

Welcome to the CPS Preschool Program!

Dear Parents,

Selecting a preschool program that is the right fit for your child is an important step in your child's education. Enclosed is information about our program to supplement the Joel Handbook. This handbook represents the guidelines for what we consider to be best practices in early childhood education. We offer two different preschool programming options. Our community partners provide before and after school care, as well as summer programming. Both of our programs follow the Clinton Public Schools calendar.

Please contact Joel School at 860-664-6501 with any questions about our program.

Warmly,
The Preschool Team

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Program Mission

The mission of the CPS preschool programs is to prepare independent and collaborative learners empowered to embrace the future. By providing children with high quality developmentally effective learning experiences based in play, by nurturing positive working relationships with families, and by establishing community partnerships we are building a strong foundation for lifelong learning.

Program Beliefs

We recognize the importance of meeting diverse learning needs. Through personalized learning experiences and differentiated instruction we meet the needs of each child in all developmental areas. Development of the whole child is essential to each child's well-being, with equitable focus on different developmental domains. We believe that children should be active participants in their education and take children's needs, interests, and ideas into account when planning.

The classroom environment is as much a teacher as the adults. We provide a language rich environment with activities that stimulate curiosity and inquiry. Children are provided with opportunities for language development in both English and other native languages. The classroom environments are arranged to provide students with varied learning experiences, quiet spaces and privacy, and motor activity. The outdoor environment serves as an extension of the classroom and promotes learning in all areas in addition to gross motor development.

Staff

The program staffing includes a team of professional early childhood and special area teachers as well as support staff including a school psychologist, speech language pathologist, special education teachers, occupational therapist, and physical therapist.

Program Administrator:

Kelly Enoch, Director of Special Services
kenoch@clintonpublic.net
860-664-6505

Principal:

Claudia Norman
cnorman@clintonpublic.net
860-664-6501

Assistant Principal:

Joseph Macrino
jmacrino@clintonpublic.net
860-664-6501

Nurse:

Clara Parker, RN
cparker@clintonpublic.net
860-664-6501

Teachers:

Deborah Jarrett, M.S.
Connie Warner, M.S.
Jennifer Vincelette, M.S.

Paraeducators:

Cherise Iaquessa
Kate Carey
Diana Achee
Jennifer Paul

Support Staff:

Kimberly Brown, NCSP, School Psychologist and Early Childhood Council Director
Julia Dunn, CCC/SLP, Speech/Language Pathologist
Sharon Hallahan, MSPT, Physical Therapist
Heidi Toussaint, OTR/L, Occupational Therapist

Staff Training

All staff receive extensive training in areas related to caring for your child. It is our belief that professional learning activities are necessary to ensure a high quality early childhood program. Training topics may include (list). All staff meet State of Connecticut certification requirements for their areas. Preschool staff have specialized training in areas including developmental assessment, CPR/First Aid, and working with diverse families.

Licensing and Accreditation

State Department of Education

Clinton Public Schools preschool programs are regulated by the Clinton Board of Education and are therefore exempt from licensing.

Office of Early Childhood

As the recipient of Care 4 Kids funds, we maintain standards in compliance with the OEC licensing regulations.

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

The CPS preschool programs are in the Self-Assessment year of the NAEYC accreditation process, with an anticipated accreditation date of September 2018. NAEYC accreditation is the highest mark of quality for preschool programming. Our pursuit of accreditation reflects our commitment to providing a high quality early childhood program to the children of Clinton.

From NAEYC:

Research shows a direct correlation between high-quality early learning and children's positive long-term outcomes in life, including increased educational attainment, healthier lifestyles, and more successful careers.

NAEYC Accreditation helps teachers and other staff at early learning programs develop a shared understanding and commitment to quality. The accreditation process leads to increased staff morale, greater staff retention, and a more positive, energetic work atmosphere overall—enabling centers to provide a solid foundation for all children's success in life.

NAEYC Accreditation helps families recognize quality early learning programs and feel comfortable knowing that their children are receiving a high-quality, research-based education that will prepare them for future success.

NAEYC Accreditation offers programs access to continuous quality-improvement resources, the latest research on best practices, training, technical assistance, visibility on family-focused search engines (including NAEYC's own [program search](#) database), and much more.

