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** Families requiring translation to interpret this information should contact the office staff for assistance at (860) 742-5859.

CECC Program

The Coventry Early Childhood Center, Inc. offers a preschool for children ages (3) three and (4) four. Included in the preschool, we have a number of programs for children and families:

- ½ day preschool classes (2, 3 and 5 days)
- 5 Day School Readiness Program. Available to Coventry families who meet income guidelines
- Coventry Early Intervention Services. Special education programs for preschool children and families.
- Lunch Bunch. Lunch Bunch is from 11:00-12:00 daily. Please provide a healthy lunch for your child.
- Parent-facilitated playgroup for ages 2-3 not currently enrolled in preschool.

Mission Statement

The mission of the Coventry Early Childhood Center (CECC) is to provide all of its students with the opportunity to acquire the knowledge and skills necessary to learn, as well as to contribute and participate in a culturally diverse, rapidly changing society and to live a productive life. By working in concert with the family and community, an educational partnership will assist all children in achieving these skills and knowledge.

We will work to ensure all children will reach their individual potential with an appreciation of the lifelong learning process. We support the premise that learning is challenging, rewarding, and fun. We encourage teachers to provide opportunities for participation in the democratic process and the development of democratic values and ideas. We encourage family and community involvement in support of our school.

Philosophy

The early years are a time of tremendous learning and growth. At CECC we believe that all children are competent learners and capable of positive outcomes. The success of every child is important to us. Our goal is to provide a preschool program for 3 and 4 year olds that supports learning in all developmental domains (personal/social, physical, creative and cognitive) in an environment that is appropriate to the developmental needs of young children. This includes providing support and services to children and families to ensure that all children can reach their potential and be successful in the school community.

Anti-Bias Statement

The Coventry Early Childhood Center, Inc (CECC) is a non-profit, non-stock corporation. Consistent with CECC policy, the Preschool Program does not discriminate on the basis of race, color, religion,

creed, sex, age, marital status, national origin, mental or physical disability or handicap, veteran status, or sexual orientation. The Early Childhood Education professionals at the CECC understand that at an early age children can absorb our society's biases of gender, age, color, language, and physical characteristics. We believe that the anti-bias curriculum that we embrace supports children as they explore, celebrate, and understand differences. Our program will;

- not conduct religious observances, such as prayer, grace, confession, church attendance, or religious instruction.
- accommodate the practice of a child's personal religious beliefs where the practice is required during program hours.
- not require children or their families to participate in faith-based or church-sponsored activities or services.
- not discriminate in hiring based on religious affiliation or lack thereof.

Our approach acknowledges that children and adults can be empowered to stand up for their rights and the rights of others and to recognize and question social injustice. We challenge the children and ourselves to:

- explore issues of fairness as seen from a child's perspective;
- see conflict as a challenge in problem-solving;
- be open to differing perspectives, ideas, attitudes and behaviors; and
- monitor our words and actions for unconscious bias or prejudice; recognize and demonstrate respect for diversity among people.

Under the School Readiness Program guidelines, faith-based preschool providers must have a written plan approved by the School Readiness Council that details how they will provide a non-sectarian program for School Readiness children.

CECC Organization

The Coventry Early Childhood Center, Inc. (CECC) is made up of a private preschool, early intervention services through the Coventry Board of Education, and the Readiness Program for the town of Coventry.

The governing body consists of the Early Childhood Executive Committee (ECEC) which is comprised of the Board of Directors including the President, Vice President and Secretary. These Board members are a self-perpetuating board of parent volunteers and serve a term of at least two years. The Board of Directors serve as officers of the CECC and their purpose is to maintain the integrity and foundation of the preschool organization.

Other members who are permanent employees of either the Board of Education or the CECC consist of the Director of Staff and Pupil Services and the Special Education Coordinator from the Coventry Board of Education, the CECC Education Director and the CECC Business Manager.

All policies and procedures are developed by collaborating with all members of the committee

and meetings are held on a monthly basis to execute an action plan throughout the year.

CECC Structure

Early Childhood Executive Committee (ECEC)

Director, Educational Services Principal, CGS Director, Business Operations Board of Directors

Educational Directors

Director, Educational Services;

Marilyn Piecuch

Principal, CGS;

Marybeth Moyer

Business

Director, School Operations;

Mary Sposito

Board of Directors

President; *Mary Minor*

Vice President; *Kyle Bagnall*

Secretary; *Liz Murphy*

Early Childhood Executive Committee (ECEC)

The Early Childhood Executive Committee (ECEC) will serve as the governing body of the CECC. The ECEC purpose is to direct and manage all aspects of the preschool operations. This entity will ultimately oversee any subordinate committees. Members consist of:

- CGS Principal
- CECC Preschool Director
- Special Education Coordinator
- Self Perpetuating Board of Directors
- Business Manager

Self Perpetuating Board of Directors (BOD)

The Board of Directors will serve as officers of the Coventry Early Childhood Center, Inc. The BOD's purpose is to maintain the integrity and foundation of the preschool organization. This entity will also oversee the Fundraising and Events Committee (FEC). Members consist of:

- President
- Vice President
- Secretary

Fundraising and Events Committee (FEC)

The FEC will coordinate and execute all fundraisers and events for CECC. The FEC will be guided by the Board of Directors and will serve as liaison to parent volunteers. Members consist of:

- Chairperson
- Parent volunteers

CECC Staff

| POSITION | NAME | CREDENTIALS |
|--|----------------------|---|
| Director, Educational Services/ Special Education | Marilyn Piecuch | <i>M.A. Special Education; B.S. Speech Pathology</i> |
| Director, School Operations | Mary Sposito | |
| Teachers | | |
| | Michelle Abbatemarco | <i>M.S. Early Childhood; B.S. Family Studies</i> |
| | Lisa Decker | <i>M.A. Special Education; B.A. Education</i> |
| | Sarah Maheu | <i>B.S Early Childhood</i> |
| | Sara Spak | <i>M.S. Early Childhood; B.S. Early Childhood</i> |
| PARA Educators | | |
| Full Time | Cynthia Beaupre | <i>Certificate of Developmental Associate – 2007-2008</i> |
| | Elizabeth Eslao | <i>Certificate of Developmental Associate – 2008-2009</i> |
| | Nancy Lebiszcak | <i>Certificate of Developmental Associate – 2007-2008</i> |
| | Janice Litwinas | <i>B.S. Human Services</i> |
| | Tina Savluk | <i>B.A. Sociology</i> |
| Part Time | Amanda Hawkins | |
| | Kathy LeGrand | <i>Certificate of Developmental Associate- 2008-2009</i> |
| Speech Pathologist | Fran Gustavesen | <i>M.S. Speech Pathology</i> |
| POSITION | NAME | CREDENTIALS |
| Occupational Therapist | Stacey Fulton | <i>M.S. Occupational Therapy</i> |
| Physical Therapist | Linda Tomaszewski | <i>M.S. Physical Therapy</i> |

Staff Credentials

Teachers hold Bachelors and/or Masters Degrees and are certified by the state of Connecticut. PARA Educators (teacher’s aides) hold Certificates of Developmental Associates and/or continuing education.

