



2023-2024

Edgewood Pre-Kindergarten  
Academy

Family Handbook

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## Dear Preschool Families:

We would like to take this opportunity to welcome you and your child to the School Readiness Preschool Program. It is our intent to initiate early and continuing communication between home and school.

We are highly committed to meeting the needs of all of our preschool children. Preschool families are an extremely important part of this process. We feel that your input is vital to your child's growth. Our doors are always open to you, and we look forward to seeing you not only at regularly scheduled conferences but also during your visits to share in and observe our school day. We strongly advise parents to volunteer to be present in our classroom activities. We schedule adult family members as program helpers.

Please consider becoming a member of our **School Readiness Advisory Team**. We value your input and would **welcome your ideas to make decisions** on how we can best educate your child, support you as a family and structure our School Readiness Advisory Team. If you would like to schedule a visit or an appointment to meet with your child's teacher, please call your schools directly. We look forward to an exciting school year.

*The Preschool Staff*

## BRISTOL BOARD OF EDUCATION MEMBERS

Chairman: Jennifer Dube

Vice President: Kristen Giantonio

Secretary: Dante Tagariello

- Russell Anderson
- Eric Carlson
- Jill Fitzsimons-Bula
- Shelby Pons
- Maria Simmons
- Board Liaison Erick Rosengren

## BRISTOL BOARD OF EDUCATION MISSION STATEMENT

**Teach and Learn**

**with**

**Passion and Purpose**

## PREFACE

This handbook is written for our students and their families. It contains required useful information. Because it cannot be as personal a communication as we would like, we address students not directly as "you" but rather "the student," "students or "children." Likewise, the term "the student's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student.

## EQUAL OPPORTUNITIES/NON-DISCRIMINATION

**Nondiscrimination: Instructional program** The school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations that will help attain:

1. Equal rights and opportunities for students and employees in the school community.
2. Equal opportunity for all students to participate in the total program of the school.
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. Training opportunities for improving staff ability and responsiveness to educational and social needs.
5. Opportunities in educational programs that are broadly available to students with access not solely based upon race, color, religious creed, age, marital status, national origin, sex, sexual orientation, or physical disability.

Each student, at the time he/she becomes eligible for participation, shall be advised of his/her right to an equal opportunity to participate in school programs without discrimination, on account of race, color, sex, religion or national origin, or physical disability. (Board of Education (BOE) Policy 6121)

## PROGRAM STAFF:

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Music Teacher	Nicole Tabak	nicoletabak@bristol.k12.org	

## ABSENCE

If your child is absent from school, please call the main office to inform his/her teacher. If we do not hear from you, we will call home to make an inquiry.

## ACCOUNTABILITY PROGRAM

The Bristol Board of Education has established an accountability system to monitor the progress of students. The program is designed to periodically review data concerning student performance and the factors associated with it. This data is publicly reviewed with the Board. Each school's Accountability Plan is located on the school website.

## ADULT EDUCATION

There are numerous professional development opportunities for families and parents to continue your education. We send home surveys to identify your specific families' educational and training needs. Also, please inform your child's teacher if you are interested in attending any specific workshops. We will share notices and flyers with you but would be pleased to assist you in your areas of interest and to assist you in furthering your educational aspirations. Parents may also contact the Bristol Public Schools Adult Education Program for further information at 860 584- 7865 or online: <http://www.bristol.k12.ct.us/adulteducation>.

## ASBESTOS

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The district has on file plans showing the location of

asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Requests to review these plans may be made in the office of the Supervisor of Building and Grounds. (129 Church Street, Bristol, CT)

## ASSESSMENT and EVALUATION of our PROGRAM

We are committed to providing you and your child the best educational experience possible. Our data teams meet twice a month to review data related to children's growth. We continually monitor your child's progress to make sure that our teaching styles, techniques, curriculum and strategies are effective learning tools for your child matched to their unique family structures. We appreciate your feedback. Annually we will be sending you a parent survey, please give us your feedback. We also appreciate all communication on a regular basis through notes, email, letters or phone calls. We understand that we are only one part of the team and we look forward to your feedback. Please make sure that if you need translation in a preferred language that you inform your child's teacher. (See Translation Services) (NAEYC 4A.1, 4E.4)

## ATTENDANCE PROCEDURES

(parent contract to be signed)

As a preschooler, your child is being introduced to school for the very first time. We want this experience to be a rewarding and fun learning experience. We also want to build outstanding school attendance routines. Along with building these routines, when your child attends school regularly, they benefit greatly from socialization with friends, and the repetition of learning in order to master many skills in preparation for kindergarten.

For preschool, our procedures will follow the Bristol Board of Education Attendance/Truancy Policy that states: "Truant" shall mean a child enrolled in kindergarten through graduation from high school, inclusive who has: Four unexcused absences in any one month or Ten unexcused absences in one school year.

An excused absence is an absence from a regularly scheduled school day for:

1. Reasons of health, including illness, incapacity or doctor's visits. The district reserves the right to request appropriate certification of illness from the student's physician;
2. Religious observance;
3. Court appearance;
4. Funeral of an immediate family member;
5. Approved school field trips; and
6. Suspension or expulsion.
7. Other circumstances discussed with the principal or designee.

Unexcused absences are defined as absences from an entire school day not covered above and will be determined by the school principal or designee. Questions regarding excused versus unexcused absences

should be discussed with the school principal or designee. If you have a problem that might prevent your child from regular attendance, please speak with your building principal or designee to work collaboratively to solve the problem. While we will try to work with you during extenuating circumstances, for the program to be successful, strong attendance is essential! We have a limited number of slots available and need to know that when a student enrolls, the parent makes a commitment to having their child attend every day unless they are ill. Students who are repeatedly truant will be asked to leave the program. At that time, a child on the wait-list will be added to the class.

## BIRTHDAYS AND SPECIAL OCCASIONS

We love to celebrate your child and recognize their special day! We do not allow outside food to be brought in due to allergies in the classrooms. Instead the teacher will recognize your child during class time on their birthday. Parents should inform teachers if there are any concerns regarding religious beliefs that would preclude a child from participating.

## BUS TRANSPORTATION STUDENT TRANSPORTATION COMPANY:

### **First Student 860-584-2225**

Transportation is available for children who require transportation as a related service through an IEP (Individualized Education Plan) and for children attending the **four-year-old programs**. Regular education transportation must be to and from a home or daycare within the City of Bristol district. Please submit all transportation requests through the School Readiness Office.

In order to ensure the safety of all children the following procedures are followed regarding transportation:

**Families participating in the bus program should be aware of the following procedures.** (NAEYC 10D.9)

1. The safety of all children is of prime importance to us. Behavior that is dangerous to any child or the driver is not acceptable. An adult must walk the child onto the bus and strap their seatbelt securely. Children are expected to stay buckled in their seat, use an appropriate voice, and respect the rights of other children. Bus reports will be filed for each infraction and the parent will be notified. Every effort will be made by the school to work with the child and the bus company to rectify the problem. If, however, any child receives more than three reports, the child will be suspended from the bus for one or more days depending on the circumstances. If further incidents occur, it may be necessary to remove the child from the bus indefinitely. The student is still encouraged to attend the preschool program, but transportation must be provided by the parent.

2. The Bristol Board of Education Contracts First Student Bus Company for our preschool transports needs. If you have any questions regarding the approximate time your child will be picked up or dropped off, you may call them directly at 860 584-2225.
3. If your child will not be riding the bus on a regularly scheduled day, please call First Student at 860-584-2225 to cancel transportation for that day.
4. It is very important that families provide updated emergency contact numbers. This should be someone who is familiar with your child and available during school hours.
5. Upon the bus's arrival at the school, either the teacher or a paraprofessional will board the bus to help unload and escort the children to the classroom.
6. When your child is brought home, a parent or another designated adult responsible for your child must board the bus and remove your child from the bus. No child will be released from the bus without a predesignated adult present.

## CHILD ASSESSMENT

We will be observing your child throughout the year, in their natural play setting, to assess their development: physically, emotionally, socially, cognitively, and creatively. Assessment of children is an ongoing process within our preschool day. Staff is formally and informally assessing children's skills in order to plan goals and objectives with lesson plans. We have a Preschool Child Profile (report card) that mirrors the CT Preschool Assessment Framework: Performance Standards and Benchmarks. **We have revised our curriculum and assessment profile (report card) using the new CT Early Learning and Development Standards.** (NAEYC 4A.2)

The purposes of the Framework are to:

1. observe and monitor each child's progress related to curricular goals and performance standards;
2. support curriculum development and planning that promote children's learning and development by teachers and families;
3. organize and mutually share information between families and program staff members; and
4. share information with receiving teachers and to support effective transitions, especially as your child moves to Kindergarten.

Several times a year we administer universal screenings with our common assessments. Results will be discussed with you at your child's parent teacher conferences in October and March and reports will be sent home in June.

We will conduct the universal screening for three purposes:

1. to assess our program to ensure that all children are learning;

2. to assess individual children to ensure individual learning; and
3. make sure that we identify appropriate strategies needed for each child.

The staff uses frequent observations of skill development and common assessments created by the district preschool data teams that include Letter Identification and Concepts about Print. District common assessments are conducted in the spring of the year for three-year-old children and in the winter and spring for four-year-old children. We ensure that children are assessed in ways that will support their growth both developmentally and experientially and be culturally responsive to their individual needs.

## CLOTHING

Please dress your child in comfortable clothing that is appropriate for play. It is important to provide your child with outerwear that is weather appropriate. We go outside on a daily basis unless it is raining or below 20 degrees. **Please be sure your child has a hat, mittens and boots (if appropriate).**

## COLLABORATION with OTHER COMMUNITY SERVICES

The Bristol Public Schools Supervisor of Early Childhood and Principals work with other community providers on the School Readiness Council and providers within the community to ensure that families have an opportunity to access all available services to meet their preschool needs. The Bristol Public School website posts community services and information available to families, such as United Way, Head Start, Husky, and WIC as well as applications and links to other School Readiness school sites. If written referrals are required, staff including school nurses and psychologists, will meet individually with families to obtain written permission using the Bristol Public School Release of Information form. If additional programs or services are needed a case manager, usually your child’s teacher, will coordinate services so as to avoid duplication.

The Bristol Public School Special Education Staff provides training, information and technical assistance to the School Readiness Staff within our schools and other community School Readiness providers. We support teachers who work with children to develop school readiness skills, further special education training and increase early intervention strategies.

## COMMUNITY AGENCIES PROVIDE SERVICES

Bristol Board of Education	Bristol Hospital
Bristol Head Start	Community Churches

Family Resource Centers	Family Services of Central CT
Care4Kids-State of Connecticut Child Care Assistance Program	
Bristol Public Library	Boys & Girls Club and Family Center of Bristol
Bristol Youth Services	CT Husky-Health Insurance
Bristol Housing Authority	American Red Cross
Christian Fellowship Center	WIC
Salvation Army	Wheeler Clinic

(ALSO SEE PAGES 38-52)

## COMMUNITY PLAYGROUPS

South Side, Greene Hills and West Bristol schools provide community play groups for parents and children ages 0-5. These play groups help families connect to other families in your community. Participants engage in interactive literacy and numeracy play activities. Participating as a family provides access to social interactions outside of the home. Children need these types of informal play activities directed by trained parent educators to learn how to interact and meet with new friends. As play skills develop, language and social behavioral skills develop. Call the school offices for more information.

## CONFLICT RESOLUTION

### *Student Conflict*

Bristol Public School’s approach to discipline and conflict resolution is grounded in respect for children, the development of self-esteem and the building of problem-solving skills. Using positive guidance and direction, as well as Second Step Curriculum teachers help children understand the limits of appropriate behavior in a classroom setting. In solving interpersonal conflicts, teachers guide children in recognizing each other’s needs and point of view and in coming up with acceptable, workable ideas to solve the problem. It is important to give children opportunities to problem solve on their own. By jumping in too soon, we teach children to rely more on adult authority than their own resourcefulness in solving problems. Peer Problem Solving is used to encourage children to settle disputes with peers by using the following technique.

- The teacher will approach the children calmly, stopping any hurtful actions.



- The teacher will place themselves between the children, on their level. A calm voice and gentle touch will be used.
- The teacher will remain neutral, rather than taking sides.
- The children's feelings will be acknowledged. If the conflict is over an object, the children will be told the teacher will hold the object until the conflict is resolved.
- The teacher will then gather information. ("What's the problem?")
- The teacher will restate the problem. ("So the problem is...")
- The children will be asked to think of possible solutions, and choose one together. ("What can we do to solve this problem?")
- The teacher will give follow up support and praise and keep in close proximity to the children. ("You solved the problem!")
- The goal is to help your child develop the skills to be a successful negotiator and rely on pro-social means of resolving his/her conflicts.

### *Parent/Teacher Conflict Resolution*

In the occurrence of a parent/teacher or school staff conflict, we suggest the following procedures take place.

- The parties involved should schedule a parent teacher conference to take place within a reasonable time frame.
  - Brainstorm problem resolution
  - Discuss differences and approach with empathy
- Create an action plan
- If differences cannot be resolved contact the school principal and the Supervisor of Early Childhood for next appropriate steps.

## CURRICULUM

Our current curriculum consists of utilizing tools provided by the State Department of Education, such as the crosswalk to CCSS, CT ELDS, DOTS as well as resources such as Big Day for Pre-K, and Second Step. Common Formative Assessments are created by the preschool Data Team to target kindergarten readiness skills. We work closely with math and ELA coaches to ensure our students' high level instruction.

All opportunities provided for our children are child-centered and focus on developmentally appropriate play activities for school success toward pre-readiness skills. The following published programs, books and assessments help guide our teachers to plan developmentally appropriate lessons: The CT Early Learning Experience Plan, Teacher Created Materials Publishing, Bridges in Mathematics, Handwriting without Tears, Second Steps, Houghton Mifflin and Foundations. We have developed Bristol district wide Pre-K Common Assessments that focus on assessing the readiness of our children in identification of letters, names, sounds

and words; and Concepts about Print, which assesses a child's ability to understand the use of print in their environment; and numeracy assessments. We understand and use the continuous cycle of intentional teaching, comprised of planning experiences to support our children's development. We gather information about how they are progressing in the natural setting and through formal assessment. We adjust our teaching to support continued growth based on each individual child's progress. Our screening tool for children in our three-year-old program is aligned with the Connecticut Early Learning Development Standards and the Battelle Developmental Inventory II.

