

Pre-Kindergarten Handbook

Entry & Enrollment

Chaplin Pre-Kindergarten serves children from 3 to 5 years old. Children should be 3 years old by December 31st. Children need to be toilet trained, although accidents are understandable (see Pre-Kindergarten policies and procedures). Children can be enrolled in the morning session or a full day session for five days. If a Planning and Placement Team (PPT) identifies your child as having special needs and determines that the Pre-Kindergarten is the appropriate program, placement is decided at a PPT meeting. The decision is based upon your child's special needs.

The Chaplin Pre-Kindergarten Program follows the Chaplin Elementary School Calendar. Half-day pre-kindergarten students attend school from 8:30 AM to 12:00 PM. Full-day Pre-kindergarten students attend school from 8:30 AM to 3:15 PM.

Applications for enrollment in the Pre-Kindergarten component of Chaplin Elementary School are available by contacting the program at 240 Palmer Road, Chaplin, CT 06235. Guidelines for acceptance into the program are established annually by the School Readiness Council. Priority will be given to students who are currently enrolled in the pre-kindergarten program. Notices will be sent out to currently enrolled families on April 1st. Additional placements will be filled on a first-come basis. Enrollment in the Chaplin Elementary School Pre-Kindergarten Program is open to all Chaplin children regardless of racial, ethnic and economic background.

Below are the Pre-Kindergarten Sign-up Procedures & Dates:

April 1 Notices sent out to current students in program

April 1 Advertise screening in local paper

Last Saturday in April Pre-Kindergarten Screening

May 1 Advertise Pre-Kindergarten program in paper

May 1 Application packets available from school

May 8 Applications accepted for program

May 28 Staff applications accepted for program

June 30 Notify staff of placement in program

Waiting List: Recognizing that there may be more applications than placements available, a waiting list will be utilized. The waiting list remains in effect only through the second week of school. The waiting list is not carried over from year to year.

Termination of Enrollment: During the school year you may be requested to withdraw your child from the Pre-Kindergarten due to lack of payment or non-mastery of toilet training. If tuition payments become an issue for your family, please contact Dan White to discuss payment options and means of assistance.

Pre-Kindergarten Registration Forms

Prior to admission the following forms must be completed.

- The Health Assessment Record must be completed by you and your physician. The school nurse must review this form prior to attendance
- Copy of Birth Certificate
- An Emergency Card must be filled out and updated each September
- A Chaplin Elementary School Registration Form
- A Pre-Kindergarten Authorization to Release Form
- A Pre-Kindergarten permission form as needed for photographing, etc.
- Income verification for the sliding scale
- Proof of Residency (electric bill, mortgage or rent statement)

Updating Information

All forms must be updated each September. However, please inform the staff if there are any changes during the course of the school year in the following information: phone number, address, emergency contacts, health status and authorization to release form. Also be sure to notify the staff if a family event has occurred that may affect your child's behavior.

Tuition and Payments

The first tuition payment is due on or before September 1. Payment for each month is due on the first day of the month. Checks should be made payable to Chaplin Elementary School. Payments can be hand delivered to the school or mailed to the following address:

Chaplin Elementary School

240 Palmer Road

Chaplin, CT 06235

Attn: Chaplin Pre-Kindergarten Program

Pre-Kindergarten tuition is determined using a sliding scale and guidelines provided by the Department of Education and the Department of Social Services. The Chaplin Board of Education, in consultation with the School Readiness Council, sets the maximum per day fee amount. Current maximum fees are \$20 per day for children attending full day and \$10 per day for children attending half-day. Families that participate in the program must present income verification in order to be eligible for the sliding scale. After submitting the required income information, a summary of your daily, monthly, and yearly tuition costs will be sent to you.

The monthly fee is 1/10th of the total pre-kindergarten/school year tuition. Therefore, there will be no refunds for any portion of a month. Parents are asked to give two weeks advance notice if they are withdrawing their child from the program.

Nonpayment may result in a request for withdrawal from the pre-kindergarten. There will be a \$20.00 fee for any returned check

Curriculum

Curriculum content reflects and is generated by the needs and interests of the individual children within the group and developed according to the Connecticut Preschool Framework (www.sde.ct.gov).

Curriculum planning and instruction are guided by the following principles:

1. Early learning and development are multidimensional and interrelated. Curriculum addresses the following areas of development:

a. Personal/Social - sense of self as a learner, sense of responsibility to oneself and others, and effective functioning, individually and as a member of a group.

b. Cognitive (Logical Mathematics/Scientific Thinking, and Language and Literacy) - ability to think, reason, question and remember; engage in problem solving; use language to communicate, convey and interpret meaning; and establish social contacts.

c. Physical – gross motor control, balance, strength and coordination; fine-motor coordination and strength; participation in healthy physical activity; and practice of appropriate eating habits, hygiene and self-help skills.

d. Creative and Aesthetic Development - use of different art forms as a vehicle for creative expression and representation; and development of an appreciation of the arts.

2. All young children are capable of positive developmental outcomes.

4. Children are unique and develop skills and competencies at individual rates.

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

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

Essential Characteristics of Curriculum:

- Curriculum is consistent with our philosophy and addresses central aspects of child development.
- Curriculum provides a coherent focus for planning children's experiences. It allows for adaptations and modification to ensure access to the curriculum for all children.
- Curriculum guides teacher's development and intentional implementation of learning opportunities consistent with the program's goals and objectives.
- Curriculum can be implemented in a manner that reflects responsiveness to family home values, beliefs, experiences, and language.
- Curriculum guides teacher's ongoing assessment of children's progress.
- Curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning.
- Curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of children.
- Curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development.
- Curriculum integrates key areas of content, including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- Curriculum guides teachers to plan for children's engagement in play that is integrated into classroom topics of study.
- Curriculum content is designed to achieve long-range goals for children in all areas and to prepare children to function as cooperative members of the school community.
- Curriculum addresses a broad range of content that is relevant, engaging, and meaningful to children.
- Curriculum incorporates a wide variety of learning experiences, materials, equipment, and instructional strategies to accommodate the broad range of children's individual differences.