All staff members on-site hold current certificates in pediatric CPR, medication administration and first aid.

The School Readiness program requires staff members to have at least a Child Development Associate Credential (CDA), Associate’s degree, or Bachelor’s degree, with twelve early childhood credits during all hours of operation.

All classrooms with School Readiness children must have a lead teacher who has a minimum of a BA/BS in early childhood education or in a related field with a minimum of twelve credits in early childhood education and/or child development.

Programs must notify the School Readiness Council of staff changes immediately and provide updated staff credential and staffing-patterns pages from the Request for Proposal (RFP), as well as a copy of the credentials of any new staff.

Staff Professional Development

In order to maintain our program quality, we provide opportunities for staff to improve program-planning skills, improve group leadership skills, and to observe various teaching styles and techniques, enabling us to work effectively with the diverse backgrounds of children and their families. Staff members are required to complete a minimum of twelve (12) continuing education hours throughout the year. Books, professional organizations, career opportunities, college courses, and workshop information are all provided to the staff. The Preschool maintains professional memberships in the following organizations: NAEYC, SERC, EASTCONN, and AFP. Many books, periodicals, and other curriculum materials are added to our resource library throughout the year.

The School Readiness Grant also requires staff to have a professional development plan that includes all required training for the program. Professional development must include but not be limited to the following;

- A.** Literacy skills development.
- B.** Racial/ethnic diversity, including how to respect the cultural and linguistic diversity of each family in communications, classroom curriculum, and family activities.
- C.** Annual training in serving children with disabilities.
- D.** Annual participation in at least two workshops in child development, curriculum, or other early childhood topics.
- E.** Annual participation in at least two workshops on health related issues; e.g., well child care, special diets, allergies, and feeding needs of the children in the program.
- F.** Administrators of the School Readiness program must have annual training in best business practices, supervision of early childhood programs, and topics directly related to early childhood practices.
- G.** Program staff meets annually with district Kindergarten staff.
- H.** The School Readiness program must use a professional development form to document the training of each staff member.

Certification/Accreditation

The CECC is a licensed preschool by the State of Connecticut and is evaluated every two years by the Connecticut Department of Health.

The CECC is affiliated with the Coventry Public School System as it offers special education services to children with special needs. This portion of the program is governed and funded by the Coventry Board of Education.

The CECC is a National Association for the Education of Young Children (NAEYC) accredited preschool.

As the CECC houses the School Readiness Program and receives funds, NAEYC accreditation status must be maintained. School Readiness requires programs that are not yet accredited to be working towards accreditation, have a timeline for completion of the process and demonstrate adherence to the timeline. Programs must be working weekly with an early childhood consultant or be participating in the Accreditation Facilitation Project. Any changes proposed in the program that may affect the NAEYC accreditation must be reported in writing to the School Readiness Council.

The School Readiness Council provides support to CECC in the following ways:

1. Provide training for staff regarding curriculum development evaluation
2. Provide resources and materials that support learning center and child interest
3. Provide for parent understanding of curriculum and assessment
4. Provide for training for staff
 - o Health
 - o Diversity
 - o Inclusion
5. Supports transition to Kindergarten process

Classroom Curriculum

Our curriculum is based on the Connecticut Preschool Curriculum Framework. The CECC's primary goal is to foster the optimal development of children. We offer child-centered curricula based on knowledge of early childhood education and child development.

There are a number of principles from which the development of the Preschool Curriculum Framework emanates. The following are guiding principles:

Early learning and development are multidimensional; developmental domains are highly interrelated.

- Development in one domain influences development in other domains. For example, children's language skills affect their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered. Content standards and performance standards listed for each domain could also be cited in different domains.

Young children are capable and competent.

- All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children, regardless of their backgrounds and experiences.

There are individual differences in rates of development among children.

- Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require program staff members to adapt expectations of individual children or adapt experiences so that children can be successful in achieving a particular performance standard. Additionally, each child is raised in a cultural context that may affect the approach that the teacher uses with each child.

Children will exhibit a range of skills and competencies in any domain of development.

- All children within an age group should not be expected to arrive at each benchmark at the same time or master each standard to the same degree of proficiency.

Knowledge of child growth and development and consistent expectations are essential to maximizing educational experiences for children and to developing and implementing programs.

- Early care and education program staff members must agree on what they expect children to know and be able to do (benchmark knowledge) within the context of child growth and development. With this benchmark, early childhood staff members can make sound decisions about appropriate curriculum for the group and for individual children.

Families are the primary caregivers and educators of their young children.

- Families should be aware of programmatic goals, experiences that should be provided for children and expectations for children's performance by the end of the preschool years. Program staff members and families should work collaboratively to ensure that children are provided optimal learning experiences. Programs must provide families with the information they need to support children's learning and development.

Young children learn through active exploration of their environment through child-initiated and teacher-selected activities.

The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their

own understanding about the world around them. There should therefore be a balance of child-initiated activities so as to maximize children's learning.

Any accredited Coventry preschool program receiving School Readiness funds must align their curriculum and assessment with the "Connecticut Preschool Curriculum Framework and the Connecticut Preschool Assessment Framework."

The preschool programs will develop curriculum that takes into account the four domains of development

- Personal and social development
- Physical development
- Cognitive development
- Creative expression

The preschool programs will include the 30 performance standards used for assessment within their program.

- Progress is monitored through observation and work samples and is used to develop child profiles. The child profile is a picture of the child's current developmental level and is shared with parents 3 times per year.
- During transition to Kindergarten, a crossover meeting will take place to share pre-K profiles with Kindergarten staff.

The preschool programs will align their curriculum units of study with the town-wide ABC curriculum system.

Child Assessment

The staff at Coventry Early Childhood Center assesses your child both formally and informally. The purpose of the assessment is to help determine your child's strengths and learning style. At the beginning of the school year teachers and staff observe and document each child's abilities using a developmental scale. This assessment guides and serves as a baseline and is used to guide individual and whole group instruction. Weekly observations are also made and documented and are later used for assessing children's developmental levels using the Connecticut Preschool Curriculum and Assessment Framework. The information learned from all assessments is shared with parents upon request and/or at parent conferences held three times per school year.