## DAILY CLASSROOM ROUTINE

### CIRCLE:

Opening circle provides a time for greeting and discussing the events for that day. Often movement, music, and finger play activities are included at this time. Closing circle provides the opportunity to review the day and say good-bye.

### PLANNING:

This is a very important part of our preschool day. Children are allowed the opportunity to select the center in which they wish to participate and are encouraged to verbalize, when appropriate, what it is they want to do in that center.

### CENTERS:

This is where the children do their most important work of the day – play. Children learn through their play. There are a variety of centers from which the child can choose, including dramatic play, music, art, blocks, table toys, writing, reading, science and sensory. At the end of center time, the children learn to pick up their toys.

### REVIEW:

At some time after centers, the children are given an opportunity to share their experiences with their peers. They may talk about what they did, provide a demonstration, or share a finished product.

### SMALL GROUP:

Children are divided into small groups to work on specific theme-related activities. These might include art projects, cooking, fine motor tasks such as bead stringing, number concepts, or other readiness activities.

### SNACK:

The children spend time with a nutritional snack daily. We serve this snack family style to encourage conversations and independence for adaptive skills. During this time language and social skills are encouraged and reinforced. We participate in the National School Lunch Program, Special Milk Program (Appendix B) for preschoolers to choose white milk with their snack. Water is provided for children as well.

### OUTDOOR PLAY:

Children will have an opportunity to play outside for approximately 30 minutes of gross motor time daily, inside and outside weather permitting. Children must be dressed appropriately, particularly during the winter months.

TRANSITIONS:

During transitions between activities, children are always learning and expanding their learning through conversations with teachers and peers. We take every moment to develop our preschool skills. For example, while waiting to wash hands children are still singing, counting or engaged with their peers.

Throughout all of these activities, children are treated as individuals and are presented with tasks that are developmentally appropriate for their needs. They are encouraged to problem solve with the adult as needed to facilitate.

## DISCIPLINE

(BOE POLICY) (Also see [CONFLICT RESOLUTION](#)) Our programs use positive social approaches to discipline. We redirect, teach replacement behaviors and use developmentally appropriate prevention techniques. We build upon the child’s current social emotional skills to increase critical social and emotional skills when challenging behaviors occur. We collaborate with families to promote children’s healthy social emotional development in order to carry over techniques and strategies into the home. Our staff/parents have access to consultants, school psychologists, and special education teachers to work through issues that may be of concern. We screen for social emotional factors that may lead to later school age problems and work with families to teach new behaviors in both the home and school. We will never remove a child from a learning environment unless the child is causing harm to him/herself or others. All staff are trained in physical management techniques but will not restrain or seclude a child unless there is imminent danger.

### BOE DISCIPLINE POLICY

#### Students Discipline

##### Physical Exercise and Discipline of Students

The Bristol Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

##### 1. Loss of Recess as Disciplinary Consequence

Except as provided below, school employees may NOT prevent a student in elementary school from participating in recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted

each day (at least 20 minutes) to physical exercise in the District's elementary schools. Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administration prior to the imposition of the discipline. Such approval may be granted for safety reasons, as a last resort before in-school suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective. Parents must be notified if students are kept from participating in recess. This restriction shall not apply to students who are receiving in-school suspension.

#### 2. Physical Activity as Punishment

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

#### 3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise during wellness instruction as a form of discipline.

### Policy 5144.4(b)

#### Students Discipline

##### Physical Exercise and Discipline of Students

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy. Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board. (cf. 6142.101 - Wellness)

Legal Reference: Connecticut General Statutes

## EARLY CHILDHOOD PROGRAM GOALS

Children will:

- ❖ develop a positive self-image which is reflected by independence, self-discipline, confidence, responsibility, and appropriate interactions in a variety of settings;
- ❖ learn in a child-centered, naturalistic, and experiential environment; through spontaneity and curiosity, which will assist in the development of all the child's social and emotional health;
- ❖ be encouraged to reach their potential in all areas of development, including health, physical ability, cognition, social and communication skills, through adult support in a happy and safe environment;
- ❖ have the opportunity for choices, creativity, and enjoyment of learning which will create a climate of confidence for present and future learning efforts and overall development;
- ❖ expand and transfer school readiness skills between school and home through parent involvement and enhance the sense of dignity and self-worth within the child and family.

## EARLY INTERVENTION REQUESTS

We consider our School Readiness program to be an early intervention program. Our commitment to serve children who may need extra support prior to referring to special education is one component of our program. If your child continues to lack progress, and early intervention services from public school certified staff is required, our program teacher has the capacity to collaborate with school staff to discuss and implement strategies to assist your child. You as a parent will be an integral part of this team. A variety of related service providers are available to the teacher for consultation purposes for students in need. If early intervention services are requested, parents are required to give consent and sign our Early Intervention Form ([Appendix C](#)). This process allows school staff to assist the teacher and to implement strategies that may assist your child. We will make every attempt to work with your child in his/her classroom in the least restrictive environment. If after tracking progress over a period of time, staff and parents feel that progress is not satisfactory, a referral to special education will be made at that time. Parents will attend a Pupil and Placement Team (PPT) meeting to discuss the referral and decisions will be made to request further assessments with written parent consent. At any time during this process, parents have the right to request a Pupil and Placement Team (PPT) meeting to discuss their concerns for their child's progress.

The Supervisor of Early Childhood supervises all Bristol Public School Preschool Programs and Special Education Services. Our School Readiness Programs are unique in the nature of our location in the public schools with complete access to all resources and support of the Bristol Public Schools. Our program collaborates with all the Bristol Public School Programs:

1. Early Childhood Pre-K Programs for four and three year olds;
2. Early Childhood Learning Center for children with disabilities and their Community Peers;
3. Bristol Public Schools Itinerant Speech Program;
4. Preschool Evaluation Team; as well as
5. All community providers, as well as all School Readiness Collaborative Agencies.

## EARLY RELEASE

(INCLEMENT WEATHER)

A.M. – Released at 11:40 a.m.

P.M. – **CANCELED – NO PM CLASS**

## EMERGENCY COMMUNICATION

In the event of an emergency, school closing or delay check the district website at [www.bristol.k12.ct.us](http://www.bristol.k12.ct.us). You can also obtain cancellation information by going to the following sources: Television (Channel 3, 8, 30, or 61) and Radio (WTIC1080 AM).

## EMERGENCY DRILLS

Children will practice keeping safe in case of fire, weather problems or other emergencies on a regular basis. These drills are known as fire, lockdown, shelter in place or evacuation drills.

## EMERGENCY EVACUATIONS

In an emergency necessitating evacuation of the building, the procedure to be followed will be the normal fire drill procedure. However, there may be situations where the normal evacuation procedure is not safe. In this case, once outside the children and staff will go and stay in designated areas at least 100 yards away from the building until given further instructions.

## EMERGENCY WEATHER INFORMATION:

The Edgewood Pre-Kindergarten Academy follows the same schedule as the Bristol Public Schools. In the case of delayed openings or school cancellations, the announcement will be heard on WTIC AM, WTIC FM, WDRC, WRCQ, WPOP, and WKSS.

## FAMILY BULLETIN BOARD

The Family Bulletin Board is an important communications tool in our Early Childhood Program. It is used to display School Readiness Minutes, newspaper and magazine articles, certificates, messages and information directed to the families, related to community services. (Information also located in these manual pages 34-46) Other important information such as flyers, memos, announcements, permission slips may be found in all our school offices.

## FAMILY LITERACY PROGRAMS

Several **opportunities** are available within the Bristol community **to increase literacy** achievement within families and **to raise awareness about literacy and improving** mental health for families. Listed below are some of the programs: (links provided on each heading)

[Adult Education](#): Catalogs are available online and preschool and elementary students bring the catalog home to their families the first week of school. You can pick up your copy at: Bristol Library, Town Hall, Post Office, Family Center, Bristol Adult Education, BOE, and Manross Library.

[Bristol Library](#): Interactive Literacy Programs are offered by the library for all families and age groups throughout adulthood.

[School Readiness Council](#): supports the Family Literacy Program, which is held three times a year usually held on Saturdays at the Main library: Please check on the Bristol Public School

website for more information. Notices are sent home and school offices post this information as well.

## FAMILY RESOURCE CENTERS

[Family Resource Centers](#) are located in South Side, Greene-Hills and West Bristol Schools. The following FREE programs are offered for families with children birth to age five.

- Weekly Play and Learn Groups for Licensed Home Day Care Providers and their children.
- Support and Education for Licensed Home Day Care Providers.
- Parents as Teachers Home Visiting.
- Ages and Stages Developmental Screenings (see below)
- Reading is Fundamental/Road to Reading Programs.
- Resource and Referral.
- Kith and Kin Support.
- Book Share Club Leadership Program.
- People Empowering People Group.
- Raising Readers Group.
- Before and After School Support
- Preschool Education and Support.
- School enrichment programs
- Dads and Donuts
- Moms and Munchkins

**South Side School Schedule:** Monday: 9:30 am to 10:45 - Play and Learn Group  
Tuesday: Ages and Stages Developmental Screenings  
Thursday: 9:30 am - 10:45 am - Helping Hands for Home Day Care Providers

## FIELD TRIPS

Field trips are planned during the school year related to our curriculum. Please complete the attached “Educational Field Trip Authorization”. The majority of our “field trips” are planned for onsite. We participate with local community multicultural programs such as the Imagination Museum, the Barnes Nature Center and our local libraries.

## FINANCIAL ASSISTANCE

Decisions to reduce any tuition owed by a family will be made on a case-by-case basis. To ensure that requests to reduce payment amounts are documented, each family who desires a reduction of any amount must complete the [Confidential Financial Hardship Application](#) and submit the completed worksheet to the Bristol Early Childhood Center. The information on this worksheet will be reviewed by the Hardship Committee. The committee will meet monthly to determine the appropriateness of reducing tuition payments. If tuition reduction is granted, a new letter of

agreement will be signed by both parties. The committee will review the reduced tuition 3 times yearly to assess continued eligibility.

## FIRE DRILLS AND EMERGENCY PREPAREDNESS

Fire drills are held at regular intervals as required by state law. Children must follow their teacher who will follow the exit directions posted in each classroom.

The signal for a fire drill is a constant blast on a special horn. When the alarm sounds, children are to proceed with their teacher along the posted exit routes in a quick, quiet, and calm manner. Children and teachers will not return to the building until the return signal is given. (6114.1)

## FREQUENTLY ASKED QUESTIONS from Burlington Bristol Health District

### When should I keep my child home from school?

- When child complains of being sick.
- Symptoms such as sore throat, head cold, diarrhea, vomiting, fever greater than 100 degrees F within last 24 hours.
- If child had dose of Tylenol or Ibuprofen in morning. Medication will wear off and fever will return.
- More difficult situation when child complains of being sick in morning, but does not appear to have symptoms. Use your best judgment in those situations.

Below is the list of COVID-19 symptoms for which everyone should monitor in their family members:

- Fever (100.4° Fahrenheit or higher)
- Chills or shaking chills
- Uncontrolled new cough (not due to other known cause, such as a chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell

### When are students sent home from school?

- Fever of 100 degrees or higher.
- A complaint of severe nausea, vomiting, stomach aches, headache, or sore throat, and appears to be sick.
- Presence of head lice, head lice nits, or conjunctivitis (pink eye).
- Infectious diseases such as chickenpox and impetigo.

### When will students not be sent home?

- A complaint of nausea, stomach aches, headache or sore throat, but who do not act sick when lying down in Health Room (playful, talkative and active).



*When my child has been home sick, when can they return to school?*

- Once symptoms have stopped and they are fever free (temperature less than 100-degree F) for 24 hours.
- If child has a fever in evening/night before, please do not send child to school in morning even if fever is down first thing in morning. Often early morning temperatures are a degree or two lower than afternoon temperatures.

*When will I be called by the school health room staff?*

- If child is sick (vomiting, diarrhea, temperature over 100-degree F), has head lice, or a problem such as a rash not previously identified that was brought to the attention of Health Room staff.
- For injuries of significance (small scrapes will be treated without calling), any changes in known health conditions, and any health conditions not responding as expected to medications/treatments provided in Health Room.
- If Health Room staff is worried about a behavior or behavior change.

*When reporting my child is sick, what should I report to school?*

- Let school staff know what is wrong with child.
- Try to be as specific as possible.
- Example: let school health staff know if he/she has fever, diarrhea, or head cold.
- When a physician diagnoses a contagious illness such as strep throat, mononucleosis, meningitis, Shigella, ringworm, scabies, influenza, or any childhood disease such as chickenpox or Fifth's disease.
- When the child is admitted to a hospital.

*When my child has had head lice, when can they return to school?*

- When your child has been treated with an anti-lice product such as RID or NIX and all lice and nits (eggs) have been removed from their head.
- Re-checks will be done by Health Room staff before your child is allowed to return to school. For more information about elimination of head lice, contact Health Room staff.

If you have *any questions* regarding your child's health, please contact our school nurse, directly in the health room at 860-584-7828 x 411126. Our school nurse has an abundant amount of information that may be specific to your child's needs, such as allergy related materials, dental, vision and hearing screenings, immunizations information, insurance and nutritional information. You may also contact the Bristol-Burlington Health District at 860 584- 7682 or [www.bbhd.org](http://www.bbhd.org). They are open to the public Monday through Friday from 8:30 a.m. to 4:30 p.m. and are located at 240 Stafford Avenue, Bristol, CT. (Appendix G) Flyer attached.

## HANDWASHING

Families and/or staff are expected to assist and supervise children in washing their hands upon entering the School Readiness Preschool classroom, after using the bathroom, before eating or preparing food, before and after first aid procedures, after wiping their nose, when soiled from activities, and before and after sand and water play. Staff will monitor and supervise the handwashing schedule and procedures, using prompts and handwashing songs as needed: (NAEYC 5A.19)

1. Wet Hands under warm water.
2. Apply soap from liquid dispenser and rub hands together for approximately 20 seconds, spreading soap between fingers, under fingernails, and up to wrists.
3. Rinse well under warm water.
4. Turn off water using paper towel.
5. Dry hands thoroughly with paper towel and dispose of towel in garbage.

## HEALTH NUTRITION / INFORMATION SERVICES

The school nurse is always available to answer any health related questions that you may have. We provide to parents an informational session before children start our preschool program. The school nurse will cover topics such as the school requirements, immunizations, health and nutrition questions, resources available to parents and general school related procedures. We ask that parents provide us with health and nutritional information on our application.

