher for their arrival.

TRANSITION TO KINDERGARTEN

The New Britain Board of Education Preschool Program as well as community preschool providers are members of the Transition to Kindergarten Committee. It is our goal to provide a seamless transition from your child's preschool classroom to the kindergarten classroom in an elementary school. We work closely with the elementary schools and community preschool programs to support children and parents in the transition.

Report cards and child narratives are shared with kindergarten teachers prior to the child's entrance to kindergarten. Parents and children are invited to a Kindergarten Orientation at their elementary school before the start of Kindergarten. In addition, preschool and kindergarten staff collaborate to align standards, expectations, and to share understanding about individual children. Preschool and kindergarten teachers have opportunities to visit each other's classroom

TUITION

Tuition payments received by employees and community members will not be prorated for any reason including, but not limited to, holidays, vacations, illness or non-attendance for personal reasons.

FEE AND SUBSIDY- School Readiness Program ONLY

- All families enrolled in the CSDNB School Readiness program will be charged a weekly fee.
- Fees are per child not per family and shall be calculated in accordance with the State of Connecticut Legislature regulations. Family fees will be based upon the State School Readiness Sliding Fee Scale. The Consolidated School District of New Britain will utilize definitions as specified by Connecticut Legislation as to what is considered countable income and what constitutes a family.
- If your financial status changes, please contact Central Registration. Bills shall be mailed out to families on a monthly basis.
- All fees received from families are used to support the School Readiness programs.

PAYMENT

- Parents will be required to sign a payment contract prior to enrollment.
- Weekly fees will be charged on a monthly basis.
- Failure to pay past 30 days is subject to a \$10.00 late fee. Nonpayment of more than 60 days may prevent further participation in the program.
- Payments are required even when a child is ill, absent, or on vacation other than the official school vacations as indicated on the CDSNB school calendar. No refunds will be provided.

- The first non-refundable deposit of one month's tuition payment is collected at the time of contract signing.
- Payments will be accepted using My School Bucks online or a money order may be sent to:

CSDNB, Attention Finance Department
 272 Main Street,
 New Britain, CT 06050.

SCHOOL READINESS TUITION

The parent share of tuition fees is calculated on a sliding scale based on the School Readiness Income Guidelines established by the State of Connecticut Department of Social Services. Parents must provide the program with income verification so that the fee can be calculated. There will be no tuition costs for the School Readiness child other than the sliding fee amount; however parents with children enrolled in School Readiness are required to pay late payment and late pick-up fees as applicable. Parents approved for child care assistance through the Care4Kids program will be required to pay the family share fee calculated by Care4Kids in lieu of the sliding fee amount.

Parents are provided with a copy of the DSS sliding fee scale guidelines whenever fees are calculated. Fees calculated will be reviewed with the parent and the parent will provide a signature acknowledging they have received a copy of the fee calculation form. Fees will be calculated as follows:

1. For families whose incomes are less than 75% of the state's median income (SMI) guideline, fees will be based solely on the School Readiness Fee Schedule.
2. For families whose incomes are greater than 75% of the state's median income (SMI) guideline, SR fees will be based on 12% of the family's income, with an amount not to exceed the program's cost of care.
3. For families receiving TFA cash assistance who have no earned income, there will be no fee assessed whether for the family or for a child in the family that is using the School Readiness supported slot.

SCHOOL READINESS-FEE RE-DETERMINATION

In order to maintain enrollment in the School Readiness Program, family income must be verified and fees re-determined a minimum of every six months. (Re-determination of fees for families receiving TFA will be conducted a minimum of every three (3) months.)

Parents are provided with a written reminder of the re-determination approximately 3 weeks prior to the date due. This notice will outline the process as well as a list of the documentation that will be

required to complete the process. Please note that any change in family income or household size may affect the parent share of the established child-care fee. Parents will receive written verification of how the new fee was determined.