The Coventry School Readiness Council provides for the oversight, coordination and support for the measurement of child progress in the following ways:

1. Family Survey Reports are shared with the Council once a year
2. NAEYC yearly evaluations are shared with the Council once a year
3. Readiness yearly evaluation is shared with the Council once a year

Child Study Team

The CECC has a process for identifying children who are in need of further evaluation and/or individual assistance in developing their skills and abilities.

The Child Study Team (CST) is comprised of teachers; administrators; agencies; and parents that would best address the needs of the child. Once observations and classroom assessments have been completed, a plan with strategies and accommodations may be implemented. Parents and teachers work collaboratively during this process to achieve favorable outcomes. Should a child not make expected progress, a referral may be made for Special Education or related services.

Special Education

The Preschool Program provides for all children, including those with identified disabilities and special learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff members are aware of the identified/diagnosed special needs of individual children and are trained to follow through on specific intervention plans. Therapy is developed appropriately and incorporated within classroom activities as much as possible rather than removing the child from the classroom. For some children, with mild needs, services are delivered through a home visiting program and participation in CECC playgroups. The teacher makes appropriate professional referrals when necessary. Family members are involved in the Planning and Placement Team (PPT) process and development and use of Individualized Education Plans (IEPs). Staff will address the concerns and priorities of families of children with special needs.

All children with an IEP will be provided with a program that ensures continuity and consistency between the special education program and/or the School Readiness program. All children with an IEP who are receiving special education and related services and are participating in any type of School Readiness slot will be entitled to all the School Readiness services as defined by the School Readiness legislation, regardless of the slot type. The School Readiness reimbursement will not be used to supplant the cost of the child's education and related services, and special education funds will not be used to pay for a School Readiness slot.

Transition to Kindergarten

CECC collaborates with the Coventry Public School's elementary school administrators and teachers to prepare for and manage children's transition to the kindergarten, including special education programs. CECC staff members provide information to families that can assist them in communicating with other programs. The following measures are taken to ensure a smooth transition:

- Post information and assist families in completing kindergarten registration packets

- CECC teachers meet with Coventry Grammar School (CGS) kindergarten teachers to discuss and transfer student information outlined in the child's profile including work samples.
- Preschool staff accompany current families to kindergarten parent orientation held at CGS
- CGS hosts an annual ice cream social for incoming families to meet staff and other families
- CECC/CGS provides students with a transition book (both in hard copy and electronic format) containing photographs of staff, routines, and learning centers to familiarize preschool children with the kindergarten day and environment
- Special education students are transitioned via the Planning and Placement Team Process

Health and Medical Policy

In compliance with the State of Connecticut Department of Public Health, a health form for your child must be submitted and kept on file at the preschool. This health form must indicate that your child has had a physical exam within the past 12 months, that she/he is in good health, and that she/he meets current vaccination requirements. The health form must be signed by a physician. By law, your child will not be allowed to attend school without a current health form on file, and no exceptions can be made. Health forms may be mailed to the P.O. Box or hand delivered to the preschool office. Teachers cannot accept health forms.

There is a physician on call when needed. We are also able to call the nurse at the Coventry Grammar School for guidance.

If your child has (a) any serious medical conditions, (b) serious allergies (to food, medication, or insect stings), or (c) any other physical or medical restrictions, you will need to provide a *Coventry Public Schools Authorization for the Administration of Medicines by school personnel* form. This form must be signed by your physician stating the problem as well as any special procedures that must be followed in the classroom. The form is available in the school office.

Because we do not have a nurse on duty in our building, parents should be home during school hours or have an emergency number where an adult will be able to pick up your child and care for him/her until you return. At all times, the school must have some way of reaching a parent or legal guardian in case of emergency or illness. Please be sure your emergency cards are filled out and returned, and **kept up to date.**

If you have questions or need assistance to secure medical insurance, a medical home, on-going well-child care, immunizations, and health, dental and nutritional screening, please visit the following websites or contact the CECC for further assistance:

www.huskyhealth.com
www.medicalhomeinfo.org
www.ct.gov/dph

Confidentiality

The CECC and School Readiness Council’s confidentiality policy ensures the security of all children and staff information. CECC Staff, ECEC, and School Readiness Council members are required to sign a Confidentiality Agreement prior to service. Information contained in child and staff records is privileged and confidential. All information regarding School Readiness assistance and requests for outside services are kept confidential. Unauthorized removal of records or unauthorized divulgence of parents’, children, staff, or program’s confidential information is *strictly prohibited* by the Preschool. Violation of these rules is considered serious and will result in discharge of staff, board or School Readiness Council members without prior warning. Staff must observe professional ethics at all times and never discuss children, families, or staff elsewhere. Observations made in the classroom and all information discussed at staff meetings/trainings are to be kept in strict confidence. No use of a child’s name is permitted in any journals or papers related to staff work.

Hours & Days of Operation

| Class | Days | Times |
|----------------------------|------------------------------|--|
| 2 Day - 3 Yr Old Only – AM | Monday/Tuesday | 8:30 – 11:00 |
| 3 Day - Mixed Age – AM/PM | Wednesday/Thursday/Friday | 8:30 – 11:00 12:00 – 2:30 |
| 5 Day – Mixed Age – AM/PM | Monday through Friday | 8:30 – 11:00 12:00 – 2:30 |
| <i>LUNCH BUNCH</i> | <i>Monday through Friday</i> | <i>AM or PM session children may participate in the lunch program from 11:00-12:00 for an extra charge of \$5/day. (slots are limited)</i> |

Part time School Readiness programs must be open at least 2 1/2 hours per day for at least 180 days per year.

Arrival & Departure

Only the authorized parent(s) or others identified by the parents can pick up a child. A signed emergency card is on file in the office listing other authorized persons. Under no circumstances can a child be released to anyone not on the signed card. If a student is to be picked up by and unauthorized adult, a written note from the parents must be presented to the teacher. The teacher will then check for identification.

Please follow these guidelines to help make drop-off and pick-up run smoothly:

- **PROMPT ARRIVAL AND PICK UP ARE REQUIRED.**
- Please be sure you are holding your child’s hand or have him/her in your sight at all times in

the parking lot.

