

School Readiness

FAMILY HANDBOOK



40 Lindeman Drive, Trumbull, CT 06611
203-365-8997

School Telephone Numbers

Main Office - 365-8997

Director - 365-8996

Classroom 1 365-8964

Classroom 2 365-8965

Fax 365-8994

Classroom 3 365-8966

Classroom 4 365-8967

Classroom 5 365-8968

Rev 7/19

TABLE OF CONTENTS

Philosophy	3
Mission Statement.....	3
Abuse, Neglect, and Imminent Risk of Serious Harm.....	3
Accident Report	4
Admissions	4
Administration of Medication Policy.....	4
Adult Education/Job training/Public Library services.....	5
Allergy-Free Areas.....	5
Alternate Plan of Care.....	5
Arrival and Departure/Late Pick-up.....	5
Attendance	6
Birthday Celebrations.....	6
Building Security and Access.....	6
Child Guidance and Discipline	6
Child Restraint Seat.....	7
Clothing	7
Communication	8
Concerns/Complaints/Compliments.....	9
Conferences	9
Confidentiality Statement	9
Curriculum and Assessment.....	9
Daily Schedule	9
Delayed Opening and Early Closing.....	10
Disenrollment Policy	10
Educational Referral Information.....	11
Emergency Evacuation Plan	11
Evaluation of Program.....	11
Family Involvement	12
Fire Drill/Emergency Preparedness Procedures.....	12
Goals and Objectives.....	12
Hand washing.....	12
Health/Sick Child Exclusion Policy	13
Idling Vehicles.....	13
Kindergarten Transition.....	14
Licensing and Accreditation.....	14
Lunch/Snack/	14
Medical Referral Information.....	14
Outdoor Play	14
Pet Policy.....	15
Physical Examination and Immunization Record	15
Rest.....	15
Screenings.....	15
Smoke-Free Center.....	15
Staffing	15
Sunscreen Application.....	16
Toileting.....	16
Toys from Home.....	16

Tuition-Sliding Fee Scale/Care 4 Kids	16
Underimmunized Child.....	17
Use of Electronic Surveillance Systems.....	17
Water Play.....	17
Bullying Policy.....	18

Philosophy

C.E.S. School Readiness Program's philosophy centers on the belief that each child is a unique learner with his/her own cultural identity, learning style, temperament, and developmental pattern. Our program strives to foster competent learners by offering early learning experiences which will support children to be creative, to be inquisitive, to be flexible, to be critical thinkers, to be purposeful and reflective, and to be social learners. We believe that each child's family is the primary caregiver and educator of their child and is a critical partner in all early learning environments.

Mission Statement

To identify and provide quality educational opportunities for educators, students, families and communities.

Abuse, Neglect, and Imminent Risk of Serious Harm Statement

C.E.S. School Readiness maintains that children have the right to be free from abuse and neglect. According to Connecticut Statute CGS - 17a - 101, all C.E.S. School Readiness staff members are mandated to report suspected physical, sexual or emotional abuse, neglect, and if they believe a child is in "imminent risk of serious harm" to the Department of Children and Families' Child Abuse and Neglect Hotline. At all times, the intent of such a report is to protect children from harm and to provide services to strengthen the family. If you have any questions or concerns about this policy, please speak to the Director.

Procedures for Mandated Reporting of Abuse and Neglect

Child abuse is defined as : a child who has non-accidental physical injury (injuries) inflicted upon him, or has injuries which are at variance with the history given of them, or is in the condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment. (CGS 46b-120)

Child neglect is defined as: a child who has been abandoned, is being denied proper care and attention physically, educationally, emotionally, or morally, or is being permitted to live under conditions, circumstances or associations injurious to his well-being. (CGS 46b-120)

Imminent risk of serious harm is defined as "placing a child at risk of physical, emotional, or sexual abuse."

If child abuse, neglect, or imminent risk of serious harm is suspected, the following procedures are to be followed:

- Notify DCF by phone 1-800-842-2288 asap, but not more than 12 hours after suspecting abuse or neglect.
- Report the alleged abuse to the Director.
- File written report within 48 hours, Form DCF-136.
- Documentation of initial phone contact, the written report initialized with the name of the staff person and the contact person at DCF is kept in secure file in our office.

Mandated reporters are not obligated to inform the parents that they have made a report to DCF about their child. However, depending on circumstances, it may be necessary and/or beneficial to do so.

If the child is suspected of being abused or neglected by a staff member, the Director is required to immediately inform the parent.

If in the case of serious physical or sexual abuse, parents may not be informed until after DCF has been notified, in order to protect the child or facilitate a criminal investigation.

Mandated reporters are required to give their name when they make a report to DCF, however they may request anonymity to protect their privacy from the family. The identity of the reporter would not be disclosed unless written consent is given, or unless mandated by law (CGS section 17a-28 and 17a-101). The reporter's identity is disclosed only to a DCF employee, a law enforcement officer, an appropriate state's attorney, an appropriate assistant attorney general, a judge and all necessary parties in a court proceeding, a state child care licensing agency, executive director of any institution, school or facility, or superintendent of schools.

If the victim of abuse or neglect requires medical attention, the following procedure is to be followed:

- Evaluate the situation.
- Give first aid as indicated.

- Call 911 if necessary.
- Call parents or emergency contacts.
- If parent is the suspected abuser, request advisement from DCF.

Staff members are protected by law from discrimination or retaliation for reporting abuse and neglect, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm.

Staff members are trained to recognize the signs and symptoms of abuse and neglect and its prevention, through annual mandated reporter training seminars and by distribution of this policy.

Should a staff member witness abuse or neglect by another staff member, they must make a report to DCF and also notify the Director immediately. If staff witness the Director or support staff abusing or neglecting a child, they must report to DCF immediately.

Upon notification of the C.E.S. Executive Director by DCF that there is reasonable cause to believe that a C.E.S. School Readiness staff member has abused a student, the Executive Director shall immediately suspend that staff member without prejudice, with pay, and without diminution or termination of benefits pending an investigation and hearing. This suspension shall remain in effect until the incident of abuse has been satisfactorily resolved by the C.E.S. Representative Council.

All accidents, injuries, abuse/neglect reports are recorded and filed in the C.E.S. School Readiness office.

Accident Report

If a child is injured during school, an accident report will be written, and we will contact the parent. A copy of the accident report will be given to the parent upon request. All teachers and the director of C.E.S. School Readiness Program are trained in Pediatric First Aid and CPR.

Admissions

C.E.S. School Readiness Program is a full-day/full year School Readiness program serving Bridgeport children between the ages of 2.9 years (in September) and 5 years old. Ten percent of our student enrollment may reside outside of Bridgeport but their parent/guardian must work or attend school in Bridgeport. Our program is open from 7:30 a.m. to 5:30 p.m., Monday through Friday, 50 weeks per year. *It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, because of race, color, religion, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation, mental or physical disability, including but not limited to blindness.* Applications are processed in the order in which they are received. However, the program makes every effort to balance each classroom by age and gender.

We welcome children and families from diverse racial, ethnic, economic and ability backgrounds. We serve children with disabilities and specific health care needs. Our building and outside play area are handicap accessible. Our children and families are a reflection of the community of Bridgeport. Our program is always open to families.

