

Andover Elementary School Early Learning Center



Play to learn, learn to play...

Family Handbook 2025-2026

Phone: (860) 742-7339
35 School Road, Andover, CT 06232

www.andoverelementaryct.org



Andover Elementary School

Early Learning Center



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Andover, CT 06232
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Taylor M. Parker
Preschool Administrator/Principal

Welcome!

Welcome and thank you for choosing the Andover Elementary School Early Learning Center for your child's preschool/kindergarten experience. We are quite proud of the unique and high quality learning community we have created here in Andover, and we are happy that you and your child are joining our family.

At Andover Early Learning Center, children are offered countless opportunities to explore and discover their world. They are encouraged to learn through hands-on experiences and self-discovery. Our preschool and kindergarten staff members are dedicated early childhood practitioners who strive to serve families, children, and communities in order to promote the development of our young learners. Building a strong family connection is important to us and will enhance our ability to meet your child's individual needs and allow you to advocate for your child.

We invite and encourage all of our families to fully participate in their child's early school experiences. To this end, we have an open-door policy that welcomes you to visit the classroom at any time and to communicate daily with our teaching staff.

Sincerely,

Taylor M. Parker

Taylor M. Parker

Preschool Administrator/Principal

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Philosophy

At Andover Elementary School Early Learning Center, we believe that all children are competent learners and capable of positive outcomes. In providing a loving, nurturing, and natural play environment for all children, we support each unique child in his or her development.

Mission Statement

To provide a creative and challenging curriculum for ALL in a safe environment while nurturing the values of responsibility, respectfulness, and a desire for learning.

Goals

- Create and foster partnerships with family and community
- Provide an environment where all children can develop problem solving skills, critical thinking, and creativity
- Engage in meaningful activities developed through the use of CT Early Learning and Development Standards and Common Core Standards

Equal Opportunity Statement

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any school activities or school resources.

Valerie Bruneau, Superintendent, is the designated district compliance officer, who coordinates compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Anti-Bias Statement

Consistent with Andover Board of Education Policy (#5145.4), Andover Elementary School Early Learning Center does not discriminate on the basis of race, color, religion, creed, sex, age, marital status, national origin, past or present mental or physical disability, veteran status, ancestry, or sexual orientation.

Our approach acknowledges that children and adults can be empowered to stand up for their rights and the rights of others and to recognize and question social injustice. We challenge the children and ourselves to: explore issues of fairness as seen from a child's perspective; see conflict as a challenge in problem-solving; be open to differing perspectives, ideas, attitudes and behaviors; monitor our words and actions for unconscious bias or prejudice; and recognize and demonstrate respect for diversity among people.

Andover Elementary School Early Learning Center Staff

POSITION	NAME	EMAIL
Preschool Administrator	Taylor Parker	parkert@andoverelementaryct.org
Preschool Classroom Teachers	Leslie Barone Amber Carbone Cristina Catarino Laura Forster	baronel@andoverelementaryct.org carbonea@andoverelementaryct.org catarinoc@andoverelementaryct.org forsterl@andoverelementaryct.org
Preschool Paraprofessionals	Megan Breault Kathy LeGrand Joyce Nalette Katherine Stearns	breaultm@andoverelementaryct.org legrandk@andoverelementaryct.org nalettej@andoverelementaryct.org stearnsk@andoverelementaryct.org
Kindergarten Classroom Teachers	Carrie Gilbert Sarah Goodness	gilbertc@andoverelementaryct.org goodnesss@andoverelementaryct.org
Special Education Director	Holly Maiorano	maioranoh@andoverelementaryct.org
Special Education Teachers	Kathy Hartnett Jennifer LaRosee	hartnettk@andoverelementaryct.org laroseej@andoverelementaryct.org
Speech & Language Pathologist	Jocelyn Knight Karen Burrington	knightj@andoverelementaryct.org burringtonk@andoverelementaryct.org
Occupational Therapist	Rachel Medrek	medrekr@andoverelementaryct.org
Physical Therapist	Lindsay Cochefski	cochefskil@andoverelementaryct.org
School Psychologist	Kara Ormsby	ormsbyk@andoverelementaryct.org
Social Worker	Shauna Farris	farriss@andoverelementaryct.org
School Nurse	Karen Zito, R.N.	zitok@andoverelementaryct.org
C.O.O.L. After-School Program	Amy Knox, Director	AndoverCOOLProgram@gmail.com

Staff Qualifications

All of our teachers at Andover Elementary School Early Learning Center hold a Connecticut State Teaching Certificate in the area of Integrated Early Childhood/Special Education, N-K: Elementary 1-3, or K through 6. All preschool staff and the preschool administrator are registered with Connecticut Charts-A-Course. The majority of staff members on-site hold current certificates in Pediatric CPR and First Aid.

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

50% or more of the designated Qualified Staff Members (QSMs) must have one of the following: A current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement, **OR**

A Bachelor's degree specific to an early childhood concentration from the OEC Approved College Listing, **OR**

A Bachelor's 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 Early Childhood Teacher Credential (ECTC) Individual Review Route; **OR**

On June 30, 2015 was identified in the Registry at ladder level 11 or higher and employed at a state-funded program; therefore, was grandfathered to meet the Bachelor's degree level staff education qualifications; **OR**

On June 30, 2015 was identified in the Registry at ladder level 9 or 10 and as having been employed at the same state-funded program since 1995 or before; therefore, was grandfathered as meeting the Bachelor's degree requirement until June 30, 2025.

The remaining percent of designated QSMs must have either an Associate's degree in early childhood, or an Associate's degree in any field and 12 early childhood credits.

Professional Development

Staff are involved in all Andover Elementary School professional development activities.

Early Start CT also requires preschool staff to have a professional development plan that includes all required training for the program. Professional development must include but not be limited to the following:

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

Confidentiality

Andover Elementary School Early Learning Center complies with state and federal regulations regarding confidentiality and access to student records. In accordance with the Requirements of the Family Education Rights and Privacy Act (FERPA), state regulations, and AES Board of Education policy, eligible students and parents have the right to:

- Inspect and review their child's educational records.
- Request the amendment of a child's education records to ensure that the records are not inaccurate, misleading or otherwise in violation of the child's [privacy rights or other rights].
- Consent to disclosures of personally identifiable information contained in the child's education record, except to the extent that FERPA regulations authorize disclosure without consent.
- File with the United States Department of Education a complaint concerning alleged failures by the school district to comply with FERPA regulations.
- Obtain a copy of the Andover policies for child education records. Copies of these policies are located in the office.

If parents need to release information to a third party, they must complete a Release of Records form, available in the Main Office. If transferring to another school district, parents must complete a Release of Information form, available in the Main Office.

All educational and health records are maintained in strict confidentiality in the school's main office. Employees and volunteers are required to refrain from discussing individual children with parents/guardians in hallways or in the community.

Andover Elementary School Early Learning Center Program

The Andover Elementary School Early Learning Center offers preschool for children ages (3) three and (4) four and kindergarten, and promotes enrollment of children from diverse racial, ethnic, and economic backgrounds. Our program runs for ten months (August through June), Monday through Friday, from 8:30 a.m. to 3:00 p.m.

- Children must be 3 years old on or before December 31st of the current school year, or 4 years old, to be eligible for our preschool program.
- Children must be 5 years old on or before September 1st of the current school year to be eligible for kindergarten.
- Four-year-old children who are kindergarten-eligible (those who will turn 5 on or before September 1st of the current school year) are not eligible for preschool.
- Children with disabilities are integrated with non-disabled peers.
- Toilet training is encouraged but not a requirement for enrollment.
- All registration paperwork, including Early Start CT and Smart Start requirements, must be completed and signed off by the designated administrator in order to be eligible for enrollment.
- All forms must be updated each September. However, please inform staff if there are any changes during the course of the school year in the following information: phone numbers, address, emergency contacts, health status, or change in family income.

Enrollment

PRESCHOOL: Andover Elementary School Early Learning Center preschool registration, with the exception of the Early Start CT and Smart Start programs, is based on a first come, first served basis (applications will be date-stamped upon receipt). Open enrollment to the public begins the **first week of February of the preceding school year**. Registration forms can be accessed through the school website at www.andoverelementaryct.org, or by calling the Main Office at (860) 742-7339.

For students enrolling in a second or third year of preschool, a new registration packet must be completed and submitted **no later than April 15 of the current school year**.

Prior to admission, the following forms must be completed:

- Health Assessment Record must be completed by you and your physician. Health Assessment Records are due to the Andover Elementary School Early Learning Center at least two weeks before school starts to be reviewed by the school nurse. Students are not allowed to start until the Health Assessment Record has been reviewed.
- Any medicines that are to be given at school must be brought in by the parent/guardian prior to the first day of school along with a Medication Authorization Form.
- Copy of Birth Certificate
- Proof of Residency (electric bill, mortgage or rent statements)
- Grant Form
- Nutrition Questionnaire
- COOL After-school Program Application (if applicable)

KINDERGARTEN: Kindergarten registration packets should be completed and turned in to the main office beginning in February of the preceding school year. Packets are available online or by calling the main office.

Preschool Program Funding

1. Family tuition fees
2. Early Start CT
3. The Smart Start Grant

Tuition

Families attending our preschool program are required to pay tuition. The tuition rate for the school day/school year program is \$600/month.

- Families work with the Preschool Administrator and provide financial information (W-2 forms, income tax statements, state income documentation, or four consecutive weeks' pay stubs) prior to the beginning of the school year to determine the tuition.
- Fee calculation is reviewed with parents. Parents receive a copy of the fee calculation form.
- A tuition agreement is written and formally signed by the parents.
- If a family's financial status changes throughout the school year, they are encouraged to contact the Preschool Administrator to increase or reduce their required tuition payment.
- Fees are subject to change based on notification from the State Department, Office of Early Childhood.