We offer breakfast for our students attending the AM session and lunch for our students attending the PM session through the **National School Lunch Program – School Milk Program** for half-day preschool children.

Our preschool program participates in “Healthy Kids Week” during the month of April. We look forward to your participation in this fun week and celebrating healthy nutritious choices. We utilize the CT State Department Public Health “Captain 5-A- Day Program which provides our teachers with “healthy choices” / nutrition educational resources.

## HEALTH SERVICES and REGULATIONS

Families are required by the State of Connecticut Department of Education to have a complete and current health history on file. We provide parents with the **State of CT Early Childhood Health Assessment Form (yellow for Pre-K)** to be used in conjunction with our registration process.

An emergency number must be provided and should be kept current.

### Pre-Kindergarten and Kindergarten requirements:

- Any three- or four-year-old entering pre-kindergarten for the first time is required to have a health assessment dated after September 1 of previous year.

- Any student entering kindergarten for the first time is required to have a health assessment dated after September 1 of the previous year.
- Physical must be dated after the fourth birthday.

A current health form must be kept on file for each child in our program. This must be returned to the school, signed by your child's pediatrician and parent, before your child will be allowed to begin school. The school nurse will keep this record in a confidential file.

The State of Connecticut Department of Education requires that all schools require parents to submit an up to date Health Assessment Record (blue for Kindergarten) from your child's physician. The school nurse will also assist you in making sure that your child has the correct immunizations as you are preparing to enter your child into Kindergarten.

Our school health staff conducts hearing screenings **pursuant to Early and Periodic Screening, Diagnosis and Treatment (EPSDT)**. We will make a referral to local pediatricians for vision screening. Our school nurse tracks your child's health related records in our Student Application Information System (Power School) as well as highlighting your child's health chart. If your child is in need of an immunization, our school nurse will assist all parents in staying current with deadlines. You will receive help and reminders to follow up with the necessary immunization deadlines. Physicians may also request to discuss information in the health report with the school nurse. **We will collaborate with agencies to assist you in screenings for dental, vision, or hearing as appropriate with your written permission.**

## HOMELESSNESS

Bristol Public School families who believe that they may be eligible for services or needs assistance may call Cecilia Garay, Homeless Grant Manager at 860 584-7070.

## HOMELESS STUDENTS

Employees of the Bristol Board of Education shall make reasonable efforts to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws.

Further, it is the policy of the Bristol Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district, are entitled to free school privileges.

Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:

1. Continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or

2. Provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian.

Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the district, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services and food and nutrition programs.

The Superintendent of Schools or designee shall refer identified homeless children under the age of eighteen who may reside within the school district, unless such children are emancipated minors, to the Connecticut Department of Children and Families.

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age:

1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.
2. Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.
3. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent.
4. Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student's school of origin in compliance with federal and state regulations.
5. Official school records policies and regulations shall be waived at the discretion of the Superintendent, in compliance with federal statutes.
6. The district shall make a reasonable effort to locate immunization records from information available. The District's liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education policy on immunizations.
7. Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.

The District's educational liaison for homeless children is the Director of Teaching & Learning.

Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for

the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

1. Continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or
2. Pay tuition to the district in which the temporary shelter is located.

The Superintendent shall develop regulations, to ensure compliance with applicable statutes in the implementation of this policy.

## HUSKY

As a School Readiness Provider we collect data pertaining to health insurance for all families. If you have any questions about who to call for health insurance, please contact the health room. Our school staff will assist you in making a referral to [HUSKY](#).

## IMMUNIZATIONS

**If you are unable to access a pediatrician or meet guidelines and need assistance for a free vaccination the Bristol Burlington Health District (BBHD) Vaccination Clinic is available to parents.**

BBHD Clinic hours: Mondays: 2:15-4:15 pm (except holidays)

If you are unable to attend the Monday clinic, an appointment may be scheduled with the public health nurse. Please contact the Bristol-Burlington Health District at 860 584-7682.

**Children Age 3 through 18 NO CHARGE** - Vaccines are paid for by the CT Public Health, "Vaccine for Children Program".

## INSURANCE

School medical insurance is made available to families through a specific program. Brochures are distributed to all students at the beginning of each year. While the program is not mandatory, we suggest that parents take advantage of the opportunity to provide adequate protection for their children while in school. Any such arrangement is contractual between the parent and insurance carriers, and the Bristol Public School.

## LATE PICK UP POLICY

To minimize the stress caused by late pickup on your child and the staff, please pick up your child on time. If you are unable to pick up your child on time, please notify the staff and arrange for

someone listed on the Pickup Authorization Form to come for your child. Children are to be picked up by an authorized adult at the time of dismissal or

- You must notify the teacher if your child will be picked up late in an emergency situation.
- If a child is picked up late or if the child is returned from the bus 15 minutes past closing time, the emergency names you provided will be contacted and asked to pick up your child.
- If we are unable to contact the parents or the people authorized to pick up your child or no one has come for your child within thirty minutes of closing, the staff will contact the Police and the Department of Children and Families.
- If your child is picked up late or returned by the bus more than three times, your child may be asked to leave our program.

## LEARNING EXPERIENCE PLANNING

Our staff uses the standards and benchmarks when planning lessons daily. The standards are performance based and will show you where your child is functioning along the continuum of development in the following areas: personal/social, physical, cognitive, and creative expression. This framework incorporates the developmental variances or steps that naturally occur in children. We also follow the State Department of Education's guidance to create:

“Learning Experience Plans: The term ‘Learning Experience Plan’ will take the place of the previous ‘lesson plan’ terminology when referring to School Readiness lesson planning. A Learning Experience Plan describes both the learning expectations for children as well as the teaching strategies that support all children across varying levels of development and the setting in which the experiences are planned to occur.”

- School Readiness Pre-K staff are required to follow the CT State Department of Education guidance for “Learning Experience Plans” to include:

A combination of documents that indicate:

- a daily schedule with estimated time allotments;
- description of learning centers available in the classroom;
- child interests;
- learning standards and specific benchmarks;
- experiences connected to standards and benchmarks;
- approaches to instruction (e.g., facilitated play, small group, large group, individual);
- an early literacy plan, including consideration of dual language learners
- evidence of strategies for individualization/differentiation;
- evidence of promoting higher order thinking (Bloom's Taxonomy);
- a plan for assessment processes; o family engagement; and
- staff reflections that have informed the plan 2/2011 CT SDE guidance

## LOCKDOWN PROCEDURES

In the event of a dangerous situation there may be the need to secure the school building. Staff will be notified by the onsite school principal and children will be expected to follow staff directions. The lock down procedure is practiced during the school year.

## MEDICATION AUTHORIZATION FORMS

Under normal circumstances, no medicine is to be administered to children by the staff. If, however, there are unusual circumstances because of a child's health related needs, treatment by the school nurse will be considered with written permission from the child's doctor and parent signed consent. A "[medication administration form](#)" is available in the school health room. *(NAEYC 5A.16, 5A.20)*

## NON-DISCRIMINATION POLICY STATEMENT

The Bristol Board of Education prohibits harassment and discrimination in educational programs, services, or employment on the basis of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry, sexual orientation, or past or present physical or mental disability in accordance with Titles VI, VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1973, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991, and appropriate State laws.

## OPEN DOOR POLICY

Our doors are always open to you, and we look forward to seeing you not only at regularly scheduled conferences but also during your visits to share in and observe our school day. We strongly advise parents to volunteer to be present in our classroom activities. We schedule parents daily as parent helpers. Please contact your child's teacher to inform her of your availability to visit and share some of your time within our programs. All parents /visitors must have a state issued photo ID in order to go through the security system and check in at the school's main office.

## ORAL HEALTH SERVICES

Preschool children are not eligible for the Bristol School Dental Program. It is for children in K - Grade 5 (Appendix H); flyer attached. For more details or to answer any questions related to oral health visit the [BBHD website](#) or call 860 584-7682. Our school nurse will refer families to local dentistry agencies/oral health physicians, for screenings as necessary.

## PARENT INVOLVEMENT

Your child will succeed best when home and school have a strong partnership based on communications and interactions. We urge you to support and encourage your child by placing a

high priority on education and to make the most of the educational opportunities available. Parents who demonstrate an interest in educational activities are the best role models for their children. Parents/guardians should become familiar with all of the school activities and the district's educational programs. Activities that we strongly encourage are: attendance at parent-teacher conferences, participation in the school based PTA/PTO, participation in the School Readiness Parent Advisory Team helping to inform decisions, volunteering, becoming involved in the district Family Resource Centers' Parent Education Programs, Community Libraries, and Community Parks and Recreation Activities. For more information about our parent groups/activities please call our school office.

## PARENT TEACHER CONFERENCES

We will report children's progress through our parent/teacher conferences, usually in October and March following the Bristol Public Schools Parent Teacher Conference Schedule set by the Board of Education.

Report cards are sent home/given to parents three times per year in December, March and June. We encourage parents to set up appointments at any time to review progress or answer any questions or concerns. If additional conferences are needed, parents may schedule with their child's teacher. If teachers have a concern about a specific child's performance in any of the preschool domains, they will discuss this concern with parents and supervisor of the program and continue to work on specific skill acquisition with the support and collaboration of the family.

All report card information concerning individual children is always kept confidential including records which are kept on file in a confidential cabinet, conversations, and observation formats which are logged through a folder system with a closed cover for each child.

## PARENTAL INPUT - ASSESSMENT

Parents will have an opportunity to be involved in sharing their observations of child growth with us. We are a collaborative team in assessing your child. Some children present skills at home but may not present those same skills at school. We invite parents to share observations with us in reference to skills that may be shown inconsistently at home and school to better understand your child's progress. Those skills that occur at home may be just emerging with us in school.

Observations will be documented through notes, journal entries, photographs, and work samples that are shared with parents, displayed in the classroom, and included in children's developmental portfolios. Your observations as parents are part of your child's portfolio.

In addition, we may also use the Devereux Early Childhood Assessment (DECA) to assess the social and emotional development of our preschool students. The DECA is a strength-based, primary prevention program designed to foster healthy social and emotional development in preschoolers. The DECA program facilitates parent-professional collaboration, promotes quality early care and educational programs, and focuses on "within child protective factors."



## PHILOSOPHY

We believe that the children who attend our preschool program benefit from a comprehensive, interdisciplinary early childhood program, which focuses on and encourages self-confidence in the young child.

We believe that the children who attend our program are to be active learners who learn best from activities they plan and carry out themselves. In order to create a setting in which children can become active learners, we establish a consistent daily routine that varies only when children have advance notice of any changes. We provide children with a learning environment and the varied experiences that will help them develop socially, intellectually, physically, and emotionally in a manner appropriate for their age and stage of development.

We believe that continued collaboration between school and home provides for a better understanding of a child's cultural background, and increased knowledge of the child's educational goals, development, and activities which are shared between home and school.

We believe that our program provides a supportive environment for all children and families. Parent involvement is a vital part of our program. Parents are the most significant adults in a child's life. We work to create mutual respect between parents and staff resulting in a partnership for the benefit of the child. We have an open door policy. You are welcome to drop in and participate in your child's learning experience.

### **We reach for excellence while working to uphold the following National Association for the Education of Young Children (NAEYC) standards:**

- Promote positive relationships for all children and adults to encourage each child's sense of individual worth.
- Implement a curriculum that fosters all areas of child development: cognitive, emotional, language, physical, and social.
- Provide families language interpreters through the enrollment, orientation process, and on-going activities, to develop positive relationships.
- Use developmentally, culturally, and linguistically appropriate effective teaching approaches.
- Provide ongoing assessments of a child's learning and development, and communicate the child's progress to the family.
- Promote the nutrition and health of children and protect children and staff from injury and illness.
- Employ a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development, and to support families' diverse needs and interests.
- Establish and maintain collaborative relationships with each child's family.
- Establish relationships with and use the resources of the community to support the achievement of program goals.
- Provide a safe and healthy physical environment at all times. Implement strong personnel, fiscal, and program management policies so that all children, families, and staff have high-quality experiences.

## PLAYGROUND SAFETY

School Readiness regulations require 75 square feet of outside play spaces for our children. Staff monitor that the surfaces are current to NAEYC standards and report any safety hazards to the Supervisor of Early Childhood. The playground is inspected and provided certification of safety for our children. *(NAEYC criterion 9.B./9.B07)*

## PRESCHOOL EVALUATION TEAM

Diagnostic evaluation of children's development is made through a referral to the Bristol Public School's Preschool Evaluation Team, and state and community agencies when written consent is provided by the parent (guardian) to do so. Staff will cooperate with agencies for requests for documentation and access for assessment purposes with written permission from the child's parent. [Appendix C](#)

## PROFESSIONAL DEVELOPMENT and CERTIFICATION of STAFF

All of our teachers are certified with at least a Bachelor's Degree in the Early Childhood field with a requirement to obtain their Master's Degree within seven years from their start date. All of our certified staff members have current certification from the State Department of Education. Staff members are required to attend two full six hour days of professional development related to early literacy skill development, data driven decision making, and cultural and linguistic diversity prior to the beginning of our scheduled opening in August. All of our teacher aides may attend the same training at the beginning of each school year. All staff members are trained every year by a certified trainer of Physical Management Associates in the area of physical / psychological management training. Appendix D

Additionally, teachers are allotted two full days of paid professional development in the area of early childhood to advance their professional growth.

Bristol Public Schools strongly believe that teacher professional development and growth impacts our staffs' ability to provide a top quality educational program for your child.

All staff is supervised by a primary administrator who supports each individual staff to develop, plan and execute professional growth. All plans follow the CT State Department of Education System for Educator Evaluator and Development (SEED) Model. Every Wednesday, staff is provided professional development time to collaborate with their peers on student and adult effective practices. Data is recorded and submitted to the supervisor for documentation and support.

### **Please see below the Board of Education Policy on Staff Professional Development:**

The Bristol Board of Education recognizes that staff must continually be active learners to meet new challenges, to stay abreast of developments, and to renew themselves in basis teacher-student and administrator-teacher relationships. To these ends, the Board of Education is committed to a planned, ongoing, and systematic professional staff development program that will maintain and

enrich knowledge and skills required by all teachers and all administrators to meet their professional needs.

