
Enfield Public Schools

Stowe Early Learning Center PK Handbook
Enfield Head Start & PK STEAM Academy



IMPORTANT INFORMATION

The information contained in this book is important to its owner. If found, please return to the person(s) listed below. You may return it to Stowe Early Learning Center, and we can get it to the owner.

This book belongs to: _____

My child's school: Stowe Early Learning Center 117 Post Office Rd.

Exterior classroom door #: _____

My child's classroom number: _____

How to reach my child's teacher: _____

My teacher's name: _____

My Family Advocate's name: _____

My Family Advocate's phone number: _____

My child's arrival time: _____

My child's pick-up time: _____



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INTRODUCTION

Stowe Early Learning Center is quite unique in that we house 4 PK programs, a Family Resource Center, and KITE (Key Initiatives to Early Education). We recognize that joining a new school community can sometimes feel like learning a new language as you acclimate to the procedures, environment, people, and jargon. See below to help you begin to make sense of all things SELC:

- SELC=Stowe Early Learning Center
- SELC=our mascot (the eaglet featured on most of our paperwork)
- FEO=Family Educator Organization
- ECDC=Enfield Child Development Center
- EPS=Enfield Public Schools
- FRC=Family Resource Center
- IPS=Integrated Pre-K
- HS=Head Start
- KITE=Key Initiatives to Early Education
- PKS=PK STEAM Academy
- Eaglets=all children taking part in any program at SELC

A note on Head Start...

The National Head Start Program was begun in 1965 during the Lyndon Johnson administration. Head Start is federally funded and administered by the Department of Health and Human Services. There are 7,780 preschoolers enrolled in Head Start centers in Connecticut.

Head Start is a comprehensive child development program that encompasses Early Child Development and Health Services, Family and Community Partnerships, and Program Design and Management. These areas include family support, education, health, mental health, disabilities, nutrition, social services, and family engagement.

Enfield Head Start opened in 1978 and now has 102 children in 6 classrooms located at 117 Post Office Rd in the Stowe Early Learning Center. Head Start is a daily program which follows the Enfield Public schools Calendar. We offer one extended day classroom which operates from 8:00 a.m.-4:00 p.m., four classrooms operate from 8:30 a.m. - 3:30 p.m., and one part day class operates from 8:00 a.m. to 11:30 a.m. The 8:00 a.m. - 4:00 p.m. and one of the 8:30-3:30 classes also operate for 6 weeks in the summer.

A note on PK STEAM...

The PK STEAM Academy is funded by the Enfield Board of Education, Smart Start funding provided by the Connecticut Office of Early Childhood, and MSAP (Magnet School Assistance Program) funding (through 9/2024). Smart Start is intended to serve the following purpose as specified in Public Act 14-41: "To reimburse local and regional boards of education for capital and operating expenses related to establishing or expanding a preschool program under the jurisdiction of the board of education for the town."

The PK STEAM Academy opened in 2016 with 2 classrooms operating 6.25 hours per day. In 2017, one classroom was added, and in 2018 we expanded to 4 classrooms. Classrooms operate from 8:20 a.m. -2:46 p.m.

All teachers in Head Start and PK STEAM Academy programs are certified by the Connecticut State Department of Education. Assistant teachers meet Head Start Standards for educational requirements, as well as required NAEYC staff qualifications. We also have a Registered Nurse. Family Advocates hold the appropriate credentials and degrees according to Head Start standards. Food Service Workers hold food handling certificates. The Director holds an Administrative 6th year degree. Managers hold appropriate bachelor's and master's degrees.

The staff of Enfield Head Start and the PK STEAM Academy look forward to meeting and working with your family. **Please read this handbook carefully. It should answer all your questions. If not, please call the main office at (860)253-4741.**

NAEYC Accreditation:

Both Enfield Head Start and the PK STEAM Academy are involved in the National Association for the Education of Young Children (NAEYC) accreditation process. A national review team visits and reviews practices, confirming the program meets high standards related to relationships, teachers, teaching and learning, assessment, health and safety, curriculum, families, professionalism, community, physical environment, and management.





We make a difference in Enfield – every child, every day.

PK MISSION STATEMENT:

Providing a high quality, comprehensive PK experience for children through intentional play while building a foundation for children and families to achieve their full potential and be able to contribute to a changing society.

GUIDING PRINCIPLES:

- Honor all children and respect the diverse ways in which they learn and develop.
- Create a compassionate, equitable community inclusive of all learners who are supported to discover, solve, invent, and prepare to change the world through the lens of exploration and curiosity.
- Value the family as the child’s first teacher and active partner in creating lifelong learners.
- Empower families to achieve family goals, which builds self-esteem and confidence.
- Believe learning takes place through natural interactions with real things in the child’s environment.

CONFIDENTIALITY

At SELC, we respect your privacy. All family information shared is kept confidential. Staff working with your child will have access to information relevant to their role.

ATTENDANCE

Preschool is a great time to start building a habit of good attendance. Young children with poor attendance in preschool also lose out on valuable learning time and if chronic absenteeism continues into kindergarten, it can have a negative impact on academic achievement. (www.attendanceworks.org)

We are committed to working together with families to ensure our students succeed not only in PK but throughout their school years. Good attendance makes a difference. Stowe Early Learning Center keeps track of absenteeism to maximize benefits to enrolled children. Attendance records are reviewed monthly and monitored daily/weekly. In alignment with the Head Start performance standard, we strive for 85% average daily attendance for all students.

Procedures for reviewing attendance data:

- SELC will call home if a child is absent for 3 consecutive days to determine the reason for the absence.
- If unable to make contact, the school will follow-up.
- If attendance is less than 85% in one month, a letter will be sent home noting the number of absences. Chronic absences result in a team meeting that includes families to create a plan to ensure that their child attends school.
- For Head Start students, family partnership agreements are signed at the first home visit with Family Advocates. Part of this agreement sets the attendance expectations for Enfield Head Start.
- Attendance percentages for Head Start will be reviewed by the policy committee to understand barriers and brainstorm ideas to increase participation.



FAMILY ENGAGEMENT AND LEADERSHIP OPPORTUNITIES:

Family engagement is a priority at SELC. We offer a variety of engagement opportunities so you can choose which ones fit your family. We offer workshops, classroom volunteering, assistance/guidance, conferences, a Family Educator Organization, Health Advisory Board, Head Start Policy Committee, PK STEAM Advisory Board, Ready Rosie (Head Start Families only), and home-school initiatives focused on supporting your child's learning and development at home. The ultimate decision to engage in these opportunities is yours. We extend a year long invitation and hope you join us!

- **Assistance and guidance:** Our Family Support office in partnership with KITE, provides families with a seasonal resource guide that offers a variety of services in our community available to families with young children. Additionally, if a family has a need not listed on the guide, the Family Support staff are available to support families in finding the information needed.
- **Family Educator Organization:** All families with students enrolled at SELC are automatically members of our FEO! The purpose of this organization is to provide classroom and school updates via reports by the director and/or management team and teachers. Families can discuss and give input into educational activities to support children and families. We invite special guests based on family interest surveys to provide information in areas relevant to raising PK"ers".
- **Head Start Policy Committee** is a volunteer group of Head Start families and community partners that meet monthly with program management to participate in the decision and policy making of the program. The Committee is made up of at least 51% of family members of currently enrolled children. The Policy Committee makes important decisions about the program, personnel policies and procedures, budget, program goals, and self-assessment. Serving on the Policy Committee is an opportunity for families to build confidence, leadership skills and understanding of the program, and be a voice for their child's education and program.
- **Health Advisory Board:** Head Start families volunteer to serve for one year on the Health Advisory Board. This group is comprised of Head Start families, health services community partners, private health professionals, and the Health Manager at SELC. The purpose of this board is to advise in the planning, operation, and evaluation of the health and nutrition services component of Head Start. The group meets twice during the school year. The first meeting in

late fall monitors the progress of the health services provided by the program, and the second is a year-end meeting to evaluate the effectiveness and plan for the next school year.

- **Home-School Initiatives:** Throughout the year, there are opportunities for engagement focused on different areas of development, such as math at home, creative arts at home, literacy embedded into routines, etc. Each initiative is introduced during a kick-off meeting and materials/prompts are sent home to support families' engagement with the initiative.
- **Key Initiatives to Early Education (KITE):** KITE is Enfield's early childhood collaborative, dedicated to enhancing health, family engagement & support, and early care & education to Enfield's youngest residents. Enfield's early childhood collaborative is supported by a variety of public and private [community partners](#) who share our vision to ensure that Enfield's children are healthy, safe, and happy; live in thriving families; and are ready to learn the skills they need to succeed in school and flourish in the 21st century.

THE GOALS OF KITE:

- Develop the infrastructure for a thriving community to ensure all families with young children are empowered to access quality and equitable early care and educational opportunities.
- Foster communication, share expertise, and connect resources among our stakeholders to support initiatives including Health, Family Engagement & Support, and Early Care & Education.

KITE welcomes all Enfield residents, including parents, businesses, civic organizations, health care providers, religious communities, and educators. The collaborative meets the first Wednesday of the month (except July & August)

- **PK STEAM Advisory Board** is a volunteer group that meets quarterly throughout the school year. It is made up of community partners, staff, and families of students enrolled in the PK STEAM Academy. The agenda focuses on current program happenings, sustainability, curriculum and instruction, and topics requested by families. All families are welcome and encouraged to attend.