For all preschool families, tuition shall be paid in monthly installments. The first tuition installment will be due by September 1. Following tuition payments will be due by the first of each consecutive month. Tuition may be paid in full at any time during the school year. Tuition accounts that become delinquent will be subject to review by the Preschool Administrator with respect to continuing enrollment in the program.

Tuition checks are to be made payable to the Andover Board of Education and may be mailed (Andover Elementary School Early Learning Center, 35 School Road, Andover CT 06232) or dropped off at the Main Office.

Tuition Assistance

Through Early Start CT and the Smart Start Grant, the Andover Elementary School Early Learning Center receives funding which provides children a high quality preschool program for a reduced tuition rate. If you meet the qualifications below, you are eligible to receive some level of financial assistance that is determined by the Preschool Administrator.

Family Size	Income
3	\$ 91,886
4	\$109,389
5	\$126,891
6	\$144,393

Early Start CT/Smart Start

Andover Elementary School Early Learning Center has an allotted number of Early Start CT and Smart Start slots for students. These slots are available to families who meet the following guidelines:

- Children must be 3 years old on or before December 31st of the current school year, or 4 years old to be eligible for our preschool program. Children who will turn 5 years old on or before September 1st of the current school year are not eligible for preschool.
- Children enrolled in the Early Start CT program are not required to be residents of Andover. Early Start CT slots will be available to non-Andover residents based on availability.
- Andover Elementary School Early Learning Center also has an allotted number of Smart Start slots available to Andover families who meet income guidelines. Children enrolled in the Smart Start program must be residents of Andover. Families must provide written proof of residency.
- To be eligible for a reduced tuition rate, families must present income eligibility proof that meets the State Office of Early Childhood's sliding fee scale guidelines.
- Preschool grant slots will be available first to four year old students whose families meet the income eligibility guidelines.
- Preschool grant slots will then be available to three year old students whose families meet the income eligibility guidelines.
- If any income eligibility Early Start CT slots remain, they will be open to out of town residents who meet the income eligibility requirements.
- 40% of the Early Start CT and Smart Start slots will be available to Andover residents who will pay full tuition.
- If any of the 40% full time Early Start CT slots remain, they will be available to out of town residents who will pay full tuition.

Early Start CT/Smart Start Fee Requirements

1. The Andover Elementary School Early Learning Center program utilizes a sliding fee scale created for school-day, school-year spaces by the Office of Early Childhood.
2. Providers shall not charge fees to families who receive Temporary Assistance to Needy Families (TANF) cash assistance and who have no earned income.
3. Providers shall charge fees to families who receive TANF cash assistance and who have earned income.
4. Families who are not on TANF cash assistance and who may or may not have earned income, but cannot afford the determined family contribution, may be granted a reduced rate upon meeting with the Preschool Administrator and submitting proof of financial hardship.
5. All fees received by providers from families shall be used to support the program.
7. Families who believe that they might qualify for the sliding scale will be contacted to schedule a family intake appointment by the Preschool Administrator to determine eligibility. Families must provide documentation showing the last 4 weeks of income (or an IRS tax form) for all family members in the household and proof of residency (mortgage statement, utility bill).
8. Families who qualify for the sliding scale will be given a copy of the grant form, which will be used to determine the family contribution. A copy of this form will go to the provider for fee collection purposes. All other income-related information will be kept confidential.
9. Re-evaluation of fees occurs once a year.
10. Early Start CT provides for twenty-two (22) spaces and the Smart Start Grant provides for thirteen (13) spaces at the Andover Elementary School Early Learning Center. If the sliding fee scale slots are filled, a waiting list based on date of receipt of application will be developed.

Attendance, Arrival and Dismissal

Attendance

All children are expected to attend school as scheduled. Andover Elementary School Early Learning Center is required to make sure that children in our program maintain regular attendance. Daily attendance will allow your child to receive the full educational, social, and emotional benefits of the program. Developing a consistent routine will establish good school attendance habits.

In the event your child will be absent due to illness or any other reason, or late to school, please call Andover Elementary School at 860-742-7339. For safety reasons, if you do not call, the school nurse will contact you. If you are aware ahead of time that your child will be absent or will be picked up early, a written note is required to be sent into the school.

Arrival

Preschool children who are transported by families will be met by the classroom teachers at the library entrance or classroom entrance between 8:15 a.m. and 8:30 a.m. Children arriving after 8:30 a.m. must enter through the main office and be signed in by their caregiver(s). A staff member will escort the child to his/her classroom. Kindergarten students will enter through the cafeteria doors.

Dismissal

For preschool children being picked by a parent/guardian, the teachers and students will meet parents/guardians at the library, classroom, or gym door (depending on classroom assignment) beginning at 3:00 p.m. Kindergarten students will be picked up by the cafeteria door through the pick-up line. Children will only be dismissed to an authorized person. Please be sure to inform both the teacher and the office of these individuals. In the event of a change in dismissal routine, please send in a written note to the school office. Telephone permission can be accepted only in the event of emergency. **The authorized person must provide identification and will be required to sign the student out at dismissal time.**

Any child waiting more than 15 minutes at pick up time will be brought to the office. In the event your child will be dismissed prior to 3:00 p.m., a note must be sent to the teacher at the beginning of the school day. The child must be signed out and dismissed from the main office.



Bus Regulations/Safety

1. Waiting for the school bus and boarding it:

(a) On the way to school pupils should:

- (1) Be at the stop 5 minutes before the designated time.
- (2) Wait for the bus on the shoulder of the highway/sidewalk, not on the paved road. Children should always be in a spot where the driver can see them. They should never try to pick up papers or books in front, behind, or underneath the bus. If pupils must cross the street, the bus driver must signal them first.
- (3) Wait until the bus comes to a full stop before boarding.
- (4) Wait their turn; there should be no pushing.
- (5) Bring only what they can comfortably secure in their lap. (Projects, bulky items, etc. need to be transported by car.)

(b) Leaving school, pupils will:

- (1) Follow directions of the teacher.
- (2) Obey the directions of the bus driver.

2. Riding in the bus:

(a) Children should remain in their seats while the bus is in motion.

(b) Children should not jeopardize their safety or the safety of others by inappropriate behavior. The rules of good conduct must be observed.

- (1) Converse quietly. Students should not shout at other pupils or the driver.
- (2) Face forward and keep their feet and school supplies out of the aisles and off the floors.
- (3) Never throw objects in the bus or out of the bus.
- (4) Never damage seats or equipment.
- (5) Secure permission of the driver before opening any bus windows.
- (6) Always be respectful in your language.
- (7) No eating or drinking on the bus.
- (8) Lights on = voices off.

3. Leaving the school bus:

(a) Children should take their turn and not push.

(b) They should go directly to their room or previously designated area.

4. At the home bus stop:

(a) Parents or care providers of children in preschool (who are age eligible to ride the bus) and/or kindergarten must meet the bus.

(b) If the bus stop is located across the street from the child's home, he/ she should stand on the shoulder of the road opposite the bus stop until the driver signals that it is safe to cross.

5. Pupils who fail to observe these rules and regulations may be denied bus transportation.

6. Parents are not permitted to enter the bus in order to engage the bus driver in conversation. Complaints should be made to Mrs. Michelle Vale, Bus Coordinator, or to the school office.

7. Transportation safety complaints are to be made in writing and sent to the attention of Taylor Parker, 35 School Road, Andover, CT 06232, or e-mailed to parkert@andoverelementaryct.org.



Changing Buses

Board of Education policy states: All school buses have a definite approved seating and standing capacity which cannot be exceeded legally. Since these buses are scheduled to make the best use of the stated capacity, it shall be the policy of the school district that all students who are transported ride to and from school only on buses to which they are assigned. Exceptions will be made only when there is an emergency situation or it is necessary to implement the educational program of the student. These exceptions must be approved by the school principal who will ensure that the changed bus assignments will not be approved for such purposes as overnight visits, birthday parties, pajama parties, scout meetings, etc. Bus drivers are instructed to refuse transportation to any student who is not a regular passenger unless the student has received prior approval from the school principal. Legal Reference: Connecticut General Statutes Sec. 10-220

Daycare Transportation

Requests for transportation of students to and from daycare providers and school will be honored with the following stipulations: 1. The location of the requested daycare provider is on an existing bus route; 2. There is space available on the requested bus; 3. The location of the a.m. pickup must be the same Monday through Friday and the location of the p.m. drop off must also be the same Monday through Friday; 4. Any student whose daycare request is honored will relinquish his/her seat on the home bus; 5. Any requested change in transportation during the school year will only be honored if conditions 1 - 4 are met. Any such requests must be submitted to the school office at least one week in advance. Forms are available in the school office.

Inclement Weather

Andover Elementary School Early Learning Center will follow Andover Elementary School's posted inclement weather policies. In the event school is cancelled because of inclement weather, "NO SCHOOL" announcements will be made over the following radio and local news stations: WTIC-AM 1080; WVIT Channel 4; WFSB Channel 3; WVIT Channel 30; WTNH Channel 8, WTIC Channel 61 (FOX). In addition, the school subscribes to School Messenger, which automatically notifies families by phone, email, and/or text of delays/early closings, cancellations, or in the event of an emergency. Before/after-school childcare (C.O.O.L) does not operate when inclement weather or emergencies cause school cancellations or early closings.

Late Opening – If school is delayed due to weather, there will be a two-hour delay with school starting at 10:30 a.m.

Early Closing – A decision to close school early will be made by 11:00 a.m. In the event of an early closing, children will dismiss at 1:00 p.m. unless otherwise noted.