- Unless you have the proper permit, please refrain from using the handicapped parking spots.
- Please do not park along the curbs anywhere – use a parking space.
- Parents/guardians must sign your child in and out of the preschool at each session. Attendance records, including sign-in / sign-out sheets, must be kept and made available for monitoring and auditing purposes.
- Teachers will open the classroom doors to begin the class.
- Siblings are not allowed in classrooms during drop-off and pick-up times.
- Children will be dismissed from classrooms one at a time as parents arrive for dismissal.

Late Policy

It is extremely important that you drop off and pick up your child at the designated times of our morning and afternoon programs. Please allow sufficient time to get your child to his/her class promptly at start of school and picked up promptly at the end of school.

The CECC requires that you drop off your child at 8:30 am for the morning class and 12:00 noon for the afternoon class. Pick up is 11:00AM for morning and 2:30PM for afternoon. If you will be unexpectedly tardy, please call the school to notify the staff.

If you are consistently late dropping off, or more importantly picking up, initially your child's teacher will address the matter directly with you. Should the tardiness continue, notices will be issued and the matter will be escalated to the ECEC.

Absences

If your child will be absent, please call the preschool to inform the teachers. Parents are required to notify the program when the child is absent from school. When a child is absent from the program for a period of two weeks without notice, communication should be established with the family. The program will document its effort to contact the family; if no resolution is made, the child will be dismissed.

Illness Policy

If, upon arrival at the school, it is obvious to the teachers that your child is ill, they will ask you to keep the child at home. If, during the course of your child's day, she/he should become ill, you will be notified immediately and are expected to pick up the child. Any child that is exhibiting symptoms of fever, cough, sore throat, rash, skin lesion, may be excluded from school. Please refer to the illness guidelines below for some common illnesses and use your best judgment in determining if your child is healthy enough to attend school. By helping us to observe good health standards, you will be protecting your child as well as others at the preschool. Thank you for your cooperation.

When your child is sick, please call the CECC office at 742-5859 to inform the staff of your child's absence. The school's responsibility is to give emergency care to any child whose

sickness or injury occurs during school hours.

Illness Guidelines

- Severe cold and fever, sneezing, nose drainage, and coughing.
- Rectal temperature of over 101 degrees in the morning.
- Conjunctivitis- an eye infection commonly referred to as “pink-eye”. The eye is generally red with some burning and yellowish discharge.
- Bronchitis. This can begin with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful, but it gradually becomes productive.
- Rashes that you cannot identify or that have not been diagnosed by a physician.
- Impetigo. Begins as red pimples on the skin, which eventually become small vesicle surrounded by a reddened area. When the blister breaks, the surface is raw and weeping. The lesions occur in moist areas of the body, such as: creases of the neck, groin, and under the arm, around the mouth and nose.
- Diarrhea- watery or greenish bowel movements that look different and are much more frequent than normal.
- Vomiting- more than the usual “spitting up”.
- If child becomes really sick without obvious symptoms. In this case, the child may look or act different. There may be an unusual paleness, tiredness, irritability, or lack of interest.
- With a contagious disease, a child must be kept home and the Preschool notified. All parents will be notified once a contagious disease is reported. The child may only return to school with a note from his/her physician.
- Illnesses include, but are not limited to, measles, mumps, Rosella, chicken pox and strep throat.
- If a doctor diagnoses an ear or throat infection, as an example, and the child is prescribed an antibiotic, the child may not be brought to the Preschool until he/she has been on the medication for at least 24 hours. Please call the Preschool with diagnosis.
- Parents are asked to call the Preschool at (860) 742-5859 by 8:15 a.m. or 12:15 p.m. should a child be unable to attend.

Plan for Managing Infectious Disease

- Children are greeted by the teacher upon entering, observing any possible health problems.
- If a child exhibits any of the symptoms listed in the exclusion list (distributed to both parents and staff and is posted at Preschool), the Teacher, Director or Coordinator will ask the parent to take the child back home.
- If a child becomes ill at the center, a parent or authorized person is contacted to pick up the child. A quiet area within the school office is set up for the child until a parent or authorized adult arrives. A staff member accompanies the child until a parent or authorized adult arrives.
- A note from child's physician is required in order for child to return to school after any communicable disease/illness (i.e. Chicken Pox, Measles, and Strep). The note is placed in child's folder.
- The Director and Coordinator will immediately notify all parents and staff in writing when any communicable disease/illness has been introduced to the Preschool.
- All problems are reported to the Director and/or Coordinator.
- All soiled clothing is sent home in a sealed plastic bag (see toileting procedure).
- Scheduled times for daily cleaning of toys and play areas are arranged.
- Use of latex gloves when dealing with bodily fluids is a must.

Plan for Identifying Special Health Care Needs

- Parents provide information regarding any allergies or other health care concerns at registration. Information is listed on the child's emergency card and updated every month.
- A list of all allergies is posted in classroom information binders. All staff members are made aware of the list and the children identified.
- Parents are asked to sign a release of information regarding food allergy information.
- If a child has an allergy and medication is prescribed for an anaphylaxis reaction, parents must provide: (1) A written order from an authorized prescriber/parent's permission form, (2) Emergency health care plan, and (3) Medication administration checklist that has been submitted to the designated preschool nurse. **All forms need to be submitted and cleared by the designated school nurse before administration of medication.**

No School Announcements

When serious weather conditions arise, CECC may have to cancel a preschool session or close school. **The Policy for school cancellations is:**

1. When Coventry Schools cancel – **ALL CECC** classes are cancelled.
2. Late Openings (i.e. 90 minute delay) **NO MORNING CECC PRESCHOOL CLASSES.** CECC Preschool afternoon sessions will be held.
3. Early Closing: **NO AFTERNOON CECC PRESCHOOL CLASSES.**

Radio announcements for Coventry Public Schools will usually be broadcast starting at 6:30 AM

on WDRC, WKSS, WRCH, WWYZ and WVIT TV.

Eligibility and Registration

Children are eligible to enter the CECC if they are turning age 3 or 4 on or before December 31st of the current school year. The CECC does not offer a curriculum for 5 year olds. Therefore, if your child(ren) is turning age 5 on or before December 31st of the current school year, he/she is eligible to enter Kindergarten and will not be accepted for entrance at the preschool.

CECC registration policy is based on a first come, first served basis. The first two weeks of registration are open to CECC's existing families; the next two weeks are open to all who wish to apply. CECC will require a non-refundable \$25.00 registration fee for each family that applies.

Enrollment forms will be available to parents/guardians and should be completed and returned by the designated date. The CECC will make every effort to accommodate requests during enrollment. However, we will not accept requests for a specific teacher during the process. Once all the classrooms are established, parents who request changes will be subject to a waiting list. The preschool recognizes that extenuating circumstances in a family might necessitate withdrawing a child from school. If withdrawing your child from CECC, please contact the business manager immediately.