VISITORS

The Enfield Board of Education encourages visits by citizens, taxpayers, and families to all school buildings. To promote a safe and productive educational environment for all students and staff, the Board of Education requires all visitors to receive prior approval from the school Principal or his/her designee before being permitted to visit any school building. The Board of Education, through the administration, reserves the right to limit visits in accordance with administrative regulations.

Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to, utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school building, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, and complying with directives of school officials at all times.

All visitors must report to the main entrance and access the doorbell system. You will be asked to state your name and the reason for your visit. Once buzzed in, you will wait for a staff member to greet you, sign you in, and escort you to your destination. Visitors must always be accompanied by a school staff member when working with children.

VOLUNTEERS

We encourage volunteers in our PK classrooms! If you are interested in volunteering in your child's classroom, please reach out to your child's teacher! This support is appreciated no matter what the length of time or frequency. We do not allow more than two visiting adults at a time so as to not overwhelm our Eaglets. A few helpful hints to keep in mind if you choose to volunteer:

- Wear comfortable clothing and shoes, PK classrooms are busy, and we spend a lot of time moving!
- When you arrive, go to the main doors to sign in and get a visitor badge.
 - We request that you sign in and out to facilitate accurate record keeping.
- Volunteers are held to the same standards of conduct as school staff and must observe all Board of Education policies, including applicable policies on confidentiality of student information.
- Volunteers must always be accompanied by a staff member when working with children.
- Have fun!

Transitioning to PK

When a child goes to school for the first time, we may see tears at drop off time. Rest assured, once your child is in the classroom and engaged with exciting materials and peers, the tears subside! It can be harder on us as adults. Here are some helpful tips to navigate tough transitions:

- Talk about school in positive ways
- Give a window wave and a hug
- Send a family photo in to be displayed in the classroom
- Talk about the schedule! When kids know about their day, it helps ease worry.
- Know you can always check in throughout the day with the teacher or the main office!

Arrival and Dismissal Procedures **NAEYC Standard 5A.25, 10D.7, 10D.9**

- Car pick-up and drop-off will be at the exterior classroom doors. We have a lot of traffic at SELC so in the spirit of safety we ask that you park and walk your child to the door. Idling poses a safety risk and traffic issue. Please refer to the attached map for detailed parking information.
- Lines have been painted along the building to support social distancing during arrival and dismissal.
- Routines help your child to navigate their day successfully. Please do your best to adhere to drop off and pick up times.
- Your child's safety is our top priority. If there are any changes to your child's transportation, be sure to let us know.
- You will be asked to fill out a Student Emergency form. This helps us to reach you or a trusted adult quickly in the event of an emergency. We know how much life changes, including phone numbers and addresses. If you have a change, simply let us know so we can update the Emergency form or ask us for a new one. You can also expect us to ask for an updated form after winter break.
- Your child will only be dismissed to identified family members and trusted adults that have been designated on the Student Emergency form unless you notify us otherwise. All adults must have a photo ID with them. If you would like to share photos of trusted adults who may pick your child up, feel free to do so.
- You will be asked to provide a daily health attestation for your child each day at arrival. This is to support a healthy learning environment at SELC as we are still living through a pandemic.
- We hope you value the personal contact with your child's teacher at arrival and dismissal as much as we do. This time affords us the opportunity to share information back and forth that will support a successful day for your child.

TAKING CARE OF THE BASICS

- Young children thrive on consistency, routine, and predictability.
- According to the American Academy of Sleep Medicine, 3-5-year-old children should get 10-13 hours of sleep per day. This is a perfect place to start establishing routines! Below are some tips:

EVERYDAY THINGS TO BUILD IN:

- Take care of you first! This allows you to be the best version of yourself!
- Make sure your child has an active day! (Fresh air and exercise DURING the day)
- Teach self-regulation skills: practice self-soothing, identification of feelings, how to calm down, cooperation, etc.
- Use feelings words.
- Make bedtime predictable and consistent.

DO'S FOR SETTING A BEDTIME ROUTINE:	DON'T WHEN SETTING A BEDTIME ROUTINE
<ul style="list-style-type: none">• Be consistent every single day!• Short and sweet 30 minutes• Adapt to your child's needs• Good sleep hygiene: dark, cool, quiet (in room and out)	<ul style="list-style-type: none">• Start too late when your child is already overly sleepy• Use screens• Run around/get excited right before bed• Feed sugar/caffeine• Read scary stories• Abandon routines on weekends

WHAT TO WEAR TO SCHOOL?

- Comfortable clothing free of complicated fastenings
- Appropriate shoes for outdoor play
- Outdoor clothing that your child can put on and take off independently
- Hats, jackets, gloves, boots, etc. (weather dependent)
 - PLEASE **LABEL** ALL ITEMS AS IT IS REALLY EASY FOR ITEMS TO GET MIXED UP IN PK!

WHAT DOES MY CHILD NEED TO BRING TO SCHOOL?

- A sturdy backpack
- Change of clothes to be switched out seasonally (this is not just for accidents, sometimes the playground is damp and clothing gets wet!)
- A picture of your family to be displayed in the classroom

Birthday Policy:

- For those who celebrate, we recognize individual birthdays in the classroom by reading a favorite story, dancing to a favorite song, or offering a preferred activity.
- Birthday food **cannot** be brought into the school.
 - Feel free to send in a favorite book from home, schedule a time with your child's teacher to come in or *TEAMS* in to share the story about the day your child was born, share the meaning of your child's name with the class, and/or send in non-food items such as stickers, pencils, etc.

MEALS

Your child will be served breakfast, lunch, and snack each day. Part day students will have breakfast and lunch. Weekly menus are shared in the weekly newsletter. Children with special diets or food allergies will receive an individual diet plan. We have a strict NO OUTSIDE FOOD policy for nutritional and safety reasons. Thank you in advance for adhering to this policy. If you have any questions or concerns, please contact Nurse Jen 860-763-8858 or jmaier@enfieldschools.org.

EMERGENCY CONTACT INFORMATION

In case of emergency, parents will be called immediately. It is **mandatory** that the office has **up-to-date home, work, and emergency telephone numbers always**. Please notify the office of any changes in any of these numbers. Every family must have two emergency numbers. (Emergency contacts could be relatives, neighbors, friends, etc.)

LEGAL FAMILY DOCUMENTS

Any legal documents pertaining to the child's daily custodial arrangements must be shared with the main office. Copies of current court papers or divorce decrees are required to be on file to uphold the orders of the court noted in the document.

REPORTING ABSENCE OR TARDY TO SCHOOL

If your child is going to be late or not able to attend school due to illness or any other reason, please contact the school office at **860-253-4741**. To leave a message on the attendance line, simply state your name, your child's name, and the reason for the absence.

CHILD ABUSE AND NEGLECT *NAEYC Standard 6A.10*

Child abuse is the non-accidental physical or mental injury, sexual abuse, or negligent treatment of a child under the age of 18 by a person responsible for the child's welfare.

Forms of abuse include:

Physical abuse - injuring a child by shaking, beating, burning, or other similar acts.

Sexual abuse - engaging in sexual behavior with a child or allowing sexual exploitation of a child.

Emotional abuse - excessive belittling, teasing, or berating which impairs the psychological growth of a child.

Neglect - failing to provide for a child's basic needs (i.e., food, clothing, shelter, hygiene, education, medical care, and supervision).

Although any type of maltreatment may be found alone, they often occur in combination. SELC STAFF ARE ALL TRAINED, MANDATED REPORTERS - IF WE HAVE GOOD REASON TO SUSPECT CHILD NEGLECT OR MALTREATMENT, WE MUST PER THE LAW, REPORT SUCH TO THE DEPARTMENT OF CHILDREN AND FAMILIES (DCF). DCF Child Abuse/Neglect Hotline # 1-800-842-2288

BOE Policy #5141.4 - Reporting of Child Abuse, Neglect and Sexual Assault

SAFETY NAEYC Standard 10B.19

Ensuring the safety of every child in our care is our priority. If for any reason, the center staff suspects that either alcohol or drugs impair an individual who is driving a child from the center, we will ask you to find a suitable driver. If this request is refused, the local police, as well as the Department of Children and Families (DCF), will be notified immediately.

Throughout the year, different types of drills are implemented to ensure our students and staff are prepared in the event of an emergency.

- Fire evacuation
- Secure the school
- Lockdown
- Shelter in place
- Bus evacuation

Staff keep emergency contact sheets with them in the event of an emergency preventing us access to the building, so that we can make contact and outline steps for reunification.

RECORDS & CONFIDENTIALITY

All information in a child's education and health file is confidential and will not be released or distributed without written consent from a custodial guardian.

- Only those people directly related to implementing or monitoring a child's progress are allowed to see the files.
- The Stowe Early Learning Center staff has access to the files but may not remove any materials or breach confidentiality.
- Families may review their children's records within two (2) business days following a request.
- Requests should be addressed to the Director and/or nurse.
- We are a component of the Enfield Public Schools Board of Education, and as such, educational and health records are started for each child. Your child's school records will be forwarded to the respective kindergarten that he/she will attend.

Guardians must sign a written release form before any records are sent to any school system other than Enfield.