All aspects of professional staff development will have as a primary objective training in administrative and instructional methods and specific techniques as they apply to the effective teaching of students with varying learning styles. The Board of Education's commitment includes financial support and making time available to plan, implement, conduct, and evaluate the various programs and activities of the district's professional staff development endeavors. (Staff is required to keep written plans on file.)

The Director of Professional Development will plan and conduct the district's professional staff development program in concert with representatives from the Board of Education, administration, teachers, and other appropriate school and community personnel. The Director of Professional Development will report annually to the Board of Education on the program with recommendations for changes as needed. **BOE Policy 4131**

## PROGRAM ASSESSMENT

In addition to our public school systems, which rely on standards from the state, our program utilizes a variety of program assessment tools to identify areas of strengths and areas to improve which include: NAEYC Self-Assessment and Self Study using the Family Survey, Teaching Staff Survey, Classroom Tour, and Classroom Observation. We also use the Early Childhood Environmental Rating Scale (ECERS-R) to measure environmental quality of our preschool programs. The ECERS-R assesses space and furnishings, personal care routines, language-reasoning activities, interaction, program structure and parents and staff. The School Readiness Program Quality Committee meets monthly to review and provide support and input to Early Childhood Education School Readiness providers with technical assistance in the development of action plans for program improvement when needed. These committee goals are to support and provide ongoing continuous quality improvement efforts, which have been identified through various forms of assessment tools, evaluations and surveys to ensure quality measures. All information gathered from these assessment vehicles are shared at School Readiness Meetings monthly. Monthly minutes of the meetings are shared with families on school bulletin boards and posted on the School Readiness Community website through efforts of Bristol Supervisor of Early Childhood to share with the public and community at large. Website is: <https://becc.bristol.k12.ct.us/>

## PROGRAM DESCRIPTION/SERVICES PROVIDED

The School Readiness Preschool Program provides kindergarten readiness services in a preschool environment to children who are age three on or before January 1 for the current school year (pre-k 3) and age four on or before January 1 for the current school year (pre-k 4). Staffing in each classroom consists of an early childhood teacher and a paraprofessional with no more than seventeen children per class. Our program follows the Bristol Public Schools calendar (Appendix A) and is in session for 10 months of the year. Classes are held five half days a week for two and a half hours daily. Sessions are only morning or afternoon, not both. See page 28 for specific details. The

preschool classes at the SCHOOL READINESS PRESCHOOL PROGRAM consist of children from our community with a varied background both economically and developmentally.

Our Preschool Evaluation Team often refers children, who may benefit from a preschool experience, to the School Readiness Programs. Children are only accepted following the enrollment procedures (located on page 28) and dependent on an open slot. This process allows children an **early intervention** opportunity in a general education environment with support from special education staff. Our Preschool Evaluation Team will continue to monitor the child’s developmental growth.

## PROGRAM ENROLLMENT POLICY / PROCEDURES

The Bristol Public Schools accepts 3 and 4-year-old children who reside in Bristol. We promote the enrollment of children from diverse racial, ethnic, and economic backgrounds. It is our goal to support all children who may need a quality preschool experience and might benefit from the supports that we provide. All parents are required to submit a preschool application, complete Board of Education registration, income verification for the family and a **School Readiness Letter of Agreement** indicating agreement with School Readiness policies for our preschool program. It is preferred that children be toilet trained, however we will accept a child who is in “pull ups” and already in process of toilet training. Parents must be willing to work collaboratively with school staff to train your child. We believe that between home and school any intervention is twice as effective if both environments are consistent with each other. Please see our vacancy policy referring to our wait list procedures.

## SCHOOL HOURS

### **Preschool Program of Operation**

<p>Monday, Tuesday, Thursday, Friday</p> <p>AM PreK 9:00-11:30 AM PM PreK 12:55-3:25 PM</p>	<p>Wednesday</p> <p>AM PreK 9:00-11:25 AM PM PreK 12:40-3:00 PM</p>
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Parents are expected to drop off and pick up their children at the time of arrival and dismissal.

Refer to School Times Appendix J page 32

## SICK CHILD PROCEDURES

### **PARENTS: PLEASE NOTIFY THE MAIN OFFICE WHEN YOUR CHILD IS ILL.**

If your child shows signs of illness, please keep him/her home. If your child has a cough or runny nose and is unable to blow his/her nose or cover his/her mouth, your child should not be sent to school.

**Parents should notify the school nurse if your child has been exposed to a contagious illness.**

**After running a fever, a child should be kept home for at least twenty-four hours.**

It is the parents' responsibility to notify the school and the bus company 860 584-2225 or 860 585-1883 if your child is going to be absent. Should a child exhibit symptoms of illness during the school day, your child will be isolated under staff supervision (sent to the school nurse) until a parent can be contacted and arrangements can be made for your child to be picked up. Parents are required to provide, in writing, at the start of the school year, the names and phone numbers of people authorized to pick up their child if we are unable to reach the parent. Any person not known to us previously and designated by the parents in writing to pick up their child will be asked to show picture identification before the child is released to them.

## SLIDING FEE SCALE

Parent/guardian fees will be calculated prior to enrollment using the current OEC School Readiness [Sliding Fee Scale](#). Two recent pay stubs from all working members of the family and any other documentation of additional family income will be used to determine the family income and fee.

Staff will review the fee calculation with the family and obtain a parent signature. The parent will receive a copy of the fee schedule form.

Payment is due on or before the first of the month with no other options available. Payments that are late by two months will result in the child losing his/her place in the preschool program. [Financial assistance](#) is available to those who qualify. Reminders to make payments should not be expected. Upon making restitution, parents may request in writing to be placed on the wait list and reapply.

Payments may be made online or by dropping off/ mailing a check or money order made payable to the Bristol BOE-Preschool with your child's name and school on the check. Drop off may be made to Edgewood Pre-Kindergarten Academy, 345 Mix Street, Bristol, CT 06010. Payments can also be mailed to the same address, attention School Readiness Office.

## SPECIAL EDUCATION SERVICES

All mandated services are provided for children who are eligible for special education services under the guidelines of speech and language impairment. Pupil Placement Team (PPT) members make decisions as to where services will be provided if either in the preschool classroom or in a resource room and are based on individual child needs. If children require direct services from a special education teacher other than consultation, services are determined by the PPT and are provided according to the IEP. All special education service providers are available resources for both parents and preschool teachers. They include speech and language pathologists, occupational therapists, physical therapists, school psychologists, and special education teachers.

## STUDENT RECORDS: CONFIDENTIALITY

Per the Family Educational Rights and Privacy Act (FERPA) Educational records will be kept for each student and will reflect the physical, emotional, social, and academic aspects of a student's development in the educational process.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance, and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. (Please see School Handbook for further information on release of records and parent rights to records.)

## SUPERVISION OF STUDENTS

ALL teachers are responsible for proper supervision of ALL students.

Staff will supervise primarily by sight. NAEYC 5.A.03, 10B.22

As per state law our preschool classrooms maintain a class ratio of 1:10. As children move through the centers/stations, or are toileting independently, staff may also supervise by sound but only for short intervals while frequently checking on children. It is expected that staff will be engaged with students during the school day for instructional purposes; either participating in dialogue with individual children, facilitating language interaction or recording anecdotal notes of observation of student activity for future planning.

## THEFT POLICY

The Bristol Public Schools is not responsible for any lost or stolen items. Please label all clothing and personal belongings.

## TOILETING

Preschool children may need help with buttons, snaps and zippers. It would be best to send your child to school in clothing that can be quickly and easily removed by your child independently. Children frequently need assistance in learning these self-help skills. If a child needs assistance in the area of toileting, we will notify the parent that their child needs assistance on these various self-help skills. It is our policy that an adult will only help a child in the presence of other individuals and at no time is one teacher alone with a child in these situations.

Bathroom / Toileting Procedures are as follows:

1. Bathrooms located in the classrooms will have an adult standing outside the slightly opened bathroom door.
2. If a child needs additional assistance, the adult supervising in the bathroom area will ask for assistance from another adult.

3. Parents will be encouraged to dress children appropriately. Please dress children in clothes that they can manage.
4. Parents are informed if the child lacks necessary self-help skills.
5. We encourage independent skills and allow the child to be self-sufficient.
6. Gloves will be used whenever we need to assist children.
7. If an accident occurs, the child will be changed in the bathroom, and if completely soiled your child will be taken to the nurse who will call home to speak with the parent.
8. Clothing will be placed in a plastic bag and sent home that day for laundering.
9. Bathrooms are cleaned and disinfected properly after any accident and on a daily basis.

## TOY POLICY

Please do not have your child bring in toys from home unless your child's classroom has scheduled a special event. Please be aware that bringing personal items are at your risk of loss or damage.

## TRANSITION PLAN

### **From The School Readiness Preschool Program for three year olds (3)**

#### **GOAL:**

To ensure that all preschool children have access to a preschool program as a four-year-old in the Bristol community:

In November, all parents will be given information and applications about screening opportunities at the BPS Preschool Learning Center for Community Peer slots. In February, parents will be given applications for Bristol Public Schools Early Childhood Preschools for four year olds and all other School Readiness Programs in the Bristol community.

Parents will be given information about all other Preschool opportunities in the Bristol community.

#### **When transitioning to kindergarten from our School Readiness Early Childhood Preschool:**

Each spring parents are given information about their child's district school. Dates of orientations, what to expect from kindergarten and when to register for their child's enrollment. Parents are encouraged to attend Family Nights at their child's kindergarten school in order to learn more about how they can help their child be ready for Kindergarten. Information about Transition to Kindergarten activities sponsored by the School Readiness Council, the Bristol Early Childhood Alliance and the Bristol Public Schools will be given to parents during the months prior to Kindergarten registration.

**School records will be forwarded to the district school office for Kindergarten. Children's data related to letter identification and your child's individual Kindergarten readiness profile will also be forwarded to district staff.**



Kindergarten staff and School Readiness Preschool staff offer a literacy night for parents and children entering Kindergarten. Information shared will be about getting your child ready for Kindergarten, and what to expect as a parent entering this process with your child.

All children/families who have individualized education plans (IEP) will be part of a planning and placement team (PPT) meeting to discuss their child's program with kindergarten staff and preschool staff to ensure a smooth and effective transition to K.

*All staff follow a protocol set up for transition to Kindergarten.*

**Transition to Kindergarten Folders:** This brightly colored folder is filled with information for parents and guardians to assist in the preparation for Kindergarten. Numerous suggestions and ideas are given to help better prepare children for Kindergarten.

- ❖ Letter from the Superintendent, Mayor and School Readiness Co-Chairs
- ❖ Parent booklets on School Readiness and Health
- ❖ My Alphabet Cards (used by Bristol Public Schools and offered electronically as well)
- ❖ Kindergarten transportation overview
- ❖ Activity Calendar for family to complete with child
- ❖ Bristol Burlington Health brochures
- ❖ The Content of this folder is available to view online at [makingbristolbetter.com](http://makingbristolbetter.com)

**Other activities include:**

**Fire Truck Ride Raffle:** Available for early registration only. A Kindergarten Student is taken to school on the first day by the Fire Department in a Fire Truck. One Parent or family member may accompany the student.

**Fire House Tour and T-Shirt ticket:** Every Kindergarten student is invited to take a tour of the Central Fire Station and will receive a T-shirt (while supplies last) that celebrates being a new Kindergarten student.

**Countdown to Kindergarten Community Event:** the Bristol Public Library and Imagine Nation Museum co-host a community event for new Kindergarten students. Kindergarten teachers, activities, and a bus ride are part of the event. Limited enrollment – you must register prior to event.

## TRANSLATION SERVICES

Families have the opportunity to participate in our program with an interpreter, if necessary, in order to assist with cultural dialect differences. If a family member needs interpretation, the school staff will request translation services through our Adult Education Department. Translation requests should be requested two weeks prior to a meeting. Please discuss your needs with your child's teacher so we are prepared to help.



## TRANSPORTATION

Bus transportation see page 10

### **For those children to be transported to and from school by parents:(5A.25, 10D.9)**

To ensure the safety of all children, we ask parents to follow these procedures:

1. Parents/Guardians dropping off or picking up a child must park in the front parking lot.  
  
Parents\Guardians must walk their child to the exterior classroom door on the side of the building or the front entrance of the school. Families must wait with the child until the teacher admits the children into the school safely. Parents/guardians wishing to enter the building must report to the main entrance and follow the proper sign in procedures.
2. Departure from School: Parents\Guardians should park in the front parking lot and wait for their child in the designated area. Teachers will dismiss children directly to the parent/guardian through the outside classroom door or the front door. Specific location information for your child's classroom will be shared by the teacher.
3. If your child is arriving late to school, please bring your child to the main school office and sign them in. The child's teacher or classroom aide will be called to the office to meet your child and escort them to the classroom.
4. If an emergency arises and you will be late in picking up your child, we ask that you either try to make other arrangements for the pick-up of your child or call the school office to inform staff of the situation.
5. When someone other than the parent/guardian is picking up your child, written permission is required from the parent/guardian in advance. In order for the child to be released to that person, she/he will need to present picture identification to office personnel.

## TUITION FOR PRESCHOOL AND SCHOOL READINESS POLICY

- All School Readiness and preschool programs run by Bristol Public Schools shall charge tuition fees. Fees are per child and not per family. Fees are calculated in accordance with the State of Connecticut Office of Early Childhood School Readiness sliding scale fee.
- Families must provide proof of income in the form of W2, or two consecutive pay stubs for each parent. Families that receive food stamps and or cash benefits from the State of Connecticut or unemployment benefits must provide appropriate documentation of said benefits.
- Families with "no income" will be reevaluated every three months. Fees will be assessed accordingly at that time.
- Families facing financial hardship may complete a hardship application for reduced tuition. Applications are located at the School Readiness Office (See page 20 Financial Assistance).
- All fees received from families are used to support the preschool programs.

- If a family does not pay their tuition, they are subject to loss of their preschool spot. If your child rides the bus, the bus will be canceled and school staff will be notified that your child can not return to school until you contact the School Readiness office.
- Parents/Guardians who fail to make 2 consecutive payments will be notified by mail that their child will be terminated from the program.
- Students that are participating in 100% remote learning will be given a discounted tuition rate.
- Bristol Board of Education staff that reside in Bristol will be granted an employee discount on tuition.