Program Description

The CPS preschool programs contribute to Clinton's efforts to create a coherent pre-k to 12th grade continuum by creating a continuous and well aligned set of learning experiences where learning builds from one year to the next. We offer two program options: the half-day Inclusive Preschool and the full-day Jump Start Preschool.

Both Programs

- Students can be transported to and from school by the district bus company on small buses.
- Car seats will not be provided. Lap seat belts are in all preschool buses.
- You can choose to drop your child off/pick him/her up; however, riding the bus is an exciting part of coming to Joel School!
- Students that take the bus can be dropped off at daycares/ other schools and programs as long as they are within the town of Clinton.
- Snacks are included as part of the tuition.
- Students participate in PE, Library, and Music, and World Language.
- It is not required that children are potty trained to be in either program.

Inclusive Preschool

The Joel Inclusive Preschool program is designed to meet the needs of preschool-aged children with disabilities. Students that meet criteria for special education eligibility may be eligible to attend the preschool program. Children without disabilities that demonstrate developmentally appropriate skills may be selected to participate as peers in the program.

Sessions:

AM 8:46-11:35 M, Tu, Th, F

PM 12:30-3:15 M, Tu, W, Th, F

Fee: up to \$62.50/week. There is a sliding fee scale for families that qualify. Income information must be verified to qualify for reduced tuition. We will also accept payment through Care 4 Kids (www.ctcare4kids.com).

There are up to 12 peer slots available. Students are selected based on a variety of factors including but not limited to gender, age, language skills, and behavior.

Students with identified special needs may receive services including speech/language therapy, occupational therapy, physical therapy, and behavior support based on eligibility criteria.

Inclusive Preschool Selection

The primary purpose of the inclusive preschool program is to meet the needs of student with disabilities. Selection of non-disabled peers for participation in the inclusive preschool classroom is based on lottery selection.

Jump Start Preschool

The Joel Jump Start program is partially funded through the CT Smart Start grant and designed to meet the needs of preschool-aged children at-risk due to economic or cultural disadvantage. Research shows that access to high-quality preschool programs provides important foundational skills needed for academic and lifelong success. Expanding preschool services to high-need children will increase opportunities for promoting children's development and school readiness. Thanks to Smart Start funding, more children can be engaged in high-quality preschool experiences that address the whole child including the developmental domains of cognition, science, mathematics, creative arts, language and literacy, physical health and development, social and emotional development, and social studies. Children that meet income guidelines will be given priority placement. Other applicants, regardless of economic factors, will then be selected.

Sessions:

8:46-3:15, Monday through Friday

Fee: up to \$125/week. There is a sliding fee scale for families that qualify. Income information must be verified to qualify for reduced tuition. We will also accept payment through Care 4 Kids (www.ctcare4kids.com).

Priority enrollment may be given to students that meet the requirements outlined in the CT Smart Start grant and other risk factors.

Jump Start Lottery

Step 1: Students that will be 4-year-olds that meet income criteria are identified. (9 slots per class) If there are more applicants than slots available, students from this pool are drawn from a lottery. Any wait-listed student from this category will have priority for Best Beginnings Scholarships to community programs.

Step 2: Students that will be 4-year-olds that are above the income cutoff are identified. (up to 6 slots per class) If there are more applicants than slots available, students from this pool are drawn from a lottery.

Step 3: If slots remain, applicants that will be 3-year-olds that meet income criteria are drawn from a lottery.

Step 4: If slots remain, applicants that will be 3-year-olds that are above the income cutoff are drawn from a lottery.

Jump Start Slots Designated for Special Circumstances

The district reserves 3 slots in each classroom to meet the needs of special circumstances that arise. The preschool administrator will determine the use of these slots.

Application Process

Enrollment for the fall occurs in February. Parents must attend a Preschool Information Session (2018 date to be determined) to obtain an application. Students are placed in programs via lottery.

Waiting List

Students not selected for the Jump Start or Inclusive class, or that apply after the enrollment period, are placed on a wait list. Students are randomly drawn from the waiting list based on their enrollment category.

Preschool Class Placement

Multi-age grouping of 3 and 4 year olds allows for peer teaching and modeling, as well as the opportunity for our younger students and their families to maintain established relationships with care providers from one school year to the next. The principal works with the classroom teachers to determine the best placement for each student. Students remain with their assigned teacher and peer group with the exception of any special education services that may be part of an individualized plan.