Community Organized and Operated Latchkey, Inc. (C.O.O.L.) Before/After-School Program

The Community Organized and Operated Latchkey (C.O.O.L.) program provides before and after school care for children in grades Pre-K through 6. Children attending the program are engaged in physical activities in the gymnasium and on the playground, with free time as well as organized sports/games, and activities such as arts and crafts and science experiments. Healthy snacks are provided, with children often participating in making their own snack as an activity.

The morning session operates from 6:30 a.m. to 8:30 a.m. The afternoon session is available from 3:00 p.m. to 6:00 p.m. Registration is necessary and spaces are allotted on a first come, first served basis. Parents can choose either morning or afternoon session, or a combination of both, for full or partial week care. Contact Director Amy Knox at AndoverCOOLProgram@gmail.com for rates and availability. (*See Appendix for COOL application*).

Curriculum

Andover Elementary School Early Learning Center provides a high-quality curriculum that is intentional, responsive, and reflective. All aspects of the curriculum are purposeful and planned with specific learning and developmental outcomes of children and families in mind. Teaching staff respond to the changing social-emotional, academic, physical, and/or cultural needs of the children and families by engaging in ongoing, thoughtful consideration, and differentiating the curriculum in order to best meet the needs of the program.

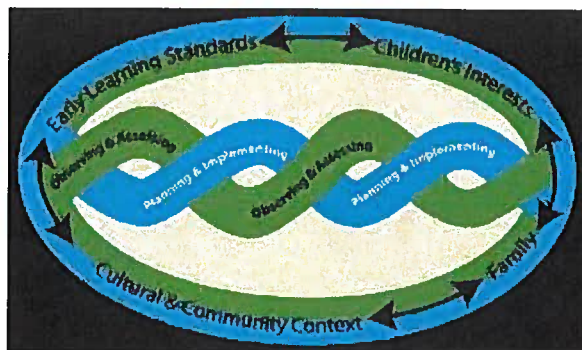
Teachers collaborate weekly to identify specific weekly target skills and plan learning experiences. Teachers develop these activities based on the Connecticut Early Learning and Development Standards and Common Core Standards.

Connecticut Early Learning and Development Standards (CT ELDS) – The CT ELDS outlines, through learning progressions, what all preschool children should know and be able to do across eight domains:

- Cognition
- Social Emotional
- Physical Development and Health
- Language & Literacy
- Creative Arts
- Mathematics
- Science
- Social Studies

The CT ELDS provide the basis for planning, learning experiences, environments, supporting individual children, and communicating around common goals. When developing curriculum and learning experiences, we take into consideration the continuum of indicators along a learning progression developed by the CT ELDS. This allows us to differentiate for individual children's needs and development. In conjunction with the CT ELDS, the Cycle of Intentional Teaching is used to compose learning experiences which support children's development and interests. In addition, it is used to inform us of children's progress and allows us to adjust learning experiences based on the information gathered throughout the cycle. As shown in the graphic below, the process of planning, implementing, observing and assessing is braided through the context of early learning standards, child interests, cultural and community context, and family.

Cycle of Intentional Teaching



Additional information regarding our preschool curriculum can be accessed on our Andover Elementary School website at www.andoverelementaryct.org.

Common Core State Standards (CCSS) – Kindergarten follows the Common Core State Standards (CCSS), a set of academic standards in mathematics and English language arts/literacy that are grounded in evidence and designed to ensure that all students have the academic knowledge and skills they need to succeed after high school. The CCSS were developed under the leadership of governors and chief state school officers, with the involvement of state departments of education, districts, teachers, community leaders, experts in a wide array of fields, and professional educator organizations.

Assessment

Child assessments are an ongoing part of our program. Children who attend Andover Early Learning Center are assessed in order to determine where they are functioning. Assessment data is used by the staff to plan whole group activities as well as to differentiate instruction to meet the needs of all children in the program. The use of early learning standards is balanced with child interests and in the contexts in which children live and learn.

The staff at Andover Elementary School Early Learning Center uses a variety of methods in order to support children's learning. The following tools are used to assess children individually and as a whole group:

- Early Screening Instruments
- Connecticut Preschool Assessment Frameworks
- Connecticut Documentation and Observation Teaching System (CT DOTS)
- Teacher observational data
- Family information and discussions
- Collection of children's work samples and photos

Andover Elementary School Early Learning Center staff members have access to children's assessments records for the following reasons:

- To support curriculum development and planning
- To share information with receiving institutions to support effective transitions to Kindergarten programs (unless otherwise instructed by family)
- To share with Child Study Team if needed for child's positive outcomes

The Andover Elementary School Early Learning Center staff maintains confidentiality for all assessments conducted during your child's educational program. The following procedure is used for confidentiality:

- Screening and assessment results are accessed by Andover Elementary School Early Learning Center staff; itinerant personnel (PT, OT, Speech); Andover Elementary School Early Learning Center contracted consultants; State Department of Health & Education; NAEYC
- The child's file containing the child's profile and assessment information is kept in the Andover Elementary School main office in a locked file cabinet.
- An individual child record is not allowed to be taken out of the Andover Elementary School facility.

Families/Guardians have the right to access their child's file at any time upon request.

Assessment information is shared with families three times a year. Parent conferences are scheduled in November and March to discuss each child's progress. Teachers, families, and relevant specialists have regular opportunities to participate in conferences to discuss progress, accomplishments and difficulties both

in the classroom and at home. An overview of assessment procedures is shared with families during Curriculum Night. This provides an opportunity for parents to ask questions regarding any of our procedures.

Addressing Student Needs

Andover Elementary School Early Learning Center has established a process for supporting young children utilizing universal best practices in early childhood education. This scientifically research based approach allows our educators to collaboratively problem solve, brainstorm intervention strategies, target specific skills, and collect data. Movement through our three tier system is determined by the staff in collaboration with the administrator.

- **Tier 1:** All children at Andover Elementary School Early Learning Center receive high-quality curriculum and instruction.
- **Tier 2:** Andover Elementary School Early Learning Center provides help for children who need more support than they are receiving from the core curriculum.
- **Tier 3:** Andover Elementary School Early Learning Center provides more intensive interventions for children who need the most support.

Progress is monitored every 4-6 weeks in each tier.

Special Education Services

If Tier 3 supports are not addressing the needs of the child, a referral to special education may be made. A planning and placement team (PPT) made up of staff and families will be arranged to further develop a plan for the needs of the child. The need for evaluations is determined at the PPT, and results of such assist in the determination of eligibility for special education.

Special education services can involve a variety of supports (e.g., speech language pathologist, physical therapist, special education teacher, etc.) that are provided within the school. Andover Elementary School Early Learning Center is a fully integrated program and strives to provide all children with best practices in early childhood education. Teachers work together as a collaborative team to implement individual goals and objectives from the student's individualized education plan (IEP) as well as differentiate instruction as needed.

Preschool Screening

In accordance with federal regulations and state statutes, local education agencies are required to locate and identify any child from birth through 21 years of age with a disability that may require special education services. For residents of Andover, inquiries regarding children ages birth through five should be directed to Mrs. Holly Maiorano, Director of Special Education, at 860-742-7339.

Developmental screenings for preschool children will be held periodically throughout the year. If you feel your child may have difficulty in the areas of development, speech and language, motor skills, or social/emotional issues, please contact the special education director. Please check the Andover Elementary School website (andoverelementaryct.org) or contact the school for more information.

Health and Medical

At Andover Elementary School Early Learning Center we make every effort to practice and teach healthy choices. In doing so, we have specific guidelines to follow in order to promote good health. Our program has a full-time school nurse employed by the Andover Board of Education. Children need to be as healthy as possible when attending in order to benefit most from the program.

The nurse is available to screen children for hearing and vision as needed. Dental screenings are available upon request from a visiting hygienist. Health insurance information is available from the school nurse or Main Office.

Health Assessment Record Policy

In compliance with the State of Connecticut Office of Early Childhood, an Early Childhood Health Assessment Record (ED 191) form must be submitted and kept on file at the preschool. This health form must indicate that your child has had a physical exam within the past 12 months, that she/he is in good health, and that she/he meets current vaccination requirements. The health form must be signed by a physician. By law, your child will not be allowed to attend school without a current health form on file, and no exceptions can be made. Health forms may be mailed to the Andover Elementary School Early Learning Center, 35 School Road, Andover, CT 06232, or hand delivered to the Main Office.

PROCEDURE

Health Forms are provided to new and existing families/guardians of students in the registration package.

- Families/guardians are required to submit the completed Health Form (front & back) prior to the first day of school.
- Routine screening tests and immunizations are based on the recommendations of the Centers for Disease Control, American Academy of Pediatrics, and the Academy of Family Practice. The recommendations of these organizations are updated periodically and represent best practice; Andover Elementary School Early Learning Center follows these guidelines in order for these indicators to be met.
- Health Forms expire one year after the date of the physical exam. The families have 30 days past the expiration date to submit a current health form or the child is not able to attend school. The letters are filed in the students' Health Form folder and the dates of the letters are logged in the preschool database for record keeping.
- Child Health Records include:
 - Information regarding the child's health insurance coverage including the carrier, policy number, and insured name as located on the Health Form.
 - Evidence of immunizations; screening tests; and indicators of normal or abnormal test results.
 - Lead tests and developmental screenings as mandated by the State of CT, reported on the Health Assessment Form.
 - Family member/guardian signature on the Health Form authorizing Andover Elementary School Early Learning Center to have access to health information about the child.



- The Nurse consultant reviews each Health Form for routine screening tests, updated immunizations, updated physicals, and allergy information prior to the first day of school. Should the nurse identify missing or abnormal test results, a letter is sent to the families/guardians requiring medical resolution.
- The Health Forms are housed in a separate file from the students' enrollment and academic information. The date of the physical is entered into the preschool database for reporting purposes.