## PAYMENT

- Tuition payment is due on the 1st of each month.
- Parents or Guardians are responsible for ensuring payment is made on time.
- Fees are non-refundable for a student's absence (vacation, illness, snow days, etc.)
- Payment may be made online through our Procure billing system. Parents should download the app to access their child's account. The School Readiness office will provide you with a 4-digit pin number to access your account.
- Payments in the form of Check or Money Order may be mailed or hand delivered to the School Readiness Office or mailed to:

Edgewood PreKindergarten Academy

Attn: School Readiness Office

345 Mix Street

Bristol, CT 06010

## ADDITIONAL FEES

- Return Check Fee will be incurred based on the rate charged to the district.

## VACANCY, WAITING LIST POLICY

We are a public school non-mandated Early Childhood Education program. We require parents to submit an application. If space is not available, we will keep the application on file to fill vacant slots. The families may be contacted when an opening arises to check if the family is still interested in an opening in our program. We will refer parents to other community preschool programs as we collaborate with many preschool programs in the Bristol region.

## VISITORS

Parents and other visitors are welcome to visit Bristol Public Schools. All visitors must first report to the school office using their state issued photo ID and the Raptor System to sign in. A visitor's

badge must be worn during the length of the visit. Visits to individual classrooms during instructional time shall be permitted only with the principal's approval, and with advanced notice. Visits shall not be permitted if the duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

## WEEKLY NEWSLETTERS / CLASS NOTES COMMUNICATION / LITERACY

Please check your child's folder daily for notes and notices. Your child's backpack is our communication tool. Each child will also have their own folder labeled "keep at home" and "return to school". Each Monday look for weekly newsletters to give you advance notice of classroom happenings. Parents may choose to send notes to teachers about their child's night or weekend especially if you think it may impact your child during the day. Every day parents receive, from their teacher, personal notes describing your child's day. On this note you will find the title of the book read together and your child's center and play choices. Please use this interactive literacy tool to begin interacting with your child about his/her day!

## WHAT YOUR CHILD SHOULD BRING TO SCHOOL

Since accidents can happen, each child should bring an extra set of clothing. All clothing should be labeled with your child's first and last name and be an "easy on" and "easy off" variety. A regular size backpack is helpful for carrying other items and school/parent communications.

## COMMUNITY RESOURCES:



This is a list of local support services in areas surrounding Bristol. The following agencies provide support services to children, parents, and families for a variety of needs. Please contact them with your concerns.

### **BRISTOL FAMILY RESOURCE CENTERS:**

Director- Linda Rich, MSW	lindarich@bristolk12.org
Greene Hills School	860-584-7822 ext. 501143
South Side School Gail Zimmermann	860-584-7812 ext. 451143
West Bristol School	860-584-7815 ext. 202124

### **Adult Education: English as a Second Language (ESL):**

- Cubs Corner
- Preschool Education

### **South Side School:**

Playgroup Schedule:

- Monday: 9:30 am to 10:45 - Play and Learn Group
- Tuesday: Ages and Stages Developmental Screenings
- Wednesday: Raising Readers Parent Club: Please call for more information and sign-up
- Thursday: 9:30 am - 10:45 am - Helping Hands for Home Day Care Providers

### **Bristol Youth Services:**                      **860-314-4690**

51 High Street  
Bristol, CT 06010

- Individual & Family counseling
- Banana Splits-support group for children affected by divorce, separation, & loss
- Outreach work
- Parent Training
- Referral services

### **Imagine Nation Museum:**

One Pleasant Street  
Bristol, CT 06010

**860-314-1400 ext. 319**  
Coral Richardson, Museum Director

The **Imagine Nation Museum** is a hands-on, interactive children's museum best suited for ages 2 to 10. Located in Bristol, CT. The Imagine Nation Museum hosts a wide variety of programs, workshop classes, field trips, scout programs, birthday parties, vacation and summer camp as well as educational outreach programs.

**Bristol Hospital Exchange Club: 860-585-3481**

Parent & Child Center at Bristol Hospital  
222 Main Street  
Bristol, CT

- Parent and Child Center – **CLASSES FOR PARENTS**
- P.A.R.K. (Parents Alone Raising Kids)
- Education and Support
- Treasure Chest-Supply closet for Families in need of baby items: diapers, clothes, formula, soaps, car seats, cribs

**Goodwin College: 860-528-4111**

One Riverside Drive [www.goodwin.edu](http://www.goodwin.edu)  
East Hartford, CT 06118 [www.goodwin.edu/financial-aid/scholarships](http://www.goodwin.edu/financial-aid/scholarships)

**Wheeler Clinic: 860-793-3500 (main number)**

91 Northwest **860-585-4300 (Bristol Office)**  
Drive Plainville, CT

- Marriage/Family Counseling, Individual & Group counseling
- Children's outpatient mental health services
- Children's Extended Day (CED) –structured after-school intensive program for children 6-12 years old.
- Individualized Family Services Team- home based network of resources for children at risk for out of home placement.
- Diagnostic Assessment and Referral Team evaluations (DART)
- TRUST Program- A free program for children affected by substance abuse – **860-793- 2164**
- Emergency Mobile Psychiatric Services – will come out to home or school for children with behavior/psychiatric illnesses **1-866-261-0893 Or 860-747-8719**

**Bristol Boys and Girls Club: 860-583-4734**

255 West Street  
Bristol, CT 06010  
Cambridge Park Unit (Davis Drive) **860-314-1074**

**The Counseling Center: 860-583-5858**

440-C North Main St  
Bristol, CT

- Family therapy services (no individual children/adolescent therapy)
- Substance abuse groups

**The Family Therapy Center:**                   **860-314-1236**  
38 Kelly St.  
Bristol, CT

**Community Counseling of Central CT Inc.:**                   **860-582-7904**  
53 Muir Ave.  
Bristol, CT

- Individual and family counseling
- Sliding fee scale

**Families in Crisis:**                   **860-727-5800**  
Headquarters: 60 F J Popieluszko Ct  
Hartford, CT

- Family counseling and support programs, court outreach, individual, group and family counseling services, parent education
- Programs for children with parents in prison and transportation to visit offenders
- Domestic violence offender services
- Mom, mentor & me program for children who have a mother in prison (call Sarah Sepanski at 203-573-8656)
- Offices in Waterbury, Bridgeport, and New Haven

**BEACON Behavioral Services, LLC:**                   **860-676-9350**  
40 Dale Road  
Avon, CT

- Offices in Avon, Bloomfield and Glastonbury
- Various social workers, psychiatrists, and doctors on site
- Offer child, adolescent, and therapy, couple/family therapy, psychiatric care, support groups, substance abuse counseling, and divorce services.

**Catholic Family Services:**                   **860-589-8662**  
440 North Main Street Unit C  
Bristol, CT

90 Franklin Square                   **860-225-3561**  
New Britain, CT 06051

- Services for children and families
- Spanish speaking therapists on staff
- Sliding fee scale

**Family Services of Central CT:**                   **860-223-9291**  
26 Russell Street  
New Britain, CT

Terryville Office

**860-589-6333**

- Marriage/Family Counseling (no individual children/adolescent therapy)
- Sliding fee scale

**Human Resources Agency (HRA):**

HRA Bristol Regional Office

**860-584-2725**

55 South Street

Bristol

HRA of New Britain

**860-225-8601**

180 Clinton Street

New Britain

- Energy Assistance --- 860-356-2000
- Employment and Training
- Emergency Assistance & Housing

**Life Source Inc.:**

**860-628-8474**

710 Main Street #1

Southington, CT, 06489

- Individual & Family counseling;
- Parent workshops

**New England Clinical Assoc.:**

**860-561-3980**

10 North Main Street #315

West Hartford, CT 06107

**Community Mental Health Affiliates (CMHA):**

**860-223-2778**

26 Russell St.

New Britain, CT

- Child Guidance Clinic- an intensive, structured after-school program that provides comprehensive psychiatric and psychosocial assessment, group, family and individual therapy in-home family therapy as indicated, medication management, behavior modification and life skills training and therapeutic recreation.
- Bilingual staff- Spanish, Polish, German, and French
- Foster care support
- Behavior problems, Hyperactivity/ADHD, Anxiety, Depression, sexual trauma;
- Parent education and training

**Children Support Groups**

- Lemons to Lemonade – a group for children whose parents are going through a divorce
- From Caterpillar to Butterfly: a group for children with a history of trauma
- Remembering: Coping with Grief/loss

- Kick you worries to the Curb – a group for children/teens suffering from anxiety
- Volcano in my Tummy – an anger management group for children
- Taking the Leap – a group to help prepare kids for entering high school
- Living above the Influence – a group for teens struggling with substance use
- Think First – an anger management group for teens
- Peas in a Pod – a group for siblings who are experiencing difficulty getting along
- Putting our Heads Together – a group for children exhibiting intimidation behaviors
- Take a Stand – a group for children who get intimidated by other children
- I’m Gonna Like Me – a group for pre-teen girls, focus on self-esteem and self-image
- How to be a Good Friend – a group to enhance children’s social skills
- Girls Club – a group for girls to build positive peer relationships, and more...

**Southington Behavioral Health Center:                      860-276-9295**

41 Old Turnpike Road  
Southington, CT 06489

- Child and Family counseling services
- Psychiatric evaluations / Medication management

**Institute of Living:                      1-800-673-2411**

200 Retreat Ave.                      860-545-7200  
Hartford, CT

- Counseling for children, adolescents, adults, families
- Evaluations

**Klingberg Family Centers:                      860-832-5503**

370 Linwood Street  
New Britain, CT 06052

- Family, Individual & Crisis Counseling
- Reunification,
- Respite care & specialized foster care
- Extended Day Program
- Medication management
- Predominantly works with State insurance plans

**DCF-Department of Children & Families:                      800-842-2288**

- Hotline for reporting suspected abuse or neglect
- Voluntary services for counseling, parent aides, in-home support, etc

**PRIVATE THERAPISTS**

<p>Friedman, Wynberg &amp; Connolly, 860-242-3702</p> <ul style="list-style-type: none"> <li>● Holds office hours in Bristol once a week</li> </ul>	<p>Helen Skovren, MS, LMFT 860-314-1236 ext.1 38 Kelley Street, Bristol, CT</p>
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	<ul style="list-style-type: none"> <li>marriage and family therapist</li> </ul>
<p>Mary Marsh ,M.S., L.M.F.T 860-584-1087 The Family Therapy Center of Bristol 61 Bradley Street, 2nd floor, suite 4 Bristol, CT</p> <ul style="list-style-type: none"> <li>marriage and family therapist</li> <li>individual, marital and family therapy</li> </ul>	<p>Gregory Banks, MA, LPC, NCC 860-841-6574 318 Main Street Farmington, CT</p> <ul style="list-style-type: none"> <li>individual, couples, and child &amp; family counseling, substance abuse and trauma recovery</li> </ul>
<p>Jeanne Klineman, CISW, MSW 860-676-8375 10 Forest Park Drive Farmington, CT</p>	<p>Doris LaPlant, CISW, MSW 860-604-2490 377 Hubbard Street Glastonbury, CT 06032</p>
<p>Jill Hanson, LMFT 860-673-8848 Burlington, CT 06013</p>	<p>Offices of Kevin J. Connolly, Ph.D. 6 Northwestern Drive Bloomfield, CT 06109</p>

**PSYCHIATRISTS/ DOCTORS/PEDIATRICIANS**

<p>UCONN Health Center/Psychiatrics 860-679-6700 Farmington, CT</p>	<p>Dr. Dean Hokanson, 860-561-6177 68 South Main Street West Hartford, CT</p> <ul style="list-style-type: none"> <li>Creative energies in working with children</li> </ul>
<p>Dr. Paul Horton 203-235-2505 Meriden, CT</p>	<p>Steven Shmurak, Ph.D 860-584-1951 1019 Farmington Ave. Bristol, CT</p> <ul style="list-style-type: none"> <li>Individual- Older adolescents and adults counseling</li> </ul>
<p>Dr. Lynn Mangini 860-545-7493 St. Francis Hospital Hartford, CT</p>	<p>Dr. Adele Martel 860-561-6182 68 South Main St West Hartford, CT</p>
<p>Dr. Richard Nilson 860-676-9227 10 Forrest Park Drive Farmington, CT 06032</p> <ul style="list-style-type: none"> <li>Consulting Psychiatrist to Wheeler Clinic, familiar with adolescent issues</li> </ul>	<p>Dr. Richard Miller 860-243-3477 3 Northwestern Drive Bloomfield, CT</p> <ul style="list-style-type: none"> <li>Consulting Psychiatrist to Wheeler Clinic, familiar with adolescent issues</li> </ul>
<p>Dr. Almai</p>	<p>Dr. Carmona</p>

860-276-9295 Southington, CT	860-233-8725 West Hartford, CT
Dr. Bhargava 203-755-3279 Waterbury, CT	Dr. Ken Robson 860-561-4178 West Hartford, CT
Bristol Pediatric Center Doctors- Brownstein, Knox, Ward & Urbanati 860-589-8872 160 Wolcott Street Bristol, CT 06010	Pediatric Associates Doctors- Hodder, Holyst, Pandit 860-589-5230 10 North Main Street Bristol, CT

**INPATIENT OR PARTIAL HOSPITAL TREATMENT**  
**SUBSTANCE ABUSE AND/OR PSYCHIATRIC**

Mount Sinai Hospital Adolescent & Alcohol Abuse Service 860-286-4950 500 Blue Hills Ave. Hartford, CT	Adelbrook 860-635-6010 60 Hicksville Road Cromwell, CT
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**HOUSING SERVICES**

St. Vincent de Paul Emergency Shelter 860-589-0702 17 Jacob Street Bristol, CT	Bristol Housing Authority 860-582-6313 164 Jerome Ave Bristol, CT
USDA Rural Development 860-688-7725 ext. 4	<ul style="list-style-type: none"> <li>• Subsidized mortgage payments for families struggling with divorce, unemployment, &amp; other situations</li> </ul>
Section 8 Vouchers 860-582-6313	<ul style="list-style-type: none"> <li>• Subsidized housing within the Bristol community. Davis Drive and Quaker Lane Housing Authority</li> </ul>
Eviction Protection Services 860-584-2725	<ul style="list-style-type: none"> <li>• Funds for people under negative conditions. May assist with a security deposit</li> </ul>
St. Vincent DePaul Shelter 860-589-0702	<ul style="list-style-type: none"> <li>• Family and individual shelter and transitional housing</li> </ul>