All enrollment, income and fee information obtained will be kept in confidence. All staff having access to this information will maintain confidentiality and will respect each family's right to privacy in accordance with the HSC Confidentiality Statement and the NAEYC Code of Ethical Conduct.

LATE PAYMENT FEE

Late payment fees in the amount of \$20.00 per week will be assessed on all accounts with payments past due, including payments for regular bi-weekly tuition, tuition due for additional days/hours of care, late pick-up fees, and tuition due as a result of a missed/incorrect payroll deduction. Late payment fees will accrue on a weekly basis until the total amount due, including the late payment fees, is paid in full or unless a mutually agreeable payment arrangement has been made.

LATE PICK-UP FEE

Please refer to "Late Pick-Up" Under Arrival and Departure.

TUITION REFUND

Tuition refunds will not be issued to employees or community members for absences or withdrawal unless payments exceed the tuition due as required by the program policy for withdrawal.

PAYMENT OF EXTRA FEES

Payments for requested and approved additional days/hours of care must be made in advance. Payments for late pick-up must be made within 5 business days of the occurrence. Payments in the form of a check or money order made payable to HSC are accepted for late payment and late pick-up fees. Non-payment of late payment fees, late pick-up fees and/or fees for additional days/hours of care may result in termination from the program. Schedule changes and requests for additional days/hours of care will not be approved for any family with outstanding fees.

RETURNED CHECKS

A fee will be charged for checks returned due to insufficient funds or for any other reason. Accounts with 2 or more returned checks will require that all future payments be made by bank check or money order.

SIBLING DISCOUNT

A sibling discount will be offered to employee families with two (2) or more children attending the Early Learning Center on the same schedule. A 10% reduction will be applied to the tuition fee of the oldest child enrolled. Families paying a reduced fee in the School Readiness Program and/or participating in the Care4Kids Child Care Assistance program are not eligible for the sibling discount. Sibling Discounts will be applied only for weeks that both children attend the same number of days and hours.

WITHDRAWAL

The Consolidated School District of New Britain follows established guidelines to evaluate if the continued enrollment of a child is in the best interests of that child, the other children, the staff and the program.

This procedure includes observations, written documentation of the concerns, and input by the classroom staff, parents, Director and consultants as appropriate. Every effort will be made to set goals, make modifications, utilize resources and outside agencies as appropriate, provide recommendations for referrals, and offer feedback to promote positive outcomes and the continued enrollment of the child.

Considerations for disenrollment may include, but are not limited to, behaviors that may cause concern for the physical or emotional wellbeing of the child, other children or staff; non-payment of tuition and/or other fees as per policy; failure to provide up-to-date health and enrollment information as required by the OEC; failure to maintain compliance with School Readiness requirements.

The program reserves the right to discontinue enrollment without notice if it is determined that there is a potential for risk of physical or emotional harm to the child, other children and/or staff or if tuition payments are two or more weeks in arrears.

If immediate disenrollment is not required, the parent/guardian will be provided a minimum of two weeks' notice and resources for finding alternate care.

VOLUNTARY WITHDRAWAL

A minimum of two weeks' written notice is required when withdrawing a child from the program for any reason. Payment for these two weeks is required regardless of attendance. It is the responsibility of the employee to sign the Benefit Election form to discontinue deductions in accordance with the effective date of withdrawal.

OLD HANDBOOK

Dear Students, Families and Guardians,

Welcome to the 2017-2018 School year with the Consolidated School District of New Britain! I am honored to serve and work side by side with all of our families and staff to make our school district one of distinction. The work of educating children is not easy work and, as such, requires a full time commitment from all of us to raise students who can:

- Embrace a challenge - this means never giving up, but constantly persevering in order to get better with each and every step. This is GRIT
- Keep on going EVEN when things get difficult. This is PERSEVERANCE.

- Learn from corrective feedback and criticism. This is REFLECTION.
- Learn from and find inspiration from the success of peers. This is an ATTITUDE OF GRATITUDE.