If you have questions or need assistance to secure medical insurance, a physician, on-going well-child care, immunizations, and health, dental and nutritional screening, please visit the following websites or contact the Andover Elementary School Early Learning Center for further assistance: www.medicalhomeinfo.org – www.ct.gov/dph. For general information about HUSKY Health, please visit www.huskyhealth.com. To apply by phone or for additional information about the HUSKY Health and Access Health CT programs, contact their information hotline at 1-855-805-4325 or visit www.accesshealthct.com.

Required Immunizations

DTap	4 doses
Polio	3 doses
MMR	1 dose on or after 1st birthday
Hepatitis B	3 doses, last dose on or after 24 weeks of age
Varicella	1 dose on or after the 1st birthday or verification of disease
Hib	1 dose on or after the 1st birthday
Pneumococcal	1 dose on or after the 1st birthday
Influenza	1 dose administered each year between August 1- December 31 (2 doses separated by at least 28 days required for those receiving flu for the first time)
Hepatitis A	2 doses given six calendar months apart, 1st dose on or after 1st birthday

Communicable/Infectious Diseases

Families will be notified verbally and/or in writing about any unusual level or type of communicable or infectious diseases to which children were exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented in our program.

- Children are greeted by the teacher upon entering, observing any possible health problems.
- If a child becomes ill at the Center, a family member or authorized person is contacted to pick up the child. A designated quiet area within the nurse's office is set up for the child until a family member or authorized adult arrives. The school nurse provides continual visual supervision.
- A note from child's physician is required in order for child to return to school after any communicable disease/illness (i.e. Chicken Pox, Measles).
- All soiled clothing is sent home in a plastic bag (see toileting procedure).
- Use of gloves when dealing with bodily fluids is required.

Plan for Identifying Special Health Care Needs

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

Emergency Health Care

When a child becomes sick or an accident occurs, Andover Elementary School Early Learning Center determines the severity of the situation and contacts the family member/authorized person or arranges for transportation to the hospital and/or calls for an ambulance. One staff member should accompany the child to the hospital and take the child's health folder. They will remain with the child until the family member or designee arrives. If a family member cannot be reached, they will contact the designated person listed in the child's electronic student data file.

The Andover Elementary School nurse serves as the nurse consultant for the Andover Elementary School Early Learning Center and is available in the event of emergencies.

Injury Prevention Plan

- Daily monitoring of the environment by all staff members. All staff are required to bring to the attention of the administrator any problems, repairs, or hazards.
- Conduct regular safety checks of the school.
- Teachers and Paras check all rooms and outdoor playground daily.
- Equipment and toy purchases are carefully examined and all donated materials are checked for safety and health concerns.
- The school nurse maintains injury logs for all classrooms.
- Families are given a written accident form informing them of any significant injuries. Families and staff member(s) sign the form, and then staff file the original in the student's file. A copy goes home with the child.
- The temperature and wind chill factor is checked daily and the Child Care Weather Watch System is followed to determine when it is safe to bring children outside.
- As seasonally appropriate, we ask that families apply sunblock with UVB and UVA protection of at least SPF15 to their child before he/she comes to school.
- It is also recommended that, in the warm weather, children wear sun-protective clothes (clothing made with fabrics rated for ultraviolet protection, or clothing that protects skin areas most prone to sun damage).
- Only with written parental/guardian permission (OEC Form Administration of Nonprescription Topical Medications) do preschool staff apply sunscreen or sunblock. In the event the public health authorities recommend the use of insect repellents due to a high risk of insect-borne disease, only repellent containing DEET can be used. Families will be advised to apply a repellent at home prior to coming to school.

Illness

When students become ill in school, they are escorted to the school nurse, separated from other students, until the nurse is able to notify the parent or guardian. The child remains with the nurse until a parent/authorized person picks up the child. If emergency contact information changes during the year, please notify the school office immediately.

ILLNESS GUIDELINES

If your child has:	Then you must:
<ul style="list-style-type: none"> • Fever (100 degree F) • Sore throat or cough • Influenza-like illness (symptoms can include runny nose, body aches, vomiting and diarrhea) 	<ul style="list-style-type: none"> • Our school physician recommends that children remain at home until at least 24 hours <ul style="list-style-type: none"> ○ fever free ○ signs of a fever without the use of fever-reducing medications ○ without vomiting ○ without diarrhea ○ tolerating a regular diet

We will monitor for influenza-like illness in school and will consult with the appropriate health and medical personnel to assure you that we have the health and safety of your child as our number one priority. Other illness guidelines and symptoms:

- Severe cold and fever, sneezing, nose drainage, and coughing.
- Conjunctivitis- an eye infection commonly referred to as "pink-eye". The eye is generally red with some burning and yellowish discharge.
- Bronchitis. This can begin with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful, but it gradually becomes productive.
- Rashes that you cannot identify or that have not been diagnosed by a physician.
- Impetigo. Begins as red pimples on the skin, which eventually become small vesicle surrounded by a reddened area. When the blister breaks, the surface is raw and weeping. The lesions occur in moist areas of the body, such as: creases of the neck, groin, under the arm, around the mouth and nose.
- Diarrhea- watery or greenish bowel movements that look different and are much more frequent than normal.
- Vomiting- more than the usual "spitting up".
- If child becomes really sick without obvious symptoms. In this case, the child may look or act different. There may be an unusual paleness, tiredness, irritability, or lack of interest.
- If a doctor diagnoses an ear or throat infection, as an example, and the child is prescribed an antibiotic, the child may not be brought to school until he/she has been on the medication for at least 24 hours. Please call the school with diagnosis.

Administration of Medications in the School

If it is necessary for a child to take medication at school, parents should make the following arrangements:

- All medications (including cough drops and sunscreen) must be brought to the school by the parent and administered by a licensed school nurse. Medication must be labeled with:
 - Child's first and last name
 - Date prescription was filled or when the recommendation was obtained from child's licensed healthcare provider
 - Name of licensed healthcare provider
 - Expiration date of medication or period of use
 - Manufacturer's instructions or original prescription label that details name and strength of the medication
 - Instructions on how to administer and store the medication
- Written authorization from the parent and physician is required to administer medication.
- A special form for the administration of both prescription and non-prescription medication is available in the school office and must be filed with the school.
- All medication is stored in a locked cabinet located in the nurse's office.

Toileting

Andover Elementary School Early Learning Center encourages students to be toilet-trained upon entrance into our preschool program. However, staff can partner with parents to achieve this milestone within the school setting. We will communicate with you about your child's progress at home and school.

Children will be cared for using the following procedure following a toileting accident at school:

- Staff members are required to wear gloves while assisting children with toileting needs and when remediating toileting accidents.
- Staff will assist children in changing clothing.
- Clothing that is soiled by urine or feces are immediately placed in a plastic bag (without rinsing to avoid handling) and sent home that day for laundering.
- Underwear is changed when wet or soiled.
- Staff will change children in the designated changing areas and not elsewhere in the facility.
- Both the staff member and the child will wash their hands after changing.
- Diapering procedure is posted in all preschool bathrooms.

Hand Washing Policy

Children and adults must wash their hands prior to entering the classroom for the day. Children are taught and utilize the following hand washing procedure:

- use liquid soap and running water
- rub hands vigorously for at least 20 seconds including back of hands, wrists, between fingers, and under fingernails (staff wash around jewelry)
- rinse well and dry hands with paper towel
- avoid touching the faucet with just washed hands (use paper towel to turn off water)

Children and adults wash their hands:

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

Hand washing required by:

- all staff who enter the room
- volunteers
- special service staff
- visitors to the classroom who interact with the students
- administrators
- all children



NOTE: Medications are administered by the school nurse.

Behavior and Discipline

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

A child is never subjected to cruel or severe physical punishment (e.g., shaking or hitting), psychological abuse or coercion, humiliation, verbal abuse, withholding or threatening to withhold food or forced food as a form of punishment, or punished for wetting, soiling, and/or not using the toilet.

On an as-needed basis, staff members collaborate with families, support staff, and/or other professional resources to identify, resolve, and develop behavior management plans. A key component of this plan is collecting information and data to determine what function the behavior is serving for the child. Family

conferences are held to review and evaluate plans. Andover Elementary School Early Learning Center will collaborate with related service professionals to ensure positive student outcomes.

In an effort to ensure ongoing monitoring of progress, identification of target goals, and data collection that informs best practices, the SRBI process can be implemented. Tiered interventions support the team utilizing collaborative problem solving. SRBI data will be utilized in the transition to kindergarten when appropriate.

Challenging Behavior

When a student exhibits a pattern of challenging behavior, including physical aggression (e.g., hitting, biting, shoving, whacking with toys), related aggression (e.g., "You can't play with us!"), verbal bullying, tantrums, whining, testing limits, and/or refusal to follow directions or observe classroom rules, the following steps should be taken.

PROCEDURE

- Classroom teacher contacts parents to inform them that their child will be referred to the child study team for behavior concerns.
- An SRBI team meeting is scheduled, including the following:
 - Administrator
 - Classroom teacher
 - School Psychologist
 - Special education teacher
- The SRBI team will review what classroom preventive measures have been tried (e.g., positive guidance, redirecting, setting class limits, continuous supervision).
- A team member(s) will observe the student in the classroom.
- Results will be shared with the study team.
- If the team determines that there is a need, a Functional Behavioral Analysis will be completed.
- Once the Analysis is completed, the study team will meet with the parents to develop a Behavior Intervention Plan (BIP).
- As part of the Behavior Intervention Plan, positive intervention supports may include, but are not limited to:
 - Removing materials
 - Modifying the classroom environment that triggers the challenging behavior
 - Creating a predictable schedule so the student will know what to do and when to do it
 - Using visual supports
 - Offering a calming/sensory area

Suspension and Expulsion Policy

The Andover Elementary School Early Learning Center policy states: Reducing the use of exclusionary discipline for young children is not only a matter of good policy, it is also a statutory obligation. As set forth below (and previously summarized in Circular Letter C-1 for 2015-16), the General Assembly in 2015 enacted restrictions on the use of suspensions and expulsions for young children.