Children enrolled in the School Readiness program must be residents of the town that is the applicant for the School Readiness funds. Families must provide written proof (two documents) of residency.

Preschool Program Funding

The preschool is funded through four sources:

1. Parent tuition fees
2. The School Readiness Grant
3. The Coventry School System ~ Special Education Funding
4. Fundraising

The School Readiness Council will review the School Readiness program budget for appropriateness of expenditures as part of the consideration of proposals for funding.

The Program will make every attempt to keep administrative costs to a minimum. Detailed justifications for administrative costs must be provided to the School Readiness Council.

Administrative costs should not exceed 20% of the total School Readiness portion of the total program budget.

Tuition

Tuition will be paid in THREE installments.

- The **1st installment** is due by **August 15th** of the enrolled school year.
- The **2nd installment** is due by **November 15th** of the enrolled school year.
- The **3rd installment** is due by **March 15th** of the enrolled school year.

Special payment arrangements may be made (ie. monthly payments) by contacting the Business Manager. Tuition may be paid in full at any time during school year.

Tuition checks are to be made payable to CECC and must be mailed to or dropped off at the office.

CECC, P.O. BOX 251, COVENTRY, CT 06238

TUITION PAYMENTS MARKED LATER THAN THE 20th of the month are considered late and are subject to a \$25.00 late fee. Should any tuition installments be 30 days past due, you will be contacted by our Business Manager regarding your child's continued participation in the program.

| Class | Installment Payment | Total | 25% off of any sibling enrolled during same school year |
|------------------------------------|----------------------------|--------------|---|
| 2 Day – 3 YR Old Only (Mon & Tues) | \$317.00 | \$950.00 | |
| 3 Day - Mixed Age (Wed-Fri) | \$467.00 | \$1400.00 | |
| 5 Day - Mixed Age | \$634.00 | \$1900.00 | |

School Readiness Fee Policy

1. The Coventry School Readiness Council utilizes the sliding fee scale provided by the State Dept. of Education.
2. Part-time School Readiness programs will charge fees for the portion of the day supported by School Readiness funding.
3. Providers shall annually publish their cost of care for School Readiness spaces to parents, and shall file their published rate with the School Readiness Council.
4. Providers shall not charge fees to families who receive Temporary Assistance to Needy Families (TANF) cash assistance and who have no earned income.
5. Providers shall charge fees to families who receive TANF cash assistance and who have earned income.

6. **Families who are not on TANF cash assistance and who have earned income, but cannot afford the determined family contribution, may be granted a total or partial scholarship. This will be determined on a case-by-case basis by the School Readiness Council.**
7. All fees received by providers from families shall be used to support the School Readiness program.
8. The family fee for the School Readiness program will not be higher than the fee determined by the Care4Kids program.
9. Providers must require their eligible families to apply in the Care4Kids program, and must assist them in applying for that program.
10. Families who believe that they might qualify for the sliding scale are required to schedule a family intake appointment to determine annual income. Families must provide documentation showing the last 4 weeks of income (or an IRS tax form) for all family members in the household and proof of residency (mortgage statement, utility bill).
11. Families who qualify for the sliding scale will be given a copy of the School Readiness Financial Form, which will indicate family contribution. A copy of this form will go to the provider for fee collection purposes. All other income-related information will be kept confidential.
 - a. Children of eligible families will be provided with a nutritious daily **snack**.
12. Re-evaluation of School Readiness fees occurs every six months. If on re-evaluation, a family is no longer financially eligible, efforts will be made to keep the child in the same preschool placement. However, the family will be required to pay the regular tuition rate for the 2nd half of the school year. Additionally, the child will no longer be eligible for the free daily snack.
13. The Coventry School Readiness Grant provides for thirty (30) ½ day slots in Coventry Cooperative Nursery School. Eighteen slots (18) are designated for sliding fee scale and twelve (12) are designated for full tuition. If the eighteen (18) sliding fee scale slots are filled, a waiting list based on date of receipt of application will be developed.

Welcoming Children and Families to the Preschool

Children and families are invited to a “Come and See Day” held the week before the start of school. The event provides an opportunity for children to visit the school, meet their teacher, find their cubby, and meet classmates.

During the first week of school, families are invited to attend the first of several parent meetings

held through the school year. At the first meeting families are introduced to all staff and ECEC/Board of Directors. Staff members go over important procedures and policies as they relate to the start of the school year.

To maintain home and school partnerships throughout the year, staff and/or outside professionals will facilitate meaningful discussions which focus on early childhood care and education.

Celebrations

We know that each family has unique and special interests or traditions. We encourage families to share these ideas, which will enhance our curriculum and help make our program more diverse. If there is a conflict between home values and school activities, please let us know so that we can accommodate your child.

Special celebrations are planned throughout the year, and we rely on parents to help organize and encourage you to volunteer. A holiday calendar of events will be provided to each family in order for you to use your discretion of your child's participation. If parents wish to bring food to school for a special occasion, please discuss plans with the teacher. Due to food allergies, we recommend ice cream cups or popsicles.

CECC will hold a celebration for the 4 year olds entering Kindergarten in the fall. This event is typically held in June. The goal is to congratulate the children on their success at Coventry Early Childhood Center, Inc.

Parent/Teacher Conferences

Parent/Teacher conferences will be scheduled for students two (2) times during the year. The first conference in November entails getting to know your child and family. The second conference in April involves discussion of the child's profile, (i.e. preschool standards that your child has met). If you wish to request a conference at a different point in the year, please feel free to speak to your child's teacher. Should you need a translator to assist during the conference; every effort will be made to translate program information in the appropriate language. Children will receive reports in November, January, April, and June.

Field Trips

Although most of our field trips are "in-house", on occasion we may plan an out-of-school trip, such as a walk to the Booth & Dimock Library. Each classroom teacher will carry a cell phone, first aid kit and the classroom binder, containing emergency contact and allergy information. All children participating in the field trip will be required to wear identifiable clothing or tags (tags MUST NOT show child's name) for quick recognition while off premises.

Families Rights & Responsibilities

Rights:

CHILD FILE: Parent(s)/Guardian(s) have the right to access their child's file including information such as; child's profile/assessments, enrollment, health records, etc.

Responsibilities:

SNACK – parents will be responsible for supplying a nutritious snack and a 100% juice drink for their child each day she/he attends. Please refrain from serving nuts and nut products due to allergies. Everything should be prepared ready to serve, with napkins, utensils, etc. Snack items should be placed in the bins in front of the child's classroom when dropping your child off. The snack bags should be labeled with the child's name.

