WOMEN'S LEAGUE
Child
Development
Center



Family Handbook

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WLCDC Vision and Mission Statement

Our Vision

At the Women's League, we are motivated and inspired every day by this hope for the future:

> *All families in need of childcare for their young children will have affordable access to a safe and supportive learning environment, and their children will have affordable access to a safe and supportive learning environment, and their children will have access to the lifelong benefits of high-quality early childhood learning experiences. With ability to pay no longer being a barrier, the playing field for early childhood education and care will be level.*

Our Mission:

Women's League Child Development Center nurtures the holistic development of young children and prepares them to enter kindergarten as curious, creative, confident students who love learning and are equipped to succeed.

WLCDC fulfills this mission by:

- Taking a whole-child, family-centered approach that promotes healthy physical, emotional, and social development,
- Employing highly qualified, dedicated staff who apply proven teaching and learning strategies drawn from evidence-based educational models,
- Providing a safe, stimulating, and engaging environment for infants, toddlers, preschoolers and school-age children in a state-of-the-art facility,
- Ensuring that our programs are affordably accessible to low-income working families, and
- Leveraging local resources and partners to enrich programming and address evolving needs of parents, families, and the community.

OUR GUIDING BELIEFS

- High-quality care and early childhood learning experiences are foundational to children's healthy development and future success in school and life.
- Parents have the right and responsibility to be engaged in their children's learning, and such family involvement is integral to a successful early childhood education program.
- Eradicating the implications of poverty and the educational, racial and wealth disparities facing people of color begins in places like Women's League.

Non-Discrimination Statement

We affirm that the Women's League Child Development Center and its programs/services do not discriminate against individuals or permit discrimination against any person or group of persons except in the case of a bona fide occupational qualification on the grounds of race, color, religion, creed, age marital status, familial status, national origin, ancestry, sex, gender identify or expression, intellectual disability, mental disability, learning disability, lawful sources of income, sexual orientation or physical disability or any other protected class not identified herein.



OUR CORE VALUES

Excellence
the foundation underpinning and inspiring all we do and how we do it

Innovation
the strategy for staying relevant and responsive to a changing environment

Inclusiveness
the basis for welcoming diversity, promoting equitable access and participation, and cultivating a sense of belonging

Empowerment
the commitment to equipping parents, children, and staff with the necessary tools and opportunities for success

Joy
the emotion that the experience of teaching, learning, playing, parenting, and working together to reach goals can and should evoke

Respect
the key to affirming the dignity, ability, and aspirations of each unique child, family, and colleague

Engagement
the path to fostering development of shared goals and mutual accountability for progress among all stakeholders

Dear Parents and Families,



Thank you for entrusting your most prized possession – your child into our care. It is indeed an honor and the highest of responsibilities to nurture, care for and educate your child in their early years of development.

Both you and your child have entered a whimsical journey that has been intentionally designed to provide your child with the highest quality of care and early education here at the premier, Women's League Child Development Center.

We are thrilled that you have chosen to join the Women's League family!

As the Executive Director, let me insure you that I, and the entire staff of the Women's League, will take our responsibilities to care for and love your child as an individual; to provide them with a safe, stimulating, and consistent learning environment each and every day; and to communicate with you on a daily basis about how your child is developing. These early years in your child's life pass quickly, but yet they are the most important years of their lives as their bodies, brains and personalities develop rapidly – setting a blueprint for their futures. For this reason, we want to be a support to and partner with you so that your child reaps every benefit that we have to offer as a premier early childhood and learning center. One thing is certain, we need to lock arms and set out to be tireless partners on this journey. Here at the Women's league the journey is not only about seeking to ensure that your child is kindergarten ready, but also to ensure that they are eager learners who are confident about themselves and their ability to accomplish great things in their lives.

We are honored that you have selected and entrusted the Women's League to take this journey not just with you and your child but with your entire family. In powerful and productive partnerships, every voice matters – and regular communication is the key to a positive and long lasting relationship. Please be assured that you recognize and give homage to your role as a parent as well as being the most influential person in your child's life and education – and as such we want to be in partnership and regular communication with you at all times.

The vision for the Women's League started over 100 years ago as the result of several bold, confident and wise women who sought to make a difference in the lives of women and children in the Hartford area. As the current Executive Director, I not only humbly stand on the shoulders of these great women, but I strive to follow in their shoes –to have the Women's League continue to be recognized in its rightful place as the premiere early childhood learning center in Hartford "Where Children Love to Learn."