- Curriculum builds upon children's unique experiences, learning styles and strengths to foster the acquisition of new skills and concepts.
- Curriculum allows for focus on a particular topic or theme while integrating across traditional subject matter.
- Curriculum engages children actively in the learning process. Children have opportunities to make meaningful choices.
- Curriculum emphasizes the value of social interaction to learning in all areas and provides opportunities to learn from peers.
- Curriculum is supportive of children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene and nourishment.
- Curriculum is flexible so that teachers can adapt to individual children or groups.

Philosophy

It is our belief that parents are the child's first and most important teachers. The Chaplin Pre-Kindergarten encourages families to become involved in all aspects of their child's learning process. The focus of our classroom is to facilitate each child's development (social, personal, cognitive, physical, and creative) in a process oriented environment, with an integrated curriculum, where children make choices and act on them. We recognize that young children learn best through concrete experiences and active manipulation of materials and that children need to be provided with a balance of self-selected high interest experiences and teacher guided instruction. We believe that in order to encourage children's development of language, children should be immersed in a language rich environment where they are supported in their efforts to use ever expanding and increasingly complex language structures, communication and descriptive skills. Our program is an all-inclusive model, servicing children all along the developmental continuum, facilitating the development of friendship, self-esteem, social interaction, and the celebration of diversity.

Program Objectives

The Chaplin Pre-Kindergarten will:

- utilize play activity for its value as an appropriate means of learning
- reinforce and utilize the child's prior knowledge to learn new skills and concepts
- provide a setting characterized by warmth, personal respect, positive support, responsiveness, and cooperation
- provide children with opportunities to

1. exhibit curiosity, creativity, self-direction and persistence in learning situations; demonstrate awareness of feelings; demonstrate self-control through appropriate interactions with peers and familiar adults; use age-appropriate conflict-resolution strategies; and recognize similarities and appreciate differences in people.
2. explore materials using their senses; engage in child selected and teacher initiated fine and gross-motor activities; demonstrate spatial awareness; choose nutritious meals and snacks; and practice basic hygiene and self-help skills.
3. express wonder and ask questions about the natural world; practice problem solving skills; make comparisons and sequence things and events; share experiences, ideas and feelings by speaking; listen with understanding to directions, conversations and stories; and show an interest in reading and writing activities.
4. create works to represent their experiences, ideas, feelings and fantasies using different art media as well as through pretend play and musical activities; and respond to their own creative work or the creative work of others.

- assess children's strengths, needs and progress continuously through observation and data collection based on the Connecticut Preschool Framework
- report to parents on children's progress through twice yearly parent-teacher conferences (November & March) and formal report cards in June
- create an environment where teachers work collaboratively with each other to meet the individual needs of children

Assessment

The Chaplin Pre-Kindergarten Program uses a variety of assessment tools to gain a complete picture of each individual child. Assessments may be formal or informal. The results of assessments will be used to inform parents about their child's development, improve curriculum, plan for, modify and individualize instruction, adapt the environment, and determine if additional early intervention services may be needed. Communication with families about their child's assessment shall be sensitive to family values, culture identity, and home language. All assessments will be conducted by familiar staff, within familiar settings. Results of assessments will be kept confidential: only the family and teaching staff, who work with the child, and administration, will have access to children's assessment records. All records are kept under lock in the classroom or the School Office.

Family Input: Parents are encouraged to share their concerns or observations pertaining to their child's skill development and any goals they may have for their child with classroom teachers at any time. Any observations made at home about your child's skill development, interests or needs will help us with the assessment process. Parent observations and goals will be formally documented on the written conference reports in November and March.

Teacher Designed Assessments: Over the course of the year the Chaplin Pre-Kindergarten teachers and staff will use a variety of teacher made assessments such as drawing prompts, rubrics, checklists, and anecdotal notes to establish baselines, monitor child progress and help guide instruction. These assessments are administered at the teacher's discretion.

DIAL3: The DIAL3 is a developmental screening tool that is used to screen all Chaplin Pre-Kindergarten students within 3 months of their entry into our program. This tool provides for a quick overview of a child's development in the areas of sensory, language, cognitive, gross and fine-motor, and social-emotional skills. Teachers will use this information to plan goals for individual students. Parents will be provided information about their child's results if a developmental concern is noted.

Connecticut Preschool Assessment Framework: This is the primary assessment tool for assessing children's growth and skill development in the Chaplin Pre-Kindergarten classroom. The Preschool Assessment Framework uses a combination of teacher observations, child work, and language samples to document each child's skill and developmental progress. This curriculum-embedded assessment tool is used throughout the course of the year to help guide and individualize instruction. After Parent-Teacher Conferences in November and March, Parents/Guardians are given a written report detailing their child's progress based upon the criteria in the Curriculum Frameworks. This report also indicates any input that parents/guardians gave during their conference regarding goals and plans for their child at home and school. Additionally, a written progress report is sent home in January and The Pre-Kindergarten Report card is sent home in June.

Brigance Diagnostic Inventory of Early Development: This assessment tool is used for the purpose of State data collection and results will be sent to the State of CT. It is used with Pre-Kindergarten students qualifying for Special Education services. It is given to students within the first few weeks of entry into our Program, and then again just prior to exiting.

Additional Assessment: Children receiving Special Education Services may receive additional standardized assessments if recommended at their P.P.T.

Serving Children with Disabilities

The Chaplin Pre-Kindergarten Program is committed to serving children of all ability levels.

- When teaching staff suspect that a child has a developmental delay or other special need (physical, behavioral, or academic in nature) or displays an exceptional ability or talent, this possibility is communicated to families in a sensitive, supportive, and confidential manner and is provided with

documentation and explanation for the concern, suggested next steps, and information about resources for assessment.

- Teaching staff will encourage and support families to make the primary decisions about services that their children need, and they will encourage families to advocate to obtain needed services.
- Any student displaying problems of a physical, behavioral or academic nature or children displaying exceptional ability or talent may be referred to special education. Referrals may be made by teachers, administrators, specialists, outside agencies, physicians, and parents and students.
- The Chaplin Elementary School Planning and Placement Team will develop an individualized education plan (IEP) for all students ages 3 – 21 in need of special education and related services. The IEP is a written plan that will establish the scope of the special educating program and ensure the free, appropriate public education for school aged and preschool children requiring special education and related services. In order to ensure that IEPs are effectively addressed in the Chaplin Pre-Kindergarten Program, IEP goals and objectives will be established at Planning and Placement Team (PPT) meetings with the teacher, parents, administrator, and specialist present. Specialists needing to serve a child and the teacher will have ongoing communication, updates, and consultation with each other and the family.
- Students having a disability will have first priority to enter into the Chaplin Pre-Kindergarten Program based on space availability, and on the child's needs and the needs of the other children in the program. The program will provide ongoing training to teaching staff regarding serving children with disabilities. Children with disabilities ready to transition to kindergarten will have a PPT prior to the end of the school year with the Kindergarten teacher present to ensure a smooth transition.