Our vision of developing the whole child includes a collective effort of explicitly teaching our students what successful students and adults do. We want to teach those aspects of character and habits of mind that will enable all of our students to compete academically and socially and be successful in this global world.

I know this is what you would like for your children as well. So together we must commit to building relationships with each other so that we can go about the business of raising successful students.

Our Core Values and Responsibilities outline our teaching and learning expectations on a daily basis for all staff, all students and all families. Please take the time to read, ask questions and partner with us to teach your children what the path to success looks like. Our school doors are always open. Your involvement in your child's education both in school and at home, will inspire a generation of young adults who can lead with integrity and help bring resolution to the many issues our world faces today.

In Partnership,
Nancy Sarra
Superintendent of Schools
Consolidated School District of New Britain
"The Best at Getting Better"

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INTRODUCTION

The Board of Education preschool programs provide the opportunities for children to grow, learn, discover, create and enjoy themselves in a quality environment. The staff encourages and supports whole child development as our youngest students move towards independence and self-reliance. The positive development of a child's self image is of prime importance in planning our program.

To ensure a quality preschool program, all of our sites are accredited under the National Association for the Education of Young Children (NAEYC). NAEYC strives to raise the quality of education for young children from 3-5. Accreditation systems are a major part of NAEYC efforts to improve early childhood education; they allow programs to provide the best learning experiences for young children and their educators by meeting national standards of quality. This ongoing accreditation process is coupled with the School Readiness yearly review. For more information you can go to www.naeyc.org and www.ct.gov/oec

The CSDNB preschool program serves children 3-5 years of age and the program runs from September through June for 180 school days based on the district calendar. Staff maintains a ratio of no more than ten preschoolers to one adult or less, in an effort to meet the emotional, social, physical, and educational needs of each child. Daily activities include music, movement, art, language, discovery, block building and dramatic play. The children are guided through a world of creativity and self-discovery which are implemented in a safe, healthy, and stimulating indoor and outdoor environment. The district promotes inclusionary practices for children with disabilities and provide services within a integrated model.

The New Britain Board of Education is committed to assuring that all services and employment opportunities are performed and provided without discrimination based on sex, race, religion, national origin, sexual orientation, age, ancestry or physical or mental disability (from New Britain BOE Policy 11-6).

We have prepared this handbook to foster a better understanding between the program, you, and your child. We ask for your cooperation so that we may provide your child with a rewarding and enriching educational experience. **Please take the time to read this handbook thoroughly. Please complete the last page, remove from handbook and return it to your child's teacher. Thank you**

PRESCHOOL POLICIES and PROCEDURES:

Program leaders actively seek to promote the enrollment of children from diverse, ethnic, and economic backgrounds by collaborating with community agencies, notifying parents within district of upcoming registration dates by posting flyers and using automated telephone calls. The Consolidated School District of New Britain is non- discriminatory in their ongoing efforts to provide quality education to all students.

ENROLLMENT REQUIREMENTS: School Readiness Program

- Children are eligible to enroll in preschool if they will be turning 3 or 4 years of age on or before January 1 of the coming school year.
- Children who are age-eligible to attend kindergarten may not be enrolled in preschool.
- A completed Registration Packet, (which includes, a census form, home language survey, completed TB form and preschool questionnaire)
- A completed state medical form (Ed191) with a current physical and up to date immunizations,
- You must also provide a copy of a Birth Certificate or Baptismal Record, child's social security card, proof of residency (electric, gas or light bill, lease or mortgage or lease which must be in the parent's name. If living with someone else, a letter from the person owning or renting the home and their proof of residency is acceptable.
- Every year you must provide proof that your child has had a flu shot before December 31st or he/she will be excluded from the program until documentation is received.
- Emergency contact information including names, phone numbers, and relationship to students must be provided for any and all adults who are authorized to drop off and/or pick up your child.
- All paperwork must be completed before your child can participate in the program. Once forms are all accepted the secretary will schedule an appointment with you to review the handbook and the payment contract.
- Staff will assist children needing help with buttons, zippers, etc. as needed. If children are currently mastering toileting skills, are unable to perform self- care, or have other toileting needs, parents and staff will work together to develop a consistent plan.