Both I and my team look forward to taking this journey through your child's early years alongside you - it is certain to be an original and creative journey.

Just remember we are in this together!

Karen Lott

Karen Lott, Executive Director

Program Description

Dynamically balancing tradition with innovation, at Women's League Child Development Center learning and love come together. We believe that every child deserves the best care and education. We believe that socioeconomics cannot be allowed to present a barrier to opportunity. We believe that families and communities have the right and responsibility to be engaged in our program and that, together, we can provide the enhancing experiences that prepare children for success in school and in life. We believe children love to learn.

We provide year-round childcare services to infants, toddlers, preschoolers (3 months-5 yrs.)
Our center is located at 1695 Main Street, Hartford, CT, 06120.We can be reached at 860 524 5969

Enrollment Policy

The Women's League follows an open enrollment process – meaning that children can be enrolled at any time during the year – given that there are available seats. Priority enrollment is extended to residents of the City of Hartford. Enrollment is extended to children/families who reside in surrounding cities/towns based upon availability of such seats.

Families interested in enrolling their child/ren are directed to visit our website, www.womensleaguecdc.org to complete an enrollment interest form as a first step. Upon completion of the enrollment form, families may be placed on a wait list. When an opening is available, families will be contacted to come to the center and pick up an enrollment packet. No child can enroll in the program without all components of the enrollment package and orientation process being completed.



As an NAEYC accredited program, the Women's League Child Development Center promotes the

10 Early Childhood Education High Quality

1. Promoting **positive relationships** among all children and adults while encouraging each child's sense of individual worth and belonging as part of a community and fosters each child's ability to contribute as a responsible community member.
2. Utilizing a **curriculum** that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.
3. Employing developmentally, culturally, and linguistically appropriate and effective **teaching approaches** that enhance each child's learning and development in the context of the curriculum goals.
4. Making informed decisions based upon ongoing systematic, formal, and informal **assessment approaches** to provide information on children's learning and development.
5. Promoting the nutrition and **health** of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Programs must be healthy and safe to support children's healthy development.
6. The program employs and supports a teaching **staff with the educational qualifications, knowledge, and professional commitment** necessary to promote children's learning and development and to support families' diverse needs and interests.
7. The program establishes and maintains **collaborative relationships with each child's family** to foster children's development in all settings. Such relationships are sensitive to family composition, language, and culture while establishing relationships with families based on mutual trust and respect and involving families in their children's educational growth, and encouraging families to fully participate in the program.
8. Establishing relationships with and using the resources of the children's **communities** to support the achievement of program goals. Fostering relationships with agencies and institutions in the community can help a program achieve its goals and connect families with resources that support children's healthy development and learning.
9. Promoting a safe and healthy **environmen**t that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.
10. Effective **leadership** to implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences.

Administrative Team

Ms. Karen Lott-Executive Director- klott@womensleaguecdc.org
Responsibilities include day to day management of the program and oversight of the program's compliance with regulatory agencies: securing diverse sources of funding and instituting practices that align with the Office of Early Childhood Education, the City of Hartford and NAEYC Accreditation standards. Ms. Lott is committed to the WLCDC providing the highest quality of care to prepare children for ultimate success in kindergarten.

Stephanie Google-Assistant Director- sgooge@womensleaguecdc.org
Responsibilities include supporting Executive Director in day to day management of the Women's League Child Development Center. Responsible for supporting all members of the teaching and administrative teams with adherence to policies and procedures. Provides direct supports to the Curriculum Specialist and teachers to strengthen classroom instruction and insure the highest quality of educational practices in all classrooms.

Karen Clancy-Operations Manager - kclancy@womensleaguecdc.org
Responsibilities include supporting the work of the Executive Director and overseeing all program operations relative to the overall management of the operations of the Women's League. This includes serving as the technology liaison, supervising receptionist and facility staff, providing technical support to staff and interfacing with vendors and local community based organizations.

Letticia Williams Fort-Curriculum Specialist- lforttwilliams@womensleaguecdc.org
Coordinates all activities related to supporting Infant/Toddler teachings teams implementing age appropriate learning activities, implementing curriculum and developing lesson plans. Responsible for coordinating trainings for teachers to support their use of best practice and instruction. Assists with providing supports for families and promoting parent engagement.

