



**Collaborative for
Colchester's Children**

HEALTHY, HAPPY & SUCCESSFUL CHILDREN

Dear Board Members,

Attached you will find the draft of the School Readiness Grant for FY20.

DO NOT PRINT without first reviewing as it is VERY long.

The format of the draft is a little unusual and somewhat confusing as all of the content within will need to be uploaded to a Qualtrics online platform once approved. The narrative piece of the grant is largely between pages 3 and 10. The remainder of this document includes the budgets and supporting pieces of the grant.

The blue underlined areas are either additional explanation of requirements or attachments that are necessary. It is difficult to decipher when not in the online platform. I have verified that all required content is in this pdf.

Please let me know if you have any questions or comments.

Best,
Cindy Praisner
Early Childhood Coordinator



Connecticut Office of Early Childhood

School Readiness Grant Program Application Fiscal Year 2020 (July 1, 2019-June 30, 2020)

PRIORITY AND COMPETITIVE SCHOOL READINESS

FY 2020 COMMUNITY RFP

Legislative Authority

Connecticut General Statutes

Sections 10-16o through 10-16r and Sections 10-16t through 10-16u

Due Date:**May 17, 2019**

The Connecticut Office of Early Childhood is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Office of Early Childhood does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Office of Early Childhood does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Office of Early Childhood's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director
State of Connecticut Department of Education
Suite 607
450 Columbus Boulevard
Hartford, CT 06103
levy.gillespie@ct.gov
860-807-2071

Completion of this application notifies the Office of Early Childhood(OEC) that each applicant sub-grantee has met all OEC requirements of the local School Readiness (SR) application.

Each sub-grantee that provides School Readiness services, or wishes to provide School Readiness services, must submit a local proposal to the School Readiness Council for approval. The local School Readiness application must be reviewed and scored by a team.

Please write the name of the School Readiness Community for which this application is being submitted:

_____ Colchester _____

OVERVIEW AND DESCRIPTION

Download and review the [School Readiness Overview and Description](#) document, which includes the purpose of the program, outlined in the Connecticut General Statutes as well as a description of Space Types and Rates, Monitoring Requirements and Reports, and Eligible Recipients for the program.

Once you have reviewed this information, please check the box below to affirm you have read the attached document and shared with all relevant stakeholders.

- I affirm that the School Readiness Council named above has reviewed and shared the Overview and Description document attached above and will follow the requirements outlined therein.

STAFF QUALIFICATIONS AND THE EARLY CHILDHOOD PROFESSIONAL REGISTRY

Download and review the [Staff Qualifications and Registry Requirements](#) of the School Readiness Grant Program.

Once you have reviewed this information, please check the box below to affirm you have read the attached document and shared with all relevant stakeholders.

- I affirm that the School Readiness Council named above has reviewed and shared the Staff Qualifications and Registry document attached above and will follow the requirements outlined therein.

LOCAL REQUESTS FOR PROPOSALS

Download and review the [Local Request for Proposals](#) requirements of the School Readiness Grant Program.

Once you have reviewed this information, please check the box below to affirm you have read the attached document and shared with all relevant stakeholders.

- I affirm that the School Readiness Council named above has reviewed and shared the Local Requests for Proposals document attached above and will follow the requirements outlined therein.

GRANT SUBMISSION INFORMATION

Download and review the [School Readiness Grant Submission Information](#) document which includes information related to **Grant Submission**. Date of Board Acceptance, Obligations of Grantees and Subgrantees, Management of Control of the Programs and Grant Consultation, Role of the State, and the Grant Process.

Once you have reviewed this information, please check the box below to affirm you have read the attached document and shared with all relevant stakeholders.

- I affirm that the School Readiness Council named above has reviewed and shared the Grant Submission document attached above and will follow the requirements outlined therein.

Freedom of Information Act

All of the information contained in the grant application submitted in response to the School Readiness Grant Program is subject to the provisions of the Freedom of Information Act (FOIA), C.G.S. Sections 1-200 et seq. The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency, as defined in the statute, are public records and every person has the right to inspect and receive a copy of such records.

- I affirm that the School Readiness Council named above understands that it is subject to the provisions of the Freedom of Information Act.

In the space below, please provide information about how the School Readiness Council makes information publicly available about its activities including, but not limited to, council membership and leadership, governance policies and decision making protocols, agendas, and meeting minutes. Please include the web address of this information if it is available--if it is not, please describe any plans the Council has to publicly post this information online.

The School Readiness Council makes some information available publicly as part of our local early childhood council's Community Plan and website. The Plan includes our School Readiness Strategies and Actions under the Ready to Learn when Entering K area (https://docs.wixstatic.com/ugd/fe80be_6212f45fe1af4ca0a88c2a70828f8fce.pdf). Information

about meeting dates (<https://www.colchesterc3.org/meeting-information>) and School Readiness applications and Student Selection Process(<https://www.colchesterc3.org/preschool>), as well as the full plan, are available on our website. Detailed information about the Council membership, agendas, minutes and policies are always available upon request. The Council does not have any plans to publicly post this information online at this time due to lack of resources. If it were required or a need arose, then we would reallocate resources to add them to our website.

SCORING RUBRIC

All School Readiness Grant applications will be scored by the OEC [School Readiness Scoring Rubric](#) .

FY20 SCHOOL READINESS GRANT APPLICATION

This grant is supported by the Connecticut Office of Early Childhood

GRANT PERIOD

July 1, 2019 to June 30, 2020

COMMUNITY NAME

Colchester

APPLICATION CONTACT PERSON

(School Readiness Liaison or Grant Application Contact if no Liaison)

Name Cindy Praisner
Title Early Childhood Coordinator
Address 315 Halls Hill Rd
City Colchester
Zip Code 06415
Telephone 860.537.0717
E-mail cpraisner@colchesterct.org

FISCAL AGENT

Fiscal Agency Town of Colchester
Address 127 Norwich Ave
City Colchester
Zip Code 06415
Federal ID# 06-6001974
Agency Contact Name Maggie Cosgrove
Agency Contact E-mail mcosgrove@colchesterct.gov

ESTIMATE FUNDING REQUESTED

School Readiness:	160,650
Quality Enhancement:	3,881
Total:	164,531

MANAGEMENT AND ACCOUNTABILITY STRUCTURE

Section 10-16p (g) of the C.G.S. requires each School Readiness community to “*designate a person to be responsible for such coordination, program evaluation and administration and to act as a liaison between the town and the Commissioner of the Office of Early Childhood.*”

The School Readiness Liaison (Liaison) is the person responsible for the management (as defined in [GP C-01](#)) of the grant program. Please address the following:

Describe how the School Readiness Council participated in the grant application process and what the ongoing role of the Council will be in carrying out the goals and objectives of the grant.

The School Readiness Council discussed priorities for our School Readiness funding throughout the year. Additionally, the Council revised and approved amendments to our Policies and Bylaws to be in alignment with updates to the General Policies in order to be in compliance with all grant requirements. At application time, the coordinator, health representative, and one of the co-chairs scored the local applications that were submitted. The Council reviewed the completed rubrics of each program application and decided based upon consensus to re-approve the current programs as School Readiness sites. Additionally, the Council reviewed and approved the overall plan for space allocation and budgets for this application. Needs and priorities for Quality Enhancement funds were discussed with the Council before the application was released. Proposals for the Quality Enhancement grant were reviewed and providers selected based upon our earlier discussions. The Council gave final approval on all selections for Quality Enhancement spending before submission of this application. As we implement the grant, our Council participates in the development of goals and objectives, reviews progress towards the objectives as well as implements relevant activities. The members of the Council act as champions for the goals as well and communicate the importance of the objectives to others. The Council members also assist in the dissemination of information to programs and staff. This past year we discussed ways to improve the School Readiness application, revised the our Hardship and Attendance policies for families, hosted a Preschooler’s Expo, and discussed ways to increase the developmental monitoring and screening of young children in our community.

How does the Liaison carry out the fiscal and program monitoring of sub-grantees?
Please include the following information:

- How often sub-grantees are monitored and if visits are random/announced;
- What documentation is collected and/or reviewed (i.e. QSM Reports, NAEYC/Head Start Reports, Licensing Reports, Budgets/Expenditure Reports, etc.);
- How enrollment and attendance data is verified;
- How the larger School Readiness Council is informed of any findings due to monitoring activities;
- How monitoring is used for continuous quality improvement at the sub-grantee or community level (please cite a specific example if one is available such as ECIS trainings)

for appropriate program staff, use of one income verification form across all programs, TA for sub-grantees on Transition to Kindergarten, etc.).

The Liaison ensures that a Colchester School Readiness Program Provider Agreement is executed each year between the Board of Education and the sub-grantee. This agreement clearly defines the terms and conditions of the sub-grantee responsibilities in carrying out the grant program. Program visits occur at least 3 times per year; the minimum number of visits are scheduled with the sub-grantee. Additional visits may be announced or unannounced depending upon need and purpose. During the monitoring visit, health forms, parent involvement activities, nutrition services, and individual staff professional development plan progress are reviewed. Other reports such as QSM report and NAEYC status are monitored monthly through the Professional Registry by the Liaison. Upon renewal or any change in status, programs also provide NAEYC reports and/or licensing reports to the liaison. The fiscal responsibilities of the sub-grantees are monitored by the Liaison through budget updates. Budget updates are collected as of December 31 and June 30 of each fiscal year. These updates must include amounts collected from family fees where applicable. The Liaison compares the updates with the original budget submitted with the local RFP. If the sub-grantee wishes to revise its budget during the course of the year, the School Readiness Council must approve the revision. The Liaison has a self-created checklist of monitoring requirements that is completed throughout the year. Enrollment is the responsibility of the Liaison. Attendance logs are submitted monthly and reviewed by the Liaison and compared to the enrollment records. Any children with high absenteeism are discussed with the sub-grantee and potential solutions are identified. The School Readiness Council is informed of any findings from the monitoring visit that may significantly impact the compliance of the sub-grantee at the next Council meeting. Action plans will be developed to address any quality, safety, or compliance issues. These plans are developed between the Liaison and the program as well as additional members of the School Readiness Council as needed. Action deadlines are a part of the plan and are monitored by the Liaison in concert with the Program Director. Continuous quality improvement occurs at the Community level through the expansion of School Readiness requirements and/or trainings. For example, CT DOTS training was provided to our School Readiness providers as well as other interested community providers. In this way, we can expand the use of State initiatives and/or best practices with more home-based and center-based programs in Colchester.

How are sub-grantee classrooms monitored?

Please include the following information:

- The qualifications of the individual conducting classroom monitoring;
- How often classrooms are monitored and if visits are random/announced;
- How classroom monitoring is used for continuous quality improvement at the sub-grantee or community level (please cite a specific example if one is available, such as registry training to ensure classroom teachers are reflected appropriately in the registry,
- TA on appropriate hand washing or how to individualize instruction to meet the needs of all children etc.).

The Liaison oversees the classroom monitoring of sub-grantees. The monitoring visits are completed by an outside evaluator or the Liaison. The Liaison has a BS in Elementary

Education, MS in Special Education with a concentration in Infancy/Preschool, and an EdD in Curriculum and Instruction. Additionally, the Liaison has taught in preschool and school age settings. The outside evaluator has a BS in Elementary and Special Education and an MS in Clinical Psychology and Psychotherapy. She has worked as both a teacher in a preschool and school age settings as well as a counselor in a school setting. Currently, she facilitates parent and child groups in a family resource center environment. Both individuals are certified to use the CLASS and continue their own professional development in a variety of ways. Classroom monitoring occurs in the Fall, Winter, and Spring to ensure continued compliance across the school year and to provide feedback on growth for identified needs. These visits are scheduled with the programs. Unannounced visits may also occur if there are specific concerns. Learning experience plans are collected and reviewed at each visit to ensure that classrooms are using the ELDS, assessing students, promoting literacy, and differentiating instruction. Visits are done with a monitoring form that reflects many of the 11 quality components required by the grant including record keeping, parent involvement, nutrition services, and professional development needs and plans. These forms are completed by the monitor, reviewed by the Liaison, and signed by the Program Director. The Liaison receives the signed form and all supporting documents for final review and additional follow-up as needed. The CLASS is used annually in all School Readiness classrooms as a more objective monitoring tool. At year end, programs must submit their assessment data including the CTDOTS class summary and the class summary for ESGI. Learning Experience Plans are collected at each visit to ensure that classroom activities are being aligned with CTElds. Areas that need improvement are addressed with the program and may become part of future professional development opportunities. Common areas of need such as the use of open-ended questions or increasing need to help students self-regulate are identified through the monitoring process. These skills are then integrated into professional development for the School Readiness Providers as well as other interested community providers. In this way, the School Readiness funding provides for continuous, quality improvement in many of our community centers benefitting far more children than just our School Readiness students.

OTHER COMMUNITY GRANTS

Please check those grants that are currently in your community.

- X Adult Education
- Family Resource Center
- X Head Start and/or Early Head Start
- Preschool Development Grant
- X Preschool Special Education
- Smart Start Grant
- X Birth to Three
- Home Visiting
- Other state, federal or private grants that collaborate with School Readiness programs

Please describe how the School Readiness Council ensures all early childhood grants received in the community are coordinated to maximize benefits to children and families (i.e. universal applications and/or eligibility screening of families for all programs, joint monitoring, shared resources etc.). Be sure to include information about how the Council supports outreach and recruitment of new families to the School Readiness Program to ensure full utilization of spaces without the diminution of other spaces in the community.

The School Readiness Council works to ensure that early childhood funds and initiatives are coordinated in a way that maximizes benefits to Colchester children and families. Our Adult Education program is sponsored by the Colchester Board of Education in cooperation with Vernon Regional Basic Adult Education which offers a GED, High School Diploma, and English Language programs. Our Council does not coordinate directly with this program but supports the dissemination of information about the programs to our School Readiness families. The Town of Colchester does not directly receive a grant for Early Head Start/Head Start programming but has a strong partnership with TVCCA to provide both programs within our district elementary school building. The sharing of resources through space, staff, and materials has allowed children to be served as full members of their community and families to access support for parents offered through our local early childhood council (The Collaborative for Colchester's Children of which the School Readiness Council is a sub-committee). Our Collaborative play and learn groups are offered within the Early Head Start classroom and our Head Start classroom is located within the school district's preschool wing. The Liaison works collaboratively with TVCCA to fill HeadStart and School Readiness spaces to ensure the maximum number of families are served in the program that will best meet the family's needs. Colchester's preschool special education program assists our local school readiness efforts in a variety of ways. Our public schoolbased preschool program, the Colchester Early Childhood Program, serves students with special needs as well as SchoolReadiness and other typical peers. CECP staff sits on the Council and on our local early childhood council. The program has served as a model site for other teachers within our School Readiness program; offering an opportunity to observe best practices. Colchester's Early Childhood Program (a School Readiness sub-grantee), as provider of preschool special education services, works closely with Birth to Three to anticipate and plan for children that will be transitioning to preschool services. The program keeps the Council updated on the numbers and types of disabilities that are moving up. Our School Readiness Council promotes the School Readiness program to all families within our community. The application is released in February immediately following the school district's lottery draw for its preschool program that serves a large percentage of our preschool children. An invitation is sent to all families with children that are not selected and remain on the "lottery wait list". Additional outreach through emails, fliers, and social media posts begin in February as well. Our sub-grantees refer families to the program as well as other social service providers. All School Readiness applications are kept in a waiting pool until selection begins in early May. The selection process for students begins in early May with children that meet the income eligibility requirement; students with the most need, based upon a rubric, are considered first. If the family is eligible for Head Start, a space is reserved for them in School Readiness until placement in Head Start is confirmed. This ensures that the family's least able to afford private preschool programming are likely able to get a placement in one of

our Federal or State supported options. If spaces remain on August 1, spaces are made available to families with higher incomes with the children with the highest need served first. This process has allowed us to maintain all of the subsidized spaces in our community and private programs have been able to adapt as well.

MONITORING AND EVALUATION OF SCHOOL READINESS QUALITY COMPONENTS

According to C.G.S. Section 10-16q, each School Readiness Program (community) shall include the following quality components:

- Collaboration with other community programs and services
- Parent involvement (family engagement)
- Health (record-keeping policies and referrals)
- Pre-literacy (teacher training)
- Nutrition
- Family literacy
- Admission policies that promote diversity
- Transition to Kindergarten
- Professional development
- Sliding fee scale
- Annual evaluation

Please provide a description of an overall approach to monitoring the set of 11 quality components (i.e. provide a high-level overview of how all components are monitored--tools used, how often the components are monitored, who conducts monitoring, etc.) The next question will ask for details of a few of the components.

The Liaison is responsible for the monitoring of the 11 quality components. This is accomplished through our self-created monitoring tool that includes all of the components as part of a checklist as well as through Council efforts. Using the monitoring tool, the components are reviewed at least three times per year through the program monitoring visit. This visit is conducted by the Liaison or a contracted outside evaluator. Discussions occur with program staff about their efforts to comply with program components such as family engagement, collaboration with community programs, transition planning, and nutrition. Records are reviewed to ensure compliance with the health, pre-literacy, and professional development requirements. Admission policies, use of the sliding scale fee, annual evaluation data, and referral to literacy and adult education programs are the responsibility of the Council and Liaison. Sub-grantees participate in the implementation of each of the above by submitting data and documents, participating in Collaborative and Council meetings, implementing activities and practices in their programs, and by referring families to the Liaison for additional assistance.

Please provide at least two, but not more than four, recent and specific examples of how the School Readiness Council has worked to improve at least two of the 11 quality components at the sub-grantee level.

Annual Evaluation-The School Readiness Council has elected to use Quality Enhancement funds and staff time to improve the assessment practices in School Readiness programs. The Council elected to purchase an ESGI software subscription for each sub-grantee to use as a one-on-one assessment to measure progress on early literacy and math skills. Additionally, the Liaison was trained as a trainer for CT DOTS. CT DOTS training was then offered to teachers in both sub-grantee programs as well as to other community providers. Teachers are now transitioning from CTPAF to CT DOTS as their assessment tool and have begun to gather family input as part of the assessment process. The School Readiness Monitor checks with teachers during each site visit to ensure that the assessment tools are being used. If required, the School Readiness Council has monitored the use of the assessment tools to ensure their completion. The data from these assessment tools is submitted to the Liaison at the end of the school year for review and becomes part of our Annual Evaluation measures.

Collaboration with community programs and services- The School Readiness Council monitors and supports the collaborative efforts of our community programs through our local early childhood council and School Readiness Council meetings. Our council, the Collaborative for Colchester's Children (C3), serves as a platform for networking and collaboration with many regional and local programs and services including the Colchester Public Schools, Cragin Memorial Library, Youth and Social Services, Recreation Department, UCFS, TVCCA Head Start and parents. At these meetings, our School Readiness programs bring offerings for others to the table as well as learn about potential programs and services to be used with the children and families in their School Readiness programs. Attendance by representatives from each of our community sites is monitored at both the School Readiness Council and C3 meetings. This year, our Liaison added another collaboration by engaging the Early Childhood Consultation Partnership (ECCP) representative to provide Mental Health Consultation Groups on a regular basis for all of our community providers. The Group serves as an opportunity to learn, ask questions, problem-solve, and support other providers. Initial reaction has been positive and more requests for services in programs is an anticipated result as providers are learning what ECCP has to offer them.

EARLY CHILDHOOD PROFESSIONAL REGISTRY (REGISTRY)[GP A-03](#)

By checking below you are verifying the following:

- New applicant - School Readiness Liaison not yet assigned
- School Readiness Liaison has an account with the Registry
- X School Readiness Liaison has Liaison Access to the Registry
- X School Readiness Liaison verifies that sub-grantees update Registry information EVERY month

By checking below you are verifying that:

- X School Readiness Liaison is completing a quarterly check of each sub-grantee's education qualifications, and progress toward meeting and maintaining compliance with both NAEYC Accreditation candidacy requirements and the state-legislated education requirements.

SCHOOL READINESS GRANT SIGNATURE PAGE

Complete and upload the School Readiness Grant Signature Page

[COMMUNITY NAME FY 20 School Readiness Grant Signature Page](#)

The page must ALSO be submitted in hard-copy format with original signatures by the RFP deadline, May 17, 2019.

SCHOOL READINESS COUNCIL

Identify all members of the community's School Readiness Council for the School Readiness Grant Program in FY 2020.

Council members shall be representative of the community and include the Chief Elected Official or designee, the Superintendent of Schools or designee, parents, the McKinney-Vento Liaison, representatives from local programs associated with young children such as Family Resource Centers, non-profit and for-profit preschool programs and Head Start, a public librarian, and other local community organizations that provide services to young children. Complete and upload the School Readiness Membership Form.

[COMMUNITY NAME FY 20 School Readiness Council Membership Form](#)

Attach a copy of a sample local monitoring site visit form.

Attach a sample of how monitoring findings are shared with the larger School Readiness Council (copy of email, official document/memo, meeting minutes etc.).

Attach a sample of how monitoring results are shared directly with programs (i.e. copy of email, official document/memo etc.).

SCHOOL READINESS PROGRAM INFORMATION

NOTE: All program/site names MUST match the name on the official license (if applicable). See [GP A-03](#) for detailed naming protocol.

Complete and upload the FY20 School Readiness Program Applicant's contact page

[COMMUNITY NAME_FY 20 School Readiness Program Applicant Contact Page](#)

PROGRAM SPACE GRID

Complete and upload the FY20 School Readiness Program Space Grid.

[COMMUNITY NAME_FY 20 School Readiness Program Space Grid](#)

LICENSING AND ACCREDITATION

Complete and upload the FY 20 School Readiness Licensing and Accreditation information page.

[FY 20 Licensing and Accreditation](#)

Upload NAEYC Accreditation Candidacy Report

Upload the Designated QSM Compliance Report

SCHOOL READINESS BUDGET

Applicants must complete the School Readiness Budget Justification Page (tab 1 of the SR Budget Workbook), providing a brief justification for each line item expenditure in the grant budget. The ED114 Budget Page (tab 2 of the SR Budget Workbook) will auto-calculate based on totals from the Budget Justification Page.

An explanation of budget codes can be found here:

[School Readiness Community Budget Codes](#)

Complete and upload the FY 20 SR Budget Workbook

[TOWN NAME FY 20 Community Budget Workbook](#)

Community Admin Match

If a community receives more than \$75,000 in admin, there may be a local match of up to \$25,000. If there is a local match, please upload a letter to the OEC indicating a local match and the amount.

LOCAL REQUEST FOR PROPOSALS

Each community is required to publicly issue a Local RFP for FY 2020 identifying new or continuing eligible local early care and education providers, which shall provide School Readiness services to eligible children and their families. In its review of these applications, the School Readiness Council must ensure the proposals address all the statutory requirements specifying how the program will meet these requirements and only submit those proposals that are complete and in compliance with such requirements.

Each community must provide a copy of the School Readiness Council's scoring summary sheet which includes scores for each local School Readiness Program applicant as well as the Council's recommendation for funding.

Agencies with multiple sites may submit one (1) application with the individual sites, spaces, and cost information and include site-specific information for licensing, accreditation, staff grids, program administration and operation pages, budget and justifications, budget attachments, and collaboration agreements.

Upload a copy of your community's public notice for the local RFP.

Complete and upload the Local School Readiness RFP Scoring Summary Sheet.

[COMMUNITY NAME Local SR RFP Scoring Summary Sheet](#)

Complete and upload every Local Request for Proposal for every sub-grantee (even those not recommended for funding)

[PROGRAM NAME Local RFP](#)

Local RFP Attachments:

[PROGRAM NAME Local Data Workbook FY 20](#) (to be e-mailed to your Liaison)

[PROGRAM NAME Local Budget Workbook FY 20](#) to be e-mailed to your Liaison)

[PROGRAM NAME Local RFP Scoring Packet](#)

Note: Local RFP attachments do not need to be uploaded but should be kept on file at the program.

Local RFP - Program 1

Local RFP - Program 2

Local RFP - Program 3

FY20 QUALITYENHANCEMENT GRANT APPLICATION

This grant is supported by the Connecticut Office of Early Childhood

GRANT PERIOD

July 1, 2019 to June 30, 2020

OVERVIEW AND DESCRIPTION

Please click here to download and review the School Readiness Quality Enhancement Grant Program document which includes the purpose of the program outlined in the Connecticut General Statutes as well as priorities for funding and funding amounts.

Once you have reviewed this information, please check the box below to affirm you have read the attached document and shared with all relevant stakeholders.

- x I affirm that the School Readiness Council named above has reviewed and shared the School Readiness Quality Enhancement Grant Program document attached above and will follow the requirements outlined therein.

QUALITY ENHANCEMENT (QE) INDIVIDUAL VENDOR REQUESTS FOR PROPOSAL

Each community is required to publicly issue a QE RFP for FY 2020 to identify eligible local vendors to provide School Readiness quality enhancement services to local School Readiness providers.

Requirement: The QE RFP is for use when soliciting applications for projects. The general public must be notified of the opportunity to bid. Include a copy of the public notice with this application. The School Readiness Council will collect, review and score the application(s).

The School Readiness Council must ensure that all local procurement processes are followed.

[COMMUNITY NAME QE RFP FY 20](#)

[QE Individual Vendor Budget Workbook FY 20](#) (to be e-mailed to your Liaison)

*QE Individual Vendor Budget Workbook(s) do not need to be uploaded but should be kept on file at the program.

Upload a copy of your community's public notice for the QE Individual Vendor RFP.

Local QE - Approved Vendor 1

Local QE - Approved Vendor 2

Local QE - Approved Vendor 3

QUALITY ENHANCEMENT BUDGET

Using the QE budget workbook provided, indicate how the funds will be expended through June 30, 2020. There are no administrative, indirect costs or carryover funds allowed. The fiscal agent may request funds through the online prepayment grant system.

Complete and upload the FY20 QE Approved Vendor Summary Budget Workbook (summary of all vendor budgets).

[COMMUNITY NAME_ QE Vendor Summary Budget Workbook FY 20](#)

Applicants must complete the Quality Enhancement Budget Justification Page (tab 1 of the QE Budget Workbook), providing a justification for each line item expenditure proposed in the grant budget. The ED114 Budget Page (tab 2 of the QE Budget Workbook) will auto-calculate based on totals from the Justification Page.

An explanation of budget codes can be found here:

[Quality Enhancement Budget Object Codes](#)

Statement of Need, Goals and Indicators:

Describe the need for the proposed activities, the intended goals and the indicators of achievement that will be used to measure the success of the activity.

Complete and upload the Statement of Need, Goals and Indicators of Progress Form.

[COMMUNITY NAME_ Summary of Needs, Goals and Indicators of Progress Form FY 20](#)

If additional Quality Enhancement funds were to become available, please provide a description of how these funds would be used in your community to support one, two or all three of the elements below. Please provide a brief summary of activities that would be achieved, the cost of these activities, and a timetable in which the activities would occur. Provide comprehensive services, such as enhanced access to health care, a health consultant, a mental health consultant, nutrition, family support services, parent education, literacy and parental involvement, and community and home outreach programs; and provide information concerning access when needed to a speech and language therapist; Provide for educational consultation and staff development; Provide technical assistance services to enable providers to develop child care facilities pursuant to C.G.S. Sections 17b-749g, 17b-749h and 17b-749i.

Additional funds for Quality Enhancement would be used to provide staff development. Colchester would provide the Circle of Security for Classrooms training to area providers. The cost would be \$1201.49. The series of four 2-hour workshops would occur over the course of the 2019-2020 school year and be open to any area early educator. Unfortunately, we are not

currently prepared to begin new programs such as home visiting though they would benefit families in Colchester.

STATEMENT OF ASSURANCES

CONNECTICUT OFFICE OF EARLY CHILDHOOD
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

Review Statement of Assurances

[School Readiness Statement of Assurances](#)

Complete and upload the School Readiness Statement of Assurances Signature Page.

This page must ALSO be submitted in hard-copy format with original signatures by the RFP deadline.

[COMMUNITY NAME_ Statement of Assurances Signature Page](#)

AFFIRMATIVE ACTION CERTIFICATE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

According to the Connecticut Commission on Human Rights and Opportunities (CHRO) **municipalities** that operate **school districts** and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. **Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.**

Download the Affirmative Action Certificate.

The page must ALSO be submitted in hard-copy format with original signatures by the RFP deadline.

[COMMUNITY NAME_ Affirmative Action Certificate](#)

CERTIFICATION PAGE There are no further questions in this RFP. Please be sure to go back and check that all questions have been answered. After you certify below that all

questions have been answered and click the "Next" button, your RFP will have been submitted. The next page that appears will be a summary response. Please click on the PDF Icon at the top of the next page to download a summary of your responses.



CERTIFICATION PAGE: You will not be able to reopen this RFP once you click "Next".

Are you sure you want to submit this RFP?

By clicking here, I certify that I have answered every question to the best of my knowledge and belief and that all of the information contained herein this School Readiness Community RFP is truthful and accurate.

Yes, I am sure I want to submit this RFP.

SCHOOL READINESS GRANT SIGNATURE PAGE

GRANT PERIOD

July 1, 2019, to June 30, 2020

<u>COMMUNITY:</u> Colchester	
<u>APPLICATION CONTACT PERSON:</u> (Name, Address, Telephone, E-mail) Cindy Praisner 315 Halls Hill Rd Colchester, CT 06415 860.537.0717 cpraisner@colchesterct.org	<u>ESTIMATED FUNDING:</u> School Readiness: \$160,650 Quality Enhancement: \$3,881 Total: \$164,531

We, Arthur Shilosky and Jeffrey Burt, the undersigned authorized chief administrative officials submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained therein, and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

Signature: (Chief Elected Official)

Name: (typed)	Arthur Shilosky	Title:	First Selectman
Agency:	Town of Colchester	Date:	

Signature: (Superintendent)

Name: (typed)	Jeffrey Burt	Title:	Superintendent
Agency:	Colchester Public Schools	Date:	

* Send hard copy with original signatures to doreen.culver@ct.gov

SCHOOL READINESS COUNCIL MEMBERSHIP

See GP [C-01](#)

Chairperson or Co-Chair designated by Chief Elected Official:	Dawn LePage	Affiliation:	Collaborative for Colchester's Children
Address:	315 Halls Hill Rd		
City, State	Colchester, CT	Zip Code:	06415
Telephone:	860.537.0717	E-mail:	dlepage@colchesterct.org

Co-Chair:	Jennifer Rummel	Affiliation:	Cragin Memorial Library
Address:	8 Linwood Ave		
City, State	Colchester, CT	Zip Code:	06415
Telephone:	860.537.5752	E-mail:	jrummel@colchesterct.gov

COUNCIL MEMBERS FY 2020

Name	Address	E-mail / Telephone	Role / Affiliation
Arthur Shilosky	127 Norwich Ave, Colchester	selectman@colchesterct.gov 860.537.7220	Mayor / Designee
Jeffrey Burt	127 Norwich Ave, Colchester	jburt@colchesterct.gov 860.537.7260	Superintendent / Designee (management level staff)
Jennifer Rummel	8 Linwood Ave, Colchester	jrummel@colchesterct.gov 860.537.5752	Public Librarian
Lisa Hageman	Backus Hospital 326 Washington Street Norwich, CT 06360	Lisa.Hageman@hhchealth.org 860-425-8739	Health Care Provider
Kathleen Perry	215 Halls Hill Rd, Colchester	kperry@colchesterct.org 860.537.3103	McKinney-Vento Liaison
Laurie Buyniski	44 Brookstone Dr, Colchester	lauriebuyniski@yahoo.com 860.392.9299	Parent
Lindsay Therian	CASTLE Preschool, 396 Halls Hill Rd, Colchester	lindsay@castlekid.org 860.537.0214	Local Providers (see C-01)
Kristina Swain	CASTLE Preschool, 396 Halls Hill Rd, Colchester	kristina@castlekid.org 860.537.0214	Local Providers (see C-01)
Jennifer Lombardo	CASTLE Preschool, 396 Halls Hill Rd, Colchester	jennifer@castlekid.org 860.537.0214	Local Providers (see C-01)

Judy O'Meara	Colchester Early Childhood Program, 315 Halls Hill Rd, Colchester	jomeara@colchesterct.org 860.537.0717	Local Providers (see C-01)
Jill Merrill	Colchester Early Childhood Program, 315 Halls Hill Rd, Colchester	Jmerr81@colchesterct.org 860.537.0717	Local Providers (see C-01)
Lorraine Tierney	Colchester Early Childhood Program, 315 Halls Hill Rd, Colchester	ltierney@colchesterct.org 860.537.0717	Local Providers (see C-01)
Christopher McGlynn	415 Amston Rd Colchester	cmcglynn@colchesterct.org 860.357.2150	Liaison to Board of Education

Colchester School Readiness Council
Quarterly Monitoring/Site Visits 2018-19

Date of Visit: _____

Monitor: _____

Site: _____

Classroom: _____

	PROGRAM MANAGEMENT	COMMENTS
	Staff professional development plans on file	
	Enrolled in Registry	
	Slot Utilization is according to records	
	Teacher/child ratios maintained	
	Program NAEYC accredited	
	Staff in classroom correspond to grid	
	Child's health records maintained	
	Snacks/meals are of nutritional quality	

	FAMILY ENGAGEMENT	COMMENTS
	Parent information available on all community resources, especially for promotion of literacy	
	On-going communication with families	
	Evidence of plans to engage families in various ways	

	COMMUNITY	COMMENTS
	Evidence of cross-program collaboration to improve delivery of services to children and families i.e. literacy, parent education, etc.	

	PHYSICAL ENVIRONMENT	COMMENTS
	Variety of fun and interesting centers with evidence of standards or goals for children	
	Toys and equipment are clean and age appropriate	
	Variety of quality books available; some related to learning experience plans	
	Thorough hygiene practices in place	

	CLASSROOM CLIMATE	COMMENTS
	Staff are friendly, respectful & supportive with adults and children	
	Staff use appropriate tone of voice	
	Smooth transitions	
	Well-defined routine	
	Balanced schedule	
	Children's voices heard over adults	
	Opportunities for peer to peer interactions	
	Children are engaged and on task	
	Independence is encouraged	

	CLASSROOM MANAGEMENT	COMMENTS
	Teachers work together to manage the group	
	Teachers clearly communicate with each other	
	Clear division of responsibility	
	Proper supervision takes place	
	Environment set up for success	
	Appropriate behavior management techniques observed	
	Positive behaviors are acknowledged Goal 3:1 or better	

	TEACHING STRATEGIES	COMMENTS
	Instruction is age appropriate	
	Instruction is tailored to meet individual needs	
	Instruction is appropriate to social and cultural context of students	
	Teachers ask open-ended questions	
	Children encouraged to share using language	
	Meaningful experiences used to practice skills in math and science	
	Provides opportunities to discover	
	Focus on listening, speaking, reading, and writing skills throughout day	
	Evidence of planned higher level thinking questions and experiences/Use of Bloom's Taxonomy)	

PLANNING AND IMPLEMENTATION FOR INTENTIONAL TEACHING		COMMENTS
	Assessment tools in place & practice	
	Collaborative planning evident	
	Learning Experience Plans align with at least 3 CT Standards (Preschool Frameworks)	
	Several different teaching behaviors observed as indicated below:	
	Acknowledge- recognizes child's efforts and work	
	Model- provides an example	
	Facilitate- teacher assists child in task making it easier to complete	
	Support- teacher assists a child, yet provides more time and help in achieving goal	
	Scaffold- teacher provides support while also challenging child to try something more difficult	
	Co-construct- teacher and child work together toward a goal	
	Demonstrate- teacher presents skill in progressive steps to child	
	Direct- teacher gives specific information to the children	
	Observer- teacher uses time to observe and record student performance	

OUTDOOR PLAY		COMMENTS
	Equipment is safe	
	Fall zones have appropriate cushion	
	Children are engaged	
	Teachers are engaged and attentive to safety	

General observations/recommendations:

Director's Signature: _____ Date: _____

Sample of how monitoring findings are shared with the larger School Readiness Council

The Liaison shares monitoring findings with the program director and the classroom teacher. In the past, these findings have not been shared with the larger School Readiness Council unless the quality of the classroom jeopardized the program's ability to remain as a sub-grantee.

We have teachers from both of our sub-grantee programs sitting on the Council. Teachers stress a great deal over the visits and in an effort to maintain a collegial relationship we have kept the results of visits private. Twice in the last decade, we have had to develop an action plan with a program. Generally, the plan has been developed and reviewed with a subset of the Council as appropriate. The plan has not been shared with the full Council.

In the future, an agenda item will be added to all School Readiness Council meetings that will update the Council on the occurrence of the monitoring visits and generally if there were any findings of concern and what the follow-up will be/has been.



Cindy Praisner <cpraisner@colchesterct.org>

SR Monitoring Visit Report

1 message

Cindy Praisner <cpraisner@colchesterct.org>

Tue, Mar 19, 2019 at 11:12 AM

To: Jennifer Yuris <jyuri901@colchesterct.org>, Sarah Murphy <samurphy@colchesterct.org>, Joanne Salazar <jsala99@colchesterct.org>, Judy O'Meara <jomeara@colchesterct.org>

Hi All-

Attached please find the report from your last SR monitoring visit including the CLASS. As usual, your classroom received high scores and kudos from Joy. Thanks for providing a high-quality environment for our SR families!

Best,

Cindy

Judy- Please sign and print the page with the Director's Signature line!

Thanks!

--

Cindy Praisner
Early Childhood Coordinator
860-537-0717



 **SR Monitoring Visit Winter Yuris FY19.pdf**
193K

FY 20 SCHOOL READINESS PROGRAM APPLICANTS

List every application approved for funding by the School Readiness Council within the community allocation for the grant period July 1, 2019 - June 30, 2020. For each applicant, indicate Council decision and scores. The name of the site(s) **MUST** match the name on the license (if applicable).

Site/Sites	Registry ID	Address	Town	Zip	Contact Name	Phone	Score
CASTLE, Inc	1210	396 Halls Hill Road	Colchester	06415	Nicole Sargent	(860)537-0214	105
Colchester Early Childhood Program at Colchester BOE	1712	315 Halls Hill Road	Colchester	06415	Judy O'Meara	(860)537-0717	120

FY 20 SR PROGRAM SPACE GRID

Council-approved funded spaces within current allocation. The name of the site(s) **MUST** match the name on the license (if applicable).

*indicates the first year this site received School Readiness funds.

**PRIORITY SR ONLY!

Site	Start Date*	# FD/FY Spaces	Total FD/FY Cost	# SD/SY Spaces	Total SD/SY Cost	# PD/PY Spaces	Total PD/PY Cost	# ED/EY Spaces	Total ED/EY Cost**	Total # Spaces	Total Cost
CASTLE, Inc	5/1/2006	9	\$ -	9	\$ 54,000.00	-	\$ -	-	\$ -	9	\$ 54,000.00
Colchester BOE@ Colchester Ear	9/1/2016	-	\$ -	-	\$ -	22	\$ 99,000.00	-	\$ -	22	\$ 99,000.00
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NAEYC Staff Report

Program Name: Castle - OEC Registry ID: 1210 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 723971 - As of: 04/24/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Gonzales, Jennifer	Preschool	Preschool	08/31/2019	08/31/2019	D	Yes	100000989	9
Teacher	Holmes, Ashley	Preschool - Full Day	Preschool	None	None	G	Yes	100036809	13
Teacher	Lockwood, Danielle	Preschool - Full Day	Preschool	09/23/2020	04/30/2020	C	Yes	100020889	11
Teacher	Smith, Amanda	Afterschool	School Age (50% or more first grade age or older)	09/23/2020	06/07/2020	None	NA	100027569	6
Teacher	Smith, Jessica	Afterschool	School Age (50% or more first grade age or older)	06/07/2021	09/30/2019	None	NA	100013869	6
Teacher	Therian, Lindsay	Preschool	Preschool	06/17/2019	06/07/2020	G	Yes	100016544	13
Teacher	Zetervall, Sean	Afterschool	School Age (50% or more first grade age or older)	06/07/2021	09/30/2019	None	NA	100027566	11
Teacher Assistant/Aide	Borris, Stacy	Preschool - Full Day	Preschool	09/23/2020	09/30/2019	B	Yes	100030656	6
Teacher Assistant/Aide	Eslami, Sarah	Afterschool	School Age (50% or more first grade age or older)	06/07/2021	06/07/2020	None	NA	100034737	1
Teacher Assistant/Aide	Fitzsimmons, Sheila	Preschool - Full Day	Preschool	09/23/2020	09/30/2019	B	Yes	100030762	11
Teacher Assistant/Aide	Gauger, Mickayla	Afterschool	School Age (50% or more first grade age or older)	None	None	None	NA	100038258	1
Teacher Assistant/Aide	Giuliano, Taylor	Afterschool	School Age (50% or more first grade age or older)	None	None	None	NA	100038292	1
Teacher Assistant/Aide	Gladu, Cindy	Afterschool	School Age (50% or more first grade age or older)	06/17/2019	06/07/2020	None	NA	100027565	1
Teacher Assistant/Aide	Goudreau, Sheri	Afterschool	School Age (50% or more first grade age or older)	09/20/2019	09/30/2019	None	NA	100027571	1
Teacher Assistant/Aide	Huestis, Kyla	Afterschool	School Age (50% or more first grade age or older)	06/07/2021	06/07/2020	None	NA	100034736	1
Teacher Assistant/Aide	Kauffman, Kathryn	Afterschool	School Age (50% or more first grade age or older)	09/23/2020	09/30/2019	None	NA	100031728	1
Teacher Assistant/Aide	Kusher, Tammy Jo	Preschool	Preschool	None	None	E	Yes	100014969	12
Teacher Assistant/Aide	Lawton, Madalyn	Afterschool	School Age (50% or more first grade age or older)	06/07/2021	06/07/2020	None	NA	100033010	1
Teacher Assistant/Aide	Leone, Tess	Afterschool	School Age (50% or more first grade age or older)	09/23/2020	09/30/2019	None	NA	100031292	1
Teacher Assistant/Aide	Maldonado, Kayla	Afterschool	School Age (50% or more first grade age or older)	04/21/2021	04/30/2020	None	NA	100027568	1
Teacher Assistant/Aide	Merrill, Hannah	Afterschool	School Age (50% or more first grade age or older)	04/21/2021	04/30/2020	None	NA	100027574	1
Teacher Assistant/Aide	Rivers, Kaitlin	Preschool - Full Day	Preschool	08/28/2021	None	C	Yes	100031736	10
Operational Administrator	Hagan, Kimberly	Unassigned	NA	06/17/2019	04/30/2020	A	Yes	100013262	11
Pedagogical Administrator	Therian, Lindsay	Unassigned	NA	06/17/2019	06/07/2020	C	Yes	100016544	13
Non-Teaching Leadership	Sargent, Nicole	Unassigned	NA	08/28/2021	04/30/2020	None	NA	100002191	3
Non-Teaching Other	Miller, Nicole	Unassigned	NA	11/05/2019	06/07/2020	None	NA	100027560	1

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
------	----------------	-----

Operational Administrator	100%	Yes
Pedagogical Administrator	100%	Yes
Teachers	100%	Yes
Assistant Teachers	100%	Yes

UNOFFICIAL REPORT

Operational Administrator		
Option A	Baccalaureate or higher degree in any field AND 9 college-level credits in business or program administration	
Option B	Baccalaureate degree in any field, AND a state-issued ece / elem ed principal credential OR a state-issued ece / elem ed education administrator OR director credential that has been reviewed and approved by NAEYC.	
Pedagogical Administrator		
Option C	Baccalaureate or higher degree in early childhood education (ECE) or a related major (child development, elementary education, early childhood special education).	
Option D	Baccalaureate or higher degree in any field with 36 ECE-related credits.	
Option E	Baccalaureate or higher degree in any field with state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.	
Teacher/Teacher Assistant		
Option	Qualification	Meets Qualification for
A	A current Child Development Associate (CDA) credential issued by the Council for Professional Recognition.	Assistant Teacher
B	A CDA Credential equivalent as defined by NAEYC as at least 12 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher
C	An associate's degree (AA / AS) in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
D	The equivalency to an associate's degree (AA / AS) in early childhood education, which is defined by NAEYC as at least 60 college/university credits with at least 30 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
E	A baccalaureate degree (BA / BS) in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
F-a	The equivalency to a baccalaureate degree (BA / BS) or higher in early childhood education, which is defined by NAEYC as a baccalaureate degree in any discipline with at least 36 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
F-b	A non-early childhood degree with state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.	Assistant Teacher AND Teacher
G	A master degree (MA / MS) or higher in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher

OEC Ladder Level Descriptions

1	OEC Registry Account.
2	Inactive: formerly Training Program module 1.
3	3 ECE credits.
4	Inactive: formerly Training Program modules 1-3.
5	6 ECE credits.
6	Current CDA credential or 12 ECE credits.
7	Current CDA credential and 12 ECE credits.
8	30 ECE credits or One-Year ECE certificate.
9	Associate degree in any field and 12 ECE credits.
10	Associate degree in ECE.
11	Bachelor degree in any field and 12 ECE credits.
12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.
13	Masters degree in any field and 12 ECE credits.
14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.
15	Advanced degree and 12 ECE credits OR Advanced degree in non-ECE plus current ECE state teaching endorsement.

UNOFFICIAL REPORT

NAEYC Staff Report

Program Name: Colchester Boe at Colchester Early Childhood Program - OEC Registry ID: 1712 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 286497 - As of: 04/24/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Dignoti-Stella, Deana	PreK 4	Preschool	None	None	E	Yes	100006108	12
Teacher	Gooslin, Paula	PK 6	Preschool	None	None	E	Yes	100010203	12
Teacher	Landry, Kelly	PreK 4	Preschool	None	None	E	Yes	100022477	12
Teacher	Merrill, Jill	PK 6	Preschool	None	None	G	Yes	100004095	14
Teacher	Murphy, Sarah	PreK 5	Preschool	None	None	E	Yes	100028940	12
Teacher	Salazar, Joanne	PreK 5	Preschool	None	None	G	Yes	100004078	14
Teacher Assistant/Aide	Brownson, Nicole	PreK 4	Preschool	None	None	B	Yes	100021410	6
Teacher Assistant/Aide	Gould, Eileen	PK 6	Preschool	None	None	E	Yes	100040773	11
Teacher Assistant/Aide	Grasso, Michele	PreK 5	Preschool	None	None	B	Yes	100029548	9
Teacher Assistant/Aide	Hemm, Lisa	PreK 4	Preschool	None	None	None	No	100004094	1
Teacher Assistant/Aide	Hurt, Christine	PK 6	Preschool	None	None	B	Yes	100029515	11
Teacher Assistant/Aide	Rubin, Linda	PreK 5	Preschool	None	None	A	Yes	100008503	11
Operational Administrator	Omeara, Judy	Unassigned	NA	None	None	A	Yes	100022510	13
Pedagogical Administrator	Omeara, Judy	Unassigned	NA	None	None	C	Yes	100022510	13
Non-Teaching Other	Elomaa, Jennifer	Unassigned	NA	None	None	None	NA	100029513	13
Non-Teaching Other	Tierney, Lorraine	Unassigned	NA	None	None	None	NA	100010490	13
Unassigned	Yuris, Jennifer	Unassigned	NA	None	None	None	NA	100004089	10

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	100%	Yes
Pedagogical Administrator	100%	Yes
Teachers	100%	Yes

Assistant Teachers	83%	No
--------------------	-----	----

UNOFFICIAL REPORT

Operational Administrator		
Option A	Baccalaureate or higher degree in any field AND 9 college-level credits in business or program administration	
Option B	Baccalaureate degree in any field, AND a state-issued ece / elem ed principal credential OR a state-issued ece / elem ed education administrator OR director credential that has been reviewed and approved by NAEYC.	
Pedagogical Administrator		
Option C	Baccalaureate or higher degree in early childhood education (ECE) or a related major (child development, elementary education, early childhood special education).	
Option D	Baccalaureate or higher degree in any field with 36 ECE-related credits.	
Option E	Baccalaureate or higher degree in any field with state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.	
Teacher/Teacher Assistant		
Option	Qualification	Meets Qualification for
A	A current Child Development Associate (CDA) credential issued by the Council for Professional Recognition.	Assistant Teacher
B	A CDA Credential equivalent as defined by NAEYC as at least 12 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher
C	An associate's degree (AA / AS) in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
D	The equivalency to an associate's degree (AA / AS) in early childhood education, which is defined by NAEYC as at least 60 college/university credits with at least 30 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
E	A baccalaureate degree (BA / BS) in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
F-a	The equivalency to a baccalaureate degree (BA / BS) or higher in early childhood education, which is defined by NAEYC as a baccalaureate degree in any discipline with at least 36 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
F-b	A non-early childhood degree with state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.	Assistant Teacher AND Teacher
G	A master degree (MA / MS) or higher in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher

OEC Ladder Level Descriptions

1	OEC Registry Account.
2	Inactive: formerly Training Program module 1.
3	3 ECE credits.
4	Inactive: formerly Training Program modules 1-3.
5	6 ECE credits.
6	Current CDA credential or 12 ECE credits.
7	Current CDA credential and 12 ECE credits.
8	30 ECE credits or One-Year ECE certificate.
9	Associate degree in any field and 12 ECE credits.
10	Associate degree in ECE.
11	Bachelor degree in any field and 12 ECE credits.
12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.
13	Masters degree in any field and 12 ECE credits.
14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.
15	Advanced degree and 12 ECE credits OR Advanced degree in non-ECE plus current ECE state teaching endorsement.