MEDIA

From time to time, photographs and videotapes are taken of special activities during the academic year as well as the summer school session, to highlight classrooms "in action" to

demonstrate a particular aspect of a curriculum or the implementation of a special program. These photographs and videos are sometimes used in presentations to the Board of Education, teachers, parent groups or community groups. On occasion, photographs of students are placed on the school's web site and/or given to the newspapers to illustrate events at the school. If, for any reason, you do not wish your child photographed or videotaped, please notify your child's school in writing at the start of the academic year

ACCESS TO STUDENT RECORDS (FERPA)

Parents have specific rights under the **Federal Family Educational Rights Privacy Act (FERPA)**, regarding student's records:

- The right to request, review, and inspect educational records
- The right to request a change in educational records if you believe these records are inaccurate or misleading
- The right to request a description of the School District's procedures for record inspection and how you may request a change of records
- The right to request a description of which School District personnel have access to records and under what circumstances this access is given
- The right to know that the School District will not release personally identifiable information in educational records without parent, guardian or student (18 years of age or older) consent except when mandated by law
- The right to know that you may file a complaint if you believe the School District has violated student record confidentiality

Should you require more information regarding school records, please contact the building principal.

CHANGE OF ADDRESS / TELEPHONE NUMBER

Parents are required to provide accurate information about current addresses and phone numbers, including emergency numbers. Many important messages are made throughout the year via the automated calling system which relies on current phone numbers. If your phone number changes, please notify the school office immediately. Failure to provide updated contact information prevents us from being able to contact you with vital information regarding your child/children. If your family moves during the school year, please notify the school office of your move in advance. You will need to provide a new proof of residency which can be accomplished through a signed lease, mortgage, recent and original utility bill such as gas or electric, or a property tax invoice issued by the City of New Britain

No child will be dismissed to anyone other than the parent or legal guardian without written permission from the responsible parent. The staff reserves the right to ask for identification for anyone picking up your child. Only an adult age 18 or older can pick up your child.

FAMILY BELIEFS

We are committed to respecting the diverse religious and other beliefs of our preschool families. Please be sure to talk to your child's teacher early in the school year about activities, foods, or other areas where school practices might conflict with your family's beliefs. We will make every effort to modify your child's experiences. Our program philosophy celebrates diversity and we believe children should learn about others' beliefs and cultures while their own are shown respect.

PRESCHOOL PARENT ADVISORY BOARD

The Preschool Program has a parent advisory board that meets several times throughout the school year. All preschool parents are invited to come to every meeting. Before each meeting, parents will receive an invitation in their child's book bag and after each meeting, the meeting minutes will be sent home to every parent. The purpose of the advisory board is to develop partnerships between parents and their child's school. We value parental input about issues, concerns, and recommendations to enrich our program. Please contact Terry Turcotte, Preschool Readiness Coordinator at 860-827-2017

HOME/SCHOOL PARTNERSHIPS

Each teacher sends home weekly suggestions and materials for parents to use at home with children. Examples include book bags or activities relating to thematic units and topics the class is learning about.

Parents are encouraged to spend time in the classroom. We can learn from you! Come in to help us with projects and activities, to share your culture, to tell us about your job, or to read to a small group. Or just come in to see what we are doing. Another way for you to be involved is to send in materials for our activities that the teacher may request.

Numerous opportunities for parenting workshops and family events are offered each year. This includes curriculum nights held throughout the school year, Home-School events to foster teacher, student and parent relationships, positive discipline workshops, kindergarten transition activities, and various presentations sponsored by the Board of Education and Superintendent of Schools.