Administration of Medication Policy

The types of medication that may be administered to a child include oral medications, topical medications, inhalant medications, or injectable medication, by a premeasured, commercially prepared syringe, with a medically diagnosed condition that may require emergency treatment.

Only staff trained in the administration of medications can administer medications to the children. A trained staff member is always on site.

A medication permission form is required before any medication may be administered. **Under NO CIRCUMSTANCES** will any medication be given without a **properly completed medication permission form**. The form must be **FULLY** completed by both the parent/guardian and the child's physician or dentist. In addition, an Individual Health Care Plan is created for every child who requires administration of medication. The Health Care Plan is read and signed by the parent, Director, Head Teacher, and Assistant Teachers. One copy is in the child's office folder and a copy is kept in the child's classroom.

All medications must be in the original child resistant safety container, labeled with the child's name, the name of the medication, and the directions for the medications' administration. C. E. S. School Readiness will keep all medications in a locked cabinet in each classroom, inaccessible to children, and will refrigerate any medication if necessary.

All medication and permission forms must be directly handed to a staff member authorized to dispense medications. **Please do NOT place medications in your child's backpack, lunchbox, cubbie, etc.**

Parents must provide C. E. S. School Readiness with inhalers, prescribed medications, and injectable medications which will be kept on the premises. We will not accept medications on a daily basis.

Adult Education/Job training/Public Library services

C.E.S. School Readiness has collaborative agreements with Family Resource Centers, CT Works, and Career Resources. Families may indicate on their application or by speaking to the Director that they are in need of assistance to connect with adult

education or job training programs. The Director will help families contact the appropriate agency. The Public Library services are posted on our Family Bulletin board.

Allergy-Free Areas

Areas used by staff or children who have allergies to dust mites or to components of furnishings or supplies are maintained by the program according to the recommendations of health professionals.

Alternate Plan of Care

C.E.S. School Readiness has provided families with a school year calendar indicating the days that the center will be closed. All of the providers of School Readiness programs in Bridgeport agree to work collaboratively to ensure that all children participating in School Readiness programs have 52 weeks of service available. The Director would need to know of your need for alternate childcare at least one month in advance in order to make appropriate arrangements and to send all of the necessary documents to the receiving center.

The receiving center will be the one that is open and has space availability on the day(s) needed, and possible may not be a choice option. C.E.S. School Readiness will make their best effort to find alternate care spaces, however no guarantee that space will be available. Please see the Director to fill out the Parent Request for Alternate Care.

Arrival and Departure/Late Pick-up

C.E.S. School Readiness Program is open from 7:30 a.m. until 5:30 p.m. All students must arrive by **9:00 a.m.**, at the latest. Pickup is anytime after the mandated six hour minimum attendance and **before 5:30 p.m.**

Families who are not working or work outside of the hours of 7:30 a.m. to 5:30 p.m. may bring their child to our center from **9:00 a.m. to 3:00 p.m.** If additional time is needed due to job interviews or a work schedule change, you may make arrangements with the director or your child's teacher.

Please take your child into the classroom, sign your child into the attendance book and make sure that he/she is greeted by a teacher before you leave. Family members are responsible for removing their child's outerwear, for putting clothing and lunch boxes in their cubbies, and then direct your child to the sink for hand washing. **Parents are responsible to have whoever drops their child off at school check their child's diaper and, if necessary, change their child's diaper, before they leave the center.**

If you will not be available during the day at one of the telephone numbers on the permanent file in the office, ***it is your responsibility, before leaving the building to advise the office or the classroom teacher where you can be reached in the event of an emergency.*** It is a licensing regulation that you can be reached at **ALL TIMES!**

Please say good-bye to your child before leaving. Even if parting causes tears, verbalizing your departure allows your child to participate in the process and helps to maintain credibility and trust. Keep good-byes brief. Lingering may put feelings of doubt in your child's mind. If you have questions or concerns about leaving, please feel free to discuss them privately with your child's teacher. You may call the center at any time to inquire about your child. Upon signing in, the responsibility of supervision of your child is transferred from parent or authorized drop-off person to C.E.S. staff member.

At the end of the day, you or an adult authorized by you, must enter the classroom and sign your child out of the attendance book. To protect your child, he/she will be released only to you or to one of the adults that you have designated as authorized to pickup your child on the Pickup Authorization Form. If you wish to change the names on the form at any time, please see your classroom teacher or the director. When new people are picking up your child, they must provide photo I.D. **Upon your or your designated pick-up person's arrival in the classroom or on the playground, the responsibility of supervision is transferred from the C.E.S. staff member to the parent or authorized pick-up person.**

Just as we place great emphasis on a smooth arrival, it is equally important to keep in mind the need for a consistent departure. Even very young children have internal clocks that help them to sense the time approaching for their leaving. If the normal time for departure comes and goes without forewarning, this can be very upsetting for a child. If you are going to be detained and will be delayed in picking up your child at their normal time, please call and let us know. This will allow your child's teacher the opportunity to ease your child through the delay period, and will help to alleviate any growing anxiety.

Late Pickup

C.E.S. School Readiness Program closes at **5:30 p.m.** **Your child must be picked up by 5:30 p.m.** A late fee of \$15.00 will be charged for the first 15 minutes (or part thereof) and \$15.00 for every additional 15 minute period (or part thereof) will be charged to families picking up their children after the scheduled 5:30 p.m. closing time. The late pick-up fee is due on the Monday following the late pick-up date.

We do understand that emergencies occur. However, the third time a child is picked up late will require a meeting with the director to explore other options for picking up your child on time. Your child's pick-up time will be changed to 5:15 p.m. If you are late one more time, your contract will be terminated.

If a child is not picked up by 5:30 p.m., the staff will call the parents, and if necessary, the people authorized to pick up your child. Two staff members will remain on the premises with your child. If we are unable to contact the parents or the people authorized to pick up your child or no one has come for your child within forty-five minutes of closing, the staff will contact the Trumbull Police Department. If you are unable to pick up your child on time, please notify the staff and arrange for someone listed on the Pickup Authorization Form to come for your child.

Attendance

You are receiving School Readiness funding. The school readiness grant requires that each child attend school for at least 6 hours per day. The state subsidizes the program on the basis of your child's attendance. We must take steps to guarantee we receive the full subsidy. If your child is not attending for six hours a day and/or we see a consistent pattern of lateness and/or absences, the following steps will occur:

- A conference with the director to explore issues that are interfering with your child's consistent and timely arrival and/or attendance.
- A written warning stating that your child will be prohibited from participating in the program on the next day he/she does not attend for six hours.
- Your child will be removed from the program
- The Director may use his/her discretion in determining removal from the program.

The preschool years are the time when children are forming attitudes about school. When you bring your child to school consistently and on time, you give your child the message that you value education.

Birthday Celebrations

Birthdays are special days! We will celebrate your child's birthday in the following ways:

- Each child will have the opportunity to have the whole class sing Happy Birthday to them.
- The birthday child will receive a "birthday book."
- The birthday child may decorate a birthday crown and his/her picture is taken with the crown and hung for all to see.
- A special "All About Me" Show and Tell may be brought in by the birthday child.
- Classmates may create a birthday picture or birthday card for the birthday child.
- A special art project with friends may be created in honor of the birthday child.
- Parents may visit on their child's birthday and read a story to the class.