Program name	Program ID	OA ID
Castle	1210	100013262
Colchester Boe at Colchester Early Chilc	1712	100022510
TOTAL	2	

OA Name	OA Email	Program License Number	Program NAEYC ID#
kimberly hagan	kim@castlekid.org	DCCC.14427	723971
judy omeara	jomeara@colchesterct.o		286497

City/Town	Receives CDC Funds	Receives SR Funds	Receives SHS Funds
COLCHESTER	No	Yes	No
colchester	No	Yes	No

Receives SS Funds

No
No

Receives PDG Funds

No
No

No
No

Priority

Priority Town

0

	Competitive	Competitive Town	Total # of Infant Classrooms	Total # of Infant Classrooms with assigned QSM
Yes		colchester	0	0
Yes		COLCHESTER	0	0
	0	0	0	0

**% of Infant
Classrooms with
assigned QSM**

0
0
0

**Total # of Toddler
Classrooms**

0
0
5

**Total # of Toddler
Classrooms with
assigned QSM**

0
0
5

**% of Toddler
Classrooms with
assigned QSM**

0
0
100

Total # of Preschool Classrooms	Total # of Preschool Classrooms with assigned QSM	% of Preschool Classrooms with assigned QSM	Total # of Mixed Age Classrooms - Infant and Toddler/Twos Classrooms
2	2	100	0
3	3	100	0
0	0	0	0

Total # of Mixed Age Classrooms - Infant and Toddler/Twos Classrooms with assigned QSM

0
0
0

% of Mixed Age Classrooms - Infant and Toddler/Twos with assigned QSM

0
0
0

Total # of Mixed Age Classrooms - Infants thru Preschool Classrooms

0
0
0

Total # of Mixed Age Classrooms - Infants thru Preschool Classrooms with assigned QSM

0
0
0

% of Mixed Age Classrooms - Infants thru Preschool Classrooms with assigned QSM	Total # of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms	Total # of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms with assigned QSM	% of Mixed Age Classrooms - Toddler/Twos and Preschool Classrooms with assigned QSM
0	0	0	0
0	0	0	0
0	0	0	0

Total # of Mixed Age Classrooms - Preschool and Kindergarten Classrooms	Total # of Mixed Age Classrooms - Preschool and Kindergarten Classrooms with assigned QSM	% of Mixed Age Classrooms - Preschool and Kindergarten Classrooms with assigned QSM	Total # of Classrooms serving Infant - Preschool
0	0	0	2
0	0	0	3
5	5	100	0

Total # of Classrooms serving Infant - Preschool with Assigned QSM	% of Classrooms serving Infant - Preschool with Assigned QSM	# Assigned QSMs expiring 06/30/20	% Assigned QSMs expiring 06/30/20
2	100	0	0
3	100	0	0
0	2	40	0

**# Assigned QSMs
expiring 06/30/23**

2
0
0

**% Assigned QSMs
expiring 06/30/23**

100
0
3

**# Assigned QSMs
expiring 06/30/25**

0
0
60

**% Assigned QSMs
expiring 06/30/25**

0
0
0

**# Assigned QSMs
expiring 12/31/99**

0
3
0

**% Assigned QSMs
expiring 12/31/99**

0
100
0

**# Assigned QSMs
with AA extensions**

0
0
0

**% Assigned QSMs
with AA extensions**

0
0
100%

# Assigned QSMs with BA extensions	% Assigned QSMs with BA extensions	Program meets current minimum for one designated Qualified Staff Member(QSM) per classroom or group: current CDA credential plus 12 ece credits (expires June 30, 2020)	Program meets July 1, 2020 - June 30, 2023 goal: at least 50% of designated QSMs have qualifying bachelor degree and remaining percentage meet associate degree option
0	0	yes	no
0	0	yes	yes
50%	50%	5	

**Program meets July
1, 2023 goal: 100% of
designated QSMs
have a qualifying
bachelor degree**

**# Non duplicated
QSMs assigned to**

option

rooms

Last Updated Date

no

2

03/11/2019

yes

3

02/28/2019

FISCAL YEAR 2020			
ED 114 SCHOOL READINESS BUDGET FORM			
GRANTEE NAME:			
GRANT TITLE:	School Readiness Grant Program	Grant Period:	7/1/2019 to 6/30/2020
Project Title	School Readiness Grant Program	Total Award:	\$ 160,650.00
Accounting Classification: Fund 11000 SPID: 16274 Year: 2020 PROG: 83013/83014 CF1: 170002/170003			
CODES	DESCRIPTIONS	Admin Budget	Space Allocation Budget
100	Personal Services Salaries	\$ 7,650.00	
200	Benefits	\$ -	
300	Purchased professional and technical services	\$ -	
500	Other purchased services	\$ 153,000.00	\$ -
600	Supplies	\$ -	
	Subtotals	\$ 160,650.00	\$ -
		Original Date:	Revised Date:

TOWN OF MARLBOROUGH CONSERVATION COMMISSION PUBLIC HEARING LEGAL NOTICE

The Town of Marlborough Conservation Commission at its meeting on Monday November 3, 2018, has scheduled a public hearing for Monday, February 4, 2019, at 7:00 P.M. at the Marlborough Town Hall, 26 North Main Street, Marlborough, CT for the following:

Application #12-18 - Town of Marlborough (applicant) - Fawn Brook Bridge Replacement, South Main St. & Kellogg Rd.
Dated at Marlborough, CT this 17th day of January 2019.
MARLBOROUGH CONSERVATION COMMISSION

PUBLIC NOTICE Town of East Hampton, Connecticut Inland Wetlands & Watercourses Agency Wetlands Agent Approval

Pursuant to CGS Section 22a-424(c)(2) the following application has been approved by the duly authorized agent of the Inland Wetlands & Watercourses Agency of the Town of East Hampton for an activity within the Upland Review Area.

Number: IW-19-001
Applicant: Berr Petroleum Corp.
Location: 11 North Main Street, Map 01A/Block 39A/L at 28A
Activity: Excavation and removal of one (1) 500 gallon underground propane tank within an upland review area
Jeffery M. Foran - Duly Authorized Agent
17B 2/1

TOWN OF EAST HAMPTON LEGAL NOTICE Notice of Hearing

The East Hampton Planning and Zoning Commission will hold a regular meeting on February 6, 2019 at 7:00 P.M. at the East Hampton Town Hall to consider the following:

* PZC-19-002 Susan Poppietaski/ECO Coffee House, 82 Main Street, for a special permit to sell alcohol as an accessory to the coffee shop. Map 02A/Block 48/Lot 32

Kevin Kuhn, Chairman

Note: any question re: Applications and Maps are on file in the Planner's Office 860-267-9601.
27B 1/26, 2/1

LEGAL NOTICE TOWN OF PORTLAND

Notice is hereby given that the Audited Financial Statements of the Town of Portland for the fiscal year ended June 30, 2018, as prepared by Mahoney Sabo & Company LLP, Certified Public Accountants, are on file in the office of the Town Clerk of Portland, Connecticut, for public inspection.

ATTEST: Ryan J. Curley, Town Clerk
Town of Portland

Dated at Portland, Connecticut, this 30th day of January, 2019
17B 2/1

LEGAL NOTICE TOWN OF HEBRON BOARD OF ASSESSMENT APPEALS Hebron Town Office Building

A written application with the Board of Assessment Appeals must be filed for the purpose of receiving a hearing on an assessment of Real Estate or Personal Property for the October 1, 2018 Grand List or on the October 1, 2017 Motor Vehicle Supplemental Grand List.

The written appeal must include the following:

- 1) The property owner's name, the name and position of the person who signs the appeal application;
- 2) A description of the Property;
- 3) The name and address of the person to whom correspondence is to be sent & a contact phone number or email address;
- 4) The reason for the appeal;
- 5) The appellant's estimate of value;
- 6) The property owner's signature and if applicable, the agent's signature with proper owner(s) authorization;
- 7) The date of which the appeal application is signed.

All written applications to the Board of Assessment Appeals must be received in the Assessor's Office no later than 4:00 p.m., Wednesday February 20, 2019.

Board of Assessment Appeals
Town of Hebron, Assessor's Office
15 Gilead Street
Hebron, Connecticut 06248

Forms are available at the Assessor's Office or on the Town of Hebron web site in the Assessor's department.

Hearing Date:
Tuesday, March 12, 2019 7:30 pm Town Office Building
Thursday, March 14, 2019 7:30 pm 15 Gilead St.
Saturday, March 16, 2019 9:00 am Hebron CT
Please include a telephone number where the appellant can be contacted concerning the appeal.

Board of Assessment Appeals
Dated at Hebron, Connecticut, February 1, 2019
17B 2/1

ANNOUNCEMENTS

WANTED

WANTED-OLDMENS WATCHES, working or not, e.g., Timex, Bulova, Benrus, Longines, Hamilton or similar. Will pay a fair price. Call Peter at 860-587-2177.

PETS

DOG OBEDIENCE CLASSES starting soon. Offering: Puppy kindergarten, Basic Manners/Wheel Recall, Dogs Want/Need, CGC/Therapy. Address: 20 Lawrenceville, Georgia

The 1 Day NRA Pistol Course
Absolute BEST!! Sun. 2/24, 8am - \$100 10 Openings Left!
No NRA Computer Course required.
GROUPS OF 10 OR MORE ANYTIME WEEKENDS.
Includes continental breakfast & lunch. Water & juice all day.
Millicoma, Georgia

EMPLOYMENT

Landscape and Mowing Laborers

Well established landscape company has job opportunities for motivated individuals with prior industry experience.
• Potential Year Round Work • Career Opportunities
• Good Starting Pay • Overtime Available

We are seeking candidates for the following positions:
Landscape and Mowing Division
Knowledgeable people with trees/shrubs, small equipment operation, truck driving and towing as needed

EXPERIENCE REQUIREMENTS:

Minimum 2-3 yrs. experience in all aspects of the landscape industry, both residential and commercial. Detail oriented. Good communication skills. Safe operating practices with a variety of equipment. Experience driving trucks with trailers.
REQUIREMENTS:
Valid driver's license w/clean history per background verification. Background check. Team player & professional interaction w/clients & properties. Physical ability to perform tasks. Ability to lift 60 or more lbs. Work outside in all types of weather conditions.
Email resumes and/or contact our office for information office@generallandscaping.com • 860-659-5757

FT ACCOUNTING POSITION

Set up vendor accounts, process invoices, respond to account inquiries, reconcile accounts as needed, ability to multi-task, answer phones and other general accounting tasks. Salary commensurate with experience. Submit resume to: rmay@myalllogic.com

TRAILER MECHANIC WANTED WITH LIFT GATE EXPERIENCE

Email resume to: oids52@aol.com or come by Cline Truck and Trailer at 1609 Portland Coastal Road, Portland to fill out application.

LOOKING FOR TWO LICENSED STYLISTS

to work in a nice Glastonbury salon with great parking and great coworkers. \$700/month per chair. Contact Daniel DelAera for details 860-918-4440

AUTOMOTIVE TECH WANTED FOR BUSTY OIL CHANGE FACILITY IN HEBRON, CT

with exp. preferred. Will train. Call 860-228-3134 or apply at 244 Wall St., Hebron

SNOW SHOVELERS NEEDED

Seeking individuals to fill snow shoveling snow blowing positions. Work consists of shoveling and/or snow blowing snow from sidewalks & walkways during snow storms. All applicants must be available to work during and after snow events and must have their own transportation to our shop in Portland. Please call (860) 342-0352

TEACHERS

Glastonbury Stork Club is looking to hire full time and part time teachers to work with various ages. EOE
GLASTONBURY (860) 659-3002

Apply to be School Readiness Provider

Local Request for Proposals (RFP) - Any Colchester program that wishes to become a provider of School Readiness services must submit a local proposal to the Colchester School Readiness Council for review and possible approval. All School Readiness providers must be willing and able to comply with all legislated mandates. Programs interested in participating in the open-bid process must contact Cindy Pranser, Colchester School Readiness Liaison on or before February 15, 2019 for a Request for Proposal application and additional information. Applicants should apply early in order to ensure a complete application by the grant due date.

Auto Cad Drafting Position Available

Experience in AUTO CAD Microsoft Excel Word



Transfer Station Attendant - Town of Andover

The Town of Andover is accepting applications for the position of part-time Transfer Station Attendant, Saturdays, 8 AM to 4 PM. Details can be found at www.andoverct.org or call 860-742-7305 x214. Closing date 2/10/2019. EOE
17B 2/1

Parks and Recreation Director

Full-time, highly responsible position that plans, organizes, directs, promotes, coordinates, and administers comprehensive group recreational programs for all ages. Supervises part-time staff, prepares dept. budget, serves as technical advisor to P&R Commission. Subject to pre-employment drug/alcohol testing and background check.
Qualifications: Bachelor's degree in Recreation Management, or Recreation and Leisure Studies, or Community Recreation, 3 yrs experience w/1 yr supervisory or equivalent combination of experience and education. Must have valid CT Driver's License and excellent ability to communicate with
17B 2/1

Total Points (automatically calculated)	Recommend for Funding (click each cell and select yes or no)	Comments
105	Yes	Strong application/Few areas for improvement
120	Yes	Excellent application/Some areas could be expanded
0	Select One	
0	Select One	
0	Select One	
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0	Select One	
0	Select One	

Local RFP Cover Sheet

CASTLE

This Local RFP application was reviewed, scored and deemed in compliance with the School Readiness requirements.

Signed,

A handwritten signature in cursive script that reads "Cindy L. Praisner".

Cindy Praisner
School Readiness Liaison
Collaborative for Colchester's Children

SCHOOL READINESS GRANT PROGRAM
Fiscal Year 2020
(July 1, 2019 – June 30, 2020)

LOCAL REQUEST FOR PROPOSAL

Legislative Authority
Connecticut General Statutes (CGS)
Sections 10-16o through 10-16u

Purpose of Grant as outlined in Connecticut General Statutes Section 10-16o is to:

- 1) provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
- 2) provide opportunities for parents to choose among affordable and accredited programs;
- 3) encourage coordination and cooperation among programs and prevent the duplication of services;
- 4) recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
- 5) prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;
- 6) enhance federally funded school readiness programs;
- 7) strengthen the family through: (A) encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;
- 8) reduce educational costs by decreasing the need for special education services for school age children and to avoid grade repetition;
- 9) assure that children with disabilities are integrated into programs available to children who are not disabled; and
- 10) improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

Responses to the RFP are also used to monitor compliance with the School Readiness quality components.

Local School Readiness RFP Basic Requirements Checklist

- Application submitted by deadline
- Required Signatures received by deadline

The following program information has been submitted:

- Completed cover page with contact information
- Licensing Information (license and most recent licensing inspection report) or
- License Status Verification Form (*license exempt programs only*)
- Registry OEC Health and Safety Orientation Report (applicable to programs accepting Care4Kids funds)
- Professional Registry, Staff Qualification Detail Report (without wage information)
- Registry Designated QSM Report
- Professional Registry, NAEYC Staff Report
- Proposed activities A-G are all addressed
- Program description A-E are all addressed
 - Program calendar
 - Class size and teacher/child ratio (if not included in program description)
 - Curriculum and assessment documents (planning documents, assessment work, curriculum description, etc)
- Family handbook (do NOT submit other program documents unless specifically requested)
 - List of literacy activities (item E3 in the Program Documents Section)
 - Kindergarten orientation activities done at the program or in collaboration with the schools (item G2 in the Program Documents Section)
- Statement of Assurances signature page
- Completed School Readiness local program data workbook
- Completed School Readiness local program budget workbook
- Interagency Collaboration Agreements

LOCAL SUB-GRANTEE RFP TABLE OF CONTENTS

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DIRECTIONS

This application is for all programs wishing to be considered for funding from the School Readiness Council for state funded School Readiness spaces. All programs interested in being considered for School Readiness spaces must complete this application for review by the local School Readiness Council. All completed applications will be scored. Recommendations for allocation of School Readiness spaces will be made based on the availability of spaces **AND** application scores.

Please note that in order for applications to be considered for funding:

1. All sections must be completed and all materials/forms submitted to **Cindy Praisner**.
2. Program must be in compliance with all policies and requirements for School Readiness. School Readiness General Policies (GPs) are available at <http://www.ct.gov/oec/generalpolicies>.
3. Programs must meet all health and safety requirements mandated by the OEC (licensed and license exempt).

If the School Readiness Council added items to this OEC local request for proposal, the items are listed here and were approved by the Office of Early Childhood prior to release of this application.

SCHOOL READINESS POLICIES AND REQUIREMENTS

LICENSING/ACCREDITATION/APPROVALS

Grantees must ensure that all sites are licensed by the OEC or meet legal requirements to be considered license exempt. Applicants must include a copy of the current license and the most recent full licensing inspection report from the OEC for each site requesting School Readiness funds. If the site meets the definition of license exempt, the Licensing Status Verification Form must be completed and submitted with the application. Programs (both licensed and license exempt) must meet all health and safety requirements mandated by the OEC.

PLEASE NOTE: Applicants claiming license exemption must meet these basic licensing requirements:

- **Class size:** No more than 20 children per classroom space at any one time (18 recommended);
- **Class space:** minimum 35 square feet per child;
- **Outdoor space:** minimum 75 square feet per child;
- **Outdoor play equipment:** Shock-absorbing materials under outdoor play equipment five feet or less must meet ECERS standards of six inches of resilient surfaces (wood chips, shredded bark, etc.);
- **Supervision:** All children MUST be supervised visually at ALL times. One adult for every 10 children (or less) is the required staff-to-child ratio; and
- **Other health and safety requirements:** additional requirements may be mandated by the Office of Early Childhood.

License exempt only: By checking this box, the program attests to meeting the above safety requirements.

Care4Kids: By checking this box, the program attests to being a Care4Kids provider accepting Care4Kids funds. **Programs that receive Care4Kids must include the Registry's OEC Health and Safety Orientation Report as part of their application.**

All program sites must be accredited/approved or in process of becoming accredited/approved. All programs must submit evidence of National Association for the Education of Young Children (NAEYC) Accreditation or for new programs only, willingness to become accredited by NAEYC within three years of accepting funding or evidence of Head Start approval. The following documentation is required:

- Accredited by the National Association for the Education of Young Children (NAEYC);
 - For currently accredited sites, submit a copy of your NAEYC certificate and maintain your accreditation status; and
 - For new sites not currently accredited, a statement signed by the director acknowledging that the program will become NAEYC accredited within three years; or
- Head Start approval as documented by the programs most recent Head Start grant award letter.

Programs approved by Head Start must electronically submit a copy of their most recent Financial Assistance Award Letter from the United States Department of Health and Human Service, Administration of Children and Families. In addition, submit a copy of the Head Start approved Quality Improvement Plan demonstrating progress toward correcting any areas of deficiencies and/or non-compliances.

Applicants must meet the program requirements and quality standards for participation in School Readiness program as described in CGS Section 10-16q (a). (see GP A-02 and GP B-05).

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

Connecticut General Statutes, Section 19a-77(b) provides that a program administered by a public school system is not required to be licensed to operate. In addition, the licensing requirement does not apply to programs administered by private schools that are approved by the State Board of Education and have filed a yearly attendance form with the Connecticut State Department of Education (CSDE), provided the provisions of childcare services are only to those children whose ages are covered under such approval or accreditation. "Administered by" has been interpreted by the OEC to mean that a public school system or a CSDE approved private school retains ultimate responsibility for the management and oversight of the program and for the program staff and the children served.

If a School Readiness grantee submits to the OEC sub-grantee applications with sites that are not required to be licensed by the OEC to provide child day care, the grantee must complete this form for each license exempt site. One of the following persons must complete and sign this form, as appropriate: the superintendent of schools, charter school director, administrator of a CSDE approved private school or executive director of a Regional Education Service Center (RESC).

Please check the appropriate boxes below with an "X", provide your signature, and indicate whether your board of education, charter school, CSDE approved private school or RESC administers the program.

_____ located at _____
(Name of Program) (Program Address)

____ Yes, the board of education, charter school, CSDE approved private school, or RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

This arrangement is effective from: _____ to _____.
Start date End date

- If yes, please check this box to verify that the above named program shall inform the parents and legal guardians of the children participating in such program that such program is not licensed by the OEC to provide child care services.

____ No, the board of education, charter school, CSDE approved private school, or RESC does not administer the above named program and does not retain ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

Signature Printed Name

Superintendent of Schools Charter School Director CSDE Approved Private School Administrator

RESC Executive Director

for the _____
Name of Grantee

Board of Education Charter School CSDE Approved Private School RESC Charter School

_____ () _____ - _____ @ _____
City or Town Phone Number email address

STAFFING

All staff working with children in School Readiness sites and managing a School Readiness site must be registered in the Early Childhood Professional Development Registry (see GP A-01). The OEC and School Readiness Liaisons use the Professional Development Registry to verify and monitor staff qualifications.

In this application, all programs must submit the following Registry reports:

1. Staff Qualifications Detail Report (Do not send the wage data. DELETE THESE COLUMNS BEFORE SENDING). Download report, delete wage columns, save report, format to print on one legal sized sheet of paper.
2. NAEYC Candidacy Staff Report

TEACHER EDUCATION REQUIREMENT

Programs applying for School Readiness spaces must meet teacher education requirements specified in School Readiness General Policy A-01 for the entire program, NOT just funded classrooms. A DQSM is a Teacher assigned to a classroom and cannot act as a floater. See the chart below as well as the definitions outlined in GP A-01.

In this application, all programs must submit the Registry Designated QSM Report

QSM Qualifying Options		
Until June 30, 2020	July 1, 2020 – June 30, 2023	July 1, 2023 and after
<p>A current CDA credential plus 12 early childhood credits, OR One of the options in the next column.</p>	<p>50% or more of the designated QSMs must have one of the following:</p> <p>A Bachelor degree or higher specific to an early childhood concentration from any regionally accredited higher education institution, OR</p> <p>A current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement (see list page 6), OR</p> <p>A Bachelor degree specific to an early childhood concentration from the <u>OEC Approved College Listing</u>, AND a B level ECTC (Early Childhood Teacher Credential) OR</p> <p>A Bachelor degree in any other field AND 12 credits or more in early childhood or child development from any college not listed on the approved list; AND successful completion of the B level Early Childhood Teacher Credential (ECTC) Individual Review Route; OR</p> <p><u>Is a Grandfathered Qualified Staff Member (QSM)</u></p> <p>The remaining % of designated QSMs must have, from a regionally accredited higher education institution:</p> <ul style="list-style-type: none"> • an Associate degree in early childhood, • an Associate degree in any field and 12 early childhood credits, or • a higher degree not identified above. 	<p>100% of the designated QSMs must have one of the following:</p> <p>A Bachelor degree or higher specific to an early childhood concentration from any regionally accredited higher education institution, OR</p> <p>A current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement (see list page 6), OR</p> <p>A Bachelor degree specific to an early childhood concentration from the <u>OEC Approved College Listing</u>, AND a B level ECTC (Early Childhood Teacher Credential) OR</p> <p>A Bachelor degree in any other field AND 12 credits or more in early childhood or child development from any college not listed on the approved list; AND successful completion of the ECTC Individual Review Route; OR</p> <p><u>Is a Grandfathered Qualified Staff Member (QSM)</u></p>

SPACE TYPES

Program sites must offer space types that meet one of the following requirements as outlined in GP B-04 including minimum attendance requirements.

- **Full-Day/Full-Year** – site must provide preschool services five days per week, 10 hours per day, for a minimum of 50 weeks per year and adhere to the policy for an alternative plan of care outlined in GP B-04.
- **School-Day/School-Year** – site must provide preschool services for five days per week, a minimum of six hours per day for a minimum of 180 consecutive days.
- **Part-Day/Part-Year** – site must provide preschool services for children not enrolled in any other program for a minimum of two and one-half hours per day, five days per week for 180 consecutive days.
- **Extended Day (Priority School Readiness Only)** – site must provide services that extend the hours per day, days per week and weeks per year for children in an existing part-time program, not funded by school readiness. This space type is intended to provide children enrolled in a part-time service to receive a Full-Day/Full-Year program (five days per week, 10 hours per day, 50 weeks and adhere to the policy for an alternative plan of care outlined in GP B-04).

THE EVERY STUDENT SUCCEEDS ACT OF 2016 (ESSA)

Public preschool programs, administered by a local or regional board of education must follow the same guidelines as grades K-12. LEA preschool programs must:

- allow immediate enrollment of homeless students who are unable to present health or other required forms;
- provide continuity of care;
- provide transportation to the school of origin to provide continuity of care; and
- the local or regional board of education’s McKinney Vento Liaison can provide additional information and/or clarification for these requirements.

NONSECTARIAN POLICY

Under Connecticut General Statutes (C.G.S.) Section 10-16p (a) (1), a School Readiness program must be a “nonsectarian program” which is defined in section 10-16p (f) as “any public or private school readiness program that is not violative of the Establishment Clause of the Constitution of the State of Connecticut or the Establishment Clause of the Constitution of the United States of America”.

For more information please read GP C-05 and certify below that your program meets the nonsectarian policy outlined therein.

By checking this box my program certifies that it adheres to the nonsectarian policy outlined in GP C-05.

GRANT SUBMISSION INFORMATION

Date of Board Acceptance

IF the submission of the application for the Local RFP for School Readiness and Grant Program requires the official approval and/or endorsement of any Board or like body (e.g., town council, etc.), the approval and/or endorsement of such body should be submitted with the grant application. If it is not possible to obtain Board approval prior to submission of the grant application, then the official Board approval should be sent separately as soon as possible. The application should document the date of expected Board approval.

Freedom of Information Act

All of the information contained in the grant application submitted in response to the Local RFP for the School Readiness Grant Program is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-13 through 1-21K). The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency, as defined in the statute, are public records and every person has the right to inspect and receive a copy of such records.

Obligations of Grantees and Sub-Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Connecticut General Statutes Section 4a-60, 4a-60a and Sections 4a-68j-l et seq. of the Regulations of Connecticut State Agencies. Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

State Monitoring and Evaluation

The OEC, or its designee, may conduct site visits both announced and unannounced to grantees and sub-grantees funded under this grant program to monitor a community's progress and compliance with the intent of the legislative act and in accordance with the RFP.

Management and Control of the Program and Grant Consultation Role of the State

The sub-grantee will have overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or sub-grantee.

Reporting Requirements

Within 60 days after the close of the fiscal year, each sub-grantee must file a financial statement of expenditures with the community on such forms as the community and/or the OEC may require.

The applicant must complete and submit the monthly data reports to the community at the end of each month.

The applicant must complete and submit any reports or provide data as required by the OEC.

Review of Applications and Grant Awards

The community reserves the right to make a grant award decision under this program without discussion with the applicants. Therefore, applications should be submitted which present the project in the most favorable light from both technical and cost standpoints.

Reservations and Restrictions

The OEC reserves the right not to fund an applicant or grantee if it is determined that the grantee cannot manage the fiscal responsibilities required under this grant or is out of compliance with policies governing this grant. In turn, the community reserves the right not to fund an applicant or a sub-grantee if it is determined that the sub-grantee cannot manage the fiscal responsibilities required under this grant program or is out of compliance with policies governing this grant.

Waiting Lists

The program agrees to share waiting lists of children and families with the OEC and/or the School Readiness Council upon request.

Delivery of Applications

Delivery of the Local RFP for the School Readiness Program application is required by **5 pm on March 28, 2019.**

1. Original, hard-copy signature pages (Statement of Assurances) must be mailed or hand-delivered to **Cindy Praisner.**
2. The Community RFP and original signatures **must be received by 4:00pm on May 17, 2019, IRRESPECTIVE OF POSTMARK DATE.** Faxed or scanned copies of signatures will not be accepted.

IMPORTANT NOTE: Late or incomplete applications MAY not be considered for funding.

Mailing/Delivery address and email is:

**Cindy Praisner
Collaborative for Colchester's Children
315 Halls Hill Rd
Colchester, CT 06415
cpraisner@colchesterct.org**

Additional criteria may be added to this request for proposals once approved by the OEC. Any additional council criteria approved by OEC should be documented in the community request for proposal submitted to the OEC.

GLOSSARY/DEFINITIONS

Child Standards – The CT Early Learning and Development Standards (CT ELDS) set forth what young children birth to age five should know and be able to do. Curriculum and assessments should be based upon, or aligned to, the CT ELDS. All state-funded programs are responsible for ensuring that the skills and behaviors in the CT ELDS are addressed. Programs may use the Head Start Early Learning Outcomes Framework (HS ELOF) as the child standards in conjunction with the crosswalk outlining additional skills to be addressed from the CT ELDS when it becomes available.

Child Assessment – Programs are required to use an assessment tool designed for the purpose of informing curriculum and instruction practices that is aligned to the CT ELDS. The Connecticut Documentation and Observation for Teaching System (CT DOTS) is a tool that is available at no cost that meets this criteria. Programs that are still using the Connecticut Preschool Assessment Framework (CT PAF) should develop a plan for transitioning to CT DOTS or another assessment tool that meets this criteria.

General Policies– General Policies (GPs) provide guidance to School Readiness Councils, School Readiness Liaisons and providers about school readiness policies and procedures. Programs are required to adhere to all applicable School Readiness general policies.

Inclusion/Integration – It is expected that all children with and without disabilities shall have the same access to School Readiness programs as other children. Programs must adhere to the requirements of the **Americans with Disabilities Act (ADA)** and the **Individuals with Disabilities Education Act (IDEA)** that require that no child be excluded based on disability.

Parent Fees & Sliding Fee Scale – The amount of money parents are required to pay for participation in the School Readiness program is based on the sliding fee scale or is stated on their childcare certificate. Fees must be used to support the activities of the School Readiness program that the child is attending. The School Readiness Council may choose to exempt only Part-Day/Part-Year Programs from this requirement. For additional information, see GP B-01 and GP B-02. A scale of fees based on income and family size. For all children, except those with a childcare certificate, the programs must use the Sliding Fee Scale to determine the fees charged to parents for School Readiness programs, in accordance to policy guidelines provided by their local School Readiness Council.

Program Standards – Programs who either have or are seeking NAEYC accreditation must meet the NAEYC standards. Head Start programs must meet the Head Start Program Performance Standards. For additional information, see GP A-02 and GP B-05.

Quality Components – The 11 components required of School Readiness programs required by the legislation: collaboration, parent involvement, health, nutrition, pre-literacy practices, family literacy, admission policies, transition to kindergarten, professional development, a sliding fee scale and an annual program evaluation.

Teacher – Each classroom that provides services under the School Readiness Grant must be staffed for all operating hours for Part-Day and School-Day spaces and for six hours per day for Full-Day spaces, by a teacher who meets the definition outlined in GP A-01 and GP A-03.

Professional Learning for Teaching Staff - Fifteen hours of professional learning are required annually for teaching staff. Teachers must participate in a minimum of two professional development trainings each year focused on early childhood development, trauma informed practice or topics directly related to the field of early childhood education and one training in inclusive practices for children with disabilities and learning differences. (see item H3 in Program Documents Section). New staff must have or obtain specific training in pre-literacy skill development and in racial and ethnic diversity within a year of hire.

Significant Health Risk Items (Licensing) – Items assessed that pose a significant and immediate risk to children that include ratios, group size, supervision, program capacity, and items related to bodies of water as applicable.

GRANT COVER PAGE

DUE DATE

(Determined by local School Readiness Council)

SUBMISSION INFORMATION

Agency/Program Name:	CASTLE		
Street Address:	396 Halls Hill Rd		
City, State, Zip	Colchester, CT 06415		
Primary Contact Person:	Nicole Sargent	Email: <i>nicole@castlekid.org</i>	
Telephone:	860-537-0214	Fax: 860-537-1031	

Please check one: New Agency/Program _____ Existing Agency/Program X

PROGRAM FISCAL AGENT (To be completed if the Fiscal Agent is other than the applicant agency)

Agency/Program Name:			
Street Address:			
City, State, Zip			
Primary Contact Person:		Email:	
Telephone:		Fax:	

PROPOSED ACTIVITIES FY 2020

Provide a response to each of the following:

If a question does not apply to your program note "N/A" in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and "see attached" is noted on the application.

- A. Indicate how the program will seek out and identify families who meet the income criteria of being at or below 75% of the state's median income (*this is expected to represent at least 60% of families served*).

Our School Readiness Council has a centralized process for determining and enrolling eligible children. When preschool families inquire about enrolling in our school day preschool program, we first refer them to the SR Liason to determine if they are eligible for a SR slot.

- B. Describe any plans to locate two or more programs or services in the same setting and/or collaborative agreements with other community providers and agencies. Collaborative programming with other agencies, programs or services should be reflected in an interagency agreement. See attachments for interagency agreement forms.

CASTLE currently collaborates with the following community providers and agencies to enhance our programming for children and families:

- *Cragin Memorial Library-The children's librarian visits our preschool program monthly to read to the children and provide additional literacy activities. (Interagency Agreement Attached)*
- *Collaborative for Colchester's Children-Our program collaborates with C3on an ongoing basis through regular workgroup meetings with other community agencies, provides numerous parents workshops and activities throughout the year, and offers a number of staff professional development opportunities for community ECE providers. (Interagency Agreement Attached)*
- *Colchester Fire Department-The local fire department visits annually to discuss fire safety with the children and brings their fire trucks for the children to explore.*

- C. Describe any plans for building or securing a new facility, renovating an existing structure. Include any planned efforts to expand existing facilities to serve more children.

At this time, CASTLE's school-day and full-day preschool programs are at full-capacity. CASTLE is currently investigating the potential of securing another facility next to ours that could expand services. This will be determined by the need in town as well as the cost to implement.

- D. Describe efforts to seek out and retain qualified staff to meet the 2023 requirements outlined in GP A-01.

When seeking qualified staff CASTLE puts the 2023 requirements in the job posting and description. CASTLE has a very attractive benefit package for its part-time and full-time employees. CASTLE offers competitive wages, 401K, paid time off and health benefits for full-time employees.

- E. Describe any collaborative efforts or joint activities with other early childhood programs in your community. For currently funded School Readiness programs include any joint activities funded by family fees or other School Readiness funds. Please note if program participation is mandatory or voluntary and how children will benefit because of the program's participation.

CASTLE collaborates with the Colchester Early Childhood Program at Colchester Elementary school in the following ways:

- Once a month, in the spring, our teachers will walk preschool students to Colchester Elementary School to attend a preschool literacy event for incoming kindergarteners and their families in order to enhance the kindergarten transition process.*
- CASTLE participates in the biannual Preschool Expo with other early childhood providers in order to provide parents of incoming preschoolers a chance to see different programs and make informed decisions about the preschool process.*
- CASTLE staff and parents attend professional development put on by the Early Care Collaborative.*

All of the above activities are voluntary.

- F. Describe how the program includes children with disabilities and their families as well as those with learning differences, challenging behaviors and/or special health care needs. Please describe the program's relationship with Public School Special Education Services.

Children with special needs are welcome at CASTLE. We are committed to providing appropriate care to children with special needs or health issues including but not limited to, allergies, dietary needs or restrictions, hearing or visual impairment, developmental variations, or chronic illness. Staff and families will work together to determine what accommodations are needed for each child to be successful at CASTLE. In order to better meet the needs of each child and provide continuity of care, CASTLE staff, with parental consent, is available to meet with any child's outside support service providers. It is important that CASTLE staff provide a learning environment that is reflective of each child's needs.

CASTLE staff also receive multiple professional development opportunities relevant to topics affecting children in our programs. Examples include:

- *Proper Administration of Medications*
- *ADHD and other behavioral challenges*
- *Epi-pen Administration*
- *Working with children on the autism spectrum*
- *Helping children and families affected by childhood trauma*

CASTLE also has a strong, collaborative partnership with Colchester Public Schools, which enables us to have open, ongoing communication with preschool teachers, kindergarten teachers and school administrators enabling us to coordinate care and services. Children attending CASTLE, who also receive school services in the areas of speech, PT, OT or any cognitive learning delays, receive transportation to and from school and a continuity of care between providers.

- G. Describe additional activities or efforts that you would like considered as part of your application for School Readiness funding.

CASTLE has been an integral part of the Colchester community since its inception in 1991. We have had a strong partnership with Colchester Public Schools for 28 years and a School Readiness partner and provider since the town's first school readiness grant was awarded in 2008.

As a non-profit organization, a strong parent board of directors that helps ensure our governance and fiscal policies oversees CASTLE. Families are welcome and encouraged to be active members of our organization.

CASTLE also places a strong emphasis on professional development, which is reflected in our budget and policies. Teachers and administrators are offered numerous learning opportunities throughout the year to help stay current on best practices in order to provide the best learning environment for our children.

PROGRAM DESCRIPTION

Provide a response to each of the following:

If a question does not apply to your program note "N/A" in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and "see attached" is noted on the application.

- A. Attach a copy of a program calendar for July 1, 2019, to June 30, 2020, and clearly identify all closings and the program's Alternative Care Plan. Programs must adhere to the required number of days open by program type as outlined in GP B-04. Full-day/full-year programs must be available to families for 50 weeks. Consult GP B-04 and School Readiness Council policy for information about the required Alternative Care Plan Policy.

- *Preschool School Calendar for 2019-2020 school year is attached.*

- B. Class size may not exceed 20 children; the OEC recommends a class size of 18 children. A class is a well-defined space with clear physical barriers that is used by the same set of children with assigned teacher and staff. Below, please describe the program's class size and teacher to child ratio for each class. Label classrooms as they are listed in the Professional Registry.

- *CASTLE has two preschool classrooms, Preschool and Preschool-Full day. Each of CASTLE's preschool classrooms sizes is kept at a maximum of 16, with a teacher student ratio of 1:8.*

- C. Describe the curricular approach or tools used in your program. If your program utilizes a published curriculum, include information about the tools used, training provided on the tools, and the process used to adjust curriculum/instruction for individual children. If your program plans experiences on an ongoing basis, provide information about the planning process and the training or coaching staff receive related to the process. Include the relationship between your curriculum and the CT ELDS.

CASTLE teachers plan experiences on an ongoing basis. Teachers receive a set amount of paid planning time outside of their regular working hours to work together to plan learning experiences for children. Teachers decide which topics children learn about based on their current interests. Our teachers use the CT ELDS to guide their planning, and ensure that their lesson plans reflect all areas of the ELDS, including cognition, language and literacy, early

mathematics, social-emotional learning, and social studies. We also use the Second Step program to guide our social-emotional education.

Staff receive training in various curriculum topics yearly, per the programs annual Professional Development Plan. These topics include literacy, diversity, disabilities, curriculum & assessment, communication and collaboration, and other topics. Lessons are evaluated by the program director regularly. The School Readiness Liason evaluates lessons when site-monitoring visits occur.

- D. Describe your program's approach to assessment. What tool(s) and processes are used for gathering information to inform curriculum and instruction and meet the needs of individual learners? Include information about the alignment of tools used to the CT ELDS. If your program is currently using the Connecticut Preschool Assessment Framework (CT PAF), describe the plan to transition to CT DOTS or another tool. Include information about any other assessments used, including the purpose, training, and how data is reviewed and used.

CASTLE uses the Connecticut Documentation and Observation for Teaching System (CT DOTS) for assessing student progress within the classroom. CT DOTS is used in conjunction with the CT Early Learning and Development Standards (CT ELDS).

Assessment Purpose:

Used in conjunction with CT ELDS, CT DOTS is a foundation for gathering data about children's skills, abilities and behaviors. It is also used to plan additional supports, summarize evidence of children's progress and communicate around common goals.

Information from CT DOTS can be used to:

- Provide immediate support of children's learning.*
- Communicate with families and/or other professionals about children's learning and development.*
- Share a summary of learning and development based upon evidence collected across settings and contexts.*
- Plan additional supports (e.g.) curriculum, instruction, professional development, family activities, adult support.*
- Communicate about common goals for children.*
- Inform planning for classroom and overall program improvements.*

Information from CT DOTS should not be used to:

- Evaluate the effectiveness of a program or teacher.*
- Compare children to each other.*
- Determine the need for services.*
- Make decisions about grades or classrooms. (CT DOTS User Manual)*

Assessment Procedure:

CASTLE teachers receive a 6 hour training from outside agencies in the Connecticut Early Learning and Development Standards (CT ELDS) and the Connecticut Documentation & Observation for Teaching System (CT DOTS). Teachers are also required to receive annual staff development in curriculum and assessment.

Teachers use the Cycle of Intentional Teaching when observing and assessing children. This cycle involves planning experiences to support children's development, gathering information about how they are progressing, and then adjusting curriculum and supports based on this information. The cycle of intentional teaching occurs on an ongoing basis, throughout the year. Data from observation is used to adjust teaching strategies immediately and to summarize for sharing and reflecting on progress over time.

CASTLE Teachers use the CT DOTS collects data through Naturalistic Observations, Planned Experiences, and Family Input. That data is used to create written assessment reports, which are issued twice a year; in January and June. Families receive a Child Summary Form and Narrative Summary. Parent-teacher conferences also take place when assessment reports are issued.

E. Describe the daily schedule in the program.

9:00-9:15-Arrival- wash hands, sign-in and estimations, table toys, and snack.

9:15-9:30- Clean up

9:30-9:50- Circle Time- music & movement, read-aloud and questioning, second step

9:50-10:50- Small Group and Centers- Teachers take small groups of children for small group work to support curriculum goals. Planned experiences for collecting data for use with CT DOTS occur at this time. Centers are open for children to explore and interact with (manipulatives, listening center, sensory experiences, blocks, dramatic play, science center, art, etc).

10:50-11:00- Clean up and use bathroom, prepare for outside.

11:00-11:40- Outside Play- Students use the playground and outdoor grounds.

11:40-11:50- Use the bathroom and wash hands for lunch

11:50-12:20- Lunch

12:20-12:30- Students bring books to their cots and use the bathroom if needed.

12:30-1:30- Rest time.

1:30-2:00- Alternate activities outside the classroom for non-sleepers (art, outside if weather permits, large motor indoor activities, etc. All students are awake by 2pm)

2:00- Star of the Day- One student shares an item from home based on monthly theme. Children ask questions or comment about what the star shared.

2:15- Art and Afternoon Centers or Outside Time (dependent on weather and needs of the class)

3:00- Dismissal

PROGRAM DOCUMENTS

Please indicate below which of your program's current documents contain information that shows evidence your program meets the School Readiness Program Quality Components. **Submit a copy of the Family Handbook with your completed application.** Indicate the page numbers of the Family Handbook that address the information marked by an asterisk (*) in the checklist below. Items not marked with an asterisk (*) may be identified in other documents. **DO NOT SUBMIT OTHER DOCUMENTS;** just check the appropriate box indicating you have documents on site that meet the non-asterisk quality components. If there are parts of a section that are not checked off as being met through any existing program document, provide a written statement addressing how the program plans to meet this requirement.

General Information

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	
7 + 13			*GI 1. Services provided (including age range of children).
7			*GI 2. Hours of operation (hours per day, days per week, months per year).
41 + 46			*GI 3. Enrollment policy * (include the policy for children not yet toilet trained).
4 + 5			*GI 4. Program mission/purpose statement and education philosophy/framework statement.
20 +21			*GI 5. Open access to parents/guardians.
44			*GI 6. Parent conferences.
15			*GI 7. Commitment to include children with special needs.
22-25			*GI 8. Discipline policy.
44 + 45	Portfolio		GI 9. Where/how special education services are provided (i.e. on-site, by whom, off-site, by whom)?

Program Components

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	A. Plan for collaboration with other community programs and services
	Portfolio		A 1. Process to identify and refer families to programs and services.
		Attached Sheet	A 2. Coordination of resources to eliminate duplication.
45		Crisis Management Guidelines	A 3. Unique resources specific to your community.
45		Interagency Agreement C3	A 4. Public school efforts to provide information, training and technical assistance to the SR staff to supporting children and families.
			A 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	B. Parent involvement, parenting education and outreach
40			*B 1. Parent advisory council (including decision-making policy).
40	Portfolio		*B 2. Home/school partnership initiatives designed to develop reciprocal communication and engagement.
45	Portfolio		*B 3. Opportunities for parenting education and other support activities.
			B 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	C. Referrals for Health Services, Including Referrals for Appropriate Immunizations and Screenings.
	Portfolio		C 1. Use of the ED 191 form for health records.
	Portfolio	Registration Paperwork	C 2. Child health files include health screens pursuant to <i>Early and Periodic Screening, Diagnosis and Treatment (EPSDT)</i> .
	Portfolio	Internal	C 3. Tracking system for health record expiration and accuracy.
44	Portfolio		*C 4. Providing vision, hearing, and dental screenings either on-site or in collaboration with another agency.
45	Portfolio		*C 5. Processes to assist families to secure medical insurance, a medical home, on-going well-child care, immunizations, and health, dental and nutritional screenings.
			C 6. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	D. Nutrition Services
	Portfolio	Internal	D 1. Identification and documentation of children's nutritional needs.
N/A			*D 2. Participation in the <i>Child and Adult Care Food Program (CACFP)</i> and the <i>National School Lunch Program (NSLP)</i> .
12			*D 3. If your program does not participate in CACFP or NSLP, how does it ensure that the meals and snacks served meet the CACFP requirements?
		Lesson Plans + Nutrition Education Program	D 4. Nutrition services, including nutrition education, provided by the program.

			D 5. Other:
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* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	E. Family Literacy
		SR Application Process	E 1. Process for the identification of families' literacy education/training needs and assistance with access to literacy program.
		SR Application Process	*E 2. Assistance to families in accessing adult education programs, job training, and public library services.
		List Attached	*E 3. Opportunities to support families in interactive literacy activities. (Attach a list of sample activities)
			E 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	F. Admission Policies
13			*F 1. Promote the enrollment of children from diverse racial, ethnic and economic backgrounds.
21			*F 2. Include non-discrimination statement and confidentiality statement.
41			*F 3. Access to all 3-and 4-year old children.
			F 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	G. Transition Plan
45			*G 1. Collaboration between the School Readiness staff and kindergarten staff.
45			*G 2. Orientation activities for children and families that prepare them for transition to kindergarten. (Attach a list of activities)
45		List Attached	*G 3. Supports provided to families in transitioning their child to kindergarten.
N/A			*G 4. Records transferred to kindergarten.
			G 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	H. Professional Development Plan and Experiences <i>Professional development is considered to be an experience of sufficient duration (at least 2 hours) provided by a person with expertise, knowledge, and training in the subject matter.</i>
	Portfolio	Personnel Files	H 1. All staff members have a written professional development plan outlining professional goals that increase their knowledge and expertise in early childhood practice.
	Portfolio	Personnel Files	H 2. Each staff member participates in early-literacy skill development training, and cultural and linguistic diversity training for early childhood classrooms within their first year of employment.
		Personnel Files	H 3. Each staff member engages in 15 hours of professional development experiences each year that increases their awareness, knowledge, and practice of recognition and response to children's needs. (i.e., planning, observing, adaptive strategies, use of screening and assessment, special education strategies, general child development, trauma informed practice, etc.).
6			*H 4. Statements regarding the impact of professional development on program quality.
			H 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	I. Sliding Fee Scale
41			*I 1. Use of the current OEC School Readiness sliding fee scale.
14			*I 2. Assisting families with access to the Child Care Assistance Program (Care-4-Kids). <i>Care-4-Kids application is voluntary for School Readiness enrollment.</i>
		SR Function	*I 3. Procedures for fee determination and re-determination.
		SR Function	*I 4. Fee calculation is reviewed with parent, includes parent signature and parent receives a copy of the fee calculation form.
			I 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	J. Evaluation of the Effectiveness of Program
42	Portfolio		*J 1. The CT ELDS as the child level standards and an appropriate assessment aligned to the CT ELDS are used for planning learning experiences, observing and documenting child progress, and implementing teaching strategies. All curriculum used must align with the CT ELDS.
42-44	Portfolio		*J 2. Staff, parents, and others collect information on quality from many sources, and engage in a reflective process to assess the effectiveness of the program as measured by accreditation/approval entities, OEC evaluation measures, and program measures.
	Portfolio		J 3. How does the program document the efforts described in J 1 and J 2, monitor progress, and report to families and the School Readiness Council?
			J 4. Other:

STATEMENT OF ASSURANCES

The Statement of Assurances Signature Page included in this grant must provide the authorized signatures of the applicant agency (e.g., mayor and superintendent of schools).

Please note that the authorized signatures of the eligible applicant must also be provided on the cover page of the grant application submitted with the grant (see application instructions).

Applicants need only submit the Statement of Assurances Signature Page with submission of their grant application.

PROJECT TITLE: SCHOOL READINESS GRANT PROGRAM

THE APPLICANT: CASTLE, Inc. HEREBY ASSURES THAT:

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education for the Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood and Connecticut State Department of Education may find necessary;
- H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Office of Early Childhood and the State Department of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit; and
- L. Programs are required to meet all health and safety requirements mandated by the Office of Early Childhood for both license and license exempt programs.

M. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

- a) For purposes of this Section, the following terms are defined as follows:
- 1) “Commission” means the Commission on Human Rights and Opportunities;
 - 2) “Contract” and “contract” include any extension or modification of the Contract or contract;
 - 3) “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
 - 4) “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose;
 - 5) “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - 6) “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
 - 7) “marital status” means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
 - 8) “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
 - 9) “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes §32-9n; and
 - 10) “public works contract” means any agreement between any individual, form or corporation and the State of any political subdivision of the State other than a community for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a community, (2) a quasi-public agency, as defined in Connecticut General Statutes § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Connecticut General Statutes § 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- b) (1) The Contractor agrees and warrants that in for performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the contractor agrees to provide each labor union or representative of workers with which the contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §46a-68e and §46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56, 46a-68e and 46a-68f.; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes §46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions, including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of the Section and Connecticut General Statutes § 46a-56.
- h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- N. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.
- O. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.
- P. The Connecticut Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with the assurances.
- Q. The Connecticut Office of Early Childhood reserves the right to de-fund sub-grantees of the School Readiness Council based on the sub-grantee's inability to comply with School Readiness General Policies.

STATEMENT OF ASSURANCES SIGNATURE PAGE

I, the undersigned authorized official; do hereby certify that these assurances shall be fully implemented.

Signature of Official:

Nicole Sargent

Name: (please type)

Nicole Sargent

Title: (please type)

Executive Director

Date:

To be signed below ONLY if the Fiscal Agent is other than the program applying for the funds:

Signature of Fiscal Agent: _____ Date: _____

Name & Title (please print): _____

PROGRAM DATA

Each applicant is required to complete a **School Readiness Local Program Data Workbook** (see attachments) which contains three tabs: (1) Program Information; (2) Accreditation/Approval Status; and (3) Space Proposal.

Complete the forms in the workbook as they pertain to your site and attach with your RFP submission. Please also e-mail your entire workbook to your School Readiness Liaison. Detailed directions on how to complete the workbook are located within the electronic file.

BUDGET

Each applicant is required to complete a **School Readiness Local Program Budget Workbook** (see attachments) which contains two tabs: (1) Budget Justification and (2) ED114.

On the **Budget Justification** tab, provide a brief explanation justifying each line item expenditure proposed in the grant budget. Justifications for line item expenses must reflect the programs needs to ensure high-quality programming for children.

The ED114 is a detailed line item budget that reflects the programs requested use of funds for the proposed space capacity represented in this RFP for the **FY 2020**. (*Budget total must equal the requested School Readiness funds.*)

There are no indirect costs or carry-over funds allowed.
All funds, including family fees, must be spent by June 30, 2020.
A new ED114 budget form is required annually.

BUDGET OBJECT CODES

The OEC is using object code definitions from the United States Department of Education publication "Financial Accounting for Local and State School Systems." (<http://nces.ed.gov/pubs2009/2009325.pdf>) Per federal definition, an object is used to describe the service or commodity obtained as the result of a specific expenditure. For a specific grant, it may be necessary to modify what can be included in a given object based on the grant legislation. Please review the instructions for specific grant budget development carefully.