Pre-Kindergarten Schedule*

- 8:30 – 8:45 Arrival & Outdoor Play
- 8:45 – 9:00 Welcome Activities & Attendance (Wash hands, put away belongings, Hand in Folders, Good Morning song, Job Chart, Morning Message, Review Daily Schedule Cards)
- 9:00 – 9:30 Specials (Gym, Health, Art, Music, Library)
- 9:30 – 10:00 Morning Circle & Snack (Calendar, Weather Graph, Pledge, Story or Language Experience, Explanation of Learning center, wash hands for snack)

- 10:00 – 11:20 Learning Centers : Mixture of teacher-led small group activities and child-initiated center time in dramatic play, blocks, art, math, science, sensory and reading/writing, and a small group story experience
- 11:20 – 11:30 Morning Closing Circle, Prepare for Morning Dismissal
- 11:30 – 12:00 Recess (12:00 Morning Session Dismissed)
- 12:00 – 12:30 Lunch
- 12:30 – 12:45 Story Time
- 12:45 – 1:30 Quiet Activities
- 1:30 – 3:00 Learning Centers (procedure the same as morning learning centers although activities may vary)
- 3:00 – 3:10 Closing Circle, Prepare for Afternoon Dismissal
- 3:10 – 3:15 Dismissal

* This is only a sample, and may be altered on a daily basis to accommodate individual student needs, specialized services, thematic instruction, and special programming.

Classroom Learning Centers

Reading Center: This center contains a books-on-tape listening center, ABC and writing materials, and a quiet reading loft. In the quiet reading corner children have the opportunity to relax and read. This area is equipped with child size seating and a selection of books. Children who like looking through books and/or need a place to be peaceful will often seek out his corner. Puppets, flannel boards, and a selection of puzzles are also available.

Writing Center: Our writing nook allows preschool-aged children to investigate early forms of writing - experience stories through pictures, retelling of stories, scribble writing, and book making. Materials include a wide variety of paper, pre-made blank books, crayons, markers, scissors, tracers, magazines to cut and glue.

Dramatic Play Center: The dramatic play center provides opportunities for make-believe and role-play. Pretending to be people in situations they've experienced helps give children a sense of the adult world. It gives them opportunities to work together, express their feelings and ideas and use language to communicate their role and respond to others' needs and requests. Housekeeping materials and props, dress up clothes, baby dolls, stuffed animals, hats, masks, a wooden doll house, Fisher Price Little People, and puppets are things that are included here.

Block Center: Pre-Kindergarten children use blocks to build structures that go up, out or around and in the process deal with the spatial and structural problems of balance and enclosure. They also deal with similarities and differences and create patterns in their structures. The Block Center provides adults with the opportunity to observe children exploring, building cooperatively, sorting, grouping, comparing and arranging objects and role-playing. A wide variety of materials are included in this area such as cardboard building bricks, duplo sized Legos, a wooden train set, floor puzzles, wooden blocks, a wooden road and vehicles, magnetic blocks, Gears, Lincoln logs, and K'nex. Our block center also includes an adult supervised individual woodworking area. Woodworking offers children experiences that promote self-esteem and confidence because it allows them to take part in what is normally perceived as an adult experience. They want to feel big and important. Children love working with wood because it is so different from any other activity in the classroom. It allows them to use their senses – they smell and feel the wood, hear the clacking and hammering, see the colors and grain of the wood, and see and touch the wood shapes. Unlike paint and paper activities, woodworking allows them to explore in three dimensions.

Sensory Center: This center provides opportunities for children to explore the principles of math and science firsthand. By sifting sand, scooping water, kneading play dough, snipping Styrofoam peanuts, and doodling in shaving cream, they improve their physical dexterity. They develop social skills by joining others in making a sand castle. As they test various items in a tub of water they learn scientifically which objects float or sink. A wide variety of Music and Movement materials are also included in this center. Materials such as balance beams, tunnels, hula hoops, scooters, bean bags, scarves, and musical instruments are provided to encourage exploration and development of large muscle coordination and rhythm. This is a favorite corner as it allows for physically active involvement and a release of energy

Cooking Center: Cooking offers a special treat for pre-kindergarten children, allowing them to do things adults do. As they measure ingredients, children learn about measurement and volume. While kneading dough, peeling carrots, or stirring pudding, children develop their physical skills and increase their vocabulary. In addition to the excitement of creating nutritional snacks with teacher guidance, the children learn to appreciate other people and cultures by making foods from various cultures.

Art Center: Exploring and using art materials allow pre-kindergarten children to express original ideas, improve their coordination, develop small muscle skills, and learn to recognize colors, shape design and textures. Materials include a wide variety of paint, collage materials, fabrics, clay cornstarch, chalk, markers, crayons, colored pencils, oil pastels, stamps, hole punches, scissors and tracers.

Math Center: Exploring activities through manipulatives lay the groundwork for abstract concepts such as comparing, classifying, and ordering. This center contains a wide variety of sorting materials, pattern

blocks, sequence blocks, measuring cups, rulers, toy clocks, puzzles, and counting games, and our child-use computers.

Science Center: The science center is a fun place to explore natural phenomenon such as the metamorphosis of a butterfly, the lifecycle of a tadpole, why some objects sink and others float, weather & seasons, and sprouting plants. Children are given opportunities and guidance in how to make predictions and collect and record data in this center. This center also gives children the chance to experiment with simple tools such as pendulums, incline planes, balances, magnifying glasses, binoculars, and magnets. Magnets afford children the opportunity to explore the properties of polarization in a developmentally appropriate and fun way. Some magnetic materials include magnetic marbles and wands, magnetic pattern blocks, magnetic letters, numbers and shapes, and magnetic building blocks.