COMMITTEES – parents interested in volunteering their time can do so in one of the following ways: Fundraisers, Teacher's Helpers, or ad-hoc committees created for a special event. Parents will have an opportunity to sign up for committees at the first parent meeting, as well as through notices provided in the newsletter and/or FEC Chairperson.

FAMILY VISITATIONS – Parents are the most important people in their children's lives. They are also their first and primary teachers. Early childhood programs are far more effective when the parents are involved in meaningful ways so that children's learning is viewed as a joint effort between early childhood educators and parents. This involvement begins with a mutual respect and trust. The early childhood educator provides knowledge of child development and early childhood education and parents contribute specialized knowledge and experiences about their children. When young children observe positive and genuine communication between their parents and teachers, they feel that their two worlds are connected.

Families are encouraged to visit the program at any time. If you would like to observe a certain classroom or lesson, please contact the teacher or office to schedule a time.

FAMILY SURVEYS – In order to maintain our NAEYC accreditation, the CECC will provide each family with a survey near the end of the school year in order to receive feedback in assessing our program and helping to improve our overall quality. This survey is confidential and will be conducted on site.

Clothing and Hygiene

Personal hygiene is important. Parents should send their children to school appropriately dressed for a day of outdoor play, art activities, water play, and other school activities. Non-slippery shoes such as sneakers are best. Shorts are required under all dresses or skirts worn by little girls. We recommend name labels on boots, gloves, and other items of apparel to determine ownership.

Transportation

- The CECC Preschool does not provide transportation. Parents are responsible for transporting children to the Preschool via walking, daycare van, or personal vehicles.
- Motor vehicle related injuries are the greatest threat to a child's life. To reduce the chances of injury, the following policies and procedures are provided to all parents and staff:
 - "Slow Children" signs are posted near the Preschool to warn motorists that they are approaching a school zone.
 - There is a safe drop off and pick up location for children arriving and leaving.
 - There is a clearly posted one-way traffic pattern in the loading area.
- Parents or designated adult must accompany the children into the Preschool at arrival time and sign in on the sign-in book. Same procedure for pick-up times.
- State law regulations regarding seat belts, car seats, and air bags are provided to parents.
- Field Trips: Children are not transported in personal vehicles. Walking field trips may be arranged with prior parental approval. Emergency cards, permission slips and first aid kit are to be taken along.

Community Services

FAMILIES – CECC's Parent Corner contains many educational materials including phonological awareness, speech and language activities, etc., publications, videos, and information. A list of community resources, including public library services, is also available. Town activities and special events open to the public will be posted.

Should you require assistance in accessing adult educational programs or job training, please visit the Vernon Adult Education Program website at www.vrabe.org.

The School Readiness Collaborative works with community agencies, such as Booth & Dimock library, Town Social Services, Parks and Recreation, Adult Education, Mental Health Services through UConn and with Pupil Services to provide a seamless network for families with young children. The School Readiness Council obtains interagency agreements with all partners each year. The interagency agreements will be reviewed annually and should collaboration show to be unsatisfactory, an action plan will be developed to improve the collaboration.

CHILDREN - The CECC Preschool Program shall use the following procedures for referring parents to appropriate social, mental health, educational, and medical services for their child should the staff feel that an assessment for such services would benefit the child. Whenever any staff member or parent is concerned about a child's development or behavior and feels that

further evaluations should be done, they should provide a written statement to the teacher, who will review the information with the child study team.

If needed, a referral can be completed to the special education program in the Coventry School System.

Medical, social, mental, and dental evaluations:

School Social Worker: Ronnie Kim (860) 742-7313

Town Social Services: (860) 742-5324

Special Education: Judith Richard (860) 742-7317

Early Intervention Program: Marilyn Piecuch (860) 742-4530

Medical assistance:

In collaboration with the Coventry Early Intervention Services, a preschool screen is held for all preschool aged children. Screening takes place in October of each year.

- The Clinical Intervention Process is the standardized instrument used
- The CIP screen identifies cognitive, motor, speech and language capabilities
- Tympanometry is used to determine hearing ability
- Vision is tested
- Special Education staff reviews results
- Parents are notified if a re-screen should be held

Per the notice of the State of Connecticut Department of Health, the Coventry Early Childhood Center, Inc. is required to have a consultant agreement for all medical, dental and educational consultants, etc. in order for us to maintain a valid license. Consultation is provided on an as-needed basis. Any family that requests assistance for health, mental health or medical services will need to complete a referral form.

Behavior Management Plan

At CECC, basic rules for the health and safety of the children are followed and, as such, the environment is arranged to avoid problem-causing situations. Our program's expectations for behavior are consistent with developmentally appropriate practices issued by NAEYC, including building a school community that values considerate, respectful, and tolerant attitudes towards all families at the school. Staff members model and encourage skills that allow each child to develop a sense of control and autonomy, identify feelings, problem solve, and find their own rewards in cooperative social behavior. Classroom learning activities stress the importance of friendships, caring, sharing, and celebrating differences in others. Immediate intervention would take place if a child in our care ever became harmful to himself, another child and/or destructive to property. Staff members are trained to respond to a variety of situations using best practices, such as establishing clear and consistent expectations, offering choices, redirecting activity, pointing out natural or logical consequences of different behaviors, and scaffolding problem solving. A child would be removed from a situation until he is ready to rejoin the group or activity. Positive reinforcement is always used to encourage positive behavior.

A child is never subjected to cruel or severe punishment, humiliation, verbal abuse, denied food or forced food as a form of punishment, punished for wetting, soiling, or not using the toilet.

On an as needed basis, staff members collaborate with parents, support staff, and/or other professional resources to identify, resolve, and develop behavior management plans. Parent conferences are held to review and evaluate plans. A referral to special education and/or related services may be made. CECC will collaborate with related service professionals to ensure positive student outcomes. No child will be removed from the program without exhausting all avenues of service.

Child Abuse

It is the policy of CECC Preschool to report any and all suspected cases of child abuse and/or neglect to DSS, the Child Care Circuit, and the Office of Child Care Services (OCCS) immediately by telephone and to follow up in writing within 24 hours. Our school will offer full cooperation of its staff during the investigation of the reported incident.

Definitions of Child Abuse

Child Abuse is the non-accidental commission of any act by a caretaker that causes or creates a substantial risk of harm to a child's physical and emotional well being, including sexual abuse.

Child Neglect is the failure by a caretaker, either deliberately or through negligence, to take those actions necessary to provide a child with minimally adequate food, safety, clothing, shelter, medical care, supervision, or other essential care.