Health/Medical

The Joel Preschool programs are staffed by a nurse in the building at all times. All students must meet the state guidelines for immunizations and physicals.

Sample Daily Activities

Times are flexible to allow for transitions.

- 8:30-9:00** **Arrival**
Children are greeted by their teachers, put their belongings away, wash hands, and explore early morning activities.
- 9:00-9:15** **Circle Time**
Children participate in community-building group activities which may include reading a book, singing, dancing, sharing experiences, and other large group activities.
- 9:15-11:15** **Centers**
Preschool centers are intentionally planned to stimulate curiosity, risk taking, collaboration, and problem solving. Student interest areas are accessible and may include: art, fine motor, dramatic play, block play, writing, math, language arts, technology, science.
- 11:15-11:45** **Outdoor Learning Time**
Outdoor play spaces are considered to be an extension of the classroom. Through outdoor play, children develop large and small muscles, communication skills, social skills, and problem solving skills. Outdoor play spaces should include a variety of developmentally appropriate areas that promote a range of experiences for children.
- 11:45-12:30** **Transition to lunch and rest time**
Children wash hands, use the bathroom. Meal time is learning time. Children are able to transition directly from lunch to their cots.
- 12:30-1:30** **Rest**
Children are provided with an hour of quiet time to rest. Not all children sleep during this time. Quiet activities are provided for children that do not sleep.
- 1:30-2:30** **Afternoon Centers, Specials**
Morning centers or new centers. Children may have Art, Music, Library, or World Language during this time. *this is a good time to pack up and be ready for dismissal as not to interfere with closing circle.*
- 2:30-3:00** **Outdoor Learning Time, Possible PE time**
- 3:00-3:15** **Closing Circle/Dismissal**

Physical Activity

Daily physical activity. Focus on gross and fine motor, group games. Benefits of physical play; Alternatives for poor weather. 60 minutes per day.

Water Play

Water play is a sensory experience that also offers children with opportunities for investigation. Precautions are taken to ensure that communal water play does not spread infectious disease. Children are supervised so that they do not drink the water. Children with sores on their hands will be redirected to other activities. Fresh, potable water is used and is drained at the end of the activity period.

What Children Need at School:

- ★ Clothing: Outdoor play and messy play is an important part of the learning experience. Please send your child to school with clothes appropriate for the climate and for running, jumping, climbing, and exploring.
- ★ Sun Safety: Although there are shaded areas in the playground, during the sunny, hot months parents should send children in sun-protective clothing or apply sunscreen prior to sending children to school.
- ★ Extra Clothing: Please send an extra set of clothing to keep at school in case of a messy day. Children should have dry clothing at school.
- ★ Rest Time: Children need a crib-sized sheet for their cot, as well as any blanket or special soft toy that provides comfort.
- ★ Breakfast and Lunch: Your child may bring or purchase meals. See the Joel Handbook for information about the school breakfast/lunch program.

Supervision of Children

Staff ratios are important in ensuring that learning opportunities are maximized and that children are safe while at school. Classrooms are staffed at a maximum ratio of 1 adult per 10 children, with a maximum class size of 18 children. Teaching staff-child ratios within class size are maintained during all hours of operation, including indoor time, outdoor time, nap time, and during transportation and field trips.

- Students are supervised primarily by sight and teachers frequently check in on kids who are out of sight (e.g. in the bathroom).
- Independence during transitions is encouraged. Staff observe children during arrival/departure times, toileting, and meal times, and are available to offer assistance when needed.
- Supervision by sound alone occurs for no more than five minutes.

- Teachers scan and walk the entire perimeter of the playground, inside the playhouses, climbing equipment, sand boxes, and hard-to-see areas.
- Teachers accompany children inside to hear and see children while they are inside for drinks, obtaining personal items, or using the bathroom.
- Teachers position themselves and scan the entire classroom in order to observe what is happening.
- Teachers are aware of each child in order to maintain a safe environment.
- Children must be supervised by an employed staff member at all times. Volunteers and visitors may not be left to supervise children.