**In addition to thematic classroom learning centers, all children will receive some form of specialized instruction in physical education, music, library, and art.

School Closing & Late Openings

If Chaplin Schools are closed, opened late, or dismissed early because of inclement weather or other emergencies, the radio stations and TV channels listed below are notified and announcements will be made by these stations. For school closings and late openings, the radio stations will be notified by 6:15 a.m.; for early dismissal, the notification will be by 11:00 a.m., whenever possible. Announcements will also be made using the Connect – ED Notification system. Each family may provide up to two phone numbers that will be contacted through this automated message system.

Radio Station WTIC AM/FM Hartford

Television Station WVIT - Channel 30

Television Station WFSB - Channel 3

An announcement that Chaplin Public Schools will open 90 minutes late means that students who attend only the morning sessions will not have pre-kindergarten on that day. Full day students that are transported by their parents should arrive 90 minutes late – for 10:00 a.m. All transportation will operate as close to 90 minutes late as the weather and roads permit. Following a late opening (except for further emergencies), full day students will be dismissed at the regular time of 3:15 p.m. In the case of early dismissals, announcements will be as follows, "Chaplin Public Schools will close early today at (time)." Any early dismissal, planned or unexpected, will result in the cancellation of the 12:00 noon bus. Half-day students may be picked up at 12:00 noon or stay until 1:15 P.M., have lunch at school and ride the 1:15 bus home

Chaplin Pre-Kindergarten Policies and Procedures

Parking and Entrance: In order to minimize the possibilities of mishaps with our children with school buses, would you please follow these rules when picking up or bringing children to the school:

- The pick-up and drop-off for students taking the bus will occur in the first circular drive on the right as you enter. We request that no cars park or use this area at any time during the school day.
- Parents who pick up or drop off their children should use the second circular drive, and walk up to the main entrance of the school.
- By separating the car and bus pick-up/drop-off area we should be able to eliminate any problems with car and bus traffic.

Arrival: Arrival time for both the morning and full-day sessions is 8:30 a.m. Unless students are arriving on a C.E.S. bus, each child must be accompanied into the building by a parent/guardian or authorized adult. Please wait in the main foyer for an adult from the pre-kindergarten to meet you there. Pre-Kindergarten staff will then escort students down to the playground. Parents wishing to deliver their Pre-Kindergarten child to class in person, must first sign in at the school office to receive a visitors badge before proceeding to the Pre-Kindergarten playground.

Tardiness: Upon being tardy, pre-kindergarten students must come to the school Health Room before being admitted to class. A late slip from the nurse should be given to the teacher. Office staff will call the pre-kindergarten room to have a staff member come and walk your child to class.

Departure Morning Pre-Kindergarten: Unless students are departing on a the 12:00 noon Pre-K bus, each child must be accompanied out of the Pre-Kindergarten by a parent/guardian or authorized adult and signed out on a daily attendance log in the office. The morning pre-kindergarten session ends promptly at 12:00 noon. Parents are expected to pick up their children on time. Adults picking up children should sign-in at the office and then proceed to the Pre-Kindergarten playground to pick up children. Please alert staff of your child's departure.

Departure Full-day Pre-Kindergarten: Our full-day session concludes at 3:15 p.m. Parents picking up children should sign their child out at the Library and then meet them as they are released to you as they exit the Library.

Children taking the 12:00 noon or 3:15 p.m. buses will be walked to the bus by an authorized adult. Pre-Kindergarten students must sit close to the front of the bus at all times.

Authorization to Release Form: Our pre-kindergarten Authorization to Release Form requires that you identify one person who will usually pick up your child. In the case of an emergency or unpredictable circumstances, the other individuals designated on this form will be allowed to pick up your child. The staff must receive a phone call or note which includes the name and description of the person to whom you are allowing us to release your child. If the staff is unfamiliar with the designated person, they will require positive proof of identification (i.e., valid photo drivers license). Finally, the individuals authorized to pick up your child must be at least 18 years or older and will be responsible for your child once they leave the classroom.

Bus Transportation: Bus transportation is provided on a space available basis for pre-kindergarten students. Bus routes will conform to C.E.S. K-6 enrollments and will not be modified from the regular bus route. Parents/guardians must accompany their pre-kindergarten student to the nearest regular bus stop until pick-up/drop-off. A 12:00 noon dismissal bus is provided for morning only pre-kindergarten students.

Chaplin Board of Education Bus Policies do not allow walkers to ride buses or bus children to ride any other bus but their own. Any child must have a note of permission from his/her own parents to ride home with another adult.

When riding the bus:

1. Sit in designated seats towards the front of the bus;
2. Listen to the driver;
3. Stay in your seat;
4. Talk quietly and politely.

Field Trips: Your child will have the opportunity to go on occasional educational, cultural, or extracurricular field trips.

- A permission slip will be sent home to parents/guardians in advance of any field trip informing them of :

- o Location of the field trip

- o Date and time of the trip
- o Special provisions needed for the child
- o Cost (if any) for their child to attend the field trip
- o Option to Chaperone
 - Parents/Guardians must return the signed permission slip in order for their child to attend.
 - At least one chaperone per every four children will attend each field trip unless limited by the destination.
 - Parent Chaperones will be chosen to attend field trips based on the following criteria:
 - o Space
 - o Whether or not they have chaperoned before
 - o Age of their child
 - Chaperones must:
 - o Be able to supervise children
 - o Arrive at school 15 minutes prior to the scheduled departure of the bus
 - o Be able to remain for the entire field trip
 - o Not bring younger siblings
 - o Pay any applicable field trip fees
 - The teacher will carry the stocked first aid kit provided by the school nurse.
 - The teacher will carry a working cellular phone and provide the office with the cell phone number in case of an emergency.
 - If transportation problems occur, the school will be contacted and the bus company will provide a new bus according to contract.

Some field trips we organize are to the grocery store, Chaplin Library, the Chaplin Fire House, the Chaplin Post Office, local businesses, Hurst Farm, Buell's Orchard, The Wadsworth Atheneum Museum of Art, local nature trail and petting zoo, and others – only a sampling of field trips that are taken each year.

Toilet Training: All children are expected to be toilet trained to attend the Chaplin Pre-Kindergarten Program unless they qualify for Special Education Services. We encourage you to dress your child in clothing that makes independent toileting more successful.