Marquita Glasscock-Curriculum Specialist- marquitag@womensleaguecdc.org
Coordinates all activities related to supporting Pre School teaching teams implementing age-appropriate learning activities that promote kindergarten readiness, implementing curriculum and developing lesson plans. Responsible for coordinating trainings for teachers to support their use of best practice and instruction. Assists with providing supports for families and promoting parent engagement.

LaVonne Henderson, RN- lhenderson@womensleaguecdc.org
Responsibilities include ensuring program, staff and building compliance with all health, safety and nutrition criteria. Monitoring staff and children's medical records for accuracy and compliance and supporting the Women's League adherence to NAEYC, Office of Early Childhood Education, Department of health, CACFP and American Academy of Pediatrics guidelines. Maintains all health documentation and medications. Conducts daily health checks and provides routine and emergency care for children in program.

Yesenia Ocasio-Bookkeeper- yocasio@womensleaguecdc.org
Responsibilities include billing families for tuition fees, documentation of changes in parent eligibility for tuition assistance and serving as the human resource and benefits specialist for the Women's League Child Development Center staff. Coordinates, payroll and account payables.

Operation Information & Requirements

Days and Hours of Operation

The Women's League operates Monday through Friday from 7:00am-5:00pm.
All children must be signed in upon arrival and signed out when picked up each day. When signing a child in/out the parent/guardian must clearly write their (1) First Name (2) Last Name (3) Working phone number for the day for emergency purposes - this is a requirement of the State of CT licensing division.

Security of the Building

The Women's League is a secure/locked facility -24 hours a day. Entry by the general public is limited to access through either the main entrance on Seyms Street or through the back entrance on Mathers Street. Access to the building is only granted after visitors ring the bell and state the nature of their business.

Parents approaching the entry doors can always expect that they will be asked for their child's name and room number before being permitted to enter the building. Once access is granted to the building all parents/visitors must report to the main office and sign into the building. Parents/visitors must also sign out at the main office as they exit the building. This allows us to have an accurate count at all times of the number of people in the building – in the event of an emergency.

The main doors of the program are covered by 24 hour surveillance cameras. There are multiple interior cameras as well along with additional external cameras. There are no cameras in any of the classrooms

The Center is closed:

Labor Day
Indigenous People's Day
Thanksgiving and the day after
*Days between Christmas Day and New Year's Day for Winter Recess
Martin Luther King, Jr. Day
President's Day
Good Friday
Memorial Day
*The week of the July 4th for Summer Recess

August Professional Development Days

Advance Notice Reminders

Reminders of the scheduled closings listed above are posted in advance of the closing - around the center and in the Seesaw app.

Weather Closings

Women's League makes every effort to remain open so that families' employment or school responsibilities are not disrupted.

However, if the determination is made by the **Governor** or **Executive Director** that it is the interest of safety to cancel, delay opening, or close early notice will be made as indicated below.

To get accurate up to date information on our status regarding delayed openings or closings, follow these options for announcements:

Television Stations:

Channel 3/WFSB-TV
Channel 30/WVIT-TV

Additional Notifications:

- Text Alerts to your cell phone number (via Procare)
- Email
- See Saw notification

As well you can call the Women's League at **860-524-5969** and a message will report the status of the program for the day.

If the Governor orders the closing of public facilities, Women's League will be closed.

Please make sure that your contact information is up to date at all times – as we rely on this information to be able to contact you in the case of an emergency

On the street Parking

Parking is available to parents for drop off and pick up on Seyms Street for preschool parents and also in our Mathers Street parking lot.

During inclement weather, parking may be limited on Seyms Street – in which instance parents may park in the church parking lot on Seyms Street directly across from the Women's League

The gates for entry onto the property will be closed promptly at 8:30am

Alternative Care

- The Family Handbook and Center Calendar are available electronically to families.
- Families are advised to plan their vacation times, when applicable, around center closings.
- Families are provided information regarding alternative care settings. Women's League administrators are available to assist parents in this process.
- **Mount Olive Childcare Center** located at 30 Battles St., Hartford, CT 06120, phone number (860)549-4380 has a collaborative childcare arrangement for alternative care for families during instances that the Women's League is closed.