Sleeping Children Supervision

- Teaching staff position themselves so they can hear and see sleeping children.
- At least two teachers are present when children of any age are napping.
- Sleeping children of any age will not have their heads covered.
- Children who awake early or do not sleep are supervised and provided quiet activities

Curriculum and Assessment

Our curriculum framework is designed to meet the needs of all children. Instruction is driven by the Connecticut Early Learning and Development Standards (CT ELDS), recommended practices from the Council of Exceptional Children Division of Early Childhood, guidelines from the National Association for the Education of Young Children (NAEYC) and the Individualized Education Plan goals and objectives of identified special needs students. The program is supplemented with the Creative Curriculum, Handwriting Without Tears, and the social emotional program Second Step.

The CT ELDS provide standards for what we expect young children to know and be able to do by the time they leave preschool. The Creative Curriculum provides teachers with content and tools to provide learning experiences across all areas of development. Learning occurs through daily routines, the intentional use of materials, and powerful interactions between teachers and students.

Our curriculum is based on the premise that young children learn best when provided with meaningful learning experiences that are embedded in play. Play has an important role in learning and development. The classroom environment is structured to allow for exploration and social interaction across several different interest areas that support development in social/emotional skills, cognitive skills, fine and gross motor skills, language and communication, literacy, mathematics, science, and social studies. Children also receive explicit instruction, modeling, and support in the area of social emotional learning. Each day is carefully planned to meet the needs of individual and group learning needs. Staff observe and record

children's progress. Observation data is used to plan future goals and lessons as well as to assist in creating student progress reports.

The developmental progress of our students is monitored through a comprehensive assessment system. Assessment is routine for all children and is integrated with teaching and planning. Curriculum goals and objectives are aligned to assessment of child progress. Assessment serves multiple purposes: to help teachers better understand children's unique interests and needs, to inform instruction, to monitor student growth and progress, to support program improvement initiatives, and to communicate with families. Students will be screened within the first three months of school using both a parent rating (such as the Ages and Stages Questionnaire) and direct assessment (such as the Brigance Screener). Screening allows teachers to identify areas of strength and concern in order to inform personalized learning experiences for every student. Ongoing assessment and student portfolios will be used to inform planning and instruction.

Assessment results will be shared with parents at two parent conference times and two report card times. During parent conferences, teachers will explain the purpose of each assessment used, how results are interpreted and integrated into planning, and answer any questions parents may have about assessment methods that are used. Parent input is integrated into assessments via rating scales and parent interview. Lesson plans will be posted weekly and staff websites will be updated so that parents are included. Teachers work with families to determine the best methods of assessment for each child. Assessment information is shared with families so that they can understand. Interpreters may be used.

Student portfolios will include information obtained from the multiple forms of assessment used. Student assessment includes direct assessment measures (assessment tools, rating scales), videos/pictures, anecdotes, and work samples. Published assessments are selected by the preschool team with consideration of validity. Centers will be designed to meet the developmental needs of the children consistent with progress toward Early Learning and Development Standards. Assessment will provide the teacher with information about a child's current skill set in order to continuously move the child to the next stage. Themes will incorporate student interest areas. If concerns arise the teachers will follow the district's referral procedures.

Parents may access the preschool assessment calendar on the preschool website. Questions about the specific tools utilized should be directed to the classroom teacher.

Practical Applications of Discipline/Behavior

The Clinton Public Schools Preschool Programs approaches discipline as a teaching opportunity rather than as punishment. We recognize the need to educate the whole child and to teach children lifelong skills of self-regulation, emotion management, empathy, and problem solving. Children learn these skills through intentional teaching, through the behavior we model as adults, in how we arrange our classrooms, in how we speak to each other, and in the limits we set. Staff use a variety of behavior management techniques, which may be individualized to meet the needs of all students. Our goal is to help all children grow and increase their ability to engage in pro-social behavior.

Preschool teachers recognize their role in turning discipline into a learning experience for all students. Children are engaged in reflective practices which may include modeling, role play, and explicit teaching of pro-social behaviors. The preschool program participates in the Joel School climate programs including Second Step, Responsive Classroom, ROCKS, and town hall meetings. The purpose of these programs is to explicitly teach skills that build social competence. By taking a proactive approach to social development, children are less likely to require disciplinary action.