- In order to be considered toilet trained a child must be able to:
 - o recognize when he/she needs to use the bathroom

o independently pull pants up and down

o independently clean themselves

- Children enrolled in the Chaplin Pre-Kindergarten Program may use the bathroom whenever necessary.

- After a child uses the bathroom hand washing is required.

- Parents/Guardians and Volunteers are not considered staff people and may not assist children (other than their own) in the bathroom.

- When toileting accidents occur, staff will place clothing, soiled by urine or feces, immediately into a plastic bag and send them home that day to be washed.

Choking Precautions: Staff will not offer children younger than four years old food that may be a choking hazard such as hotdogs, whole grapes, nuts, popcorn, raw peas, hard pretzels, spoonfuls of peanut butter, chunks of raw carrots or meat cut into larger than bite sized pieces. If these foods are brought to school from home, staff will closely supervise child.

Snack: A snack and fresh water are provided each morning in our pre-kindergarten classroom. The snack menu for the upcoming week will be listed on the previous Friday newsletter. A complete monthly snack menu is also posted outside the pre-kindergarten classroom on the pre-kindergarten bulletin board. Examples of snacks that might be served include, but are not limited to: fresh fruit, vegetable slices and dip, crackers and cheese, pudding, dry cereal, granola bars, animal crackers, yogurt, applesauce, cheese sticks, and class made baked goods. Snack is served "Family Style" which means that pre-kindergarten students scoop their own snacks and pour their own juice from communal dishes. Pre-Kindergarten teachers sit and eat or converse with students during daily snack times.

Lunch: Lunch will be offered to those children who attend the full day session. Pre-Kindergarten Instructional Assistants sit and eat or converse with students during Lunch time in the pre-kindergarten classroom. Children can choose to bring a lunch from home or purchase from the school lunch program.

Foods brought from Home: Any food brought from home needs to be labeled with your child's name and the date (labeling your child's lunch box or bag with his/her name and the date is enough – you do not need to label individual food items within the lunch box unless that item requires refrigeration. Food Items requiring refrigeration include meat, poultry, fish, eggs, milk, cheese, yogurt, fresh fruit or

vegetables, opened cans of fruit or pudding. Food items from home that need to be kept cold can be refrigerated until it is time to eat if a note is written in your child's home/school folder. Alternatively, parents may keep food items cool by packing them in an insulated lunch bag with a frozen gel pack or frozen juice box, and freezing sandwiches overnight.

Lunches purchased at school: A lunch menu will be sent home monthly and will also be posted outside the pre-kindergarten classroom. Meals may be purchased daily, weekly, or monthly. Milk is available for purchase at Lunch if your child brings a meal from home. Please send your child's milk or lunch money in a labeled plastic baggie or envelope indicating child's name, what is to be purchased, and for what date. All payments should be sent to school in your child's home-school folder. Chaplin Elementary School takes part in the national School Lunch Program. If you feel that your family may qualify for Free or Reduced-priced lunches, please contact us in the school office for more information.

Any food items offered on the school hot lunch menu that are considered choking hazards are not offered to Pre-kindergarten students. When an item must be removed, the kitchen will replace that item with an appropriate alternative food item. Foods such as carrots and meat are pre-cut in the kitchen into bite-sized pieces.

Celebration Foods & Birthdays: It is the policy of the Chaplin Pre-Kindergarten Program that all foods brought in from home for celebrating birthdays or other special occasions must be a prepackaged food sent in its original factory-sealed container, or a whole fruit, in order to ensure food safety and avoid food allergy triggers. An alternative to sending in a snack to share is to send in a small gift such as stickers or a book donation. Please let your child's teacher know in advance if and how you plan to celebrate your child's special day.

Please do not send party invitations to school with your child. A class phone and address list will be sent home to help you distribute your invitations.

Rest: Children participate in either a rest time or quiet activities each afternoon. Children are encouraged to sleep but non-sleepers may instead lay quietly on their cots with a book or small toy. Rest cots are provided, however your child might also wish to bring a sheet, small pillow or favorite stuffed toy from home. Any bedding provided from home will be returned to you at the end of each school week to be laundered. If you wish to provide a sheet for your child, a standard size crib sheet will fit his/her rest cot. Children will not be left to sleep beyond a 45- minute period. If your child requires a longer sleep time, you may wish to enroll him/her in the morning session only.

Extra Clothing: Your child will be involved in many hands-on activities. Messy projects sometimes require a change of clothing. An extra set of labeled clothing should be left in your child's cubby in the

pre-kindergarten classroom. When sending in a fresh set of clothing please write a note in your child's home/school folder so that we can make sure it makes it into his/her cubby.

Lost & Found: It is recommended that the names of children be sewn or written into the garments that are brought to school, such as hats, coats, sweaters, raincoats, etc. Also put your child's name on their lunch box and their backpack. This is a big help in enabling us to return lost property to the owner. If an item does go missing the Lost & Found is located in the school nurse's office.

Animals: No student shall bring any live animal to school without prior consent of the teacher and the principal.

Outdoor Play: The Chaplin Pre-Kindergarten Program believes that outdoor play is important to the health and well being of staff and children. Children have time daily to play outdoors except when weather conditions do not permit or local public authorities do not recommend. The temperature must be about 20 degrees Fahrenheit, taking the wind chills into account, in order for outdoor play to be acceptable. Teaching staff bring a fully equipped first-aid kit and walkie-talkies outdoors whenever accompanied by children. When outdoor play is not possible due to the conditions outside, the program provides gross motor activities inside using equipment that meets national safety standards. Indoor gross-motor activities are supervised at the same level as the use of outdoor equipment.

When alerted to any environmental or air pollution, staff protect children by limiting outdoor and physical activities.

Sunscreen: The Pre-Kindergarten playground provides a shaded spot to allow children a space to get away from the sun. Parents are asked to dress their children in sun-protective clothing or apply sunscreen to their children before coming to school when needed. Sunscreen or sun block with UVB and UVA protection of SPF 15 or higher is recommended.

Insect Repellent: Insect repellents containing DEET will be used with written parent permission when public health authorities recommend the use of insect repellents due to a high risk or insect-borne disease. Staff will apply insect repellent to Pre-Kindergarten students only once per day.