Reasonable Cause means that after examining all the facts in a particular situation, most people with similar training and experience would also suspect abuse and/or neglect.

Parental Child Abuse

The following procedure has been established regarding the reporting and/or recording of suspected child abuse and neglect:

1. Any staff person that suspects a child has come to school abused or neglected, must report that information to the Lead Teacher or Coordinator.
2. It is the responsibility of the Lead Teacher or Coordinator to contact DSS, OCCS, and the Child Care Circuit.

Institutional Child Abuse

It is the policy of the Preschool Program that there shall be no corporal punishment of children. No child shall be subjected to cruel or severe punishment, humiliations, or verbal abuse, including, but not limited to, the denial of food. It is the policy of the Preschool Program that no one has unmonitored contact with the children at any time. Staff must be in sight/sound of each other at all times.

The following procedure has been established regarding the steps taken if a staff member is suspected of abusing and/or neglecting a child at the Preschool Program:

1. Whoever has reasonable cause to believe that a staff member or family day care provider

may have been abusive or neglectful to a child(ren) shall immediately notify the Director and/or Coordinator.

2. The Teacher, along with the Director and/or Coordinator will prepare, within 24 hours, but no later than 36 hours, a written report of the situation. The report shall include dates, times, names of all parties involved (adults and children), places, and description of incident.
3. The Director and/or Coordinator will assess the situation and, if warranted, report the suspected abuse or neglect to DSS, OCCS, or the Child Care Circuit.
4. The suspected or alleged employee or family day care provider shall immediately be removed from working directly with children until a written investigation has been completed by DSS and OCCS, and authorized to return as appropriate. The employee will be paid only after an unsubstantiated report is made. Employee will then receive back wages.

Nutrition

Utilizing the Captain 5-A-Day program instituted by the CT Department of Public Health Initiatives, the CECC promotes a healthy attitude toward food and we teach children about good food choices. Snack will not be provided for the children in the preschool unless they are a School Readiness Student. The snacks that are provided come from the Coventry Public School System Food Services. All of these snacks meet all state regulations regarding nutrition. We encourage parents to promote good eating habits and good food choices in food sent to the Preschool for snack, birthdays or special treats. Refrigeration is available, as needed, as well as a nutritious snack if one is forgotten. For more information on nutritional snacks and healthy food for your child, please visit www.sde.ct.gov/sde/cwp/view.asp?a=2626&Q=320670.

Parent Complaints

This policy has been created to ensure a comprehensive and organized process in the event of a complaint reported by a parent or guardian. If a parent/guardian has a complaint, the following is the process to be followed:

- Parent (Guardian) must first contact the teacher/special education case manager verbally and/or in writing
- Teacher/Parent (Guardian) sets up a conference meeting
- At the meeting notes are taken stating the following:
 - the concern
 - a plan of action
 - date to revisit to determine complaint resolution

If the complaint was not resolved at initial meeting:

- Teacher/Parent (Guardian) set up a time verbally and/or in writing to discuss at ECEC
- If concern involves special education, a case review PPT is set

Complaint is heard at ECEC or PPT where a plan of action for a resolution is documented.

COMPLAINT PROCEDURE UNDER STATE OF CT LICENSE: Parents may also contact the Department of Public Health at 1-800-282-6063. In case of abuse/neglect or life threatening situations, contact the Department of Children and Families at 1-800-842-2288.

Toilet Training

At CECC we are aware that children are at different stages of toileting abilities. All staff is responsible for helping children change if an accident occurs while at school. If children are in the process of toilet training, staff should be made aware and a program between home and school should be developed.

Working with Children who are not Toilet Trained

Children who are not toilet trained will be cared for using the following procedure:

- Staff uses commercially available disposable diapers or pull-ups.
- Clothing that is soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
- Staff checks children for signs that diapers or pull-ups are wet or contain feces at least every two hours.
- Diapers are changed when wet or soiled.
- Staff changes children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.

Hand Washing

Children are taught the following hand washing procedure and are periodically monitored by staff:

- use liquid soap and running water
- rub hands vigorously for at least 10 seconds including back of hands, wrists, between fingers, and under fingernails (staff wash around jewelry)
- rinse well
- dry hands with paper towel
- avoid touching the faucet with just washed hands (use paper towel to turn off water)

Children and adults wash their hands:

- on arrival for the day
 - Yellow room uses the sink in the yellow room
 - Purple room uses the sink in the blue room
 - Red room uses the sink in the girl's bathroom

- Green room uses the sink in the girl's bathroom
- after changing or using the toilet
- after handling body fluids (blowing or wiping a nose, coughing on a hand, touching any mucus, blood or vomit)
- before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking
- after playing in water that is shared by two or more people (emerging criteria)
- after handling pets and other animals or other materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
- when moving from one group of children to another

Adults:

- before and after administering medication
- before and after assisting a child with toileting
- after handling garbage or cleaning

Wearing gloves are always required when:

- handling blood or body fluids that might contain blood

Staff does not use hand washing sinks for cleaning children or for removing smeared fecal materials. Sinks that are used for both food preparation and other purposes should be cleaned and sanitized before being used for food preparation.

Alcohol based hand rubs may be used as a temporary measure

- sufficient amount may be used for 15 seconds
- they must be stored and used according to the manufactures instructions

During school hours the following bathrooms are designated as toileting only and hand washing only.

- Girls Bathroom ~ hand washing only
- Boys Bathroom ~ toileting and hand washing
- Yellow and Blue Room Sinks ~ hand washing only
- Bathroom in-between Yellow and Blue rooms ~ toileting and hand washing

Emergency Health Care

When a child becomes sick or an accident occurs, CECC determines the severity of the situation and contacts the parent/authorized person or arranges for transportation to the hospital and/or calls for an ambulance. One staff member (Teacher, Director, Coordinator, or Para) should accompany the child to the hospital and take the child's folder. They will remain with the child until the parent or alternative pick-up arrives. If a parent cannot be reached, they will contact the designated person on the child's permission form. During any field trips, CECC takes all children's permission forms and follows the same instructions as above. Also, they take a First

Aid Kit.