PROCEDURE

I. Suspensions

The policy is communicated to families and preschool staff through the following ways:

- Family Handbook
- Family Orientation Night
- Staff Handbook
- Staff Orientation Meetings

A. Preschool

Section 10-233d of the General Statutes, which was enacted specifically to address the use of exclusionary discipline in preschools, categorically prohibits the use of out-of-school suspension for students attending preschool programs operated by local or regional boards of education, charter schools or inter-district magnet schools. Under the applicable statutes as amended by Public Act 15-96, should the Andover Elementary School Early Learning Center determine that a suspension is necessary, an out-of-school suspension is prohibited; only an in-school suspension may be imposed.

Because the Andover Elementary School Early Learning Center is funded by the Office of Early Childhood (OEC), we will contact the OEC for available supports and guidance in an effort to provide positive, pro-social supports to young children in our care and their families.

II. Expulsions

The Andover Elementary School Early Learning Center restricts the use of expulsions for preschool children.

A. Preschool

The Andover Elementary School Early Learning Center does not expel preschool students. The only exception is that an expulsion hearing is required whenever there is reason to believe that any child enrolled in the preschool program was in possession of a firearm - as that term is defined under federal law ([18 U.S.C. § 921](#)) - on or off school grounds or at a preschool program sponsored event. If it is determined, after holding the hearing, that the child did in fact possess a firearm, the default period of the expulsion is one calendar year but the school may modify this period on a case-by-case basis.

III. Conclusion and Next Steps

The early years of a child's life are critical building blocks for social/emotional and behavioral development and creating positive learning experiences. Our policy concerning student discipline aims to ensure that challenging behaviors exhibited by children are addressed within the context of a comprehensive systems

approach and restorative practices. Moreover, the preschool program provides support that is designed to teach, nurture and encourage prosocial behavioral outcomes. The practice of removing students from class or school for all or part of a day due to behavioral or disciplinary reasons does not support school connectedness and learning. Suspensions and expulsions are only permitted under the circumstances described above.

If exclusionary measures must be taken, the program offers assistance to the family in assessing services and an alternative placement.

The preschool administrator engages in a regular review and analysis of discipline data and support professional development for all school personnel focused on classroom management and alternative discipline practices. To further support these efforts, below is a list provided by the Connecticut State Department of Education of national and state resources.

The Connecticut State Department of Education Resource List

Federal Resources

1. [Guiding Principles: A resource guide for Improving School Climate and Discipline](#)
2. [Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings](#)
3. [School Climate and Discipline Guidance Package](#)
4. [Standing Together Against Suspension & Expulsion in Early Childhood](#)

State Resources

1. [Ensuring Equity and Excellence for All Connecticut Students: The CT State Board of Education's Five-year Comprehensive Plan, 2016-21](#)
2. [Help Me Grow](#)

Current Related Connecticut Public Acts

1. [Public Act 15-14-AN ACT CONCERNING SECLUSION AND RESTRAINT IN SCHOOLS](#)
2. [Public Act 15-168- AN ACT CONCERNING COLLABORATION BETWEEN BOARDS OF EDUCATION AND SCHOOL RESOURCE OFFICERS AND THE COLLECTION AND REPORTING OF DATA ON SCHOOL-BASED ARRESTS](#)
3. [Public Act 15-232-AN ACT CONCERNING TRAUMA-INFORMED PRACTICE TRAINING FOR TEACHERS, ADMINISTRATORS AND PUPIL PERSONNEL](#)
4. [Public Act 15-225- AN ACT CONCERNING CHRONIC ABSENTEEISM](#)

Programs and Strategies to Support Positive Approaches to Behavior

1. [Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\)](#)
2. [The Early Childhood Consultation Partnership \(ECCP\)](#)
3. [Technical Assistance Center on Social Emotional Intervention](#)

Supervision

Our program meets a ratio of one staff member for every 10 preschoolers, and one staff member for every 12 kindergarteners. Group size shall be observed in all areas of the school, including the cafeteria, playground, and Specials classrooms (e.g., art class). Children must be supervised at all times. Supervision is primarily accomplished by sight and sound. However, children may be monitored by sound for short intervals of time, as long as staff frequently checks on children who are out of sight, for example, when a student is using the bathroom. Staff position themselves and arrange the environment to see as many children as possible. Children are escorted by staff throughout the school setting. Ratios are also maintained when outside the building off-site, such as on a field trip. Should a situation arise where a staff member needs to leave the area in which they are supervising children, the administrator will be contacted to provide coverage for the staff member.

POLICY

The staff/child ration at the Andover Elementary School Early Learning Center is 1 staff member for every 10 preschool children and 1 staff member for every 12 kindergarten children. Group size shall be observed in the classroom, in the gym, at specials, bathrooms, and outside. Children must be supervised by sight and sound at all times, including nap time. Staff should position themselves to see as many children as possible.

NO CHILD/ CHILDREN SHOULD BE LEFT ALONE FOR ANY PERIOD OF TIME.

→ FIELD TRIPS

Staff/child ratios shall be maintained outside the building. All children must have signed permission slips prior to leaving the building. Staff must bring each child's emergency contact information and the First Aid Kit on each field trip.

→ BATHROOMS

Students may use the bathroom privately for a short interval. Staff must know the student is in the bathroom (located within the classroom for preschool, and down the hall for kindergarten) and be available in case of need. If the student is in the bathroom for more than a short interval, staff should verbally check in with the student. The bathroom should never be locked so that staff can have access to the student.

→ TRANSPORTATION

In preschool, as students arrive and depart, they are accompanied by a paraprofessional or teacher who escorts them into the building at the beginning of the day. At the end of the day, paraprofessionals or teachers assist children from the building onto their designated buses.

PROCEDURE

In order to maintain safe supervision of children, we conduct the following procedures:

- Attendance is taken at the beginning of each day, using a verbal role call system*
- Attendance is taken during and following emergency drills*
- Attendance is taken before leaving and entering the classroom and/or building*
- Attendance is taken to and from Specials*
- Staff documents on a chart that all students are accounted for
- Walkie-talkies and/or cell phones are available outside or off-premises in case of emergency
- Staff circulates through inside and outside play areas to monitor children
- Staff interacts with children throughout the day
- Staff monitor children during times of rest or nap

- A minimum of one CPR/pediatric first aid certified staff member will be present with each class of children
 **Example: Question = "Johnny, are you here?"*
 Response = "Yes, I am."

The teacher is responsible for maintaining legal ratios in classrooms, on the playground, etc. A teacher will assign staff to specific areas near equipment where injury can occur. A teacher will help the staff determine the best placement of adults and children to maintain legal ratios and safety.

Parent Communication and Involvement

Family-Teacher Conferences

Andover Elementary School Early Learning Center works closely with families to achieve success with children on a regular basis. We encourage parents to be partners in their children's learning. We encourage parents to meet frequently with teaching staff. There are two scheduled conference times: November and March. In addition, parent-teacher conferences can be scheduled at any time when either the teacher or family has concerns, or when they would like to share child learning at home. When in-person conferences are not possible, Andover Elementary School Early Learning Center staff can share progress updates or concerns through phone calls, emails, and written correspondence.

Family-Teacher Conflict Negotiation

If a difference or difficulties arise between families and program staff, the following procedure is to be used while negotiating the conflict.

- Parent contacts the teacher to identify the concern.
- Parent and teacher select a mutually agreed upon time to meet.
- Teacher will use the Parent Conflict Resolution Form to document the meeting.
 - For all outcomes, a set period of time needs to be established for review.
 - A review date is set.
 - At the review meeting, the members determine if a resolution is reached/issue resolved.
- Should no resolution be reached, a meeting will be set up with the administrator.
 - Administrator completes Parent Conflict Resolution Review Form.
 - A review date is set.
 - If no resolution is agreed upon, administrator will offer the referral process.
- Should the conflict remain unresolved, parent may contact the school superintendent.
- All documents should be signed and dated by appropriate parties (see Appendix for forms).

Transition to Kindergarten

Preschool and Kindergarten staff work collaboratively to ensure a smooth transition for the preschool children to kindergarten. Many events and activities are arranged to expose preschool students to the K-6 school community. In an effort to build a smooth transition, our transition plan may include the following:

- Preschoolers are invited to all AES assemblies
- Team Meetings
- Assessment information is shared with kindergarten teachers
- Combined Preschool and Kindergarten events
- Kindergarten registration and orientation information sent to parents in the spring

- Kindergarten Parent Orientation
- Meet & Greet
- Practice Bus Ride

Children who live in Andover and are enrolled in Andover Elementary School Early Learning Center, are automatically registered for kindergarten at Andover Elementary School. Unless you hear from our school nurse, your medical documentation is up to date, and no other paperwork is required. Your medical documentation will continue to be housed in the nurse's office in locked file cabinets, and your other paperwork is housed in the main office in locked file cabinets. Preschool teachers are available for any questions regarding the transition to kindergarten. In addition, families may request a joint conference with both preschool and kindergarten teachers for additional information pertaining to their child's transition to kindergarten.

Program Evaluation and Improvement

Andover Elementary School Early Learning Center is a National Association for the Education of Young Children (NAEYC) accredited preschool. As Andover Elementary School Early Learning Center receives Early Start CT funds, NAEYC accreditation status must be maintained. Early Start CT requires programs that are not yet accredited to be working towards accreditation, have a timeline for completion of the process and demonstrate adherence to the timeline. Programs must be working weekly with an early childhood consultant or be participating in the Accreditation Facilitation Project. Any changes proposed in the program that may affect the NAEYC accreditation must be reported in writing.