Outdoor Attire: Please dress your child in comfortable play clothes and rubber soled shoes or sneakers. Children wearing flip-flops or heels will not be allowed on playground equipment. Proper attire will help ensure the safety and comfort of your child. Outdoor play is very important to children. Please be sure to dress your child properly for the weather/season (e.g. boots, mittens, hats, snow pants, etc.) To avoid overheating, sweating, and chilling, children should be dressed warmly yet not overdressed (layering is

recommended). We attempt to go outside each day for recess, so appropriate clothing is essential. Children without snow pants and boots will not be allowed to play in the snow and must remain on the sidewalk.

Discipline: The Chaplin Pre-Kindergarten Program staff will assist children in becoming self-reliant, responsible individuals who assume responsibility for their choices through pro-social behavior. We will use encouragement and the modeling of conflict resolution to assist children in gaining independence. Teaching staff will work with children to teach fairness, kindness, and respect. Children's feelings are to be valued and teaching staff will aid children in talking through their feelings. Teaching staff will immediately intervene when safety is a concern.

The Chaplin Pre-Kindergarten Program follows the NAEYC Accreditation performance criteria.

Teaching staff never:

- use physical punishment such as shaking and hitting
- engage in psychological abuse or coercion
- use threats or derogatory remarks
- withhold or threaten to withhold food as a form of discipline

The entire pre-kindergarten staff uses positive methods of discipline, which encourage self-control, appropriate decision-making, cooperation and positive self-esteem.

If a conflict occurs, teaching staff will:

- Encourage children to "use their words" to talk through the situation and resolve their conflict by communicating.
- Engage in redirection and conflict resolution at a conversational level and distance.
- Encourage children to accept and express feelings.
- Acknowledge all children's feelings before trying to resolve the conflict.
- Offer children choices where real choices exist.
- Use redirection techniques to offer another choice when the first choice is unavailable.
- Remove child from situation if child becomes physical and allow child to calm down before discussing solutions to conflict.

Pre-Kindergarten Classroom and Playground Rules: These rules are a starting point and may be stated slightly different or added to each year as the Pre-kindergarten students help to decide and write their own classroom rules.

- Treat others the way you would like to be treated
- Keep your hands to yourself
- Be kind/Be polite/Be a listener/Be a helper
- Try your best
- Go down the slide on your bottom only
- Pre-Kindergarten students must be accompanied by an adult when entering the school building.
- No flip-flops or heels on the playscape.

Confidentiality: It is the intention of the Chaplin Pre-Kindergarten Program to respect the privacy of children, their families and our staff, whilst ensuring a high quality of early childhood care and education is accessible in our program. Parents/guardians can share their information in the confidence that it will only be used to enhance the welfare of their children. Educational records will be kept for each student, which reflect the physical, emotional, social, and academic aspects of a student's development. We will respect the confidentiality of these records in the following ways:

- The principal is the responsible custodian for school-based student records.
- All records are kept in an orderly way in files and filing is kept up to date.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- Student Teachers/Interns, and Volunteers, when they are working or observing in our school, are advised of our confidentiality policy and required to respect it.
- Records are released to another school or institution only with written parental consent.
- Information and records may be shared with members of the Department of Children and Families (DCF) as deemed appropriate by the Principal. Under these circumstances, the child's parents will be informed that a report is being presented to the authorities.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

Individual Student Records: These include registration and admission forms, signed consents, and correspondence concerning the child or family, reports or minutes from meetings concerning the child

from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

Confidential Folders: Kept for Students receiving Special Education Services. These contain official copies of IEP or 504 Plans.

Both Student Records and Confidential Folders are confidential and are stored in locked cabinets in the school office. Parent/Guardians have a right to access their child's official Student Record or Confidential Folder unless prohibited to do so by a court of law. Parents may only access the Student Records or Confidential Folder of their own children. Information from a child's Student Record or Confidential Folder however, can not be shared with other outside parties or intuitions without prior written parental consent.

The Cumulative folder: Observations of children in the school setting, samples of their work, summary developmental reports and records of achievement. These may be accessed, and contributed to, by staff, the child and the child's parents and are kept in locked cabinets in the classroom. These cumulative folders are available on a needs basis to school personnel immediately involved in the education of the pupil or having responsibility for some specific aspect of the school system's programs directly affecting the student (i.e. Classroom teachers, Specialist, Special Education Service Providers, School Social Worker, Principal). Parents may only access the cumulative folder of their own children.

Access to Records: All student records are available for review by parents or legal guardians, or by students attaining age eighteen, with an appropriate school system employee present to interpret testing data or other information in the records. Parents, guardians, or eligible students may have a third party of their choosing participate with them in such a review. Requests for such review should be directed to the school principal and will be honored within three school days of the receipt of same. After such a review, parents, guardians, or eligible students (eighteen or older) may request copies of documents.

Release of Information in Student Records: Upon enrollment in any other educational institution or school, the cumulative records are transferred to this institution or school upon written request for records from the receiving school. The transfer of any confidential folder data to other public institutions or schools requires the written informed consent of the parent/guardian or eligible student.

Notification Of Rights Under FERPA: The Family Education Rights and Privacy Act (FERPA) is a federal statute. The purposes of FERPA are twofold: to ensure that parents have access to their children's educational records and to protect the privacy rights of parents and children by limiting access to these records without parental consent. FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

1. The right to inspect and review the student's educational records within 45 days of the District receiving the request for access.
2. The right to request the amendment of the student's educational records that the parent or eligible student believes are inaccurate or misleading.

3. The School must have written permission from the parent or eligible student in order to release any information from a student's education record.

- FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- o School officials with legitimate educational interest;
- o Other schools to which a student is transferring;
- o Specified officials for audit or evaluation purposes;
- o Appropriate parties in connection with financial aid to a student;
- o Organizations conducting certain studies for or on behalf of the school;
- o Accrediting organizations;
- o To comply with a judicial order or lawfully issued subpoena;
- o Appropriate officials in cases of health and safety emergencies; and
- o State and local authorities, within a juvenile justice system, pursuant to specific State law.

- Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Health & Safety Policies

Health Services: A school nurse is available to provide services to children enrolled in the pre-kindergarten. The nurse is responsible for completing annual hearing and vision screenings and contacting parents if a child becomes ill at school. The school nurse serves as a consultant to the staff regarding medical concerns. If you have any health related questions or concerns in regards to your pre-kindergarten student (or younger siblings), please do not hesitate to contact our school nurse.

Health Status: The school nurse and staff must be alerted about any child who has a medical condition which may require immediate attention or the administration of emergency medication. Conditions would include food or insect sting allergies.

Illness: If your child has any communicable illness (e.g., virus, cold with fever or excessive coughing, strep throat, chicken pox), she/he must remain home until she/he is no longer contagious. Please notify us if any childhood diseases (e.g., chicken pox) are going through your household so that we and other parents can watch for symptoms in others. Equally important, many of these common diseases are

potentially dangerous to pregnant women (e.g., measles, fifth disease). Kindly make us aware so that we can take the necessary precautions to protect our staff and volunteers.

Any child with a suspected contagious illness will need to be dismissed early. Suspected illnesses include a fever of 100°F or greater, more than one episode of diarrhea or loose stool, reddened tonsils, runny nose with greenish/yellowish mucus, congestion with barking cough, nausea/vomiting, unknown rash, and reddened eyes.

A health assessment form will be filled out by the school nurse stating signs and symptoms observed in school with notification of whether or not your child is able to return to school the following day. Generally a child with a fever of 100°F or greater, diarrhea, and/or vomiting will not be allowed to attend the pre-kindergarten for 24 hours. Upon returning to the program, your child needs to be free of the signs and symptoms of contagious illness and may be assessed by the school nurse.

If your child will not be attending the pre-kindergarten on a given day due to illness or any other reason, please call the Nurse's Office at 455-9593 to notify us.

If your child becomes ill at school, the school nurse will notify you at home or work. If she cannot reach you, she will contact the individual listed on the emergency card.

Medication: If medication must be taken during school hours, the school must have a copy of:

- a. Doctor's or dentist's orders with doctor's or dentist's signature.
- b. Parent written permission.
- c. The medications should be delivered in and dispensed from a properly labeled container from the pharmacy with the name and strength of medication, name of patient, his/her physician or dentist who prescribed the medication, the date of the original prescription, and directions. Medications are to be kept in their original labeled containers to render them safe and effective. Medications requiring refrigeration should be stored in a refrigerator at 36-46°F. The medication must be delivered by the parent/guardian or a responsible adult to the school nurse, principal or teacher.

Child Abuse: Mandated Reporters: Teachers, principals, coaches, instructional assistants, and other professional school staff including social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families. Specific procedures governing the reporting of abuse and neglect are in effect and staff receives yearly training in their use.

Reporting of child abuse and neglect is a responsibility that is taken seriously. If there is any doubt about suspected abuse or neglect, a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries that are not in keeping with the explanation given for their cause. Improper treatments, such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment, or neglect, are also considered child abuse.

Fire drills and Emergency Preparedness: Fire drills are conducted at regular intervals during the school year and are required by state law. Students must follow the exit directions given by their teacher. The alarm will ring continuously to signal a Fire Drill. When the alarm sounds, students are to proceed along posted exit routes in a quick, quiet, and calm manner so that attendance can be taken in a timely manner. Students should not return to the building until the return signal is given. No talking is allowed during a drill. This permits the adults in charge to issue directions and ensure your child's safety. Additional safety drills such as evacuation and lock down drills are conducted during the school year. Schools are now required by state law to substitute a crisis response drill (lockdown drill) for one of the required monthly school fire drills once every three months. During lockdown, teachers gather students on the floor, out of common view and away from doors and windows. They lock the classroom door and close windows and blinds. During a lockdown, children will be required to remain with the adult in charge and will not be allowed to move about the building. Teachers will prepare students for fire drills and lockdowns and answer as many questions as possible. During fire drills and crisis response drills, students are expected to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Parent Communication and Involvement

The Chaplin Pre-Kindergarten Program is committed to welcoming children and their families, and to maintaining close communication between home and school. Teaching staff will use a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, educational goals and effective strategies that can be used by families to promote their children's learning. Policies and procedures will be shared verbally and in writing with families of enrolled children in languages that families use and understand or through translation.

Communication: Two-way communication can be maintained with your child's classroom teacher through notes in your child's home/school folder, phone conversations, and email. Additional information about classroom activities, expectations, and individual child updates will be written in a weekly pre-kindergarten newsletter, posted on a classroom activities bulletin board, and found on our classroom website. A link to the pre-kindergarten classroom can be found by going to our school website www.chaplinschool.org and clicking the "Classrooms" tab.

Home/School Folder: Each child will be given a home/school folder to hold important papers. He/she should bring that folder to school every day and it should be checked at home each evening for notices. Included in the home/school folder will be a parent-teacher communication log. This is where you and your child's teacher may write any informal notes pertaining to your child's day such as that your child didn't sleep well the night before, or that he or she has sneakers in their backpack for Gym class. Your child's classroom teacher will also use this space to respond to your notes and questions, or share information about an activity your child enjoyed, ask a question to clarify a story your child shared, or to let you know your child didn't like the snack offered that morning. Please date any notes you write on the Parent-Teacher communication log. Notes from parents, not requiring a written response, such as "please refrigerate Sally's tuna fish sandwich" will be marked to indicated they were read by a teacher.

Phone Conversations: 860-455-9593. Please feel free to talk to your child's teacher about any questions or concerns you might have, ideas you would like to share, or anything else you think he/she should know. If your child's teacher is in class when you call, he/she may need to return your call. The best time to reach your child's classroom teacher in person is between 12:00-12:30, before 8:30 a.m. or after class hours 3:15 – 3:40 p.m. This procedure will enable us to focus our attention on the children when they are here.

Email: Teachers can be reached by e-mail. To send an e-mail to any staff member, type the first letter of their first name and their last name followed by @chaplinschool.org. For example to email Pre-Kindergarten classroom teachers type in cgrzywacz@chaplinschool.org and kbeavan@chaplinschool.org.

Open Door Policy: The Chaplin Pre-Kindergarten has an open door policy. Please feel free to visit the program at any time during regular school hours. Although we actively seek parent participation, we ask you to keep in mind that one of the primary purposes of any pre-kindergarten program is to ease the child's transition from home to school. If your child would be upset by your presence in the classroom, we will happily work with you to find alternative ways to volunteer.