BUS TRANSPORTATION AND SAFETY

Transportation is limited and may be provided if no other transportation is available. Head Start participates in a contractual agreement with a local school bus company (Smyth Bus) and the Enfield Public Schools. Children are secured in their seats with a 5-point restraint system. If transported, your child's bus pick up and drop off location must be consistent. We must have a minimum two-week notice of any change in writing. It may, under some circumstances, be impossible to pick up your child directly in front of your house. Your street may be too narrow for the school bus to maneuver; however, every attempt is made to plan the bus routes in the best interest of every child. Your cooperation is needed to find what works most effectively.

After the first few days of the school year, you will know when to expect the bus in the morning and afternoon. Allow 45 minutes on either side of your scheduled pick-up or drop-off time. The bus may be early or late for reasons beyond our control.

If you are not at your child's stop at the end of the day, your child will be returned to school, and we will contact you.

Parents must bring their child to the bus monitor on the bus each morning and come to the bus for their child in the afternoon. No one under 13 years old is allowed to take a child off the bus. The bus driver or the bus monitor cannot get off the bus and walk your child to the door. It is your responsibility to take your child to the bus and pick him/her up at the bus.

Walk your child completely to the bus, holding their hand. Assist your child as they get onto the bus, making sure that they can walk up the stairs. Be aware of younger children that may be with you. The bus monitor cannot lift your child or get off the bus.

When the bus drops off your child, stand directly at the bottom of the stairs to assist your child in walking down the stairs. Be aware of younger children that may be with you.

Head Start regulations require three (3) bus evacuations or "bus drills" per school year. These will be done at the school.

Sometimes children may have unsafe behavior on the bus. If your child causes an unsafe situation, the child will not be allowed to ride the bus for one day following the day of the incident. The child may still attend school being transported by a parent/guardian. If a pattern of unsafe behavior persists, the parent may be asked to transport the child.

If you drop off and pick up your child at SELC, please use the following procedures:


- DO NOT park in the fire lane. The busses cannot get through. Please park in a designated parking spot.
- When your car is parked, please TURN OFF THE ENGINE and DO NOT LEAVE ANY CHILD UNATTENDED IN THE CAR.
- Please hold your child's hand walking in. The parking lot can be very busy.
- Always buckle your child into an appropriate car seat.

Bus transportation shall be furnished through the Open Choice Early Beginnings Program to those children living in towns serviced by CREC Transportation.

It is important for students to maintain good behavior on the bus in the interest of safety and for the well-being of all concerned. **Failure to comply with basic safety regulations may result in the loss of bus privileges.** Questions or concerns with bus schedules should be directed to: CREC Transportation Division at **860.524.4077**.



SCHOOL CALENDAR

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Regular School Hours

8:20 - 10:55 Intgr. Pre-K AM
 12:15 - 2:46 Intgr. Pre-K PM
 8:20 - 2:46 PK STEAM Acad
 8:00 - 11:30 Head Start Part Day
 8:00 - 4:00 Head Start Full Day
 8:30 - 3:30 Head Start Full Day
 8:55 - 3:21 - K-2
 8:40 - 3:06 - 3-5
 7:48 - 2:36 - 6-8
 7:26 - 2:02 - 9-12
 7:30 - 1:30 - Eagle Academy

Two Hour Delay Hours

Cancelled - Intgr. Pre-K AM
 12:15 - 2:46 - Intgr. Pre-K PM
 10:20 - 2:46 - PK STEAM Acad.
 10:00 - 11:30 - Head Start Part Day
 10:00 - 4:00 - Head Start Full Day
 10:30 - 3:30 - Head Start Full Day
 10:55 - 3:21 - K-2
 10:40 - 3:06 - 3-5
 9:48 - 2:36 - 6-8
 9:26 - 2:02 - 9-12
 9:30 - 1:30 - Eagle Academy

Three Hour Delay Hours

Cancelled - Intgr. Pre-K AM
 Cancelled - Intgr. Pre-K PM
 Cancelled - PK STEAM Acad.
 Cancelled - All Head Start Programs
 11:55 - 3:21 - K-2
 11:40 - 3:06 - 3-5
 10:48 - 2:36 - 6-8
 10:26 - 2:02 - 9-12
 10:30 - 1:30 - Eagle Academy

Early Release Days with Lunch

8:20 - 10:55 - Intgr. Pre-K AM
 Cancelled - Intgr. Pre-K PM
 8:20 - 12:30 - PK Steam Acad.
 8:00 - 11:30 - Head Start Part Day
 8:00 - 12:30 - Head Start Full Day
 8:30 - 12:30 - Head Start Full Day
 8:55 - 1:50 - K-2
 8:40 - 1:35 - 3-5
 7:48 - 1:00 - 6-8
 7:26 - 12:20 - 9-12
 7:30 - 12:00 - Eagle Academy

Early Release without Lunch and/or Emergency Closures - will only be used for emergency school closures

No Out-of-Town Buses
 Cancelled - Intgr. Pre-K AM
 Cancelled - Intgr. Pre-K PM
 Cancelled - PK STEAM Academy
 Cancelled - All Head Start Programs
 8:55 - 11:50 - K-2
 8:40 - 11:35 - 3-5
 7:48 - 11:00 - 6-8
 7:26 - 10:20 - 9-12
 7:30 - 10:30 - Eagle Academy

Last Two Days of School:
 The last two days of school will be early Release Days with lunch for grades PK-8

Firm Graduation Date:
 June 16, 2023 (185th Day)

Draft: 01-27-22
Approved: 02-08-22
Adjusted HS Times - 08-02-22

Color Code for PL Days
Full Day PL
Half Day PL
Elem. Conf. & Grades 6-12
Half Day PL
Staff PL Full Days



Enfield Public Schools Head Start 2022/23 School Calendar

School Closing Hotline - 860-253-5170
Website - www.enfieldschools.org

August 24
August 25
October 11
November 8
February 17
February 21
Staff PL Half Days & Early Release Days with Lunch
September 28
October 26
December 7
January 25
March 15
April 26
May 24

AUGUST - 2 Days							SEPTEMBER - 21 Days							
s	m	t	w	th	f	s	s	m	t	w	th	f	s	
		1	2	3	4	5	6					1	2	3
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21	22	23	<24>	<25>	26	27	28	29	*30*	31				
<24 & 25> Staff PL - NS							[5] Labor Day - NS							
26 - NS							[6] First Day of School							
29 - NS							28> PK-12 Early Rel. & Staff PL							

OCTOBER - 19 Days						
s	m	t	w	th	f	s
						1
2	3	4	5	6	7	8
9	[10]	<11>	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26>	27	28	29
30	31					

NOVEMBER - 18 Days						
s	m	t	w	th	f	s
6	7	<8>	9>	10	[11]	12
13	14	15	16	17	18	19
20	21	22	23>	[24]	[25]	26
27	28	29	30			

DECEMBER - 17 Days						
s	m	t	w	th	f	s
4	5	6	7>	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23>	24
25	[26]	[27]	[28]	[29]	[30]	31

[10] Columbus Day - NS
<11> Staff PL - NS
26> PK Early Release/Staff PL

3> - Hstart Early Release/Afternoon& Eveni Conf. and Home Visits
7 H.S. Eve Conf & Home Visits
<8> Election Day & Staff PL - NS
9> Hstart Early Release/Afternoon& Evening Conference and Home Visit
[11] Veteran's Day - NS
23>PK-12 Early Release Day
[24 - 25] Thanksgiving Break - NS

7>PK-12 Early Rel. & Staff PL
23> PK-12 Early Release
26-30 Winter Vac. - NS

JANUARY - 20 Days						
s	m	t	w	th	f	s
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15	[16]	17	18	19	20	21
22	23	24	25>	26	27	28
29	30	31				

FEBRUARY - 17 Days						
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19	[20]	<21>	22	23	24	25
26	27	28				

MARCH - 23 Days						
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12	13	14	15>	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

[2] - New Years Day - Observed NS
[16] MLK Day - NS
25> PK-12 Early Rel. & Staff PL

<16> Head Start Early Release Conf.
[17] No School Head Start Conferences
[20] President's Day - NS
[21] No School Hstart Conferences

15> PK-12 Early Rel. & Staff PL

APRIL - 14 Days						
s	m	t	w	th	f	s
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2	3	4	5	6	[7]	8
9	[10]	[11]	[12]	[13]	[14]	15
16	17	18	19	20	21	22
23	24	25	26>	27	28	29
30						

MAY - 22 Days						
s	m	t	w	th	f	s
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14	15	16	17	18	19	20
21	22	23	24>	25	26	27
28	[29]	30	31			

JUNE - 8 Days						
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9	10	11	12	13	14	15
16*	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

[7] Spring Vacation - NS
[10-14] Spring Vacation - NS
26> PK-12 Early Rel. & Staff PL

24> No School HS. Home visit
25 Early Release Head Start Home Vis
26 Early Release H.Start Home visit

12 - 181st Student Day
16* - 185th Student Day - EHS Graduation



Regular School Hours
8:20 - 10:55 Integr. Pre-K AM
12:15 - 2:48 Integr. Pre-K PM
8:20 - 2:48 PK STEAM Acad
8:00 - 11:30 Head Start Part Day
8:00 - 4:00 Head Start Full Day
8:30 - 3:30 Head Start Full Day
8:55 - 3:21 - K-2
8:40 - 3:06 - 3-5
7:48 - 2:36 - 6-8
7:26 - 2:02 - 9-12
7:30 - 1:30 - Eagle Academy