**FOOD & CLOTHING**

WIC 860-585-3280	<ul style="list-style-type: none"> <li>• Provides services for mothers during pregnancy and children birth to 5 years of age. Provides information on</li> </ul>
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	breastfeeding nutrition. Provides formula, vegetables, milk, cereal, beans, tuna, and peanut butter
Salvation Army 860-583-4651 19 Stearns St, Bristol, CT	<ul style="list-style-type: none"> <li>• Food pantry, clothing vouchers, furniture vouchers, and free bread and vegetables weekly. Daily meals served.</li> </ul>
Gifts of Love 860-676-2323 35 East Main Street, Avon, CT	<ul style="list-style-type: none"> <li>• Children &amp; Youth, Crisis Support, Emergency &amp; Safety, Homeless &amp; Housing, Hunger</li> </ul>
Christian Fellowship Center 860-589-0662	<ul style="list-style-type: none"> <li>• Food pantry and meals</li> </ul>
Zion Lutheran Church 860-589-7744	<ul style="list-style-type: none"> <li>• Food pantry and meals</li> </ul>
St. Joseph's Church 860-583-1369	<ul style="list-style-type: none"> <li>• Food pantry and meals</li> </ul>
Food Stamps for Legal Immigrants 860-951-2212	<p style="text-align: center;"><b>Summer Food for Children</b></p> <ul style="list-style-type: none"> <li>• Free breakfast and lunch during the summer</li> </ul>
Parent & Child Center 860- 585-3481	<ul style="list-style-type: none"> <li>• Formula, food, and diapers</li> </ul>

**LEGAL SERVICES & FAMILY DIVISION COURTS**

Legal Assistance 860-541-5000	<ul style="list-style-type: none"> <li>• Services and materials free to those who qualify</li> </ul>
Children's Law Center 860-232-9993	<ul style="list-style-type: none"> <li>• Legal representation in the Hartford and New Britain courts</li> </ul>
Bristol Probate Court 860-584-6230	<ul style="list-style-type: none"> <li>• Family matters, guardianship, etc.</li> </ul>
New Britain Family Services 860-515- 5115	<ul style="list-style-type: none"> <li>• Family affairs</li> </ul>

**DOMESTIC VIOLENCE & ASSAULT**

Sexual Assault Crisis Services 888-999-5545	<ul style="list-style-type: none"> <li>• Hotline and referrals</li> </ul>
Prudence Crandall Center	<ul style="list-style-type: none"> <li>• Crisis intervention with domestic and</li> </ul>

860-225-6357	sexual abuse. Support groups
Safe Haven of Greater Waterbury 203-575-0036	<ul style="list-style-type: none"> <li>• Crisis intervention for sexual and domestic abuse. Hotline, support groups, materials</li> </ul>
CT Coalition Against Domestic Violence 888-774-2900	

### **REFERRAL INFORMATION & RESOURCE AGENCIES**

(SERC) State Education Resource Center 860-632-1458 25 Industrial Park Road Middletown, CT 06457	<ul style="list-style-type: none"> <li>• Parent information and resources center</li> <li>• Training opportunities</li> <li>• Informative website- <a href="http://www.ctserc.org">www.ctserc.org</a></li> <li>• Accommodation for families</li> <li>• Library</li> </ul>
The Main Street Foundation 860-583-6363 ext. 202 860- 589-1252 fax 120 Halcyon Drive Bristol, CT Contact: Susan Sadecki	<ul style="list-style-type: none"> <li>• Provide financial assistance to families in need. If there is a family in need, ask Main Street to fax over a request for funds (Immediate Response Fund)</li> </ul>
Info line 211	<ul style="list-style-type: none"> <li>• Information hotline for agencies and programs throughout CT, Childcare facilities, Birth to 3 Services</li> </ul>
CT Clearinghouse (860) 793-9791	<ul style="list-style-type: none"> <li>• Library and resources for parents and agencies. Materials and curriculums available</li> </ul>
Big Y Homework Line 800-866-2449	<ul style="list-style-type: none"> <li>• FREE-Helps with homework over the phone</li> </ul>
Wade's World Foundation 860-585-5165	<ul style="list-style-type: none"> <li>• Financial assistance for the needs of children</li> </ul>
Bristol Parks and Recreation 860-584-6160	<ul style="list-style-type: none"> <li>• Sports and rentals</li> </ul>
Bristol Boys and Girls Club 860-583-4734	<ul style="list-style-type: none"> <li>• Before and after care</li> </ul>

### **ADVOCATE AGENCIES**

Center for Children with Special Needs 860- 430-1762	<ul style="list-style-type: none"> <li>• Services and advocacy for children with special needs</li> </ul>
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Learning Disabilities Association (LDA) 888- 300-6710	<ul style="list-style-type: none"> <li>• Services and advocacy for parents and children affected by Autism, Asperser's Syndrome, Pervasive Developmental Disorder</li> </ul>
North Central Area Agency on Aging 860-724-6443	<ul style="list-style-type: none"> <li>• Services and support for grandparents raising grandchildren</li> </ul>
Parent Advocacy 1-800-445-2722	<ul style="list-style-type: none"> <li>• Information, materials, support groups</li> </ul>

### **BOOKS FOR FAMILIES EXPERIENCING A DIVORCE**

<u>Dinosaurs Divorce: A Guide for Changing Families</u> By Laurie & Marc Brown	<u>Divorce Happens to the Nicest Kids</u> By Michael Prokop
<u>Divorce is Not the End of the World: Zoe's and Evan's Coping Guide for Kids</u> By Zoe & Evan Stern	<u>I Don't Want to Talk About It</u> By Jean Ransom
<u>Let's Talk About It: Divorce</u> By Fred Rogers	<u>My Stick Family: Helping Children Cope with Divorce</u> By Natalie Reilly
<u>My Family's Changing: A First Look at Family Break Up</u> By Pat Thomas	<u>Two Homes</u> By Claire Masure
<u>On the Day His Daddy Left</u> By Eric Adams & Kathleen Adams, LCSW	<u>At Daddy's on Saturdays</u> By Linda Girard
<u>It's Not Your Fault, Koko Bear: A Read-Together Book for Parents and Young Children During Divorce</u> By Vicky Lansky	

### **BOOKS FOR ADOPTED FAMILIES**

<u>I Feel Different: A Book About Being Adopted</u> By Kathy Stinson	<u>Let's Talk About It: Adoption</u> By Fred Rogers
<u>Did My First Mother Love Me?</u> By Kathryn Miller	<u>My New Family</u> By Pat Thomas
<u>You're Not My Real Mother!</u> By Molly Friedrich	<u>We Adopt You, Benjamin Koo</u> By Linda Walvoord Girard
Barklay and Eve Book Series 1-800-563-5677 By Karen L. Carney	<ul style="list-style-type: none"> <li>• Activity and Coloring Book Series- Helping children understand and cope with life's inevitable challenges</li> </ul>

	(Divorces, death, cancer, Hospice, funerals)
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## APPENDIX A-K Pages 54-73

Appendix A: School Calendar 2021-2022

Appendix B: National School Lunch Program (NSLP) Special Milk Program

Appendix C: Bristol Public Schools Early Intervention Request Form Appendix

D: Physical Management Training, Associates

Appendix E: Bristol Burlington Health District Lead Poisoning Fact Sheet

Appendix F: School Readiness Programming Objectives

Appendix G: Bristol Burlington Health District School Health Services Flyer

Appendix H: BBHD Dental Program Grades K-5

Appendix I: School Readiness Letter of Agreement

Appendix J: Notifications Required by Federal Legislation

Additional copies of any forms are available upon request.

For your information, the U.S. Department of Education can be located at the following address: U.S.

Department of Education

Office for Civil Rights

8th floor: 5 Post Office Square, Suite 900

Boston, MA 02109-3921

Phone: (617)289-0111

E-mail: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

## 2023 - 2024 District Calendar



Teach and Learn with  
Passion and Purpose

AUGUST							1
S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	TMD	PDD	PDD	31			

SEPTEMBER							19
S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

OCTOBER							21
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

NOVEMBER							18
S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

DECEMBER							16
S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

JANUARY							20
S	M	T	W	T	F	S	
		1	2	3	4	5	6
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

EXPLANATION OF DATES		
Aug.	28	Teacher Meeting Day
Aug.	29 & 30	Teacher Professional Development Days
Aug.	31	First Day of School
Sept.	4	Labor Day - No School
Sept.	25	Yom Kippur
Oct.	9	Indigenous People Day/Columbus Day - No School
Nov.	7	Prof. Development Day/Election Day - No School
Nov.	10	Veterans Day - No School
Nov.	22	Thanksgiving Recess - Shortened Day All
Nov.	23 & 24	Thanksgiving Recess - No School
Dec.	22	Holiday Recess - Shortened Day All
Dec./Jan.	25 - 2	Holiday Recess - No School
Jan.	1	New Years Day Observance - No School
Jan.	15	Martin Luther King Jr. Day - No School
Feb.	19	Presidents' Day - No School
Feb.	20	Vacation Day - No School
Mar	29	Good Friday - No School
April	8-12	Spring Break - No School
May	27	Memorial Day - No School
June	12	Projected Last Day of School

Parent Conference Days: Shortened Days		
Elem:	Oct. 25, 26, and 27 PM conferences	(Snow Date: Nov. 9)
	March 20, 21, 22	(Snow Date: April 4)
K-8:	Oct. 25, 26, and 27 PM conferences	(Snow Date: Nov. 9)
	March 20, 21, 22	(Snow Date: April 4)
MS:	Oct. 24, 25, 26 and 27 PM Conferences	(Snow Date: Nov. 9)
	March 20, 21	(Snow Date: April 4)
HS:	Oct. 10, 11, 12	(Snow Date: Nov. 9)
	March 7	(Snow Date: April 4)

Shortened Days Not Listed Above		
Elementary, K-8 and Middle School - Last 3 days of school		
High School - Midterms on the 88-91st school days; Final Exams - Last five days of school		

Emergency Days		
Students must attend school 181 days. With no snow days the last day of school will be <b>June 12th</b> . Each snow day will advance the last day of school forward to no later than June 30.		

FEBRUARY							19
S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29			

MARCH							20
S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

APRIL							17
S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

MAY							22
S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

JUNE							8
S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

Total Days of School: 181		
	No School	
	Shortened Day - All	



## **USDA Special Milk Program**

### **1. What is the Special Milk Program?**

The Special Milk Program provides milk to children in schools, child care institutions and eligible camps that do not participate in other Federal child nutrition meal service programs. The program reimburses schools and institutions for the milk they serve. In 2011, 3,848 schools and residential child care institutions participated, along with 782 summer camps and 527 non-residential child care institutions. Schools in the National School Lunch or School Breakfast Programs may also participate in the Special Milk Program to provide milk to children in half-day pre-kindergarten and kindergarten programs where children do not have access to the school meal programs. The Food and Nutrition Service administers the program at the Federal level. At the State level, the Special Milk Program is usually administered by State education agencies, which operate the program through agreements with school food authorities.

### **2. How does the Special Milk Program work?**

Generally, public or nonprofit private schools of high school grade or under and public or nonprofit private residential child care institutions and eligible camps may participate in the Special Milk Program provided they do not participate in other Federal child nutrition meal service programs, except as noted above. Participating schools and institutions receive reimbursement from the U.S. Department of Agriculture (USDA) for each half pint of milk served. They must operate their milk programs on a non-profit basis. They agree to use the Federal reimbursement to reduce the selling price of milk to all children. Any child at a participating school or half-day pre-kindergarten program can get milk through the Special Milk Program. Children may buy milk or receive it free, depending on the school's choice of program options.

### **3. What types of milk can be offered and what are the nutritional requirements for the milk program?**

Schools or institutions must offer only pasteurized fluid types of fat free or low-fat (1%) milk. These milks must meet all State and local standards. All milk should contain vitamins A and D at levels specified by the Food and Drug Administration.

### **4. How do children qualify for free milk?**

When local school officials offer free milk under the program to low-income children, any child from a family that meets income guidelines for free meals is eligible. Each child's family must apply annually for free milk eligibility.

### **5. How much reimbursement do schools get?**

For the period July 1, 2019 through June 30, 2020, the rate of reimbursement for a half-pint of milk served to a non-needy child in a school or institution that participates in the Special Milk Program is 21.50 cents reflecting an increase of 1 cent from the School Year (SY) 2018-2019 level. This change

is based on the 3.92 percent increase in the Producer Price Index for Fluid Milk Products from May 2018 to May 2019. <http://www.fns.usda.gov/cnd/Governance/notices/naps/NAPs.htm>

**6. How much milk is served annually in the Special Milk Program?**

In Fiscal Year 2011, over 66 million half pints of milk were served through the Special Milk Program. Expansion of the National School Lunch and School Breakfast Programs, which include milk, has led to a substantial reduction in the Special Milk Program since its peak in the late 1960's. The program served nearly 3 billion half pints of milk in 1969; 1.8 billion in 1980; and 181 million in 1990.

**7. How much does the program cost?**

In Fiscal Year 2011 the Special Milk Program cost \$12.3 million. By comparison, the program cost \$101.2 million in 1970; \$145.2 million in 1980; \$19.1 million in 1990; and \$15.4 million in 2000.

**For more information:**

For information on the operation of the Special Milk Program and all the Child Nutrition Programs, contact the State agency in your state that is responsible for the administration of the programs. A listing of all our State agencies may also be found on our web site at [www.fns.usda.gov/cnd](http://www.fns.usda.gov/cnd), select "Contact Us" then select "Child Nutrition Programs". You may also contact us through the office of USDA, Food and Nutrition Service, Public Information Staff at 703-305-2286, or by mail at 3101 Park Center Drive, Room 914, Alexandria, Virginia 22302.

BRISTOL PUBLIC SCHOOLS  
DEPARTMENT OF SPECIAL SERVICES  
REQUEST FOR EARLY INTERVENTION FOR A PRESCHOOL CHILD

This is a request for early intervention for a preschool child. This form is used with children from 3 years old until entrance into kindergarten. If you have a concern about the development of a preschool child, please complete this form and return to: Laura Carlisle, Stafford School 212 Louisiana Avenue, Bristol, CT 06010

Phones: 860-585-4306 ([Laura Carlisle](mailto:lauracarlisle@bristol12.org) - Special Education Teacher) [lauracarlisle@bristol12.org](mailto:lauracarlisle@bristol12.org)  
860-585-4305 ([Leah Rossiter](mailto:leahrossiter@bristol12.org) - Speech/Language Pathologist) [leahrossiter@bristol12.org](mailto:leahrossiter@bristol12.org)

Upon receipt of this form, a **screening** appointment will be scheduled for your child. Based upon the results of the screening, a decision will be made as to whether or not a Referral to Special Education is warranted.