Master Budget Form Object Code Descriptions/Includable Items

- 111A Non-Instructional
Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.
- 111B Instructional
Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.
- 200 Personal Services - Employee Benefits
Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.
- 320 Professional Educational Services
Services supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.
- 321 Tutors (Instructional Non-Payroll Services)
Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.
- 322 In-service (Instructional Program Improvement Services)
Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

- 323 **Pupil Services (Non-Payroll Services)**
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 324 **Field Trips**
Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.
- 325 **Parental Activities**
Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.
- 330 **Employee Training and Development Services**
Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.
- 340 **Other Professional Services**
Professional services other than educational services that support the operation of the school district. Included, for example, are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners.
- 341 **Audit**
Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 340 as many grants do not include this cost as an eligible grant expenditure.
- 400 **Purchased Property Services**
Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
- 500 **Other Purchased Services**
Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
- 600 **Supplies**
Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
- 700 **Property**
Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

INTERAGENCY COLLABORATION AGREEMENTS

Programs should have collaborative agreements with outside community agencies in order to provide support and services to families as required by the collaboration quality components. These agreements should include, but are not limited to, agencies such as health, mental health, WIC, libraries, adult education and job training programs. These agreements may be developed as a community effort that is signed by the individual programs or individual agreements signed by each program.

PLEASE NOTE:

- Agreements may be for one or two years.
- If collaboration agreements are completed on a community basis, all signatures for programs involved in the collaboration must be on a single agreement form.
- Agreements must clearly specify:
 - the individual responsibilities and duties of each agency as it relates to the school readiness families;
 - include the number of people to be served; and
 - a description of the services to be provided.
- Do not include agreements with consultants required by licensing.

****SAMPLE****

**INTERAGENCY COLLABORATION
LETTER OF AGREEMENT**

_____ would like to enter into a collaborative agreement with _____
(Proposing Agency Name) (Collaborating Agency Name)

for the following services for FY 2020.

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application)

Responsibilities of Collaborating Agency:

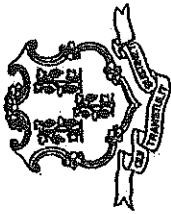
(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, and the location of the activity)

<u>PROPOSING AGENCY</u>
_____ Name: _____
Title: _____
Address: _____
_____ (Signature)
Date: _____

<u>COLLABORATING AGENCY</u>
_____ Name: _____
Title: _____
Address: _____
_____ (Signature)
Date: _____

ATTACHMENTS

- School Readiness Local Program Data Workbook
- School Readiness Local Program Budget Workbook
- Local School Readiness Application Scoring Packet



State of Connecticut

Office of Early Childhood

410 Capitol Avenue, Hartford, CT 06134
(860) 509-8045



In Accordance with Connecticut General Statutes 19a-77 to 19a-87 inclusive,
the Connecticut Office of Early Childhood issues this license, which is non-transferable, to:

CASTLE INC
396 HALLS HILL RD
COLCHESTER, CT 06415-1452

to operate a

Child Care Center

at

CASTLE
396 HALLS HILL RD
COLCHESTER, CT 06415-1452

License Number: DCCC.14427

Expiration Date: 12/31/2020

Approved for the Following Services:

Pre-School; School Age

Maximum Children at One Time: 138
Children Under 3 Years of Age: 0

Linda Goodman
Acting Commissioner

CHILD CARE CENTER/GROUP INSPECTION FORM

INITIAL

UNANNOUNCED
 FULL/PARTIAL

FOLLOW UP

LOCATION
CHANGE

OTHER

Program Name: <u>Castle</u>	License Number: <u>14427</u>	Date of Inspection: <u>10/31/17</u>	Time of Arrival: <u>9:05</u>
Address: <u>296 Halls Hill Rd.</u>	Expiration Date: <u>12/31/2020</u>	Licensed Capacity: <u>137</u>	Under 3 Capacity: <u></u>
Town: <u>Colchester</u>	Telephone: <u>860-527-1214</u>	# of children present: <u>31</u>	# of staff present: <u>6+2</u>
Operator: <u>Castle Inc.</u>	Director: <u>Nicole Turvey</u>	Head Teacher: <u>Jean O'Donnell</u>	Summer Care: <u>Open</u>
Email: <u>info@castlekid.org</u>	Instruction Codes: <input checked="" type="checkbox"/> = Compliance, <input type="checkbox"/> = Non-Compliance <input type="checkbox"/> = Not Observed <input type="checkbox"/> = Not Applicable at this time		
Hours of Operation: <u>M-F 6:20 am to 5:55</u>	Ages Served: <u>3-13 yrs.</u>		

Endorsements: Under Three (6wks - 36m) Preschool (3y - 5y) School Age (5y & up) Night Care (6wks & up)

Licensure Procedures 19a-79-2a

1. Local Health Inspection Date: 11/17

Administration 19a-79-3a

- 2. New Staff-Employee Orientation
- 3. Annual Staff Policy Training
- 4. Documentation of Behavior M. Tech Discussed w/Parents
- 5. Notification of Change
- 6. Policies: Discipline/Supervision/Child Protection/General Operating Policies/Personnel Policies/Closing Time Policy
- 7. Daily Attendance Records: Children/Staff

Items Posted: Conspicuous/Accessible

- 8. License
- 9. Current Fire Marshal Certificate Date: 3/16/17
- 10. OEC Complaint Procedure
- 11. Food Service Certificate Date:
- 12. Menus
- 13. Emergency Plans
- 14. No Smoking Signs
- 15. Radon Test Date: 11/12 Results: 1.1

Staffing 19a-79-4a

- 16. Staff Health Records/TB Tests
- 17. Professional Development
- 18. Disciplinary Actions
- 19. Designated Head Teacher/60%
- 20. Two Staff Present
- 21. Ratio: 1 Staff to 10 Children
- 22. Group Size: Maximum 20 Children
- 23. Designated Director/Training
- 24. CPR Certified Staff
- 25. First Aid Trained Staff

Consultants

26. Agreements/Contracts (Complete/Signed Annually)

	Contracts	Logs
Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social Service	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dental	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dietitian	<u>4</u>	<u>4</u>

27. Logs/Visits Documented

Swimming:

- 28. Non-Swimmers Identified
- 29. Staff/Child Ratios
- 30. CPR Certified Staff (20 years of age)
- 31. Lifeguard Certified/Supervision

Record Keeping 19a-79-5a

- 32. Enrollment Information
- 33. Emergency Medical Permission
- 34. Authorized Released Permission
- 35. Field Trip Permission
- 36. Transportation Permission
- 37. Child Health Records/Immunizations/TB
- 38. Individual Care Plan (Signed by Parent/Staff)
- 39. Injury/Illness/Accident Reports

Health and Safety 19a-79-6a

- 40. Nutritious Snacks/Meals (Required Food Groups)
- 41. Proper Refrigeration 45°
- 42. Kitchen Separated
- 43. Hand Washing Before Eating/Food Handling
- 44. First Aid Kit(s): Indoor/Outdoor/Field Trip/Inventory

Physical Plant 19a-79-7a

45. License Premise: Clean/Good Repair/Hazard Free
Peeling Paint: Y/N Sample Taken: Y/N
Building Pre-78: Y/N Lead Test: Y/N
Results:

- 47. Lead Management Plan
- 48. Sanitary Drinking Fountains/Disposable Cups
Water Supply: Public/Well
- 49. Lead Water Test Date: 7/27/15 11/21/17
Bacterial/Chemical Test Date:
On Bottled Water Y/N
- 50. Walkways Maintained
- 51. Designated Staff Toilet/Sink
- 52. All Openings for Ventilation Screened
- 53. Windows Protected to Prevent Falls
- 54. Glass Protected to 36"
- 55. Overhead Doors: Locking Devices/Spring Protectors
- 56. Exits/Hallways and Stairs Unobstructed
- 57. Individual Storage of Clothing/Bedding
- 58. Smoking Prohibited
- 59. Matches/Lighters Inaccessible
- 60. Electrical Safety: Outlets/Cords
- 61. Toileting Needs Met
- 62. Required Toilets/Sinks/Supplies
- 63. Potty Chairs: Nonporous/Emptied/Disinfected none
- 64. Hand Washing After Toileting: Staff/Children
- 65. Ventilation in Toilet Room
- 66. Air Temp 65°, Thermometer Affixed
- 67. Water Temperature 60°-115°

Signature of OEC Representative:
Pamela Lenz

Written Corrective Action Plan

Due to OEC by: 11/14/17

Signature of Person in Charge:

[Signature]

11/14/17

Post for 30
Operating
Days

CHILD CARE CENTER/GROUP INSPECTION FORM

Program Name: Castle	License Number: 14427	Date of Inspection: 10/31/17
Under Three Endorsement 19a-79-10		
Physical Plant continued: <input checked="" type="checkbox"/> 68. Portable Space Heaters Y/N <input checked="" type="checkbox"/> 69. Walls/Ceilings/Floors/Rugs: Clean/Good Repair <input checked="" type="checkbox"/> 70. Rugs Secure <input checked="" type="checkbox"/> 71. Hot Water/Steam Pipes Protected <input checked="" type="checkbox"/> 72. Working Phone on Each Level <input checked="" type="checkbox"/> 73. Emergency Numbers Posted <input checked="" type="checkbox"/> 74. Adequate Lighting: 50/30 Candle Feet <input checked="" type="checkbox"/> 75. Light Fixtures Shielded/Shatter Proof <input checked="" type="checkbox"/> 76. Potentially Hazardous Substances Locked 4 <input checked="" type="checkbox"/> 77. Garbage/Rubbish Disposed Daily 4 <input checked="" type="checkbox"/> 78. Stairs Protected/Good Repair/Handrails none <input checked="" type="checkbox"/> 79. Pets: Maintained/Care Plan none <input checked="" type="checkbox"/> 80. Operable CO Detector on Each Level <input checked="" type="checkbox"/> 81. Program Space/Adequate Sq. Ft. Per Child <input checked="" type="checkbox"/> 82. Equipment Clean/Good Repair/Safe/Non-toxic <input checked="" type="checkbox"/> 83. Cots Stored/Maintained/Adequate Number <input checked="" type="checkbox"/> 84. Developmentally Appropriate Equipment/Materials 4 <input checked="" type="checkbox"/> 85. Hot Tubs/Spas/Saunas: Locked/Inaccessible none <input checked="" type="checkbox"/> 86. No Weapons/No Facsimile of a Firearm on Premise Outdoor Space <input checked="" type="checkbox"/> 87. Outdoor Space Adequate Sq. Ft. Per Child <input checked="" type="checkbox"/> 88. Impact Absorbing Material under Equipment <input checked="" type="checkbox"/> 89. Playground Free from Hazards 4 <input checked="" type="checkbox"/> 90. Peeling Paint: Sample Taken: Y/N <input checked="" type="checkbox"/> 91. Lead Management Plan <input checked="" type="checkbox"/> 92. Equipment Anchored/Safely Arranged <input checked="" type="checkbox"/> 93. Outdoor Play Area Protected/Fenced <input checked="" type="checkbox"/> 94. Drinking Water Available/Accessible Educational Requirements 19a-79-8a <input checked="" type="checkbox"/> 95. Written Plan for Daily Program Available to Parents/Staff <input checked="" type="checkbox"/> 96. Activity Choices: Developmentally Appropriate/ Flexible/Meets Individual Needs Program Includes: Indoor/Outdoor, Gross/Fine Motor Skills, Snacks/Meals, Rest/Sleep/Quiet Time, Toileting and Clean Up Administration of Medications 19a-79-9a <input checked="" type="checkbox"/> 97. Written Policies/Procedures <input checked="" type="checkbox"/> 98. Training Outline on file Nonprescription Topical Medications 4 <input checked="" type="checkbox"/> 99. Administration/Parent Permission/MAR <input checked="" type="checkbox"/> 100. Labeling/Storage Oral/Topical/Inhalant/Injectable Medications <input checked="" type="checkbox"/> 101. Med Trained Staff/Certificates Oral/Topical/Inhalant Training <input checked="" type="checkbox"/> Injectable Medication Training <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 102. Authorized Prescriber/Parent Permission/MAR <input checked="" type="checkbox"/> 103. Labeling/Storage <input checked="" type="checkbox"/> 104. Unused/Expired Meds Returned/Disposed Y/N Self-Administration 4 <input checked="" type="checkbox"/> 105. Authorized Prescriber/Parent Permission/MAR <input checked="" type="checkbox"/> 106. Labeling/Storage <input checked="" type="checkbox"/> 107. Approved Petition For Special Med Authorization Emergency Distribution of Potassium Iodide 4 <input checked="" type="checkbox"/> 108. KI Pills: Parent Permission/Storage Expiration Date: _____	<input checked="" type="checkbox"/> 109. Approved Endorsement <input checked="" type="checkbox"/> 110. Ratio: 1 Staff to 4 Children <input checked="" type="checkbox"/> 111. Group Size no Larger than 8 <input checked="" type="checkbox"/> 112. Physical Barriers/Groups of 8 (Indoors/Outdoors) <input checked="" type="checkbox"/> 113. Adequate Sinks in Program Space <input checked="" type="checkbox"/> 114. Free Standing/Well-Constructed/Safe Cribs <input checked="" type="checkbox"/> 115. Washable Cots <input checked="" type="checkbox"/> 116. Chairs for Feeding/Stable/Safety Straps/Locking Tray <input checked="" type="checkbox"/> 117. Dev. Appropriate Tables/Chairs/Equipment <input checked="" type="checkbox"/> 118. Refrigerators and Food Prep Facilities <input checked="" type="checkbox"/> 119. Sturdy/Safety Rail/Nonporous/Exclusive Use <input checked="" type="checkbox"/> 120. Washed/Disinfected <input checked="" type="checkbox"/> 121. Disposable Paper Sheets <input checked="" type="checkbox"/> 122. Covered Waste Receptacle 4 <input checked="" type="checkbox"/> 123. Diaper Changing Policy Posted/Followed <input checked="" type="checkbox"/> 124. Hand Washing Policy Posted/Followed <input checked="" type="checkbox"/> 125. Individual Storage of Personal Items <input checked="" type="checkbox"/> 126. Cribs/Cots Washed/Disinfected <input checked="" type="checkbox"/> 127. Under 12 Months Placed on Back for Sleeping <input checked="" type="checkbox"/> 128. Alternate Sleep Position/Equip-Medical Document <input checked="" type="checkbox"/> 129. Crib/Bed Used for Infant Sleeping <input checked="" type="checkbox"/> 130. Crib/Bed Free from Observable Hazards <input checked="" type="checkbox"/> 131. Infant Toys Separate/Washed/Disinfected Daily <input checked="" type="checkbox"/> 132. No Toys/Objects Less than 1 1/4" Diameter <input checked="" type="checkbox"/> 133. Plastic Bags/Balloons/Styrofoam Objects Inaccessible <input checked="" type="checkbox"/> 134. Health Consultant/Documentation of Visits <input checked="" type="checkbox"/> 135. Infants Held for Bottles/Individual Attn/Tummy Time <input checked="" type="checkbox"/> 136. Written Statement/Feeding Schedule from Parent <input checked="" type="checkbox"/> 137. Unused Portions of Liquids Discarded <input checked="" type="checkbox"/> 138. Clean Bottles/Disp. Bottles/Approved Bottle Washing <input checked="" type="checkbox"/> 139. Food Served from Dish or Whole Jar Served <input checked="" type="checkbox"/> 140. Bottles Individually Identified w/Child's Name Outdoor Play Space-Under Three 4 <input checked="" type="checkbox"/> 141. Play Space Fenced <input checked="" type="checkbox"/> 142. Outdoor Equipment: Dev. Appropriate School Age Children Endorsement 19a-79-11 3 <input checked="" type="checkbox"/> 143. Approved Endorsement <input checked="" type="checkbox"/> 144. Activity choices appropriate <input checked="" type="checkbox"/> 145. Ratio: 1 Staff to 10 Children In school <input checked="" type="checkbox"/> 146. Group Size: Max. 20 Children <input checked="" type="checkbox"/> 147. Education Consultant Appropriate Night Care Endorsement 19a-79-12 (10pm-5am) <input checked="" type="checkbox"/> 148. Approved Endorsement 4 <input checked="" type="checkbox"/> 149. Written Program Plan/Supervision <input checked="" type="checkbox"/> 150. Staff Awake/Available <input checked="" type="checkbox"/> 151. Cot/Crib/Bedding/Toiletries/Sleep Apparel <input checked="" type="checkbox"/> 152. Individual Storage of Personal Items <input checked="" type="checkbox"/> 153. Bedding/Sleeping Apparel Laundered Weekly Monitoring of Diabetes 19a-79-13 <input checked="" type="checkbox"/> 154. Written Policies/Procedures <input checked="" type="checkbox"/> 155. On Site Staff Trained in First Aid/Glucose Testing <input checked="" type="checkbox"/> 156. Training Current/Documented <input checked="" type="checkbox"/> 157. Supervision of Self Administration 4 <input checked="" type="checkbox"/> 158. Equipment/Supplies: Labeled/Inaccessible <input checked="" type="checkbox"/> 159. Signed Agreement w/Parent Regarding Equipment <input checked="" type="checkbox"/> 160. Materials Discarded Appropriately <input checked="" type="checkbox"/> 161. Authorized Prescriber/Parent Permission <input checked="" type="checkbox"/> 162. Documentation of Test Results/Actions Taken <input checked="" type="checkbox"/> 163. Daily Written Parent Notifications	
Signature of Inspector Pamela Lawson	Written Corrective Action Plan Due to OEC by: 11/14/17	Signature of Person in Charge Kendall

SUPPLEMENTAL REPORT OF INSPECTION

Name of Program/Provider: Castle License # 14427 Date: 10/21/17

Observations/Corrections needed:

Left: No blanket memo (Disability law - initial Background check info)

Observations: Present at circle time - children dressed in costumes after Halloween.

Violations:

- 2. 2 staff without documentation of new employee orientation
- 2. 2 staff did not attend the annual training on plans/policies.
- 4. Please review policies that were found deficient.
PL. LSC policy tool kit
- 17. 1 staff without the required hours of professional development
- 22. 14 of 15 enrollment forms are missing complete work addresses for parents
- 49 PL. ~~Lead water test posted next elevator (9/23/17)~~
- ✓ 7. Cots with sheets cottered: touching. - hanging over cots.
- ✓ 14. Lightbulbs burnt out in 2 classrooms - does not meet 50 ft/candles as a result
- 77. Not 7 inches of mulch at the end of the preschool slide.

S = Substantiated NS = Not Substantiated P = Pending (if applicable) Abilly McJuffie
 Operators/providers are required by regulations and statutes to be in compliance at all times. Signature: Pamela Larsson
 (OEC Representative)

CORRECTIVE PLAN SHALL BE RETURNED TO Signature: Kindy [Signature]
 (Person in Charge)

OEC BY: 11/14/17

SUPPLEMENTAL REPORT OF INSPECTION

Name of Program/Provider: Castle License # 14427 Date: 10/31/18

Observations/Corrections needed:

102. Prescription form after an Epi-Pen in the
upside down position in the
refrigerator.

* Left copy of current complaint provided - please
post

S = Substantiated NS = Not Substantiated P = Pending (if applicable)

Operators/providers are required by regulations and statutes
to be in compliance at all times.

Signature: Ashley McJuffee
Pamela Levisseau
(OEC Representative)

CORRECTIVE PLAN SHALL BE RETURNED TO

Signature: Kurtis [Signature]
(Person in Charge)

OEC BY: [Signature]

Initial Unannounced Full/Partial Follow-up Location Change Investigation Other Addendum

SUPPLEMENTAL REPORT OF INSPECTION

Name of Program/Provider: Castle Date: 11/2/17 Time: _____

Location Address: 396 Hawk Hill Rd. Colchester Telephone #: 760-537-0214

e-mail address: info@castlekid.org License #: 14427 Expiration Date: 12/31/20

Capacity: 127 # of Children Present: 31 # of Staff Present: 1042

Consent to Inspect Family Child Care Home	<i>I agree to allow the Office of Early Childhood to have access to and inspect this facility and all child care records as required by Family Child Care Home Regulations.</i>	<i>NA</i>
Provider/Applicant/Substitute's Signature		

Purpose of visit: Addendum to 10/31/18 Inspection

Observations/Corrections needed:

Upon further supervisory review item # 17 was being removed as a violation. The staff person does not meet the definition of program staff and as a result does not need to complete professional development.

S = Substantiated NS = Not Substantiated P = Pending (if applicable)

Operators/providers are required by regulations and statutes to be in compliance at all times.

Signature: [Signature]
(OEC Representative)

CORRECTIVE PLAN SHALL BE RETURNED TO OEC BY: none due

Signature: [Signature]
(Person in Charge)

LICENSING CORRECTIVE ACTION PLAN

NAME OF PROVIDER/OPERATOR: Castle License #: 14427

LOCATION ADDRESS: 396 Hills Hill Rd. Town: Colchester

INSPECTION REPORT DATE: 10/31/18 OEC Representative: Patricia Levermore

Based on the Inspection Report, the licensee was cited for failure to comply with the regulations listed below. I hereby declare that the licensee has complied with the regulation(s) in the following manner.

NOTE: A statement simply indicating that corrections are "done" or "will be fixed," is not an acceptable Plan of Correction.

Item # From Inspection Report	Corrective Action Taken (Describe in detail how the violation(s) were corrected)	Date Corrected
2.	Reviewed orientation info. with staff who were missing down orientation.	11/8/18
3.	Reviewed policies with staff who did not attend annual review.	11/21/18
6.	Policies are being reviewed + revised to include correct language.	11/9/18 + ongoing
17.	N/A - Received notice of removal of situation.	-
38.	Notice went out to families to provide more specific addresses - updating files.	11/7/18
49.	N/A - removed from list of visit.	-
57.	All bedding on cots will be folded after each rest time to avoid touching.	11/5/18
74.	All burnt out lightbulbs were replaced.	11/5/18
87.	Redistributed woodchips to increase level under slide - will order more in spring.	11/8/18
108	Received updated EPI - pen form from facility.	11/7/18

I understand the Agency reserves the right to re-inspect the above program to verify compliance with the regulations and to request a meeting with the licensee when necessary to review patterns of non-compliance. Understanding the penalties for false statements, I attest that the information I submit on this form is true.

Provider/Operators are required by regulations and statutes to be in compliance at all times.

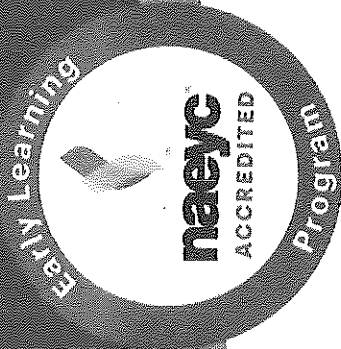
CORRECTIVE ACTION PLAN SHALL BE RETURNED TO OEC BY: 11/14/18 (Date)

Signed: [Signature] (Date) 11/9/18
 (Provider/Operator)

RETURN TO: Patricia Levermore
 Connecticut Office of Early Childhood
 450 Columbus Blvd, Suite 302
 Hartford, CT 06103 Fax: 860-326-0552

Please see the reverse side for the Core Elements of a Corrective Action Plan & Disputing Violations

Certificate of Accreditation



Having met the NAEYC Early Learning Program Standards,

CASTLE(723971)

4/1/2024

396 Halls Hill Road
Colchester, Connecticut 06415

Certificate is valid until date above

is hereby awarded NAEYC Accreditation
by NAEYC Accreditation of Early Learning Programs

A handwritten signature in cursive script that reads "Rhian Evans Allvin".

Preschool

Rhian Evans Allvin
NAEYC Chief Executive Officer



OEC Health and Safety Orientation Report									
Program Name: Castle - OEC Registry ID: 1210 - Care4Kids ID: 192 - As of: 03/26/2019									
First Name	Last Name	Date of Hire	Role	OEC Approved First Aid Expiration	OEC Approved CPR Expiration	Med Admin Expiration	Online Health and Safety Training Completion Date	# Hours	Meets CCDF Orientation
Amanda	Smith	08/04/2014	Classroom Teacher	09/23/2020	06/07/2020	10/17/2020	09/24/2018	5.00	Yes
Ashley	Holmes	08/01/2018	Classroom Teacher	None	None	None	09/27/2018	18.00	Yes
Cindy	Gladu	06/07/2016	Classroom Assistant Teacher or Teacher Aide	06/17/2019	06/07/2020	06/19/2020	08/01/2018	5.00	Yes
Danielle	Lockwood	08/26/2013	Classroom Teacher	09/23/2020	04/30/2020	10/17/2020	04/20/2018	5.00	Yes
Hannah	Merrill	09/08/2016	Classroom Assistant Teacher or Teacher Aide	04/21/2021	04/30/2020	06/19/2020	04/16/2018	5.00	Yes
Jennifer	Gonzales	10/20/2018	Classroom Teacher	08/31/2019	08/31/2019	01/28/2022	None		No
Jessica	Smith	08/01/2005	Assistant program director/administrator of a single site	06/07/2021	09/30/2019	10/17/2020	11/06/2017	5.00	Yes
Kaitlin	Rivers	08/13/2018	Classroom Assistant Teacher or Teacher Aide	08/28/2021	None	None	09/30/2018	18.00	Yes
Kathryn	Kauffman	08/22/2017	Classroom Assistant Teacher or Teacher Aide	09/23/2020	09/30/2019	10/17/2020	04/18/2018	5.00	Yes
Kayla	Maldonado	09/19/2016	Classroom Assistant Teacher or Teacher Aide	04/21/2021	04/30/2020	06/19/2020	04/18/2018	5.00	Yes
Kimberly	Hagan	01/18/2002	Administrator of Single Site	06/17/2019	04/30/2020	10/17/2020	09/21/2018	5.00	Yes
Kristina	Swain	08/29/2011	Classroom Teacher	04/14/2021	09/30/2019	10/17/2020	06/28/2018	5.00	Yes
Kyla	Huestis	05/07/2018	Classroom Assistant Teacher or Teacher Aide	06/07/2021	06/07/2020	None	09/27/2018	18.00	Yes
Lindsay	Therian	08/30/2007	Administrator of Single Site	06/17/2019	06/07/2020	06/29/2019	05/26/2018	5.00	Yes
Madalyn	Lawton	11/10/2017	Classroom Assistant Teacher or Teacher Aide	06/07/2021	06/07/2020	None	09/26/2018	5.00	Yes
Mickayla	Gauger	08/14/2018	Classroom Assistant Teacher or Teacher Aide	None	None	None	09/27/2018	18.00	Yes
Nicole	Miller	08/02/2016	Administrative Assistant	11/05/2019	06/07/2020	03/25/2020	01/16/2018	5.00	N/A
Nicole	Sargent	08/27/1997	Administrator of Single Site	08/28/2021	04/30/2020	06/29/2019	11/29/2017	5.00	Yes
Sarah	Eslami	05/07/2018	Classroom Assistant Teacher or Teacher Aide	06/07/2021	06/07/2020	None	10/02/2018	23.00	Yes
Sean	Zettervall	08/06/2012	Classroom Teacher	06/07/2021	09/30/2019	06/19/2020	09/24/2018	5.00	Yes
Sheila	Fitzsimmons	07/05/2017	Classroom Assistant Teacher or Teacher Aide	09/23/2020	09/30/2019	10/17/2020	08/01/2018	5.00	Yes
Sheri	Goudreau	08/12/2008	Classroom Assistant Teacher or Teacher Aide	09/20/2019	09/30/2019	10/17/2020	09/09/2018	5.00	Yes
Stacy	Borris	07/14/2017	Classroom Assistant Teacher or Teacher Aide	09/23/2020	09/30/2019	10/17/2020	05/28/2018	5.00	Yes
Tammy jo	Kusher	10/18/2018	Assistant teacher	None	None	None	None		No
Taylor	Giuliano	08/24/2018	Classroom Assistant Teacher or Teacher Aide	None	None	None	09/30/2018	18.00	Yes
Tess	Leone	06/16/2017	Classroom Assistant Teacher or Teacher Aide	09/23/2020	09/30/2019	06/19/2020	04/17/2018	5.00	Yes

Summary Table

# of Applicable Staff	25
# of Staff who Meet CCDF Orientation	23
% of Staff who Meet CCDF Orientation	92 %
Program Meets CCDF Orientation	No
Last date of program attestation for ongoing PD	
Attestation within 12 months	No

Staff Qualifications Detail Report
CASTLE (1210) Last Updated: 03/11/2019

Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Ladder Level	Ladder Level Description	Age Served	Compensation Type - (Hourly or Salary)	Hours	Weeks	Enrolled in ECE Program	Projected Graduation Year	Institution Name	QSM Eligible	QSM Expiration Date	Designated QSM Room	Current
																Y
Classroom Teacher	10/20/2018	Gonzales, Jenni	1000009889	9	Associate degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Hourly	35	48	No	2021	Eastern Connecticut University	Yes	06/30/2023	Preschool - Full Day	Yes
Classroom Teacher	08/01/2018	Holmes, Ashley	1000368809	13	Masters degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Hourly	40	52	No			Yes	06/30/2023		Yes
Classroom Teacher	08/26/2013	Lockwood, Dani	100020889	11	Bachelor degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Hourly	40	62	No			Yes	12/31/2099		Yes
Classroom Teacher	08/29/2011	Swain, Kristina	100012434	11	Bachelor degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Hourly	35	40	No			Yes	12/31/2099		Yes
Classroom Assistant	07/14/2017	Borris, Stacy	100030656	6	Current CDA credential or 12 ECE credits.	Preschoolers (3 to 5 years)	Hourly	25	52	No			No			No
Classroom Assistant	07/05/2017	Fitzsimmons, SI	100030762	11	Bachelor degree in any field and 12 ECE credits.	Preschoolers (3 to 5 years)	Hourly	25	52	No			Yes	06/30/2023		Yes
Classroom Assistant	09/13/2018	Rivers, Kaitlin	100031736	10	Associate degree in ECE; Bachelor degree in ECE or plus current ECE state teaching endorsement.	Preschoolers (3 to 5 years)	Hourly	16	52	Yes	2021	Eastern Connecticut University	Yes	06/30/2023		Yes
Assistant Teacher	10/18/2018	Kusher, Tammy	100014969	12	teaching endorsement; Masters degree in any field	Preschoolers (3 to 5 years)	Hourly	20	40	No			Yes	12/31/2099		Yes
Administrator Of Single Site	08/30/2007	Therian, Lindsa	100016544	13	and 12 ECE credits.	Preschoolers (3 to 5 years)	Salary	40	52	No			Yes	12/31/2099		Yes

Role	Percentage Met	Met
Operational Administrator	100%	Yes
Pedagogical Administrator	100%	Yes
Teachers	100%	Yes
Assistant Teachers	100%	Yes

DRAFT

Operational Administrator	
Option A	Baccalaureate or higher degree in any field AND 9 college-level credits in business or program administration
Option B	Baccalaureate degree in any field, AND a state-issued ece / elem ed principal credential OR a state-issued ece / elem ed education administrator OR director credential that has been reviewed and approved by NAEYC.
Pedagogical Administrator	
Option C	Baccalaureate or higher degree in early childhood education (ECE) or a related major (child development, elementary education, early childhood special education).
Option D	Baccalaureate or higher degree in any field with 36 ECE-related credits.
Option E	Baccalaureate or higher degree in any field with state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.
Teacher/Teacher Assistant	
Option	Qualification
A	A current Child Development Associate (CDA) credential issued by the Council for Professional Recognition.
B	A CDA Credential equivalent as defined by NAEYC as at least 12 college credits in early childhood education, child development, elementary education, or early childhood special education.
C	An associate's degree (AA / AS) in early childhood education, child development, elementary education, or early childhood special education.
D	The equivalency to an associate's degree (AA / AS) in early childhood education, which is defined by NAEYC as at least 60 college/university credits with at least 30 college credits in early childhood education, child development, elementary education, or early childhood special education.
E	A baccalaureate degree (BA / BS) in early childhood education, child development, elementary education, or early childhood special education.
F-a	The equivalency to a baccalaureate degree (BA / BS) or higher in early childhood education, which is defined by NAEYC as a baccalaureate degree in any discipline with at least 36 college credits in early childhood education, child development, elementary education, or early childhood special education.
F-b	A non-early childhood degree with state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.
G	A master degree (MA / MS) or higher in early childhood education, child development, elementary education, or early childhood special education.

The data represented in this report is accurate to what each Registry participant submitted and OEC entered up to the noted date.
Office of Early Childhood, Connecticut Early Childhood Professional Registry * 450 Columbus Blvd, Suite 304 * Hartford, CT 06103 * 800-832-7784

NAEYC Staff Report

Program Name: Castle - OEC Registry ID: 1210 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 723971 - As of: 03/26/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Gonzales, Jennifer	Preschool	Preschool	08/31/2019	08/31/2019	D	Yes	100000989	9
Teacher	Holmes, Ashley	Preschool - Full Day	Preschool	None	None	G	Yes	100036809	13
Teacher	Lockwood, Danielle	Preschool - Full Day	Preschool	09/23/2020	04/30/2020	C	Yes	100020889	11
Teacher	Smith, Amanda	Afterschool	School Age (50% or more first grade age or older)	09/23/2020	06/07/2020	None	NA	100027569	6
Teacher	Smith, Jessica	Afterschool	School Age (50% or more first grade age or older)	06/07/2021	09/30/2019	None	NA	100013869	6
Teacher	Therian, Lindsay	Preschool	Preschool	06/17/2019	06/07/2020	G	Yes	100016544	13
Teacher	Zetervall, Sean	Afterschool	School Age (50% or more first grade age or older)	06/07/2021	09/30/2019	None	NA	100027566	11
Teacher Assistant/Aide	Borris, Stacy	Preschool - Full Day	Preschool	09/23/2020	09/30/2019	B	Yes	100030656	6
Teacher Assistant/Aide	Eslami, Sarah	Afterschool	School Age (50% or more first grade age or older)	06/07/2021	06/07/2020	None	NA	100034737	1
Teacher Assistant/Aide	Fitzsimmons, Sheila	Preschool - Full Day	Preschool	09/23/2020	09/30/2019	B	Yes	100030762	11
Teacher Assistant/Aide	Gauger, McKayla	Afterschool	School Age (50% or more first grade age or older)	None	None	None	NA	100038258	1
Teacher Assistant/Aide	Giuliano, Taylor	Afterschool	School Age (30% or more first grade age or older)	None	None	None	NA	100038292	1
Teacher Assistant/Aide	Gladd, Cindy	Afterschool	School Age (50% or more first grade age or older)	06/17/2019	06/07/2020	None	NA	100027565	1
Teacher Assistant/Aide	Goudreau, Sheri	Afterschool	School Age (50% or more first grade age or older)	09/20/2019	09/30/2019	None	NA	100027571	1
Teacher Assistant/Aide	Huestis, Kyla	Afterschool	School Age (50% or more first grade age or older)	06/07/2021	06/07/2020	None	NA	100034736	1
Teacher Assistant/Aide	Kaufman, Kathryn	Afterschool	School Age (50% or more first grade age or older)	09/23/2020	09/30/2019	None	NA	100031728	1
Teacher Assistant/Aide	Kusher, Tammy Jo	Preschool	Preschool	None	None	E	Yes	100014969	12
Teacher Assistant/Aide	Lawton, Madalyn	Afterschool	School Age (50% or more first grade age or older)	06/07/2021	06/07/2020	None	NA	100033010	1
Teacher Assistant/Aide	Leone, Tess	Afterschool	School Age (50% or more first grade age or older)	09/23/2020	09/30/2019	None	NA	100031292	1
Teacher Assistant/Aide	Maldonado, Kayla	Afterschool	School Age (50% or more first grade age or older)	04/21/2021	04/30/2020	None	NA	100027568	1
Teacher Assistant/Aide	Merrill, Hannah	Afterschool	School Age (50% or more first grade age or older)	04/21/2021	04/30/2020	None	NA	100027574	1
Teacher Assistant/Aide	Rivers, Karlin	Preschool - Full Day	Preschool	08/28/2021	None	C	Yes	100031736	10
Teacher Assistant/Aide	Swann, Kristina	Preschool	Preschool	04/14/2021	09/30/2019	B	Yes	100012434	11
Operational Administrator	Hagan, Kimberly	Unassigned	NA	06/17/2019	04/30/2020	A	Yes	100013262	11
Pedagogical Administrator	Therian, Lindsay	Unassigned	NA	06/17/2019	06/07/2020	C	Yes	100016544	13
Non-Teaching Leadership	Sargent, Nicole	Unassigned	NA	08/28/2021	04/30/2020	None	NA	100002191	3
Non-Teaching Other	Miller, Nicole	Unassigned	NA	11/05/2019	06/07/2020	None	NA	100027560	1

Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

The data represented in this report is accurate to what each Registry participant submitted and OEC entered up to the noted date.
Office of Early Childhood, Connecticut Early Childhood Professional Registry * 450 Columbus Blvd, Suite 304 * Hartford, CT 06103 * 800-832-7784

OEC Ladder Level Descriptions

1	OEC Registry Account.
2	Inactive: formerly Training Program module 1.
3	3 ECE credits.
4	Inactive: formerly Training Program modules 1-3.
5	6 ECE credits.
6	Current CDA credential or 12 ECE credits.
7	Current CDA credential and 12 ECE credits.
8	30 ECE credits or One-Year ECE certificate.
9	Associate degree in any field and 12 ECE credits.
10	Associate degree in ECE.
11	Bachelor degree in any field and 12 ECE credits.
12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.
13	Masters degree in any field and 12 ECE credits.
14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.
15	Advanced degree and 12 ECE credits OR Advanced degree in non-ECE plus current ECE state teaching endorsement.

Staff Confirmation Page Role

Staff Confirmation Page Role	Date of Hire	Participant Name	Participant ID	Ladder Level
Classroom Teacher	10/20/2018	Gonzales, Jennifer	100000989	9
Classroom Teacher	08/01/2018	Holmes, Ashley	100036809	13
Classroom Teacher	08/26/2013	Lockwood, Danielle	100020889	11
Classroom Teacher	08/04/2014	Smith, Amanda	100027569	6
Classroom Teacher	08/29/2011	Swain, Kristina	100012434	11
Classroom Teacher	08/06/2012	Zettervall, Sean	100027566	11
Classroom Assistant Teacher Or Teacher Aide	07/14/2017	Borris, Stacy	100030656	6
Classroom Assistant Teacher Or Teacher Aide	05/07/2018	Eslami, Sarah	100034737	1
Classroom Assistant Teacher Or Teacher Aide	07/05/2017	Fitzsimmons, Sheila	100030762	11
Classroom Assistant Teacher Or Teacher Aide	08/14/2018	Gauger, Mickayla	100038258	1
Classroom Assistant Teacher Or Teacher Aide	08/24/2018	Giuliano, Taylor	100038292	1
Classroom Assistant Teacher Or Teacher Aide	06/07/2016	Glady, Cindy	100027565	1
Classroom Assistant Teacher Or Teacher Aide	08/12/2008	Goudreau, Sheri	100027571	1
Classroom Assistant Teacher Or Teacher Aide	05/07/2018	Huestis, Kyla	100034736	1
Classroom Assistant Teacher Or Teacher Aide	08/22/2017	Kauffman, Kathryn	100031728	1
Classroom Assistant Teacher Or Teacher Aide	11/10/2017	Lawton, Madalyn	100033010	1
Classroom Assistant Teacher Or Teacher Aide	06/16/2017	Leone, Tess	100031292	1
Classroom Assistant Teacher Or Teacher Aide	09/19/2016	Maldonado, Kayla	100027568	1
Classroom Assistant Teacher Or Teacher Aide	09/08/2016	Merrill, Hannah	100027574	1
Classroom Assistant Teacher Or Teacher Aide	08/13/2018	Rivers, Kaitlin	100031736	10
Classroom Assistant Teacher Or Teacher Aide	10/18/2018	Kusher, Tammy Jo	100014969	12
Assistant Teacher	08/01/2005	Smith, Jessica	100013869	6
Assistant Program Director/Administrator Of A Single Site	01/18/2002	Hagan, Kimberly	100013262	11
Administrator Of Single Site	08/27/1997	Sargent, Nicole	100002191	3
Administrator Of Single Site	08/30/2007	Therian, Lindsay	100016544	13
Administrative Assistant	08/02/2016	Miller, Nicole	100027560	1

Staff Qualifications Data
CASTLE (1210) Last Update

Ladder Level Description

- Associate degree in any field and 12 ECE credits.
- Masters degree in any field and 12 ECE credits.
- Bachelor degree in any field and 12 ECE credits.
- Current CDA credential or 12 ECE credits.
- Bachelor degree in any field and 12 ECE credits.
- Bachelor degree in any field and 12 ECE credits.
- Current CDA credential or 12 ECE credits.
- OEC Registry Account.
- Bachelor degree in any field and 12 ECE credits.
- OEC Registry Account.
- OEC Registry Account.
- OEC Registry Account.
- OEC Registry Account.
- OEC Registry Account.
- OEC Registry Account.
- OEC Registry Account.
- OEC Registry Account.
- OEC Registry Account.
- OEC Registry Account.
- OEC Registry Account.
- Associate degree in ECE.
- Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.
- Current CDA credential or 12 ECE credits.
- Bachelor degree in any field and 12 ECE credits.
- 3 ECE credits.
- Masters degree in any field and 12 ECE credits.
- OEC Registry Account.

Full Report

Report ID: 03/11/2019

Age Served	Compensation Type - (Hourly or Salary)	Hours	Weeks
Preschoolers (3 to 5 years)	Hourly	35	46
Preschoolers (3 to 5 years)	Hourly	40	52
Preschoolers (3 to 5 years)	Hourly	40	52
Preschoolers (3 to 5 years)	Hourly	15	52
School-age (5 years and older)	Hourly	35	40
Preschoolers (3 to 5 years)	Hourly	20	52
School-age (5 years and older)	Hourly	25	52
Preschoolers (3 to 5 years)	Hourly	15	52
School-age (5 years and older)	Hourly	25	52
Preschoolers (3 to 5 years)	Hourly	10	52
School-age (5 years and older)	Hourly	10	52
School-age (5 years and older)	Hourly	10	52
School-age (5 years and older)	Hourly	15	52
School-age (5 years and older)	Hourly	15	52
School-age (5 years and older)	Hourly	15	52
School-age (5 years and older)	Hourly	15	52
School-age (5 years and older)	Hourly	20	52
School-age (5 years and older)	Hourly	10	52
School-age (5 years and older)	Hourly	8	52
School-age (5 years and older)	Hourly	16	52
School-age (5 years and older)	Hourly	20	40
Preschoolers (3 to 5 years)	Hourly	40	52
School-age (5 years and older)	Hourly	40	52
School-age (5 years and older)	Salary	40	52
School-age (5 years and older)	Salary	40	52
School-age (5 years and older)	Salary	40	52
Preschoolers (3 to 5 years)	Hourly	40	52

Multiple age groups in a program that DOES NOT serve infants or

Currently Enrolled in ECE Program	Projected Graduation Year	Institution Name	QSM Eligible	QSM Expiration Date
No			Yes	06/30/2023
No			Yes	06/30/2023
No			Yes	12/31/2099
No			No	
No			Yes	12/31/2099
No			Yes	06/30/2023
No			No	
No			No	
No			No	
No			No	
No			No	
No			No	
No			No	
No			No	
No			No	
No			No	
No			No	
No			No	
Yes	2021	Eastern Connecticut State University	Yes	06/30/2023
No			Yes	12/31/2099
No			No	
No			Yes	12/31/2099
No			No	
No			Yes	12/31/2099
No			No	

Designated GSM Room
Preschool
Preschool - Full Day

Attachment: *A2. Coordination of Resources to avoid duplication.

To ensure the responsible use of School Readiness funding, CASTLE works with many outside agencies to provide free or low-cost services to children in our care. Below is a list of the types of services that we coordinate with.

Behavior/Mental Health- CASTLE works regularly with the Early Childhood Consultation Partnership (ECCP) to develop the skills of classroom teachers in regards to their responses to challenging behaviors and classroom management. Through a no-cost service called **Core Classroom Service**, an ECCP consultant comes to our center and observes the classroom for a period of time, offering suggestions and recommendations to improve the teachers' practices.

ECCP also offers a no-cost service called **Child Specific Service**, where a consultant comes in and works with individual children displaying challenging behaviors. The consultant works with the family and teachers to develop a plan and provide resources to support the student.

CASTLE also works with United Community and Family Services (UCFS) to support children who are displaying challenging behaviors in the classroom. One no-cost service that we have utilized through them is their **Community Network Program**, where a consultant works with both families and teachers in their home and in the classroom to support positive social/emotional development.

Special Education- CASTLE works closely with Colchester Public Schools to identify children with special needs. CASTLE recommends that all preschool families attend a free early childhood screening through Colchester Public Schools. This screening identifies children who may qualify for services that are provided at no-cost by the district.

Attachment: *G2. Orientation activities for children and families that prepare them for transition to kindergarten.

- Once a month, in the spring, our teachers, will walk pre-k students to Colchester Elementary School to attend a preschool literacy event for incoming kindergarteners and their families in order to enhance the kindergarten transition process.
- CASTLE teachers and staff are available to assist families in the kindergarten registration process. We partner with the school during registration time to provide families with registration information and materials.
- CASTLE teachers also fill out Kindergarten Transition forms. Teachers write down the child's interests, friends that he or she has a good relationship with, and any other personality traits that may influence the type of teacher or classroom the child will be placed in.

Attachment: *E3. Opportunities to support families in interactive literacy activities

CASTLE offers the following literacy opportunities to support families:

- Local children's librarian visits the classroom monthly to share a story and activity with the children along with a resource for children to bring home.
- Classroom volunteers: Families are invited to be a part of the classroom by visiting to read a book or share a story with the children.
- Family Resource Board which posts a variety of community resources for families.
- Ongoing opportunities for book sharing.
- Referrals to outside training and workshops for families in the area of literacy.
- The classroom distributes a monthly newsletter that includes a fun activity to support literacy that families can do together at home.

School Day Preschool 2019 - 2020 Calendar

- No School Days
 - Shortened Days
 - Family Events
 - In House Programs
 - Field Trips
 - Assessments
- * 2 Hour Delays - Class Starts at 11 am
* Early Dismissal - Class Ends at 12:30 pm

August

Su	Mo	Tu	We	Th	Fr	Sa
				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

28, 29, 30 Preschool Orientations

February

Su	Mo	Tu	We	Th	Fr	Sa
		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					

14 Half Day-Pickup @ 12:30
17 President's Day Recess- No School
18- Built-in snow day
(if snow prior to 2/7, will be school day)

September

Su	Mo	Tu	We	Th	Fr	Sa
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					

2 Labor Day- No School
3 First Day of School
27 Half Day- (Pickup @ 12:30)

March

Su	Mo	Tu	We	Th	Fr	Sa
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				

12 Half Day-Pickup @ 12:30
13 No School

October

Su	Mo	Tu	We	Th	Fr	Sa
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		

14 Columbus Day- No School
30 No School

April

Su	Mo	Tu	We	Th	Fr	Sa
			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			

10 Good Friday- No School
13-17 April Recess- No School

November

Su	Mo	Tu	We	Th	Fr	Sa
				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

6 Election Day- No School
11 Veterans Day Obs.- No School
27 Half Day- No School
28, 29 Thanksgiving Break- No School

May

Su	Mo	Tu	We	Th	Fr	Sa
					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						

22 Half Day- Pickup @ 12:30
26 Memorial Day- No School

December

Su	Mo	Tu	We	Th	Fr	Sa
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				

6 Half Day- Pickup @ 12:30
20 Half Day- Pickup @ 12:30
23-31 Winter Recess- No School

June

Su	Mo	Tu	We	Th	Fr	Sa
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						

10, 11 Half Day- Pickup @ 12:30

January

Su	Mo	Tu	We	Th	Fr	Sa
			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	

1 New Years Day No School
20 Martin Luther King Day No School

Additional Unconfirmed Dates -

Total School Days: 181



Explore. Create. Learn.

Family Policy Handbook

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: ALL ABOUT CASTLE

In 1990, The National Association of State Boards of Education published a report titled "Right from the Start", which described certain characteristics that were critical to a high quality early education program. The report stated that the program should respond to a variety of needs such as:

- Before and after school care
- Health
- Nutrition
- Social and emotional development

The program should provide an environment that recognizes individual, cultural and linguistic diversity among children. It should also actively involve and support parents as partners in the development of their children. Last but not least, this program should draw on the resources and expertise of all agencies and informal networks in the community.

With this in mind, Carol Wheeler, then principal at Jack Jackter Elementary School, formed an Early Childhood Committee consisting of members from the Board of Education, teachers, parents, and community members and consultants from the State Department of Human Resources and the State Department of Education. One of the findings of the group was that many children were left at home without proper supervision. They felt it made sense to offer a service that would provide high quality before and after school supervision in an environmentally safe facility. Thus, CASTLE; Colchester Alternative School-Age Total Learning Experience was born.

This program opened in the summer of 1991 in Jack Jackter Elementary School using shared space. The program had four full time children enrolled for the summer. In the fall of 1991, before and after school care was provided to approximately fifteen children in the morning and twenty children in the afternoon. Jo Ann Hansen was the Director of the program, Barbara Briger was a teacher and Arline Linger worked as a volunteer.

In 1992, Barbara Briger and Arline Linger took over as Co-Directors of the program. The program continued to double each year until the fall of 1993, when CASTLE moved to the Colchester Intermediate School. Since CASTLE now had space of their own, they were able to provide before and after school care for Kindergarten students. By the fall of 1994, there were approximately 134 children enrolled in the program, with a growing wait list of more than 20.

In December 1994, the Colchester Intermediate School notified CASTLE that some of the space they were currently using would need to be reclaimed for classroom instruction for the 95/96 school year. Due to the increasing student enrollment in Colchester, CASTLE was slowly being squeezed out of the school system. It was evident that by the fall of 1996, they would not have any space left in the schools to run the program. The mere thought of this was devastating to the Co-Directors, the CASTLE Board of Directors and the parents whose children attended the program. It was clearly time for action!