Two Hour Delay Hours
Cancelled - Integr. Pre-K AM
12:15 - 2:48 - Integr. Pre-K PM
10:20 - 2:48 - PK STEAM Acad.
10:00 - 11:30 - Head Start Part Day
10:00 - 4:00 - Head Start Full Day
10:30 - 3:30 - Head Start Full Day
10:55 - 3:21 - K-2
10:40 - 3:06 - 3-5
9:48 - 2:36 - 6-8
9:26 - 2:02 - 9-12
9:30 - 1:30 - Eagle Academy

Three Hour Delay Hours
Cancelled - Integr. Pre-K AM
Cancelled - Integr. Pre-K PM
Cancelled - PK STEAM Acad.
Cancelled - All Head Start Programs
11:55 - 3:21 - K-2
11:40 - 3:06 - 3-5
10:48 - 2:36 - 6-8
10:26 - 2:02 - 9-12
10:30 - 1:30 - Eagle Academy

Early Release Days with Lunch
8:20 - 10:55 - Integr. Pre-K AM
Cancelled - Integr. Pre-K PM
8:20 - 12:30 - PK Steam Acad.
8:00 - 11:30 - Head Start Part Day
8:00 - 12:30 - Head Start Full Day
8:30 - 12:30 - Head Start Full Day
8:55 - 1:50 - K-2
8:40 - 1:35 - 3-5
7:48 - 1:00 - 6-8
7:26 - 12:20 - 9-12
7:30 - 12:00 - Eagle Academy

Early Release without Lunch and/or Emergency Closures - will only be used for emergency school closures
No Out-of-Town Buses
Cancelled - Integr. Pre-K AM
Cancelled - Integr. Pre-K PM
Cancelled - PK STEAM Academy
Cancelled - All Head Start Programs
8:55 - 11:50 - K-2
8:40 - 11:35 - 3-5
7:48 - 11:00 - 6-8
7:26 - 10:20 - 9-12
7:30 - 10:30 - Eagle Academy

Last Two Days of School:
The last two days of school will be early Release Days with lunch for grades PK-8
Firm Graduation Date:
June 16, 2023 (185th Day)
Approved: 02-08-22
Adjusted HS Times - 08-02-22

Who's Who at Stowe?

Mascot

SELC the Eaglet



Main Office

Kathy Piccuiro-860-253-4741

kpiccuiro@enfieldschools.org

Director of Early Childhood Initiatives

Jaclyn Valley-860-253-5320

jvalley@enfieldschools.org

Early Childhood Initiatives Manager

Shannon Steere-860-253-5622

ssteere@enfieldschools.org

Family Support Manager

Kelly Bowles-860-253-4717

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Family Advocates

Maria Burrows

mburrows@enfieldschools.org

Cindy Eugenio

ceugenio@enfieldschools.org

Health Manager

Jennifer Maier- "Nurse Jen"-860-763-8858

jmaier@enfieldschools.org

Custodian

Open Position

Special Education Coordinator PK-5

Allison Law-860-253-7564





Stowe FEO
Family Educator Organization
STOWE EARLY LEARNING CENTER

Important Info 2021-2022
























Main Office.....860-253-4741
ECDC Office.....860-763-7003
Head Start.....860-253-4717
Nurse.....860-763-8858

FRC.....860-253-6580
KITE.....860-253-6502

Quick Links

EPS	KITE	PTO	FEO FB
			
SCAN ME	SCAN ME	SCAN ME	SCAN ME

MEET THE TEACHERS 2022-2023 Classroom Assignments

Classroom	Teacher	Teacher Assistants/Paraprofessionals
1	Tracy Guile  tguile@enfieldschools.org	<ul style="list-style-type: none"> Arzu Demir  Sapna Singh 
3	Kristina Farney kfarney@enfieldschools.org	<ul style="list-style-type: none"> Maria Berru  Sandy Roy 
9	Eleanor Smith  esmith1@enfieldschools.org	<ul style="list-style-type: none"> Nancy Shepard Open Position
10	Casey DeHorta  cdehorta@enfieldschools.org	<ul style="list-style-type: none"> Ana Dominguez-Capatillo  Joza Lewis
11	Jennifer Lampro  jlampro@enfieldschools.org	<ul style="list-style-type: none"> Julie Bastarache  Melody Nute 
12	Virginia Prentiss  vprentiss@enfieldschools.org	<ul style="list-style-type: none"> Brittney Harbaugh  Open Position
13	Erica Feenstra  efeenstra@enfieldschools.org	<ul style="list-style-type: none"> Allyson Jambard  Rosanna Schneider 
14	Kristen Malone  kmalone@enfieldschools.org	<ul style="list-style-type: none"> Sarah DiSalvo  Monica Ogums 
15	Marlene Cianci  mcianci@enfieldschools.org	<ul style="list-style-type: none"> Emily Fletcher  Open Position
18	Stefanie Domin  sdomin@enfieldschools.org	<ul style="list-style-type: none"> Adria Jalinskas Kaleisha Hite 



indicates the staff member is current with pediatric first aid and CPR

PROGRAM HOURS

Program	Hours	Drop off	Pick up
Head Start Rooms 3, 9, 10, 11	8:30-3:30	8:25-8:30	3:25-3:30
Head Start Extended Day Program Room 1	8:00-4:00	8:00-8:30	3:30-4:00
Head Start Part Day Program Room 12	8:00-11:30	7:55-8:00	11:25-11:30
PK STEAM	8:20-2:46	8:20-8:25	2:40-2:46

- MONDAY-FRIDAY
- FOLLOWS SCHOOL CALENDAR
- BREAKFAST, LUNCH, AND SNACK PROVIDED DAILY

DELAYED OPENINGS

Inclement weather or emergency situations could result in a 2 or 3 hour delayed opening.

2 Hour Delay Schedule			
Program	Hours	Drop off	Pick up
Head Start Rooms 3, 9, 10, 11	10:30-3:30	10:25-10:30	3:25-3:30
Head Start Extended Day Program Room 1	10:00-4:00	10:00-10:30	3:30-4:00
Head Start Part Day Program Room 12	Cancelled		
PK STEAM	10:20-2:46	10:15-10:25	2:40-2:46
3 Hour Delay Schedule			
Program	Cancelled		
Head Start Rooms 3, 9, 10, 11			
Head Start Extended Day Program Room 1			
Head Start Part Day Program Room 12			
PK STEAM			

EARLY RELEASE DAYS

Occasions might arise necessitating the emergency closing of school during the regular school hours. **Lunch will be served on all early release days.** Early release days for **parent/teacher conferences** and **staff professional learning** are scheduled in the school calendar. Please refer to the chart below for school hours on these days. **Lunch is served on all early release days.**

Early Release with Lunch			
Program	Hours	Drop off	Pick up
Head Start Rooms 3, 9, 10, 11	8:30-12:30	8:25-8:30	12:25-12:30
Head Start Extended Day Program Room 1	8:00-12:30	8:00-8:30	12:25-12:30
Head Start Part Day Program Room 12	8:00-11:30	7:55-8:00	11:25-11:30
PK STEAM	8:20-12:30	8:15-8:20	12:25-12:30

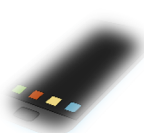
HOME-SCHOOL CONNECTION

COMMUNICATION SYSTEMS

The Enfield Public Schools utilizes a variety of systems (School-Messenger, Twitter, and our school website) to communicate with parents. The School Messenger notification system is designed to communicate with parents and staff about emergencies, school cancellations, and general announcements. All students are enrolled in the system automatically. You may control the way you are contacted for the different types of announcements using School Messenger's Contact Manager website. For more information, visit our website at:

http://www.enfieldschools.org/support_services/school_messenger

You will still find relevant information regarding closings, delays, and early dismissals on television, radio, the district homepage www.enfieldschools.org, and the **snowline at 860-253-5170**. In an emergency, if you are unable to reach the school office **after 3:30 PM**, please call **860-253-6500** (Administrative Offices of the Enfield Board of Education) for assistance.



HOME SCHOOL COMMUNICATION

SELC staff intends to make this program year an enjoyable one for both children and families. Regular communication between the program staff and the family is **essential** to a strong partnership. Staff meet with the parents at SELC and for Head Start Students at the home (public health data dependent). Phone calls are made to give information, remind families of meetings, or to invite families to activities. Newsletters, calendars, memo and other information about program activities and community events are shared via a **weekly SMORE newsletter**, posted on TEAMS, and/or sent home in backpacks and through school messenger.

In case of emergency, families will be notified immediately. It is mandatory that the office has up-to-date home, work, and emergency telephone numbers always. Please notify the office of any changes in any of these numbers. Every family must have two emergency numbers. (Emergency contacts could be relatives, neighbors, friends, etc.)

Microsoft TEAMS is utilized by teachers as a tool for communication between home and school. Families receive updates and photos about classroom happenings, ideas to support learning at home, and access to engagement opportunities via their child's classroom TEAMS page!

As your child's first teacher, all staff at SELC value you as the expert on your little one and look forward to communicating regularly!