\*\*\*\*\*

Date: \_\_\_\_\_ Referred by: \_\_\_\_\_ ESL:  Yes  NO Language: \_\_\_\_\_

Student Name: \_\_\_\_\_ Sex: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Parent Email: \_\_\_\_\_

Is this a Foster Address?  YES /  NO Pediatrician: \_\_\_\_\_

Mother: \_\_\_\_\_ Child resides with  YES /  NO

Father: \_\_\_\_\_ Child resides with  YES /  NO

Custody Information: \_\_\_\_\_

Foster Care Giver: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name & Number of DCF Worker (as needed) \_\_\_\_\_

Present enrolled in a Preschool or Day Care Center  YES  NO Phone \_\_\_\_\_

School: \_\_\_\_\_ Teacher's name: \_\_\_\_\_

Address: \_\_\_\_\_ Start Date: \_\_\_\_\_

Days: \_\_\_\_\_ Hours: \_\_\_\_\_

Teacher Email: \_\_\_\_\_

Significant Health Info: \_\_\_\_\_

Check Areas of Concern

- 1.  DEVELOPMENTAL CONCERNS:
- 2.  SPEECH-LANGUAGE CONCERNS:
- 3.  BEHAVIORAL CONCERNS:

Please Describe/Explain All Concerns That You Wish to Be Addressed: (Use the back of this form if needed)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional information on back of this form?  YES /  NO

Has this child ever been tested or received special help (ex. Birth – 3, hearing, etc.) OR DCF?  YES /  NO

If yes, Where \_\_\_\_\_ When \_\_\_\_\_

If submitted by a day care, nursery school, doctor, etc., the parent must read and sign this form: Parent

Signature \_\_\_\_\_ Date: \_\_\_\_\_

(Date received by Special Services \_\_\_\_\_)

## **PMT Program Overview**

### Physical/Psychological

### Management Training

The PMT program helps staff recognize that the basic need for security will determine how they function under stress. When there is only a minimal or no protocol for managing the agitated person, staff's concerns with performing adequately will automatically interfere with their functioning.

In short, without clear personal and administrative guidelines as to how to function during a crisis, staff will often resort to a natural defensive posture: fight or flight. This defensive reflex will augment both staff's fears and the other's fears and will frequently lead to more aggression and increased danger to all involved.

The PMT program covers a wide range of interventions, all of which fall into one of the four stages of managing aggressive:

1. **Prevention** (planning, networking, training, etc.)
2. **Pre-violence** (re-direction, environmental issues, verbal techs, escorts, etc.)
3. **Violence** (quick action, teamwork, communication, safety, critiquing, protective holds, etc.)
4. **Post violence** (documentation, learning, planning, education, etc.)

Our basic program is designed to give participants "hands-on" and practical experience in handling a variety of crisis episodes. The core of the PMT training program involves learning through a variety of experiences, such as simulation and role-play exercises, with the help of practical theoretical concepts.

#### **The goals of the PMT program are:**

- (1) To increase understanding about those aspects of the crisis intervention process of most importance to the various disciplines attending the workshop.
- (2) To develop a skill for analyzing one's own style of managing conflict.
- (3) To increase the range of response options available to individual staff and teams.
- (4) To help staff manage their fear response in a crisis situation.

The objectives of the PMT program are:

- (1) To assist staff in preventing injury to consumers, him/herself or a third party, while managing the physically aggressive person.
- (2) To increase staff self-confidence when facing the angry/violent individual.
- (3) To increase consumer confidence and security in staff member's ability to manage crisis situations.
- (4) To increase staff awareness and knowledge of psychological factors during crisis and to develop strategies for identifying and preventing violent outbreaks. ©

**CHILDHOOD LEAD POISONING PREVENTION  
FACT SHEET**

**FACT: Lead** can be found in drinking water

Run water for one minute before use

Use cold water for drinking and cooking

Do not use hot water – it can draw out lead from old pipes

**FACT: Children** can breathe in or swallow lead dust

Damp clean windows, floors and toys regularly

Wash children’s hands before eating and sleeping

Do not scrape, drill or sand dry painted surfaces

**FACT: Lead** can be found in soil

Keep children and pets away from bare soil areas

Cover all bare soil areas with grass or mulch

Remove shoes when entering the house

**FACT: Children** can eat or swallow lead paint chips

Keep children away from all peeling paint

Do not let children chew window sills or painted surfaces

Remove loose paint chips from windows, floors and other areas

**CHILDHOOD LEAD POISONING CAN CAUSE:**

\*speech, language & behavioral problems \*muscle & bone growth reduction

\*hyperactivity \*nervous system & kidney damage

\*impaired hearing \*brain damage

**HAVE YOUR CHILD TESTED FOR LEAD?**

Contact your healthcare provider. Please note that this is not a complete list of how you can be poisoned by lead.

For more information, contact the BRISTOL-BURLINGTON HEALTH DISTRICT  
at 860-584-7682, or visit our web site [www.bbhd.org](http://www.bbhd.org)  
the CT Department of Public Health [www.ct.gov/dph](http://www.ct.gov/dph), or  
the Centers for Disease Control and Prevention [www.cdc.gov](http://www.cdc.gov)

**Bristol-Burlington Health District**

240 Stafford Avenue

Bristol, CT 06010

**Funded by: CT Department of Public Health**

**SCHOOL READINESS PROGRAMMING  
OBJECTIVE**

- A state-funded initiative (jointly funded by the Connecticut Department of Education and Department of Social Services and administered by the Department of Education) that develops a network of school readiness programs to:
  - Significantly increase the number of spaces in accredited and/or approved programs for young children to provide access to high quality school readiness programs;
  - Significantly increase the number of full-day, full-year spaces to meet family needs; and
  - Shared cost for school readiness and child-care programs among the state and its various agencies, the communities and families.

**OVERVIEW**

Established in 1997 under P.A. 97-259, An Act Concerning School Readiness and Child Day Care and encoded in the CT General Statutes C.G.S. 10-16p – 10-16u, the legislation established a grant program to provide spaces in accredited or approved school readiness programs for eligible children in priority school districts and competitive grant municipalities.

- ***Priority School Districts (BRISTOL)***
  - These districts receive a grant allocation for spaces for eligible children who reside in priority school districts, that is based on the formula that uses the March 30 space count of the fiscal year prior to the fiscal year in which the grant is to be paid, plus or minus the current space requests, multiplied by the per child cost space rate.
- ***Competitive Grant Municipalities***
  - This is a competitive grants program for spaces for eligible children who reside in an area served by a priority school (severe need school) or in a town ranked 1 to 50 when all towns are ranked in ascending order according to town wealth. Each eligible municipality or regional school system where such a school is located may apply for a grant in an amount of \$107,000 dollars.
  - Grant awards are made annually to eligible communities, for a period of five years. The chief elected official and the superintendent of schools jointly submit a plan for the expenditure of the funds and the responses to the local request for proposals process.

*Appendix G*

**BRISTOL-BURLINGTON HEALTH DISTRICT SCHOOL HEALTH SERVICES  
HEALTH ASSESSMENTS MEDICATION IN SCHOOL IMMUNIZATION REQUIREMENTS**

Immunization Clinic Hours Mondays (except holidays) 2:15 p.m. – 4:15 p.m. and by appointment  
Call the BBHD office for more information at 860-584-7682

CT State Law requires that students have a health assessment / physical examination before entering school:

- For new entrants, the physical examination must be within 1 year (365 days) prior to the date entering school.
- During the 6th grade, and as a requirement for entrance to the 7th grade, a health assessment/physical examination must be completed.
- During the 9th or 10th grade, and as a requirement for entrance to the 11th grade, a health assessment/physical examination must be completed.
- For students participating in sports, a health assessment is required each year and must be completed and returned to the school before the student can practice or play a sport. The health assessment is only valid for 13 months from the date of the physical examination.

The Bristol-Burlington Health District is a provider of The Vaccines for Children Program and has an Immunization Clinic.

<p>The following are some common reasons for dismissal. A student may also be dismissed for other health related issues.</p> <ul style="list-style-type: none"><li>● Chickenpox/Breakthrough Chickenpox: A student may not return to school until all lesions are dry (usually 4-6 days after onset of rash).</li><li>● Fever: A student will be sent home for a fever of 100 degrees or higher. A student must be fever free for 24 hours without fever medication in order to return to school.</li><li>● Fifth's Disease: A student must be fever free for 24 hours without fever medication in order to return to school.</li><li>● Hand, Foot and Mouth Disease: A student will not be allowed in school with draining hand lesions, blisters in mouth with drool or a fever of 100 degrees F or higher. A student may return to school when hand lesions are dry, drool free and fever free for 24 hours without fever medication.</li></ul>	<p>The State of Connecticut requires the following immunizations for school entry:</p> <ul style="list-style-type: none"><li>● DTaP/Tdap (Diphtheria, Tetanus, A cellular Pertussis): Four or more doses, with 4 doses given by 18 months of age for Pre-Kindergarten &amp; 1 dose on/after the 4th birthday for Kindergarten to grade 6. Students who start the series at age 7 or older need a total of 3 doses. Students grades 7-12 must have 1 additional booster dose of Tdap vaccine.</li><li>● Hepatitis A: If born on or after 1/1/2007, two doses are required six calendar months apart. The 1st dose must be given on/after the 1st birthday.</li><li>● Hepatitis B: Completion of a 3 dose series is required with the last dose on/after 24 weeks of age.</li><li>● HIB (Haemophilus Influenza Type B): One dose is required on/ after the 1st birthday or prior to the 5th birthday.</li><li>● Influenza: One dose given between August 1 and December 31 each year</li></ul>
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- Impetigo: A student must be treated with a prescribed antibiotic for 24 hours in order to return to school.
- MRSA (skin infection): A student will be dismissed from school for open draining sores/boils that cannot be covered. The student may return to school if affected area is covered and is fever free and has been on a prescribed antibiotic for at least 24 hours.
- Pediculosis (head lice): A student will be dismissed if live lice have been found. The student will be able to return to school after appropriate treatment. The student and parent/legal guardian must report to the school health room upon return. The student will then be checked daily for the next 10 days. The student will not be allowed back to school if live lice are found.
- Rashes: A student will be dismissed from school for a rash with fever and/or behavioral changes. A note from the health care provider is required in order to return to school.
- Ringworm: A student may return to school once a prescribed treatment from a health care provider has been started.
- Scabies: A student may return to school after a prescribed treatment from a health care provider has been started.
- Strep Throat: A student may return to school when fever free and has been on antibiotics for at least 24 hours.
- Vomiting or Diarrhea: A student will be dismissed from school. The student may return to school when symptom free (no vomiting, diarrhea) for at least 24 hours.

The following screenings are provided annually:

- Pediculosis (head lice): Preschool through grade 5.
- Vision: Kindergarten through grade 6 and during grade 9.
- Hearing: Kindergarten through grade 3,

for ages 24 months to 59 months. Two doses separated by at least 28 days are required, if receiving flu vaccine for the 1st time.

- Meningococcal: One dose required prior to 7th grade entry and for unvaccinated students entering grade 8 through 10.
- MMR (Measles, Mumps, Rubella): Two doses are required. One dose given on/after the 1st birthday and a 2nd dose given at least 28 days after 1st dose. The 2nd dose must be given prior to entering Kindergarten to grade 12.
- Polio: Three doses or more, with 3 doses by 18 months of age required for Pre-Kindergarten & 1 dose given on/after 4th birthday for Kindergarten through grade 12.
- Pneumococcal: If born on or after 1/1/2007, one dose is required on/after the 1st birthday for children less than 5 years old.
- Varicella (Chickenpox): One dose required on/after the 1st birthday. The 2nd dose separated by at least 3 months must be given prior to entering Kindergarten to grade 3 and grade 7 through grade 12. If a student has a history of a diagnosis of Varicella or Herpes Zoster, then a written statement signed and dated by a health care provider is required.

A Medication Authorization Form is Necessary for any medication (including over the counter drugs and medications) to be given/taken during school hours. The form must be filled out properly and signed by both the parent/legal guardian and the health care provider. Medication Authorization Forms are available in the school health room.

Prescription medication must be in the original, pharmacy prepared container and labeled with the student's name, medication name, strength, dose, and time it is to be given. A request may be made to the pharmacist to prepare two separate bottles, if medication is given at home



<p>grade 5 and grade 8.</p> <ul style="list-style-type: none"> <li>● Scoliosis: Grade 5 through grade 9</li> </ul>	<p>and at school. Over the counter (OTC) medications must be in an original, unopened container. Only a 90- day supply is allowed in school. Medication must be brought to school and picked up at the end of the school year by a parent/legal guardian.</p>
<p>Oral health care services are provided by a registered dental hygienist. A preventative examination of the teeth and gums for students in Grade K through 5 is performed on an annual basis. Dental cleanings are done as needed. A permission slip must be signed and returned to school each year by the parent/legal guardian in order to receive oral health services.</p>	<p>REMINDER: Please check backpacks for messages from the school/health staff. For more health related information, contact the school health staff or visit the following websites: <a href="http://www.aap.org">www.aap.org</a> or <a href="http://www.webMD.com">www.webMD.com</a> REV. 2/2014</p>

## Appendix H

### **Bristol-Burlington Health District**

240 Stafford Avenue

Bristol, CT 06010

Phone: 860-584-7682

Fax: 860-584-3814

Monday - Friday 8:30 am - 4:30 p.m.

Visit our website at [www.bbhd.org](http://www.bbhd.org)

For more information, call: Your School Health Room or 860-584-7682

Start The School Year Off with A Healthy Smile Every child wants to look their best as they head back to school in the fall. Parents help by scheduling haircuts and buying new outfits, but most overlook the simple steps to help their child maintain one of their most visible features-their smile. Studies show that one of the first things people notice about someone is their smile, and that a good smile creates a positive self-image . . . something all parents wish for their children. Back-to-school time is the perfect time to incorporate good oral health habits into a child's daily routine. The sooner you make them a priority the sooner your child will benefit.