In January of 1995, several parent committees were formed to identify various space options for the program and to evaluate the feasibility of each option. In March of 1995, Dr. Michael Puscas, President of Advanced Training Solutions was hired to help manage the project to acquire permanent CASTLE space. Dr. Puscas met with various town officials and developers in search of space for the program. He was introduced to Ron and Bruce Goldstein of the Paradise Agency, a Property Management and Real

- To help children develop social skills
- To encourage children to think, reason, question and experiment
- To help children learn and practice life skills
- To encourage and demonstrate sound health, safety and nutritional practices
- To teach children to respect cultural diversity
- To model and encourage empathy for peers
- To partner with families to offer support and opportunities to engage in their child's developmental experiences
- To create a feeling of community among families

In addition, CASTLE staff models and encourages children to practice and demonstrate the following personal character traits:

- C** – Be a **CARING** friend
- A** – Display a positive **ATTITUDE**
- S** – Always follow **SAFETY** rules
- T** – Participate and demonstrate **TEAMWORK**
- L** – Take opportunities to develop **LEADERSHIP** skills
- E** – Be accepting and have **EMPATHY** for others

Program Philosophy

CASTLE believes that high-quality preschool and school-age programs provide a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of the family. All of our programs are developmentally appropriate, meaning they are both age appropriate and appropriate for the needs of each individual child.

In developing a curriculum, CASTLE staff is responsive to individual needs and differences, with an understanding of children's different personalities, learning styles, strengths, interests, experiences and family backgrounds. We are committed to providing experiences that will match a child's developing abilities, while also challenging that child's interest and understanding.

CASTLE also believes in and promotes strong partnerships with families, schools and the community we serve. Our staff represents CASTLE on many community based and statewide organizations including:

- Collaborative for Colchester's Children (C3)
- Colchester School Readiness Council
- Colchester Business Association
- Connecticut Afterschool Network
- State of Connecticut Afterschool Advisory Council

Contact Information

Telephone: 860-537-0214

4. At least 360 hours of documented supervised experience working with unrelated children of the same age(s) to be served in this child day care center with these standards or comparable standards in this or another state and at least 1 semester of student teaching with children of the same age(s) and developmental stages that are served in this child day care center

*These requirements are mandated by the State of CT Office of Early Childhood.

Section 2: PROGRAMS & OFFERINGS

Preschool Programs

School Day Preschool

Our school-day preschool program starts the day after Labor Day and follows the school calendar as set by the Colchester Board of Education. If Colchester Public Schools are closed, school-day preschool classes will also be closed. If the Colchester Public Schools have a delayed opening, the school-day preschool program will open at 11:00 am. If Colchester Public Schools have a half-day or early dismissal, school-day preschool will be dismissed at 12:30 pm.

A full calendar of school vacations and no school days will be provided prior to the start of the school year. The hours are as follows:

School Day:	9:00 am – 3:00 pm	Monday - Friday
School Day (3 Day Option):	9:00 am – 3:00 pm	Monday - Wednesday - Friday
Before School Option:	6:30 am - 9:00 am	Monday – Friday
Delayed Opening:	11:00 am - 3:00 pm	
Early Dismissal:	9:00 am - 12:30 pm	

Children or families may not drop children off prior to the 9:00 am start time of the program unless you are registered for before school care.

Parents / guardians must arrive to pick up their children no later than the end time of their program. A late pick up fee will be assessed for any child picked up after this time, as per tuition fees schedule in this handbook.

Full Day Preschool

Our full-day preschool program is open Monday through Friday, year round except for the holidays designated in the “Holidays & Closures” section. We will also close for two days in June and two days in August for staff development and building maintenance. Specific dates will be provided to families with enough advance notice so alternate plans for care can be arranged.

Full Day:	6:30 am - 5:55 pm	Monday – Friday
-----------	-------------------	-----------------

School Age Program

Our school-age program is open weekdays from the first day of school through the last day of school, as set by the Colchester Board of Education. The hours are as follows:

Before School:	6:30 am - 8:30 am
----------------	-------------------

Community Outreach Programs

Programs may take place throughout the year, which allow the children a chance to learn about the needs of their community and how they can help. Some potential activities include a canned food drive, service for the retirement community, toy drive for the needy, clean up the community, etc....

Sample Daily Schedule

2:00	Middle School arrival
2:00 – 3:15	Middle School snack; homework and free choice
3:15	Grades K-5 arrival
3:30 - 5:00	Activity choices include: Nutritious Snack Homework Outside Games/Playscape Specific room activities (cooking, arts, games, etc....)
5:00 – 5:45	Free Choice Activities (Indoor & Outdoor)
5:45	Quiet activities prior to pick-up

Transportation to and from school

Children are transported to and from school at CES, JJIS and WJJMS via M & J Bus Company. CASTLE is considered a regular stop on the bus routes determined by the Colchester Board of Education. Children attending William J. Johnson Middle School have the option of walking to and from CASTLE with parent permission.

Transportation requests and permission forms **MUST** be arranged through the Colchester School System and be on file at the appropriate school. It is the parent's responsibility to make these arrangements.

Children are expected to behave appropriately on the bus to and from school each day and abide by the disciplinary policies set by the Colchester Board of Education. If a child is suspended from bus transportation due to a behavior issue, CASTLE will not provide drop-off or pick-up services. Behavior issues should be reported to the bus driver or the school so the appropriate reports can be filed.

Pick-ups from After School Activities

CASTLE offers a pick-up service for children attending school sponsored activities at CES or JJIS. Parents must request pick-up in advance by completing an Afterschool Activity Form and returning it to the office. There must be a minimum of 3 children signed up for an activity in order for CASTLE to do a pick-up.

Children will be met at the end of their activity by a CASTLE staff member and be escorted back to CASTLE. Pick-ups are not offered for children attending after school activities at WJJMS. With parent permission, WJJMS students may walk to CASTLE after their activity. Prior notification of these arrangements must be submitted to the office.

Summer Program

CASTLE operates a full time summer program. The summer session will begin two days after the last day of school and end two days prior to the first day of school. These dates are set by the Colchester Board

- All non-swimmers will be clearly identified in a way that is visually and easily recognized by lifeguards and staff.
- Children will only be permitted to swim when trained certified lifeguards are present.
- Attendance shall be taken prior to leaving CASTLE, at different points during the trip, on the busses prior to leaving the trip location and upon return to CASTLE.

In-house programming specials

Several in-house programming specials will be brought in over the summer to provide fun, entertaining and educational experiences to the children. Examples of programs may include live animal exhibits; Mad Science; magicians; giant waterslides; bounce houses and more!

Arts and Crafts

Art projects should include multiple cultures, styles, ability levels, and interests. Projects will be age appropriate giving children the opportunity to practice basic skills, such as cutting, gluing, painting, drawing, sewing, etc.

Active Games

A wide variety of active games will be offered. These games will include non-competitive group games, skill activities, and competitive sports. Each day there will be an opportunity for the children to be involved in an active game either indoors or outdoors. Active games help teach teamwork and communication skills, and encourage physical fitness.

Enrichment Activities and Specialty Clubs

These activities may include math, reading, cooking projects, problem solving activities, science experiments, photography, creative writing, drama, music, art, dance and sports.

Tutoring

Individual tutoring services may be available throughout the summer at family's request. Families will contract services, arrange schedules and make payments directly with tutoring service. CASTLE will provide the quiet space for the sessions.

Sample Daily Schedule*

6:30 - 9:00	Arrival, free play, outside time, morning snack
9:00 - 9:15	Group time, attendance, morning announcements
9:15 - 11:30	Group/grade level activity choices; specialty clubs; outdoor sports and activities
11:30 - 12:30	Lunch followed by quiet time and D.I.R.T (Daily Independent Reading Time)
12:30 - 4:30	Group/grade level activity choices, specialty clubs, outdoor sports and activities, Afternoon snack
5:00 - 5:45	Free choice activities (Indoor & Outdoor)
5:45	Quiet activities prior to pick-up

*Please note: Summer schedules will vary due to field trips and in-house programming. A complete summer calendar will be provided prior to the start of the summer session.

Section 3: GENERAL POLICIES

Enrollment

Admission to CASTLE is open to all children in preschool through age 12. We do not discriminate based on sex, race, ethnicity, religion or special needs. School age childcare enrollment is available for the before school session, the afterschool session or both.

Children with siblings attending the program will have priority registration when an opening occurs in their grade level. Our enrollment is limited by our licensed capacity in accordance with state regulations.

The following will be required at the time of enrollment for any child to be admitted into the program:

- All current accounts must be in good standing
- All registration, permission and authorization forms completed in their entirety
- A physical/medical form signed and dated by a physician, which includes up-to-date immunization records. All children, prior to entering kindergarten, are required to have an updated physical form annually. Children in Kindergarten through eighth grade will be required to submit updated physical forms as required by the Town of Colchester Board of Education policies.
- A scheduled family orientation
- A signed policy acknowledgement
- Annual, non-refundable registration fee
- A one-time security deposit of one week's tuition

Registration Procedures

Each spring, enrollment for the following summer and school year will be announced and selections for admission will be based on the following criteria in the following order:

1. Children currently enrolled* in the program will be given advance registration to enroll in the session they are presently attending.
2. Children currently enrolled will be given priority to openings in other sessions that occur within their grade level.
3. Siblings of currently enrolled children, when an opening occurs in the grade level.
4. Children on the waiting list will be selected when an opening occurs in the required grade level.
5. New enrollments on a first come, first served basis according to grade level.
6. Priority will be given to children attending full time (5 days per week) or children attending on a part time basis when their enrollment can be combined with another child in the same grade level on opposite days.

*Currently enrolled refers to those children who are actively enrolled in the program. It excludes participants enrolled only in the summer or other programs scheduled when school is not in session.

3. The cost of your child's last week in the program.
4. Any outstanding balance will be deducted from security deposit prior to refund.

Late Payments

Tuition is due on Monday for the billing period and should be paid no later than 6:00 PM on Wednesday. A daily late fee will be assessed to any account, every day, until the account is brought current. Each family will be required to fill out an auto payment form when registering their child for the program. If tuition is in arrears for two (2) weeks the balance will automatically be charged to the card on file. If CASTLE is unable to charge the card on file or tuition is in arrears for four (4) weeks, you may be asked to leave the program until the tuition is brought current. Accounts that remain delinquent face the consequences of permanent removal from the program for non-payment. All payments will be applied to the oldest outstanding balance.

In cases involving multiple parties responsible for tuition payments, CASTLE has the right to notify all parties involved if any party is past due to the point where the child(ren) is in jeopardy of being asked to leave the program.

If tuition is in arrears, children may be denied admission to special activities, field trips, etc., until balance is current. Enrollment in the Summer and Fall Programs as well as school vacation weeks is also contingent on all tuition being current. A collection agency may be employed to assist in the collection of any past due balances.

A \$20.00 fee will be charged for all checks not honored by a bank for any reason. (Please note: this fee may increase if bank fees increase). If the situation occurs where there have been three (3) returned checks from the same family within a contractual period, personal checks will no longer be accepted from that family.

Orientation

It is imperative that families understand and agree to abide by CASTLE's program goals, philosophy and general policies. CASTLE's Child Guidance and Behavior Policy will also be discussed with each family during orientation. This knowledge enables families to make informed decisions about the best possible arrangements for their child. All new families are required to participate in an orientation prior to a child's first day of attendance in the program. Individual family orientations will be scheduled at a convenient time and will include the child, parents/guardians and the Program Director and/or Head Teacher. Open houses will also be held prior to the start of the summer and fall sessions so children and families can get to meet and know one another and their teachers. We acknowledge that transitions can be difficult at times for families. The CASTLE staff is committed to working with each family to ensure a smooth transition into the program.

Trial Period

All children will be admitted to CASTLE on a one-month trial, so that the staff can evaluate appropriateness of the program for your child. Please be advised that the program reserves the right to suspend or expel a child at any time for inappropriate behavior that violates the rights of the other children or staff. (See "Child Behavior Expectations" and "Removal from Program")

Children with Special Needs

Children with special needs are welcome at CASTLE. We are committed to providing appropriate care to children with special needs or health issues including but not limited to, allergies, dietary needs or

event that weather conditions are treacherous, CASTLE may have a delayed opening or close for the day. Any closings or delayed openings will be communicated through our One Call Now system. Refunds will not be made.

When the Colchester Public Schools have a delayed opening, individuals contracted for the AM Session (before School) have priority to attend. Families contracted for the morning session must call by 7:15 AM to notify staff if they will not attend so we can open enrollment to individuals not currently enrolled in the morning session.

Inclement Weather

When Colchester schools dismiss early due to inclement weather, children attending the PM session (after school) will have priority. If your child will not be returning to CASTLE you must notify the office. Should weather conditions be considered treacherous, CASTLE may close before 5:55 pm. Should the decision be made to close prior to 5:55 PM, each child's parent(s) will be contacted through our One Call Now system. If you cannot be reached we will start alternate pick-up procedures.

We understand the importance of providing uninterrupted childcare services for working parents and make every attempt to stay open if conditions allow. CASTLE reserves the right to close due to severe weather, emergencies or the inability to maintain required staff to child ratios. CASTLE also reserves the right to delay opening or close early if conditions are deemed too hazardous. If CASTLE is forced to close due to circumstances beyond our control such as a natural disaster, power outage, gas leak, water main break, state or federal emergencies, state wide travel bans, etc., no tuition refunds will be made. If however, CASTLE makes a decision to close at our discretion for severe weather, safety concerns or other circumstances, tuition refunds will be made.

If CASTLE is open and severe weather develops during the day, parents may be contacted to pick up their children as soon as possible. If parents/guardians are unable to pick up their child, it is their responsibility to make arrangements for the child to be picked up by an authorized alternate pick-up person. Tuition refunds will not be made in these cases. Any closings or delays will be communicated through our One Call Now system.

Notification of Absence and Search Fees

Parents are required to notify CASTLE as early as possible if your child will not be present in the program on a given day. If your child is sick or will not attend CASTLE for any reason, please:

- Call 860-537-0214 OR
- Email CASTLE at info@castlekid.org OR
- Fill out the Planned Absentee List located on the sign-in/out computer counter

Please remember that if your child is sent home sick from school, the school does not notify CASTLE and we will still be expecting him/her.

If we are not properly notified it will be necessary for CASTLE staff to begin the process of searching for your child. This typically involves making several phone calls to confirm his/her whereabouts to ensure their safety. A search fee will automatically be billed to your account if this happens. (Please refer to CASTLE's current tuition rate sheet for search fee amount).

Late Pick-up

Children must be picked up on time, at the end of their program. A minimum of two staff members of at least 18 years of age will remain on site until all children are picked up. At least one of these staff members will have current first aid, CPR and Administration of Medication certificates. If you are late you will be charged according to the following rates:

0 – 5 Minutes	\$7.00
6 – 14 Minutes	\$12.00
15 – 20 Minutes	\$17.00
21 – 29 Minutes	\$22.00
30 – 45 Minutes	\$37.00
46 – 60 Minutes	\$53.00

On the third offense of late pick up after 5:55 PM, and all times thereafter, charges increase as follows:

1 – 15 Minutes	\$15.00
16 – 30 Minutes	\$35.00
31 – 45 Minutes	\$50.00
Each additional 5 minutes	\$15.00

If you are late and cannot be reached, the staff will attempt to contact emergency authorized pick-ups. In the event that no authorized alternate pick-ups can be contacted within 30 minutes, the staff will contact the Colchester Police Department to determine if any accidents were reported. After one hour, if you still cannot be contacted and no authorized pick-up can be contacted, your child will be referred to the Department of Children and Family Services according to State Regulations.

Late fees will be strictly enforced. Payments are due the following day. If an emergency arises, please notify CASTLE as soon as possible so staffing can be arranged. We strongly encourage you to authorize several people to be alternate pick-ups for your child. Please note, excessive late pick-ups could lead to dismissal from the program.

Items from Home

While it is strongly discouraged that children bring in items from home such as toys, books, playing cards, etc. it does happen. CASTLE is not responsible for lost or damaged items and it is the responsibility of the child to maintain their belongings.

Children's Cell Phones

Children will not be permitted to use their cell phones while at CASTLE. This includes making calls, texting, and playing games. CASTLE cannot monitor activity on an individual basis, if children need to make a phone call or send a message to their parents, they may do so in the office. Other electronic devices should not be brought in either unless otherwise noted by staff for a special occasion.

Communication

Open communication will enable CASTLE staff to provide the best possible experience for your child. We encourage parent feedback and support parents as the principle influence in each child's life, both as

associates or families interested in registering may visit the program. Any such visitor must be granted admission by Program Administration and be escorted by a staff member at all times.

Staff-Family Relationship Policy

In accordance with our organization's Conflict of Interest/Code of Ethics Policy, CASTLE employees are not permitted to solicit, accept or engage in any employment, or relationships that would result in personal gain, with CASTLE families or Board members outside of the program. This includes but is not limited to babysitting, tutoring, or transporting children. CASTLE employees are also prohibited from interacting with CASTLE families through the use of social networking websites.

Staff are asked to complete and sign a Conflict of Interest disclosure upon hire and annually thereafter.

Confidentiality

CASTLE respects the rights and privacy of each family and teaching staff. Our Confidentiality Policy gives us the limits to make sure that various records (health, assessments, social services, etc.) are not made public in any way that may be harmful or not in the best interest of the family/child or teaching staff. All employees at CASTLE are bound by this policy and must abide by it. Information about children in our program will not be shared with any other parents or discussed in the program in front of the child or any other children. All children's records are confidential and maintained in a secure location in the CASTLE office. Confidential information will not be shared with anyone outside the designated teaching staff without express written consent from the child's parent or guardian. Exceptions to this are departmental authorities, licensing agents and program consultants.

Removal from Program

The determination to ask a family to leave a child care program is difficult, and may be disruptive to the program, staff and potentially to the family. We strive to provide the best possible care to everyone who has chosen our program. However, in the following circumstances, CASTLE may be unable to continue to provide child care:

1. Failure to provide complete, accurate and up-to-date paperwork.*
 - CASTLE Child Care enrollment packet (updated annually)
 - Signed Policy Acknowledgment (updated as needed)
 - State of CT Early Childhood Health Assessment form (updated annually)/State of CT Department of Education Health Assessment Record (updated according to Board of Education requirements)
2. Failure to provide required documents or medication for child's medical needs. For any medication to be stored and administered in a program, the CT Office of Early Childhood Licensing Regulations require appropriate paperwork signed by a medical professional. Any children with expired medication will not be allowed at the program until new medication is provided.
3. Failure to pay for child care services in a timely and consistent manner.

Overdue accounts will be assessed a late fee. If a payment is more than 30 days past due, the child will be removed from the program until the outstanding balance is paid in full. Once the balance is paid in full the child may resume in the program providing space is available. If a spot

necessary, CASTLE staff may work with outside resources and consultants to find a solution that will help children develop positive behaviors. In extreme circumstances, CASTLE reserves the right to ask a family to leave the program. In these cases, every effort will be made to provide families with advance notice and assist them in identifying community resources and alternate care arrangements.

Strategies for Guiding Positive Behavior

If a behavior issue arises the staff will address the child or children directly following CASTLE policies of positive guidance and discipline techniques based on developmentally appropriate practice, including positive guidance, redirection and setting clear limits that encourage children to develop self-control, self-discipline and positive self-esteem. Staff will consistently use the following strategies to redirect, problem solve and provide logical and natural consequences to manage children's behavior:

- Staff will share behavior expectations and program rules with children. Staff will also include children in the process of establishing certain agreed upon classroom rules.
- Staff will explain the consequences of misbehavior to all children, and will regularly remind children of the consequences of poor behavior choices.
- Staff will set developmentally appropriate limits for children that they can clearly understand.
- Staff will redirect attention away from any activity that is deemed inappropriate by guiding the child to another activity.
- Staff will offer children choices of activities/games they can participate in.
- Staff will structure the environment in such a way to help reduce misbehavior and accidents.
- Staff will guide children to make positive behavior choices by suggesting alternate acceptable responses and behaviors in various situations.
- Staff will model appropriate behaviors for children.
- Staff will assist and guide children when a conflict between peers arises. Staff will engage children in helping to solve the problem by discussing the situation and all possible solutions, and working with the children to develop conflict resolution skills to come to agreed upon solutions to problems.
- Staff will remain objective when there is a problem with a child.
- Staff will support and encourage children to behave positively and appropriately.
- Staff will provide children with verbal warnings if they are behaving in an inappropriate manner. Warnings help remind children of behavior expectations which will reduce resistance and ease transitions.
- No child will be physically restrained unless it is necessary to protect the health and safety of the child and others.
- Director(s) and staff will discuss positive guidance techniques with parents, and will review these techniques during orientation and as needed throughout a child's enrollment.
- The parent/guardian will be required to pick the child up from CASTLE when a child's behavior is deemed unacceptable and/or is a safety risk to self or others. When the parent(s)/guardian(s) have been called more than two times during one week to pick up the child and there has not been an improvement in their behavior, a meeting between the parent(s)/guardian(s), staff, and Director(s) will be held to develop a Behavior Management Action Plan.

- Disrespecting staff or property
- Flight Risk (running away from the program)

3. Whenever there is a serious concern about a behavior or discipline problem, the staff will verbally and in writing inform the child's parent or guardian. The staff and family will meet to develop plans to resolve the problem and regular reports will be given to the family on the child's progress.

4. The parent/guardian will be required to pick the child up from CASTLE when a child's behavior is deemed unacceptable and/or is a safety risk to self or others. When the parent(s)/guardian(s) have been called more than two times during one week to pick up the child and there has not been an improvement in their behavior, a meeting between the parent(s)/guardian(s), staff, and Program Director will be held to develop a written behavior plan.

5. If the problem behavior continues, parent(s)/guardian(s) may be asked to consent to a consultant being brought in to assess the situation. A specified timeline for improvement will be provided and parents will be advised of the recommendations.

6. A recommendation may also be made for the child to receive an assessment from local health, education or mental health services provider. In the event such recommendation is made, families will be encouraged to share the results of these assessments with CASTLE. We strive to work as a team with family, consultants and staff. CASTLE will also allow for professionals to make on-site child observations if it is considered helpful. (Please note: all costs associated with these services are the responsibility of the parent or guardian).

7. If the above actions have not resulted in improved behavior from the child, written notice will be given to the parent/guardian to remove the child from the program for a determined period of time. During this time period, CASTLE staff will continue to work with the parent/guardian and child on behavior modifications.

8. CASTLE strives to provide a safe and caring environment for all children. We reserve the right to remove a child from any CASTLE program at the discretion of the Executive Director or Program Director if the child's behavior is determined to create a dangerous or unacceptable situation for him/her, other children or staff.

9. Parents or guardians must advise staff of any physical or emotional conditions for which the child is being treated. Any changes in a child's behavior (i.e. sudden aggressiveness or withdrawal) noted by the staff will be brought to the attention of the parents or guardians. Parents or guardians should make the staff aware of any problems that the child may be experiencing so that staff may better understand and assist the child.

CASTLE staff members may not physically or verbally abuse a child, nor may a child be physically restrained except when it might be necessary to protect the safety and health of the child or others. Staff members are prohibited from using abusive, neglectful, corporal, humiliating, or frightening punishment. All staff members receive training in guidance and discipline issues upon hire and on a continual basis.

11. Staff are trained at orientation and must attend annual staff development regarding the following:
- a. Philosophy of supervision
 - b. Conflict resolution
 - c. Inspection of equipment
 - d. Consistency of policy enforcement
 - e. Procedures to use when a child is injured
 - f. Reporting of suspected child abuse and neglect

Emergency Transportation

CASTLE staff is prohibited from transporting children in their private vehicles. In emergency situations the Program Director or Executive Director may authorize a staff member to transport a child if no other viable options exist.

Emergency Evacuation Plan

In the event of fire or an emergency that requires immediate evacuation of the CASTLE premises, the following procedure will take place:

1. Children will be moved immediately off the premises via the rehearsed fire drill procedure, exiting through the closest safe fire door. Each program area has specific procedures for exiting the building in an emergency. Fire drills will be rehearsed monthly.
2. During an emergency the office staff will remove:
 - A. attendance book
 - B. emergency bag (contains individual care plans)
 - C. rescue/emergency medication bag (epi-pens, inhalers and individual care plans)
 - D. medical/health equipment
3. Children will form a line on the inside of the ball field. If ball field area is inaccessible, move to quiet field.
4. Attendance will be taken and all children will be accounted for. Staff taking attendance will also conduct head count and ask if there are any children whose name was NOT called. Office will notify senior staff of children yet to arrive at CASTLE due to after school programs, late drop off, LEARN van, etc. Families may NOT drop children off during an emergency. Families in building during emergency will be asked to stay. In addition, children will NOT be released during an emergency until all children are accounted for and the situation is deemed safe.
5. In the event of inclement weather during an emergency, the children would be moved to the easiest, safest and most accessible alternate site location listed below:
 - A. Colchester Elementary School (CES)
 - B. Jack Jackter Intermediate School (JJIS)
 - C. Ga-Na-Den II Community Center, Norwich Avenue.
6. Transportation will be arranged via the most accessible public or private transportation service by the Communication Coordinator. If able, the Communication Coordinator will contact alternate site official

- Scabies or head lice
- Unwillingness or inability to participate in program accompanied by signs or symptoms of illness

In certain cases, you will be asked to provide a note from your child's doctor/pediatrician stating that he/she is ready to return to school.

Under-Immunized Children – Occasionally, an enrolled child may be under-immunized because of a medical condition (documented by a licensed health professional) or due to family religious beliefs. In these circumstances, if there is an outbreak of a vaccine-preventable disease, any child who is under-immunized for this disease will be promptly excluded until the outbreak is over and a medical authority authorizes the child to return to the center.

Our goal is to provide a healthy environment for all children and staff. Our illness policy is geared to minimize your child's suffering from illness as well as to reduce time lost from work by having to stay at home to care for your sick child. No child will be admitted into the program when he or she is suspected of having a communicable illness. Children must be symptom free for at least 24 hours before returning to the program. If a doctor treats the child, please ask for a signed note indicating that the child is able to return and fully participate in activities. Since some apparent symptoms such as fever and irritability may be attributed to non-contagious ailments (i.e. – allergies) the health consultant will be utilized for clarification.

Administration of Medication

Families are encouraged to administer medications outside of program time whenever possible. It is preferable if your child's doctor can write a prescription so that dosages can be given twice a day, before a child attends CASTLE and after being picked up in the afternoon. If this is not feasible, or emergency/rescue medications such as inhalers or epinephrine are needed, the staff will administer prescription medications.

CASTLE staff who are trained and licensed in the administration of medications will administer prescription and non-prescription medications only if the parent personally delivers the medication with written permission and directions from the doctor.

CASTLE'S Authorization for the Administration of Prescription or Non-Prescription Medications form must be completed. Forms are available from the office.

- Investigational drugs shall not be administered.
- Injectable medication administration is limited to emergency injection of epinephrine via an epi-pen
- No medications will be administered on field trips with the exception of rescue medications

CASTLE trained staff will administer the following nonprescription topical medication:

- Medicated powders
- Medicated creams

A medication administration record shall be written in ink and kept on file at the facility for each child's administered medication. The medication administration record and parent permission shall become part of the child's health record when the course of medication has ended. The parent shall be notified of any medication administration errors immediately in writing and the error shall be documented on record.

- The date(s) the medication is to be started and ended
- Relevant side effects and the authorized prescriber's plan for management if they occur
- Notation if the medication is a controlled drug
- A listing of any allergies, reactions to or negative interaction with food or drugs
- Specific instructions from the authorized prescriber who orders the medication regarding how the medication is to be given
- The name, address and telephone number of the authorized prescriber ordering the drug
- The authorized prescriber's signature
- The name, address, telephone number, signature and relationship to the child of the parent(s) giving permission for the administration of the drug by the Director or Program Staff.

If the Director does not accept the responsibility to administer medication to a particular child or that the means of administration of medication is not permitted under these regulations that authorized prescriber may order that the licensed medical personnel with the statutory authority to administer medications at the parent's expense perform such administration.

The Director or Program Staff shall administer medication only in accordance with the written order of the authorized prescriber and shall not administer the first dose of any medication, except in an emergency. The family shall be notified of any medication administration errors immediately in writing and the error shall be documented in the record.

Required Records

Except for nonprescription topical medications described in Connecticut General Statute 19a-79-9a(a)(1) of Licensing Regulations, individual written medication administration records for each child shall be written in ink, reviewed prior to administering each dose of medication and kept on file at the facility. The medication administration record shall become part of the child's health record when the course of medication has ended.

The individual written administration record for each child shall include:

- The name, address and date of birth of the child
- The name of the medication or drug
- The dosage ordered and method of administration
- The pharmacy and prescription number if applicable
- The name of the authorized prescriber ordering the drug
- The date, time and dosage at each administration
- The signature in ink of the Director or Program Staff giving the medication
- Food and medication allergies
- Level of cooperation from the child in accepting the medication
- The date and time the medication is started and ended
- Medication administration errors.

adopted by the Commissioner in the accordance with Connecticut General Statutes Section 19a-7f and that names the appointment date for the child's next immunization.

(B) A statement signed and dated by a physician, physician assistant or an advanced practice registered nurse indicating that the child has an appointment that will keep the immunizations current or in progress as required by said schedule and names the date of the child's next immunization.

(C) A statement signed and dated by a physician, physician assistant or an advanced practice registered nurse indicating that the child has a laboratory confirmed proof of immunity to natural infections.

(D) A statement signed and dated by a physician, physician assistant or an advanced practice registered nurse indicating that the child has a medical contradiction to immunization.

(4) For each child for whom subparagraph (B) of subdivision (3) of this section applies continued enrollment in the day care for more than thirty (30) days after the named immunization appointment shall be contingent on the provider receiving written documentation from a physician, physician assistant or an advanced practice registered nurse stating either: that the named appointment was kept and the child received the scheduled immunizations, or that the child was unable to receive the scheduled immunizations for medical reasons and a new appointment date is named.

In addition, families are obligated to inform the Program of special health problems such as allergies, special dietary needs, dental problems, hearing and visual impairments, chronic illness, developmental variations, or history of contagious disease. This information must be in writing on forms provided in the registration packet.

Dental/Medical Emergencies

- All children registered will have either a complete Medical form submitted with their registration, or a copy of their school health form on record at CASTLE. In addition, an authorization for emergency dental/medical care form will be on the premises as well as carried on away trips at all times.
- At least one person on staff will have certification of training in CPR. All staff will be certified in First Aid. First Aid kits will be on the premises at all times. CASTLE will have a cellular phone or walkie-talkie at all times when off the premises.
- If a child is injured or ill, a qualified staff member will assess the extent of the illness or injury. If the illness or injury is felt to be serious, the parents will be notified immediately. Also, the child's doctor or CASTLE's attending physician will be notified. Appropriate action will be taken under direction of the doctor or the hospital.
- In the case of severe emergency, CASTLE will have the child transported by ambulance to the nearest hospital. In this case, the child will be attended to first and the family notified as soon as possible.

NOTE: Families are responsible for all cost entailed in medical emergency response including but not limited to transportation and Emergency services.

Minor injuries

In the event of a minor injury, a trained staff will make an assessment. Should simple first aid resolve the situation, it will be applied by the trained staff member. An accident report will document the

Procedures to Protect Children and Adults from Environmental Hazards

At all times CASTLE shall maintain a safe and quality environment for all children and its staff. In the event that the state EPA notifies us of unhealthy air quality the following steps will take place to guard against the hazard. Outdoor time will be limited to avoid prolonged exposure to the air and if necessary, other accommodations will be made. All products and materials that come into the program that are not intended for ingestion will have a MSDS sheet kept on file. CASTLE is on a federal and local recall list to gain information about toys and products that might contain lead or other potentially harmful substances. Toys and materials that are found to have lead or other harmful substances in them will be removed from children's access and disposed of properly. In the event that remedial work needs to take place on the premises local health personnel will guide us as to maintain a safe environment for our children and staff.

Water Table Safety

Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with each group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.

Protecting Children from Toxic Materials

All substances considered to be toxic will be stored in a locked room. Material Safety Data sheets are available on each toxic substance that is stored on CASTLE premises.

Animal and Pet Policies

CASTLE Program Director will be responsible for checking that the appropriate care instructions for pets are followed.

Pets will meet the following guidelines:

1. Any pet or animal present at the facility, indoors or outdoors, must be in good health, show no evidence of carrying any disease, and be a friendly companion for the children. Dogs, cats, and other furry animals, if allowed, will be immunized for any disease which can be transmitted to humans and will be maintained on a flea, tick, and worm control program. The following animals will not be permitted as pets in child care:
 - Ferrets
 - Turtles or other reptiles that can carry salmonella
 - Birds of the parrot family
 - Any wild or dangerous animals
2. Pets will be kept clean and housed in clean living quarters. Children will not be allowed access to the pet's food or excrement. Animal tanks and cages will be secured in such a manner that prevents children from climbing on the structure and prevents the structure from toppling over.
3. All pets will be enclosed in cages or separated by some other means from the children except when children are handling them under adult supervision. Children will not mouth pets or put

What Must Be Reported

A mandated reporter must report to DCF and CASTLE if, in the ordinary course of such person's employment or profession, the person has reasonable cause to suspect or to believe that a child under the age of eighteen:

1. Has been abused or neglected;
2. Has had a non-accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her;
3. Is placed at imminent risk of serious harm.

The law defines "abused" and "neglected" as follows:

"Abused" means that a child:

1. Has had physical injury or injuries inflicted upon him other than by accidental means;
2. Has injuries which are at variance with the history given of them; or
3. Is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child:

1. Has been abandoned;
2. Is being denied proper care and attention, physically, educationally, emotionally or morally;
3. Is being permitted to live under conditions, circumstances or associations injurious to his well-being;

Reporting Procedures of Suspected Abuse or Neglect

If a statutory mandated reporter, or any other CASTLE employee, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken:

1. The employee shall make an oral report as soon as practicable to a CASTLE Administrator or designee. The employee shall also make an oral report to DCF as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report must be made by telephone or in person to the Commissioner of Children and Families ("DCF") or the local law enforcement agency.
2. The DCF Hotline for reporting suspected abuse or neglect is 1-800-842-2288.
3. In cases involving suspected or believed abuse or neglect by a CASTLE employee, the Program Director or Executive Director, shall immediately notify the child's parent or guardian that such a report has been made.
4. Within 48 hours of making an oral report, the employee shall submit a written report to DCF containing all of the required information. The employee shall immediately submit a copy of the written report to the Program Director or Executive Director.
5. If the report concerns suspected abuse or neglect by an employee who possesses a certificate, permit or authorization issued by the State Board of Education, CASTLE shall submit a copy of the written report to the Commissioner of Education or his/her representative.

of such child are the perpetrators of the alleged abuse, or where DCF has indicated that obtaining such consent will interfere with its investigation. Employees shall not attempt to conduct any internal investigation or any independent review of the facts by questioning a child or parents.

In the event that a child is to be questioned in connection with an investigation of alleged child abuse or neglect, it is the responsibility of DCF to obtain the consent of the child's parent or guardian, unless DCF has reason to believe that such parent or guardian or other person responsible for the care of the child or member of the child's household is the perpetrator of the alleged abuse. If consent is not required to conduct the interview, such interview shall be conducted in the presence of a disinterested adult unless immediate access to the child is necessary to protect the child from imminent risk of physician harm.

Employees are required to cooperate with DCF personnel in the investigation of reports of suspected child abuse or neglect. Any interview to be conducted by DCF or the police during the investigation shall be held in a confidential setting, free from interruptions. The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a CASTLE employee, CASTLE may suspend the employee or may place the employee on administrative leave, pending the outcome of the investigation.

Evidence of Abuse by a CASTLE Employee

If the investigation produces evidence that a child has been abused by a CASTLE employee, CASTLE may take disciplinary action up to and including termination of employment. If the employment of a CASTLE employee holding a certificate, permit or authorization issued by the State Board of Education is terminated as a result of an investigation into reports of child abuse or neglect, CASTLE shall notify the Commissioner of Education, or his/her representative, within 72 hours of such termination. CASTLE supports zero tolerance for child abuse or neglect.

Emergency Medical Treatment; Access to Medical Records

In the event that a child is in need of emergency medical treatment as a result of suspected abuse or neglect, CASTLE, in collaboration with a health professional when available, shall arrange for the child to be taken immediately to the nearest hospital. DCF and the parent or guardian should be notified that the child is to be transported to the hospital when feasible; in cases where the emergency conditions prevent such notification, DCF and the parent or guardian should be notified as soon thereafter as possible.

Information contained in program's health records needed during the existence of a health and safety emergency may be disclosed without parental consent and without violating the provisions of Federal Educational Rights and Privacy Act (FERPA) of 1974.

CASTLE will provide copies of a child's medical/health record information, upon request to DCF as needed as part of a child abuse or neglect investigation or to provide appropriate emergency services in the best interest of a child who is the subject of a report. In cases that are non-emergency, information will be shared with DCF, DPH, and/or police by CASTLE with appropriate release of information consent by the parents.

Removal of Child from the Premises

During a child protective service investigation, a child may be removed from CASTLE by DCF or a police officer only if:

1. DCF has guardianship of the child; or

Fundraising Committee

The fundraising committee is responsible for planning and carrying out CASTLE's Annual Campaign. Our Annual Campaign is our only major fundraiser each year and is an integral part of our budget. This committee works closely with the Executive Director and also looks to identify other grant and fundraising opportunities for CASTLE. Meetings may take place several times throughout the year as needed.

CASTLE Annual Campaign

Our Annual Giving Campaign was launched in 2001 in an effort to move away from more time consuming traditional fundraising efforts (magazine drives, wrapping paper, etc.). Unlike those efforts, which typically yield only 40-50% of the proceeds, CASTLE receives 100% of the contributions made to the Annual Campaign.

Each year, typically in March, families are asked to make an annual contribution of \$100 to support this effort. The funds raised in our Annual Campaign are usually earmarked for a specific goal or project. In past years the funds raised have been used to buy playground equipment, fund multicultural activities, buy computers and help us increase our building expansion fund.

Please remember the following when making your donations:

- CASTLE receives 100% of your donation
- Your donation is tax deductible
- Your CASTLE donation may be eligible for an employer's match
- CASTLE can be identified in your company's United Way Campaign drive (AG1403)

Section 7: PRESCHOOL EXCLUSIVE POLICIES

Enrollment

The CASTLE Preschool Program serves children from 3 to 5 years of age. Admission is arranged through the CASTLE office and will be accepted on a first come, first served basis. Registration procedures are outlined in the General Policies section of this handbook.

Each child shall have, and shall be so advised by appropriate authorities, an equal opportunity to participate in the Preschool program without discrimination on account of race, color, sex, religion, national origin or sexual orientation.

Admission into the Preschool Program gives you priority status for enrollment in the CASTLE School Age Program. A separate registration will be required. It is strongly recommended that if you are considering enrolling your child in the school age program to notify the office staff as soon as possible.

School Readiness Grant Funding

A limited number of grant funded slots for income eligible families are available through a School Readiness grant. For more information or to see if you qualify, please contact the School Readiness Coordinator for the Town of Colchester at 860-537-0717.

- Language and Literacy
- Creative Arts
- Mathematics
- Science
- Social Studies

Assessment Purpose:

Used in conjunction with CT ELDS, CT DOTS is a foundation for gathering data about children’s skills, abilities and behaviors. It is also used to plan additional supports, summarize evidence of children’s progress and communicate around common goals.

Information from CT DOTS can be used to:

- Provide immediate support of children’s learning.
- Communicate with families and/or other professionals about children’s learning and development.
- Share a summary of learning and development based upon evidence collected across settings and contexts.
- Plan additional supports (e.g.) curriculum, instruction, professional development, family activities, adult support.
- Communicate about common goals for children.
- Inform planning for classroom and overall program improvements.

Information from CT DOTS should not be used to:

- Evaluate the effectiveness of a program or teacher.
- Compare children to each other.
- Determine the need for services.
- Make decisions about grades or classrooms.

Assessment Procedure:

CASTLE teachers receive a 6 hour training from outside agencies in the Connecticut Early Learning and Development Standards (CT ELDS) and the Connecticut Documentation & Observation for Teaching System (CT DOTS). Teachers are also required to receive annual staff development in curriculum and assessment.

Teachers use the Cycle of Intentional Teaching when observing and assessing children. This cycle involves planning experiences to support children’s development, gathering information about how they are progressing, and then adjusting curriculum and supports based on this information. The cycle of intentional teaching occurs on an ongoing basis, throughout the year.

Data from observation is used to adjust teaching strategies immediately and to summarize for sharing and reflecting on progress over time.

The CT DOTS collects data in the following ways:

- Permit CASTLE teachers to discuss the results of the screening with appropriate professionals. Parent(s)/guardian(s) will be notified prior to contact with appropriate professionals.

When needed, these results will be evaluated by the teaching staff for the purpose of making referrals, ensuring that the referrals are followed up on and curriculum goals are set.

CASTLE staff will not disclose confidential and/or personally identifiable information about any student or family in the absence of written consent or as otherwise permitted or required by law.

Facilitating Children's Learning and Promoting Continuity

In an effort to maintain continuity and quality in our Preschool Program, appropriately qualified staff shall be placed in the groups by the Preschool Director. The teaching staff will have direct responsibility for maintaining a safe environment, carrying out learning activities and providing care for the children. Ratios will be upheld according to our supervision policy.

To minimize the amount of teacher transitions the children will incur, the designated teaching team will remain with their specific group throughout their entire duration at the center. Substitutes will be used for emergencies and scheduled time off.

To help with the transition from preschool to kindergarten, Colchester Public Schools hosts an orientation and several opportunities for families to familiarize themselves with the school and meet with kindergarten teachers. CASTLE will collaborate in these efforts and support our families as they transition their child from preschool to kindergarten.

Activities and Participation

Activities are varied and include but are not limited to sports, games, dramatic play, creative arts & movement, self and teacher directed explorations. Group and individual problem-solving challenges are part of the curriculum. While children are encouraged to join in, they are sometimes more comfortable observing and learning while others perform. The staff creates an environment where children can participate according to their own desires, styles and readiness. At CASTLE, preschool children are provided many challenging opportunities to use and develop the thinking skills they bring with them and to identify and solve problems that interest them.

Collaboration with Community Organizations

The CASTLE Preschool Program will document and implement processes for active collaboration with community agencies. These agencies include Early Childhood Collaboration Partnerships, Social Services, Public Health, Recreation Department, Youth Services, and Adult Education. CASTLE will assist in identifying the needs of families and refer them to the appropriate services. The individual cultural and linguistic needs of the families will be respected when connecting families to services. The confidentiality of the families who request outside services will be protected. The Preschool Program works to help your child prepare for & transition into kindergarten. A parent information board will be updated regularly to keep parents informed of both CASTLE and community activities.

Leave of Absence

All requests for a Leave of Absence must be processed through the CASTLE office. Families receiving School Readiness funding must contact the Colchester Early Childhood Coordinator by calling 860-537-0717.

SCHOOL READINESS LOCAL PROGRAM DATA WORKBOOK

TOWN
SITE

Directions:

- 1.) Before you begin, save a hard copy of this workbook file to your hard drive.
- 2.) Complete all forms labeled separately on the bottom tabs as they pertain to your site/sites.
- 3.) Please note that for the "Space Proposal" worksheet, all totals and costs will automatically calculate.
- 4.) Upon completion, save a copy of your workbook by site (i.e., "AnsoniaPublicSchools.xls") to attach to RFP.
- 5.) E-mail your completed workbook to your School Readiness Liaison.

NOTE: The Program/Site names entered into this workbook MUST match the name on the license (if applicable).

PROGRAM INFORMATION

The name of the site(s) **MUST** match the name on the license (if applicable).

CASTLE Inc	Site/Sites	Address	Town	Zip	Contact Name	Phone
		396 Halls Hill Rd	Colchester	64115	Nicole Sargent	860-537-0214

SITE ACCREDITATION / APPROVAL STATUS

The name of the site(s) MUST match the name on the license (if applicable).

SITE (must use legal licensed name/home in Registry)	Registry ID	DCEX Number (if License Exempt and had a Care4Kids health inspection)	License Number	LICENSING Yes 14427 Yes	License Exp. Date 12/31/2020	NAEYC STATUS 4th Annual Report Submission Date 4/1/2024	HEAD START Yes No No
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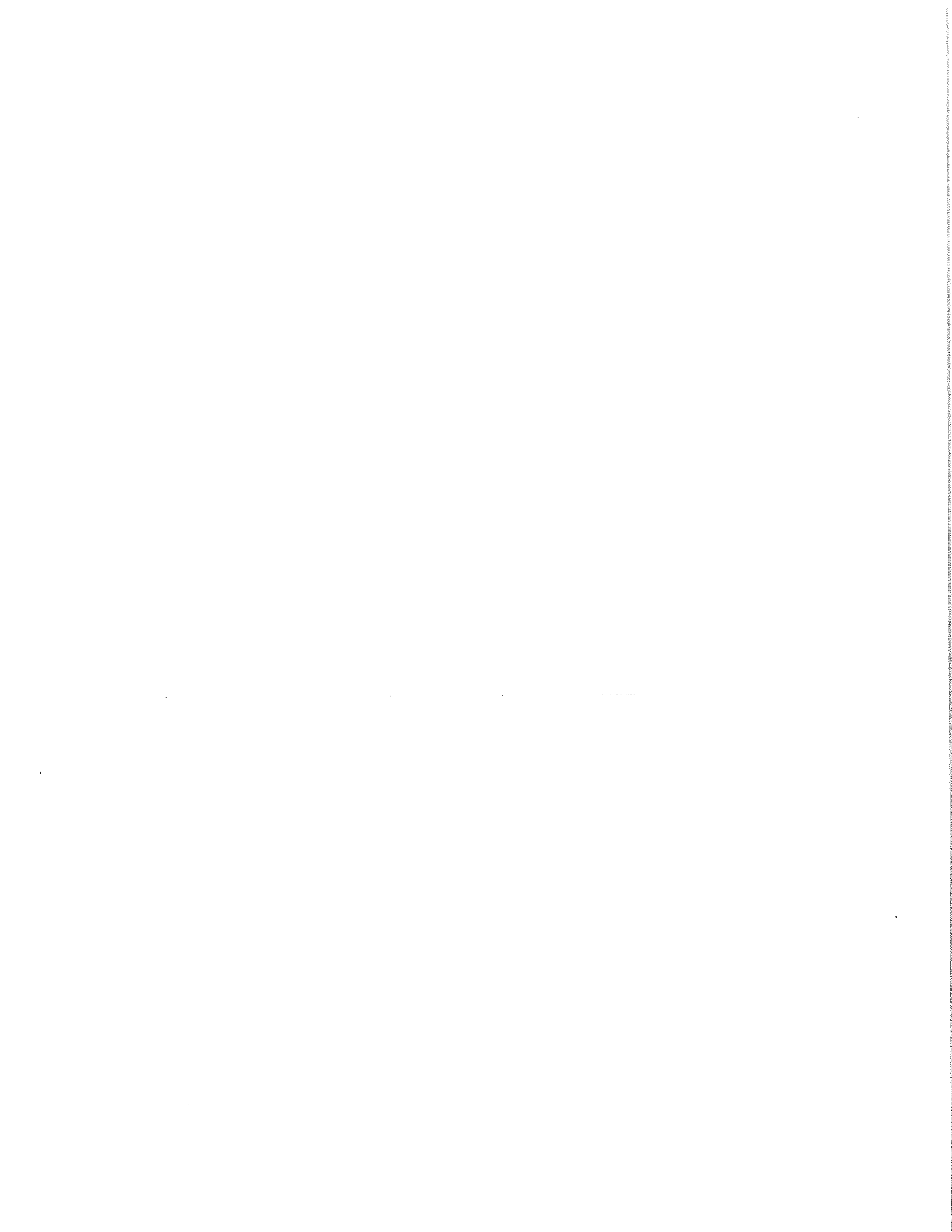
CASTLE Inc 1210 729971 12/27/2018

SCHOOL READINESS LOCAL PROGRAM BUDGET WORKBOOK

Colchester
CASTLE Inc

Directions:

- 1.) Before you begin, save a hard copy of this workbook file to your hard drive.
- 2.) Complete all forms labeled separately on the bottom tabs as they pertain to your site/sites.
- 3.) Please note that the "Budget Justification" worksheet will automatically populate the ED114 Budget worksheet.
- 4.) Upon completion, save a copy of your workbook by site to attach to RFP.
- 5.) E-mail your completed workbook to your School Readiness Liaison.



Municipality:

July 1, 2019 to June 30, 2020

Line Items	NARRATIVE	BUDGET
111A	NON-INSTRUCTIONAL	
	TOTALS	\$ -
111B	INSTRUCTIONAL	
	1 Full-time Teacher at \$17.68 x 38 hours x40 weeks	\$ 26,873.60
	1 Full-time Teacher at \$19.82 x 40 hours x 40 weeks	\$ 31,712.00
	AM Assistant Teacher \$15.60 x 20 hours x 40 weeks	\$ 12,480.00
	TOTALS	\$ 71,065.60
200	PERSONNEL SERVICES / EMPLOYEE BENEFITS	
	1 Full-time Teachers Benefits:	
	\$5631 (health) + \$355.50 (dental) + \$32.50 (vision) + \$435 (std, ltd, ad&d, life)	\$ 6,454.00
	1 Full-time Teachers Benefits:	
	\$8,878.50 (health) + \$355.50 (dental) + \$32.50 (vision) + \$435 (std, ltd, ad&d, life)	\$ 9,701.50
	TOTALS	\$ 16,155.50
320	PROFESSIONAL EDUCATIONAL SERVICES	
	TOTALS	\$ -
321	TUTORS	
	TOTALS	\$ -
322	IN-SERVICE	
	TOTALS	\$ -
323	PUPIL SERVICES	
	TOTALS	\$ -
324	FIELD TRIPS	
	There are two field trips taken a year.	\$ 500.00
	TOTALS	\$ 500.00
325	PARENT ACTIVITIES	
	TOTALS	\$ -

330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
	Teachers are provided with staff development yearly. The development may include first aid, cpr, national conferences,conscious discipline etc.	\$ 1,000.00
	TOTALS	\$ 1,000.00
340	OTHER PROFESSIONAL SERVICES	
	TOTALS	\$ -
400	PURCHASED PROPERTY SERVICES	
	TOTALS	\$ -
500	OTHER PURCHASED SERVICECS	
	TOTALS	\$ -
600	SUPPLIES	
	Teachers are given \$75 a month to purchase supplies for activities and the room	\$ 750.00
	TOTALS	\$ 750.00
700	PROPERTY	
	TOTALS	\$ -

**FISCAL YEAR 2020
ED 114 BUDGET FORM**

GRANTEE NAME:			
GRANT TITLE:	School Readiness Grant Program	Grant Period:	7/1/2019 to 6/30/20
Project Title	Priority School Readiness Local Grant Program	Total Award:	\$ 89,471.10
CODES	DESCRIPTIONS	BUDGET	
111A	Non-Instructional	\$	-
111B	Instructional	\$	71,065.60
200	Personal Services	\$	16,155.50
320	Professional Educational Services	\$	-
321	Tutors	\$	-
322	In-service	\$	-
323	Pupil Services	\$	-
324	Field Trips	\$	500.00
325	Parent Activities	\$	-
330	Employee Training and Development Services	\$	1,000.00
340	Other Professional Services	\$	-
400	Purchased Property Services	\$	-
500	Other Purchased Services	\$	-
600	Supplies	\$	750.00
700	Property	\$	-
	TOTAL	\$	89,471.10
		Original Date:	Revised Date:

**INTERAGENCY COLLABORATION
LETTER OF AGREEMENT**

CASTLE (Proposing Agency) would like to enter into a collaborative agreement with the
Collaborative for Colchester's Children's (C3) for the following services for FY 2019-2020.
(Collaborating Agency)

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application)

- Post and share program offerings provided by C3 for families with young children as needed
- Program representatives attend School Readiness Council (6 times per year) and C3 Leadership Work Group (6 times per year) meetings
- Refer families to School Readiness Program
- Staff attend Early Care and Collaborative meetings 3-4 times per year

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, and the location of the activity)

- Provide 3-4 Early Care Collaborative meetings per year to offer professional development required by School Readiness for approximately 20 people total at the Colchester Elementary School
- Host a workshop on Nutrition for all preschool families at least one time per year-approx. 20 people served at the Colchester Elementary School
- Identify the literacy education/training needs of families and assist with access to literacy program.
- Assist families in accessing adult education programs, job training, and public library services.