EDUCATION

A TYPICAL DAY IN PK:

Arrival: Children are greeted upon walking into the classroom, hang up their belongings, wash hands, and use the bathroom as needed.

Tinkering: Children will have 15-30 minutes after arrival to eat **breakfast**, answer the question of the day, and tinker. Tinkering activities may include stringing beads onto a pipe cleaner, snipping with scissors, sensory items (play dough, slime, etc.), writing activities, puzzles, etc.

Hypothesis Time (morning meeting): Children will participate in a morning hello, review of classroom expectations, linear calendar, morning message, and inquiry activity.

Exploration Time (centers): Children will participate in activities throughout the classroom that are infused with the unit goals and objectives. At the end of exploration time, the students will reflect and share what they did during exploration time.

Outdoor Adventure: Children will have multiple opportunities to play with large and small equipment and materials, incorporated into all playground areas. Additionally, staff facilitates group games and activities

Mealtimes: Children will be provided with breakfast, lunch, and snack each day. We follow the USDA guidelines for family style meals. Students learn table manners, expand communication and social skills, and self-help skills. Family style meals encourage students to try a variety of foods.

Dream Time (rest time) Children will have the opportunity to rest each day. Each student has a dream bag that includes books, crayons, a pencil, and journal. Quiet toys are also available for children to engage with if they do not sleep.

Music and Movement: Children are exposed to a variety of music and dance from different cultures to support an appreciation for different types of music and dance. Vocabulary and concepts related to music are embedded into music and movement breaks, transitions, and classroom activities.

Each classroom has a Certified Teacher and 2 Teacher Assistants. Class sizes do not exceed 18, giving us a ratio of 1 to 6.

CHILD DEVELOPMENT

All classroom environments are intentionally designed to support independence, development of executive function skills, high student engagement, and positive social relationships with peers and adults. The tables, chairs, sinks, and equipment are child-sized and allow children to explore the classroom independently. Children's artwork, shared brainstorming, documentation of daily creations, feelings charts/images, and questions to support higher order thinking are displayed. Items are labeled to introduce the children to the importance of words. Labels are written in multiple languages that represent the languages spoken by children in the classroom. All areas of development are integrated into the curriculum. Families receive education home visits (Head Start) and family-staff conferences throughout the school year to develop and review individual plans and goals based on student outcome data.

WHAT IS MY CHILD LEARNING DURING EXPLORATION TIME WHEN THEY VISIT THE DIFFERENT INTEREST AREAS?

Blocks:	Early math concepts, problem solving, social-emotional skills, fine and gross muscle development, hand-eye coordination, language/literacy, and creativity.
Dramatic Play:	Social skills; uses imagination and encourages role-playing. Children develop vocabulary, abstract thinking, and cooperation.
Art:	Improves fine and visual motor skills when cutting, pasting, painting, and creating with a variety of materials. Math, literacy, language, social-emotional skills, science, and technology are also embedded into art.
Math/Science	Measurement, problem solving, and exploration of materials through predicting, observing, questioning, and experimenting. Manipulatives are used to sort, classify, make patterns, and count. Children are exploring how the world around them works.
Health:	Children wash hands throughout the day (upon entering the classroom, before meals, after toileting, before and after sensory activities, and as needed). Oral health and personal safety curricula are included in lesson planning and family newsletters.
Nutrition:	Food related activities are included in the curriculum. Family style meals support healthy eating. My Plate, a nutrition icon created by the USDA to remind Americans to eat healthfully

and to make better food choices, is embedded into the curriculum. It uses the familiar image of a place setting to show proper proportioning of the five basic food groups as they would fit into a daily meal plan.

Motor Activities: Indoor/Outdoor play with large and small equipment and materials helps develop small and large muscles, language/literacy, cognitive skills, and social-emotional development.

Language Arts: Early print concepts, language development, appreciation of books, poems, chants, fingerplays, early writing skills, conversational tools, phonemic and phonological awareness, and comprehension.

CURRICULUM

Enfield Head Start implements **The Creative Curriculum for Preschool**, a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. It is aligned to the Connecticut Early Learning and Development standards, as well as the Head Start Early Learning Outcome Framework and Teaching Strategies Gold, the assessment tool used to measure progress. It's based on these five fundamental principles:

1. Positive interactions and relationships with adults provide a critical foundation for successful learning.
2. Social-emotional competence is a significant factor in school success.
3. Constructive, purposeful play supports essential learning.
4. The physical environment affects the type and quality of learning interactions.
5. Teacher-family partnerships promote development and learning.

PK STEAM implements a **district developed curriculum** aligned to the Connecticut Early Learning and Development standards, as well as STEAM magnet standards. It's grounded in these belief statements:

1. We believe STEAM is an iterative process that is established at the PK level.
2. We believe integrating this process in conjunction with executive function strategies, social and emotional learning, and natural interactions within the classroom lead to school success.
3. We believe families' and students' unique experiences and perspectives enhance our curriculum and classroom environments.
4. We believe a STEAM approach to learning eliminates barriers to education.

STEAM in Enfield Head Start and PK STEAM is defined as:

Science: students feeling comfortable with asking questions about their world and discovering the answers through interactions with their environment.

Technology: anything in the classroom that can simplify a task, from scissors and crayons to iPads and smartboards.

Engineering: the process of students thinking critically about the problems presented to them, being reflective about their proposed solutions, and using their mistakes to inform future endeavors.

Arts: students using music, dance, visual arts, drama, and language arts to express ideas, feelings, and meanings.

Mathematics: the exploration of mathematical concepts through purposeful play.

Enfield Head Start and the PK STEAM Academy implement **Project Lead the Way (PLTW)** as a supplemental curriculum. PLTW is a research informed program that incorporates curriculum and assessment, as well as teacher training and support resources. PLTW is an approach to learning that integrates Science, Technology, Engineering, the Arts, and Mathematics. PLTW lends itself to student inquiry, dialogue, and critical thinking. It encourages students to take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, work through the creative process, and ultimately prepare to solve the unknown problems of the 21st century.

The four Pre-K PLTW modules address standards from the National Association for the Education of Young Children (NAEYC), Head Start Early Learning Outcome Framework, and Next Generation Science Standards (provides a scaffold to kindergarten standards) and align to the CT Early Learning and Development Standards. PLTW:



- **Supports our integrated units**
- **Introduces students to engineering notebooks**
- **Encourages STEAM thinking through the Engineering and Design Process**
- **Supports solving real world problems**
- **Implemented PK-12 in Enfield Public Schools**

Enfield Head Start and the PK STEAM Academy implement the **Second Step: Early Learning Social Emotional Curriculum**, a research based, teacher informed, and classroom tested social emotional curriculum to promote the social emotional development, safety, and well-being of children. It's designed to promote social competence and reduce social-emotional problems by teaching children skills in the core areas of:

- empathy
- emotion management (impulse control, emotion regulation, anger management)
- social problem solving
- transition to kindergarten

It is a universal prevention program that emphasizes understanding and dealing with emotions, expressing emotions in socially acceptable ways, thinking about social situations in accurate and constructive ways, and learning prosocial behaviors through practice. The program assumes that feelings, thoughts, and behaviors affect one another.

All PK classrooms implement the **Executive Function (EF) Project** by embedding strategies throughout the day to support:

- Inhibitory Control-self-control or self-discipline, selective or sustained attention
- Working Memory-the ability to hold information in your mind and work with it
- Cognitive Flexibility- thinking “outside the box”

EF skills are essential for success in school, positive behaviors, health/wellness, and ULTIMATELY an innovative, competent, and flexible future society.

UNITS OF STUDY Enfield Head Start & PKSTEAM

Unit	PLTW	Learning Scenario	Time Frame	Start Date	End Date
Exploring Inquiry	Healthy Habits	Community Helpers	6-8 weeks	09/12/2022	10/21/2022
Beginning of the Year					
Steering Engineering		Community Helpers	6-8 weeks	10/24/2022	12/02/2022
Buildings					
Forces in Motion					
Balls/Simple Machines	Sink & Float	Space	4-6 weeks	12/05/2022	01/06/2023
Matter Matters					
Clothes					
Decoding Coding	Coding/Spatial Sense	Space	6 weeks	03/06/2023	04/21/2023
Reduce, Reuse, Recycle					
Bones and Stones	Living/Non-Living	Dinosaurs	6-8 weeks	04/24/2023	05/26/2023
Trees					

SCREENINGS

As part of getting to know and understand your child, teachers complete two screenings within 45 days of starting school.

Enfield Head Start

- The Early Screening Inventory (ESI)
- e-DECA (Devereux Early Childhood Assessment)

PK STEAM ACADEMY

- Ages and Stages Developmental Questionnaire
- e-DECA

The **DECA** Preschool Program promotes resilience, the ability to bounce back from difficulty, in children ages 3-5. This assessment will help us learn about the way each child gets along with others, shares how they feel, explores, and learns. Parents will also be asked to complete the assessment on their child. Having both the parent and teacher complete the assessment will provide valuable information about how your child behaves both at home and in the classroom. We will use this information to better plan for all children in the program, building on individual strengths.