Program Evaluations

Andover Elementary School Early Learning Center is responsible to a number of agencies (i.e., Andover Board of Education, Office of Early Childhood, State Quality Rating Information System, National Association for the Education of Young Children). Each agency has developed guidelines and mandates that align to state and federal standards. These standards define program procedures and help identify areas of need for program improvement. If required, action plans are developed annually and implemented within a six month period of time. All action plans will be reviewed to ensure that progress has been made.

The Andover Board of Education

The Andover Board of Education sets policies for safety standards, including:

- Building security
- Visitors
- Video Cameras
- Asbestos Plan/Pesticides
- Fire Drills/Crisis Response Drills
- Green Cleaning

The Office of Early Childhood (OEC)

The OEC is a state agency that administers and regulates Early Start CT and Smart Start programs. The OEC evaluates the following areas:

- contract monitoring
- NAEYC accreditation
- state registry qualifications
- monthly reporting for all state funding resources
- policies on fee determination

- staffing patterns by classroom
- quality components
- professional development plans
- all policies and procedures implemented by the preschool program

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

NAEYC is a national organization that sets standards for a high quality preschool program. The program is evaluated using ten standards, including relationships, curriculum, teaching, assessment, health, teachers, families, community relationships, physical environment, and leadership and management. Programs wishing to become accredited must apply for candidacy, participate in the self-study process and undergo an extensive onsite visit by a trained NAEYC evaluator. NAEYC accreditation is valid for five years; however, programs must maintain standards of excellence through ongoing program improvement, family surveys, and by filing an annual report.

Family Surveys

As part of the NAEYC accreditation process, Andover Elementary School Early Learning Center will provide each family with a survey near the end of the school year in order to receive feedback in assessing our program and helping to improve our overall quality. This survey is confidential and the results will be provided to families.

Welcoming Children and Families to the Program

PARENTS AS PARTNERS!

Parents play an integral role at Andover Elementary. Communication between child, parent, and teacher is encouraged and fostered. Parents will be given opportunities to visit, share ideas, and provide support and assistance.

There are many ways to strengthen the home and school connection. The teacher/parent partnership will bring the child's learning experiences into the home, solidify the home/school connection, and provide a sense of continuity. Parents will receive regular communication which will describe thematic units, special events, skills and concepts, and suggestions for how parents can support their child's learning.

Parents and siblings are encouraged to supply resources, literature, experiences or assistance to enhance the thematic unit of study by assisting with a special project, volunteering to read a story, sharing hobbies/occupations, or preparing/providing materials for classroom activities.

Although parent/teacher conferences are held twice a year, parents are invited to discuss ideas, suggestions and questions with the teacher when needed.

Parents are welcome to visit the classroom at any time. Please schedule your visit with the teacher.

Family Engagement

Family engagement is an important and necessary component of our program. We believe when families are engaged in meaningful ways, children have an opportunity to explore who they are within the context of their family life, home language, and culture. When families are regularly involved in our program, it allows us to help build children's self-esteem and a respectful, positive relationship with the families we serve.

Informational parent and family programs are provided throughout the school year. Some examples of these engagement events may include:

- Preschool and Kindergarten Parent Orientation
- Meet and Greet
- Curriculum Night
- Family Events
- Andover, Hebron, Marlborough Youth and Family Services (AHM) sponsored events

Opportunities for parenting/family education and support services can be arranged through AHM and/or Andover Elementary School. Some examples of these supports may include:

- Parenting classes
- Literacy training
- GED program
- Job training
- Health and Nutrition information and education
- Financial supports
- Library services

If families are in need of assistance or services in other areas, please contact AES (860-742-7339) or AHM (860-228-9488) for further information.

Building Security

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

- All doors are locked during the school day
- Security cameras are both inside and outside of the building
- Entry to the building is at the main office, where you must be buzzed in by the office staff
- You must identify yourself and state your purpose before entering the building
- All visitors must sign-in inside the main office and obtain a visitor's badge before entering any other area of the school
- All visitors must sign-out inside the main office prior to exiting the school grounds

Video Cameras

Video cameras are used on buses, in corridors, and around the exterior of the building for security/safety purposes.

Emergency Plans

In the event of an emergency, the school will retain responsibility of all children on premises and follow safety protocols designated by the Andover Board of Education. Staff will remain with the children for the duration of the emergency. Children will be in the care of staff until they are released to a family member, guardian, or other designated person. Staff will provide directions to children in all types of emergencies, prior to and during the event. A variety of emergency drills are conducted throughout the year, in order to prepare

children and staff in the event of a real emergency. Our teachers have a number of strategies to utilize to make these positive, learning experiences.

Evacuation Drill

Evacuation drills are conducted at least once a year. All children and staff exit the building and convene at the Andover Town Hall where attendance is taken and await further instructions from administrative staff. Evacuation procedures are posted in all classrooms.

Fire Drill

Fire drills are conducted monthly to bi-monthly. Fire drill procedures are posted in every room in the event of a real fire. Children line up at the exit door identified for each classroom or area in the school. Staff leads children out of the building to a designated safe zone. All children are accounted for before and after exiting the building during a drill. Attendance is reported to the appropriate authorities in charge of the drill.

Fire Drill Procedure While Families are in the Building

The following is our procedure for fire safety when families are in the building (i.e., at drop-off and pick-up times):

- If the child is NOT in the classroom, families will take their child out to the nearest exit door.
- If the child is in the classroom, FAMILIES ARE NOT ALLOWED BACK INTO THE CLASSROOM TO REMOVE THE CHILD. Classroom teachers are responsible for taking your child outside through their designated exits.
- Families should proceed out the exit toward the soccer field to the rear of the playground.
- Once outside, families are instructed to REMAIN ON THE FIELD. Children must remain with the class so accountability is insured. Your cooperation on this point is vital.
- Families should wait until either the signal is given to return into the building or additional instructions are given by fire personnel.
- FAMILIES ARE NOT ALLOWED to take their child until instructed to do so by school or emergency personnel when the area is clear or the drill is complete.
- The teachers will bring the classroom children back into the building.
- Families should then bring children who were not dropped off at the time of the drill into the building and to their respective classes

Lockdown Drill

Lockdown drills are conducted a minimum of four times per year. During a lockdown drill, children are supervised in an appropriate space.

Building Safety

Asbestos Plan/Pesticides

The Asbestos Plan may be reviewed in the Main Office. Andover Elementary School does contain minimal, non-friable asbestos in the areas of the building which are not accessible to students. Pesticide applications are completed by a certified pest management company which complies with all federal and state regulations. No applications of pesticides will be made at the school without proper notification by the company.

Green Cleaning Program

A green cleaning program to clean and maintain the school has been implemented. The program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment.

IMPORTANT: No parent, guardian, teacher, or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize, or disinfect.

Indoor Air Quality

Andover Elementary School participates in Tools for Schools, a program which provides guidance and tools to help resolve current Indoor Air Quality (IAQ) problems, prevent future IAQ problems, and maintain good indoor air quality in the school.

Recycling

At the Andover Elementary School Early Learning Center, all classrooms and offices use a paper recycling program. All paper products are separated in different receptacles for recycling purposes.

Water Testing

The Andover Elementary School regularly has the water quality tested to ensure the safety of all students and staff.

School Activities and Community Service

Family Involvement and Visitations

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

Andover Elementary School Early Learning Center encourages and welcomes families to visit the facility at any time during the program hours of operation: Monday through Friday from 8:30 a.m. to 3:00 p.m. If a parent/guardian would like to schedule a classroom/program observation, they may contact the teacher or administrator, or call the office to make an appointment.

Parents/guardians are encouraged to volunteer in the classrooms (e.g., read a story, share a craft, share family culture, showcase a special talent).

Visitors and Volunteers

Andover Elementary School Early Learning Center welcomes parents/guardians into the classrooms at any time during the school day. We encourage family participation in the many activities provided for children at our school.

Per Andover Public School's policy, parents must enter the main entrance to Andover Elementary School, provide picture identification, and sign into the visitor log prior to entering the classrooms. The visitors will be given a visitor's badge that must be worn at all times. The office staff will alert the teachers that a visitor is on his/her way to the classroom. Admittance to the building is only allowed at the main entrance to the school. This sign-in procedure is strictly enforced to ensure the safety and security of all students and staff.

There are many ways families can volunteer in our program. Volunteers will work collaboratively with staff and under the direction of the classroom teacher to complete tasks.

Some of the ways families can assist:

- Preparing materials for classroom activities
- Assisting classes with classroom celebrations/special events, assemblies, or learning experiences
- Chaperoning field trips
- Joining the PTA

Regularly Scheduled Volunteers

If you would be interested in participating in the classroom environment on a more frequent basis, the following regulations will apply:

- A confidential personnel file will be created, to include:
 - an application
 - transcripts
 - current health assessment with immunizations, TB test, capabilities and limitations
 - yearly performance evaluation
- Orientation will be scheduled, to include the following topics:
 - Health and Safety
 - Emergency Procedures
 - Acceptable Guidance Practices
 - Discipline Policy
 - Classroom Management Techniques
 - Child Abuse and Neglect Reporting Procedures
 - Regulation Requirements
- File will be updated every two years.
- All information is kept confidential in a locked file.



Birthdays/Celebrations

We acknowledge birthdays in school. Andover Elementary School Early Learning Center policy states birthdays are not acknowledged with food for health reasons and due to the increased number of food allergies in the school.

Cultural Traditions

We know that each family has unique and special interests or traditions. We welcome you and your family to share your traditions and celebrations with us. The teachers at Andover Early Learning Center work to incorporate special holidays, traditions and celebrations that our families practice into our curriculum. Our preschool curriculum promotes learning about the diverse cultures of our children, families, staff, and community. If there is a conflict between home values and school activities, please let us know so that we can accommodate your child.