PROPOSING AGENCY

CASTLE

Name: Lindsay Therian
Title: Preschool Director
Address: 396 Halls Hill Road, Colchester, CT 06415

Lindsay Therian
(Signature)

Date: 3/12/19

COLLABORATING AGENCY

Collaborative for Colchester's Children (C3)

Name: Cindy Praisner
Title: Early Childhood Coordinator
Address: 315 Halls Hill Rd, Colchester, CT 06415

Cindy Praisner
(Signature)

Date: 3/13/2019

**INTERAGENCY COLLABORATION
LETTER OF AGREEMENT**

CASTLE would like to enter into a collaborative agreement with Cragin Memorial Library
(Proposing Agency Name) (Collaborating Agency Name)

for the following services for FY 2019/2020.

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application)

- Post and share library program offerings with all CASTLE families
- Encourage families to visit the library throughout the year and to obtain a library card

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, and the location of the activity)

- Children's librarian will visit CASTLE preschool programs once a month during the school year, September – May, to provide a literacy activity for the children.

PROPOSING AGENCY

CASTLE

Name: Lindsay Therian
Title: Preschool Director
Address: 396 Halls Hill Road, Colchester, CT 06415

Lindsay Therian
(Signature)

Date: 3/15/2019

COLLABORATING AGENCY

Cragin Memorial Library

Name: Kate Byroade
Title: Library Director
Address: 8 Linwood Ave., Colchester, CT 06415

Kate Byroade
(Signature)

Date: March 14, 2019

Local RFP Cover Sheet

Colchester Early Childhood Program

This Local RFP application was reviewed, scored and in compliance with the School Readiness requirements.

Signed,

A handwritten signature in black ink that reads "Cindy L. Praisner". The signature is written in a cursive style with a large initial 'C'.

Cindy Praisner
School Readiness Liaison
Collaborative for Colchester's Children

SCHOOL READINESS GRANT PROGRAM
Fiscal Year 2020
(July 1, 2019 – June 30, 2020)

LOCAL REQUEST FOR PROPOSAL

Legislative Authority
Connecticut General Statutes (CGS)
Sections 10-16o through 10-16u

Purpose of Grant as outlined in Connecticut General Statutes Section 10-16o is to:

- 1) provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
- 2) provide opportunities for parents to choose among affordable and accredited programs;
- 3) encourage coordination and cooperation among programs and prevent the duplication of services;
- 4) recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
- 5) prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;
- 6) enhance federally funded school readiness programs;
- 7) strengthen the family through: (A) encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;
- 8) reduce educational costs by decreasing the need for special education services for school age children and to avoid grade repetition;
- 9) assure that children with disabilities are integrated into programs available to children who are not disabled; and
- 10) improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

Responses to the RFP are also used to monitor compliance with the School Readiness quality components.

Local School Readiness RFP Basic Requirements Checklist

- Application submitted by deadline
- Required Signatures received by deadline

The following program information has been submitted:

- Completed cover page with contact information
- Licensing Information (license and most recent licensing inspection report) or
- License Status Verification Form (*license exempt programs only*)
- Registry OEC Health and Safety Orientation Report (applicable to programs accepting Care4Kids funds)
- Professional Registry, Staff Qualification Detail Report (without wage information)
- Registry Designated QSM Report
- Professional Registry, NAEYC Staff Report
- Proposed activities A-G are all addressed
- Program description A-E are all addressed
 - Program calendar
 - Class size and teacher/child ratio (if not included in program description)
 - Curriculum and assessment documents (planning documents, assessment work, curriculum description, etc)
- Family handbook (do NOT submit other program documents unless specifically requested)
 - List of literacy activities (item E3 in the Program Documents Section)
 - Kindergarten orientation activities done at the program or in collaboration with the schools (item G2 in the Program Documents Section)
- Statement of Assurances signature page
- Completed School Readiness local program data workbook
- Completed School Readiness local program budget workbook
- Interagency Collaboration Agreements

LOCAL SUB-GRANTEE RFP TABLE OF CONTENTS

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DIRECTIONS

This application is for all programs wishing to be considered for funding from the School Readiness Council for state funded School Readiness spaces. All programs interested in being considered for School Readiness spaces must complete this application for review by the local School Readiness Council. All completed applications will be scored. Recommendations for allocation of School Readiness spaces will be made based on the availability of spaces **AND** application scores.

Please note that in order for applications to be considered for funding:

1. All sections must be completed and all materials/forms submitted to **Cindy Praisner**.
2. Program must be in compliance with all policies and requirements for School Readiness. School Readiness General Policies (GPs) are available at <http://www.ct.gov/oec/generalpolicies>.
3. Programs must meet all health and safety requirements mandated by the OEC (licensed and license exempt).

If the School Readiness Council added items to this OEC local request for proposal, the items are listed here and were approved by the Office of Early Childhood prior to release of this application.

SCHOOL READINESS POLICIES AND REQUIREMENTS

LICENSING/ACCREDITATION/APPROVALS

Grantees must ensure that all sites are licensed by the OEC or meet legal requirements to be considered license exempt. Applicants must include a copy of the current license and the most recent full licensing inspection report from the OEC for each site requesting School Readiness funds. If the site meets the definition of license exempt, the Licensing Status Verification Form must be completed and submitted with the application. Programs (both licensed and license exempt) must meet all health and safety requirements mandated by the OEC.

PLEASE NOTE: Applicants claiming license exemption must meet these basic licensing requirements:

- **Class size:** No more than 20 children per classroom space at any one time (18 recommended);
- **Class space:** minimum 35 square feet per child;
- **Outdoor space:** minimum 75 square feet per child;
- **Outdoor play equipment:** Shock-absorbing materials under outdoor play equipment five feet or less must meet ECERS standards of six inches of resilient surfaces (wood chips, shredded bark, etc.);
- **Supervision:** All children MUST be supervised visually at ALL times. One adult for every 10 children (or less) is the required staff-to-child ratio; and
- **Other health and safety requirements:** additional requirements may be mandated by the Office of Early Childhood.

License exempt only: By checking this box, the program attests to meeting the above safety requirements.

Care4Kids: By checking this box, the program attests to being a Care4Kids provider accepting Care4Kids funds. **Programs that receive Care4Kids must include the Registry's OEC Health and Safety Orientation Report as part of their application.**

All program sites must be accredited/approved or in process of becoming accredited/approved. All programs must submit evidence of National Association for the Education of Young Children (NAEYC) Accreditation or for new programs only, willingness to become accredited by NAEYC within three years of accepting funding or evidence of Head Start approval. The following documentation is required:

- Accredited by the National Association for the Education of Young Children (NAEYC);
 - For currently accredited sites, submit a copy of your NAEYC certificate and maintain your accreditation status; and
 - For new sites not currently accredited, a statement signed by the director acknowledging that the program will become NAEYC accredited within three years; **or**
- Head Start approval as documented by the programs most recent Head Start grant award letter.

Programs approved by Head Start must electronically submit a copy of their most recent Financial Assistance Award Letter from the United States Department of Health and Human Service, Administration of Children and Families. In addition, submit a copy of the Head Start approved Quality Improvement Plan demonstrating progress toward correcting any areas of deficiencies and/or non-compliances.

Applicants must meet the program requirements and quality standards for participation in School Readiness program as described in CGS Section 10-16q (a). (see GP A-02 and GP B-05).

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

Connecticut General Statutes, Section 19a-77(b) provides that a program administered by a public school system is not required to be licensed to operate. In addition, the licensing requirement does not apply to programs administered by private schools that are approved by the State Board of Education and have filed a yearly attendance form with the Connecticut State Department of Education (CSDE), provided the provisions of childcare services are only to those children whose ages are covered under such approval or accreditation. "Administered by" has been interpreted by the OEC to mean that a public school system or a CSDE approved private school retains ultimate responsibility for the management and oversight of the program and for the program staff and the children served.

If a School Readiness grantee submits to the OEC sub-grantee applications with sites that are not required to be licensed by the OEC to provide child day care, the grantee must complete this form for each license exempt site. One of the following persons must complete and sign this form, as appropriate: the superintendent of schools, charter school director, administrator of a CSDE approved private school or executive director of a Regional Education Service Center (RESC).

Please check the appropriate boxes below with an "X", provide your signature, and indicate whether your board of education, charter school, CSDE approved private school or RESC administers the program.

Colchester Early Childhood Program at Colchester BOE located at 315 Halls Hill Road Colchester, CT 06415
(Name of Program) (Program Address)

X Yes, the board of education, charter school, CSDE approved private school, or RESC administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

This arrangement is effective from: 8/28/19 to 6/11/20
Start date End date

If yes, please check this box to verify that the above named program shall inform the parents and legal guardians of the children participating in such program that such program is not licensed by the OEC to provide child care services.

No, the board of education, charter school, CSDE approved private school, or RESC does not administer the above named program and does not retain ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

Signature

Jeff Burt
Printed Name

X Superintendent of Schools Charter School Director CSDE Approved Private School Administrator
RESC Executive Director

for the Colchester Board of Education
Name of Grantee

X Board of Education Charter School CSDE Approved Private School RESC Charter School

Colchester (860) 537 - 7208 jburt@colchesterct.org
City or Town Phone Number email address

STAFFING

All staff working with children in School Readiness sites and managing a School Readiness site must be registered in the Early Childhood Professional Development Registry (see GP A-01). The OEC and School Readiness Liaisons use the Professional Development Registry to verify and monitor staff qualifications.

In this application, all programs must submit the following Registry reports:

1. Staff Qualifications Detail Report (Do not send the wage data. DELETE THESE COLUMNS BEFORE SENDING).
Download report, delete wage columns, save report, format to print on one legal sized sheet of paper.
2. NAEYC Candidacy Staff Report

TEACHER EDUCATION REQUIREMENT

Programs applying for School Readiness spaces must meet teacher education requirements specified in School Readiness General Policy A-01 for the entire program, NOT just funded classrooms. A DQSM is a Teacher assigned to a classroom and cannot act as a floater. See the chart below as well as the definitions outlined in GP A-01.

In this application, all programs must submit the Registry Designated QSM Report

QSM Qualifying Options		
Until June 30, 2020	July 1, 2020 – June 30, 2023	July 1, 2023 and after
<p>A current CDA credential plus 12 early childhood credits, OR One of the options in the next column.</p>	<p>50% or more of the designated QSMs must have one of the following:</p> <p>A Bachelor degree or higher specific to an early childhood concentration from any regionally accredited higher education institution, OR</p> <p>A current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement (see list page 6), OR</p> <p>A Bachelor degree specific to an early childhood concentration from the <u>OEC Approved College Listing</u>, AND a B level ECTC (Early Childhood Teacher Credential) OR</p> <p>A Bachelor degree in any other field AND 12 credits or more in early childhood or child development from any college not listed on the approved list; AND successful completion of the B level Early Childhood Teacher Credential (ECTC) Individual Review Route; OR</p> <p><u>Is a Grandfathered Qualified Staff Member (QSM)</u></p> <p>The remaining % of designated QSMs must have, from a regionally accredited higher education institution:</p> <ul style="list-style-type: none"> • an Associate degree in early childhood, • an Associate degree in any field and 12 early childhood credits, or • a higher degree not identified above. 	<p>100% of the designated QSMs must have one of the following:</p> <p>A Bachelor degree or higher specific to an early childhood concentration from any regionally accredited higher education institution, OR</p> <p>A current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement (see list page 6), OR</p> <p>A Bachelor degree specific to an early childhood concentration from the <u>OEC Approved College Listing</u>, AND a B level ECTC (Early Childhood Teacher Credential) OR</p> <p>A Bachelor degree in any other field AND 12 credits or more in early childhood or child development from any college not listed on the approved list; AND successful completion of the ECTC Individual Review Route; OR</p> <p><u>Is a Grandfathered Qualified Staff Member (QSM)</u></p>

Staff Confirmation Page Role

Other Center Manager Or Specialist
 Other Center Manager Or Specialist
 Other Center Manager Or Specialist
 Classroom Teacher
 Classroom Teacher
 Classroom Teacher
 Classroom Teacher
 Classroom Teacher
 Classroom Assistant Teacher Or Teacher Aide
 Classroom Assistant Teacher Or Teacher Aide
 Classroom Assistant Teacher Or Teacher Aide
 Classroom Assistant Teacher Or Teacher Aide
 Classroom Assistant Teacher Or Teacher Aide
 Classroom Assistant Teacher Or Teacher Aide
 Assistant Teacher
 Administrator Of School Or Multiple Sites

Date of Hire	Participant Name	Participant ID	Ladder Level
08/25/2003	Elomaa, Jennifer	100029513	13
09/02/2002	Salazar, Joanne	100004078	14
08/30/2010	Tiemey, Lorraine	100010490	13
08/25/2014	Dignoti-Stella, Deana	100006108	12
08/24/2015	Landry, Kelly	100022477	12
04/01/1992	Merrill, Jill	100004095	14
06/20/2018	Murphy, Sarah	100028940	12
11/01/1993	Yuris, Jennifer	100004089	10
02/09/2015	Brownson, Nicole	100021410	6
08/24/2015	Gooslin, Paula	100010203	12
04/24/2017	Grasso, Michele	100029548	9
09/01/2005	Hemm, Lisa	100004094	1
08/28/2017	Hurt, Christine	100029515	11
09/01/2006	Rubin, Linda	100008503	11
02/13/2019	Gould, Eileen	100040773	1
08/17/2015	Omeara, Judy	100022510	13

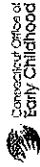
Staff Qualifications Detail Report
Colchester Boe At Colchester Early Childhood Program (1712) Last Updated: 02/
Ladder Level Description

- Masters degree in any field and 12 ECE credits.
- Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.
- Masters degree in any field and 12 ECE credits.
- Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.
- Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.
- Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.
- Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.
- Associate degree in ECE.
- Current CDA credential or 12 ECE credits.
- Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.
- Associate degree in any field and 12 ECE credits.
- OEC Registry Account.
- Bachelor degree in any field and 12 ECE credits.
- Bachelor degree in any field and 12 ECE credits.
- OEC Registry Account.
- Masters degree in any field and 12 ECE credits.

12/28/2019

Age Served	Compensation Type - (Hourly or Salary)	Hours	Weeks
Preschoolers (3 to 5 years)	Salary	38	40
Preschoolers (3 to 5 years)	Salary	38	40
Preschoolers (3 to 5 years)	Salary	38	40
Preschoolers (3 to 5 years)	Hourly	38	40
Preschoolers (3 to 5 years)	Salary	37	40
Preschoolers (3 to 5 years)	Salary	38	40
Preschoolers (3 to 5 years)	Salary	40	40
Preschoolers (3 to 5 years)	Hourly	38	40
Preschoolers (3 to 5 years)	Hourly	37	40
Preschoolers (3 to 5 years)	Hourly	38	40
Preschoolers (3 to 5 years)	Hourly	37	40
Preschoolers (3 to 5 years)	Hourly	37	40
Preschoolers (3 to 5 years)	Hourly	37	40
Preschoolers (3 to 5 years)	Hourly	38	40
Preschoolers (3 to 5 years)	Hourly	36	40
Preschoolers (3 to 5 years)	Salary	60	52

Currently Enrolled in ECE Program	QSM Eligible	QSM Expiration Date	Designated QSM Room
No	Yes	06/30/2023	
No	Yes	12/31/2099	
No	Yes	06/30/2023	
No	Yes	12/31/2099	
No	Yes	12/31/2099	PreK 4
No	Yes	12/31/2099	PK 6
No	Yes	12/31/2099	PreK 5
No	Yes	06/30/2023	
No	No		
No	Yes	12/31/2099	
No	Yes	06/30/2023	
No	No		
No	Yes	06/30/2023	
No	Yes	06/30/2023	
No	No		
No	Yes	06/30/2023	



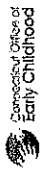
NAEYC Staff Report

Program Name: Colchester Boe at Colchester Early Childhood Program - OEC Registry ID: 1712 - NAEYC Organization ID: None - NAEYC Legacy ID Number: 286497 - As of: 03/07/2019

NAEYC Role	Participant Name	Room or Group	Age Group	Current Pediatric First Aid	Current Pediatric CPR	NAEYC Option	Meets NAEYC for Role	Participant OEC Registry ID	OEC Ladder Level
Teacher	Dignoti-Stella, Deana	PreK 4	Preschool	None	None	E	Yes	100006108	12
Teacher	Elomaa, Jennifer	PK 6	Preschool	None	None	None	No	100029513	13
Teacher	Landry, Kelly	PreK 4	Preschool	None	None	E	Yes	100022477	12
Teacher	Merrill, Jill	PK 6	Preschool	None	None	G	Yes	100004095	14
Teacher	Murphy, Sarah	PreK 5	Preschool	None	None	E	Yes	100028940	12
Teacher	Salazar, Joanne	PreK 5	Preschool	None	None	G	Yes	100004078	14
Teacher	Tierney, Lorraine	PreK 4	Preschool	None	None	None	No	100010490	13
Teacher	Yuris, Jennifer	PreK 5	Preschool	None	None	C	Yes	100004089	10
Teacher Assistant/Aide	Brownson, Nicole	PreK 4	Preschool	None	None	B	Yes	100021410	6
Teacher Assistant/Aide	Gooslin, Paula	PK 6	Preschool	None	None	E	Yes	100010203	12
Teacher Assistant/Aide	Gould, Eileen	PK 6	Preschool	None	None	None	No	100040773	1
Teacher Assistant/Aide	Grasso, Michele	PreK 5	Preschool	None	None	B	Yes	100029548	9
Teacher Assistant/Aide	Hernu, Lisa	PreK 4	Preschool	None	None	None	No	100004094	1
Teacher Assistant/Aide	Hurt, Christine	PK 6	Preschool	None	None	B	Yes	100029515	11
Teacher Assistant/Aide	Rubin, Linda	PreK 5	Preschool	None	None	A	Yes	100008503	11
Operational Administrator	Omcara, Judy	Unassigned	NA	None	None	A	Yes	100022510	13

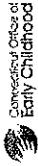
Report Summary for Infant, Toddler, Preschool and Kindergarten Classroom Staff

Role	Percentage Met	Met
Operational Administrator	100%	Yes
Pedagogical Administrator	0%	No
Teachers	75%	No



Assistant Teachers	71%	No
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PROFESSIONAL



Operational Administrator		Meets Qualification for
Option A	Baccalaureate or higher degree in any field AND 9 college-level credits in business or program administration	Assistant Teacher
Option B	Baccalaureate degree in any field, AND a state-issued ece / elem ed principal credential OR a state-issued ece / elem ed education administrator OR director credential that has been reviewed and approved by NAEYC.	Assistant Teacher
Pedagogical Administrator		Meets Qualification for
Option C	Baccalaureate or higher degree in early childhood education (ECE) or a related major (child development, elementary education, early childhood special education).	Assistant Teacher AND Teacher
Option D	Baccalaureate or higher degree in any field with 36 ECE-related credits.	Assistant Teacher AND Teacher
Option E	Baccalaureate or higher degree in any field with state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.	Assistant Teacher AND Teacher
Teacher/Teacher Assistant		Meets Qualification for
Option	Qualification	Assistant Teacher
A	A current Child Development Associate (CDA) credential issued by the Council for Professional Recognition.	Assistant Teacher
B	A CDA Credential equivalent as defined by NAEYC as at least 12 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
C	An associate's degree (AA / AS) in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
D	The equivalency to an associate's degree (AA / AS) in early childhood education, which is defined by NAEYC as at least 60 college/university credits with at least 30 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
E	A baccalaureate degree (BA / BS) in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
F-a	The equivalency to a baccalaureate degree (BA / BS) or higher in early childhood education, which is defined by NAEYC as a baccalaureate degree in any discipline with at least 36 college credits in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher
F-b	A non-early childhood degree with state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served.	Assistant Teacher AND Teacher
G	A master degree (MA / MS) or higher in early childhood education, child development, elementary education, or early childhood special education.	Assistant Teacher AND Teacher

OEC Ladder Level Descriptions

1	OEC Registry Account.
2	Inactive: formerly Training Program module 1.
3	3 ECE credits.
4	Inactive: formerly Training Program modules 1-3.
5	6 ECE credits.
6	Current CDA credential or 12 ECE credits.
7	Current CDA credential and 12 ECE credits.
8	30 ECE credits or One-Year ECE certificate.
9	Associate degree in any field and 12 ECE credits.
10	Associate degree in ECE.
11	Bachelor degree in any field and 12 ECE credits.
12	Bachelor degree in ECE or Bachelor degree in any field plus current ECE state teaching endorsement.
13	Masters degree in any field and 12 ECE credits.
14	Masters degree in ECE OR Masters degree in any field plus current ECE state teaching endorsement.
15	Advanced degree and 12 ECE credits OR Advanced degree in non-ECE plus current ECE state teaching endorsement.

SPACE TYPES

Program sites must offer space types that meet one of the following requirements as outlined in [GP B-04](#) including minimum attendance requirements.

- **Full-Day/Full-Year** – site must provide preschool services five days per week, 10 hours per day, for a minimum of 50 weeks per year and adhere to the policy for an alternative plan of care outlined in [GP B-04](#).
- **School-Day/School-Year** – site must provide preschool services for five days per week, a minimum of six hours per day for a minimum of 180 consecutive days.
- **Part-Day/Part-Year** – site must provide preschool services for children not enrolled in any other program for a minimum of two and one-half hours per day, five days per week for 180 consecutive days.
- **Extended Day (Priority School Readiness Only)** – site must provide services that extend the hours per day, days per week and weeks per year for children in an existing part-time program, not funded by school readiness. This space type is intended to provide children enrolled in a part-time service to receive a Full-Day/Full-Year program (five days per week, 10 hours per day, 50 weeks and adhere to the policy for an alternative plan of care outlined in [GP B-04](#)).

THE EVERY STUDENT SUCCEEDS ACT OF 2016 (ESSA)

Public preschool programs, administered by a local or regional board of education must follow the same guidelines as grades K-12. LEA preschool programs must:

- allow immediate enrollment of homeless students who are unable to present health or other required forms;
- provide continuity of care;
- provide transportation to the school of origin to provide continuity of care; and
- the local or regional board of education’s McKinney Vento Liaison can provide additional information and/or clarification for these requirements.

NONSECTARIAN POLICY

Under Connecticut General Statutes (C.G.S.) Section 10-16p (a) (1), a School Readiness program must be a “nonsectarian program” which is defined in section 10-16p (f) as “any public or private school readiness program that is not violative of the Establishment Clause of the Constitution of the State of Connecticut or the Establishment Clause of the Constitution of the United States of America”.

For more information please read [GP C-05](#) and certify below that your program meets the nonsectarian policy outlined therein.

By checking this box my program certifies that it adheres to the nonsectarian policy outlined in [GP C-05](#).

GRANT SUBMISSION INFORMATION

Date of Board Acceptance

IF the submission of the application for the Local RFP for School Readiness and Grant Program requires the official approval and/or endorsement of any Board or like body (e.g., town council, etc.), the approval and/or endorsement of such body should be submitted with the grant application. If it is not possible to obtain Board approval prior to submission of the grant application, then the official Board approval should be sent separately as soon as possible. The application should document the date of expected Board approval.

Freedom of Information Act

All of the information contained in the grant application submitted in response to the Local RFP for the School Readiness Grant Program is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-13 through 1-21K). The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency, as defined in the statute, are public records and every person has the right to inspect and receive a copy of such records.

Obligations of Grantees and Sub-Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Connecticut General Statutes Section 4a-60, 4a-60a and Sections 4a-68j-l et seq. of the Regulations of Connecticut State Agencies. Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

State Monitoring and Evaluation

The OEC, or its designee, may conduct site visits both announced and unannounced to grantees and sub-grantees funded under this grant program to monitor a community's progress and compliance with the intent of the legislative act and in accordance with the RFP.

Management and Control of the Program and Grant Consultation Role of the State

The sub-grantee will have overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or sub-grantee.

Reporting Requirements

Within 60 days after the close of the fiscal year, each sub-grantee must file a financial statement of expenditures with the community on such forms as the community and/or the OEC may require.

The applicant must complete and submit the monthly data reports to the community at the end of each month.

The applicant must complete and submit any reports or provide data as required by the OEC.

Review of Applications and Grant Awards

The community reserves the right to make a grant award decision under this program without discussion with the applicants. Therefore, applications should be submitted which present the project in the most favorable light from both technical and cost standpoints.

Reservations and Restrictions

The OEC reserves the right not to fund an applicant or grantee if it is determined that the grantee cannot manage the fiscal responsibilities required under this grant or is out of compliance with policies governing this grant. In turn, the community reserves the right not to fund an applicant or a sub-grantee if it is determined that the sub-grantee cannot manage the fiscal responsibilities required under this grant program or is out of compliance with policies governing this grant.

Waiting Lists

The program agrees to share waiting lists of children and families with the OEC and/or the School Readiness Council upon request.

Delivery of Applications

Delivery of the Local RFP for the School Readiness Program application is required by **5 pm on March 28, 2019**.

1. Original, hard-copy signature pages (Statement of Assurances) must be mailed or hand-delivered to **Cindy Praisner**.
2. The Community RFP and original signatures **must be received by 4:00pm on May 17, 2019, IRRESPECTIVE OF POSTMARK DATE**. Faxed or scanned copies of signatures will not be accepted.

IMPORTANT NOTE: Late or incomplete applications MAY not be considered for funding.

Mailing/Delivery address and email is:

Cindy Praisner
Collaborative for Colchester's Children
315 Halls Hill Rd
Colchester, CT 06415
cpraisner@colchesterct.org

Additional criteria may be added to this request for proposals once approved by the OEC. Any additional council criteria approved by OEC should be documented in the community request for proposal submitted to the OEC.

GLOSSARY/DEFINITIONS

Child Standards – The CT Early Learning and Development Standards (CT ELDS) set forth what young children birth to age five should know and be able to do. Curriculum and assessments should be based upon, or aligned to, the CT ELDS. All state-funded programs are responsible for ensuring that the skills and behaviors in the CT ELDS are addressed. Programs may use the Head Start Early Learning Outcomes Framework (HS ELOF) as the child standards in conjunction with the crosswalk outlining additional skills to be addressed from the CT ELDS when it becomes available.

Child Assessment – Programs are required to use an assessment tool designed for the purpose of informing curriculum and instruction practices that is aligned to the CT ELDS. The Connecticut Documentation and Observation for Teaching System (CT DOTS) is a tool that is available at no cost that meets this criteria. Programs that are still using the Connecticut Preschool Assessment Framework (CT PAF) should develop a plan for transitioning to CT DOTS or another assessment tool that meets this criteria.

General Policies– General Policies (GPs) provide guidance to School Readiness Councils, School Readiness Liaisons and providers about school readiness policies and procedures. Programs are required to adhere to all applicable School Readiness general policies.

Inclusion/Integration – It is expected that all children with and without disabilities shall have the same access to School Readiness programs as other children. Programs must adhere to the requirements of the **Americans with Disabilities Act (ADA)** and the **Individuals with Disabilities Education Act (IDEA)** that require that no child be excluded based on disability.

Parent Fees & Sliding Fee Scale – The amount of money parents are required to pay for participation in the School Readiness program is based on the sliding fee scale or is stated on their childcare certificate. Fees must be used to support the activities of the School Readiness program that the child is attending. The School Readiness Council may choose to exempt only Part-Day/Part-Year Programs from this requirement. For additional information, see GP B-01 and GP B-02. A scale of fees based on income and family size. For all children, except those with a childcare certificate, the programs must use the Sliding Fee Scale to determine the fees charged to parents for School Readiness programs, in accordance to policy guidelines provided by their local School Readiness Council.

Program Standards – Programs who either have or are seeking NAEYC accreditation must meet the NAEYC standards. Head Start programs must meet the Head Start Program Performance Standards. For additional information, see GP A-02 and GP B-05.

Quality Components – The 11 components required of School Readiness programs required by the legislation: collaboration, parent involvement, health, nutrition, pre-literacy practices, family literacy, admission policies, transition to kindergarten, professional development, a sliding fee scale and an annual program evaluation.

Teacher – Each classroom that provides services under the School Readiness Grant must be staffed for all operating hours for Part-Day and School-Day spaces and for six hours per day for Full-Day spaces, by a teacher who meets the definition outlined in GP A-01 and GP A-03.

Professional Learning for Teaching Staff - Fifteen hours of professional learning are required annually for teaching staff. Teachers must participate in a minimum of two professional development trainings each year focused on early childhood development, trauma informed practice or topics directly related to the field of early childhood education and one training in inclusive practices for children with disabilities and learning differences. (see item H3 in Program Documents Section). New staff must have or obtain specific training in pre-literacy skill development and in racial and ethnic diversity within a year of hire.

Significant Health Risk Items (Licensing) – Items assessed that pose a significant and immediate risk to children that include ratios, group size, supervision, program capacity, and items related to bodies of water as applicable.

GRANT COVER PAGE

DUE DATE

(Determined by local School Readiness Council)

3/28/19

SUBMISSION INFORMATION

Agency/Program Name:	Colchester Early Childhood Program at Colchester BOE		
Street Address:	315 Halls Hill Road		
City, State, Zip	Colchester, CT 06415		
Primary Contact Person:	Judy O'Meara	Email:	jomeara @colchesterct.org
Telephone:	(860)537-0717	Fax:	(860)537-6573

Please check one: New Agency/Program _____ Existing Agency/Program X_____

PROGRAM FISCAL AGENT (To be completed if the Fiscal Agent is other than the applicant agency)

Agency/Program Name:	Colchester Board of Education		
Street Address:	127 Norwich Avenue, Suite 202		
City, State, Zip	Colchester, CT 06415		
Primary Contact Person:	Jeffrey E. Burt	Email:	jburt@colchesterct.org
Telephone:	(860)537-7208	Fax:	(860)537-1252

PROPOSED ACTIVITIES FY 2020

Provide a response to each of the following:

If a question does not apply to your program note "N/A" in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and "see attached" is noted on the application.

- A. Indicate how the program will seek out and identify families who meet the income criteria of being at or below 75% of the state's median income (*this is expected to represent at least 60% of families served*).

Our program seeks eligible families in a variety of informal and formal ways. The following information is written in the Eligibility Guidelines document for Colchester Early Childhood Program:

School Readiness

What is the School Readiness?

School Readiness is a state-funded early childhood preschool education opportunity. Colchester Public Schools is able to offer a School Readiness Program through the CECP because the school district, in collaboration with C3, the Collaborative for Colchester's Children, applied for and received a state grant to provide an early childhood preschool education to twenty (22) 3-, 4-, and 5-year-old children. Transportation to and from this program is not provided by the school district.

Who is Eligible for School Readiness?

Children must be 3- or 4-years of age, or age 5 and not yet eligible for a public school education in kindergarten. In addition, priority is given to families whose income is less than 75% of the state median income.

How Do I Access the School Readiness Program?

Families need to complete a School Readiness application. That application is available at Colchester Elementary School or through the Collaborative for Colchester's Children (C3). A completed application needs to be submitted to Cindy Praisner in the C3 office at Colchester Elementary School. Applications are assigned "points" based on the School Readiness Admission Rubric that identifies risk factors such as English Language Learners, parent's education level, family composition, other services received, etc. Parents need to resubmit an application each year up to the age of eligibility for kindergarten in order to continue in the School Readiness program.

A letter is sent to all families whose children are on the district preschool lottery waitlist inviting them to apply to the School Readiness Program. Staff members suggest the School Readiness programs to families during conversations about siblings, early childhood screenings, and when asked other questions about preschool programming.

- B. Describe any plans to locate two or more programs or services in the same setting and/or collaborative agreements with other community providers and agencies. Collaborative programming with other agencies, programs or services should be reflected in an interagency agreement. See attachments for interagency agreement forms.

We have a collaborative agreement with TVCCA Early Head Start and Head Start. They are located within our preschool wing and we provide in-kind services such as classroom space, daily supplies, maintenance, and custodial services. Special education services are provided for students in the Head Start program who have an IEP.

DCF also has an office in our building and supports all families.

See collaborative agreements.

- C. Describe any plans for building or securing a new facility, renovating an existing structure. Include any planned efforts to expand existing facilities to serve more children.

Our existing facilities were specifically designed for the preschool program and no renovations are needed.

- D. Describe efforts to seek out and retain qualified staff to meet the 2023 requirements outlined in GP A-01.

To retain our qualified staff, we are working closely with the preschool team to provide needed professional development. Collaboration is promoted and efforts are made to compensate staff for additional training. Staff is provided with information about continuing education and professional development. To seek out qualified staff, the school administrator attends career fairs at local colleges.

- E. Describe any collaborative efforts or joint activities with other early childhood programs in your community. For currently funded School Readiness programs include any joint activities funded by family fees or other School Readiness funds. Please note if program participation is mandatory or voluntary and how children will benefit because of the program's participation.

The CECP blends three distinct programs, all of which have their own eligibility. Those programs include:

- School Readiness which provides an early education to 3-, 4-, and 5-year-old children who meet the eligibility requirements;
- Early Childhood Special Education which provides a classroom program for some 3-, 4-, and 5-year-old children who: (a) are found eligible to need special education because of a disability and (b) have a frequency and intensity of need that requires that an early childhood setting serve as the intervention context; and
- Colchester's Early Childhood Lottery that provides an additional opportunity for an early childhood preschool education to 3-, 4-, and 5-year-old children living in Colchester.

Staff participate in the C3 Early Care Collaborative, which is voluntary. This collaborative provides professional development relevant to current classroom needs. Staff also serve on C3 and School Readiness Council. This participation is also voluntary. The Early Care Collaborative is supported by School Readiness Quality Enhancement Funds.

- F. Describe how the program includes children with disabilities and their families as well as those with learning differences, challenging behaviors and/or special health care needs. Please describe the program's relationship with Public School Special Education Services.

Colchester Early Childhood Program is an inclusive program with three ways to enter the program, see answer in E.

Colchester Elementary School funds and has an appropriate plan for children with identified disabilities. Students with disabilities are identified by the Planning and Placement Team (PPT) process. The decision whether to place a child in the program is based upon each child's individual needs. For those children with an IEP, a special education teacher, a speech and language pathologist, an occupational

therapist, and a physical therapist are available to provide the needed services, in addition to supporting the growth of all children in the program. A nurse is also available through all program hours to meet any program needs.

- G. Describe additional activities or efforts that you would like considered as part of your application for School Readiness funding.

CECP works hard to engage parents and share ways that they can support their child. We host Math Night, Literacy Night, a Family Tea, orientations, and more as a way to share information. Information is distributed for any Collaborative for Colchester's Children offerings such as play and learn groups and parent workshops. Activities to help children transition to kindergarten begin in the winter of each year. Enrollment information and a Kindergarten Brochure created by parents and staff can be found on our website at: https://www.colchesterct.org/uploaded/CES/Kindergarten_Brochure.pdf . Opportunities include Kindergarten Story Times which are half hour sessions to introduce children and their parents to the curriculum and the registration process. Children in the CECP are introduced to the Kindergarten classrooms in a walk through to the Kindergarten wing, and their parents meet the Kindergarten teachers during a Kindergarten Orientation held in April and a Meet and Greet held just prior to the start of the school year. Pertinent records on each child will be transferred to the administration prior to entering Kindergarten. A yearly collaboration meeting between Kindergarten teachers and area preschools is held in the spring.

PROGRAM DESCRIPTION

Provide a response to each of the following:

If a question does not apply to your program note "N/A" in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and "see attached" is noted on the application.

- A. Attach a copy of a program calendar for July 1, 2019, to June 30, 2020, and clearly identify all closings and the program's Alternative Care Plan. Programs must adhere to the required number of days open by program type as outlined in GP B-04. Full-day/full-year programs must be available to families for 50 weeks. Consult GP B-04 and School Readiness Council policy for information about the required Alternative Care Plan Policy.

See attached copy of school calendar. CECP follows the Colchester Public School calendar.

- B. Class size may not exceed 20 children; the OEC recommends a class size of 18 children. A class is a well-defined space with clear physical barriers that is used by the same set of children with assigned teacher and staff. Below, please describe the program's class size and teacher to child ratio for each class. Label classrooms as they are listed in the Professional Registry.

There are 3 CECP classrooms, Prek 4, PreK 5, Prek 6:

- Class size ranges from 14-20 students
- There are 4-5 professionals per classroom
- Each classroom has a CDA and a special education teacher
- Classrooms share a speech pathologist and is supported by an occupational and physical therapist

C. Describe the curricular approach or tools used in your program. If your program utilizes a published curriculum, include information about the tools used, training provided on the tools, and the process used to adjust curriculum/instruction for individual children. If your program plans experiences on an ongoing basis, provide information about the planning process and the training or coaching staff receive related to the process. Include the relationship between your curriculum and the CT ELDS.

CECP does not utilize a published curriculum. Our teachers use self-created lesson plans to address the CT ELDS and use CT Dots as part of the assessment of each child's growth. Professional development has been provided around CT ELDS and the CT Dots Assessment. Staff utilize the CT Framework for Preschool Curriculum to plan for learning. The domains are: Personal and Social Development, Physical Development and Health, Cognitive Development, Creative Expression, and Language Development (which is integrated into every standard). Math, literacy, creative expression, and the arts are included in the CT standards and goals, guiding teachers to incorporate developmentally appropriate skills, concepts, and activities. Content and concepts in science, safety, and social studies are introduced as outlined by NAEYC. Content in lessons and experiences in the science area are not only child-driven based on areas of interest, but are process based; designed to allow children to express wonder, ask questions, and seek answers about the world around them. Technology is interwoven throughout the curriculum.

D. Describe your program's approach to assessment. What tool(s) and processes are used for gathering information to inform curriculum and instruction and meet the needs of individual learners? Include information about the alignment of tools used to the CT ELDS. If your program is currently using the Connecticut Preschool Assessment Framework (CT PAF), describe the plan to transition to CT DOTS or another tool. Include information about any other assessments used, including the purpose, training, and how data is reviewed and used.

The Colchester Early Childhood Program uses the CT ELDS as the teaching standards and CT DOTS Assessment as part of the assessment of each child's growth. The framework is organized into four domains of development to guide learning opportunities: personal and social, physical, cognitive, and creative expression. This assessment is completed on all students three times per year to assist in monitoring student progress and influence curriculum goals and objectives. Families are invited to provide assessment information based on their observations as well.

Our staff is provided with training and professional development in the CT DOTS and other assessments we use. After each assessment is completed, the results are shared in written and/or verbal form in the language that the family is most comfortable.

Assessment data is a key factor when planning a child's educational program, as well as adapting teacher practices and the learning environment. The CT Dots data collection program allows for assessment information to influence curriculum goals and objectives. Individual student profiles and class profiles provide a visual representation of a child's or class's skills. Teachers address curriculum areas that the profiles indicate are in need of more learning opportunities. Review of the profiles also assists in identifying who may need modifications and what those modifications may entail. Profiles are reviewed periodically to ensure that all students are progressing in the four domains.

Both the CECP Data Team and Student Teacher Assistance Team (STAT) meet regularly to discuss student and/or classroom progress toward achieving these benchmarks. The Data Team consists of classroom teachers (regular and special education), speech language pathologists, and paraprofessionals from all of our classrooms. The STAT team is comprised of a teacher and an appropriate colleague (SLP, reading consultant, special education teacher.) Teams assist with identifying and prioritizing the needs of students or classes, planning for meeting these individual or class needs, and reviewing these plans to determine if further intervention is necessary. Teams may use the assessment information to make suggestions about which benchmarks might be an appropriate focus, modifications to current classroom activities, or modifications to ensure success of individual students.

E. Describe the daily schedule in the program.

Daily Schedule

8:25 (12:30) Arrival/Play time

The students begin their day by washing their hands upon entering the classroom. They then come to the table and "sign in". For some students this means matching the letters of their name to their name card, for others it is tracing their names or writing their name independently. Once they have signed in, students answer the question of the day which is located at the bottom of our daily message by "writing" their name under their response. Students then choose an activity to begin playing at. *This less structured approach allows children who have more difficulty transitioning from home to school the time they may need, as well as encouraging the children to engage their peers or teachers in a conversation. It also gives parents an opportunity to share any information with the staff that would be helpful.* All students are given a verbal warning that it is almost time for circle a few minutes before having the lights turned off and receiving another verbal request to begin clean up and join their friends for circle.

8:45 (12:45) Circle

Large group opens with students sharing any important news that they may have. We then sing songs/recite poems that may be connected to our current theme or reinforce concepts that we are working on such as rhyming or counting. *Most songs or finger plays incorporate hand motions or rhythm activity to increase the likelihood of participation among some children with special needs. The text of the song/poem is written out on chart paper so that it can be used throughout the week in a variety of other quick activities which support the students emerging literacy skills.* Students have a turn being the calendar helper by adding numbers to our calendar or the weather reporter where they record their observations by adding pictures to our weather graph. *These activities reinforce counting skills, patterning, data recording and analysis.*

At large group we also engage in shared reading activities involving our daily message and big books. Students also use these texts to engage in a variety of alphabetic, phonological and print awareness activities. Twice a week instead of reading a big book, students engage in a story telling lesson where they share a personal story with a partner using a blank 3 page book after seeing the process modeled by the teacher and 1 or 2 student volunteers. *This activity sets the groundwork for understanding the basics of story structure and writing activities.*

9:15(1:15) Learning Centers

Students rotate between a variety of learning activities. Each day there are two teacher run learning centers (*each student is encouraged to participate in these*) and several student driven learning centers (*student's choice*). These activities target specific skills and concepts that the students are working on in the areas of cognition, social/emotional skills, physical development, math, language/literacy, science, social studies and arts, based upon the CTEDS. Activities are designed to accommodate the individual learning and activity needs of the children and are introduced to students so that they understand how to use the materials or do the activities. Children have the ability to choose how they will work, whether individually, in pairs or in small groups. Student driven learning centers also allow children to choose how long they will stay with the activity. A variety of active and quiet activities are available each day. *Some students receive the needed extra support during this time to make new and varied decisions for play.* All students are given a verbal warning that it is almost time for our “special” and that the lights will go off in just a moment. They are reminded that they may leave what they are working on where it is and return to it after our “special”.

9:43(1:43) Specials

Each day we have a 20 minute “specials” period. On Mondays we are visited by the Occupational Therapist. With her the children participate in an art activity that is designed to work on and strengthen their visual/perceptual, problem solving to check out and bring home. On Wednesday we go to the music room where we engage in a variety of musical activities including songs, nursery rhymes and instruments. On Thursday we go to the gym to participate in physical education and on Fridays we attend art class. All of these activities are run by the specials teachers with support from the classroom staff.

10:03(2:03) Learning Centers (cont.)

Students return to the learning center activities that they were working before going to specials. They again have the option of rotating to a new activity when they would like. Students are given a verbal warning that the lights will go out for clean-up time a few minutes before they are turned off.

10:20 (2:20) Clean-Up/Snack time

Children clean up and join teacher on group-time rug. The student who is snack helper for the day helps paraprofessional to set up for snack by putting out student placemats and going to get milk/water from refrigerator. Other students engage in a dismissal activity before their turn to go to wash their hands for snack. These activities vary; students may share something that they have worked on during learning centers, tell what/who they helped during clean-up time, play a sound/math/letter mini-game, sing a phonemic awareness song, etc. *This allows students to be spaced out when washing hands so that they do not have to stand in a line too long to wait. There are two sinks in the classroom so student alternate cutting the wait time down even further.* After washing students get their snack from the counter, along with a cup and napkin. They bring their items to their placemat and have snack. Students are encouraged to be as independent as possible when getting ready for snack. A variety of skills are worked on during snack time. These include problem solving (*what could you use to open that? How could we clean that up?*) skills, self-help skills such as pouring or opening packages, and language skills including asking friends to pass items and general conversation. Once students have finished snack they throw away their garbage, put their placemats on the tray to be washed and get their lunch boxes.

10:35 (2:35) Reading

As students finish snack they put their lunch boxes and “mail” from their folder into their back packs. They then go to the group-time rug and choose a frequently read book from the bin to read independently or with a buddy while the other children finish their snack and pack-up routine. Once all students have completed the process a warning is given that story time will begin in a moment. The chime is rung and students return their books to the bins. The teacher engages students in a Read-Aloud using one of the books that are read frequently. *These books meet the requirements of a “Sulzby” book, which means they have illustrations that closely support their predictable text, making them excellent books for emergent readers.*

10:50 (2:50) Recess

Weather permitting students go outside for recess each day. Outdoor play includes use of the playscape, swings, bikes, balls, hoops, large waffle builders, chalk, etc. If weather precludes students from going outside they may engage in a variety of gross motor activities or games. Depending upon the day the activity may be teacher chosen (if prior set up is needed) or decided by student vote (choice between two games).

11:05(3:05) Dismissal

Paraprofessionals take the students who ride the Learn Vans out to the vans. They help get them into their car seats and ensure that they are safely secured in their seats. Children who are transported by parents are picked up from the playground (or classroom during inclement weather) and signed out by parents.

***Please note that in addition to the opportunity to talk with teachers at dismissal, parents also receive a daily e-mail outlining our day. Some information included in the e-mails is our learning activities and what standards they support, stories we have read, special activities we participated in, who were class helpers for the day, etc. The e-mails also include reminders of up-coming events or parent programs.*

List of Literacy Activities:

- Letter of the Week
- Color Songs (learning to spell colors)
- “What’s in the Bag” phonemic awareness game
- Morning Message and letter/word work
- Rhyming Activities
- Mystery Sounds
- Storytelling
- Journaling
- Read Alouds Whole Class with Discussion
- Shared Reading/Partner Reading
- Emergent Readers
- Games that address alphabet knowledge

Kindergarten Transition Activities: Activities to help children transition to kindergarten begin in the winter of each year. Enrollment information and a Kindergarten Brochure created by parents and staff can be found on our website at: <http://www.colchesterct.org/page.cfm?p=156> Opportunities include Kindergarten Story Times which are half hour sessions to introduce children and their parents to the curriculum and the registration process. Children in the CECP are introduced to the Kindergarten

classrooms in a walk through to the Kindergarten wing, and their parents meet the Kindergarten teachers during a Kindergarten Orientation held in April and a Meet and Greet held just prior to the start of the school year. Pertinent records on each child will be transferred to the administration prior to entering Kindergarten. A yearly collaboration meeting between Kindergarten teachers and area preschools is held in the spring.

PROGRAM DOCUMENTS

Please indicate below which of your program's current documents contain information that shows evidence your program meets the School Readiness Program Quality Components. **Submit a copy of the Family Handbook with your completed application.** Indicate the page numbers of the Family Handbook that address the information marked by an asterisk (*) in the checklist below. Items not marked with an asterisk (*) may be identified in other documents. **DO NOT SUBMIT OTHER DOCUMENTS;** just check the appropriate box indicating you have documents on site that meet the non-asterisk quality components. If there are parts of a section that are not checked off as being met through any existing program document, provide a written statement addressing how the program plans to meet this requirement.

General Information

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	
p. 17-18			*GI 1. Services provided (including age range of children).
p. 19			*GI 2. Hours of operation (hours per day, days per week, months per year).
p. 18			*GI 3. Enrollment policy * (include the policy for children not yet toilet trained).
p. 17-18			*GI 4. Program mission/purpose statement and education philosophy/framework statement.
p. 23			*GI 5. Open access to parents/guardians.
p. 23			*GI 6. Parent conferences.
p. 17-18			*GI 7. Commitment to include children with special needs.
p. 21			*GI 8. Discipline policy.
		IEP documents	GI 9. Where/how special education services are provided (i.e. on-site, by whom, off-site, by whom)?