The **ESI** is an individually administered screening instrument that helps identify children who may need special education services. The ESI looks at 3 main areas:

- Visual-Motor/Adaptive (block building, drawing, copying forms)
- Language and Cognition (verbal expression and memory)
- Gross Motor (jumping, hopping, and other physical coordination tasks)

Ages and Stages is a developmental screening tool that determines developmental progress in children between the ages of one month and 5 ½ years. Ages and Stages looks at the following areas:

- Communication
- Gross motor
- Fine motor
- Problem solving
- Personal-social

ASSESSMENT

Student assessment is an on-going process throughout the year. It is embedded into the curriculum and occurs throughout the day. Assessments are used to evaluate student progress to determine if learning objectives are being met. Assessments include informal

and formal observation in the natural classroom setting and may include checklists, work samples, and anecdotal records. Families are encouraged to share ongoing developmental milestones with teachers.

- **Enfield Head Start’s curricula aligns to both the CTELDS and the HSELOF**
- **PK STEAM’s curricula aligns to the CTELDS as well as grant required magnet standards**

The Connecticut Early Learning and Development Standards (**CTELDS**) serve as the foundation for supporting ALL young children in Connecticut, no matter where they live, play, and learn. The CTELDS are statements of what children from birth to age five should know and be able to do across the earliest years of development.

The learning progressions within the Connecticut Early Learning and Development Standards promote:

- Equity for **all** children, through the setting of high, but appropriate, expectations
- High-quality early learning experiences, by providing clear goals and trajectories of learning
- Provision of individual support, based on each child’s growth and development
- Families’ understanding of what their children are learning and how they can support them
- Teachers’ understanding of age-appropriate content and approaches to children’s learning; and
- Communication across sectors, based upon these common goals for children

The Head Start Early Learning Outcome Framework (**HSELOF**): Ages Birth to Five presents five broad areas of early learning, referred to as central domains. The framework is designed to show the continuum of learning for infants, toddlers, and preschoolers.

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual, Motor, and Physical Development

PK STEAM MAGNET STANDARDS:

Science	<i>Students will use the inquiry process to explore questions about the world around them.</i>
Technology	<i>Students will use the available tools and materials in the classroom to solve problems.</i>
	<i>Students will use the classroom iPads to document their findings, interact with lessons, and make observations.</i>
Engineering	<i>Students will identify a concern in the classroom environment, design potential solutions, and share these with the class.</i>

Arts	<i>Students will connect their emotions/feelings to pieces of music.</i>
	<i>Students will use written and oral communication to enhance dramatic play.</i>
	<i>Students will use creative expression to design solutions to problems.</i>
Math	<i>Students will use mathematical reasoning skills to solve problems encountered in their play.</i>
CTELDS Dispositions to support STEAM thinking	
Be Purposeful and Reflective	<i>Students will reflect on successes and failures when trying to solve problems.</i>
	<i>Students will play an active role in planning their learning experiences.</i>
Be Social Learners	<i>Students will express a sense of belonging within their classroom and school community.</i>

Enfield Head Start uses **Desired Results Developmental Profile** and PK STEAM uses the **Connecticut Documentation and Observation for Teaching System (CTDOTS)** to document children's learning over time, inform instruction, identify at-risk children, and facilitate communication with families and stakeholders around child outcome data. Both tools produce progress reports which summarize assessments 3x's per school year.

Progress Reports:

All students in PK will receive a progress report 3 times a year. Each marking period, families will receive a written copy of their child's progress report. The 2022-2023 reporting calendar is as follows:

Assessment Window	Progress Report Issued
9/6/2022-10/21/2022	November 1, 2022 (Conferences Held)
10/24/2022-2/16/2023	March 3, 2023
2/22/2023-6/2-2023	Last Day of school year 2023
*If snow days occur, dates may be adjusted to the number of snow days used.	

ONGOING DEVELOPMENTAL ASSESSMENT

- **Child Family Update Meetings (CFU):** All PK teachers meet with the Director, Education and Disabilities Manager, Health Manager, and Family Support Manager to review and monitor student progress in the areas of education, health, and family wellbeing throughout the school year. This process allows us to look at the whole child.
- **Early Childhood Scientifically Research Based Intervention Meetings (ECSRBI):** High-quality preschool programs support all children, regardless of their range of experience or current skills, abilities, and interests. Early Childhood SRBI offers a

framework for providing this support and ensuring that the needs of our youngest learners are met. Early Childhood SRBI is adapted from Scientific Research-Based Interventions (SRBI), Connecticut's Framework for Response to Intervention (RTI), currently being implemented in elementary, middle, and high schools throughout the state. Implementing a similar framework, appropriate for early childhood, will help to ensure that our youngest learners have a solid foundation for future life and school success

Key Components of Early Childhood SRBI:

- High-quality core curriculum that addresses state learning standards in all domains
- Assessment to determine how children are progressing
- Individualized support, across multiple tiers, for children who are not making expected progress
- Collaborative problem solving as a basis for making decisions
- Comprehensive supports for social, emotional, behavioral, mental, and physical health.
- **TIER I** All children receive high-quality curriculum and instruction.
- **TIER II** The school or program provides help for children who need more support than they are receiving from the core curriculum.
- **TIER III** The school or program provides more intensive interventions for children who need the most support.

SPECIAL EDUCATION

All children have individual needs. If your child has an Individual Education Plan (IEP) or Individual Family Service Plan (IFSP), or any other specific educational or health needs, your child's teacher will work with you to support specific goals and monitor progress. Staff works closely with Birth to Three and other specialists and consultants to support your child. Be sure to share with your child's teacher if an IEP or IFSP is in place or if you have any developmental concerns.

Pupil Personnel Services provides a range of services to accommodate the needs of students who have been identified as eligible for special education services through the Planning and Placement Team (PPT) process. Services may include speech/language, counseling, occupational and physical therapy, and specialized instruction. Services are provided in the **least restrictive environment**.

Pupil Personnel Services is also responsible for school health policies, the school nursing program, custody, and maintenance of confidentiality of school records, home instruction

for those students who are physically unable to attend school, individual student evaluations for disabilities, and identification for giftedness.

INDIVIDUAL STUDENT EVALUATION PLAN

Pupil Personnel Services is involved in a continuous “Child Find” effort to identify those children from birth to age 21 who may be at risk for failure in regular education.

An individual diagnostic evaluation may be given to any child who has been referred to a Planning and Placement Team (PPT) for a possible need of special education services.

A child may be referred to the Student Assistance Team (SAT) by parent/guardian, staff, or other concerned individual at any time. This process is the responsibility of regular education. It is the vehicle for reviewing a student’s needs, planning strategies and modifications, and reviewing progress, as well as providing documentation of all efforts made to assist the student. This is a process which is designed to support regular education students and must be carefully distinguished from the Planning and Placement (PPT) process.

The PPT process is specifically designed for potential and identified special education students. A PPT is composed of the child’s parent(s), a school administrator, classroom teacher, special education teacher, and a pupil services representative (i.e., speech/language pathologist, counselor, or school psychologist).

Referrals of preschool age children for evaluation are generally made by physicians, hospitals, the Visiting Nurses Association, Head Start, day care centers, private nursery schools, and other child-oriented state or private agencies, as well as by parents. These referrals are reviewed at a PPT to determine what evaluations may be required. Upon completion of testing, the team reconvenes as a PPT to determine eligibility for special education programming and/or services.

Referrals of school age children for an evaluation may be made by their parents, teachers, principals, or counselors. However, no formal evaluation is conducted without a Planning and Placement Team meeting.

Dependent upon a student’s needs, school evaluation may be conducted for any of the following: intellectual level of functioning, academic achievement level, developmental age level, learning disabilities, reading ability, speech and language proficiency, or giftedness. Physical therapy and occupational therapy evaluations may also be administered with the medical authorization of the student’s physician.

These evaluations are administered by appropriate school staff including the school psychologist, school counselor, speech and language pathologist, occupational therapist, physical therapist, and special education teacher. Re-evaluations are conducted triennially for all students who receive special education.

THE PLANNING AND PLACEMENT TEAM PROCESS

Following an evaluation, a Planning and Placement Team meeting is held to review the testing and to determine the eligibility of the child for special education. Parents are considered essential members of the team and are strongly encouraged to attend all such meetings. No child will receive special education without the parent's signature of consent to the initial placement by the PPT.

Pupil Services will act in an advisory capacity to the parents of any child who is identified as "at risk" but will not be 3.0 years old by September 1st to make them aware of agencies or programs which may be appropriate to their needs.

Once a student is receiving special education, annual reviews are held to determine continued eligibility and appropriateness of a program. A student may receive special education services until 21 years of age or his/her graduation from high school, whichever comes first. A parent guide to special education is available in each principal's office.

Related services which are available to Enfield's children include: individual evaluations, speech and language therapy, school counseling services, adaptive physical education, occupational therapy, physical therapy, and special transportation. Every child who is eligible for special education is also eligible for related services as needs are identified by the PPT. Goals and objectives are stated in writing in the Individualized Educational Program (IEP) of the student.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law which protects the rights of individuals with handicaps and bars discrimination based on disability. The act protects all school-aged children as handicapped who meet the definition of qualified handicapped person: (1) has or (2) has had a physical or mental impairment which substantially limits a major life activity, or (3) is regarded as handicapped by others. Federal and State regulations require that reasonable accommodations be implemented in order to provide a free appropriate public education for the handicapped student.