In the preschool classroom, disciplinary actions may occur in the form of reflection, redirection, or time to cool down. Teaching staff never use corporal punishment, sarcasm, or verbal abuse at any time, for any reason. Staff do not withhold food or outdoor playtime as forms of punishment. We frame our redirection to be positive and nurturing. In a case where these strategies are not effective in supporting student needs, the classroom teacher will, along with the school psychologist and any other relevant staff members, create a support plan consistent with the district's Scientifically Research Based Interventions program for behavior (Behavior SRBI). Staff are asked to refrain from talking about children in the child's presence unless the child is included in the conversation. Teachers follow building level procedures for discussing and documenting concerns about students. For more information about Behavior SRBI please contact a Joel School Psychologist.

Family Engagement

Families are an integral part of a child's preschool experience. Upon registration, families will be asked to provide information about family values, beliefs, and experiences through a family questionnaire. At various points during the school year, teachers collaborate with families to develop a positive, supportive reciprocal relationship. To help understand what happens at school, families will have access to teacher websites, school websites, newsletters, and volunteer opportunities. Visits are welcome and families should contact their child's teacher if they are interested in visiting the classroom. Emailing the teacher and other program representatives when you have any questions or concerns is encouraged.

Parent education and family learning opportunities occur through our Best Beginnings program and all families will be notified of activities via website, facebook, and flyers. Best Beginnings family activities are offered both during the school day and after school, with child care provided. Topics are driven by family input (such as sleep, feeding, behavior) and teacher recommendations. Parents are invited to participate in Early Childhood Council meetings (3-4 times/year) to share concerns and needs as well as to include parents in our readiness initiative.

When possible, information will be shared with parents in the language that they understand best. We will use the language line for translation at conferences as needed. Families may bring translators to meetings.

Opportunities for parents to volunteer in the classroom are provided as well as two parent conferences per year. NAEYC parent surveys as well as additional surveys to gather information from parents to drive program improvement. Chat groups via social media, community conversations, and/or book clubs are additional venues provided for parent participation. We also collaborate with the ERASE program to provide family activities in support of our English Language Learners. Translation services are available upon request.

Documentation and Evaluation

The Clinton BOE Teacher Evaluation Process will support the teachers' growth. Program evaluation will occur through the use of the Early Childhood Environment Rating Scale (ECERS) and through the accreditation process. We will have an ECERS conducted yearly and follow guidelines for program development through the National Association for the Education of Young Children accreditation process. Professional development activities during the accreditation process will focus on the accreditation process and related curricular components in line with the Early Learning and Development Standards. Information gained from direct student assessments (such as the Brigance, Preschool Assessment Framework, standards-based assessment), student observation, as well as parent input (such as Ages and Stages Questionnaire, interview) will inform the teacher of student progress.

Special Education Services

Special education services are provided to eligible preschool students. Parents will receive information regarding parental participation, rights, and responsibilities from the special education team. Parents serve as members of a child's Planning and Placement Team and contribute to the development of the child's individualized education plan. Services provided range from indirect services, such as consultation and collaboration among team members, to direct services such as speech/language therapy, occupational therapy, and behavior support.

Parents of children that receive special education services are encouraged to contact their child's case manager with any questions or concerns.

Child Find

If you or your child's teachers have concerns about your child's development, your child may be referred for a developmental screening. Your child's teacher will discuss the process with you. Sometimes, as a result of a screening, the preschool team will recommend that a Planning and Placement Team convene to determine whether additional assessments are warranted. Parents may also directly contact School Psychologist Kim Brown at Joel School to discuss concerns or schedule a screening.

Student Records

Student portfolio materials, such as work samples, pictures, and teacher notes are maintained by the classroom teacher. Summative reports distributed in January and June are copied to the student's cumulative file. Special education and health records are confidential and may be accessed only by staff that have a legitimate need to access the records. Certified teaching staff and administrators will have access to individual child screening and assessment results for the purposes of educational planning, representing student growth, and to determine the success of curricular programs. All student records are housed in locked file cabinets with a sign-out system for staff access. Parents may make a request for one free copy of student records per year to the Joel School administration. Additional copies of student records may be provided at an expense of fifty cents per page.

Confidentiality

Teaching staff working directly with students and administration will have access to a student's school record. See Board of Education Policy 5125 for more information regarding the confidentiality of student records. Board policy can be accessed at <http://www.clintonpublic.net/board-1/policies> .