Program Components

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	A. Plan for collaboration with other community programs and services
		Website, C3 documents	A 1. Process to identify and refer families to programs and services.
	NAEYC 8.A.01, 8.A.02, 8.A.03, 8.A.04, 8.B.01		A 2. Coordination of resources to eliminate duplication.
		District & C3 Websites	A 3. Unique resources specific to your community.
		C3, SR Council	A 4. Public school efforts to provide information, training and technical assistance to the SR staff to supporting children and families.
			A 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	B. Parent involvement, parenting education and outreach
p. 23-24			*B 1. Parent advisory council (including decision-making policy).
p. 23-24			*B 2. Home/school partnership initiatives designed to develop reciprocal communication and engagement.
p. 23-24			*B 3. Opportunities for parenting education and other support activities.
			B 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	C. Referrals for Health Services, Including Referrals for Appropriate Immunizations and Screenings.
		Handbook p. 26, Website	C 1. Use of the ED 191 form for health records.
	10.B.05		C 2. Child health files include health screens pursuant to <i>Early and Periodic Screening, Diagnosis and Treatment (EPSDT)</i> .
	10.B.05		C 3. Tracking system for health record expiration and accuracy.
p. 27			*C 4. Providing vision, hearing, and dental screenings either on-site or in collaboration with another agency.
p. 29			*C 5. Processes to assist families to secure medical insurance, a medical home, on-going well-child care, immunizations, and health, dental and nutritional screenings.
			C 6. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	D. Nutrition Services
		**No Food Provided	D 1. Identification and documentation of children's nutritional needs.
P. 13			*D 2. Participation in the <i>Child and Adult Care Food Program (CACFP)</i> and the <i>National School Lunch Program (NSLP)</i> .
P. 13 – Food is provided by family			*D 3. If your program does not participate in CACFP or NSLP, how does it ensure that the meals and snacks served meet the CACFP requirements?
		Family	D 4. Nutrition services, including nutrition education, provided

		Night	by the program.
			D 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	E. Family Literacy
		School Readiness Council	E 1. Process for the identification of families' literacy education/training needs and assistance with access to literacy program.
NA: School Readiness Council			*E 2. Assistance to families in accessing adult education programs, job training, and public library services.
p. 22			*E 3. Opportunities to support families in interactive literacy activities. (Attach a list of sample activities)
			E 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	F. Admission Policies
p. 6, 17-18			*F 1. Promote the enrollment of children from diverse racial, ethnic and economic backgrounds.
P. 18			*F 2. Include non-discrimination statement and confidentiality statement.
P. 18			*F 3. Access to all 3-and 4-year old children.
			F 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	G. Transition Plan
P. 22			*G 1. Collaboration between the School Readiness staff and kindergarten staff.
P. 22			*G 2. Orientation activities for children and families that prepare them for transition to kindergarten. (Attach a list of activities)
P. 22			*G 3. Supports provided to families in transitioning their child to kindergarten.
P. 22			*G 4. Records transferred to kindergarten.
			G 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	H. Professional Development Plan and Experiences <i>Professional development is considered to be an experience of sufficient duration (at least 2 hours) provided by a person with expertise, knowledge, and training in the subject matter.</i>
	6.A.12	SR PD Plan	H 1. All staff members have a written professional development plan outlining professional goals that increase their knowledge and expertise in early childhood practice.
		SR PD Plan and CT Team Training	H 2. Each staff member participates in early-literacy skill development training, and cultural and linguistic diversity training for early childhood classrooms within their first year of employment.
	4.A.01-4.A.03	SR PD Plan	H 3. Each staff member engages in 15 hours of professional development experiences each year that increases their awareness, knowledge, and practice of recognition and response to children’s needs. (i.e., planning, observing, adaptive strategies, use of screening and assessment, special education strategies, general child development, trauma informed practice, etc.).
p. 19			*H 4. Statements regarding the impact of professional development on program quality.
			H 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	I. Sliding Fee Scale
NA-SRC			*I 1. Use of the current OEC School Readiness sliding fee scale.
NA			*I 2. Assisting families with access to the Child Care Assistance Program (Care-4-Kids). <u>Care-4-Kids application is voluntary for School Readiness enrollment.</u>
NA-SRC			*I 3. Procedures for fee determination and re-determination.
NA-SRC			*I 4. Fee calculation is reviewed with parent, includes parent signature and parent receives a copy of the fee calculation form.
			I 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	J. Evaluation of the Effectiveness of Program
P. 21-22			*J 1. The CT ELDS as the child level standards and an appropriate assessment aligned to the CT ELDS are used for planning learning experiences, observing and documenting child progress, and implementing teaching strategies. All curriculum used must align with the CT ELDS.
P. 19, 21-22			*J 2. Staff, parents, and others collect information on quality from many sources, and engage in a reflective process to assess the effectiveness of the program as measured by accreditation/approval entities, OEC evaluation measures, and program measures.
	4.A.01-4.A.03		J 3. How does the program document the efforts described in J 1 and J 2, monitor progress, and report to families and the School Readiness Council?
			J 4. Other:

STATEMENT OF ASSURANCES

The Statement of Assurances Signature Page included in this grant must provide the authorized signatures of the applicant agency (e.g., mayor and superintendent of schools).

Please note that the authorized signatures of the eligible applicant must also be provided on the cover page of the grant application submitted with the grant (see application instructions).

Applicants need only submit the Statement of Assurances Signature Page with submission of their grant application.

PROJECT TITLE: SCHOOL READINESS GRANT PROGRAM

THE APPLICANT: HEREBY ASSURES THAT:
Colchester Early Childhood Program at Colchester BOE

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant’s governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education for the Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood and Connecticut State Department of Education may find necessary;
- H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Office of Early Childhood and the State Department of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit; and
- L. Programs are required to meet all health and safety requirements mandated by the Office of Early Childhood for both license and license exempt programs.

M. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

- a) For purposes of this Section, the following terms are defined as follows:
- 1) "Commission" means the Commission on Human Rights and Opportunities;
 - 2) "Contract" and "contract" include any extension or modification of the Contract or contract;
 - 3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
 - 4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
 - 5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - 6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
 - 7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
 - 8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
 - 9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes §32-9n; and
 - 10) "public works contract" means any agreement between any individual, firm or corporation and the State of any political subdivision of the State other than a community for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a community, (2) a quasi-public agency, as defined in Connecticut General Statutes § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Connecticut General Statutes § 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- b) (1) The Contractor agrees and warrants that in for performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness,

unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the contractor agrees to provide each labor union or representative of workers with which the contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §46a-68e and §46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56, 46a-68e and 46a-68f.; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes §46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions, including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

- g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of the Section and Connecticut General Statutes § 46a-56.
- h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- N. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.
- O. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.
- P. The Connecticut Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with the assurances.
- Q. The Connecticut Office of Early Childhood reserves the right to de-fund sub-grantees of the School Readiness Council based on the sub-grantee's inability to comply with School Readiness General Policies.

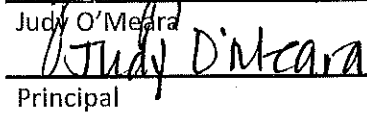
STATEMENT OF ASSURANCES SIGNATURE PAGE

I, the undersigned authorized official; do hereby certify that these assurances shall be fully implemented.

Signature of Official:



Name: (please type)

Judy O'Meara


Title: (please type)

Principal

Date:

3/28/19

To be signed below ONLY if the Fiscal Agent is other than the program applying for the funds:

Signature of Fiscal Agent: _____ Date: _____

Name & Title (please print): _____

PROGRAM DATA

Each applicant is required to complete a **School Readiness Local Program Data Workbook** (see attachments) which contains three tabs: (1) Program Information; (2) Accreditation/Approval Status; and (3) Space Proposal.

Complete the forms in the workbook as they pertain to your site and attach with your RFP submission. Please also e-mail your entire workbook to your School Readiness Liaison. Detailed directions on how to complete the workbook are located within the electronic file.

PROGRAM INFORMATION

The name of the site(s) **MUST** match the name on the license (if applicable).

Site/Sites	Address	Town	Zip	Contact Name	Phone
Colchester Early Childhood Program	315 Halls Hill Road	Colchester	06415	Judy O'Meara	(860)537-0717

SITE ACCREDITATION / APPROVAL STATUS

The name of the site(s) MUST match the name on the license (if applicable).

SITE (must use legal/licensed name/name in Registry)	Registry ID	DCEX Number License Exempt and had a Care/Kids health inspection	LICENSING			ID#	Certificate Exp. Date	NAEYC STATUS 4th Annual Report Submission Date	NEW Program (will be accredited 3 years from SR start date)	HEAD START	
			License Number	Yes	License Exp. Date					Exempt	Pending
						286497	7/1/23				X

SPACE PROPOSAL

Identify the number for each type of space, start date and cost. List totals for agencies with multiple sites, then list each site. The name of the site(s) MUST match the name on the license (if applicable).

Site	Start Date*	# FD/FY Spaces	Total FD/FY Cost	# SD/SY Spaces	Total SD/SY Cost	# PD/PY Spaces	Total PD/PY Cost	# ED/EY Spaces**	Total ED/EY Cost**	Total # Spaces	Total Cost
Colchester Early Childhood Program	8/28/19	0	\$ -		\$ -	22	\$ 99,000.00		\$ -	22	\$ 99,000.00
										0	\$ -
										0	\$ -
										0	\$ -
										0	\$ -
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TOTALS		0	\$ -		\$ -	22	\$ 99,000.00		\$ -	22	\$ 99,000.00

*Start Date refers to the date the site first received School Readiness funds.
 **Priority School Readiness only

BUDGET

Each applicant is required to complete a **School Readiness Local Program Budget Workbook** (see attachments) which contains two tabs: (1) Budget Justification and (2) ED114.

On the **Budget Justification** tab, provide a brief explanation justifying each line item expenditure proposed in the grant budget. Justifications for line item expenses must reflect the programs needs to ensure high-quality programming for children.

The ED114 is a detailed line item budget that reflects the programs requested use of funds for the proposed space capacity represented in this RFP for the **FY 2020**. (*Budget total must equal the requested School Readiness funds.*)

**There are no indirect costs or carry-over funds allowed.
All funds, including family fees, must be spent by June 30, 2020.
A new ED114 budget form is required annually.**

SCHOOL READINESS LOCAL PROGRAM BUDGET WORKBOOK

Colchester

Colchester Early Childhood Program at Colchester Board of Education

Directions:

- 1.) Before you begin, save a hard copy of this workbook file to your hard drive.
- 2.) Complete all forms labeled separately on the bottom tabs as they pertain to your site/sites.
- 3.) Please note that the "Budget Justification" worksheet will automatically populate the ED114 Budget worksheet.
- 4.) Upon completion, save a copy of your workbook by site to attach to RFP.
- 5.) E-mail your completed workbook to your School Readiness Liaison.

Line Items	NARRATIVE	BUDGET
111A	NON-INSTRUCTIONAL	
	TOTALS	\$ -
111B	INSTRUCTIONAL	
	Teaacher Salary, 1 year contract	\$ 77,839.00
	Paraprofessional Salary, 6.75 hours/day	\$ 16,825.00
	TOTALS	\$ 94,664.00
200	PERSONNEL SERVICES / EMPLOYEE BENEFITS	
	Teacher: Medicare, Life, AD&D, Health	\$ 2,367.00
	Paraprofessional: Medicare, Life, AD&D, Social Security	\$ 1,969.00
	TOTALS	\$ 4,336.00
320	PROFESSIONAL EDUCATIONAL SERVICES	
	TOTALS	\$ -
321	TUTORS	
	TOTALS	\$ -
322	IN-SERVICE	
	TOTALS	\$ -
323	PUPIL SERVICES	
	TOTALS	\$ -
324	FIELD TRIPS	
	TOTALS	\$ -
325	PARENT ACTIVITIES	

		TOTALS	\$ -
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		
		TOTALS	\$ -
340	OTHER PROFESSIONAL SERVICES		
		TOTALS	\$ -
400	PURCHASED PROPERTY SERVICES		
		TOTALS	\$ -
500	OTHER PURCHASED SERVICES		
		TOTALS	\$ -
600	SUPPLIES		
		TOTALS	\$ -
700	PROPERTY		
		TOTALS	\$ 99,000.00

FISCAL YEAR 2020

ED 114 BUDGET FORM

GRANTEE NAME:			
GRANT TITLE:	School Readiness Grant Program		Grant Period: 7/1/2019 to 6/30/20
Project Title	Priority School Readiness Local Grant Program		Total Award: \$ 99,000.00

CODES	DESCRIPTIONS	BUDGET	
111A	Non-Instructional	\$	-
111B	Instructional	\$	94,664.00
200	Personal Services	\$	4,336.00
320	Professional Educational Services	\$	-
321	Tutors	\$	-
322	In-service	\$	-
323	Pupil Services	\$	-
324	Field Trips	\$	-
325	Parent Activities	\$	-
330	Employee Training and Development Services	\$	-
340	Other Professional Services	\$	-
400	Purchased Property Services	\$	-
500	Other Purchased Services	\$	-
600	Supplies	\$	-
700	Property		
	TOTAL	\$	99,000.00

		Original Date:	Revised Date:
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BUDGET OBJECT CODES

The OEC is using object code definitions from the United States Department of Education publication "Financial Accounting for Local and State School Systems." (<http://nces.ed.gov/pubs2009/2009325.pdf>) Per federal definition, an object is used to describe the service or commodity obtained as the result of a specific expenditure. For a specific grant, it may be necessary to modify what can be included in a given object based on the grant legislation. Please review the instructions for specific grant budget development carefully.

Master Budget Form Object Code Descriptions/Includable Items

- 111A Non-Instructional
Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.
- 111B Instructional
Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.
- 200 Personal Services - Employee Benefits
Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.
- 320 Professional Educational Services
Services supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.
- 321 Tutors (Instructional Non-Payroll Services)
Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.
- 322 In-service (Instructional Program Improvement Services)
Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

- 323 Pupil Services (Non-Payroll Services)
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 324 Field Trips
Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.
- 325 Parental Activities
Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.
- 330 Employee Training and Development Services
Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.
- 340 Other Professional Services
Professional services other than educational services that support the operation of the school district. Included, for example, are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners.
- 341 Audit
Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 340 as many grants do not include this cost as an eligible grant expenditure.
- 400 Purchased Property Services
Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
- 500 Other Purchased Services
Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
- 600 Supplies
Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
- 700 Property
Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

INTERAGENCY COLLABORATION AGREEMENTS

Programs should have collaborative agreements with outside community agencies in order to provide support and services to families as required by the collaboration quality components. These agreements should include, but are not limited to, agencies such as health, mental health, WIC, libraries, adult education and job training programs. These agreements may be developed as a community effort that is signed by the individual programs or individual agreements signed by each program.

PLEASE NOTE:

- Agreements may be for one or two years.
- If collaboration agreements are completed on a community basis, all signatures for programs involved in the collaboration must be on a single agreement form.
- Agreements must clearly specify:
 - the individual responsibilities and duties of each agency as it relates to the school readiness families;
 - include the number of people to be served; and
 - a description of the services to be provided.
- Do not include agreements with consultants required by licensing.

**INTERAGENCY COLLABORATION
LETTER OF AGREEMENT**

CECP at Colchester BOE _____ would like to enter into a collaborative agreement with _____
TVCCA Early Head Start and
Head Start

(Proposing Agency Name)

(Collaborating Agency Name)

for the following services for FY 2020.

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application)

Classroom space: Use of one classroom in the preschool wing

Donated time from custodian

Donated materials to be used by the Head Start program

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, and the location of the activity)

A preschool program will be provided to families that qualify under the specific federal Head Start guidelines.

The program will run from September to May. Support services are provided to families.

PROPOSING AGENCY

Name: Colchester Elementary School

Title: Judy O'Meara, Principal

Address: 315 Halls Hill Road
Colchester, CT 06415

Judy O'Meara
(Signature)

Date: 3/28/19

COLLABORATING AGENCY

Name: Andrea Middleton
Title: Director TVCCA Headstart

Address: 401 W. Thames St., Unit 201
Norwich, CT 06360

Andrea Middleton
(Signature)

Date: 3/14/19

ATTACHMENTS

- School Readiness Local Program Data Workbook
- School Readiness Local Program Budget Workbook
- Local School Readiness Application Scoring Packet

**INTERAGENCY COLLABORATION
LETTER OF AGREEMENT**

CECP at Colchester BOE would like to enter into a collaborative agreement with
Cragin Memorial Library
(Collaborating Agency Name) for the following services for FY 2020.

Responsibilities of Proposing Agency:

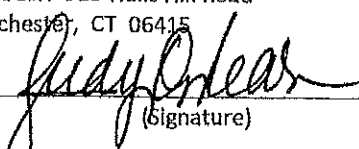
(Describe the specific activity to be provided by proposing agency for this application)


- Provide opportunities to promote literacy skills for both children and families through collaborative programming. We will share information around family events and resources as needed.

Responsibilities of Collaborating Agency:

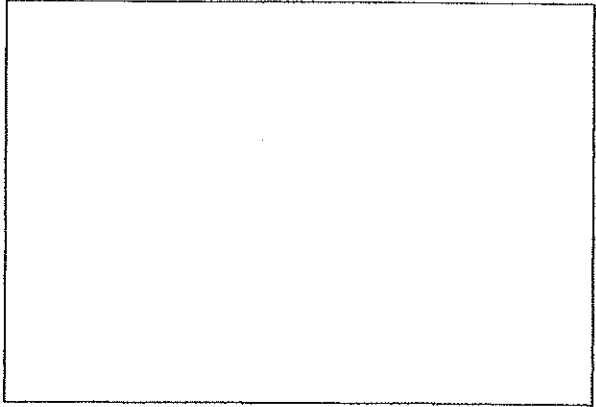
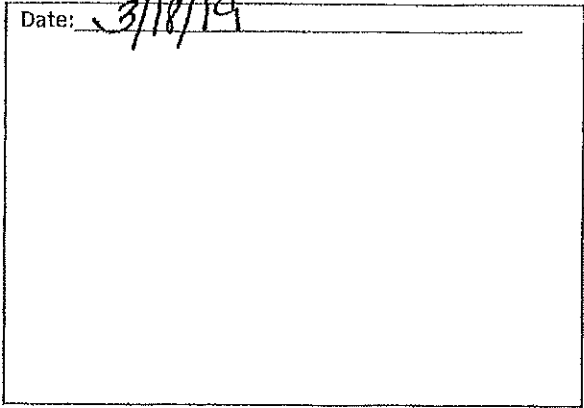
(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, and the location of the activity)

- Family Literacy Night will be held during the year at CES. A Cragin librarian will attend to share information about the vast amount of resources available to families at the library. Summer reading will be promoted through a partnership with the school and the library. Cragin offers children a chance to win prizes for minutes read. They provide an online resource where families can log minutes read and teachers can access this.
- Cragin has a program where families are encouraged to read 1,000 books with their child(ren) before entering kindergarten. Rewards are offered for every 100 books read.
- Summer reading with CES staff is a change where children can listen to stories read by our staff on Monday nights over the summer at the library. The library provides space as they host this event.
- The library supports CES' recommended reading list by maintaining a current collection of early childhood and early reading titles.
- The Children's Librarian participates in regular meetings with the school librarians throughout the school year to plan events and for summer readings. The librarian also sits on the School Readiness Council.
- When staffing permits, Cragin Library staff make outreach visits to the Head Start/Early Head Start/Pre-K programs housed at CES.

<u>PROPOSING AGENCY</u>
_____ Name: <u>Colchester Elementary School</u> _____ Title: <u>Judy O'Meara, Principal</u> Address: <u>315 Halls Hill Road</u> <u>Colchester, CT 06415</u>  _____ (Signature)

<u>COLLABORATING AGENCY</u>
Cragin Memorial Library Name: <u>Kate Byroade</u> Title: <u>Librarian</u> Address: <u>8 Linwood Avenue, Colchester, CT 06415</u>  <u>Kate Byroade</u> _____ (Signature) Date: <u>March 18, 2019</u> _____

Date: 3/18/19



**INTERAGENCY COLLABORATION
LETTER OF AGREEMENT**

CECP at Colchester BOE would like to enter into a collaborative agreement with Collaborative for Colchester's Children (C3)
(Collaborating Agency Name) for the following services for FY 2020.

Responsibilities of Proposing Agency:


(Describe the specific activity to be provided by proposing agency for this application)


- Post and share program offerings provided by C3 for families with young children as needed
- Program representatives attend School Readiness Council (6 times per year)
- Refer families to School Readiness Program
- Provide Early Childhood screenings for all 3 and 4 year old children in Colchester
- Staff attend Early Care and Collaborative meetings 3-4 times per year
- Open district preschool professional development opportunities up to all community preschool programs

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, and the location of the activity)

- Provide 3-4 Early Care Collaborative meetings per year to offer professional development required by School Readiness for approximately 20 people total at the Colchester Elementary School
- Identify the literacy education/training needs of families and assist with access to literacy program
- Assist families in accessing adult education programs, job training, and public library services.

<u>PROPOSING AGENCY</u>
Name: <u>Colchester Elementary School</u>
Title: <u>Judy O'Meara, Principal</u>
Address: <u>315 Halls Hill Road</u> <u>Colchester, CT 06415</u>
 (Signature)
Date: <u>3/18/19</u>

<u>COLLABORATING AGENCY</u>
Collaborative for Colchester's Children (C3)
Name: <u>Cindy Praisner</u>
Title: <u>Early Childhood Coordinator</u>
Address <u>315 Halls Hill Road, Colchester, CT 06415</u>
 (Signature)
Date: <u>3/19/19</u>

Colchester Public Schools

School Year Calendar 2019-2020

13-Nov-18

Please visit our website www.colchesterct.org for additional information about our schools.

August/September 2019				
M	Tu	W	Th	F
19	20	21	22	23
24	25	26	27	28
29	30			
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
23	24	25	26	27
23	30			

22-23 New Teacher Training
26 Convocation/Staff Meetings
27 Teacher Training
28 First Day of School for Students
2 Labor Day - No School
27 Shortened Day for Students
> Teacher Training 1/2 Day

February 2020				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17		19	20	21
18	24	25	26	27
				28

14 Shortened Day for Students
> Teacher Training 1/2 Day
17 Presidents' Day Recess
- No School for Students
18 - Built-in snow day
(if snow prior to 2/7, will be school day)

October 2019				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

14 Columbus Day - No School
30 Parent Conferences
- No School for Students

March 2020				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
21	30	31		

12 Parent Conferences - Shortened Day
13 No School for Students
> Teacher Training (Regional PD)

November 2019				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

5 Election Day - No School for Students
> Teacher Training (Regional PD)
11 Veterans Day observed - No School
27 Shortened Day
28, 29 Thanksgiving Recess - No School

April 2020				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
16	27	28	29	30

10 Good Friday - no School
13-17 April Recess - No School

December 2019				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
15	30	31		

6 Shortened Day for Students
> Teacher Training 1/2 Day
20 Shortened Day
23-31 Winter Recess - No School

May 2020				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
20	25	26	27	28
				29

22 Shortened Day for Students
> Teacher Training 1/2 Day
25 Memorial Day - No School

January 2020				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
21	27	28	29	30
				31






1 Winter Recess - No School
20 Martin Luther King, Jr. Day - No School

June 2020				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
9	29	30		

10, 11 Shortened Days for Students
11 *Last Day of School
If no Inclement Weather or
Emergency Closing Days

TOTAL DAYS

181 *Inclement weather days will be made up at the end of the school year through June 24. Subsequent cancelled school days will be taken from the April 2019 vacation starting with April 17 and working backward to makeup for each additional day.

-  Student Holiday / No School
-  Shortened Day for Students
-  New Teacher Training
-  Convocation or Teacher Training
-  Built-in snow day

Statement of Non-Discrimination:

The Colchester Board of Education does not knowingly condone discrimination in any form in admission or access to, or treatment, or employment in, its programs or activities.

Inquiries regarding compliance, including receipt and investigation of any complaint alleging discrimination may be directed to:

Kathleen Perry, Director of Pupil Services, Phone 860-537-3103, or in her absence,

Jeffrey Burt, Superintendent of Schools, Phone 860-537-7208

Colchester Public Schools: 2019-2020 SCHOOL YEAR CALENDAR

2019		2020	
August		January	
22-23	New Teacher Training - No School	1	Winter Recess - No School
26	Convocation/Staff Meetings - No School	TBD	BA End of 2nd Marking Period
27	Teacher Training - No School	TBD	BA Mid Term Exams
28	First Day of School for Students	20	Marlin Luther King Day - No School
		TBD	WJJMS End of 2nd Marking Period
		TBD	WJJMS Report Cards Issued
		TBD	BA Grades Finalized in Powerschool
September		February	
2	Labor Day - No School	14	Shortened Day for Students >Teacher Training 1/2 Day
TBD	BA Open House	17	Presidents' Day Recess >No School for Students
TBD	WJJMS Open House	18	Built-in snow day (will be school day if there is snow before 2/7/2020)
25	CES Open House		
TBD	JJIS Open House		
27	Shortened Day for Students >Teacher Training 1/2 Day		
29-Oct. 1	Rosh Hashanah Begins at Sundown 9/29		
October		March	
8, 9	Yom Kippur Begins at Sundown 10/8	12	Parent Conferences -Shortened day
14	Columbus Day - No School	TBD	CES/JJIS Second Trimester Ends
TBD	BA End of 1st Marking Period	13	No School for Students - Teacher Training (Regional PD)
30	Parent Conferences - No School for Students	TBD	CES/JJIS Report Cards Issued
		TBD	BA End of 3rd Marking Period
		TBD	WJJMS End of 3rd Marking Period
November		April	
TBD	WJJMS End of 1st Marking Period	TBD	BA Grades Finalized in PowerSchool
5	Election Day - No School for Students > Teacher Training (Regional PD)	TBD	WJJMS Report Cards Issued
TBD	WJJMS Report Cards Issued	10	Good Friday - No School
TBD	BA Grades Finalized in PowerSchool	13-17	April Recess - No School
11	Veterans Day observed - No School		
27	Shortened Day		
28, 29	Thanksgiving Recess - No School		
TBD	CES/JJIS First Trimester Ends		
December		May	
TBD	CES/JJIS Report Cards Issued	22	Shortened Day for Students >Teacher Training 1/2 Day
6	Shortened Day for Students >Teacher Training 1/2 Day	25	Memorial Day - No School
20	Shortened Day	TBD	CES/JJIS Third Trimester Ends
23-31	Winter Recess - No School		
		June	
		TBD	BA Last Marking Period Ends
		TBD	BA Exams
		10, 11	Shortened Days (11th is last day if no inclement weather days)
		TBD	WJJMS Last Marking Period Ends
		TBD	BA Make-up Exams
		11	BA Graduation (if no inclement weather days)

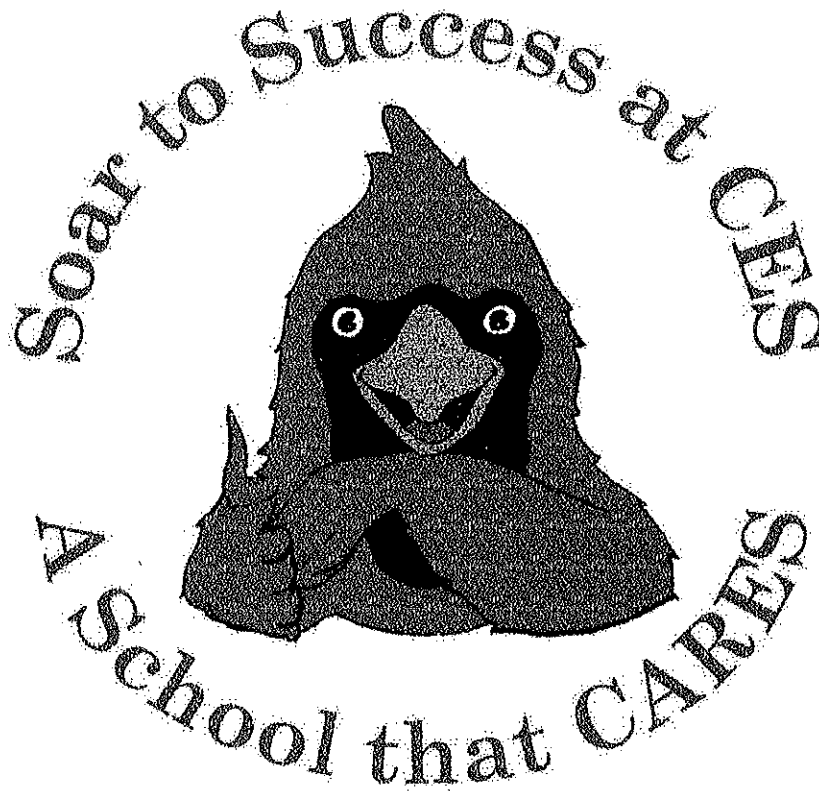
* BA Grades Finalized in Powerschool Approximately 2 Weeks After School Closes

** CES/JJIS/WJJMS Report Cards Issued Last Day of School

Regular Day	Start Time	End Time	Shortened Day	Start Time	End Time
CES: PreK AM	8:35 AM	11:05 AM	CES: PreK AM	8:35 AM	10:35 AM
CES: PreK PM	12:40 PM	3:10 PM	CES: PreK PM	10:55 AM	12:55 PM
CES: Grades K-2	8:35 AM	3:15 PM	CES: Grades K-2	8:35 AM	12:55 PM
JJIS: Grades 3-5	8:35 AM	3:15 PM	JJIS: Grades 3-5	8:35 AM	12:55 PM
WJJMS: Grades 6-8	7:20 AM	2:00 PM	WJJMS: Grades 6-8	7:20 AM	11:40 AM
BA: Grades 9-12	7:35 AM	2:15 PM	BA: Grades 9-12	7:35 AM	11:55 AM

Colchester Elementary School Family/Student Handbook

“A Community of Enthusiastic Learners”



2018–2019

Welcome to Colchester Elementary School. We distribute this Family/Student Handbook in order to share information that is specific to and unique about Colchester Elementary School and to answer any questions you may have. The Colchester Board of Education policies are made available to you on the district/school website www.colchesterct.org and may be sent to you upon request. This handbook is updated yearly and in case of a conflict between a Board Policy and the provisions of this handbook, the Board Policy most recently adopted by the Board will prevail.

We anticipate an outstanding year of learning for your child. Research identifies that children are most successful academically and behaviorally when parents are involved with their child's education. We encourage and welcome your support and involvement with your learner's schooling and anticipate building upon your success as your child's initial educator as we build our "Community of Enthusiastic Learners." This year, we will have 6 sessions of half day preschool classes, 7 full day Kindergarten classes, 8 first grade classes, and 7 second grade classes.

Since 2006, Colchester Elementary School services Colchester's children in grades PK-2, in conjunction with the Colchester Early Childhood and Head Start programs. Our caring staff members are committed to providing an effective learning environment to best meet the unique needs of individual students. We focus our efforts on creating strong readers and mathematicians. We recognize the research that identifies that if children cannot read well and do not understand mathematical concepts by age 9, they will struggle academically throughout their schooling and later in life. We implement the Connecticut Core Standards to ensure students have the knowledge and 21st Century skills for a successful future.

Student development and instruction is guided by ongoing, varied assessments, including universal screenings in reading and math, three times a year. CES is committed to providing a comprehensive system of support to help ensure success for every student. Scientific Research Based Interventions (SRBI) provide support to children who are experiencing academic and/or behavioral challenges to prevent the development of more serious educational issues later on.

Communication is valued at CES. We send home weekly notices either via the Digital Backpack or in paper copy. Teachers compose newsletters home to update families on their classroom lessons and activities. We look to parents/guardians to communicate information critical to their child's well being. We collaborate with and seek the support of our PTO recognizing that school-parent-community partnerships need to be fostered and promoted. You can follow us on Twitter @CaringCardinals.

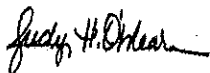
Education receives the highest priority in our school community. We strive to use Best Practices while integrating social and academic learning in every aspect of the school day. By teaching and reinforcing our three school rules, we anticipate our students gain comfort in routines and the knowledge of expectations so that they can focus on their most important job, that of learning. We are committed to Positive Behavior Interventions & Supports (PBIS), a system wide set of problem solving strategies and processes that allow us to look at our practices and build upon our school's strengths. Proactive school-wide discipline systems create environments in which learning and teaching are valued, and aggressive, unsafe or bullying behaviors are discouraged; Cooperation, Assertion, Respect/Responsibility, Empathy, and Self-control (C.A.R.E.S.) are taught and encouraged; individual differences are valued rather than criticized; educating students with disabilities is supported effectively and teaching fundamental skills of reading and math together with social studies and science are maximized.

Safety goes hand in hand with education at CES. All staff members wear picture ID badges and we ask all visitors to show a picture ID to our office professionals each and every time they come to the school, even if we know them personally. We risk offending friends and neighbors to air on the side of safety. All access doors are locked during the school day and visitors are buzzed in. Children are released to parents/guardians early in the day or at dismissal if a note has been received by the school and authorized by the parent/guardian. Students and staff participate in lockdown drills at a minimum of three times a year and fire drills seven times each year, helping to ensure students preparedness.

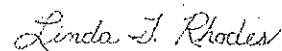
Parents/guardians are strongly encouraged to update changes to student information at any point throughout the school year when changes occur. We are committed to doing all we can to reach parents should an emergency occur. Custodial parents who have legal documentation that restricts the rights of the non-custodial parent should share paperwork with the school.

As the administrators of CES, we are here to serve you, the staff and students in any way we can. We are happy to answer any questions or address concerns that you might have regarding your child's education. We welcome suggestions. We hope through the combined efforts of home and school, your child will thirst for knowledge, skills, and learning. We look forward to a marvelous school year. We welcome the opportunity to partner with you.

Sincerely,



Judy H. O'Meara, Principal



Linda T. Rhodes, Assistant Principal

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CES SCHOOL HOURS

Regular Day

Grades K-2:

8:35 a.m. to 3:15 p.m.

A.M. Pre K:

8:35 a.m. to 11:05 a.m.

P.M. Pre K:

12:40 p.m. to 3:10 p.m.

Head Start:

9:00 a.m. to 1:30 p.m.

Scheduled Shortened Day

Grades K-2

8:35 a.m. to 12:55 p.m.

A.M. Pre K:

8:35 a.m. to 10:35 a.m.

P.M. Pre K:

10:55 a.m. to 12:55 p.m.

Head Start:

9:00 a.m. to 1:30 p.m.

Delayed Opening

Grades K-2:

10:35 a.m. to 3:15 p.m.

A.M. Pre K:

Canceled

P.M. Pre K:

12:40 p.m. to 3:10 p.m.

Head Start:

Canceled

Early Closing Inclement Weather:

Grades K-2: 8:35 a.m. to 12:55 p.m.

A.M. Pre K: 8:35 a.m. to 10:35 a.m.

P.M. Pre K: Canceled

Head Start: 9:00 a.m. to 1:00 p.m.

Please be aware that emergency closings can occur at any time. We will do all we can to contact parents in the event of an emergency.

Telephone Number: 860-537-0717; **Absentee Line** 860-537-3760; **Fax Number:** 860-537-6573

CES THEME: "A Community of Enthusiastic Learners"

SCHOOL COLORS: Red and White

CES LOGO:



SCHOOL MASCOT: Cardinal

SCHOOL FLAG: The Colchester Elementary School Flag uses the school colors to depict our logo with the school name above and our theme below.

SCHOOL WEBSITE: www.colchesterct.org Everyone is encouraged to visit our website to learn more about our school.

SCHOOL BANNERS: Colchester Elementary School banners are modeled after our flag and are hung in each classroom.

SCHOOL MISSION:

Colchester Elementary School creates a community of enthusiastic learners, fosters growth, celebrates individual differences and establishes a home/school partnership to meet the unique needs of each and every student.

SCHOOL VISION:

We at Colchester Elementary School will understand, follow and respect the school rules, teach and learn using rigorous and inspiring curricula enhanced by technology, and strive to be respectful and responsible community members in the 21st century.

CES: An Elementary School Committed to Making a Difference

In order to create a community of enthusiastic learners which fosters growth, celebrates individual differences, and encourages cooperation between home and school, we believe that all individuals should be educated so that they may learn to the best of their abilities.

Within this setting, the educational opportunities should ensure that all individuals:

- develop a motivation for life-long learning;
- attain strategies and skills essential for acquiring knowledge and solving problems;
- acquire knowledge leading to the realization of individual potential;
- develop social competency and life skills; and
- attain an understanding of and contribute to society's values.

When experience demonstrates that such a placement disrupts or fails to meet the needs of the individual(s) or others within the setting, to the extent that the attainment of these goals cannot be achieved, then other specialized options and alternatives should be considered and pursued. For special education students, that is determined by the Planning and Placement Team (PPT). It is essential that the school maintains a continuum of services to offer children.

To facilitate learning for all students, we will:

- provide a school environment that promotes a sense of community;
- promote high expectations and standards for all;
- provide access to educational and social services; and
- provide Board approved curriculum to meet the challenges of the 21st Century.

There are three school rules, which guide student behavior at CES at all times. These rules are:

- Take Care of Yourself
- Take Care of Each Other
- Take Care of Our School

Students are expected to learn and demonstrate these three rules. These rules are posted in every classroom and instructional space in our building.

At the heart of the practices in each classroom are:

Morning Meeting - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

Rule Creation - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals

Interactive Modeling - teaching children to notice and internalize expected behaviors through a unique modeling technique

Positive Teacher Language - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline

Logical Consequences - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

Guided Discovery - introducing classroom materials using a format that encourages independence, creativity, and responsibility

Academic Choice - increasing student learning by allowing students teacher-structured choices in their work

Classroom Organization - setting up the physical room in ways that encourage students' independence, cooperation, and productivity

Working with Families - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches

Collaborative Problem Solving - using conferencing, role playing, and other strategies to resolve problems with students

The implementation of these practices has positive effects on the lives of children and educators alike. Social curriculum is integrated into academics, creating a sense of personal and community ownership. A consistent approach to discipline is used, involving breaks (opportunities to calm and sit and think about one's behavior), rules and logical consequences, and a silent hand signal. Guided discovery and direct teaching use modeling and instruction, teaching the use of tools, concepts, and skills. They rely on interactive questions and responses. Children become active participants in their learning, involving

peer-to-peer and peer-to-teacher learning. Children learn to actively construct information about the world, curriculum, the classroom, materials, approaches to work and social skills. Respectful interactions between students and staff are expected at all times. Morning announcements include reminders about our three rules and we believe that these rules should guide all we do. If a student makes a mistake, she/he should be able to identify which rule he/she broke.

C.A.R.E.S. is an important part of who we are and is an acronym for the five character traits that we teach all students. These are:

- Caring
- Assertion
- Responsibility/Respect
- Empathy
- Self-Control

An all-school meeting, called a Rules Rally, takes place in September, allowing the school to come together to commit to our three school rules. A CES Celebration takes place in June, allowing the school to come together to celebrate our successes as a school in a year of pictures.

It is our strong commitment to be the best we can be and to follow our three school rules that helps shape CES as a caring “Community of Enthusiastic Learners.”

Statement of Non-Discrimination: The Colchester Board of Education does not knowingly condone discrimination in any form or access to, or treatment or employment in, its programs or activities. Inquiries regarding compliance, including receipt and investigation of any complaint alleging discrimination may be directed to the Director of Pupil Services (537-3103), or in her absence, the Superintendent of Schools (537-7267), Colchester Board of Education, 127 Norwich Avenue, Suite 202, Colchester, CT 06415.

ADMISSION

District schools shall be open to all children five years of age and over who reach age five on or before the first day of January of any school year. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, sex, religion, national origin or sexual orientation. The Board will not act upon applications of individual students who are seeking admission and do not meet the minimum age requirements as defined by state law.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. For those opting to wait a year before their child starts school, please fill out the Exemption Form, which is available at the school office.

ATTENDANCE

When a child is absent, it is the responsibility of the parent/guardian to call the school by 9:00 a.m., at 860-537-0717, and report the absence. **If calling prior to 7:30 a.m., parents may leave a message on the absentee line by calling 860-537-3760.** Students coming in late may also be reported on the absentee line. The phone call should reference the name of the child, classroom teacher, and reason for absence and date(s).

In accordance with the Connecticut State Board of Education and Colchester BOE policy, a student's absence from school will be deemed excused up to and including the ninth absence only if **written documentation** that lists/explains the reason for the absence has been submitted within ten (10) school days of the student's return to school. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. The complete policy can be found on our district website (www.colchesterct.org) under Series 5000 Student Attendance, Truancy, and Chronic Absenteeism Regulations.

Upon the tenth absence and any thereafter, a student's absence(s) from school are considered excused for the following reasons only:

1. Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
2. Student's observation of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (additional documentation is required);
5. Lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
6. Extraordinary educational opportunities that are pre-approved by district administrators and in accordance with Connecticut State Department of Education Guidance.

A student's absence from school will be considered unexcused unless one of the following criteria is met:

1. The absence meets the definition of an excused absence (including documentation requirements);
or
2. The absence is the result of school or district disciplinary actions.
3. Written documentation is not received within 10 days of the student's return to school.

Family vacations during scheduled school days are strongly discouraged. There are 180 school days out of the 365 total days in the year. Please make every effort to schedule vacations over summer break or other school breaks. Appointments are strongly encouraged to be made for before or after school or on days when school is closed. Each minute of schooling missed risks new learning lost.

A student, age five to eighteen, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment.

Any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year will meet the state definition of truant. The state directs school districts to hold a meeting with parents to review and evaluate the reasons for absences and consider the need for interventions and/or assistance. If there are social, medical, personal or educational concerns that are affecting your child's regular attendance, our school personnel would like to be of assistance to you.

BEHAVIOR

Positive Behavior Intervention Support is a process for creating a school environment that is most effective for achieving academic and social goals. The PBIS model is research-based and supported by the

State of Connecticut, the Federal Department of Education, and the Colchester Public Schools. The 3-tiered approach reduces problem behavior as a barrier to student achievement.

A key strategy of the PBIS process is prevention. We recognize that the majority of students (Tier I) follow the school's expectations; we therefore work to recognize and promote positive behavior. Through instruction, comprehension and regular practice, all stakeholders use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, PBIS schools view it as an opportunity to re-teach, not punish.

The CES PBIS School Team developed a system for teaching students the social skills needed to be successful. When problem behavior occurs, students are provided with a full continuum of supports to address behavior needs. These supports can include a conversation with the child, a call home, a letter of apology, and etc. Some students are placed on daily behavior plans that are customized for their needs; others may use a behavior plan that is shared by their classmates or shared by students with similar behavior needs. At CES, we developed a Check-In/Check-Out System that offers students a daily opportunity to review goals and receive reinforcement.

Parents are an important part of PBIS implementation. The school encourages parents to support the same three rules that the school teaches within the home to help foster a common language and create consistent support for expected behaviors.

BULLYING Prevention and Intervention (Excerpts from Board of Education Policy 5131 911P)

The Colchester Board of Education is committed to creating and maintaining safe and positive school climates that are free from bullying, harassment and discrimination. To that end, Colchester school employees are expected to model positive, respectful, and supportive behavior toward students, parents, guardians/caregivers, and staff and help to create a collaborative school atmosphere that promotes appropriate social behavior by students in support of others.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students or school staff. The form for reporting suspected mean-spirited behavior is accessible at the back of this handbook.

In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activities, functions or programs, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

In accordance with the Board's policies on student discipline, and consistent with state and federal law, students who engage in bullying behavior shall be subject to school discipline and/or other appropriate interventions, up to and including suspension and/or expulsion.

Definitions of Bullying and Cyberbullying

For purposes of this policy, "Bullying" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same school district that:

- 1) causes physical or emotional harm to such student or damage to such student's property;*
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;*
- 3) creates a hostile environment at school for such student;*
- 4) infringes on the rights of such student at school; or*
- 5) substantially disrupts the education process or the orderly operation of a school.*

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, sex, color, religion, ancestry, age, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

School employees who witness suspected acts of bullying or receive reports of bullying are required to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report.

In addition to prevention and intervention strategies, administrators, teachers and other professional employees should utilize opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, harassing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of "bullying."

The Colchester Board of Education approved the Safe School Climate Plan developed pursuant to this policy and submitted such plan to the Department of Education. The Board has made such plan available on the school district's website and will ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

BUSING

The Colchester Board of Education provides bus transportation to elementary students to designated bus stops. M & J Bus Company (860-537-2622) is under contract to transport Colchester students. Following the rules designed to keep students safe, contributes to a positive busing experience. These rules should be discussed with the children:

1. When waiting at the bus stop for the school bus to arrive, stay out of the road. Do not approach the bus until it has come to a complete stop. If you must cross the street to get on the bus, wait for the driver to signal you that it is safe for you to cross.
2. When you get on the bus, find your assigned seat and remain seated until it is time to get off the bus. Sit facing the front of the bus with your feet on the floor. Do not sit on backpacks or kneel on the seats.
3. Keep your hands and feet to yourself.
4. Talk quietly with students in and around your seat only.
5. Keep your body INSIDE the windows of the bus.
6. Do not throw objects inside or outside the bus.
7. No eating or drinking on the bus as this can lead to choking.
8. Follow any and all instructions that are given to you by the school bus driver.
9. When the bus gets to your stop, stay seated until the bus comes to a complete stop. If you do not see your parent waiting for you, tell the driver that there is nobody at the stop to receive you.
10. Once you get off the bus, move away from the bus immediately. If you have to cross the street, take 10 steps in front of the bus and look up to the driver. The driver will give you a signal when it is safe for you to cross the street.

Routes, Stops and Services

The Board of Education is legally responsible for providing transportation accommodations to resident children. Transportation shall be furnished without charge in accordance with state laws.

Students shall be provided with safe transportation to and from their assigned pick-up/drop-off points and their schools. **Students at CES cannot be dropped off at their stop unless an adult is present and visible to the driver.** If an adult is not present, students are returned to CES until a parent/guardian can be reached.

The Superintendent or his/her designee is responsible for planning and approving bus routes, bus stops, and schedules, including all changes throughout the year, and for arranging special education transportation for students as required. Bus routes shall be published annually.

Busing/Transportation - Board of Education Policy

Bus transportation shall be provided to and from the assigned bus stop. All students who are transported shall ride to and from school on buses to which they are assigned. Transportation is not provided for recreational, social, or non-school sponsored after-school activities. Exceptions may be made by school administration only for consistent daycare needs or student employment provided that:

- The child is picked up from the same location every day, Monday through Friday and is dropped off at the same location every day, Monday through Friday. The two locations do not have to be the same.
- A waiver is obtained from the District Transportation Coordinator. This waiver will allow two consistent bus stops solely for daycare due to parent/guardian's employment or continuing education. Students will not be assigned to more than a total of two buses. Verification of employment or course enrollment will be required upon request. Waivers will be valid for one school year providing that all requirements are continuously met. Waivers will be granted by the District Transportation Coordinator and cannot exceed bus capacity. Parents will receive written notification of waiver decision no later than two weeks after an application has been received.

FOR EXAMPLE: A student may take the bus from home in the mornings on Monday, Wednesday, and Friday and go to his/her daycare provider those afternoons. On Tuesday and Thursday mornings that same student may be picked up from the same daycare provider and take the bus home those afternoons. This schedule shall be adhered to throughout the school year.

- The parent/guardian submits a "Transportation Form" to the school administration annually.
- The parent/guardian notifies the school administration of permanent changes in the consistent daycare, at least twenty-four hours in advance of the change.

Transportation issues resulting from unanticipated family emergencies shall be handled by the school administration and/or the District's Transportation Coordinator on a case-by-case basis.

CAFETERIA

Students pay for their lunch either by the day, week or the month. Checks may be made out to "CES Cafeteria." This money is placed in your child's account. When the child purchases a hot lunch or breakfast, that money is deducted from their account. Our cashiers remind students when the money is spiraling down that he/she will need more. A phone call is placed if a child actually runs out of money. If there is no money left in an account and the child comes to make a purchase, he/she is not denied from making the purchase. Milk and ice cream money need to be sent in separately. Ice Cream is sold on Monday, Wednesday, and Friday.

Appropriate behavior and proper manners are expected at all times. Rules and expectations are made clear to students. Students eat and socialize using quiet voices and sit in designated areas. Our intent is to maintain a safe environment so that all students will have a pleasant experience and be able to eat their lunches. **Students at CES have recess before lunch.**

Breakfast Program - There is a breakfast program available to the students from 8:20 to 8:45 a.m. daily, beginning on the first day of school. Menus are sent home monthly and are part of the Digital Backpack.

Lunch and Milk Program - Two choices for lunches are available in the cafeteria for students in grades K-2. Menus are available with the prices of lunch items on our website. Ice cream is sold on Monday, Wednesday, and Friday and payment for ice cream cannot be deducted from a student's account and therefore needs to be sent in separately on the day of purchase. Lunches may be purchased on a daily basis or parents may opt to prepay. If paying by check, please make check payable to "**CES Cafeteria.**" Students bringing lunches from home may purchase milk, but this is separate from the lunch account. Students are expected to learn their Student ID Number in order to facilitate the speed at which children

pass through the lunch line. Students who are lactose intolerant are required to bring a medical note citing the allergy so a different drink may be provided.

Free and Reduced-Price School Meals - Children need healthy meals to learn. Your child(ren) may qualify for either free or reduced-price meals. All children in households receiving SNAP or TFA benefits are eligible for free meals. To get additional information and an application for free or reduced-price meals, please see our website at <http://www.colchesterct.org/page.cfm?p=298> and look under the "Breakfast/Lunch Menus" tab.

Food Allergies/Peanut Free Table – Students with food allergies may sit at ANY table during lunch unless specified. Students with allergies will be monitored by staff on lunch duty. The "No Sharing" food rule will be enforced and we ask that the students throw away their own trash. A peanut free table will be available to any student with a medical necessity specified and they may invite a friend who is purchasing a school lunch if desired.

Snack - We **strongly** encourage parents to choose healthy snacks (designate the snack from the lunch or package snacks separately from lunches), and send only enough food for a light snack which may be consumed in about 15 minutes. Because of various food allergies, some life-threatening, students should not share their snacks with other students. Students in classes with students with significant peanut allergies receive letters informing them of class food restrictions.

CELEBRATIONS

Birthday celebrations in school are kept to a minimum and food, including sweets, is not a part of this due to the rise in allergies. CES has learned to recognize birthdays with items such as songs, pencils, cards, and/or birthday t-shirts. CES does not support the distribution of birthday invitations on school grounds nor can we distribute student addresses in support of birthday mailings.

CLUBS, AFTERSCHOOL

Offered at a minimal cost, CES will host four series of After School Clubs this year. Taught by certified and classified staff members, each club runs one hour and lasts six weeks. Each club provides small group activities focused on such topics as cooking, sports, arts and crafts, and dolls. All classes are filled on a first come, first serve basis. After School Clubs run from 3:30-4:30.

COMMUNICATION

CES views each opportunity to communicate with parents essential. To keep parents informed, kindergarten teachers write weekly newsletters while teachers in grades one and two write monthly newsletters. Pre-K teachers will write daily group emails. As a school, we share information in various ways. A link to CES' weekly Digital Backpack will be emailed to you with information on upcoming school and district-wide events. Teachers use email, which often is a better way to communicate than a phone call, because phone calls often require more time to return. It is expected that a teacher will return a parent communication within 24-hours.

As a district we use School Messenger to communicate with parents via phone calls in emergency situations (i.e., if school were to be canceled or delayed due to some unforeseen reason such as frozen pipes, no heat or some unexpected non-inclement weather reason).

CES, as well as the three other schools in our district, uses PowerSchool to access and maintain student, staff, and schedule information. (PowerSchool is a database application that uses the Internet to facilitate student information management and communication among school, parents, teachers, and administrators). The PowerSchool Parent Portal is a tool that is integrated into the PowerSchool Student

Information System (SIS) and gives parents access via a login to information about their child including attendance.

COMPUTERS: ACCEPTABLE USE OF THE INTERNET

All students K-2 are offered computer instruction throughout the school year in which they are exposed to various educational software programs as well as any web-based sites.