Building Security and Access

Families must enter at the main first floor lobby entrance. All entrance doors and program doors on the first and second floor remain locked at all times. Families must identify themselves to the receptionist as a School Readiness Family. The receptionist will unlock the first of the two entry doors. You will remain in the vestibule area until the first door closes. The receptionist will unlock the second door. You will then walk to the School Readiness door. You will push the doorbell for access. There is a camera at the doorway which connects to the School Readiness secretary's computer. The secretary will identify you as a School Readiness family before she unlocks the door. If we do not recognize who is at the door, there is an intercom we will use to ask your name and the purpose of your visit before we will allow you access to the program. There are cameras installed on the outside of our building as well as on the inside of our building.

Child Guidance and Discipline

Learning how to get along with other children and adults is an ongoing process for the young child. C.E.S. School Readiness Program staff incorporate this learning into the daily program. Teachers create an environment that is safe and secure for the young child. The curriculum is designed to engage the children at their developmental level. Teachers model respect and consideration for others in their own actions and interactions. Children are encouraged to communicate their feelings through appropriate language rather than physically. Clear limits are set, discussed frequently with the children and maintained consistently. C.E.S. School Readiness Program rules are as follows:

- ❖ We respect ourselves.
- ❖ We respect each other.
- ❖ We respect the environment.

Children are helped to anticipate potential conflicts and possible solutions before they occur. When conflicts do arise, teachers work with the children to problem solve. Our problem solving method is as follows:

1. We stop the action.
2. We give each child a turn to tell his/her perspective.
3. The adult restates the problem.
4. We brainstorm together possible solutions to the problem.
5. We keep brainstorming until all involved agree on the solution.
6. When we get stuck, we ask another child for help.
7. When a solution is reached, the children are encouraged to try it out.
8. The adult involved checks in with the children to see how it is working.

Teachers may use other methods of guiding a child, depending upon the child's needs. Some other strategies include:

1. Redirecting a child.
2. Providing an opportunity for privacy to calm an upset child.
3. Providing natural or logical consequences.
4. Giving children reasonable choices along with limits.
5. Allowing children the chance to express their feelings and to be heard by a caring adult.
6. Giving children acceptable physical outlets for expressing anger.
7. Asking a child to shadow an adult for a finite period of time.
8. Asking a child to sit quietly for a minute or two.
9. Helping a child to develop a plan to manage his/her own behavior.

These methods are seen within the context of discipline as an ongoing learning experience. Supervision by the staff is continuous during any disciplinary action. **C.E.S. School Readiness Program prohibits the use of abusive, corporal, humiliating or frightening punishment and physical restraint, unless such restraint is necessary to protect the health and safety of the child or other people.**

Teaching staff never use threats or derogatory remarks and neither withhold or threaten to withhold food as a form or discipline.

- Inappropriate behaviors which persist after these measures have been taken, which have a high degree of intensity, or which cause injury to others are of particular concern and usually require further intervention. Teachers will assess the function of the child's behavior. When a child uses abusive, aggressive, and hurtful behavior such as biting, excessive hitting or kicking, scratching, or any aggressive behavior that leaves a mark or injury on another person, the parent will be notified of the behavior. The child may be removed from the classroom to a designated area for a calming down period which shall not extend beyond ninety minutes. The child may be excluded from the program for the remainder of the day.
- A family/teacher conference is the next step. The family and the teacher will work to develop an individualized plan to address the behavior. We will discuss further strategies to implement in the classroom at our bi-weekly Child Support Team (CST) meeting. Strategies may include positive behavior supports such as an individualized schedule, "If, Then" chart, social stories, or 1:1 teacher support. If after six weeks our concerns continue, we will ask to have a second conference with you. In some cases consultation with other professionals is recommended and/or an evaluation by the special education team. If necessary, the program will work with the family and service providers to place the child in the most appropriate setting that will benefit the child.

Child Restraint Seats (Car Seats)

Every child enrolled in our program must be in a proper child restraint. It's the Law! As of October 1, 2005, all children must ride in a car seat or booster seat until they reach the age of seven (7) and weigh sixty (60) pounds. Children riding in a booster seat must use the lap and shoulder belt combination. If someone else is picking up your child, you may leave your child's car seat or booster seat in our hallway.

Any child under the age of 12 years, who is left unattended in a car, is considered abandonment, which is a felony in the State of Connecticut. **DO NOT LEAVE CHILDREN IN CARS UNATTENDED!**

Clothing

We will be playing hard and children should be dressed for close encounters with paint, paste, sand, dirt, flour, water, and clay. Please do not allow your child to choose to wear dress or best clothes because we cannot guarantee unstained return. **Play clothes** are the best choice!

We will also come in contact with water, in play and while washing up, so a complete change of clothes, including underwear, socks, seasonal pants and shirt, clearly **LABELED** with your child's name, should remain in school and be replaced when used, in case a change of clothing is necessary.

Flip-flops and open-toed sandals are not allowed to be worn in the classroom or outdoors.

Communication

Open communication is key to a good relationship between the C.E.S. School Readiness Program and the families we serve. While there are two scheduled family-teacher conferences per year, we encourage ongoing communication. Because teachers are engaged with children during pick-up and drop-off, there may be times that it is useful to schedule a time to speak to the teacher outside of the classroom. You can leave a voicemail or email the Director or your child's teacher at any time. Teachers return voicemail messages and emails after 1:00pm. If your call is an emergency and you must reach the teacher immediately, please call the office (203-365-8997) so that we can facilitate delivery of the message. While email is another tool for effective communication, please understand there are limitations in regard to email communication for confidentiality reasons. It is not recommended that detailed communications concerning students be conducted in this manner. Newsletters and other informational bulletins will be communicated through email.

If you have any concerns, questions or problems, there are a number of staff members whom you can call. We always recommend you initiate contact with the classroom teacher first. The classroom teaching team can address most questions or concerns involving your child. Any decision that concerns a child will be discussed with the parent/guardian. Discussions between families, the director and/or teachers will remain confidential. The Executive Director at CES is also an integral member of our community and is also available to discuss any school related issues. The Executive Director is Charles Dumais Ed.D. He can be reached at 203-365-8803.

C.E.S. School Readiness program will provide Spanish and Portuguese translation on site, Translation into other languages will be arranged on an as needed basis. The Family Bulletin Board contains information regarding health issues, policies and other pertinent material.

Guidelines for Adult Collaboration

The C.E.S. School Readiness learning community believes that the education of each child is a process that involves a partnership between parents, teachers, school administrators, and all school personnel. It is with this belief that we provide guidelines for student, family, and school communication to promote respect, civility, and orderly conduct. The purpose of the C.E.S. School Readiness Guidelines for Adult Conduct is:

- To establish expectations for productive and effective communication so that teachers and parents can work together as a team.
- To provide guidelines of conduct for adults (staff, parents/guardians) which encourage communication and participation in school.
- To identify and respond to those behaviors which are inappropriate and disruptive to the operations of the school.