Mandated Reporter Requirement

All Clinton Public Schools employees are mandated reporters and are required to report suspicion of abuse and neglect to the Department of Children and Families. Additional information about mandated reporters can be found at:

<http://www.ct.gov/dcf/cwp/view.asp?a=3483&q=314384#Who>

Transitions

The preschool programs implement practices that support smooth transitions for children. These transitions include transitions during the school day and over the course of the school year, transitions with wrap-around services, and the transition from preschool to kindergarten.

- Children are assigned to a primary classroom teacher with assigned support staff. Each classroom has its own assigned staff. Multi-age grouping of 3 and 4 year olds allows for peer teaching and modeling, as well as the opportunity for our younger students and their families to maintain established relationships with care providers from one school year to the next. The principal works with the classroom teachers to determine the best placement for each student. Students remain with their assigned teacher and peer group with the exception of any special education services that may be part of an individualized plan.
- Teachers create schedules that minimize wait times.
- Teachers communicate with wrap-around care providers when needed.
- Teachers share information for kindergarten placement with the building principal. This may include report cards, transition information sheet, anecdotal records, or a conversation.

Transition to Kindergarten

The transition to kindergarten is an exciting time for children! Kindergarten information sessions for families are typically held in February. Parents may also schedule school tours through the main office. Best Beginnings sponsors a number of events every spring to support the transition to kindergarten. Preschool teachers are provided with a form, which is shared with parents, that allows them to describe student strengths and concerns so that the principal is able to consider the best kindergarten placement for each child. Forms are completed in the Spring.

Wraparound Services

Before and after school care, and summer care, are not provided for preschool students. Families in need of wraparound services should contact one of our community partners.

Carrot Patch

Clinton Child Care

Pumpkin Patch

Red Barn Children's Program

Community Resources and Support Services

The preschool program partners with a number of community programs including:

- ERACE (English language courses)
- Community Health Center

- Clinton Youth and Family Services
- Henry Carter Hull Library
- Clinton Social Services

Families are encouraged to contact their child's teacher or one of the Joel School Psychologists for support in accessing community support services.

Nutrition

The Joel Preschool Programs follow the USDA's "Nutrition Standards in the National School Lunch and School Breakfast Programs." Some key elements of preschool mealtimes include:

- Feeding plan for each age group in the program.
- Adult modeling of healthy eating.
- Menu planning for meals and snacks.
- Food purchasing and preparation.
- Meal services practices and equipment.
- Mealtime as an important part of children's development.
- Characteristics of a positive food environment (policies governing the use of food as a reward or punishment; advertising of unhealthy food).
- Learning cultural and ethnic differences.
- Preparing food at home and for special events.
- Food allergies and special diets.
- Nutrition education.

Our beliefs about mealtimes:

- ★ Mealtime should be relaxing
- ★ Mealtime should include time for children to socialize
- ★ Children should be told the truth about food provided
- ★ Children should be encouraged but not forced to eat
- ★ Children should learn to serve and feed themselves
- ★ Food should be introduced in an attractive manner
- ★ Children should take or be given age appropriate portions initially and seconds if desired (and available)
- ★ The child care provider should recognize that spilling, dropping, or breaking dishes are acceptable accidents.
- ★ Food should never be used to bribe or reward children.
- ★ New foods should be served in small amounts until they become familiar.
- ★ Whenever possible, adults should be served and consume the same meal that the children are served.
- ★ Sufficient time should be allowed for children to eat.
- ★ Accommodations should be made for medically based diets or other dietary requirements.

- ★ Children under the age of 4 are not given hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.
- ★ Children are provided at least 20 minutes to eat their meal.
- ★ Snacks are provided by the school and are served family style. In family style dining, food is placed in serving bowls on the table and children are encouraged to serve themselves. Adults sit with the children encouraging good manners and informal conversation.
- ★ Discuss the menu with children beforehand
- ★ Allow children to set the table
- ★ Serve new foods one at a time
- ★ Allow children to place food on their plate
- ★ Provide cooking activities that will let children explore and taste different foods

Food Allergies

Detailed treatment plan in the student's medical file. Parents must inform the school of a child's allergies. Staff maintain areas used by staff or children who have allergies or any other special environmental health needs according to the recommendations of health professionals such as the medical consultant or school nurse.