PARENT-TEACHER COMMUNICATION

If you have a concern or need to discuss a matter with your child's teacher, you may call the school and leave a message for the teacher during school hours. The teacher will return your call as soon as possible. (A daily note will be sent home in your child's backpack indicating highlights of your child's day. Also, you will receive newsletters on a regular basis that will include what is happening in the classroom) special activities that are planned, and activities that can be expanded upon at home. Special requests or reminders about classroom, school or program policies and activities may be included in the newsletters or sent home separately.

A computerized report card will be issued in November and June. Child Narratives are issued in January and April. Report cards must be signed by a parent/guardian and returned to your child's teacher so that the school staff will know that parents/guardians are aware of their student's performance.

For those students receiving special education services, parents are strongly encouraged to participate in the planning and placement team (PPT) meetings. These meetings provide an excellent opportunity for parents and teachers to communicate together regarding a child's program and progress in school.

Parent/teacher conferences will be held in November, April, and June. At these times, students' progress reports will be reviewed and parents will be given a copy. In addition, parents and teachers can request a conference anytime throughout the school year if the need arises. If a face to face conference is not possible because of outside commitments, a phone conference may be requested.

A computerized report card will be issued in November and June. Child Narratives are issued in January and April. Report cards must be signed by a parent/guardian and returned to your child's teacher so that the school staff will know that parents/guardians are aware of their student's performance.

For those students receiving special education services, parents are strongly encouraged to participate in the planning and placement team (PPT) meetings. These meetings provide an excellent opportunity for parents and teachers to communicate together regarding a child's program and progress in school.

RESPONSE TO INTERVENTION

When a child is having difficulties in school, the teacher will discuss concerns with the parent and he/she may also propose potential strategies to implement in the classroom in order for all students to be successful. These discussions occur during regularly scheduled grade level meetings. If a student's difficulties continue, a teacher can make a referral to the Response to Intervention Team. The RTI Process is a regular education initiative designed to assist classroom teachers in meeting the diverse needs of students. This process complies with federal and state laws requiring that schools explore alternative procedures and programs in regular education before referring a student to a planning and placement team, thus reducing inappropriate referrals to special education. The preschool RTI Team consists of an administrator, teachers, parents, and pupil services consultants. The teams meet on an as needed basis to discuss referrals, develop action plans, and to monitor student progress.

COMMITMENT TO SERVE CHILDREN WITH SPECIAL NEEDS

The Consolidated School District of New Britain provides a special education and related services, including speech and language pathology, occupational and physical therapy within various preschool settings. We believe in early intervention and implement a variety of processes to this end. If it is suspected that a child may have a disability, a referral to special education can be made by a variety of caregivers. The referral is reviewed within a Planning and Placement Team meeting and the team decides whether to conduct an evaluation. Parental consent is required prior to conducting an evaluation. The PPT will convene to review evaluation results and determine if a child is eligible for services. Parents are integral to and involved throughout the entire process of referral, evaluation, eligibility determination and program development. Students with disabilities are educated with non-disabled peers to the greatest extent appropriate according to their IEP. If you believe that your child may need to be referred or if you have any questions with regard to this process contact Donnah Swaby, District Coordinator of Special Education, at 860-827-2236.

COMMUNITY COLLABORATION/SUPPORT SERVICES

The School Readiness Program actively collaborates with a number of outside community agencies including: The Community Health Center, Literacy volunteers of Central Connecticut, New Britain Adult Education Program, Opportunities Industrialization Center, Prudence Crandall; Center, WIC, Wheeler Clinic, dental, health and mental health agencies, social service agencies, New Britain Parks and Recreation Department, New Britain Public Library, Coalition for New Britain's Youth, and the other school readiness programs in New Britain.

The school nurse, school social worker; and school psychologist are available to support students and families and can confidentially assist families with referrals to community agencies. At times, outside agencies, for example the Community Health Center and the New Britain Health Department, will offer in-school services such as dental cleanings and lead testing with parental permission. The school nurse gives all preschool children an annual vision screening and sends written reminders to parents to ensure all children receive an annual well-child checkup. For any child with a possible hearing concern, an audiological screening is available upon request. At any time during the school year, parents are encouraged to contact the school social worker for support and guidance with community resources. Given the diversity of families in New Britain, every effort is made to match the individual cultural and linguistic needs of families with the appropriate agencies.