Expected Behaviors

- All members of the school community will treat each other with *courtesy and respect* at all times.
- Every effort will be made to promote *mutual respect, civility, and orderly conduct* at all agency activities and education programs.
- This effort is intended to ensure responsible and productive freedom of expression in order to maintain a safe school climate for children, parents/families and staff and ensure that our behavior serves at all times as role models for children/students.

Unacceptable/Disruptive Behaviors

C.E.S. School Readiness expects that no person (parent, employee) on school property or at a program activity or during a program communication (e.g. conference, email, phone call) will exhibit inappropriate or disruptive behaviors.

Unacceptable and disruptive behavior includes but is not necessarily limited to any behavior which interferes with the operations of the classroom, the school office, and/or the school facility.

C.E.S. School Readiness expects that no member of our adult community:

- Injure, threaten, harass or intimidate any other person in any manner
- Use abusive, threatening, loud, offensive or obscene language including, but not limited to correspondence in e-mail, notes, voice mail message or phone calls
- Damage or threaten to damage property
- Impede, delay or otherwise interfere with the orderly conduct of educational programming

Reaction/Recourse:

Parent Recourse

Any parent who believes he/ she was subjected to unacceptable/disruptive behavior on the part of a staff member should bring such behavior to the attention of the school administrator.

School Recourse

Authority to deal with persons who are verbally abusive:

- If any person is verbally abusive-speaks in a manner that is loud, demanding, demeaning or offensive, the person to whom the remarks are directed and/or administrator (if present) shall calmly and politely remind the speaker to communicate civilly. If the escalation continues, the person, after giving appropriate notice to the speaker, will terminate the meeting, conference, or telephone call.

Responding to abusive, threatening or obscene emails, phone calls, or voicemail messages:

- If any person receives a voicemail, email, phone call or other electronic correspondence that is abusive, threatening or obscene, the employee is not obligated to respond to the email or return/continue the phone call. The employee may save the message/email and contact a school administrator.

Authority to direct persons to leave school premises:

- Any individual who exhibits inappropriate or disruptive behaviors-as detailed above may be directed to leave the school by the school principal, assistant principal or any other person who is lawfully in charge of the school.

A future communication (meeting/phone call, etc.) can be scheduled for a later date to ensure the team has a productive plan for moving forward in a collaborative manner.

It is the intent of these guidelines to encourage positive and productive communication and collaboration between all adults in our school community.

Concerns/Complaints/Compliments

If you have any concerns or questions, please first discuss them with your child's teacher. If you feel the issue is still unresolved, please speak with the Director. She has full authority regarding the policies and procedures of our center. You may also contact the Executive Director of Cooperative Educational Services (C.E.S.), Dr. Charles Dumais at 203-365-8803 or Lee Helmerich, School Readiness liaison, Bridgeport Board of Education, at 203-275-1265.

We encourage you to share any suggestions/concerns you may have about C.E.S. School Readiness. Submit your suggestions in our black suggestion box next to the family bulletin board. Our program will truly try to reflect the contributions of all involved. Each year we survey our families about their satisfaction with the program.

Conferences

C.E.S. School Readiness Program schedules two family/teacher conferences each year. These conferences are structured opportunities for families and teachers to share information about each child's learning and development. Teachers share each child's *CT DOTS Child Observation Summary form* and their narrative summary at conferences. Together, parents and the teacher create goals for the child for the next cycle. If at any time the parents or teachers wish to have an additional meeting, we will make arrangements to meet.

Statement of Confidentiality

All information contained in the application form, including the Care 4 Kids application form and the Medical form, results from screenings/ assessments, and discussions between families, the director and/or teachers will remain confidential. The director, head and assistant teachers, secretary/bookkeeper and families are the only individuals who can access children's files.

Information will not be released to other sources without the written permission of the parent/family guardian.

You are receiving funds from a State of Connecticut School Readiness grant program. Your personal and financial information as well as your participation will be required (ie. Care 4 Kids).

Curriculum and Assessment

C.E.S. School Readiness follows *The Creative Curriculum for Preschool*. The *Connecticut Early Learning and Development Standards (ELDS)* are used as the basis for planning learning experiences. The *CT Documentation & Observation for Teaching System (CT DOTS)* is used as our assessment tool to observe and document child progress, implement teaching strategies, and to inform planning for overall program improvements. All curriculum used must align with the standards outlined in the *CT DOTS*. Children are assessed by their classroom teachers individually or in small groups by observations or work samples. There are two assessment cycles in our school year, September through January and February through June. Families are provided copies of the *CT DOTS Child Observation Summary form* and narrative summary form after each cycle.

Daily Schedule

C.E.S. School Readiness Program's daily routine includes a balance of active/quiet, indoor/outdoor, child initiated/adult initiated and individual/small/whole group activities. The sequence of events occurs at a predictable time each day so that the children become familiar with the pattern of a day. The routine may change during the year to accommodate to the children's changing needs. The daily schedule is posted on the Family Bulletin Board. The following is an example of a daily schedule that may be adapted by the teachers.

7:30 - 9:30	Arrival and Greeting Hand washing, Breakfast as children choose to eat, Morning Snack Free Play - all activity areas open
9:30 -9:40	Clean up
9:40 - 9:55	Group Meeting
9:55 - 10:25	Small Group Activities (language and literacy, creative movement, music, cooking, science, math, etc.)

10:25 – 10:40	Clean up, Bathroom
10:40-11:40	Outdoor Play (Gross motor activities inside during inclement weather)
11:40 – 11:55	Story Groups
11:55 – 1:00	Hand washing, Lunch, Bathroom
1:00 – 3:00	Rest Time Bathroom, Hand washing Afternoon Snack and quiet choice activities available as children wake up
3:00 – 4:00	Outdoor Play (Gross motor activities inside during inclement weather)
4:00 – 4:15	Story or music
4:15 – 5:15	Free Play - all activity areas will be open
5:15 – 5:30	Departure of children

Delayed Opening and Early Closing

Inclement weather or other emergencies may result in unsafe conditions and cause program closings or delays. Please listen to the local radio and TV stations for delays or closings. C.E.S. School Readiness will be listed under **Cooperative Educational Services** or **C.E.S.**

Radio Stations: COX Radio Inc., WSTC 1400A.M., WNLK 1350 A.M., WKHL (Kool), 96.7 F.M., WEFX 95.9 F.M., WICC 600 A.M., WEBE 108 F.M.

TV Stations: NBC30, WVIT, WFSB-TV - Channel 3 Eyewitness News, WTNH- News Channel 8

Internet: www.ctweather.com

You will be notified of closings, delayed openings and early dismissals by phone through the **Blackboard Connect 5 message center**.

If Cooperative Educational Services has a **2 hour delay**, C.E.S. School Readiness will open at **9:30 a.m.** If we must close the center before the end of the day due to weather, each parent will be notified by telephone through the Blackboard Connect 5 message center also.

Disenrollment Guidelines/ Suspension and Expulsion

It is our goal to build a partnership with families and provide the highest quality educational environment for all children. We understand that there may be times when a family decides to disenroll their child from our program. We ask that you notify our office in writing two weeks in advance of the child's last day in our program.