Open House: A school-wide Open House is scheduled in the fall to introduce parents/guardians to the program and facility. This year the C.E.S. Open House will be held on Thursday, September 13th, from 6:00 p.m. – 7:00 p.m.

Family Fridays: Once per month for 1 – 1 ½ hours a family member is invited to join their Pre-kindergarten for planned classroom activities. Examples of monthly activities include a get-to-know each other playdate with popsicles on the playground, performances, thematic activities, and free choice exploration of classroom materials. Family Friday participants may be parents, older siblings, grandparents, or aunts/uncles. If a family member over the age of 18 is unable to attend to participate

with your pre-kindergartner, a special family friend, neighbor, or babysitter may come in their place. Family Friday dates will be set and announced several months in advance so that parents/guardians have ample time to request time off and/or make childcare arrangements for younger siblings.

Classroom Volunteering: Parents are invited to volunteer in our classroom to help out with learning center activities, read to small groups of children, give presentations on educational topics, and create bulletin board displays. A monthly volunteer sign-up sheet is posted outside the pre-kindergarten classroom on our Pre-Kindergarten Activities bulletin board. If you have an additional special skill, please let your child's classroom teacher know so a mutually agreeable time can be found for you to volunteer.

Parent-Teacher Conferences: Individual conferences are scheduled twice annually for students. Parents may request an additional conference at any time. Should the classroom teacher have a concern or question about your child, he/she will request a meeting with you. Parents will receive a written report after Parent-Teacher Conferences in November and March, outlining what was discussed: i.e. their child's developmental progress and any goals and plans that were made.

Report Cards: Pre-Kindergarten report cards are issued once a year in June and a written progress report is sent home in January. Report cards are based on the State of Connecticut's Preschool Assessment Frameworks. The report card highlights 30 performance standards from four domains: Personal & Social, Physical, Cognitive and Creative Expression. Each of the 30 performance standards has 4 benchmarks which form a continuum of skill development for children ages 2.5yrs to 6yrs. The Pre-Kindergarten Report Card indicates which benchmark a child is currently performing at for each performance standard.

Families with children receiving Special Education Services will additionally receive goal progress reports twice yearly and a summary of progress at an annual review from their child's Special Education Service provider.

Negotiating difficulties and differences that arise in interactions between families and program staff: If a parent disagrees with how a teacher works with a child or there are differences with the teacher, families are requested to first discuss the issue with the teacher. If a parent is not pleased with the outcome of a parent/teacher conference, he/she should contact the school principal, Daniel White, at 860-455-9593, dwhite@chaplinschool.org.

School Readiness Council: The School Readiness Council is part of a state-funded initiative that works to provide access for young children to high quality, accredited child care programs. The School Readiness Council brings together elected officials, school management staff, parents, community health care providers, librarians, and childcare representatives. This committee works to collaborate on community

programs and services such as parent involvement and parent education, health and nutrition services, providing family literacy programs, establishing a sliding scale for families participating in the school readiness programs such as Chaplin's Pre-Kindergarten Program, promoting enrollment of children from different racial, ethnic and economic backgrounds, transitioning children to kindergarten and conducting an annual evaluation of the effectiveness of the program.

Parents/Guardians of Chaplin Pre-Kindergartners and community members are encouraged to join the School Readiness Council. The Council meets once every other month at 5:30 P.M. in the CES Library. Childcare is provided.

The Chaplin School Readiness Program has collaborative agreements with EASTCONN's Adult Education Program, the Chaplin Public Library, Generations Health Care and the many services provided within Chaplin Elementary School. Please contact the CES Main Office if you have any questions about the various programs that we can assist you with.

Parent-Teacher Organization (PTO): The Chaplin Board of Education believes that parent-school collaboration is essential to providing the best learning environment for our children. Participation in parent organizations is one of the best ways to support your child's education. Your participation is encouraged. The PTO meets on the second Tuesday of the month in the CES Library at 6:30 P.M.

Board of Education: The Chaplin Board of Education meets on the second Wednesday of each month except for the month of July. Meetings are held in the CES Library at 6:30 P.M. The public is welcome to attend.

Transition to Kindergarten

The Pre-Kindergarten and Kindergarten programs will work throughout the school year to facilitate the transition of students from Pre-K to Kindergarten. Students in both programs will take part in a weekly "Community Time"; where Pre-K students and Kindergarten students get together to take part in a variety of activities and interact with staff that the Pre-K students will work with in Kindergarten. Pre-Kindergarten families who have students entering Kindergarten in the fall will be invited to a Kindergarten Parent Orientation night in June. Families will be able to hear from the Kindergarten teacher(s), the Reading Consultant, Math Specialist, Speech & Language Pathologist, the School Nurse, the School Social Worker and the CES Principal.

At the end the school year, you will receive a questionnaire asking your intentions for either pre-kindergarten or kindergarten enrollment for the following school year. Pre-Kindergarten student records

are automatically transferred to Kindergarten for advancing students at the end of the school year. No further registration steps are necessary.

Evaluating and Improving our Program

The Chaplin Pre-Kindergarten is a continuously evolving program, which needs your feedback to improve and to evaluate our program. The staff is committed to continually improving and modifying the program to better meet the needs of our students and their families.

Pre-Kindergarten staff members are involved in ongoing professional development to continually improve the quality of the program. Professional development activities are both school-based and outside of school. Training in the CT Preschool Curriculum and Assessment Frameworks is an example.

The Pre-Kindergarten program believes that parent input is a valuable part of our program assessment. Parents are encouraged to address concerns or share ideas with the teachers at any time. Parents should bring any problems or concerns to the attention of their child's teacher. If the parents are unable to resolve the issue with the classroom teacher, they should contact Dan White, the Chaplin Elementary School Principal.

At the March Parent-Teacher Conferences, families will be provided with the annual NAEYC program evaluation. The evaluation instrument will assist Chaplin Elementary School in evaluating the Pre-Kindergarten Program. Evaluation results will be provided to the Connecticut State Department of Education on the end-of-the-year report for the School Readiness Grant. Evaluation results will be presented to the School Readiness Council as well. Results of the program evaluation are available to families upon request.