UNDERSTANDING AND ASSISTING YOUR CHILD'S DEVELOPMENT

The program staff identifies strengths and weaknesses about your child's development in a variety of ways:

- Conversations and conferences with parents and other caregivers
- Developmental Questionnaire completed by the parent with registration
- Health records

- Pre-assessment based upon the CT Early Learning Developmental Standards are administered by the classroom teacher during your child's first months in school and at a later time to monitor progress
- Daily observations of your child using the CT Preschool Assessment Framework and the Early Learning Developmental Standards which sets the expectations for all areas of development
- The child's responses to individualized interventions that may be developed to address a concern
- Formal evaluations administered as part of the special education process

You know your child in ways that staff do not. We encourage parents to share their understanding of their child with us. Let us know if you have concerns about your child's development and progress. We will keep you informed of any concerns that we might have, and we will ask for your input to help us better understand and plan for your child and your approval of any interventions we might want to provide.

STAFF DEVELOPMENT/EARLY DISMISSAL

Each staff member engages in professional development experiences that increase their awareness, knowledge, and practice in recognition and response to children's needs. Program leaders plan monthly professional learning opportunities that will advance their practice, thus ensuring the highest program standards of practice.

There is a day scheduled each month for professional development for staff, when the program will follow the early dismissal schedule. Professional development time is very important for the quality of our program. Our staff development plan begins in August of each school year to develop new teaching strategies and collaborating about individual student progress on these dates. In addition, there are three days with early dismissals in November and again in April in order to hold parent conferences. The Preschool Program Calendar distributed in August indicates all the early dismissal dates.

OTHER INFORMATION

Clothes: A complete change of clothing should be kept in your child's classroom for emergency changes. Please label your child's personal items, including jackets, hats, mittens and backpack.

Diapers, wipes: If your child is not yet toilet trained, please be sure to send in diapers, and wipes with your child each day.

Backpack: A backpack or bookbag is encouraged for each child in preschool for sending home correspondence, art projects, etc. Please put your child's name on his/her backpack.

Clothing/Shoes: Children do not have to follow the school uniform policy, however at DiLoreto School it is encouraged. Children should always wear safe shoes, that are closed toe and have backs on them.

NEW BRITAIN PRESCHOOL PROGRAMS COMPLAINT PROCEDURE

This procedure is for preschool programs which are funded through the School Readiness and Child Day Care grants under the administration of the New Britain Early Childhood Council.

If the School Readiness Program is also licensed under the authority of Connecticut General Statute's 19a-79-1a through 19a-79-12, you may also follow the Complaint procedure for a licensed child day care center.

Every effort will be made to resolve any situation of which we are made aware. Please seek to resolve any problem in a Preschool Program by:

- Discussing the problem with the classroom teacher.
- Discussing the problem with the District Coordinator of Preschool Programs. (tel:860-827-2017)
- Discussing the problem with the School Readiness Liaison. (tel:860-827-2242)

THE SAME PROCESS WORKS FOR COMPLIMENTS AS WELL!

NEW BRITAIN BOARD OF EDUCATION PRESCHOOL PROGRAMS

Please acknowledge you have read and understand the contents of this Preschool Parent Handbook and the obligation to your child's program by signing below.

Please return the signed portion to your child's teacher.

I understand the contents and obligation as set forth in the Family Handbook for Preschool Programs.

My child has permission to be photographed, videotaped or interviewed for use by district sources and/or outside media for:

- The District Website
- Yearbooks
- School Newsletters
- Videos
- Booklets or programs
- Presentations
- Any other classroom, school, or District use

Child's Name: _____

Parent's or Guardian's Name _____

Signature **Date**