Our goal is to limit or eliminate the use of suspension, expulsion, and other exclusionary measures per State of CT General Policy A-06 and Public Act 15-96. There are also situations that may arise that necessitate disenrollment on the part of the program. These include the following:

- If your account is not paid current in 30 days, your child will be dismissed from the program.
- When a child uses abusive, aggressive, and hurtful behavior such as biting, excessive hitting or kicking, scratching, or any aggressive behavior that leaves a mark or injury on another person, the parent will be notified of the behavior.
- Removal may be imposed when a student intentionally/deliberately engages in severe misbehavior which seriously disrupts the educational process. The child may be removed from the classroom to a designated area for a calming down period which shall not extend beyond ninety minutes. (per C.G.S. 10-233a)
- The program staff and the family will work in partnership to develop a plan to address the child's behavior and access community agencies which can provide additional support to the child and the family.
- A child may be removed from an OEC funded program if their behavior poses a serious and significant risk to themselves or others. The program will work with the family and service providers to place the child in the most appropriate setting that will benefit the child. This includes but is not limited to referring the child to the local board of education for screening and/or evaluation. This policy complies with Connecticut Public Act No. 15-96 Sec. 4.

Educational Referral Information

Periodically, the teachers will note that a child may need some additional support to succeed in the classroom environment. When this occurs, we will discuss further strategies to implement in the classroom at our bi-weekly Child Support Team meeting. The Child Support Team consists of the Head classroom Teachers, the Resource Support Teacher and the Program Director. The CST supports the teachers in meeting the needs of all of our students. We will ask you for input on your child's

strengths, interests, and any areas of concern. If after six weeks our concerns continue, we will ask to have a conference with you to discuss further options, which may include a referral to the Bridgeport Board of Education Consultation Center.

An additional strategy we may use is to bring a small group of children (4-6) together with our Resource Support Teacher and a classroom Teacher for 15-20 minutes two times per week to practice social emotional skills such as turn taking. The Resource Support Teacher will also bring this instruction to the whole classroom monthly.

The Bridgeport Public School system has educational support services for preschool children who may need an assessment for developmental delays. This service can only be requested with the parent's permission. We would be happy to assist you with this process if needed.

If your child has special needs, an established IEP or is in the process of being evaluated, we will work with the family, the Board of Education and the preschool special education teachers to help your child adapt to the typical preschool classroom, and to prepare him/her for the transition into kindergarten.

With parental permission, the C. E.S. School Readiness staff will maintain open lines of communication with all those involved. If possible, a staff member will attend the PPT meetings to better understand and to share information pertaining to your child's progress. Based on individual and family needs, an arrangement may be made for the kindergarten teacher to visit our center and our preschool teacher to visit the kindergarten classroom to assure a smooth transition to kindergarten for children with special needs.

Many local agencies with which we have collaborative agreements enable parents to be referred for family support services. We are careful to respect the cultural and linguistic needs of the families when connecting them to services. Many times family stress due to marital problems, unemployment, birth of a sibling, substance abuse etc. can cause a child to act out his/her feelings in inappropriate ways. Please feel free to discuss your concerns with our Director. Discussions with parents are always held in strict confidence.

If you as the parent/guardian feel that you need additional services, we can assist you in making a connection with the appropriate services, by completing a "family needs assessment form." Once we receive the "family needs assessment form," the Director will contact you to make a referral to the appropriate agency.

After services are received, we will ask you to complete an informal survey on how your needs were met, and if you were satisfied. This information will help us to determine if improvements need to be made regarding our referral process.

Emergency Evacuation Plan

In case of an emergency when evacuation of the building is necessary, parents will be called to come and pick up their children. In the event that children and staff may not inhabit the premises, the teacher will assemble the children and they will walk out of the parking lot and cross the street to the Kennedy Center at 39 Lindeman Drive. Attendance sheets and class records will be taken by the Teacher and Director. When we reach 39 Lindeman Drive, the children and staff members will wait until such time as they may return to school or the children are all released to parents or approved transporters. Children may not be transported by vehicle by a staff member.

EMERGENCY DISASTER GUIDELINES are posted in each classroom, in the office, and on the Family Bulletin Board.

Evaluation of Program

C.E.S. School Readiness conducts an annual, comprehensive program evaluation involving administrators, families, and staff to measure progress towards our goals and objectives. The program evaluation includes gathering evidence on all areas of program functioning including policies and procedures, program quality, children's progress and learning satisfaction. One aspect of the program evaluation involves the director, families, and staff working together to conduct, compile, and analyze the NAEYC Family Surveys and the Staff Surveys. Survey results are shared with staff, families, the Family Advisory Council as well as the greater C.E.S. community.

Family Involvement

C.E.S. School Readiness Program values the involvement of parents and families in our program. Family involvement is important to facilitate a smooth transition from home to school for the child. It is a key component in maintaining our high quality program and enables the family and teachers to work together as a team for the benefit of the child. Families are welcomed to visit the program at any time. Families are encouraged to participate in the program in a variety of ways, depending on their own interests and time. The structured ways in which all families may be involved are as follows:

- All families will observe our program and meet with the director to learn about the program, policies and procedures prior to a child's admission to C.E.S. School Readiness Program.
- Program Evaluation - Each family has an opportunity to evaluate the C.E.S. School Readiness Program by completing a survey annually.
- Family Advisory Board - All families are invited to join the board. Members discuss issues relating to curriculum, policies and procedures, field trips, parent advocacy and parenting.

Additional family participation will depend upon individual interests. The following is a list of possibilities:

- Volunteer in the classroom
- Do a special project with the children
- Participate in our lending library. Read a book to your child and complete the extended activity.
- Attend Back to School Night
- Attend Evening Bi-annual Curriculum Night
- Attend a field trip
- Attend a parent workshop
- Make items for the classroom
- Suggest a workshop topic
- Provide a workshop for staff
- Read stories on tapes for the children to have in the classroom
- Eat lunch with the children
- Invite the children to visit the families' work site
- Show the children what they do at work
- Share their child's birthday celebration at the school

Fire Drill Procedures/Emergency Preparedness

The staff and children participate in monthly emergency fire drills to practice the safe evacuation of all participants. Rooms 1, 2, and 3 will exit through the lobby, walk through the parking lot, and gather at the furthest esplanade for counting and further instructions. Rooms 4 and 5 will exit out the back door, walk on the edge of the parking lot and stop at the end for counting and further instructions. Teachers bring their first aid backpack, class sign-in sheets and student emergency numbers. The staff and students will also practice shelter-in-place, lockdown, and evacuation drills throughout the school year. EMERGENCY DISASTER GUIDELINES are posted in each classroom, in the office, and on the Family Bulletin Board.

Goals and Objectives

C.E.S. School Readiness program adopted the *Creative Curriculum's* goals and objectives as our program's goals and objectives. They are as follows:

- ❖ *Social-Emotional Development*
 - To experience a sense of self-esteem
 - To exhibit a positive attitude toward life
 - To demonstrate cooperative, pro-social behavior
- ❖ *Cognitive Development*
 - To acquire learning and problem-solving skills
 - To expand logical thinking skills
 - To acquire concepts and information leading to a fuller understanding of the immediate world
 - To demonstrate skills in make-believe play
 - To expand verbal communication skills
 - To develop beginning reading skills
 - To acquire beginning writing skills
- ❖ *Physical Development*
 - To enhance gross motor skills
 - To enhance and refine fine motor skills
 - To use all senses in learning

Hand Washing

It is the policy of C.E.S. School Readiness that every child washes his or her hands immediately upon entering the classroom in the morning. Children must wash their hands with soap and water for a minimum of 20 seconds (which is the length of time it takes to sing the *Happy Birthday* song); rinse both hands thoroughly and then dries hands with a clean paper towel. Finally, use the paper towel to turn off the water supply.