Internet access is available in our school. The goal of providing this service is to promote educational excellence by facilitating resource sharing, innovation, collaboration, and communication. This access offers vast, diverse, and unique resources. The use of the Internet, therefore, demands personal responsibility. Students need to learn responsibility for their actions online, as they do in the classroom, home, and community. Therefore, the integrity of computing systems will be maintained. Users may not use the access afforded by the school district to make unauthorized entry to other computing systems, or to damage or alter such systems. The configuration of the school system's computer(s) will not be altered by the user.

CONFERENCES

A minimum of one parent-teacher conference should take place each year for every child who attends our school. The fall conference is mandatory, the spring conference is optional. This year the fall conference day is scheduled to take place on **November 1, 2018**. The spring conference day is scheduled for March 7, 2019. The fall conference is scheduled prior to dissemination of the initial report card, of which there are three. The optional spring conference is held in between the dissemination of the second and third report cards. All Pre-K-2 parents are asked to schedule a conference during the day scheduled for Parent Conferences in the Fall. Sign-up may be done during the Open House in September. During the spring conference time, conferences are scheduled on an as-needed basis. This guideline does not preclude parents from requesting a conference at any time during the school year. Conferences are arranged at mutually convenient times.

DIFFERENTIATION: ENRICHING STUDENT LEARNING

Meeting the social, emotional and educational needs of all students is our goal at CES. This is achieved by differentiating instruction and by using a variety of instructional practices that encourage children to be actively engaged in and facilitating their own learning.

Working collaboratively with specialists and paraprofessionals, teachers are able to maximize opportunities for students to work together both in classrooms and in other learning environments, including the Math and Reading Labs and Media Center.

Students at CES are explicitly taught specific reading strategies that build early foundational skills to enable them to become proficient readers. Instruction is delivered to whole-class and flexible small-groups to meet individual learning needs and allows time for independent reading for students to practice their skills. Students read high-interest complex texts daily during workshop and get opportunities to read and talk about texts with partners. Eureka Math is used in K-2. Our learners receive approximately 90 minutes of reading instruction and 60 minutes of math each day.

Classroom teachers effectively immerse enrichment activities into classroom instruction, leading students to use higher order thinking skills and multiple intelligences. Teachers design lessons taking into account individual learning styles, interests, strengths and areas in need of development. Teachers create tiered lessons to build on students' learning and encourage students to extend their learning beyond the classroom. The arts are used to support academia.

As a staff, CES works to prepare children for higher grade levels, we recognize the need to stimulate the thinking of students, to encourage them to develop their interests, and to further their comprehension skills. It is the school's belief that parents play a most important role in extending students' interests and activities beyond the school day; after all, parents are our most valuable partners.

DISCIPLINE

At CES, appropriate social behavior is encouraged and expected at all times. A proactive approach to rules and a logical consequences approach to what happens when the rules are broken, provides the school with the means for teaching social skills throughout the school day. Consistency around rules and discipline provides all children and adults with a sense of safety and security when behavior becomes an issue. Inappropriate behavior infringes upon other students and the teacher, thereby disrupting the learning process and environment. Proactive discipline strategies are modeled and expected. However, each teacher has the authority to remove a student from class when the student causes a serious disruption of the education process within the classroom.

A child may be removed from the classroom for any of the following reasons:

1. Intentionally disrupting the safety of others or orderly conduct procedures of the school.
2. Repeatedly and intentionally defying the authority of teachers, paraprofessionals or administrators.
3. Verbally being disrespectful.
4. Intentionally causing or attempting to cause damage to school property, stealing or attempting to steal school property.
5. Intentionally causing or attempting to cause damage to private property, stealing or attempting to steal private property.
6. Intentionally causing or attempting to cause physical abuse to another person.
7. Using profane or obscene language.
8. Repeatedly refusing to complete school assignments.
9. Knowingly using or copying the academic work of another and presents it as his/her own.
10. Knowingly possessing or transmitting any firearm, knife, explosive, or other dangerous object.
11. Knowingly possessing, using, transmitting, or is under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tobacco, alcoholic beverage, or intoxicant of any kind.

BEHAVIOR REFERRALS: If a student receives a behavior referral, the teacher and/or administrator will take one or more of the following actions after the alleged incident has been investigated:

1. Conference with the student
2. Parent notification/conference
3. Official warning to student giving the student notice of possible action to be taken if behavior continues
4. Lunch detention
5. After school detention
6. In-school suspension (parent is always notified if this consequence is considered)
7. Parent/student/administrator conference
8. Time out (supervised)
9. Loss of privilege
10. Police notification
11. Expulsion hearing

Factors that will be considered when determining consequences may include but are not limited to:

- *severity of the behavior
- *prior referrals/behavior of the student

- *age/grade level of the student
- *teacher or parent recommendation

In-School Suspension Procedures:

1. An In-School Suspension is the temporary removal of a student from classes while under proper educational supervision. It is also another step in an effort to correct a student's behavior.
2. Students are removed from the normal classroom atmosphere and expected to accomplish prescribed assignments. While on suspension, students are still expected to adhere to all school rules.

Procedures for Suspension: The administrators, both principal and assistant principal, are ultimately in charge of discipline in the school. All matters concerning student suspension are handled by them. The administrator will investigate each incident, determine the facts, assign the appropriate discipline, and inform parents of any action taken.

The administration will use the following procedure in governing suspension:

1. An informal hearing will be held with the student(s) involved, unless an emergency situation requiring the pupil's immediate removal exists.
2. By telephone/mail/e-mail, the administration shall attempt to notify the student's parent(s) or guardian of the cause and length of suspension.
3. Textbooks and homework are to be provided to each student for the duration of the suspension period. The student shall be allowed to complete any classwork, including examinations, without penalty which he/she missed while under suspension.

The primary goal of the teachers and administrators is to ensure that students receive the best possible education during their tenure at CES. This goal can only be reached if students are in school every possible moment. Therefore, it is the policy that any student experiencing problems, whether social or academic, will not be denied this right to a maximum education experience. It is believed that to deny a student any phase of the instructional program is to not act in the best interest of that student. According to Commissioner Wentzell's memorandum dated June 15, 2017, the following overview of suspensions was provided:

Preschool: Under the applicable statutes, 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. C.G.S. 10-2331, 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.

Kindergarten to Grade 2: For students in kindergarten to Grade 2, C.G.S 10-233c provides that an out-of-school suspension may be used only in situations involving conduct on school grounds. An out-of-school suspension is permissible only if it is determined that such a suspension is appropriate based on evidence that the student's conduct was of a violent or sexual nature that endangers persons. In all other situations, the law requires the school to use an in-school suspension.

DISMISSAL & PARENT PICK-UP

Parent pick-up at the end of the school day will be in the cafeteria wing for all children K-2. Any student with a legal document that restricts who they can be accompanied by, will be in the school office. Parent pick-up for preschool sessions will be through the PK hall doors.

Students are required to bring notes from home for special dismissal which must be submitted in the morning in order to be accurately processed. When picking up students, park only in identified parking spaces. **Do not park in any space identified as a fire lane. DO NOT PARK IN FRONT OF THE SCHOOL OFFICE.** Students are dismissed to parents or designated individuals only. At the end of the day, parents should report at 3:10 p.m. directly to the cafeteria for child pick-up. Only on rare occasions are children dismissed to parents from the classrooms or bus lines. Parents/guardians are asked to “sign-out” their children. A ticket or pass is given for each child who is signed out. **The ticket must be given to the duty teacher at the exit door. Identification will be required of all adults who sign out children.**

When a student is to be excused prior to 3:10 p.m. he/she must bring a note from home requesting that he/she be excused. Prior to 3:10, parents or guardians should pick children up in the office.

Students are strongly encouraged to ride their assigned buses to and from school and are requested not to walk to school. Bike riding is also prohibited as it presents a danger to the students’ safety. No area or equipment is provided for the storage and security of bicycles.

DRESS CODE

In general, attire and grooming of individual students in this school system are the responsibility of the students and their parents. Students’ should be neat and clean. Students’ attire/hygiene must be neat, clean and appropriate for the business of school. They are expected to dress so that they don’t distract other students or teachers, disrupt the educational process, or pose a health or safety threat to anyone. We specifically request that students not wear flip-flops or sneakers with rollers.

CES students must adhere to the following guidelines:

- Sandals should have back straps (no flip flops).
- Shoes should have solid soles (no rollers/heelies).
- Messages or pictures on clothing should be respectful. Clothing may not contain profanity or make references to drugs, alcohol, tobacco, sexual behavior, or firearms.
- Clothing must cover the midriff and be no shorter than mid-thigh.
- Clothing that is appropriate for the weather. (We will not allow students to go out for recess in cold weather if they do not have appropriate outer wear.)
- Hats and other headwear may only be worn outside.

If a student’s attire is judged to be distractive or disruptive, every attempt will be made by staff or administration to provide alternate clothing. A letter informing the parents of the policy infraction will be sent home with the student. Administration will have final determination of what is acceptable attire and/or hygiene and will take appropriate action.

EARLY CHILDHOOD PROGRAM

Mission Statement: The Colchester Public Schools is committed to establishing and maintaining strong parent-community-school partnerships to provide a safe, engaging, and effective learning environment to meet the unique needs of individual students. These partnerships are dedicated to promoting student well-being and the highest level of academic excellence measured by established performance standards and real-world applications. We commit to a comprehensive system of support to ensure the success of each and every student.

Philosophy and Goals: The Colchester Early Childhood Program (CECP) is an inclusive environment for children with and without identified disabilities. It provides a developmentally appropriate

curriculum for children in a language enriched, play-based setting. Our goal is to enhance the growth and development of all children, as well as foster motivation for and commitment to learning.

All children benefit from an inclusive education by:

- Making friends and learning from peers
- Participating in enriched, challenging preschool activities
- Engaging in opportunities for social interaction in a small setting
- Developing more accepting attitudes and respect for individual differences

The objectives of the program are to:

- Encourage social communication skills
- Promote positive social interaction among peers
- Facilitate children's ability to make choices and problem solve
- Provide opportunities for development of a positive self-image
- Enhance social/emotional, cognitive, physical, and language development
- Promote home-school partnerships that are essential to the maximization of learning

Statement of Non-Discrimination: The Colchester Board of Education does not knowingly condone discrimination in any form or access to, or treatment or employment in, its programs or activities. Inquiries regarding compliance, including receipt and investigation of any complaint alleging discrimination may be directed to the Director of Pupil Services (537-3103), or in her absence, the Superintendent of Schools (537-7267), Colchester Board of Education, 127 Norwich Avenue, Suite 202, Colchester, CT 06415.

Enrollment: The CECP serves children from three through five years old who are residents of Colchester. It is not necessary for children to be toilet trained. Teaching proper use of the toilet is part of our daily routine. Parents will be required to send in diapers and wipes as needed.

As an inclusive program, an appropriate plan for children with identified disabilities is determined by the Planning and Placement Team (PPT) process. The decision whether to place a child in the program is based upon each child's individual needs. For those children with an IEP or a 504 plan, a special education teacher, a speech and language pathologist, an occupational therapist, and a physical therapist are available to provide the needed services, in addition to supporting the growth of all children in the program.

If a parent wishes to enroll a child as a typically developing peer, placement in the program is determined through a lottery system. Children are chosen at random according to age. Lottery applications are available in the CES office after September 15th of each school year and are due back by January 31st. The lottery drawing is held during the month of February of the following school year.

The Colchester Early Childhood Preschool Program has a limited number of slots for income eligible families that are available through a School Readiness grant. For more information, or to see if you qualify, please contact Cindy Praisner, School Readiness Coordinator for the Town of Colchester at 860-537-0717.

In order to verify district residence, parents or guardians must provide two documents proving residence (i.e., deed to home, most recent utility bill, driver's license, bank account checkbook with name and address imprinted, major moving company receipt for moving household goods). Children will not be enrolled until this requirement is met.

Staffing: Each class is staffed with highly educated professionals in regular education and special education. They are supported by a speech and language pathologist, an occupational therapist, and a physical therapist. In addition, each classroom has a minimum of one paraprofessional. Each year, all

staff participates in professional development that ensures the most current knowledge on quality early childhood programming.

Arrival and Departure Procedures:

PARKING & ENTRANCE: Parents dropping off and picking up may park in the parking lot located directly outside the CECP wing. The door to the CECP wing will be opened and monitored by the preschool staff during arrival and departure times. Parents arriving after 8:35 a.m. or 12:40 p.m. must enter through the main entrance of the school and check in at the office. All individuals will be asked to present a form of identification each time they enter the building via the main office. Due to safety concerns, adults **MUST** accompany the child through the parking area and into their classroom.

ARRIVAL: Arrival time is 8:25 - 8:35 a.m./12:30 - 12:40 p.m. **Morning classes begin at 8:35 a.m. Afternoon classes begin at 12:40 p.m.** Each child must be accompanied into the preschool by a parent/guardian or authorized adult. Be certain a staff member knows of your child's arrival and please sign in. To ensure that your child's belongings stay together, **be sure to label all clothing, backpacks, etc.**

Students with Individualized Education Programs may receive special transportation as a related service. These students are transported by van in appropriately sized car/booster seats depending on his/her height and weight. An adult in the home or daycare must assist the student in getting on the van and ensure that he/she is buckled into the car/booster seat appropriately. The van driver cannot leave the driver's seat or assist with buckling students at any time. Upon arrival at school, a CECP staff member will help them off. Students will be held by the hand and led into the preschool wing. A CECP staff member will ensure that each preschooler arrives at his/her locker, hangs up his/her coat and backpack, and then enters the classroom.

DEPARTURE: Children will usually be dismissed from the playground. In case of inclement weather, children will be dismissed from their classroom. Be sure to check your child's locker for any belongings or notices that need to be taken home. Alert the staff of your child's departure and then sign out your child. **The preschool day ends at 11:05 a.m. and 3:10 p.m.** Parents are asked to be respectful of the drop off and pick-up times. If you are unable to pick up your child, please make arrangements for another authorized adult to do so and notify us as soon as possible.

Those children departing by van will be escorted from the playground (or classroom, in the case of inclement weather) to the van. The children will then be assisted into their assigned car seat and properly secured. The van will bring the child to his/her designated location where an adult will be required to meet the van and remove the child from the car seat. The van driver cannot leave the driver's seat or physically assist the students.

PLEASE NOTE: Our Authorization to Release form requires that you identify one person who will usually pick up your child. In the case of any emergency or unpredictable circumstances, the other individuals designated on this form will be allowed to pick up your child. The staff must receive a note signed by the parent/guardian or a phone call, which includes the name of the person to whom you are allowing us to release your child. The staff will require proof of identification (i.e., valid photo driver's license). 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.

PROGRAM EVALUATION

Information is gathered through participation in professional development, NAEYC family surveys and self assessment tools, and the Connecticut School Readiness Preschool Program Evaluation System (CSRPPES). Upon completion of the Family Surveys, results are tabulated and an action plan is created to

address those areas in need of improvement. A weekly program staff meeting is held to engage in a reflective process, and to plan for programmatic improvement.

CECP CHILD INFORMATION

A. ATTENDANCE

Regular attendance ensures steady growth in the development of desirable habits and attitudes. Being in school regularly except in case of illness is as important in preschool as it is in the upper grades. Frequent absences tend to lessen the child's interest in school experiences and make his/her social adjustments more difficult.

Children accepted through the lottery or School Readiness process may jeopardize their placement if unexcused absences become excessive (50% of classes missed in one month).

Punctuality is also an important factor in the school life of a child. Please make every effort to drop off and pick up your child on time.

B. DRESS FOR PLAY

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 their locker at the preschool. Please dress your child in comfortable play clothes and rubber soled shoes or sneakers. Outdoor play is very important for children and an integral part of our program. Please be sure to dress your child properly for the weather/season (e.g., boots, mittens, hats etc.). Be sure to label all outerwear such as sweaters, coats, and boots.

C. PERSONAL BELONGINGS

The preschool is well stocked with a variety of fun and developmentally appropriate toys. Although we understand that children like to bring special toys to school, we need to restrict this practice to certain days. Children often find it difficult to share personal items. This rule also prevents loss or breakage. If your child needs to bring a special security item to school, please discuss this with your child's teacher. Occasionally, children will bring toys home from school. If this occurs, kindly return them to us.

D. SNACKS & BIRTHDAY CELEBRATIONS

The preschool will provide milk and water to accompany a snack you provide your child. Please send the snack to school in a ziplock bag or lunch box (labeled with the child's name). Refrigeration of snacks is not possible, so please include an ice pack if you think it is necessary. Your child will have the option of eating snack during our classroom time. If your child chooses not to eat snack, it will be returned to you. CECP teaching staff will not withhold, or threaten to withhold, snack as a form of discipline.

We are a peanut-free environment in preschool. Because of peanut allergies among some of our preschoolers, we are requesting that you do not send in foods to school for any reason other than just your child's snack. If your child has other special dietary restrictions, please put his/her needs into writing and submit to the nurse or administration. We enjoy celebrating birthdays from a literacy perspective rather than with food. The class members will all be involved in creating a special keepsake for your child.

In keeping with our NAEYC requirements for accreditation, we ask that you do not send in whole grapes (please cut in half or quarters), hot dogs, carrots or popcorn. NAEYC believes these to be choking hazards for young children.

E. RECESS

Outdoor play provides many developmental opportunities for our children. The children at the CECP will have outdoor recess every school day except in extreme temperatures or inclement weather. Please dress your child appropriately for the weather, especially with boots during snowy or wet days. Always put your child's name on any clothing so it can be identified easily. Most often we will be outside for 30 minutes or less. When outdoor large-motor activities are not possible because of weather conditions, the program will provide similar activities inside.

F. SUNSCREEN

If you have concerns regarding your child's exposure to sun rays we encourage you to apply sunscreen or sunblock with UVB and UVA protection of SPF 15 or higher to exposed skin before your child comes to school. The parents are responsible for applying their child's sunscreen.

G. DISCIPLINE

The entire preschool staff uses positive methods of discipline which encourage self-control, decision making, cooperation and positive self-esteem. A child will never, under any circumstances, be physically punished, humiliated, or threatened. If a child misbehaves, a staff member will facilitate a conflict resolution and problem solution about the incident. A child may be asked to choose a different activity or a staff member may redirect him/her to another area.

For children with behavioral challenges, the family will be invited to work with the teachers to create a plan that encourages positive behavior at both school and home.

H. CHILD ASSESSMENT

The Colchester Early Childhood Program uses the CT ELDS as the teaching standards and CT DOTs Assessment as part of the assessment of each child's growth. The framework is organized into four domains of development to guide learning opportunities: personal and social, physical, cognitive, and creative expression. This assessment is completed on all students three times per year to assist in monitoring student progress and influence curriculum goals and objectives. Families are invited to provide assessment information based on their observations as well.

Our staff is provided with training and professional development in the CT DOTs and other assessments we use. After each assessment is completed, the results are shared in written and/or verbal form in the language that the family is most comfortable.

Assessment data is a key factor when planning a child's educational program, as well as adapting teacher practices and the learning environment. The CD Dots data collection program allows for assessment information to influence curriculum goals and objectives. Individual student profiles and class profiles provide a visual representation of a child's or

class's skills. Teachers address curriculum areas that the profiles indicate as in need of more learning opportunities. Review of the profiles also assists in identifying who may need modifications and what those modifications may entail. Profiles are reviewed periodically to ensure that all students are progressing in the four domains.

Both the CECP Data Team and Student Teacher Assistance Team (STAT) meet regularly to discuss student and/or classroom progress toward achieving these benchmarks. The Data Team consists of classroom teachers (regular and special education), speech language pathologists, and paraprofessionals from all of our classrooms. The STAT team is comprised of a teacher and an appropriate colleague (SLP, reading consultant, special education teacher.) Teams assist with identifying and prioritizing the needs of students or classes, planning for meeting these individual or class needs, and reviewing these plans to determine if further intervention is necessary. Teams may use the assessment information to make suggestions about which benchmarks might be an appropriate focus, modifications to current classroom activities, or modifications to ensure success of individual students.

I. TRANSITION TO KINDERGARTEN

Activities to help children transition to kindergarten begin in the winter of each year. Enrollment information and a Kindergarten Brochure created by parents and staff can be found on our website at: <http://www.colchesterct.org/page.cfm?p=156> Opportunities include Kindergarten Story Times which are half hour sessions to introduce children and their parents to the curriculum and the registration process. Children in the CECP are introduced to the Kindergarten classrooms in a walk through to the Kindergarten wing, and their parents meet the Kindergarten teachers in a Meet and Greet held just prior to the start of the school year. Parents and children are also invited to attend the Kindergarten Orientation meeting held in the spring. Pertinent records on each child will be transferred to the administration prior to entering Kindergarten.

Parents are encouraged to register their preschooler for Kindergarten as early as possible in the school year prior to the year they are eligible. A Kindergarten registration week takes place in mid March. Parents of children age eligible for Kindergarten who elect not to send their children need to complete a state form and submit it to the school acknowledging their decision to hold their child out of school for the year.

J. CONFIDENTIALITY

We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. As parents/guardians share information about their families and children, we consider this information to plan and implement their child's program. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require parental consent (except in cases of abuse or neglect). We request that all families maintain the same principles of confidentiality among each other or when consulting with teachers in private situations. Our goal is to create a climate of trust among all parties to act in the best interest of the children. The approved policy regarding confidentiality can be located in the Board of Education Policy 5125, (a)-(c).

MEDICAL/HEALTH INFORMATION and HEALTH HABITS

The preschooler should:

1. be working on appropriate toileting skills.
2. cover nose and mouth when coughing or sneezing and know how to use tissues and wash hands afterwards.
3. keep fingers and objects away from the nose, mouth, eyes, and ears.
4. be well rested in order to take an active part in all learning experiences.

Preschoolers will wash their hands:

- * upon entering the classroom,
- * before eating,
- * before water play,
- * after using the bathroom, and
- * after coughing or sneezing.

In addition to preschoolers, all parents and staff are also required to wash their hands upon entry to the classroom. Hand washing procedures are posted in each classroom.

PARENT INFORMATION

A. PARENT ORIENTATION

In the spring of each school year, after the peer lottery has been selected, there is a parent orientation for all incoming and recently enrolled families. Families of currently enrolled students are always welcome as well. The presentation gives an overview of the CEC program and provides an opportunity for families to ask questions and meet the staff.

B. PARENT COMMUNICATION & INVOLVEMENT

A primary goal of the preschool is to maintain close communication between home and school. The classroom teachers and support staff maintain contact with parents through verbal updates, notes, phone conversations, conferences, and group meetings. In addition, a note entitled "My Day" is e-mailed or sent home each day the child attends school. A digital backpack (an e-mail containing a variety of notices about school and community activities) is also e-mailed to families weekly. Preschool newsletters are also sent home monthly. These notices offer information about preschool events, parenting tips, home activities, behavioral expectations, rules, and routines.

Parents and guardians are welcome to visit and observe the program and are also encouraged to volunteer in the classroom. In addition, families are encouraged to participate in a variety of activities, including Open House, Family Tea, New Parent Orientation, Annual Reviews, and Parent/Teacher Conferences. Presentation of proper identification will be required.

Individual conferences, for the purpose of updating parents regarding their child's progress, are scheduled at least semi-annually for all students. Parents or staff may request a conference at any time.

A family survey developed by NAEYC is administered each year to provide feedback about the program. Parents are involved in tallying responses as well as developing plans to

ensure appropriate improvements are made. Opportunities for parenting education and other support activities are provided through our Readiness Council.

Information is sent home about securing medical insurance, and about school based dental health services that are provided through the United Community and Family Services. The on-site school nurse maintains health records and insures that immunizations and physical exams are current.

Students in the CEC Program have access to literacy programs provided by the CES Parent Teacher Organization (PTO). In addition various classroom projects that involve literacy activities are shared and circulated through the families. Information regarding accessing adult education programs and public library programs are available through the Family Resource Center (housed in CES) as well as the Family Waiting area in the CECP wing. The Family Waiting area has a small library with booklets related to parenting, behavior, and child development that is available to all parents. In addition, the CES Media Center has a more extensive collection of parenting resources available to any of our families.

EMERGENCY PHONE NUMBERS

Parents must provide a means to be contacted in case of emergency. It is vital that the school be informed, immediately in writing, of any changes in address, phone number, or place of employment if any of the information changes, including the emergency numbers or the names of the people who should be contacted in case of an emergency. **Please remember to update this information at any point in a school year that this information changes.** Parents receive a Student Information sheet for each child enrolled at CES as part of the packet received in the spring. It is expected that the parent/guardian will make any necessary changes for each child and return the signed forms to the school as soon as possible, as it may be necessary for us to contact you as soon as the first day of school.

EVENING ACTIVITIES

All children **must** be accompanied by an adult at all school activities taking place after school hours (evening). Students are **not** to be dropped off. They are to stay in the company of and be supervised by the adult. Behavioral expectations for evening events are the same expectations in place during the school day. Students should display their best behavior at all times. If a student is absent from school, he/she may not participate in an evening school event on the same day.

If a student is reporting that he/she is separated from his/her family during an after school/evening event, the following procedures will be used by the administrator or staff who have received the report:

The school staff, administration and all available staff will:

- Have the child remain with the adult. Ask them who they came with and where they last saw their caregiver. Do not allow them to leave.
- Use the intercom to make an announcement that the caregiver/family should report to the office. Have a staff member stationed at the office to meet them there.
- Check with the child to determine the last time they were seen and if they mentioned anything about their plans.
- Use PowerSchool to locate information about the family. Try calling the parent's cell phone.

- Remain with the child until the caregiver/family is located and the child is reunited.

FIELD TRIPS

As part of the educational program, field trips are taken to various points of interest and most likely occur in the fall and spring. Such trips are carefully planned by the teachers and are directly related to the curricula and/or are an extension of classroom learning experiences. Trips are supervised by teachers and chaperones. Children taking field trips are required to have permission slips signed by their parents/guardians.

When attending school field trips, parent chaperones are requested to:

1. follow appropriate teacher dress codes;
2. remember that smoking is prohibited at all school functions and in the presence of students;
3. help maintain excellent behavior on the part of CES students;
4. act as role models and conduct themselves accordingly at all times, and
5. not use a cell phone unless in an emergency and **never** to publish or take pictures or videos of any student(s).

All parent volunteers must have completed a Volunteer Application and have it on file with the district. Applications can be found on the district website under the General Information tab and at schools. Please submit applications in advance of volunteering to allow time for reviewing at the schools and Board of Education. Applications will be valid for the school year of submission.

FIRE DRILLS

Fire drills are held at least seven times a year to prepare all students and teachers to leave the building as quickly as possible should any possible emergency arise. Absolute silence is maintained at all times in leaving the building to prevent confusion. Teachers accompany their students out of the building according to a plan. Pupils proceed in orderly lines, and after moving a safe distance from the building, turn and face away from the school. During a fire drill, all students, staff and visitors leave the building.

HEALTH

School Nurse: A school nurse is in attendance daily. We have the services of one nurse and one nurse paraprofessional. It is a duty of the nurse to keep an accurate record of the students' health and development.

Administration of Medication: Medication will be given by the school nurse or school personnel, only in compliance with State of Connecticut Regulations. **DO NOT SEND MEDICATION TO SCHOOL WITH CHILDREN.** Parents/guardians are responsible for bringing medications to and from school. Medication is to be brought into school in the original, labeled container. Cross reference Medication Policy (5141.21). Loose medication will not be accepted.

Absolutely no medications (prescription or non-prescription) **will be given for any reason without the doctor's authorization stating the name of the drug, dosage, method, and time the medication is to be given. This is a state law which must be strictly enforced.**

Sending sick children to school is not in the best interest of the child or their classmates. Children should not be given any medications such as: Tylenol, Motrin or Advil prior to school to reduce fever. Any child who has vomited or had diarrhea and/or a fever within 24 hours should not be sent to school.

Peanut-free Classrooms: Each grade level may have at least one peanut-free classroom. The only way to ensure a safe environment is to make the classroom PEANUT, TREE NUT, AND PEANUT OIL FREE. To do this we need everyone's cooperation. We request that you do not send in any food for a classroom snack which contains peanuts, tree nuts, peanut butter or peanut oil. Please take caution in selecting snacks. Certain snack items may have a separate nut warning because peanuts may be contained in the coating on the food (i.e. M&M's or Reese's Pieces). We ask for your assistance in communicating with your child about not sharing food at lunch or snack with other classmates. NO SHARING of snacks will be allowed.

Your child's food choices will not be restricted at lunchtime because of the presence of a peanut-free table in the cafeteria. Your child may elect to sit at the peanut-free table with their friend who has a significant allergy or may elect to sit at his or her classroom-designated table. If your child elects to sit with a friend who has a significant allergy, we ask that it be on a day that your child buys school lunch because we know that they are nut free.

Please differentiate your child's snack and lunch items so there is no confusion. Snacks must be packed SEPARATELY from the lunch. All lunches must be kept in a lunchbox or labeled brown bag. LUNCHES WILL NOT BE OPENED until the children are in the cafeteria and at their appropriate tables. We realize this request may pose an inconvenience for you when packing snack and lunch. However, we sincerely appreciate your support and understanding of this potentially life-threatening situation. We are sure you realize the serious nature of this allergy, and that if it were your child you would want us to practice the same vigilance and caution.

Pediculosis (head lice): Any student found to have live pediculosis (head lice) will be dismissed from school. The student will not be allowed to return to school or use school transportation until he/she has been treated with appropriate medicated shampoo and found to be free of live head lice by the school nurse. Students found to have nits (eggs) will be allowed to remain in school. The student's parent/guardian will be notified and advised regarding appropriate treatment. The school nurse will check any student believed to be infested by pediculosis (head lice).

Other Communicable Diseases: All students with symptoms suspicious of communicable diseases will be sent home and referred to a physician. Antibiotics for a contagious illness, such as strep throat, shall be given at least 24 hours prior to student's return to school. Children will also need to be picked up from school due to:

- fever above 100°F (taken orally)
- vomiting and/or diarrhea
- nosebleed at dismissal time
- injuries requiring additional medical evaluation and/or treatment, or
- too ill to comfortably remain in the classroom.

When school personnel determine that an outbreak of a particular communicable disease is significant, every effort will be made to inform parents. If a child is kept home because of illness, parents should notify the office immediately if the illness is diagnosed as communicable.

Health/Immunization Record: State statutes mandate a child **cannot** be admitted into a school system without proper health/immunization records. For a list of immunization requirements, contact the school nurse or go to:

Immunization Record for 2017-2018

Physical Examination: It is necessary for newly enrolled preschool and kindergarten students to have a physical examination **within the year before entry**. School entrance will be denied unless physical examination records and or immunization are complete.

Vision and Hearing Screening: Vision screening is done annually on all school children. Hearing tests are given in grades K through 2, and more frequently when indicated. Retests shall be given to those students failing the initial hearing and/or vision test. Referrals in writing shall be sent to parents of all students failing the re-screening examination. The school hearing/vision testing is a basic screening procedure. For specific concerns and in-depth evaluation, please call your child's primary care physician.

Additional Information:

Change of Clothes: Children need to dress appropriately for the weather and ground conditions. The children go outdoors for recess year round. Every child should have a gallon-size zip lock baggie in their backpack or cubby with a change of clothes (including socks and underwear) in case of bathroom, mud puddle or food/drink accidents.

P.E. Excuse: An excuse from physical education class for one day may be authorized by the school nurse upon request of the parents. Any student unable to participate in physical education class due to injury and or illness will also be excused from outdoor recess. An excuse for more than one day must be the written request of a physician. In addition, **the following situations are cause for student exclusion from P.E. and recess: casts, crutches and splints, ace wraps, slings, stitches, staples and glue used for wound closure.** Clearance to resume P.E./recess **is authorized per doctor's note only.** Orthopedic permission to resume P.E./recess after cast removal **per doctor's note only.**

HOMEWORK

Research shows that the amount of time children spend reading for pleasure is strongly correlated with higher academic success. At CES, students are expected to read books at their independent reading level for up to 20 minutes on school nights. Teachers will assist children with selecting just right books and familiar text. Books brought home should be texts that students have practiced during reader's workshop, not new books that they have never read before. Books that students read at home should be texts that they can read easily without much support. Typically they are books learners have read from their book boxes independently and take home nightly. BOE policy states that average nightly homework for students in grades K-2 shall not exceed 20 minutes per night. ***Parents of children in preschool-grade 2 are encouraged to read to or with their child nightly.***

Listed below are a few helpful hints you can use to foster the love of reading. Please remember that reading at our level will not be perfect, so embrace word proximities, examine illustrations closely, discuss story characters, and enjoy your time with your child learning new things together.

Helpful Hints for Reading:



Sit next to your child while he/she reads so that you can cuddle and see the pictures & words, enjoying the book together.



Make reading part of your nightly routine - Reading to your child(ren) is something that is easy to do, but it's easy to forget to do too! So please make reading a priority every night.



While reading, look at the pictures closely - reading each picture and say what the characters are doing or might be saying and what is happening, approximating some language from the text.



Read with lots of excitement, expression, phrasing and gestures to make the stories come alive. Invite your child to read along with you during repetitive parts.



While reading the pictures and talking about the text, children can connect one page to the next by using the words like - *and then, after that, and next.*



When reading non-fiction texts, readers can make it sound like they're teaching us about a topic by pointing to important details in pictures and giving labels.

Any homework that goes beyond reading shall be planned, assigned and evaluated according to the following principles:

The purpose of the homework and relation to what has been learned in the classroom must be clearly understood by the student; 2.) Homework should emanate from classroom activities, projects, and skills; 3.) A student's age, need for play time and out of school responsibilities must be considered when deciding upon an assignment. Students bear the responsibility for managing their time so that homework can be completed and submitted on time; 4.) Assignments should make use of a variety of skills. 5.) Every homework assignment must be corrected and evaluated in keeping with the purpose of the assignment. Corrections/evaluations should be shared with the student in a timely fashion.

INCLEMENT WEATHER

Inclement weather poses problems for parents and school personnel alike. All announcements regarding school cancellations, late openings, or early dismissals will be broadcast over local radio and TV stations. These stations are:

WTIC (AM-1080/FM-96.5)
 WICH (AM-1310)
 WILI (AM-1400/FM98.3)
 WCTY (FM-97.7)
 WTDY (FM-100.9)

WDRC (AM-1360/FM-102.9)
 WNLC (AM-1510)
 Channel 3 (WFSB)
 Channel 8 (WTNH)
 Channel 30 (WVIT)

Please **do not call** the radio or TV stations, schools or bus company.

In case of an emergency closing after the school day has begun, it is the responsibility of all parents, including those working or those who have other commitments, to make appropriate pre-arrangements for their children's supervision. If emergency changes in the regular schedule are necessary due to inclement weather, radio stations will make the announcements. The district will attempt to reach families as well via SchoolMessenger.

If there is a delayed opening, the school day will start 2 hours late. School will begin at 10:35 a.m. Students should be dropped off no earlier than 10:25 a.m. (10 minutes before school begins). Students in kindergarten, grade 1, and grade 2 will report for an abbreviated day. Students in morning preschool and Head Start will not have school.

INSURANCE - STUDENT

Each year the school offers parents the opportunity to purchase accident insurance for their children. The plans offered provide excellent coverage at a minimal expense. Purchase is not mandatory. Insurance forms are sent home early in September.

LOCKDOWNS

Practice lockdowns are to take place a minimum of three times a year to prepare students and staff should a significant emergency arise. We practice lockdowns both as if the intruder were inside the building as well as outside the building. We notify parents via written communication about the practice so that you may discuss it with your child(ren). Staff reviews what is expected of the students during a drill in the days preceding the event so that the children can feel as safe and comfortable with the drill as possible.

OBLIGATIONS

Students are expected to take good care of school books, materials and property as they would if borrowing from a friend. Returning these items promptly and in good condition is very important. Students will be expected to pay for any lost or damaged school equipment or books so that we can repair or replace the item for others.

PARENTAL INVOLVEMENT

Evidence indicates that meaningful involvement of parents, guardians and other caregivers in the schooling of children improves the quality of education significantly. We believe that close connections with parents result in enhanced academic performance, improved behavior, and reduced absenteeism. **Parents are encouraged to become actively involved in all aspects of school life, thus forming a strong home-school partnership.** Two major means of parental involvement include participation in CES Parent Teacher Organization (PTO) and involvement as a volunteer, thus supporting learning and the school's functioning. To learn more about the CES PTO, visit their website our website and click on the PTO link. To volunteer in your child's class, communicate with your child's teacher.

PARKING LOT PROCEDURES

Please adhere to the following parking lot procedures, which have been specifically developed due to safety concerns:

- Student drop off for K-2 is in the parking lot in front of the school. There are signs and staff present at all times. For safety reasons, please do not drop your child off without a staff member present. Drop off begins at 8:20 am.
- Parents escort their children to the school office rather than have them enter the school unattended *if they enter school after the start* of the school day.
- Parents are asked to observe the direction arrows in the front driveway.
- Buses will unload children in the morning and load children in the afternoon in the front of the school.
- Parents are asked not to park in parking spots marked for school administrators or office staff.
- Vans will unload and load students in the designated spaces of the lot near the preschool classrooms and in front of the school.
- Parent pick-up at the end of the day will be in the cafeteria. Parents are encouraged to park in the visitor's lot closest to the cafeteria or at WJJMS.
- Parking is not allowed in fire lanes for any reason. Fire lanes are identified with signs and painted lines. Local officials monitor this closely, enforcing state regulations.

- The small parking lot in front of the preschool wing identified as Pre K Parking is reserved for preschool and Head Start parents and should not be used by parents of kindergarten, first, or second graders unless in emergency situations.

PHOTO/VIDEO RELEASE

From time to time photographs or videos are taken of students in classrooms, at school activities or at special events. These photos or videos are sometimes used in presentations to the Board of Education, teacher, parent or community groups, or in the newspapers. Included on the Student Information Form, that is updated by parents/guardians in the spring/summer, is a space where parents/guardians grant or deny permission for their child to be photographed or videotaped. We ask that this form to be completed and returned to the school.

PLAYSCAPE POLICY

We, at CES, have three playscapes, one at each wing of the school. Students are encouraged to use equipment as designed and in a manner aligned with our three school rules. Students may play on the playscape assigned to their grade level in a safe manner, participate in organized games, and remain in sight of staff members. Balls and jump ropes are made available for student usage. Students should not bring toys from home out to the playscape.

On the playscape children are encouraged to:

- use equipment
- play organized games
- play with and build with snow if wearing boots and snowpants
- play nicely alone or with other students
- sit at the picnic table for quiet activities
- play in view of teachers and paraprofessionals
- use zipline (when able to reach it independently)

Coats, jackets and/or sweaters must be kept on, around the waist, or be carried. Children with snow pants, jackets, and boots may play in the snow. Children without boots will be required to play on the blacktop or sidewalk.

If a student needs help in resolving a problem, he/she can turn to the teachers, paraprofessionals or administrators on duty for assistance. Recess is a critical time for students to learn social/emotional skills and we take every opportunity to find teachable moments.

Due to safety concerns, usage of the playscapes during school hours by persons other than staff and students is prohibited.

INDOOR/OUTDOOR GUIDELINES: Indoor recess will be called when the temperature/wind chill factor is 21° F or less, and when rain, snow or ground conditions warrant it. NAEYC requires that preschool students stay inside if temperatures drop below 32 degrees F.

PROGRAMS AND PERFORMANCES

Parents are encouraged to attend student performances and programs as advertised by special bulletins sent home with children or in the Digital Backpack. In the event the program occurs at the end of the school day and parents want to take their children home, sign-out forms will be available from the classroom, cafeteria, or office.

PROMOTION/RETENTION/ACCELERATION

Promotion at the elementary level will be based on the individual child's ability to successfully complete the required work of the succeeding grade. Each individual student's promotion/retention will be judged on its own merits.

Criteria for promotion will include, but not be limited to the following:

1. Teacher/specialist recommendation
2. Educational and social/emotional progress
3. Other assessment data
4. Attendance

Retention: Students in danger of failing and being at risk for retention shall be identified. Prior to deciding on retention, remedial assistance shall be offered and may be required. Whenever retention is being considered, the parent/guardian shall be invited to a meeting with the teacher(s), an administrator, and other staff members **no later than March 1st** for a discussion of this matter.

Acceleration of students may be provided. Decisions to accelerate a child's program will be based on, but not be limited to, the following:

1. Parent input
2. Teacher input
3. Student progress/social/emotional needs
4. Test scores or data
5. Specialist input

Each case will be judged on its own merits and programs designed individually to meet student needs.

RELATIONS WITH NON-CUSTODIAL PARENTS

The Board of Education assumes that there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's school progress and activities. **Unless there are specific court-imposed restrictions, the non-custodial parent upon written request may view the student's records, receive progress reports and notices, and have an opportunity to conference with the student's teacher.** The parent with whom the student resides is known as the custodial parent unless a legal document or signed parental agreement indicates otherwise. Verification may be required from the custodial parent.

While both parents can visit the student at school, **only the custodial parent has the right to remove the student from school property. Only a verified note from the custodial parent will be cause for exception.**

The custodial parent has the responsibility to keep the school office informed as to the address of the residence and how he/she may be contacted at all times. Any legal documents, which restrict the rights of the non-custodial parent, must be provided by the custodial parent.

If the non-custodial parent requires copies of school communications and the child's report card, the request must be made in writing to ensure the request can be honored. A current address is required. Any request by the non-custodial parent/guardian to receive school notices shall be effective for as long as the child remains in the school the student is attending at the time of the request.

REPORT CARDS

It is our policy to send progress reports home three (3) times a year, in December, March, and June for all students in grades PK-2. Only CES and JJIS give grades on the trimester basis. Parent(s)/guardian(s) are strongly encouraged to meet with their child's teacher at given conference times. Each teacher is responsible for scheduling his/her conferences. If parents cannot meet during identified conference times, adjustments are made for conferences to be held at mutually agreeable times.

SAFETY

School Safety Procedures: The following rules have been designed for the security of children and for the effectiveness of the school's learning environment. We ask that all adults comply.

1. **All exterior doors, with the exception of the main entrance** at the front of the school, will be **locked after 8:35 a.m.** when the school day officially begins. Anyone coming to CES after 8:35 a.m. will need to use the main entrance.
2. Parents are to bring a picture ID to sign in at the main office and obtain a Visitor's Pass if there is a need to visit a classroom. Faculty, administration, and students need to be able to identify an adult as a visitor by the badge they wear. If you are not wearing a badge, you will be asked if you need assistance and escorted to the office. This is done to ensure that we have a secure school.
3. As soon as the buses are unloaded, teachers begin the instructional day by processing notices, money and etc. At the end of the school day teachers are organizing students for dismissal. Because of this, parents **do not go to classrooms between 8:15 a.m. and 3:20 p.m.** unless expected by the teacher as a volunteer or visitor, to escort one's child to the classroom, or to pick up one's child as directed by the school office. Following this procedure is essential to help ensure student safety, especially in light of the number of children we have in our school and the attention we need to give children.
4. **The doors closest to the cafeteria will be unlocked at 3:05 p.m. to allow parents to enter the building for student pick-up at the end of the day.**

TARDINESS

Tardiness at CES is defined as arriving at school after 8:35 a.m. When a child is late he/she must be escorted to the school office by the parent to receive a late pass prior to proceeding to class.

TRUANCY

The state definition of a "truant" shall mean a student age five to eighteen, inclusive, who has four (4) unexcused absences in any one month, or ten (10) unexcused absences in one school year. ***Students must be in school for at least one half of the school day for the student to not be considered absent.*** Every attempt will be made to partner with families and encourage regular attendance in school.

VISITORS/VOLUNTEERS

Parents, community members, and others wishing to visit the school and observe classrooms and educational/curricula programs are welcome to do this at a **mutually** agreed upon time with the staff members involved. It is essential that visitations be scheduled in advance. It is expected that all visitors and volunteers will sign in at the school office and obtain a visitor's pass. **No visitor passes will be given until a picture ID is shown.** No exceptions can be made. The staff, including administration,

needs to be able to identify an adult who is not employed by the school system and already wearing a badge, as a visitor. If a visitor is not wearing a badge, he/she will be asked if assistance is needed. This is done to ensure that we have a secure school. Everyone who volunteers at CES, regardless of the frequency, from weekly classroom visitor to once a year field trip chaperone, will need to fill out a district-wide Volunteer Application form and pass a security check. These forms can be found online at www.colchesterct.org.

Parental volunteers are encouraged. Each teacher collects and organizes her/his volunteers differently, allowing contributions to be made in school, at home or when participating in field trips. Participation in the CES Parent-Teacher Organization is yet another way to contribute to our school. Please be sure you are registered as a volunteer through the Board of Education and main office with your information.

WEAPONS & DANGEROUS INSTRUMENTS

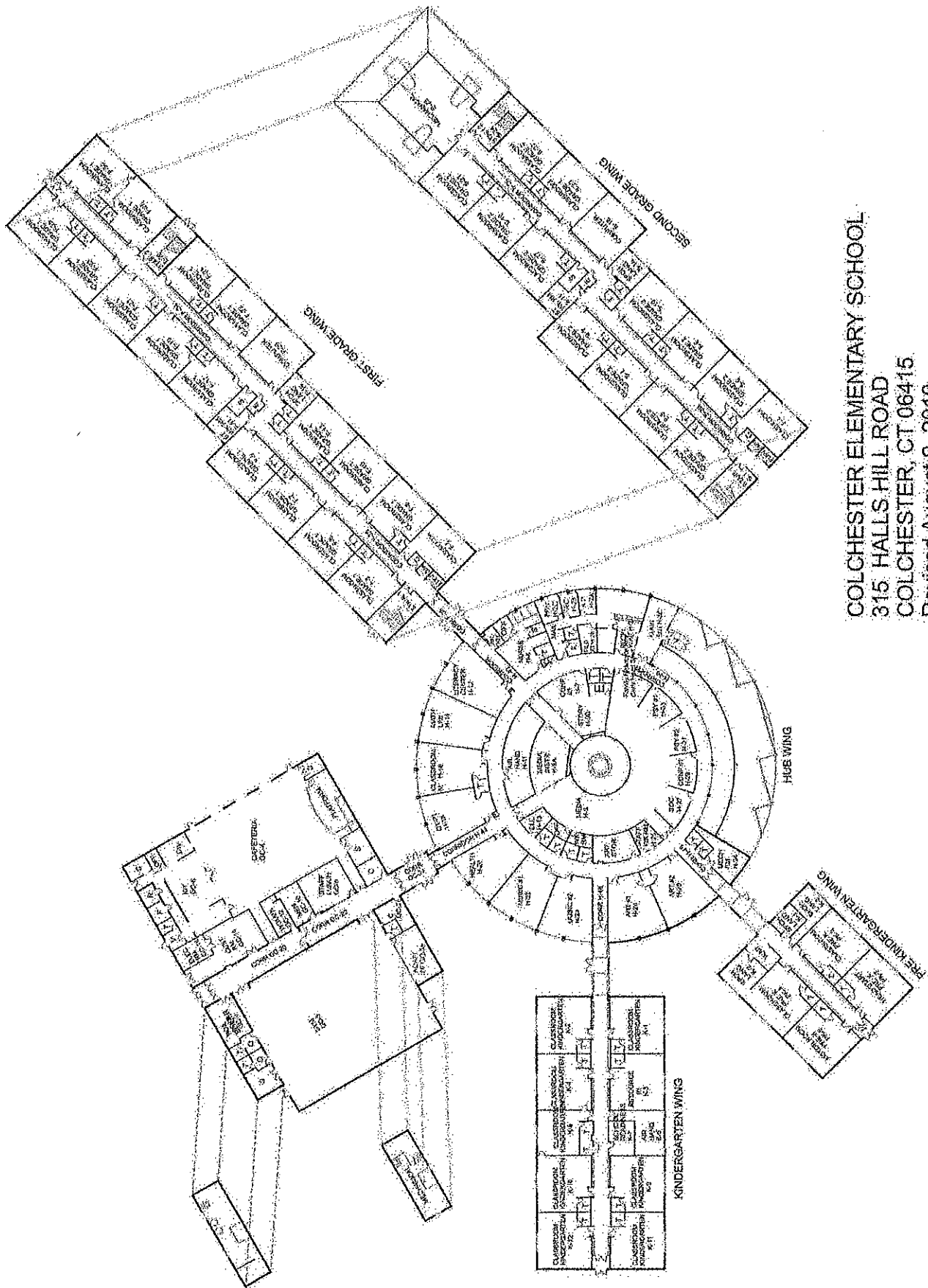
The Board of Education prohibits the possession or use of weapons on school property. Police officers on official business are exempted from this prohibition, the only exception would be for others with prior written authorization of the Superintendent. Students in violation of this policy are subject to disciplinary action. "Weapons" for purposes of this policy shall include a firearm, deadly weapon, martial arts weapon or dangerous instruments, such as knives or guns, as defined in Connecticut General Statutes Section 53a-3. The underlying belief is that all children have the right to be educated in a safe and nurturing environment.

WELFARE

Student welfare and safety shall receive the highest priority in all aspects of the school program. Each student activity shall be developed consistent with the appropriate abilities and limitations of students in the age group and with careful attention given to the student safety.

WHAT YOU CAN DO TO HELP YOUR CHILD BE SUCCESSFUL IN SCHOOL

- Start each day right. A calm beginning at home makes the school day much better.
- Encourage your child to have a good breakfast before school or at school and eat a good lunch. Make certain that your child sleeps at least eight hours each night.
- Make sure your child gets to school on time. Missing even a few minutes of school means that your child misses out on critical information and instruction.
- Praise your child each day for something he/she has done.
- Talk with your child about school experiences and listen attentively to what is said about his/her day.
- Stress attendance. If your child is ill, home is the best place. Otherwise, your child needs to take advantage of every school day.
- Encourage your child to read every day. Read to and with your child.
- Make sure that your child has the necessary supplies on a daily basis in his/her backpack. Return library books when due. Stress organization of school notebooks, materials, etc.
- Work at home on the skills taught at school.
- Keep the lines of communication open between yourself and your child's teacher. Inform the teacher of any family situation that could influence the child's behavior. Also, if he/she is reluctant to go to school, let the teacher know so that together you can find the reason. All teachers can be reached at (860) 537-0717.
- If you have concerns about your child's academic or social/emotional performance at school, it is always best to contact your child's teacher right away. If this is not possible you can also contact the school administrators, Mrs. O'Meara, Principal or Mrs. Rhodes, Assistant Principal.



COLCHESTER ELEMENTARY SCHOOL
 315 HALLS HILL ROAD
 COLCHESTER, CT 06415
 Revised August 9, 2010
 108,000 SQ. FT.