SPECIAL EDUCATION PROGRAMS

Special education services are provided by certified teachers, therapists, or other providers in the least restrictive environment. Appropriate services are determined by the PPT and described in the student's Individualized Educational Program (IEP), which is reviewed annually.

A full continuum of programs and services are available to identified students, ages 3-21. Specific information concerning services is available from your building administrator or from Pupil Personnel Services.

STUDENT PROGRESS

Families will be made aware of individual progress at a conference held in November. Families are updated on student progress in the Winter and Spring as well. Families are welcome to request a meeting with the teacher at any time during the year. Teachers share progress updates with families as needed.

DISCIPLINE POLICY & PROCEDURES *NAEYC Standard 1B.10, 10B.18*

A positive and reflective approach will be taken regarding behavior management and discipline. Teachers will focus on and reinforce positive behaviors of children, while providing students with clear, consistent expectations. The goal is to help children develop self-regulation and understand the impact of their own actions. It is important that children learn to work and play together in a safe environment that fosters independence, decision-making, curiosity, and creativity. When behavior is challenging, guidance and discipline will be positive, productive, immediate, and addressed in partnership with the family. To achieve this goal, all staff:

- Model appropriate behavior in alignment with the Second Step Social Emotional Curriculum
- Maintain a predictable, consistent, and structured classroom using the Executive Function Project strategies designed to support self-regulation and independence
- Maintain developmentally appropriate expectations for children's behavior by establishing classroom promises which outline expected behaviors
- Help children begin to recognize and respond to their emotions and the emotions of others through their daily interactions with peers and adults
- Enhance supervision through a low teacher-student ratio
- Provide students with a calming space to allow them to adjust to stress or self-regulate. This space is designed to support choice, control, and independence.
- Commit to developing strong home-school partnerships and communication, which will allow us to understand each family's unique

structure, cultural background, experiences and personal beliefs and behavior guidelines.

No child will be humiliated, shamed, frightened, or subject to physical punishment, psychological abuse or coercion by any staff member, volunteer, or student working at SELC. No child will be physically restrained, unless it is necessary to protect the safety or health of the child or others, using the least restrictive methods, as appropriate.

Suspension/Expulsion in PK:

We defer to guidance on suspension and expulsion from the Connecticut State Department of Education.

I. Suspensions

A. Preschool

Under the applicable statutes as amended by [Public Act 15-96](#), in cases where a school has determined that a suspension is necessary for a child attending certain preschool programs, an out-of-school suspension is prohibited; only an in-school suspension may be imposed. Section 10-2331 of the General Statutes, which was enacted specifically to address the use of exclusionary discipline in preschools, categorically prohibits the use of out-of-school suspension for students attending preschool programs operated by local or regional boards of education, charter schools or interdistrict magnet schools.¹

If a preschool program is funded by the Office of Early Childhood (OEC), school districts are encouraged to contact the OEC for available supports and guidance in an effort to provide positive, pro-social supports to young children in their care.

Click below for the full document regarding Suspensions and Expulsions of Students in Preschool and Kindergarten to Grade 2

[Guidance Suspension Expulsions -Preschool - Grades Kindergarten Two.pdf\(ct.gov\)](#)

HEALTH AND WELLNESS *NAEYC Standard 1B.19*

To comply with the State Health Department regulations, children cannot attend school unless a current physical exam and all necessary immunizations are completed and on file in the SELC Health Office. A current physical exam is one that is not more than one year old. It must include blood pressure, hemoglobin, and lead test results, as well as TB determination of low risk or PPD skin test, to be considered complete.

All food served at SELC meets the government standards set by the USDA. Children are encouraged, never forced, to taste everything that is offered. Please inform us in writing of any food your child cannot eat due to health, cultural, or religious reasons. In addition, we will request a letter from your health care provider for all documented allergies/health conditions. ALL ALLERGIES MUST BE REPORTED!

Head Start specific health requirements:

- To promote good oral health, a dental exam is required and should be performed every six months, and an oral health form must be completed by the dentist and

returned to the health office within 90 days after starting. Oral health forms indicating cleanings, fluoride applications, and any treatment needed are also submitted. If your child needs a dental home, a referral list is available. If you are having difficulty making an appointment, please notify your Family Advocate or Health Manager for assistance.

- A pre-entry health review is required before your child starts school. It includes vision and hearing screenings and height and weight measurements. Parents will also meet with the Health Manager/Nurse to review and discuss screening results and any medical conditions and/or health and nutrition concerns. It is at this time that plans are developed to address those conditions and concerns.

Nurse Jen, our SELC Health Manager, is available for consultation regarding any health and/or nutrition concerns that you may have.

WIC:

Height and weight measurements are available upon request. WIC applications can be obtained from your Family Advocate. Children eligible for Head Start are eligible for WIC services.

SICK POLICY *NAEYC Standard 1B.19*

It is our goal for students to remain in school whenever possible, however there are times when a student is ill or injured and must not attend school. Depending on the illness, your child must remain out of school for the duration of time noted below.

If your child exhibits any of the symptoms listed below and/or needs medications such as Tylenol or Ibuprofen to relieve any of these symptoms, he or she is probably not well enough to attend school and should remain at home. If you are unsure as to whether your child is well enough to attend school, call the SELC Nurse at (860) 763-8858 to discuss your child's condition.

If your child is in school and experiences these or other symptoms or suffers an injury, you or your emergency contact should be available to pick up.

Health Room Practices:

- For contagious illnesses, a note from a physician stating that the child is ready to re-enter school is required before returning.
- Children with chicken pox are excluded from school at least seven days from the onset of rash and until scabs are dry. A doctor's note is required. If the child has been vaccinated and has chicken pox, they may return when lesions are scabbed.
- Children with colds are excluded from school, if accompanied with fever or excessive cough or congestion, until contagious symptoms disappear.
- Children with conjunctivitis (pink eye) are excluded from school until they have been on medication for 24 hours and the drainage is gone. A medical note is required.

- Children who have been vomiting are excluded from school until 24 hours since child has stopped vomiting.
- Children with diarrhea are excluded from school until 24 hours have passed since the last episode. Exceptions may be made with a doctor's written recommendation.
- Children with fevers of 100 degrees or more are excluded from school until 24 hours have passed since the fever ended.
- Children with impetigo are excluded from school until the lesions have healed or until 48 hours of antibiotic treatment is documented by a doctor's note.
- Children with infectious hepatitis are excluded from the school until the lesions have healed or until 48 hours of antibiotic treatment is documented by a doctor's note.
- Children with influenza are excluded from school for three days and must be kept out for 24 hours after the fever has ended.
- Children with active lice (actual bug) are excluded from school until there is no active infestation. The student can return to school when he/she no longer has an infestation, which will be determined through examination by the school nurse.
- Children with mouth sores with drooling are permitted only with a note from a doctor stating that the child's condition is non-infectious.
- Children with mumps are excluded from school for nine days after swelling is noted. A doctor's note is required before the child can re-enter the classroom.
- Children with pinworm require a note from a doctor stating that treatment has been given.
- Children with ringworm are excluded from school until 24 hours have passed since the start of doctor's treatment. A doctor's note is required and affected skin must be kept covered until the lesions clear.
- Children with rubella (German measles) are excluded from school for five days after the rash appears. A doctor's note is required for their return to school.
- Children with rubeola (common measles) are excluded from school for five days after rash appears. A doctor's note is required for their return to school.
- Children with scabies are excluded from school until one day has passed since the beginning of treatment. A doctor's note is required for their return to school.
- Children with scarlet fever are excluded from school for 24 hours after treatment has begun. A doctor's note is required for their return to school.
- Children with strep throat are excluded from school for 24 hours after medication has begun. A doctor's note is required for their return to school.
- Children with tuberculosis are excluded from school until a doctor or local Health Department states in writing that the child is non-infectious.
- Children with unidentified rashes, fever or behavioral changes require a note from a doctor stating the illness is not contagious.

- In response to COVID 19, the following attestation should be used to determine if your child is well enough to attend school.

In the spirit of supporting health and wellness, please review the following and consider if your child is well enough to attend school today.

SYMPTOMS OBSERVED IN THE PAST 24 HOURS?

- Fever (100.00 and higher), feverish, chills **Cannot attend until fever free for 24 hours without fever reducing medication**
- New cough
- Sore throat
- Difficulty breathing
- Gastrointestinal distress (nausea, vomiting, or diarrhea) **Cannot attend until 24 hours from the last episode**
- New loss of taste or smell
- New muscle aches
- Fatigue
- Headache
- Runny nose AND congestion
- Any other signs of illness

HEALTH INFORMATION

If medication is required during school hours, a Medication Authorization Form completed by a physician and signed by the parent is necessary per the CT General Statutes, 10-12a. (Form available at school) **This form and the labeled unopened medication should be brought to school by the parent and given directly to the nurse. Do not send in on the bus or give to any other staff member.**

ALLERGIES/ILLNESSES

If your child has allergies, asthma, or other illnesses, the nurse will need documentation of those allergies or symptoms from a physician. SELC will work closely with families to ensure your child's safety while at school and on the bus.

IMMUNIZATION

The Enfield Board of Education, as per state law, requires that each child in PK be protected against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, hemophilus, influenza, hepatitis type A & B, varicella, pneumococcal, and influenza. Documentation of the flu vaccine must be submitted to the Health Manager/Nurse by December 31 of the current school year.