Children also must wash their hands after toileting, after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit), before meals and snacks, before preparing any food, after playing in the water or sand, and after handling pets.

Health/Sick Child Exclusion Policy

A child must be kept at home if he/she:

- has not been fever free for 24 hours without medication (Tylenol, ibuprofen etc.)

- has vomited twice within ten hours
- has had three bouts of diarrhea within six hours
- has a bad cold with nasal drainage that is yellow or green or a productive cough
- has not been on medication for 24 hours for throat or skin infection requiring antibiotics
- has not been under treatment for 24 hours for a pink or draining eye
- has not been under adequate treatment for 24 hours for any skin rash which may be contagious
- has not be given treatment for pediculosis or lice
- has not been under adequate treatment for ringworm

School Readiness will contact a family to pick up their child when he/she:

- has a fever of 100
- vomits or has repeated bouts of diarrhea
- cannot participate in the program due to the onset of illness
- has head lice
- has a contagious condition such as conjunctivitis, impetigo, ringworm etc.
- has a pink or draining eye
- has a bad cold with nasal drainage that is yellow or green or a productive cough
- has a skin rash which could be contagious

When School Readiness has contacted a family to pick up their child from school because of a fever, vomiting, diarrhea, or from any of the other conditions listed above, the child must stay home for the school day on the next day.

If a child is absent for more than five days due to illness, a doctor's notice is necessary the day the child returns to school.

If your child is hospitalized or visits the Emergency Room, please bring in a copy of the discharge papers and a note to return to school stating classroom restrictions, if any.

Idling Vehicles

Please do not keep your vehicle idling in our parking area, except if your vehicle needs to idle in extreme heat or cold to maintain interior or engine temperatures.

Kindergarten Transition

C.E.S. School Readiness provides kindergarten registration forms to our families. We also will provide a list of all kindergarten programs, public, magnet, charter, parochial, and private, in the Bridgeport area to families. We circulate the application deadline dates, the kindergarten open house dates, as well as host a kindergarten information session facilitated by a representative of the Bridgeport Board of Education. Staff encourage families to visit their child's new school. In the late spring, we collaborate with the kindergarten teachers at Six to Six Interdistrict Magnet School to visit our classrooms to talk with our students about kindergarten. The Director of Early Childhood Education, Bridgeport Public Schools will be invited to School Readiness speak with parents about the kindergarten transition.

The classroom teachers will initiate activities and discussions with the children about the transition to kindergarten. These will include:

- reading books about kindergarten,
- invitations to older siblings to talk about kindergarten,
- viewing pictures of a kindergarten classroom
- comparing/contrasting our classroom with the kindergarten classroom we visited

The teachers will share a student's developmental information with the kindergarten teacher as requested with the family's written permission.

Licensing and Accreditation

Cooperative Educational Services, school district 243, is a Regional Educational Service Center serving the districts of Southern Fairfield County. The School Readiness Program @ C.E.S. is administered by Cooperative Educational Services. The

CT Department of Education considers C.E.S. and other RESCs to be quasi-educational agencies and are exempt from day care licensure requirements. C.E.S. School Readiness is voluntarily in compliance with State of Connecticut licensing regulations. C.E.S. School Readiness is accredited by the National Association of the Education of Young Children (NAEYC).

Lunch/Snack

C.E.S. School Readiness Program recognizes the importance of supporting children's growth and development through meeting their nutritional needs and fostering healthy eating habits and attitudes.

C.E.S. School Readiness follows the guidelines set by the USDA Child and Adult Care Food Program Meal Pattern for children, Snack Supplement and the CT State licensing regulations. Our program provides a morning and afternoon snack. Families provide lunch for their child. We make every effort to balance protein, carbohydrates, fruit and vegetables in our selections. Snack menus are posted on the family bulletin board. Thermometers monitor refrigerator and freezer temperature. Children may bring breakfast to school (7:30-8:30 a.m.). We do not participate in the Child and Adult Food Program (CACFP) or the National Lunch Program (NSLP).

WE MUST BE INFORMED IF YOUR CHILD IS ALLERGIC TO ANY FOOD OR OTHER SUBSTANCE. PLEASE CHECK OUR POSTED MENUS TO MAKE SURE WE ARE NOT PLANNING TO SERVE YOUR CHILD A FOOD THAT WOULD BE HARMFUL TO HIM OR HER. Children's food allergies will be posted in each classroom.

******Please always remember that we are a PEANUT-FREE and NUT-FREE school. Do not send your child in with peanut butter or any other product containing peanuts. It is imperative that you pay close attention to all food entering the school.***

Families should send in a nutritionally balanced meal in a lunchbox or bag with an ice pack or thermos clearly marked with your child's name. No facilities exist for refrigeration of lunch boxes; therefore, families must place an ice pack in the lunch box as per health dept. regulations. We will not prepare food or heat lunches.

Please provide your child with a wholesome, nutritious lunch containing 100% fruit juice or milk. Please do not send candy or junk food (including gum, fruit roll-ups/fruit snacks, chocolate, cakes, soda, Yoo-Hoo, kool-aid etc.). Your child will not be allowed to eat these items at school. We do not allow popcorn, raw peas, or hard pretzels at our center. Grapes MUST be cut in half. Hotdogs must be sliced lengthwise and then cut into pieces as per NAEYC Criterion 5.B.14.

Please provide a water bottle for your child. It will be sent home on weekends with your child's bedding.

Children are encouraged to develop self-help skills at meal times (pouring juice or milk, serving themselves, cleaning up their area when they are finished eating) and to socialize with their friends and teachers. Families are welcome to join their children at mealtime. Lunch is at noon time.

We welcome families to share foods that are special to them with our program. If your family chooses to bring food from home to share with your child's class for a special occasion, the food must be either whole fruits, or commercially prepared packaged foods in factory-sealed containers. This is to protect the health and safety of the children.

Medical Referral Information

C.E.S. School Readiness Program will assist families who do not have health insurance in applying to Husky. We will also assist families in securing a medical home through our community health care providers such as the East Side and North End clinics. A medical home will provide on-going well-child care, immunizations, and health screenings. Referrals for other services will be made as necessary.

Outdoor Play

*Outdoor play is an important part of our curriculum. We go outdoors every day for two play learning periods of approximately forty-five minutes each, **weather permitting**. Weather permitting means almost every day, unless there is active precipitation, extremely hot or cold conditions, or public announcements that advise people to remain indoors due to weather conditions such as high levels of pollution, extreme cold or heat that might cause health problems. We will use the Child Care Weather Watch as a guide.*

In the winter months, please send your child with a warm coat, hat, snow pants, mittens and boots clearly marked with his/her name. Even rain will not daunt us, so raincoats and boots are appropriate on rainy days.