- No additional fee is charged by the Women's League when families utilize alternative care arrangements.
- Reminders of scheduled closings are posted in advance of the closing - around the center and in the Seesaw app.

Your Child's Day/General Daily Routines

Each classroom provides the child a welcoming, nurturing environment. The children have many opportunities for exploration and discovery; active and quiet periods; individual, small group and large group experiences; planned as well as unstructured activities with scheduled time for family style breakfast, lunch and afternoon snack. Some activities are child directed to promote self-confidence, choice and self-monitoring. Teacher directed activities focus on developmental milestones and socialization. All activities provide learning opportunities for cognitive, language/literacy/reading, numeracy/math, creative skill development as well as social/emotional self-esteem building.

Physical play is an essential part of a child's development. Children play outdoors (weather permitting) or indoors each day. Even in the fall and winter there will be outdoor play for the children – weather permitting. All children who are in attendance must participate in outdoor play. Playing outdoors is another environment that allows teachers to foster self-help skills, language development, large and fine motor development, positive social interaction, making - all ingredients that promote high quality and strong brain development – while having fun!

Breakfast is served in your child's classroom from **8:15-8:45**
Lunch is served in your child's classroom from 11:15 to 12:00pm, followed by rest time.
Afternoon snack is provided after children's rest time, at approximately 2:30pm.

Families are **not** permitted to send food or snack items to school with their children.

Due to allergies and our nutritional guidelines **– NO OUTSIDE FOOD IS PERMITTED.**

Open Door Policy

Women's League encourages an open-door policy. Families may visit children or teachers at any time during program hours. Rest time (12:15-2:15pm) is the best time to call or come in for extended conversations with teachers.

**Given current COVID restrictions – we are not able to adhere to the open door policy at this time – we will keep you posted as to when we resume this practice. In the meantime, please feel free to use the Seesaw app to communicate with your child's teacher and/or call the main office for assistance.*

Cell Phone Policy

Women's League is a cell phone free environment. It is important for you to communicate with your child and staff during drop off and pick up so we ask that you refrain from cell phone use during drop off and pick up times.

Children's Arrival and Departure

The Women's League opens at 7:00am and closes at 5:00pm – 50 weeks a year.

Assignment of Hours of Care:

Parents are assigned hours of care that correlate to their work schedule. Each family will be given a specific time for drop off and pick up of their child. Families are not to alter the drop off or pick up times without first gaining authorization from a program administrator. Families will be required

to submit proof of their work hours at the time of enrollment and at any time a change of hours is requested.

Each child is required to be in attendance at least 6 hours a day – per the guidelines from the Office of Early Childhood Education (OEC).

Arrival

The Center opens at 7:00am and closes at 5:00pm.

Children are expected to be in their classrooms at their designated drop off times in order to get full advantage of the program**.** It is best for your child to start the day relaxed with the opportunity to settle into the classroom. In order for this to happen, it is important that you create a routine that you follow every day. A consistent routine provides your child with a sense of security and awareness of what to expect – which young children like and need while providing them with a sense of security and belonging.

Please keep teachers informed about your child's health, mood, eating habits or any changes at home that may affect child's behavior. Be sure to let the teaching staff know if there may be a **c**hange in your child's typical or overall schedule, mood/demeanor so that we can do our best to meet your child's needs. Please communicate with the main office if your child will be arriving late or picked up early due to doctor, dentist, or other appointments.

At the time of arrival, please inform the classroom staff if there is a change in who will be picking up your child at the end of the day.

Any arrival to the program after 8:30am must be cleared in advance. Parent/guardian are required to call prior to your arrival time and speak with the main office. We understand that late arrivals may occasionally occur times to accommodate a doctor/dentist or another appointment. In these circumstances a child may be dropped off no later than 11:00am with documentation of the appointment. Please speak with your child's teacher ahead of time to discuss this arrangement so we may support your child's transition into the classroom.

Given the current health crisis with COVID-19, the following arrival procedures will be in place until further notice.