Handwashing

Handwashing is an important classroom routine in maintaining a healthy environment. Children are taught handwashing procedures through modeling and direct instruction. Handwashing procedures are posted in each preschool classroom.

Children wash hands:

- ❖ Upon entering the classroom
- ❖ Before meals and snacks
- ❖ Before and after any water activity or sensory play
- ❖ After a diaper change or a bathroom break
- ❖ After playing outdoors
- ❖ After handling animals or animal cages
- ❖ After wiping their noses or touching any body fluids
- ❖ Whenever hands appear visibly soiled

Hands are washed using liquid soap and running water, rubbing hands vigorously for at least 20 seconds including back of hands, wrists, between fingers under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer;

and avoiding touching the faucet with just washed hands (i.e. use a paper towel to turn off the faucet).

Alcohol-based sanitizers with 60% to 90% alcohol are an alternative to traditional hand washing when visible soiling is not present.

Diverse Needs

The preschool program is an inclusive program and does not exclude children with diverse needs such as spoken language and disabilities. The program supports children in all areas of development including language acquisition. Teachers consult with parents regarding preference for language acquisition and support family values. Teachers may consult with appropriate colleagues to discuss student concerns. If a referral for special education or Section 504 is warranted the procedures established at Joel school are followed.

Multicultural Education

The preschool program promotes multicultural education in alignment with our curricular frameworks. Through multicultural education, we:

- Expand cultural awareness and encourage self-identity
- Promote respect for differences and appreciation for others' viewpoints
- Encourage cooperative social skills
- Empower children from diverse backgrounds

We achieve this through integration across the classroom and curriculum:

- Environment rich with pictures depicting a variety of cultures
- Using materials that are relevant to children's lives
- Materials from children's home cultures, such as cooking materials, dress-up clothes, appliances
- Community involvement
- Talking to children and families about routines and traditions they have at home

Tuition Procedure

Tuition for the Joel Preschool Programs is based on family placement on the sliding fee scale. Rates are determined based on a 39 week school year. Payments are distributed across 10 months or may be paid in full. Families that do not provide income verification will be charged the maximum weekly fee. Sliding fee scales can be obtained from the Joel Office.

Program	Maximum Weekly Fee	Monthly Payment
Inclusive Morning M, Tu, Th, F 8:46-11:35	\$62.50	\$62.50/wk x 39 = \$2437.50/year \$243.75/month
Inclusive Afternoon M, Tu, W, Th, F 12:30-3:16	\$62.50	\$62.50/wk x 39 = \$2437.50/year \$243.75/month
Jump Start M, Tu, W, Th, F 8:46-3:15	\$125	\$125/wk x 39 = \$4875/year \$487.50/month

How the sliding fee scale works:

Find your family size at the top and scroll down until you find your income range. The fee is to the right or just below, depending on your income range.

Examples:

For a family of 4 with an income of \$60,000/year the weekly fee for Jump Start is \$60. The weekly fee for Inclusive is \$30.

\$60 x 39 weeks = \$2340/year divided by 10 months (Sept-June) = \$234/month for Jump Start

\$30 x 39 weeks = \$1170/year divided by 10 months (Sept-June) = \$117/month for Inclusive

For a family of 5 with an income of \$110,000/year the weekly fee for Jump Start is \$103. The weekly fee for Inclusive is \$51.50.

$\$103 \times 39 \text{ weeks} = \$4017/\text{year}$ divided by 10 months (Sept-June) = $\$401.70/\text{month}$ for Jump Start.

$\$51.5 \times 39 \text{ weeks} = \$2008.50/\text{year}$ divided by 10 months (Sept-June) = $\$200.85/\text{month}$ for Inclusive.

Tuition checks may be made payable to “Clinton BOE.” Please put your child’s name and “tuition” in the subject line. If you do pay in cash, please place in a sealed envelope labeled with your child’s name and “tuition.” If your child rides to school on the school bus you may send the tuition to school with your child. Tuition payments are due the last week of the month prior to attendance (i.e. October payment is due the last week of September.). If payment is not received by the start of the month you will receive a written reminder. If tuition is not received after the written reminder you will be contacted to discuss options for tuition payment and your child may be excluded from the program.