During outdoor play, it may be necessary to protect our students from sun injury or insect-borne diseases by applying skin protection or insect repellent. Applied skin protection will be either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin only.

The Authorization for the Administration of Non-Prescription Medication form shall be completed by the parent or guardian prior to the administration of sunscreen, sunblock, or insect repellent. There must be separate completed permission forms for sunscreen/sunblock and insect repellent. The sunscreen/sunblock or insect repellent shall be labeled with the child's name. The sunscreen and insect repellent shall be stored away from food and inaccessible to children.

During the summer months, we ask that you apply sunscreen on your child before you bring him/her to school. Staff will reapply sunscreen on each child after rest at 3:00 p.m.

When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used. Staff apply insect repellent no more than once a day. Drinking water and cups are always made available when we are playing outdoors.

Pet Policy

C.E.S. School Readiness will provide classroom pets for the enjoyment and education of the children in our program. It is our policy to ensure that classroom pets are healthy. The pet will be kept in an environment cleaned weekly or as needed by a staff member.

Teaching staff will supervise all interaction between children and pets. Teaching staff will instruct children on safe behavior when in close proximity to animals. A staff-supervised child will give pets fresh food and water daily. Anyone who handles the pet will be required to wash his/her hands before and after handling. Occasionally, families volunteer to care for our pets on weekends. All persons caring for our pets will receive training and supplies, in order to assure the continued well-being of our pets.

Physical Examination and Immunization Record

You must provide a copy of your child's physical examination and immunization record, signed and dated by your child's physician. The physical must have occurred within the last year. Every year that your child is enrolled at C.E.S. School Readiness Program, he/she must have an annual physical including updating of immunizations. A copy of the physical, signed and dated by a physician, must be kept on file at the school. Your child's health file is confidential but is immediately made available upon request to:

- Administrators and teaching staff who have consent from a parent or legal guardian to access the records
- The child's parents or legal guardians
- Regulatory authorities.

Rest

C.E.S. School Readiness Program provides a rest period each day beginning at 1:00 p.m. Each child will have a rest cot labeled with his/her name. Families are asked to supply a sheet, small blanket, and small pillow. **Linen will be sent home with the child every Friday to be laundered and must be brought back on Monday morning.** Rest time is a quiet, relaxing time. Soft music is sometimes played to help children rest. Some children sleep; others just rest. Children who do not fall asleep will be able to participate in a quiet activity at 2:00.

Screenings

As a school readiness program, we are required to provide dental, hearing, and vision screening for our students throughout the school year. C.E.S. School Readiness has interagency agreements with Fones School of Dental Hygiene and C.E.S. Special Education to administer these screenings. If a screening result is negative or failing, families will be notified that a rescreening will be scheduled or they will be notified to contact their pediatrician or other appropriate professional. Families will report the findings of the professional to the director or to the nurse consultant.

Smoke Free Center

Our facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.

Staffing

Director - Responsible for the overall supervision and management of the day to day operations of the childcare program. This includes hiring and supervision of staff, setting and enforcing policy and procedures, accreditation, and other operational issues that ensure the health and safety of the children in our care.

Secretary - Responsible for managing the financial aspects of the families enrolled in the program, will process client enrollment, program fees, records client payments and administers the operation of the office.

Teachers - Participate in planning and implementing the daily program; assist in maintaining an attractive clean and safe environment, provide care for the children in the class; share pertinent information with the director about the children. Each classroom has a designated full-time Head teacher.

Assistant Teachers - Assist with the supervision of the children in the classroom. Perform assorted classroom duties assigned by the Teacher/Director in order to maintain a quality program for the students. One classrooms has a designated full-time and two part-time Assistant teachers. Four classrooms have two full-time Assistant Teachers. In addition, a part-time Assistant teacher will "float" between the five classrooms to provide additional support when needed.

Special Education Support teacher - A part-time Special Education teacher consults with staff and provides support to students, staff, and families when needed

C.E.S. School Readiness program is committed to providing a high quality program. Staff members are required to participate in professional development experiences each year to increase their awareness, knowledge, and practice of recognition and response to children's needs. C.E.S. School Readiness determines professional development content based on data from the *Connecticut Documentation and Observation for Teaching Systems (CT DOTs)*, teacher surveys, and individual teacher's goals for their own growth and development. In the past few years our professional development focus on intentional teaching has led to increased professional knowledge and improved practice. We believe that program quality is dependent upon a well-trained and educated staff. We will close the center for a half day every 3 months for professional development trainings. Our staff/student ratio is 1:9 from 7:30-8:30 a.m. and from 4:30-5:30 p.m. During the hours of 9:30 a.m. to 3:15 p.m., the staff/student ratio is 1:6. The maximum group size is 18 students. There are at least 2 staff members, twenty years of age or older, on the premises when one or more children are in attendance.

Sunscreen Application

Families must fill out the Parent/Guardian Authorization for the Administration of Non-Prescription Medication form in order to give permission to the teachers to apply sunscreen on their child. Parents apply sunscreen on their child before they come to school. A teacher will reapply sunscreen at 3:00 p.m. for afternoon outdoor play with parent permission.

Toileting/Diapering

Toileting training is not required.

- Staff will help children unbutton, unzip, undo belts.
- Children will pull pants, underwear down to use toilet.
- Children will clean himself/herself. Staff will verbally prompt children if needed. Staff will assist children if necessary.
- Children will pull up underwear, pants. Staff will use verbal prompts if needed.
- Staff will help children button, zip, redo belts.
- Children will wash their hands after toileting.

Parents are responsible to have whoever drops their child off at school check their child's diaper and, if necessary, change their child's diaper, before they leave the center.

- Staff use diapers or pull-ups provided by families unless a child has a medical reason that does not permit their use (the health provider documents the medical reason).
- Diapers are changed when wet or soiled and discarded in a hands-free covered receptacle immediately after diapering.
- Containers are kept closed and are not accessible to children.
- Staff check children for and change wet or soiled diapers or training pants:
 - at least every two hours when children are awake
 - when children awaken from rest.
- Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the center.
- Clothing that is soiled by urine or feces is immediately placed in a plastic bag (without rinsing or avoidable handling), labeled, placed in the "soiled clothing" bin and sent home that day for laundering.
- The hands of the staff and the children shall be washed before and after each diaper change.
- Diapering and hand washing policies and procedures shall be posted in the diapering area.
- All staff follow the precautions for "Universal Precautions" when dealing with any bodily fluids of all children and adults

Toys from Home

Toys from home are welcome to aid in making the transition from home to school. Home toys are limited to stuffed animals and dolls which will fit in our cubbies. You are encouraged to bring soft, cuddly toys and special blankets for your child to help with their transition to rest time.

Tuition- Sliding Fee Scale & Care 4 Kids

C.E.S. School Readiness Program utilizes the Connecticut Office of Early Childhood Fee Schedule for Preschool Full-Time (full-day/full-year) to determine weekly tuition fees for children not on CCAP. The CCAP stated weekly family fee is used for families receiving CCAP. Tuition fees will be recalculated annually using established guidelines.

Families are provided a copy of the fee scale in their application. Families may choose not to divulge their financial information.