### **How you Can Help Prevent Tooth Decay**

- Tooth decay can be caused by sugary foods such as soda, juice, and cookies – so, be sure to limit how much sugary foods your child eats as well as the number of times a day your child eats these foods.
- Never put an infant to bed with a bottle filled with juice, milk, or other drinks that contain sugar.
- Start to brush your child's teeth as soon as the first baby tooth comes into the mouth. Help your child brush until they are 6 or 7 years old. After that, they should be able to do it themselves.
- Brush your child's teeth at least twice a day – before bedtime is the most important time to brush. • Use a small pea-size amount of fluoride toothpaste on a child-size soft nylon toothbrush.
- Lift your child's lip to brush at the gum line and behind the teeth.
- Brush the teeth for 2 full minutes, then have your child spit out the toothpaste-do not rinse with water.

### **Bristol Schools Dental Program**

Tooth decay is still the most common chronic childhood disease and, left untreated, can affect a child's ability to eat, speak, sleep and learn. However, studies show that more than 60% of school age children do not see a dentist annually. Simple preventative check-ups twice a year can help prevent childhood decay and help your child learn how to protect their teeth throughout the year. The Bristol-Burlington Health District, in cooperation with the Bristol Board of Education, offers a free school-based dental program for your child. Any child, who is enrolled in a Bristol public,

parochial, or non-public school from Kindergarten through the 5th grade is eligible for these services.

**Program Objectives:**

- To provide visual oral screening to children during the school year.
- To conduct educational sessions on proper nutrition, dental care and oral disease prevention and provide helpful informative materials to participating students.
- To identify children in need of dental services and to recommend to the parent/guardian the need to obtain treatment from local area dentists.
- To combine the resources of the Bristol-Burlington Health District, Bristol Board of Education and the local dental community to provide services.

Services Offered A BBHD registered dental hygienist provides the oral health services.

Children are seen once a year for a visual oral screening and oral hygiene instruction. Dental cleanings are routinely performed on children with evidence of dental disease. All parents receive notification of exam results.

**How to Participate:**

The parent/guardian of a child, who is enrolling in the Bristol school system, receives a dental permission form along with your child’s school registration forms. Completed dental permission form should be returned to your child’s school health room. If you did not receive this form, please contact your child’s school health room. The dental permission form will be sent to you along with the emergency update forms at the beginning of each school year.



<https://www.mouthhealthy.org/en>

**Bristol Public Schools**  
**School Readiness Letter of Agreement**  
**2021-2022 School Year**

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I agree to have my child \_\_\_\_\_ attend a state funded School Readiness program at Bristol Board of Education- Mt View School, South Side School, Ivy Drive or Hubbell School.

*The program agrees to provide early care and education services for children part-day part year up to 181 days per year. The days the program will be closed for 2021-2022 are attached to this form. The program will also help parents' access OEC subsidies and other programs. The program agrees to offer parent education opportunities, as well as provide a learning environment for your child.*

**You will be responsible for the following:**

- My child's tuition will be subsidized by the State of Connecticut in the amount of \$4,500 per year.
- My share of the tuition will be determined by program staff using the Office of Early Childhood sliding fee scale. I may apply for Office of Early Childhood Services funding, if I am eligible to help the School Readiness Program obtain needed funding, plus assist me in the future to obtain Childcare funding once my child attends Kindergarten and beyond.
- I will provide proof of family income (annually)
- I will provide proof of Bristol residency.
- My child will attend on their assigned days and time unless they are ill.
- I will allow the Bristol School Readiness Programs to share information regarding services offered to my child including referrals, resources and special services if I transfer to another Bristol School Readiness Program.
- If I leave a Bristol School Readiness Program with an unpaid balance, I forgo my right to attend another Bristol School Readiness Program until the balance is paid in full.

\* My child's file may be accessed by the Office of Early Childhood, Bristol Board of Education, City of Bristol, and by representatives of the Bristol School Readiness Council for grant monitoring. A sign-in sheet will be kept in your child's file to verify only authorized representatives of these agencies will be accessing your child's information.

*In order for my child to participate in the School Readiness program, I agree to all the requirements listed above. The funding is available from July 1, 2021 through June 30, 2022*

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Parent name and signature

date

*Kristen Peck -*

---

Supervisor of Early Childhood Provider name and signature

date

## Notifications Required By Federal Legislation

Listed below are the required due-process notifications which should be given annually at the beginning of each school year and to new enrollees at the time they register in the district. Links are provided to documents that may be used in writing some of the required notices.

**A. Notifications required by the **Elementary & Secondary Education Act (ESEA)** pertaining to:**

1. Homeless students (choice of school, transportation and educational services, contact info.
2. Title I parental involvement (including an informational meeting on Title I, Part A)
3. Teacher and paraprofessional qualifications (qualified/nonqualified)
4. Limited English Proficient (LEP) students (re: placement in program, selection process etc.)
5. Migrant students
6. Individual achievement on state assessments (as soon as practicably possible after tests taken)
7. Academic assessment and local education agency and school improvement (annual report cards, progress reviews, School Performance Index; as soon as practicable after the assessment is given)
8. Participation in NAEP assessment (re: required permission)
9. Military recruiters access to directory information (names, addresses, & phone numbers, including opt-out procedure)
10. Surveys of student's/student privacy issues
11. Schools identified for school improvement, corrective action or restructuring **if and when applicable**, given in an understandable and uniform format and to the extent practicable in a language parents/guardians understand. (Provided to parents directly, by regular mail or e-mail, media, Internet or public agencies serving the student population and their families.) Access: <http://www.ed.gov/programs/titleiparta/parentinguid.doc>
12. Identification of non-highly qualified teachers

**B. Notification of student and parental/guardian rights required by the Federal Educational Rights and Privacy Act (FERPA) including the local definition of "directory information," district transfer of records, rights to inspect, review and amend education records, how to file a complaint with the U.S. Department of Education and the manner in which parents/guardians can challenge record content or how to opt-out of allowing the district to release directory data. The model "Notification of Rights under FERPA" reflects the federal regulations.**

Access: <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparights.pdf> (model FERPA notice)  
<http://www2.ed.gov/policy/gen/guid/fpco/pdf/directoryinfo.pdf> (model directory information notice)

**C. The Protection of Pupil Rights Amendment (PPRA)** requires school districts to adopt policies regarding surveys, instructional materials, physical examinations, and personal information used for marketing. Parents must be notified of those policies at least annually at the beginning of the school year and within a reasonable time period after any substantial change is made to the policies.

Access: <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ppranotice.pdf> (model PPRA notification notice) <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ppraconsent.pdf> (model PPRA model notice & consent/opt-out for specific activities)

**D. Districts participating in the National School Lunch Program, the School Breakfast Program or the Special Milk Program** must provide information near the beginning of the school year about free and reduced price meals and/or free milk. Districts must also provide parents/guardian an application form and information pertaining to completing such application. The U.S. Department of Agriculture's document, Eligibility Manual for School Meals contains all needed information.

Access: <http://www.fns.usda.gov/sites/default/files/EliMan.pdf>.

**E. The Healthy, Hunger Free Kids Act of 2010** requires districts to inform and update parents, students, community about the content and implementation of the local wellness policy. Districts must also periodically measure and report on the implementation of the local wellness policy including the extent to which local schools are in compliance with the local school wellness policy and the extent to which the local wellness policy compares to model school wellness policies and a description of the progress made in attaining the goals of the local school wellness policy. This requirement can be met by disseminating printed or electronic material at the beginning of the school year and posting the local wellness policy and an assessment of its implementation on district/school websites.

**F. The McKinney Vento Act** requires homeless student liaisons to provide public notice of the education rights of homeless students disseminated in places where homeless students receive services under the Act, including schools, family shelters and soup kitchens. The notice must be in a manner and form understandable to homeless students and their parents/guardians and to the extent possible, in their native language.

Access: <http://center.serve.org/nche/products.php#electronic>  
[http://center.serve.org/nche/pr/er\\_poster.php#youth](http://center.serve.org/nche/pr/er_poster.php#youth)

**G. The Asbestos Hazard Emergency Response Act** requires districts to inspect their buildings for asbestos-containing building materials and develop, maintain, and update an asbestos management plan. Parents, teachers, and employee organizations must be notified, in writing, of the availability of the management plan and planned or in progress inspections, re-inspections, response actions and post-response actions, including periodic re-inspections and surveillance activities.

Access: <http://www2.epa.gov/asbestos>

**H. Notice of Non-Discrimination under Title VI, Title IX, Section 504, Age Discrimination Act, Title II of the ADA and the Boy Scouts of America Equal Access Act** prohibits discrimination in programs or activities receiving federal funds. The regulations implementing these statutes require school districts to notify students, parents and others that they do not discriminate on the basis of race, color, national origin, sex, disability and age. Equal access to the Boy Scouts and other designated youth groups is also required. Title IX requires districts to have a Title IX coordinator, to notify all students and employees of the name, office address, and telephone number of the designated coordinator and to adopt and publish a grievance procedure to resolve student and employee complaints under Title IX. A notice must also be published that the district does not discriminate on the basis of sex in admissions or employment. The nondiscrimination notice must be displayed prominently in each announcement, bulletin, catalog, or application used to recruit students or employees.

Access: <http://www2.ed.gov/print/about/offices/list/ocr/docs/nondisc.html> (sample notice that meets the requirements of all of these statutes)

**I. The Individuals with Disabilities Act (IDEA)** requires that parents of a child with disabilities be given a copy of procedural safeguards one time a year and also upon initial referral or parental request for an evaluation, upon filing a request for a due process hearing, upon a disciplinary action constituting a change in placement, or upon request of a parent. The procedural safeguards may be posted on the district's website. The notice must fully explain IDEA's procedural safeguards in an easily understandable manner and in the parent's native language unless it's clearly not feasible to do so. Parents may choose to receive the safeguard notice and other notices under IDEA by e-mail.

Access: [http://idea.ed.gov/download/modelform\\_Procedural\\_Safeguards\\_June\\_2009.pdf](http://idea.ed.gov/download/modelform_Procedural_Safeguards_June_2009.pdf) (model Safeguards Notice)

**Notification Regarding Use of Public Benefits or Insurance** Districts must provide a written notification to a child's parent/guardian before accessing a child's or parent's public benefits or insurance (Medicaid) for the first time and annually thereafter. This notification must be written in language understandable to the general public and in the parent's native language or other mode of communication used by the parent, unless clearly not feasible to do so.

Access:

<http://www.cpacinc.org/2013/06/written-notification-of-parental-rights-regarding-the-use-of-public-benefits-or-insurance/>

**J. The Health Insurance Portability and Accountability Act (HIPAA)** requires notice of privacy practices which describes how the district may use and disclose protected health information, duties to protect privacy, information about privacy practices and a complaint procedure.

**K. The Children's Internet Protection Act (CIPA)** requires the adoption and dissemination of a policy (Acceptable Use Policy) pertaining to the safe use of the Internet.



**L. The Pro Children's Act of 2001** requires notification that smoking is prohibited in all district facilities

### **Notifications Required by State Legislation**

1. Statement of equal opportunity in employment and education (NonDiscrimination/Affirmative Action-10-220; include expanded protected class to include "gender identity or expression")
2. Attendance policy/absence procedures/make-up procedures, and definitions of excused and unexcused absences, grounds for truancy (10-221(b), 10-198a)
3. Conduct/discipline/suspension/expulsion (Code of Conduct) (10-233e as amended by PA 14-229)
4. Substance use and abuse policies and procedures, (Alcohol, Drugs, Tobacco- 10-221(d))
5. Grading system including class rank/weighted grades, graduation requirements, report cards and progress reports, promotion and retention (10-220g, 10-223a)
6. Means to achieve parental involvement including parent conferences (10-221(f))
7. Pesticide application plans/notification/prior year's use (At beginning of each school year of district's pest management policy, notification prior to every pesticide application to parents/guardians and staff with a registered request for notification; 10-231a et. seq.)
8. Transportation safety complaints procedure (10-221c)
9. Health services including administration of medication, communicable/infectious diseases, immunizations, physical examinations (include information regarding asthmatic inhalers & Epinephrine auto-injectors at school. (10-212(a))
10. Child abuse and neglect reporting policy (17a-101i(e))
11. Youth suicide prevention policy and procedures (10-221(e))
12. Treatment of recruiters in the school setting (10-221b, NCLB)
13. Inform parents, guardians at the middle and high school level of the availability of vocational, technical and technological education and training at technical high schools and agricultural sciences and technology education at regional agricultural science and technology education centers. (10-220d amended by P.A. 12-116.)
14. Offer to meet with parents/guardians after a child has been assessed for possible placement in special education and before PPT meets to discuss the PPT process and parental concerns about the student. (10-76b as amended by P.A. 12-173)
15. Provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education. (10-76b as amended by P.A. 12-173)
16. Homework policy (10-221(b))
17. Exemption from AIDS instruction (10-19(b))
18. Bullying/cyberbullying policy at the beginning of each school year, (including annual notice to students about how to make a bullying or teen dating violence report and the Safe School Climate Plan; 10-222d as amended by PA 14-172 and PA 14-234)
19. Promotion, placement, retention (10-223a)
20. Pledge of Allegiance policy (10-230(c))
21. Psychotropic drug use policy (10-212b)



22. Green cleaning program policy and statement of the names & types of environmentally preferable products use, where applied, schedule for application and contact person for more information; must notify staff and if requested, parents/guardians of enrolled students. (PA 09-81)
23. Plan for managing students with life-threatening food allergies. This is also required to be posted on district/school websites. (10-212c)
24. Notification to parents/guardians of preschool special education students who reach age 5 or 6 of their legal right to hold their child back from entering kindergarten for a year (PA 14-39)
25. Coaches and other “qualified school employees” to notify a student athlete’s parent/guardian when a he/she is removed from play due to a concussion or suspected concussion, within 24 hours of removal but to make a reasonable effort to provide such notice immediately after the student’s removal. (PA 14-66)
26. Information posted on the district’s website pertaining to inter-district magnet schools. (10-220d)
27. Information posted on district’s website pertaining to Board of Education aggregate spending on salaries, benefits, supplies, equipment, tuition, services, and other items for each district school (PA 13-24)
28. Beginning July 1, 2015 information needs to be provided concerning the district’s sudden cardiac prevention program (PA 14-93)
29. Beginning July1, 2015, a policy is mandated pertaining to the sexual abuse and assault awareness and prevention program and notification to be provided regarding the ability to opt out of the program in total or portions (PA 14-196)

*Appendix K*

Bristol BOE Student and Parent/Guardian Handbook