A FAMILY GUIDE
Connecticut's Framework for RTI

Using Scientific Research-Based Interventions:
Improving Education for All Students

Teachers, administrators, and families want all children to succeed. There are many ways to get children who are struggling to learn, the additional help they need to be successful. One way is with the use of “scientific research-based interventions” (SRBI).

This information sheet reviews what SRBI are and includes questions you might want to ask your child’s school or program to learn more about how they are using SRBI as a framework to improve teaching and learning. Also included here are ways families can be part of the decision making process and what to do when you have concerns about your child’s progress.

For more information about RTI, visit: The National Center for Response to Intervention at www.rti4success.org or the RTI Action Network at www.rtinetwork.org.

What questions can families ask to learn more about how SRBI works in their child’s school or program?

- What is my child being taught in his/her classroom?
- How are lessons designed to meet my child’s varying needs?
- What are the teaching strategies that my child’s school is using if he/she is struggling in the classroom?
- How can I help my child with learning at home?
- How will I be told about my child’s progress that tells me more than what grades he/she is receiving?
- What happens if my child continues to struggle and the teaching strategy is not working?

Families play a critical role in supporting what their children are learning in school. Research shows that the more parents are actively involved in student learning, the greater the student achievement. There are many ways families can support their child’s learning at home. Here are a few:

- *Make reading an everyday habit;*
- *Talk with your child’s teachers regularly;*
- *Check homework assignments and assist when necessary;*
- *Ask for regular progress reports;*
- *Celebrate your child’s strengths, talents, interests, and successes;*
- *Learn more about what is being taught and how it is being taught at your child’s school; and*
- *Participate in parent-teacher conferences and other school functions for your child.*

What if I think my child needs special education?

SRBI do not replace the special education process. If at any time parents believe their child has a disability that is affecting his or her learning, they have a right to request an evaluation for special education. SRBI cannot be used to delay or deny this evaluation if the child is not making progress in learning and the lack of progress is not due to the lack of instruction. In addition to the information gathered through SRBI, other forms of evaluation must occur to determine if a child is eligible for special education and parent’s written consent is required for the evaluation.

For more information about special education, your rights in this process, and how SRBI may be used to inform eligibility, please contact:

- Connecticut Parent Advocacy Center (CPAC): 1-800-445-2722
- Connecticut Parent Information and Resource Center (PIRC): 1-800-842-8678
- Connecticut State Department of Education, Bureau of Special Education (CSDE): 1-860-713-6910

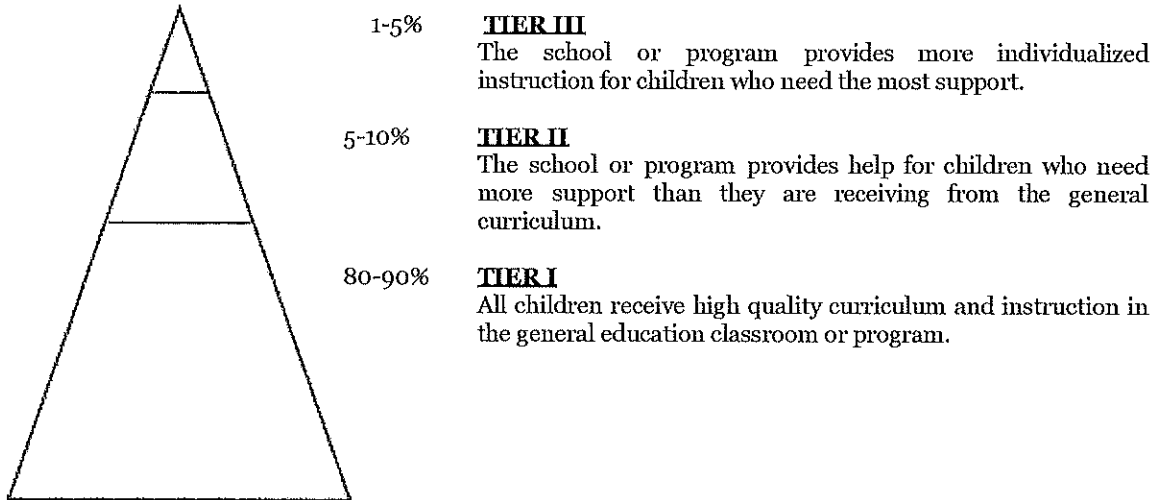
What are SRBI?

SRBI are a way to provide support and instruction to children who are struggling to learn. A child's progress is studied and findings are used to make decisions about teaching and other learning supports.

SRBI are most commonly used in addressing needs in the areas of reading, math, and behavior. A "continuum of support" is developed by school districts and programs to meet the needs of the children they service.

What does the SRBI continuum of support look like?

The SRBI framework has three "tiers." Each tier provides differing kinds and degrees of support.



What are the key components of an SRBI framework?

The key components to SRBI is that all children receive high quality curriculum and instruction in the general education classroom or program (TIER I).

Another component of SRBI is that the school or program conducts "universal common assessments." **Universal common assessments review the progress of all children through the use of grade/age level assessments.** These assessments help schools identify children who may need more support or other types of instruction.

As a result, students may be identified as needing help in addition to the high quality instruction they are receiving in TIER I. **Additional teaching strategies or methods that have been proven to be effective in helping children learn are used (TIER II).** These teaching methods can happen in large or small groups, in or outside the classroom.

Another key component to SRBI is "progress monitoring." **Progress monitoring is a way for teachers to better understand a child's needs and demonstrate the growth children are making in a specific area.** It shows how well the teaching strategy is working. It includes observations and other types of assessment. Progress monitoring helps determine whether a strategy is successful or needs to be changed.

When progress monitoring shows that a child is not responding to the additional help, another approach or strategy may be tried. **However, when a higher level of support is needed, children are given the individualized instruction they need to be successful learners (TIER III).**

Adapted from The CT PIRC, a non-profit organization partially funded by a grant through the U.S. Department of Education. The CT PIRC and its primary partners, the CSDE and SERC, support school-family-community alliances by building on the strengths of each.



Cindy Praisner <cpraisner@colchesterct.org>

Request for Proposals for Professional Development

1 message

Cindy Praisner <cpraisner@colchesterct.org>

Thu, Mar 7, 2019 at 11:11 AM

To: eceinfo@lists.cahts.org

The Town of Colchester is making available a Request for Proposal (RFP) for the Quality Enhancement Program for the period July 1, 2019 – June 30, 2020. The purpose of the Quality Enhancement Grant Program is to provide funding for School Readiness programs that focus on education and early care that addresses the School Readiness Quality Components of staff development.

Colchester is looking to consider training for:

Early Literacy Development

Trauma-Informed Practices

Circle of Security Training for Teachers

Developing Self-Regulation and Coping Skills (including co-regulation)

Programs interested in participating in the open-bid process for the School Readiness Quality Enhancement Program Local Request for Proposal (RFP), should contact Cindy Praisner by March 22, 2019 for a copy of the Request for Proposal (RFP) and Guidelines.

Local Request for Proposals for School Readiness Quality Enhancement must be submitted electronically to Cindy Praisner. Additionally, original, hard-copy signature pages mailed or hand delivered by April 12th, 2019. IRRESPECTIVE OF POSTMARK DATE.

--
Cindy Praisner
Early Childhood Coordinator
860-537-0717



QUALITY ENHANCEMENT GRANT PROGRAM

FY 2020

LOCAL REQUEST FOR PROPOSAL

The purpose of the Quality Enhancement Grant Program is to provide funding for School Readiness programs that focus on education and early care that addresses the School Readiness quality components and/or expands comprehensive services for children and families.

Legislative Authority
C.G.S. Section 17b-749c

DUE DATE
April 12, 2019

SUBMISSION INFORMATION

Name: Mary Dineen-Elovich

Agency (if applicable): Intentions Counseling and Clinical Training Center

Street Address: 775 Farmington Avenue

City, State, Zip Farmington, CT 06032

Primary Contact: Mary Dineen-Elovich

Telephone: 860-507-7158 **Fax:** **E-mail:** *madin12@comcast.net*

FISCAL AGENT (if applicable)

Name: _____

Agency (if applicable): _____

Street Address: _____

City, State, Zip _____

Primary Contact: _____

Telephone: _____ **Fax:** _____ **E-mail:** _____

STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

FOR EACH PROPOSED ACTIVITY, PLEASE PROVIDE A DETAILED DESCRIPTION OF THE NEED FOR THE ACTIVITY, THE INTENDED GOALS AND INDICATORS OF PROGRESS TOWARD THE GOALS. PROVIDE THE EXPECTED COST OF EACH ACTIVITY AND THE RESOURCES THAT COULD SUPPORT THE IMPLEMENTATION OF THE ACTIVITY. COPY THIS PAGE AS NEEDED TO DESCRIBE EACH ACTIVITY AND PROVIDE A SUMMARY ON THE CHART PROVIDED.

Town: Colchester	Contractor: Mary Dineen-Elovich
<u>Activity and Activity Description:</u> 2.5 hours – An interactive workshop on utilizing attachment and time-in concepts to enhance teacher’s skills in coregulating children with emotional and behavioral challenges.	
<u>Expected Cost:</u> 600.00	
<u>Possible Resources:</u> Resources will include print, digital and sensory motor materials to reinforce workshop learning.	
<u>Population (number of children, staff, and programs served by this activity):</u> 50 early childhood and education providers.	
<u>Statement of Need:</u> Adverse childhood experiences are impacting young children’s social, emotional and cognitive ability to learn and socialize in an early childhood setting. An increase in children with emotional and behavioral difficulties provides a challenge for staff to assist in coregulating children, when needed. Early childhood attachment research coupled with teacher requests for additional skill building in this area, demonstrates a need to focus on “time-in” and coregulation in the classroom.	
<u>Goals:</u> Workshop participants will demonstrate an increase in attachment concepts providing foundational knowledge on the developmental needs of young children, requiring an empathic shift to manage and improve classroom behavior. Workshop participants will gain coregulation strategies to respond to emotional and behavioral challenges. Workshop participants will utilize the Circle of Security Parenting roadmap as a visual tool to reinforce their understanding of the motivation and intention of young children’s behavioral patterns.	
<u>Indicators of Progress:</u> Workshop participants will identify the adult role and the needs of children on the top and bottom of the Circle. Workshop participants will be able to identify the role cues and miscues have in thwarting the empathic shift needed in applying “time-in.” Workshop participants will be able to utilize new coregulation techniques to foster a child’s need for safety, understanding and connection. Workshop participants will be able to identify the developmental needs of children to assist maintaining and strengthening attachment in the classroom.	
<u>Grant Objectives Addressed:</u> Workshop will provide knowledge and skill building to support professional development of staff.	
<u>Plan for Activity Evaluation:</u> Workshop participants will complete a survey to specify their increase in understanding the theoretical concepts of coregulation and to signify their ability to apply coregulatory skills in the classroom.	

STATEMENT OF ASSURANCES

The Statement of Assurances Signature Page included in this grant must provide the authorized signatures of the applicant agency (e.g., mayor and superintendent of schools).

Please note that the authorized signatures of the eligible applicant must also be provided on the cover page of the grant application submitted with the grant (see application instructions).

Applicants need only submit the Statement of Assurances Signature Page with submission of their grant application.

PROJECT TITLE: Quality Enhancement Grant Program

THE APPLICANT: MARY DINEEN-ELOVICH **HEREBY ASSURES THAT:**

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education for the Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood and Connecticut State Department of Education may find necessary;
- H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Office of Early Childhood and the State Department of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit; and
- L. Programs are required to meet all health and safety requirements mandated by the Office of Early Childhood for both license and license exempt programs.

M. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

- a) For purposes of this Section, the following terms are defined as follows:
- 1) "Commission" means the Commission on Human Rights and Opportunities;
 - 2) "Contract" and "contract" include any extension or modification of the Contract or contract;
 - 3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
 - 4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
 - 5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - 6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
 - 7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
 - 8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
 - 9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes §32-9n; and
 - 10) "public works contract" means any agreement between any individual, firm or corporation and the State of any political subdivision of the State other than a community for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a community, (2) a quasi-public agency, as defined in Connecticut General Statutes § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Connecticut General Statutes § 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- b) (1) The Contractor agrees and warrants that in for performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race,

color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the contractor agrees to provide each labor union or representative of workers with which the contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §46a-68e and §46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56, 46a-68e and 46a-68f.; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes §46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions, including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of the Section and Connecticut General Statutes § 46a-56.
- h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- N. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.
- O. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.
- P. The Connecticut Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with the assurances.
- Q. The Connecticut Office of Early Childhood reserves the right to de-fund sub-grantees of the School Readiness Council based on the sub-grantee's inability to comply with School Readiness General Policies.

STATEMENT OF ASSURANCES SIGNATURE PAGE

STATEMENT OF ASSURANCES SIGNATURE PAGE

I, the undersigned authorized official; do hereby certify that these assurances shall be fully implemented.

Signature of Official: Mary Dineen - Elovich
Name: (please type) Mary Dineen-Elovich
Title: (please type) Executive Director
Date: April 12, 2019

To be signed below **ONLY** if the Fiscal Agent is other than the program applying for the funds:

Signature of Fiscal Agent: _____ Date: _____

Name & Title (please print): _____

**FISCAL YEAR 2020
ED 114 BUDGET FORM**

GRANTEE NAME:	Colchester	
GRANT TITLE:	School Readiness Quality Enhancement Grant	Grant Period:
Project Title	Priority SR Quality Enhancement	Total Award:
CODES	DESCRIPTIONS	ANNU.
111a	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)	\$
111b	Instructional	\$
200	Benefits	\$
320	Professional Education Services	\$
321	Tutors	\$
322	In-service	\$
323	Pupil Services	\$
324	Field Trips	\$
325	Parent Activities	\$
330	Employee Training and Development Services	\$
340	Other Professional Technical Services	\$
400	Purchased Property Services	\$
500	Other Purchased Services	\$
600	Supplies	\$
700	Property	\$
	TOTAL	\$
		Original Date:

**7/1/2019 to
6/30/2020**

\$ 600.00

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600.00

Revised Date:

QE INDIVIDUAL VENDOR JUSTIFICATION PAGE

***All totals in budget justification page are linked to the
ED114 budget form and will auto-calculate***

Municipality: Colchester

July 1, 2019 to June 30, 2020

Line Items	NARRATIVE	
111A	NON-INSTRUCTIONAL	ANNUAL
TOTALS		\$ -
111B	INSTRUCTIONAL	ANNUAL
TOTALS		\$ -
200	PERSONNEL SERVICES / BENEFITS	ANNUAL
TOTALS		\$ -
320	PROFESSIONAL EDUCATION SERVICES	ANNUAL
TOTALS		\$ -
321	TUTORS (NON-PAYROLL SERVICES)	ANNUAL
TOTALS		\$ -
322	IN-SERVICE (INSTRUCTIONAL PROGRAM IMPROVEMENT SERVICES)	ANNUAL
	Provision of one 2.5 hour workshop	\$ 600.00
TOTALS		\$ 600.00
323	PUPIL SERVICES (NON-PAYROLL SERVICES)	ANNUAL
TOTALS		\$ -

QE INDIVIDUAL VENDOR JUSTIFICATION PAGE

***All totals in budget justification page are linked to the
ED114 budget form and will auto-calculate***

Municipality: Colchester

July 1, 2019 to June 30, 2020

324	FIELD TRIPS	ANNUAL
	TOTALS	\$ -
325	PARENT ACTIVITIES	ANNUAL
	TOTALS	\$ -
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	ANNUAL
	TOTALS	
340	OTHER PROFESSIONAL TECHNICAL SERVICES	ANNUAL
	TOTALS	\$ -
400	PURCHASED PROPERTY SERVICES	ANNUAL
	TOTALS	\$ -
500	OTHER PURCHASED SERVICES	ANNUAL
	TOTALS	\$ -
600	SUPPLIES	ANNUAL
	TOTALS	\$ -

QE INDIVIDUAL VENDOR JUSTIFICATION PAGE

***All totals in budget justification page are linked to the
ED114 budget form and will auto-calculate***

Municipality: Colchester

July 1, 2019 to June 30, 2020

700	PROPERTY	ANNUAL
	TOTALS	\$ -
	GRAND TOTAL	\$ 600.00

QUALITY ENHANCEMENT GRANT PROGRAM

FY 2020

LOCAL REQUEST FOR PROPOSAL

The purpose of the Quality Enhancement Grant Program is to provide funding for School Readiness programs that focus on education and early care that addresses the School Readiness quality components and/or expands comprehensive services for children and families.

Legislative Authority
C.G.S. Section 17b-749c

DUE DATE

SUBMISSION INFORMATION

Name: Erin Hermann
Agency (if applicable): Colchester Public Schools
Street Address: 34 Beebe Road
City, State, Zip East Haddam, CT 06423
Primary Contact: 860 301-2086
Telephone: _____ **Fax:** _____ **E-mail:** ehermann@colchesterct.org

FISCAL AGENT (if applicable)

Name: _____
Agency (if applicable): _____
Street Address: _____
City, State, Zip _____
Primary Contact: _____
Telephone: _____ **Fax:** _____ **E-mail:** _____

FY 20 QUALITY ENHANCEMENT
STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

For each proposed activity please provide a detailed description of the need for the activity, the intended goals and indicators of progress toward the goals. Provide the expected cost of each activity and the resources that could support the implementation of the activity. Copy this page as needed to describe each activity and provide a summary on the chart provided.

Town: Colchester, CT	Contractor: Erin Hermann, Colchester Elementary School Literacy Specialist
Activity and Activity Description: One 2-hour session <u>Learning about Strands of Early Phonics Development in the PreK Classroom: Phonological Awareness, Concepts About Print, and Letter Study</u>	
<p>Early care providers will develop an overall understanding of the progression of phonological awareness development, concepts about print, and the importance studying letters closely to learn about their own name, names of classmates, and letter names.</p>	
Expected Cost: \$300	
Possible Resources: Large alphabet charts, Small alphabet charts, Letter formation chart, Sentence Strips, Pocket Chart for classroom display of students' names, Copies of teacher resources, assessment resources	
Population (number of children, staff, and programs served by this activity): Approximately 20-25 teachers will participate in these trainings.	
<p>Statement of Need: According to Richard Allington's recent article <u>What At-Risk Readers Need</u>, "The one third of entering kindergartners who don't know all their letter names are likely to become the one-third of 4th graders reading below the basic level." Currently, our incoming Kindergarten letter naming data supports this work to expand the knowledge of PreK providers to understand early foundational skills and provide game-like activities that can support foundational skills.</p> <p>In September 2018, 24% of our kindergarten students met the benchmark goal by being able to correctly recognize letters by their names in a one-minute measure. In March 2019, our kindergartners increased to 59% meeting benchmark goals for letter identification.</p>	
Goals: To develop an understanding of basic foundational skills and developmental game-like activities for phonological awareness, concepts of print, and letter study.	
Indicators of Progress: September 2020 Universal Screening baseline data of kindergartners.	
Grant Objectives Addressed: Provide for educational consultation and staff development.	
Plan for Activity Evaluation: Participants will be able to sort with a partner descriptors of various classroom activities into the 3 different foundational skills (phonological awareness, concepts of print, and letter study) that support students' learning.	

STATEMENT OF ASSURANCES

The Statement of Assurances Signature Page included in this grant must provide the authorized signatures of the applicant agency (e.g., mayor and superintendent of schools).

Please note that the authorized signatures of the eligible applicant must also be provided on the cover page of the grant application submitted with the grant (see application instructions).

Applicants need only submit the Statement of Assurances Signature Page with submission of their grant application.

PROJECT TITLE: Quality Enhancement Grant Program

THE APPLICANT: ERIN HERMANN **HEREBY ASSURES THAT:**

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant’s governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education for the Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood and Connecticut State Department of Education may find necessary;
- H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Office of Early Childhood and the State Department of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit; and
- L. Programs are required to meet all health and safety requirements mandated by the Office of Early Childhood for both license and license exempt programs.

M. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

- a) For purposes of this Section, the following terms are defined as follows:
- 1) “Commission” means the Commission on Human Rights and Opportunities;
 - 2) “Contract” and “contract” include any extension or modification of the Contract or contract;
 - 3) “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
 - 4) “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose;
 - 5) “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - 6) “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
 - 7) “marital status” means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
 - 8) “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
 - 9) “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes §32-9n; and
 - 10) “public works contract” means any agreement between any individual, firm or corporation and the State of any political subdivision of the State other than a community for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a community, (2) a quasi-public agency, as defined in Connecticut General Statutes § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Connecticut General Statutes § 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- b) (1) The Contractor agrees and warrants that in for performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race,

color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the contractor agrees to provide each labor union or representative of workers with which the contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §46a-68e and §46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56, 46a-68e and 46a-68f.; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes §46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions, including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of the Section and Connecticut General Statutes § 46a-56.
- h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- N. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.
- O. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.
- P. The Connecticut Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with the assurances.
- Q. The Connecticut Office of Early Childhood reserves the right to de-fund sub-grantees of the School Readiness Council based on the sub-grantee's inability to comply with School Readiness General Policies.

STATEMENT OF ASSURANCES SIGNATURE PAGE

I, the undersigned authorized official; do hereby certify that these assurances shall be fully implemented.

Signature of Official: Erin Hermann
 Name: (please type) Erin Hermann
 Title: (please type) Literacy Specialist
 Date: April 12, 2019

To be signed below **ONLY** if the Fiscal Agent is other than the program applying for the funds:

Signature of Fiscal Agent: _____ Date: _____

Name & Title (please print): _____

**FISCAL YEAR 2020
ED 114 BUDGET FORM**

GRANTEE NAME:	Colchester	
GRANT TITLE:	School Readiness Quality Enhancement Grant	Grant Period:
Project Title	Priority SR Quality Enhancement	Total Award:

CODES	DESCRIPTIONS	ANNU.
111a	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)	\$
111b	Instructional	\$
200	Benefits	\$
320	Professional Education Services	\$
321	Tutors	\$
322	In-service	\$
323	Pupil Services	\$
324	Field Trips	\$
325	Parent Activities	\$
330	Employee Training and Development Services	\$
340	Other Professional Technical Services	\$
400	Purchased Property Services	\$
500	Other Purchased Services	\$
600	Supplies	\$
700	Property	\$
	TOTAL	\$
		Original Date:

**7/1/2019 to
6/30/2020**

\$ 600.00

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Revised Date:

QE INDIVIDUAL VENDOR JUSTIFICATION PAGE

All totals in budget justification page are linked to the ED114 budget form and will auto-calculate

Municipality:

July 1, 2019 to June 30, 2020

Line Items	NARRATIVE	
111A	NON-INSTRUCTIONAL	ANNUAL
	TOTALS	\$ -
111B	INSTRUCTIONAL	ANNUAL
	TOTALS	\$ -
200	PERSONNEL SERVICES / BENEFITS	ANNUAL
	TOTALS	\$ -
320	PROFESSIONAL EDUCATION SERVICES	ANNUAL
	TOTALS	\$ -
321	TUTORS (NON-PAYROLL SERVICES)	ANNUAL
	TOTALS	\$ -
322	IN-SERVICE (INSTRUCTIONAL PROGRAM IMPROVEMENT SERVICES)	ANNUAL
	Provision of one 2 hour workshop	\$ 200.00
	TOTALS	\$ 200.00
323	PUPIL SERVICES (NON-PAYROLL SERVICES)	ANNUAL
	TOTALS	\$ -

QE INDIVIDUAL VENDOR JUSTIFICATION PAGE

***All totals in budget justification page are linked to the
ED114 budget form and will auto-calculate***

Municipality:

July 1, 2019 to June 30, 2020

324	FIELD TRIPS	ANNUAL
	TOTALS	\$ -
325	PARENT ACTIVITIES	ANNUAL
	TOTALS	\$ -
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	ANNUAL
	TOTALS	
340	OTHER PROFESSIONAL TECHNICAL SERVICES	ANNUAL
	TOTALS	\$ -
400	PURCHASED PROPERTY SERVICES	ANNUAL
	TOTALS	\$ -
500	OTHER PURCHASED SERVICES	ANNUAL
	TOTALS	\$ -
600	SUPPLIES	ANNUAL
	Materials for making phonetic games such as sentence strips	\$ 100.00
	TOTALS	\$ 100.00

QE INDIVIDUAL VENDOR JUSTIFICATION PAGE

***All totals in budget justification page are linked to the
ED114 budget form and will auto-calculate***

Municipality:

July 1, 2019 to June 30, 2020

700	PROPERTY	ANNUAL
	TOTALS	\$ -
	GRAND TOTAL	\$ 300.00

QUALITY ENHANCEMENT GRANT PROGRAM

FY 2020

LOCAL REQUEST FOR PROPOSAL

The purpose of the Quality Enhancement Grant Program is to provide funding for School Readiness programs that focus on education and early care that addresses the School Readiness quality components and/or expands comprehensive services for children and families.

Legislative Authority
C.G.S. Section 17b-749c

DUE DATE

_____ 4/12/2019 _____

SUBMISSION INFORMATION

Name: _____ Kris Noam _____
Agency (if applicable): _____
Street Address: _____ 500 Prospect Street, 4F _____
City, State, Zip _____ New Haven CT, 06511 _____
Primary Contact: _____
Telephone: _____ 949-394-6343 _____ **Fax:** _____ **E-mail:** krisnoam@gmail.com _____

FISCAL AGENT (if applicable)

Name: _____
Agency (if applicable): _____
Street Address: _____
City, State, Zip _____
Primary Contact: _____
Telephone: _____ **Fax:** _____ **E-mail:** _____

SCHOOL READINESS LOCAL QUALITY ENHANCEMENT RFP TABLE OF CONTENTS

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APPLICATION PROCESS..... 5

STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS..... 7

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 STATEMENT OF ASSURANCES SIGNATURE PAGE **ERROR! BOOKMARK NOT DEFINED.**

OVERVIEW

Purpose:

The Office of Early Childhood (OEC) shall establish a program, within available appropriations, to provide on a competitive basis supplemental quality enhancement grants to providers of child day care services or providers of school readiness programs pursuant to Connecticut General Statute (C.G.S.) Section 10-16p and Section 10-16u to enhance the quality of early childhood education programs. Child day care providers and school readiness programs in priority school districts and competitive school readiness municipalities may apply for a quality enhancement grant. These applicants must use their local School Readiness Council to review and recommend projects for funding.

The purpose of the QE grant is to provide funding for early care and education programs to address quality standards and/or expand comprehensive services for children and families. C.G.S. Section 17b-749c identifies the following as appropriate use of grant funds:

1. Help providers who are not accredited by the National Association for the Education of Young Children to obtain such accreditation;
2. Help directors and administrators to obtain training;
3. Provide comprehensive services, such as enhanced access to health care, a health consultant, a mental health consultant, nutrition, family support services, parent education, literacy and parental involvement, and community and home outreach programs; and provide information concerning access when needed to a speech and language therapist;
4. Purchase educational equipment;
5. Provide scholarships for training to obtain a credential in early childhood education or child development;
6. Provide training for persons who are mentor teachers, as defined in federal regulations for the Head Start program, and provide a family service coordinator or a family service worker as such positions are defined in such federal regulations;
7. Repair fire, health and safety problems in existing facilities and conduct minor remodeling to comply with the Americans with Disabilities Act; train child care providers on injury and illness prevention; and achieve compliance with national safety standards;
8. Create a supportive network with family day care homes and other providers of care for children;
9. Provide for educational consultation and staff development;
10. Provide for program quality assurance personnel;
11. Provide technical assistance services to enable providers to develop child care facilities pursuant to C.G.S. Sections 17b-749g, 17b-749h and 17b-749i;
12. Establish a single point of entry system; and
13. Provide services that enhance the quality of programs to maximize the health, safety and learning of children from birth to three years of age, inclusive, including, but not limited to, those children served by informal child care arrangements. Such grants may be used for the improvement of staff to child ratios and interaction, initiatives to promote staff retention, pre-literacy development, parent involvement, curriculum content and lesson plans.

APPLICATION REQUIREMENTS

Eligible Applicants

Eligible applicants are individuals, agencies, or contractors that wish to compete for accessing or implementing the activities proposed by the municipality in accordance with the purpose of the QE grant.

Cover Sheet

The format for the cover sheet appears on the initial page of this document. The cover sheet must include the name of the individual, agency, or contractor and fiscal agent information, if relevant. The municipality may amend the cover sheet to capture information needed to process contracts.

Application of Activity Implementation

To compete for an opportunity to implement a proposed activity that the municipality has chosen, complete the *Application for Activity Implementation* and any other forms required by the municipality.

Evaluation

Using the *Evaluation Chart*, describe the methods and procedures that will be used to determine if, and to what extent, the objectives of the proposal will be achieved. A narrative page may be added if the applicant needs to provide greater detail than the chart allows. The OEC may use data collected from your evaluations in a report describing the use of the Quality Enhancement funds and the impact of the activities toward the intended goals of the grant.

Budget Forms and Access to Funds

Using the appropriate form(s), indicate how the activity funds will be expended through June 30, 2020. There are no administrative, indirect costs, or carry-over funds allowed. The recipient of the award will work with the School Readiness liaison and/or the School Readiness fiscal agent regarding appropriate fiscal accountability.

Budget Justification

Provide detailed explanation of each line item expenditure in your proposed budget.

Statement of Assurances

The Statement of Assurances must be signed by the applicant.

APPLICATION PROCESS

Obligations of Grantees and Sub-Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in the C.G.S. Section 4a-60, 4a-60a and Sections 4a-68j-l et seq. of the Regulations of Connecticut State Agencies. Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

Freedom of Information Act

All of the information contained in a proposal submitted in response to this Request for Proposal (RFP) is subject to the Freedom of Information Act (FOIA), Sections 1-200 et seq. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such record and receive a copy of such records.

Management Control of the Program and Grant Consultation

The Grantee must have complete management control of this grant. While the OEC staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

State Monitoring

The State may conduct site visits to grantees and sub-grantees funded under this grant program to monitor a community's progress and compliance with the intent of the legislative act.

Delivery of Applications

Delivery of the Local RFP for the School Readiness Program application is required by _____ on _____.

1. Original, hard-copy signature pages (Statement of Assurances) must be mailed or hand-delivered to _____.
2. The RFP and original signatures **must be received by _____ on _____, IRRESPECTIVE OF POSTMARK DATE.** Faxed or scanned copies of signatures will not be accepted.

IMPORTANT NOTE: Late or incomplete applications MAY not be considered for funding.

Mailing/Delivery address and email is:

Review of Proposals and Grant Awards

The municipality shall review all applications and put forward to the OEC those proposals that show favorable promise in the implementation of the proposed activity.

Other Program Requirements

Within sixty (60) days after the close of the fiscal year, each grantee must file a financial statement of expenditures with the OEC on such forms as the OEC may require.

Reservations and Restrictions

The School Readiness Council or the Office of Early Childhood reserves the right not to fund an applicant or grantee/sub-grantee if it is determined that the grantee/sub-grantee cannot manage the fiscal responsibilities required under this grant.

STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

For each proposed activity, please provide a detailed description of the need for the activity, the intended goals and indicators of progress toward the goals. Provide the expected cost of each activity and the resources that could support the implementation of the activity. Copy this page as needed to describe each activity and provide a summary on the chart provided.

Town: Colchester	Contractor: Kris Noam
<u>Activity and Activity Description:</u> Professional development training on Trauma-informed care. During a 2-hour workshop, participants will learn more about trauma and the implications that trauma has on young children (how it impacts their brain development, their behavior, their development, and their prospects for the future. The also learn how to recognize signs of trauma and Post Traumatic Stress Disorder (PTSD) in young children and how to support children experiencing PTSD. Participants will be provided with resources in their area (Colchester, CT) where they can refer children or families experiencing trauma. Participants will also obtain an understanding of vicarious trauma and how working with children and families experiencing trauma can be taxing on their own wellbeing. The workshops include self-care activities and participants will receive a list of short self-care activities they can engage in when they feel the need a little break.	
<u>Expected Cost:</u> \$313	
<u>Possible Resources:</u> Participants receive information on resources in their community for children and families experiencing trauma. Participants receive a list of self-care activities. Participants receive a certificate after completion of the training. The facilitator needs access to WIFI, an easel and flip chart paper, and a private room to hold the training.	
<u>Population (number of children, staff, and programs served by this activity):</u> Up to 30 staff can attend the training.	
<u>Statement of Need:</u> Many children in our state experience trauma and Adverse Childhood Experiences (ACEs). Oftentimes symptoms such as aggression, disengagement, and lack of concentration can be attributed to these experiences yet they are often (misdiagnosed) as problematic behavior or even ADHD. Understanding childhood trauma and PTSD helps teachers to serve the children in their classroom better and increases the quality of the relationships with parents.	
<u>Goals:</u> Teachers will demonstrate: <ul style="list-style-type: none"> • An understanding of trauma and its impact • An increase in number of PTSD symptoms that young children can display • Knowledge of resources in their community • An understanding of vicarious trauma and ways to deal for professional and personal wellbeing 	

Indicators of Progress:

After session a short evaluation will be handed out to examine where participants are in their learning. Addressing topics such as these can be difficult for people and close monitoring is required. I will regularly check in with participants to see where they are, where they need support, and what resources they could benefit from to move this work forward.

Grant Objectives Addressed:

The purpose of QE is to provide funding for early care and education programs to address quality standards and/or expand comprehensive services for children. This includes providing service that enhances the quality of programs to maximize the health, safety, and learning of young children. By providing this series of workshops I address the following grant requirement:

14. Provide comprehensive services, such as enhanced access to health care, a health consultant, a mental health consultant, nutrition, family support services, parent education, literacy and parental involvement, and community and home outreach programs; and provide information concerning access when needed to a speech and language therapist;

Plan for Activity Evaluation:

Participants receive a pre-test to examine their knowledge in the field of trauma, ACES, trauma-informed care, available resources, and self-care activities. The same test will be administrated at the end of the last workshop. While the tests anonymous, I will collect identifiable information (favorite animal and favorite food) that will enable me to connect pre test to post tests to examine knowledge gain over time. In addition to examining if participants learned during the training, evaluation and satisfaction questions are asked as well. The evaluation report follows a Results Based Accountability format, examining the number of attendees (as well as basic demographics), how much they gained new knowledge), and satisfaction with the services provided.

BUDGET

Each applicant is required to complete a **School Readiness QE Local Budget Workbook** (see attachments) which contains two tabs: (1) Budget Justification and (2) ED114.

On the **Budget Justification** tab, provide a brief explanation justifying each line item expenditure proposed in the grant budget. Justifications for line item expenses must reflect the programs needs to ensure high-quality programming for children.

The ED114 is a detailed line item budget that reflects the programs requested use of funds for **FY 2020**. (*Budget total must equal the requested Quality Enhancement funds*).

BUDGET OBJECT CODES

General Description

The OEC is using object code definitions from the United States Department of Education publication "Financial Accounting for Local and State School Systems." (<https://nces.ed.gov/pubs2015/2015347.pdf>) Per federal definition, an object is used to describe the service or commodity obtained as the result of a specific expenditure. Please review the instructions for specific grant budget development carefully before requesting an ED114 form from the Bureau of Grants Management.

Master Budget Form Object Code Descriptions/Includable Items

- 111A Non-Instructional
Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.
- 111B Instructional
Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.
- 200 Personal Services - Employee Benefits
Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.
- 320 Professional Educational Services
Services supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.
- 321 Tutors (Instructional Non-Payroll Services)
Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.
- 322 In-service (Instructional Program Improvement Services)

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

- 323 Pupil Services (Non-Payroll Services)
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 324 Field Trips
Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.
- 325 Parental Activities
Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.
- 330 Employee Training and Development Services
Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.
- 340 Other Professional Services
Professional services other than educational services that support the operation of the school district. Included, for example, are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners.
- 341 Audit
Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 340 as many grants do not include this cost as an eligible grant expenditure.
- 350 Technical Services
Services to the school district that are not regarded as professional, but that require basic scientific knowledge, manual skills, or both. Included, for example, are data-processing services, purchasing and warehousing services, and graphic arts.
- 400 Purchased Property Services
Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
- 500 Other Purchased Services
Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
- 600 Supplies
Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

STATEMENT OF ASSURANCES

The Statement of Assurances Signature Page included in this grant must provide the authorized signatures of the applicant agency (e.g., mayor and superintendent of schools).

Please note that the authorized signatures of the eligible applicant must also be provided on the cover page of the grant application submitted with the grant (see application instructions).

Applicants need only submit the Statement of Assurances Signature Page with submission of their grant application.

PROJECT TITLE: Quality Enhancement Grant Program

THE APPLICANT: Kris Noam **HEREBY ASSURES THAT:**

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant’s governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education for the Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood and Connecticut State Department of Education may find necessary;
- H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Office of Early Childhood and the State Department of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit; and
- L. Programs are required to meet all health and safety requirements mandated by the Office of Early Childhood for both license and license exempt programs.

M. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

- a) For purposes of this Section, the following terms are defined as follows:
- 1) “Commission” means the Commission on Human Rights and Opportunities;
 - 2) “Contract” and “contract” include any extension or modification of the Contract or contract;
 - 3) “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
 - 4) “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose;
 - 5) “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - 6) “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
 - 7) “marital status” means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
 - 8) “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
 - 9) “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes §32-9n; and
 - 10) “public works contract” means any agreement between any individual, firm or corporation and the State of any political subdivision of the State other than a community for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a community, (2) a quasi-public agency, as defined in Connecticut General Statutes § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Connecticut General Statutes § 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- b) (1) The Contractor agrees and warrants that in for performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the contractor agrees to provide each labor union or representative of workers with which the contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §46a-68e and §46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56, 46a-68e and 46a-68f.; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes §46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- c) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions, including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to

enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of the Section and Connecticut General Statutes § 46a-56.
- h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- N. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.
- O. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.
- P. The Connecticut Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with the assurances.
- Q. The Connecticut Office of Early Childhood reserves the right to de-fund sub-grantees of the School Readiness Council based on the sub-grantee's inability to comply with School Readiness General Policies.

STATEMENT OF ASSURANCES SIGNATURE PAGE

I, the undersigned authorized official; do hereby certify that these assurances shall be fully implemented.

Signature of Official: ~~Kris Noam~~
Name: (please type) Kris Noam
Title: (please type) _____
Date: 04/24/2019

To be signed below **ONLY** if the Fiscal Agent is other than the program applying for the funds:

Signature of Fiscal Agent: _____ Date: _____
Name & Title (please print): _____

**FISCAL YEAR 2020
ED 114 BUDGET FORM**

GRANTEE NAME:		
GRANT TITLE:	School Readiness Quality Enhancement Grant	Grant Period:
Project Title	Competitive SR Quality Enhancement	Total Award:

CODES	DESCRIPTIONS	ANNU.
111a	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)	\$
111b	Instructional	\$
200	Benefits	\$
320	Professional Education Services	\$
321	Tutors	\$
322	In-service	\$
323	Pupil Services	\$
324	Field Trips	\$
325	Parent Activities	\$
330	Employee Training and Development Services	\$
340	Other Professional Technical Services	\$
400	Purchased Property Services	\$
500	Other Purchased Services	\$
600	Supplies	\$
700	Property	\$
	TOTAL	\$

Original Date:

7/1/2019 to 6/30/2020
\$ 313.00

AL
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200.00
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50.00
-
63.00
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-

313.00

Revised Date:

**FISCAL YEAR 2020
ED 114 BUDGET FORM**

GRANTEE NAME:		
GRANT TITLE:	School Readiness Quality Enhancement Grant	Grant Period:
Project Title	School Readiness Quality Enhancement	Total Award:
Accounting Classification: Fund: 11000 SPID: 17097 PROG: 82079 CF1: 170018/170035		
CODES	DESCRIPTIONS	ANNU.
111a	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)	\$
111b	Instructional	\$
200	Benefits	\$
320	Professional Education Services	\$
321	Tutors	\$
322	In-service	\$
323	Pupil Services	\$
324	Field Trips	\$
325	Parent Activities	\$
330	Employee Training and Development Services	\$
340	Other Professional Technical Services	\$
400	Purchased Property Services	\$
500	Other Purchased Services	\$
600	Supplies	\$
700	Property	\$
	TOTAL	\$
		Original Date:

7/1/2019 to 6/30/2020
\$ 3,881.00
AL
-
420.00
-
1,225.00
-
-
-
-
250.00
50.00
-
1,513.00
423.00
-
3,881.00
Revised Date:

FY 20 QUALITY ENHANCEMENT
STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

For each proposed activity please provide a detailed description of the need for the activity, the intended goals and indicators of progress toward the goals. Provide the expected cost of each activity and the resources that could support the implementation of the activity. Copy this page as needed to describe each activity and provide a summary on the chart provided.

Town:	Colchester	Contractor:	Joy Lenares
Activity and Activity Description: School Readiness Monitoring for each of 4 classrooms that receive School Readiness funds. Observations occur three times per year.			
Expected Cost: \$750			
Possible Resources: School Readiness Monitoring Form, CLASS tool			
Population (number of children, staff, and programs served by this activity): Four SR classrooms- 8 teachers			
Statement of Need: To provide for program quality assurance personnel. The Collaborative for Colchester's Children contracts with an outside expert to monitor and assess the School Readiness classrooms as required.			
Goals: To ensure that all School Readiness children participate in a classroom that has rich, nurturing, quality early learning experiences based upon the Early Learning and Development Standards.			
Indicators of Progress: School Readiness Monitoring Form CLASS scores compared to previous years			
Grant Objectives Addressed: Provide for program quality assurance personnel			
Plan for Activity Evaluation: Review data from monitoring visit with classroom teachers and program administration.			

Town: Colchester

Contractor: ESGI Software

Activity and Activity Description: Assessment Support with ESGI (Educational Software for Guiding Instruction) used with individual children at least two times per year to monitor early literacy development.

Expected Cost: \$700

Possible Resources: ESGI software subscription

Population (number of children, staff, and programs served by this activity): Four School Readiness classrooms- 8 teachers, 136 children

Statement of Need: To purchase software to assist with conducting one-on-one assessments that will quickly gather student performance data and generate reports that can be used to customize the learning environment and communicate personalized information to parents.

Goals: To ensure that all School Readiness classrooms are monitoring and sharing student progress.

Indicators of Progress:

Evidence of use of ESGI will be submitted to the School Readiness Monitor at year end.

Grant Objectives Addressed:

Purchase educational equipment

Plan for Activity Evaluation:

Review data from reports. If a program is not implementing assessment practices as recommended, additional reports will be required after each monitoring visit.

Town: Colchester

Contractor: CECP and CASTLE

Activity and Activity Description: Provide stipends for teachers and paraprofessionals to attend professional development outside of work hours.

Expected Cost: \$645

Possible Resources: Professional Development Workshops

Population (number of children, staff, and programs served by this activity): Four School Readiness classrooms- 2 teachers, 6 paraprofessionals

Statement of Need: To provide payment to teachers and paraprofessionals to attend professional development sessions provided by the QE grant that occur outside of their work day.

Goals: To ensure that all School Readiness staff receive the professional development provided through the QE grant.

Indicators of Progress:
Attendance by all School Readiness staff.

Grant Objectives Addressed:
Provide for educational consultation and staff development

Plan for Activity Evaluation:
Review attendance and participant surveys from each meeting.

Town: Colchester

Contractor: Mary Dineen-Elovich

Activity and Activity Description:

2.5 hours – An interactive workshop on utilizing attachment and time-in concepts to enhance teacher’s skills in coregulating children with emotional and behavioral challenges.

Expected Cost: 600.00

Possible Resources:

Resources will include print, digital and sensory motor materials to reinforce workshop learning.

Population (number of children, staff, and programs served by this activity):

50 early childhood and education providers.

Statement of Need:

Adverse childhood experiences are impacting young children’s social, emotional and cognitive ability to learn and socialize in an early childhood setting. An increase in children with emotional and behavioral difficulties provides a challenge for staff to assist in coregulating children, when needed. Early childhood attachment research coupled with teacher requests for additional skill building in this area, demonstrates a need to focus on “time-in” and coregulation in the classroom.

Goals:

Workshop participants will demonstrate an increase in attachment concepts providing foundational knowledge on the developmental needs of young children, requiring an empathic shift to manage and improve classroom behavior.

Workshop participants will gain coregulation strategies to respond to emotional and behavioral challenges.

Workshop participants will utilize the Circle of Security Parenting roadmap as a visual tool to reinforce their understanding of the motivation and intention of young children’s behavioral patterns.

Indicators of Progress:

Workshop participants will identify the adult role and the needs of children on the top and bottom of the Circle.

Workshop participants will be able to identify the role cues and miscues have in thwarting the empathic shift needed in applying “time-in.”

Workshop participants will be able to utilize new coregulation techniques to foster a child’s need for safety, understanding and connection.

Workshop participants will be able to identify the developmental needs of children to assist maintaining and strengthening attachment in the classroom.

Grant Objectives Addressed:

Workshop will provide knowledge and skill building to support professional development of staff.

Plan for Activity Evaluation:

Workshop participants will complete a survey to specify their increase in understanding the theoretical concepts of coregulation and to signify their ability to apply coregulatory skills in the classroom.

Town: Colchester, CT
Specialist

Contractor: Erin Hermann, Colchester Elementary School Literacy

Activity and Activity Description: One 2-hour session

Learning about Strands of Early Phonics Development in the PreK Classroom: Phonological Awareness, Concepts About Print, and Letter Study

Early care providers will develop an overall understanding of the progression of phonological awareness development, concepts about print, and the importance studying letters closely to learn about their own name, names of classmates, and letter names.

Expected Cost: \$300

Possible Resources: Large alphabet charts, Small alphabet charts, Letter formation chart, Sentence Strips, Pocket Chart for classroom display of students' names, Copies of teacher resources, assessment resources

Population (number of children, staff, and programs served by this activity): Approximately 20-25 teachers will participate in these trainings.

Statement of Need: According to Richard Allington's recent article What At-Risk Readers Need, "The one third of entering kindergartners who don't know all their letter names are likely to become the one-third of 4th graders reading below the basic level." Currently, our incoming Kindergarten letter naming data supports this work to expand the knowledge of PreK providers to understand early foundational skills and provide game-like activities that can support foundational skills.

In September 2018, 24% of our kindergarten students met the benchmark goal by being able to correctly recognize letters by their names in a one-minute measure. In March 2019, our kindergarteners increased to 59% meeting benchmark goals for letter identification.

Goals: To develop an understanding of basic foundational skills and developmental game-like activities for phonological awareness, concepts of print, and letter study.

Indicators of Progress:

September 2020 Universal Screening baseline data of kindergarteners.

Grant Objectives Addressed: Provide for educational consultation and staff development.

Plan for Activity Evaluation: Participants will be able to sort with a partner descriptors of various classroom activities into the 3 different foundational skills (phonological awareness, concepts of print, and letter study) that support students' learning.

Town: Colchester

Contractor: Kris Noam

Activity and Activity Description:

Professional development training on Trauma-informed care. During a 2-hour workshop, participants will learn more about trauma and the implications that trauma has on young children (how it impacts their brain development, their behavior, their development, and their prospects for the future. They also learn how to recognize signs of trauma and Post Traumatic Stress Disorder (PTSD) in young children and how to support children experiencing PTSD.

Participants will be provided with resources in their area (Colchester, CT) where they can refer children or families experiencing trauma.

Participants will also obtain an understanding of vicarious trauma and how working with children and families experiencing trauma can be taxing on their own wellbeing. The workshops include self-care activities and participants will receive a list of short self-care activities they can engage in when they feel the need a little break.

Expected Cost:

\$313

Possible Resources:

Participants receive information on resources in their community for children and families experiencing trauma. Participants receive a list of self-care activities. Participants receive a certificate after completion of the training.

The facilitator needs access to WIFI, an easel and flip chart paper, and a private room to hold the training.

Population (number of children, staff, and programs served by this activity):

Up to 30 staff can attend the training.

Statement of Need:

Many children in our state experience trauma and Adverse Childhood Experiences (ACEs). Oftentimes symptoms such as aggression, disengagement, and lack of concentration can be attributed to these experiences yet they are often (misdiagnosed) as problematic behavior or even ADHD. Understanding childhood trauma and PTSD helps teachers to serve the children in their classroom better and increases the quality of the relationships with parents.

Goals:

Teachers will demonstrate:

- An understanding of trauma and its impact
- An increase in number of PTSD symptoms that young children can display
- Knowledge of resources in their community
- An understanding of vicarious trauma and ways to deal for professional and personal wellbeing

Indicators of Progress:

After session a short evaluation will be handed out to examine where participants are in their learning. Addressing topics such as these can be difficult for people and close monitoring is required. I will regularly check in with participants to see where they are, where they need support, and what resources they could benefit from to move this work forward.

Grant Objectives Addressed:

The purpose of QE is to provide funding for early care and education programs to address quality standards and/or expand comprehensive services for children. This includes providing service that enhances the quality of programs to maximize the health, safety, and learning of young children. By providing this series of workshops I address the following grant requirement:

1. Provide comprehensive services, such as enhanced access to health care, a health consultant, a mental health consultant, nutrition, family support services, parent education, literacy and parental involvement, and community and home outreach programs; and provide information concerning access when needed to a speech and language therapist;

Plan for Activity Evaluation:

Participants receive a pre-test to examine their knowledge in the field of trauma, ACES, trauma-informed care, available resources, and self-care activities. The same test will be administered at the end of the last workshop. While the tests anonymous, I will collect identifiable information (favorite animal and favorite food) that will enable me to connect pre test to post tests to examine knowledge gain over time. In addition to examining if participants learned during the training, evaluation and satisfaction questions are asked as well. The evaluation report follows a Results Based Accountability format, examining the number of attendees (as well as basic demographics), how much they gained new knowledge), and satisfaction with the services provided.

SCHOOL READINESS
STATEMENT OF ASSURANCES SIGNATURE PAGE

We, the undersigned authorized officials, do hereby certify that these assurances shall be fully implemented.

Signature of Chief Elected Official: _____

Name: (please type) Arthur Shilosky

Title: (please type) First Selectman

Date: _____

Signature of Superintendent: _____

Name: (please type) Jeffrey Burt

Title: (please type) Superintendent of Schools

Date: _____

To Be Signed if the Fiscal Agent is other than the Municipality or the School District:

Signature of Fiscal Agent: _____

Name: (please type) _____

Title: (please type) _____

Date: _____

AFFIRMATIVE ACTION CERTIFICATE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

According to the Connecticut Commission on Human Rights and Opportunities (CHRO) municipalities that operate school districts and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.

I, the undersigned authorized official, hereby certify that the applying organization/agency: Colchester Public Schools , has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.

Signature of Authorized Official: _____ Date: _____

Name and Title: Jeffrey Burt, Superintendent of Schools