Emergency Telephone Numbers

| | |
|---------------------------|----------------|
| EMERGENCY | 911 |
| Fire | 742-3512 |
| Police..... | 742-7331 |
| Poison Control | 1-800-222-1222 |
| Hospital | |
| Windham..... | (860) 456-9116 |
| Manchester..... | (860) 646-2177 |
| Hartford..... | (860) 545-5000 |
| Nurse, Paula Curtiss..... | 742-4558 |

Injury Prevention Plan

- Daily monitoring of the environment by all staff members. All staff are required to bring to attention any problems, repairs, or hazards.
- Conduct regular safety checks of the Preschool.
- Teachers and Para's daily check all rooms and outdoor playground.
- Equipment and toy purchases carefully examined and all donated materials checked for safety and health concerns.
- Teacher maintains injury log for their classroom.
- Parents are given a written accident form informing them of any injuries. Parents and staff member(s) sign the form, and then file the original in the student's file. A copy goes home with the child.
- The temperature and wind chill factor is checked daily and then the Child Care Weather Watch System is followed to determine when it is safe to bring preschool children outside.
- In the summer months, we ask that parents apply sun block with UVB, UVA protection of at least 15 SPF to their child before coming to school.
- In the event the public health authorities recommend we use insect repellents due to a high risk of insect-borne disease, only repellent containing DEET can be used. Parents will be advised to apply a repellent at home prior to coming to school.

Contingency Plan for Emergency Situations

Responsibility

1. SCHOOL- The school will retain responsibility of all children on premises until they are released to a parent, guardian, or other designated person, or until they have been transported to an official evacuation center, in which case selected staff will remain with the children until they have reunited with their families.

2. PARENTS- Parents should not telephone the school; they should listen to the radio for

progress reports on whatever disaster is taking place. Follow official instructions relayed by officials via the radio. If parents are able to reach the school without danger to themselves or without interference with disaster workers, they should come to pick up their children. Children will be released only to parents, guardians, or other designated persons known to them or to their parent guardians.

Plan for Evacuation

- ❖ Daily attendance recorded each day by the classroom teacher
- ❖ Evacuation plans are posted at every exit
- ❖ Teacher and/or para-educator lead children out of the building
- ❖ All meet in the upper back parking lot of church for head count by classroom teacher or para-educator
- ❖ Teacher or para-educator take attendance book and daily schedule whenever possible
- ❖ Director and coordinator arrange fire drills every other month (Sept. Nov., Jan., March, May).
- ❖ Director and coordinator keep log of each fire drill in the fire drill log book; the effectiveness of each drill is noted.
- ❖ Children or staff with a disability may require additional assistance.

Fire Drill Procedure

*****Evacuation Plan Attached*****

1. Sound alarm
2. Dial 911 to report fire
3. Evacuate any persons in immediate danger (follow evacuation plan)
4. Evacuate the children and adults out the appropriate exit for room. Meet as a group in the upper back parking lot. Teacher and/or para-educator lead children out of the building.
5. Children or staff with a disability may require additional assistance.

The Director arranges fire drills every other month (Sept., Nov., Jan., March, and May). A log of each fire drill is in the fire drill log book and the effectiveness of each drill is noted. Portable fire extinguishers or wall extinguishers are accessible in each classroom.

After evacuation:

1. When safe within the pre-designated area, all children and adults must be accounted for.
2. Person in charge reassures children of their safety.
3. First Aid is administered if needed.
4. Building is not re-entered until permission is given by the officials.

Fire Drill Procedure While Parents are in the Building

The following is our procedure for fire safety when parents are in the building:

- If the child is NOT in the classroom, parents will take their child out to the nearest exit door.

- If the child is in the classroom, **DO NOT** enter the classroom to get him/her. Classroom teachers are responsible for taking your child outside through their designated exits.
- Parents should proceed out the exit to the upper church parking lot.
- Once outside in the upper parking lot, parents are instructed to **REMAIN IN THE LOT**. Children must remain with the class so accountability is insured. Your cooperation on this point is vital.
- Parents should wait until either the signal is given to return into the building or additional instructions are given by fire personnel.
- Do **NOT** take your child until you are instructed to do so by school or the emergency personnel when the area is clear or the drill is complete.
- The teachers will bring the classroom children back into the building.
- Parents should then bring children who were not dropped off at the time of the drill into the building and to their respective classes.

Building Security

The safety and security of the children and staff at the center is important to us. As a result, the following security system procedure is in place:

- Doors will be locked Monday through Friday 8:40-10:50 am and 12:10-2:20 pm.
- For admittance press the call button located on the right side of the front door
- A staff member will ask your name and reason for visit
- Press and hold the call button to respond
- Give your information and a staff member will let you into the school

Program Monitoring & Evaluations

CECC is managed by a number of agencies. Each agency has developed guidelines and mandates that align to state and federal standards. These standards define program policies and procedures and help identify areas of need for program improvement. If required, action plans are developed annually and implemented within a six month period of time. All action plans will be reviewed to ensure that progress has been made.

The Department of Public Health (DPH) is a state agency that administers and regulates our state child daycare center license through tri-annual inspections. The DPH evaluates the following areas: administration, posted items, staffing patterns, record keeping, health and safety, physical plant, outdoor space, administration of medication, and educational requirements.

The National Association for the Education of Young Children (NAEYC) is a national

organization that sets standards for a high quality preschool program. The program is evaluated using ten standards, including relationships, curriculum, teaching, assessment, health, teachers, families, community relationships, physical environment, and leadership and management. Programs wishing to become accredited must apply for candidacy, participate in the self study process and undergo an extensive onsite visit by a trained NAEYC evaluator. NAEYC accreditation is valid for five years; however programs must maintain standards of excellence through ongoing program improvement, family surveys, and by filing an annual report. The School Readiness Council (SRC) administers and maintains the School Readiness grant through the Connecticut Department of Education. Council members may visit the program at any time to ensure the program's compliance to all mandates. Site visits will not attempt to duplicate licensing inspections, but if the SRC becomes aware of what appears to be a licensing violation or practices that place children at risk, an immediate report will be made to the appropriate state agency. The SRC will direct the program to self monitor, utilizing an instrument that encompasses all program components, to be implemented annually. In the event that any complaint is filed with the Department of Public Health, the Department of Children and Families, or any other police or investigative agency concerning an alleged act at the site:

- The SRC is to be notified in writing by the provider of the details of the complaint. Such notification shall include the date and time of the alleged noncompliance, the nature of the complaint, the results of any investigation by provider personnel, and any action taken by the provider to correct the situation. Notification shall be made within 24 hours of the time that the provider is made aware of the complaint.
- The provider shall make the SRC aware of any findings made by the investigating agency within reasonable limits of confidentiality. Formal complaints made against the program or a staff member must be reported to NAEYC. The academy retains the right to initiate a review of accreditation of a program at any time on the basis of evidence of non-compliance of NAEYC standards.
- Monitoring results from the above evaluations will be reported to the SRC in the fall of each year and/or during the review of proposals for funding.