Community Resources and Events

Throughout the school year, Andover Elementary School Early Learning Center will share information with families related to local events, support services, and educational opportunities for families with young children. This may include information such as library programming, local theater performances appropriate for young children, parenting seminars, recreational opportunities, available supports from Andover, Hebron and Marlborough Youth Services, etc. This information will be shared in numerous ways, such as via email, sent home in student backpacks, and/or posted on the school website: www.andoverelementaryct.org.

Other Services

If families are in need of social, mental health, educational, or medical services for their child or family, Andover Elementary School Early Learning Center will assist the family in making the appropriate referral for services. If needed, a referral can be made to any of the agencies listed below:

- *Andover Elementary School Early Learning Center Medical Advisor*
- *Andover Elementary School Early Learning Center Dental Consultant*
- *Andover Elementary School Early Learning Center Special Education Director*
- *School Social Worker: AHM Youth Services (860) 228-9488*
- *Town Social Services: Laurel Andrews (860) 798-6583*
- *EASTCONN Adult Education Services: Kristen Hempel (860) 455-1609*
- *EASTCONN Adult Employment & Training: Andrea Messenger (860) 455-1622*
- *Andover Public Library: Amy Orlomoski (860) 742-7428*



Family Rights

1. Families/Guardians have the right to access their child's file including information such as; child's profile/assessments, enrollment, health records, etc.
2. Family members who are legally responsible have the right to receive support and information about the care and well-being of the child.
3. All families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language have the right to be included in all aspects of the program, including volunteer opportunities. These opportunities consider each family's interests and skills and the needs of program staff.
4. Families have the right to visit any area of the facility at any time during the program's regular hours of operation.
5. Families have the right to receive program information in a language they can understand which includes program policies and operating procedures. Andover Elementary School Early Learning Center staff are familiar with family support services and specialized consultants who are able to provide culturally and linguistically appropriate services.
6. Families have the right to be informed about the program's formal and informal assessment of children's progress. This information includes the purpose of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families and the ways the program will use the information.
7. Families have the right to receive communication regarding a suspected child developmental delay or other special need in a manner that is sensitive, supportive, confidential, and provided with documentation and explanation for the concern with suggested next steps and information about resources for assessment.
8. Andover Elementary School Early Learning Center staff encourage families to raise concerns and work collaboratively with families to find mutually satisfying solutions that staff then incorporate into classroom practice. Staff use a variety of techniques to negotiate difficulties that arise in their interactions with family members, and make arrangements to use these techniques in a language the family can understand.

If a parent/guardian has a complaint, the following process is to be followed:

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

If the complaint was not resolved after the initial meeting:

- Teacher sets up a time verbally and/or in writing to meet with the Program and Early Childhood Education Coordinator.
- If concern involves special education, a Pupil Planning Team Meeting is set.
- A plan of action is documented.

Child Abuse Reporting

Andover Elementary School Early Learning Center staff members are mandated reporters who are required to report any circumstance wherein they have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm.

Mandated reporters include all employees, specifically:

- Superintendents
- Administrators
- Teachers
- Paraprofessionals
- Substitutes
- Guidance Counselors
- Coaches
- Licensed Nurses
- Psychologists
- Any other person who, in the performance of their duties, has regular contact with students and also provides services to or on behalf of students enrolled in the school district.

Such individuals in the school, who have reasonable cause to suspect or believe a child has been abused, neglected, placed in imminent risk of harm, or sexually assaulted, by a school employee, are required to report the abuse to the Department of Children and Families Child Registry.

A mandated reporter's suspicions may be based on factors including, but not limited to:

- Observation
- Allegation
- Facts given by a child
- Victim or third party

Suspicion or belief does not require certainty or probable cause.

Staff who report suspicions of child abuse/neglect at work are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm.

If the report of abuse, neglect or sexual assault involves an employee of the school as the perpetrator, the school may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

The AESELN recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused or

neglected a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, DCF is required to notify the school employee and the Superintendent and the Commissioner of Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

Procedure

The following are steps in reporting cases of suspected abuse:

- To make a child abuse or neglect report, call the DCF Careline at 1-800-842-2288 and/or the local law enforcement agency.
- Report must be made within 12 hours of suspected abuse.
- Submit a written report (DCF-136 Form) to DCF within 48 hours of making the oral report.
- DCF can be accessed for online reporting through DCF.referral@ct.gov.

DCF is the single point of contact statewide for reporting suspected child abuse and neglect. The Careline is open 24 hours a day (1-800-842-2288).

If you are a parent who is concerned that your child has been abuse or neglected, please call the Careline at 1-800-842-2288.

If you would like information about services available to you and your child, please call DCF Information and Referral Services through Careline at 1-800-842-2288. The Information and Referral line is available from 8:30 a.m. through 5:00 p.m., Monday through Friday.

ANDOVER ELEMENTARY SCHOOL EARLY LEARNING CENTER

GENERAL GUIDELINES

Proper Attire

Children should wear clothing that is seasonal, appropriate, and comfortable. The classes will go outside on a daily basis, with the exception of severely inclement weather, so children will be required to have access to hats, gloves, boots, and coats. The child's clothing should be marked in permanent ink with the child's name.

Children will be asked to bring in a complete change of clothing. This allows children to change into familiar clothing in case of messy art project mishaps or accidents. Please send these clothes to school in a gallon size zip-lock bag with your child's name clearly written on the bag and on articles of clothing.

Footwear should be appropriate for school and not present a safety hazard (please refrain from flip flops, high-heels, and open-backed shoes). These footwear guidelines provide an opportunity for children to fully participate in all areas of our program.

Snack/Lunch

Our preschool program provides snacks for all children in attendance. The option of buying breakfast and/or lunch is also available. Each month, two menus will be sent home. One is for families to keep; the other should be returned, indicating lunch choices for the month. If you are sending in lunch, we request that all families follow the NAEYC food guidelines. Refrigeration is not available, so please pack your child's lunch accordingly. Please make sure your child's name is written clearly on his/her lunchbox. If your child forgets his/her lunch, Andover Early Learning Center will provide one and then bill families for the lunch.

School Lunch Program

Students have the option to purchase school lunch on a daily basis. As participants in the National School Lunch Program, each meal served must meet strict USDA dietary guidelines. A choice of a hot entrée or a yogurt plate with a bagel will be available each day. Each meal will also include a fruit and a vegetable and milk.

If you choose to order lunch for your preschooler: **please complete a Monthly Lunch Calendar and return to school at the beginning of each month. Circle which days your child will be purchasing lunch, including their choice of hot lunch or yogurt and bagel.** Kindergarten children make lunch selections in the classroom as part of the morning routine. The daily cost for lunch is \$3.00. Families may choose to have their child purchase lunch on a daily basis, or they may choose to purchase lunch on some days and send in a lunch from home on others. Students are assigned an ID number, and families may view their student's account and make payments by visiting www.myschoolaccount.com. Families may also send a check (made payable to "Coventry School Food Services") or cash into school for deposit on the account.

If you would like information about applying for Free and Reduced Priced School Meals, please contact the Main Office.

Nutrition and Food Safety

The Andover Elementary School Early Learning Center asks that you refrain from sending the following foods to school for children in preschool: **popcorn, hard pretzels, raw peas, raw carrots and whole grapes** since these items pose a choking risk for children under the age of four. While we recognize that some children may be developmentally able to handle these foods, we ask that you save these items to be enjoyed at home.

We encourage families to promote good eating habits and good food choices. For more information please visit: www.sde.ct.gov/sde/cwp/view.asp?a=2626&Q=320670.

Rest Time

Preschoolers and kindergarteners will be provided with a mat for rest time. Please send in a towel or small blanket for your child's rest time. We will send home the blankets weekly, or as needed. Rest time will follow lunch and will last approximately one hour.



ANDOVER ELEMENTARY SCHOOL EARLY LEARNING CENTER**GENERAL SCHEDULE****Arrival**

When children arrive, they unpack their belongings by: hanging coats and backpacks, putting any personal items in their cubby, placing their folder in the bin. Children learn independence and responsibility in caring for their personal belongings.

Table Time

Table time is a time when children work on fine motor skills and/or cognitive skills. This may be in the form of writing practice, beading, building with manipulatives, using scissors, playing with play dough, sorting, counting, or putting together puzzles. During this time, staff has the opportunity to work with individuals or small groups on specific skills.

Group Time—Morning Meeting

- Greeting songs: The greeting songs help to build name recognition, direction following, and include some gross motor movement.
- Morning moves: Our morning moves include stretching and/or some gross motor movement. In some cases the class will participate in a whole group “hokey pokey” or variations to build movement.
- Calendar: Children practice identifying the days of the week, months of the year, and counting. Each month, there is a different pattern created by the monthly calendar pieces. Children practice identifying and reading the monthly pattern.

Center Time

The classroom contains several learning centers. Centers are used to build social skills, fine and gross motor skills, cognitive skills, and literacy skills. The centers are often theme based and will change according to the theme. Center time allows children to build independence by choosing from a variety of activities. Center time allows teachers and staff to work in small groups or individually with children to help build and enhance skills.

Group Time—Lesson

Lessons can either be whole class or small group instruction. Lessons are based on themes which are correlated to the Connecticut Preschool Curriculum Frameworks or Connecticut Common Core Standards. Lessons are developed based upon the needs and interests of the children in the class. Lessons include the use of quality literature and a related craft or activity to help to reinforce skills.

Snack

Snack time is used to help build social skills and language development. During snack, children will practice several self-help skills such as: washing and drying hands, pouring from a pitcher, and cleaning up after themselves.