COMMUNICABLE DISEASE CONTROL

Children should be observed before being sent to school to be sure that they are free of any signs of infection such as: headache, fever, upset stomach, diarrhea, sore throat, runny nose, rashes, flushed face, and/or red and watery eyes. If your child is sick, you should keep him home.

TOILET TRAINING

PK staff will work with families regarding their child's toileting progress.

ADMINISTRATION OF MEDICATION *NAEYC Standard 1B.19*

- All medications to be administered in the school setting must be accompanied by a medication authorization form that is signed by both the child's **physician** and parent/guardian.
- Acceptance of medication should **ONLY** be done by the following individuals: nurse, principal, or full-time teacher. Medication in "pill form" must be counted with the parent present, and the appropriate paperwork completed that includes a parent signature (up to a 3-month supply may be accepted).
- All medication is stored in a locked file cabinet in the Nurse's Office.
- Whenever any type of medication is accepted or returned to a parent or other responsible adult, both parties must sign the medication form. There are extra forms kept in front of the medication book.
- The first dose of the medication at school is to be given by the nurse, unless the student is in distress, and the administering staff member has already been trained by the nurse. This would pertain to "as needed" medications, such as asthma inhalers, epi-pens, and Benadryl.
- Medications cannot be given to a student unless the staff member has been trained by the nurse.
- Substitute teachers may **NOT** give medication at any time.

- Field trips: teachers are responsible for taking all their students' medications. Any time a trip is planned off school grounds, it is considered a field trip.
- When giving medication, staff must ensure the following:
 - **correct student**
 - **correct medication**
 - **correct dose**
 - **correct time** (must be given within 30 minutes of time ordered)
 - NEVER leave the medication unattended
 - recount the medication
 - sign the medication book in black ink
 - re-lock the medication cabinet
 - return keys to the main office
- If the administering staff has questions, they are to contact the nurse or his/her designee **before** giving the medication. If there are any errors, the nurse will be notified immediately so the problem can be corrected as soon as possible, and the appropriate paperwork can be completed.

Health and Safety Files *NAEYC Standard 10D.6*

All information in a child's education and **HEALTH** file is confidential and will not be released or distributed without written consent from a custodial guardian.

- Only those people directly related to implementing or monitoring a child's progress are allowed to see the files.
- The Stowe Early Learning Center staff has access to the files but may not remove any materials or breach confidentiality.
- Families may review their children's records within two (2) business days following a request.
- Requests should be addressed to the Director and/or nurse.
- We are a component of the Enfield Public Schools Board of Education, and as such, educational and health records are started for each child. Your child's school records will be forwarded to the respective kindergarten that he/she will attend.
Guardians must sign a written release form before any records are sent to any school system other than Enfield.

FAMILY AND COMMUNITY PARTNERSHIPS

As a member of SELC, you are now connected to community services and resources. For Head Start Students, Family Advocates make at least three (3) home visits per year to their assigned families. A family and their Family Advocate jointly develop a **Family Partnership Agreement to learn more about the family's interest, strengths, goals and needs**. Family Advocates work with each family to build on strengths while providing resources for the families to meet their own needs. This approach is crucial to success in PK because children learn best when their family can support and engage in their education. Family Advocates also help identify where family strengths can be used in the classroom, on Policy Committee, and in other activities. For PK STEAM students, teachers meet with families prior to school starting, in the fall for family conferences, and additionally as needed. Strong relationships between home and school allow families to feel comfortable reaching out to staff to seek resources as needed.

WAYS IN WHICH THE SELC STAFF PARTNER WITH PK FAMILIES

The entire SELC staff embraces the philosophy of partnership with families. We look forward to partnering and collaborating with you to both learn from and share experiences and knowledge to support a high-quality PK experience for your family.

- The Education/Disabilities Manager is available to answer any education or special needs question that may arise.
- The Family Support Manager is available to answer questions that may arise regarding family engagement, transportation, and services in the community. If we do not have the resources on site, we refer to outside agencies.
- The Health/Nutrition Manager is available if you have questions concerning your child and family's health or nutrition.
- A social worker (L.M.S.W) is available through a partnership with the Family Resource Center if you have concerns regarding your child's mental health or behavior.
- Teachers will work with you to support child development and school readiness. Academic assessments will be reviewed three times a year. Activities and experiences that support your child's development will be sent home regularly.

FAMILY RESOURCE CENTERS

The Enfield Family Resource Center has two locations within Enfield schools- Henry Barnard School and the Stowe Early Learning Center. The Family Resource Center (FRC) model is a unique program where the school serves as a hub to connect and strengthen the school, families, and the community. Family Resource Centers ensure that children enter school ready to learn and provide education and support to parents in their role as

their child's first and most important teacher. Services provided by the FRC include: early learning playgroups and educational home visits for children ages birth-age five; developmental screenings; workshops on effective parenting; support groups for parents of children with autism, grandparents raising grandchildren, and single parents; support and training for family day care providers; positive youth development programs; resource and referrals to child care programs, and community agencies; and a lending library of books, videos, and other resources on family and parenting issues.

For more information on the Family Resource Center, please contact us at the numbers below, email familyresourcecoordinator@enfield.org, or visit www.enfield-ct.gov/frc.

Family Resource Center at the Stowe Early Learning Center

Phone 860-253-6580 **Hours:** Mondays-Fridays 8:00 am-4:30 pm, year round

PARENT AND COMMUNITY GRIEVANCE AND IMPASSE PROCEDURES

Purpose - To provide equitable solutions to parent and community grievance at the lowest possible administrative level.

Parent and Community Complaint Defined - Any issues that may arise or be of concern to the parent and community from time to time.

Procedure - It is important that the complaint be processed as rapidly and efficiently as possible, through the following levels, starting with Level One.

<u>Level</u>	<u>Grievance</u>	
One	Program Director (Initially responsible for documentation)	(1 week)
Two	Policy Committee (Follow State Statues Concerning Freedom of Information)	(2 weeks)
Three	Superintendent of Schools	(1 week)
Four	Board of Education	(2 weeks)

If the complainant is not satisfied with the disposition of his or her complaint at any of these levels, or in the case that no decision has been made in the given number of days appropriate to that level after presentation and written documentation of grievance has been filed, the complainant may file grievance at the next level. *

If there is no resolution, the matter is referred to the grantee.

*Presentation and written documentation of a grievance should occur upon entrance at each level.

Board of Education Policies (Click to access the complete list of BOE policies including Title IX, Bullying, and Safe School Climate)

GREEN CLEANING PROGRAM IN SCHOOLS (3513.1 A.R.) (CT P.A. 09-81)
NAEYC STANDARD 5C.6

The State of Connecticut is requiring that each local and regional board of education implement a green cleaning program for all school buildings and facilities in its district.

Enfield Public Schools is committed to the implementation of this law by providing the staff and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's green cleaning program as well as making it available on its web site annually. The administrative regulation will also be distributed to new staff hired during the school year and to parents or guardians of students transferring in during the school year.

1. Green cleaning program means the procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all state-owned buildings, schools, and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third party certified organizations: **Green Seal or Eco Logo**
2. By July 1, 2011, and thereafter, no person shall use a cleaning product in a public school unless it meets the DAS standard.
3. The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor strippers and finishes, hand cleaners and soaps. The preferred green cleaning products used by this school district are listed on Attachment "A".
4. Disinfectants, disinfectant cleaners, sanitizers, or antimicrobial products regulated by the federal insecticide, fungicide and rodenticide act are not covered by this law.

The following statement will be part of this school district's program as stated in the new law:

“NO PARENT, GUARDIAN, TEACHER OR STAFF MEMBER MAY BRING INTO THE SCHOOL FACILITY ANY CONSUMER PRODUCT WHICH IS INTENDED TO CLEAN, DEODORIZE, SANITIZE, OR DISINFECT”

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians, and facilities staff. Any questions concerning the program can be directed to:

Town of Enfield, Building & Grounds at 860-253-6361.

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Town of Enfield, Building & Grounds at 860-253-6361.



Attachment A

Green Cleaning Product List

This chart lists the types, names and manufacturers of the green products used by this school district as well as the location/area of application and schedule of when each is used.

Product	Name	Manufacturer	Area	Frequency
Glass & Multi-Surface Cleaner	PC102	MD Stetson	Glass	As Needed
Spray & Wipe Cleaner	PC108	MD Stetson	Flat surfaces	As Needed
Neutral & Glass Cleaner	PC101	MD Stetson	Floors and Glass	Daily
Non-Acid Restroom & Shower	PC116	MD Stetson	Lavs and Locker Rooms	As Needed
Peroxide Multi-Surface Cleaner	PC120	MD Stetson	Building Wide	Daily
Pre-Spray & Spot Remover	PC113	MD Stetson	Carpets	As Needed
Suprox Peroxide Cleaner		Hillyard	Floor Cleaners	Daily
Top Clean		Hillyard	Flat Surfaces	Daily
Super Shine		Hillyard	Flat Surfaces	Daily
Glass Cleaner	Skylight	Ramsey	Glass/mirrors	Daily
Multi-Surface Cleaner	Freefall	Ramsey	Flat Surfaces	Daily
Floor Stripper		Ramsey	VCT Floors	Annually
Hand Soap	Foam	gojo	Hand Cleaning	As Needed