Their weekly fee will then be the full cost of care as determined by the Bridgeport School Readiness Council and the Office of Early Childhood. Families must sign a copy of the Contract of Services. **Families are required to report within fifteen (15) calendar days changes in family composition and changes in income of fifty dollars (\$50) or more per week.**

Tuition is due on Monday and tuition must be paid by registering with MYProcure, a free online portal for you to access account information or by money order. There will be no reduction in tuition charges due to non-attendance. Tuition may be paid in advance monthly or bi-weekly. If Monday is a holiday and our center is closed, then payment will be due on Tuesday. If your payment is received after Monday, there will be a late fee of \$15.00. If you have not paid tuition in two weeks, your child will not be allowed to attend school until a payment is received. Should the account not be paid current in 30 days, your child will be dismissed from the program. The person who signs the tuition contract will be held responsible for the contracted amount. Please read your contract with care.

If there are issues regarding payment of the family tuition fee, please schedule a conference with the Director. The Director may suspend the family fee for a discretionary period of time if the family has incurred losses such as but not limited to the loss of a job, fire, or military leave. The family will need to supply documentation.

Procedure for Assisting Families in Care 4 Kids

All families who are eligible kindly apply for Care "4" Kids.

1. Director will assess the eligibility of the family based on the following:

- Parent is a permanent resident of the State of Connecticut
- Parent is currently receiving Temporary Family Assistance (TFA) and working or enrolled in a state approved education/training program
- Parent is working and receives a low or moderate income at or below 75% of the State Median Income
- Parent is under the age of twenty, does not receive cash assistance and is attending a high school program

2. The Director will assist the family in filing out the Care "4" Kids paperwork as requested.

3. The Director or Secretary will fax the completed application and support documentation to Care 4 Kids.

4. The Director will follow-up eligibility with the family and Care "4" Kids.

For Care 4 Kids recipients: If your Care 4 Kids' contract is terminated, you will need to provide a current income tax transcript and 4 weeks of paystubs to determine your tuition. Your tuition will reflect from date of Care 4 Kids termination.

Under Immunized Child

If there is a vaccine-preventable disease outbreak at our program all susceptible children, including the student, will be excluded from school if a public health official determines that the school is a significant site for disease exposure, transmission and spread to the community. In such case, such children, including the student shall be excluded from school until:

- (1) the public health official determines that the outbreak danger has ended;
- (2) the child becomes ill with the disease and completely recovers from it;
- (3) the child is vaccinated according to public health protocol; or (4) the child has proof of immunity to the disease.

There will be no reduction in your tuition if your child needs to be excluded from the program.

Use of Electronic Surveillance Systems

The C.E.S. Representative Council has authorized the use of electronic surveillance systems on school property. The system will be used to monitor student behavior in order to promote and maintain a safe environment for all students. Students and parents are hereby notified that the content of the surveillance system may be used in a student disciplinary proceeding. Surveillance content will be routinely erased on a periodic basis or be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view surveillance contents used in a disciplinary proceeding involving their child.

Water Play

During communal water play, precautions are taken to ensure that water play does not spread infectious disease. Children are not allowed to drink the water or play in the water if they have sores on their hands. The water table is changed and disinfected daily.

August 1, 2019

Dear Parents and Families,

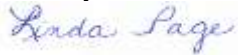
In recent years, the Connecticut legislature has passed various laws and amendments concerning bullying behavior in schools. This year the Connecticut Legislation passed a new School bullying Law with significant changes. Consistent with this legislation, we are asking that parents/guardians immediately inform school personnel (e.g., your child's teacher, program administrator) of suspected bullying behavior directed against your child or another child. Bullying has been redefined (see reverse side of letter). You may formally notify any school employee in writing or feel free to call either your child's teacher or me if you feel bullying has occurred.

It is also important for you to know that consistent with this legislation your child may anonymously report acts of bullying to any school employee including his/her teacher, other educational personnel (e.g., school nurse, school psychologist, school social worker), non-certified staff member (i.e., bus aid, teacher assistant) and /or program administrator. When possible, please encourage your son/daughter to make such reports, if they feel they have been bullied or if they have witnessed another student being bullied. Bullying behavior is prohibited by our student discipline policy/codes of conduct and may lead to counseling or disciplinary action, including suspension from school or in more severe cases, dismissal or expulsion. The legislation requires us to notify parents/guardians of students who commit any verified acts of bullying and the parents/guardians of students against who such acts were directed no later than 48 hours after the completion of the investigation. It also requires us to invite parents/guardians of the perpetrator and victim of bullying to a meeting to discuss acts and to communicate the measures being taken to ensure the student's safety and prevent further acts of bullying.

We are fully aware that incidents of bullying are rarely committed in view of the supervising adults. Victims are most vulnerable in situations beyond the eyes of staff, such as, playground, buses, restrooms, and bus stops. The most likely adult to be informed by a victim is the parent. Parents are often reticent to inform the school due to the student's fear of reprisal. However, without parent input on this, the school personnel are uninformed and therefore, unable to intervene to stop this behavior. It is important that the school staff and the parents continue to work together to protect the safe environment of the school. If there is a custodial parent who does not live at your child's primary residence, please note that legislation requires us to make a copy of bullying notices available when requested. Please inform your child's program administrator if you or they would like us to make a copy of this notice available to such a parent and provide us their name and address in case it is not presently part of our records.

We thank you for your understanding of this important matter. Feel free to contact me if you have any questions.

Sincerely,



Linda Page
Director

Definitions - The Connecticut Legislation recently passed a new school bullying prevention law, *An Act Concerning the Strengthening of School Bullying Laws*.

The new Act significantly revises the definition of "bullying." As of July 1, 2011, bullying is defined as the **repeated use** by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student in the same school district that: (A) Causes **physical or emotional harm** to the student or damage to the student's property, (B) places the student in **reasonable fear of harm** to himself or herself, or of damage to his or her property, (C) creates a **hostile environment** at school for such student (a hostile environment is a situation in which bullying among students is sufficiently severe or pervasive as to alter the condition of the school climate), (D) infringes on the **rights** of the student at school, or (E) **substantially disrupts the education process or the orderly operation** of school.

The expansive definition of "bullying" includes, but is not limited to, written, verbal, or electronic communications, or physical acts or gestures that are based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

The Act also defines several important new terms, including: **cyberbullying** (any act of bullying through the use of the internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications); **school climate** (the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults); and **school employee** (a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by a local or regional board of education or working in a public elementary, middle, or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students, enrolled in a public elementary, middle, or high school, pursuant to a contract with the local or regional board of education).

Off campus bullying: The new law explicitly requires school districts to prohibit bullying which occurs **outside of the school setting** if such bullying 1) creates a hostile school environment for the victim; 2) infringes on the rights of the victim at school; 3) substantially disrupts the education process of the orderly operation of a school. This is a significant change as prior law *permitted*, but did not *require* school districts to prohibit bullying outside of the school setting.

Practical Take-Aways: Under the old definition of bullying, the focus was on the actor and the actor's intent. Now, the focus is on the impact of the act of bullying on the victim and the disruption to the school environment. In addition, the statute's definition of school employees also greatly increases the number of employees having responsibility for reporting acts of bullying, and even reaches agents or contractors who have regular contact with students and who provide services to, or on behalf of, students.