Outside

Children will have the opportunity to play outside each day (weather permitting). Outdoor play builds social skills and gross motor skills. The class will also go outside for a variety of learning lessons and/or experiments.

Specials

Four or five days per week, children will attend specials: Physical Education, Music, Art, and Library.

Dismissal

Similar to arrival, children learn independence in caring for their belongings. Children practice zipping, snapping, and buttoning as they prepare to go home.



APPENDIX

Community Organized & Operated Latchkey (C.O.O.L.) Program Application	A1
Parent/Teacher Conflict Resolution Forms	A2
Parent/Teacher Concern Forms	A3
Sunscreen Permission Slip	A4
Toileting Log for Home/School	A5
Andover School Calendar	A6
State Resources	A7

C.O.O.L. AFTER SCHOOL

The Community Organized and Operated Latchkey, Inc (COOL), located at Andover Elementary School, will be accepting Applications for enrollment for Pre-K - 6th grade, for the 2025-2026 school year, beginning in April.

The after school session runs from the end of the school day until 6 p.m., when school is in session. Children are given time to PLAY outside and in the gymnasium; organized sports/games and free play. There are ARTS and CRAFTS activities, SENSORY activities, BUILDING, STORIES, GAMES, SCIENCE experiments, MUSIC and more.

The morning session will run from 6:30 a.m. to 8:30 a.m.

COOL FEES

Full Time Week Afternoons	\$95/wk
Part Time Week; Either 3 Days or Leaving by 4:30 p.m. Daily	\$75/wk
Mornings Week	\$60/wk

Remember NO School = NO COOL

Email Amy at AndoverCOOLProgram@gmail.com for more information and to receive updates on registration.

Andover Elementary School
EARLY LEARNING CENTER



ANDOVER EARLY LEARNING CENTER ♦ 35 SCHOOL ROAD ♦ ANDOVER, CT 06232 ♦ PH (860) 742-7339 ♦ FAX (860) 742-8288

PARENT CONFLICT RESOLUTION FORM

Parent Name: _____ Student Name: _____

Classroom Teacher: _____

Date of the Concern: _____ Date of the Meeting: _____

Attendees: _____

1. State the Problem: _____

2. Agreed Upon Solutions: _____

3. Parent/Teacher Meeting Review Date: _____

4. Outcome: _____

Parent Signature: _____

Teacher Signature: _____

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PARENT CONFLICT RESOLUTION REVIEW FORM

Parent Name: _____ Student Name: _____

Classroom Teacher: _____ Administrator Name: _____

Date of the Initial Concern: _____ Date of the Current Meeting: _____

Attendees: _____

Restate the Problem: _____

Identify Negative Outcomes: _____

NEXT STEPS:

Identify New Solutions: _____

Next Review Date: _____

If no new solutions are agreed upon, administration may use a referral process to:

- Agency (See AHM Directory)
- SRBI Process (Teacher Referral)
- Special Education/504 Referral

**If parent does not agree with presented solution(s), he/she may contact the School Superintendent for further review.*

Parent Signature: _____

Date: _____

Administrator Signature: _____

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PARENT/TEACHER CONCERN

Parent Name: _____ Student Name: _____

Classroom Teacher: _____

Date of the Concern: _____ Date of the Meeting: _____

Who is identifying the concern? _____

Describe the concern presented: ☐ Educational ☐ Behavioral ☐ Health Issue ☐ Nutritional ☐ Personal/Social

Describe ideas or procedures put into place to remediate the concern:

Date to Review (2 weeks): _____

Parent Signature: _____

Teacher/Administrator Signature: _____

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PARENT/TEACHER CONCERN REVIEW FORM

Student Name: _____ Date of the Meeting: _____

PRESENT AT MEETING: _____

OUTCOMES: _____

REFERRALS:

REFERRED TO	DATE REFERRAL MADE	APPOINTMENT DATE	OUTCOMES
Scientific Research Based Intervention			
Physician			
Psychologist			
Nutritionist/Nurse			
Early Childhood Assistance			
Other			

School Coordinator: _____

Parent Signature: _____

Teacher/Administrator Signature: _____

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Sunscreen Permission Slip

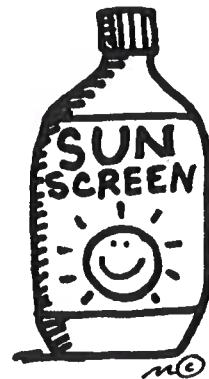
I give permission for my child, _____, to wear sunscreen. I understand that I will provide sunscreen with my child's name, grade, teacher, and date of delivery clearly printed on the bottle.

I may apply sunscreen on my child before they come to school, and will inform the teacher(s) if this is the case. The teachers have my permission to reapply sunscreen as needed throughout the day.

_____ Please apply sunscreen on my child as needed.

Parent/Guardian Signature

Date



HOME/SCHOOL TOILETING LOG

Examples:

- Tell your child it is time to use the bathroom (every two hours, before meal time).
- Go into the bathroom, help them remove clothing.
- Have your child sit or stand at the toilet.
- Encourage your child to “try”.
- Praise your child for “trying”.
- Help your child change the diaper/pull-up.
- Help your child put clothing back on.

Child's Name: _____ Teacher: _____

Please identify the steps you will be using to help your child be successful:

Please tell us your procedure that you would like us to follow: _____

[illegible][illegible]

ANDOVER 2025 - 2026 ACADEMIC CALENDAR

23							21							16							17							19						
August/September							October							November							December							January						
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F					
25	26	27	28	29			1	2	3						1	2	3	4	5															
1	2	3	4	5	6	7	8	9	10	3	4	5	6	7	8	9	10	11	12	5	6	7	8	9										
8	9	10	11	12	13	14	15	16	17	10	11	12	13	14	15	16	17	18	19	12	13	14	15	16										
15	16	17	18	19	20	21	22	23	24	17	18	19	20	21	22	23	24	25	26	19	20	21	22	23										
22	23	24	25	26	27	28	29	30	31	24	25	26	27	28	29	30	31				26	27	28	29	30									
29	30																																	
Aug 25-27 Staff Development							10 PD - No School							4 PD - No School (Election Day)							23 Early Dismissal							1 New Year's Day - No School						
August 28 School Begins							13 Columbus Day/Indigenous Peoples' Day - No School							11 Veterans Day - No School							24-31 School Recess							2 School Recess						
1 Labor Day - No School														12-13 Conferences - Early Dismissal														16 Early Dismissal - PD						
19 Early Dismissal - PD														26 Early Dismissal														19 Martin Luther King Day - No School						
														27 - 28 Thanksgiving Recess																				

18							21							16							20							11						
February							March							April							May							June						
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F					
2	3	4	5	6	2	3	4	5	6			1	2	3					1	1	2	3	4	5										
9	10	11	12	13	9	10	11	12	13	6	7	8	9	10	4	5	6	7	8	8	9	10	11	12										
16	17	18	19	20	16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	15	16	17	18	19										
23	24	25	26	27	23	24	25	26	27	20	21	22	23	24	18	19	20	21	22	22	23	24	25	26										
					30	31				27	28	29	30		25	26	27	28	29	29	30													
13 Early Dismissal - PD							20 - PD - No School							3 Good Friday							25 Memorial Day - No School							June 11 Early Dismissal - Last Day of School						
16 - 17 Presidents' Day - No School							25 Conferences - Early Dismissal							10 Early Dismissal - PD																				
														13-17 School Recess																				

EARLY DISMISSALS+ Students leave at 12:45 p.m.

Marking Periods - Pre K-6

1st Marking Period	November 26, 2025	180 Student Days
2nd Marking Period	March 6, 2026	186 Staff Days
3rd Marking Period	June 11, 2026	

June 12th - Start of make-up days for snow or emergency closings. However, if by February 23rd, there have been more than 7 school cancellations, any additional make-up days will be taken from April vacation, starting April 13th.

Report Cards Sent Home

December 9, 2025
March 19, 2026
Last Day of School

Smarter Balance Assessment
May, 2026

Andover Elementary School
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STATE RESOURCES

Infoline 211 – <https://www.211ct.org/> or Dial 2-1-1

2-1-1 is a confidential, free, 24-hour-a-day, and multilingual way to locate hundreds of human services in your area. In addition to referring callers to a wide range of health and human service resources, 2-1-1 offers specialized programs to address specific needs including Child Care, Housing, Health, Utility Assistance, Employment Assistance, and many other human services.

Safe Kids CT – <http://www.ctsafekids.org/> or Call 860-500-4412

Information about Bike Safety, Car Seat Safety, and other safety concerns for providers and families with young children.

CT Office of Early Childhood – <https://www.ctoec.org/>

The OEC website has information on finding child care for your family as well as extensive information on child development, milestones, and parenting help.

Health and Child Development Services

Birth to Three – <https://www.birth23.org/> or Call 1-800-505-7000

Supports families and providers with questions about children's development.

Access Health CT – <https://www.accesshealthct.com/AHCT/cthi/#/home>

Health insurance information, choose from a variety of plans.

SNAP4CT.ORG – <https://www.snap4ct.org/about-us.html>

The SNAP4CT.ORG website and social media pages offer nutrition and health information 24/7, accessible by computer or mobile device. The site includes budget friendly recipes, information on farmer's markets, and healthy living.

LOCAL RESOURCES

AHM Youth and Family Services – www.ahmyouth.org or Call 800-228-9488

AHM serves citizens of all ages from Andover, Hebron, and Marlborough, and some services for Columbia. AHM has satellite offices and programs in each of the K-12 local schools and Regional School District #8.

AHM Family Resource Center offers free developmental screenings, home visits, workshops for parents and providers, and programs for young children and families. Contact Becky Murray at 860-537-1260 or visit www.ahmyouth.org.