- Parents will escort children to their designated arrival door by an adult who is properly wearing a face mask (mask must be positioned over the mouth and nose)
- The adult dropping off the child will be required to answer a series of wellness questions about the child and the child's household
- The adult dropping off the child must remain with the child until the child's temperature is taken. In the event that the child has a fever, he/she will not be admitted to the program.
- Teachers will greet families each morning at the door – and will obtain the best number to reach the parent in case of an emergency.
- Parents will be required to sign the attendance sheet at the end of the week

For your child's safety, we require that you sign your child in each day with the parent/guardian's first and last name and a contact number for the day in case there is a need to reach you in the case of an emergency**. IT IS VERY IMPORTANT THAT WE CAN REACH YOU AT ALL TIMES.**

Departure…

- Families are responsible for arriving at their assigned pick-up time.
- Families that pick up their child late (10 minutes after their designated pick up time) will be charged a 10.00 late fee each time a late pick up occurs.

During pick up time it is important that you establish a routine, when you arrive you greet your child and teachers, and let your child know how much they must clean up and end activity. While your child is finishing up this is a good time to touch base with the teacher and ask about the day. Once your child has left the classroom you become responsible for the safety and supervision of your child. Best practice is to securely hold your child's hand until you reach your vehicle and he is securely in.

Attendance

All children must be in the program by 8:30am.

In order to maintain a seat in our program your child must have regular attendance missing no more than 3 days a month. Parents/guardians are required to call and notify the main office (860-524-5969) of their child's absence from the program. Parents/guardians are also responsible for giving classroom teachers advance notice of absence due to vacation/family events.

Five consecutive days of unexcused absences can result in your child's withdrawal from the program.

Outdoor Play

Outdoor play is an important part of the early childhood curriculum, and an extension of the indoor classroom. **Children** are given the opportunity to explore, move their bodies, practice social skills and problem solve as part of outdoor play. Typically, children go outside twice a day. If your child is not well enough to play outdoors, he or she is not well enough to attend the program. All children in attendance will go outside at their designated times – weather permitting.

As such, it is important that you dress your child appropriately for outdoor play for each season.

Winter:
Mittens, attached to cuffs, hat, warm jacket, snowsuit, boots.

Spring & Fall:
Jacket, hoody, heavy sweater, boots on rainy/muddy days.

Summer:
Light clothing, swimsuit, towel, sunhat, sneakers (no sandals). Children need to wear closed shoes for safety and enjoyable play.

Late Pick Up Policy

In the instance that a parent is late picking up their child, program staff will place a call to the parent/guardian using the numbers that have been provided on the enrollment card. If the parent cannot be reached, the staff person will attempt to call the emergency authorized, alternate adults provided by the parent/guardian at the time of enrollment. If those individuals can not be reached and the child is not picked up by 6:00, the police will be notified. At that time, the child may be released to the police. The non-emergency number for our local police department is (860-757-2400). DCF – Department of Children and Families may also be contacted.

Person Authorized to Pick Up Child

YOUR CHILD'S SAFETY IS OF THE UTMOST IMPORTANCE.

We will release children only to parents, guardians and persons authorized on the enrollment card. Please be sure to ask these persons in advance if they would be willing to be an escort. We strongly recommend escorts be introduced to classroom teachers. In case of an emergency, a phone call from the parent may be made to the main office giving permission for an unauthorized person to pick up. **That person must report to the main office and present a photo ID prior to being allowed to pick up the child.**

It is the parent/guardian's responsibility to **inform the Women's League of any changes in the names of the authorized persons or of custody changes.**

Photo identification or other official identification will be requested by the Center staff before the child is released. **Escorts must be 15 years of age or over.** All escorts must report to the Main Office before taking a child from the program.

Please be aware that a child **will not** be released to a parent/guardian or authorized escort who;

- appears to be under the influence of alcohol or drugs,
- who smells of alcohol,
- who appears to be physically, emotionally or mentally impaired
- has an active restraining or court order on file

In such instances, we will call another authorized person or if necessary, we will contact the police and DCF.

Adults dropping off children are held to the same standards as above.

Escort dropping off or picking up children must be 15 years of age or older.

Changes in Authorized Escorts;

It is the parent/guardian's responsibility to inform the Women's League of any changes in the names of those authorized to pick up a child.

Changes in Custody of a Child

It is the parent/guardian's responsibility to inform the Women's League of any changes in custody and to provide the Women's League with all legal documentation of such.

In the Case of an Emergency

A phone call from the parent must be made to the main office giving permission for an unauthorized person to pick up your child. When doing so, you must provide the person's full name and give a description of them. That person must report to the main office and present a photo ID prior to being allowed to pick up the child. A copy of the individuals ID may be made.

Appropriate Attire for Children:

Here at the center, children are encouraged to engage in a variety of hands-on and sometimes messy exploratory activities. Although children wear smocks for these activities, their clothes may still get stained or dirty. Families please consider this when dressing your children for school. Attire for school should be durable wear that you do not mind getting stained or soiled.

Jewelry

DO NOT have children wear expensive jewelry or jewelry that has sentimental value. We are not responsible for lost jewelry. Jewelry can also present a hazard to your child as well as other children during play. We want all children to be free to safely participate in all activities.

What to Bring for Your Child:

All children are currently provided with a disposable paper bag for their belongings – no backpacks are allowed at this time.

- A crib sized sheet, a warm blanket and a small pillow optional for rest time (Due to covid pillows are not permitted at this time)
- All children must have two sets of complete extra clothing seasonally appropriate including socks and underwear. Every child's belongings need to be marked with the child's name to prevent loss.

Infants-Families

Must provide: labeled bottles, sippy cups, clothing, bibs, disposable diapers, wipes, as necessary.

Toddlers-Families

Must provide: Disposable diapers and/or pull ups, wipes and sippy cups if still using.

Parent Conferences

Family conferences are conducted at minimum twice a year and upon family request. Teachers collect data how children are meeting their developmentally milestones utilizing the using the CTDOTS and from gathering Family Input throughout the year. Teachers also use the Sparkler questionnaire to collect information from parents that is then reviewed during the parent/teacher conference. The Family Conference form and report card are completed by the child's classroom teachers and shared with each family at least 2x a year. During the family conference a review child's progress, strengths, and next steps are discussed. Families are asked to share progress at home, concerns and work with the teacher to generate learning goals for their child.

Circle of Families

Circle of Families is a family involvement committee made up of families and Women's League staff.

We believe in engaging families in the education process by offering opportunities for

- Open discussions about raising families
- Supportive center events, activities, and fundrasiers
- Input for program policies and procedures
- Family learning experiences
- Exploration about community resources

Circle of Families meets once a month and may occasionally schedule additional meetings for special events. The agenda for each monthly meeting includes discussion of topics chosen by families; upcoming events or fundraisers; review of Women's League policies and procedures; program updates and community resources, opportunities for parenting education and other support activities, and home/school partnership initiatives. Guest speakers are scheduled in accordance with family interest.

Opportunities to support families to interactive literacy activities

- Read with your child celebrating Dr. Seuss Week-long Celebration
- Participated in the Dolly Parton build a home library.
- Notices of activities sponsored by the Hartford Public Library
- Home Library Donations from local organizations
- Collaboration with Hartford Public Library
- Home School Connections assignments within each classroom

Pre-School Age Children:

The Women's League places significant emphasis on the enrollment of eligible 3 and 4 year olds into our program as a means of influencing their preparation for kindergarten. Families of 3 and 4 years old do not have a required employment component to enroll their child. Eligible 3 and 4 year olds will also be enrolled regardless of their family's ability to pay.

Three and Four-year-olds who are not yet toilet trained are welcome in our program. However, families must provide wipes, disposable diapers and a supply of extra clothing. Teachers will collaborate with families when children show signs of readiness for potting training.

Public School efforts to provide information, training and technical assistance to the SR staff to supporting children and families.

The Women's League is open to maintaining an ongoing and collaborative relationship with our local education agency – that is linked to children attending the Women's League. In most instances this collaboration is isolated to special education teachers coming to the center to provide special education services to identified children with an IEP. In other instances, the local education agencies work with the center to disseminate kindergarten registration/enrollment information to our families with children in the Pre K-4 program.

The Women's League is open to and looks forward to additional outreach from the public schools in effort to provide

Collaboration between the school readiness staff and kindergarten staff

The Women's League is open to maintaining an ongoing and collaborative relationship with our local education agency – that is linked to children attending the Women's League. In most instances this collaboration is isolated to special education teachers coming to the center to provide special education services to identified children with an IEP. In other instances, the local education agencies work with the center to disseminate kindergarten registration/enrollment information to our families with children in the Pre K-4 program. We remain open to having ongoing contact and collaboration with public school kindergarten staff which we deem as valued added proposition for our program staff and the public school system.

Celebrations and Birthdays

The Women's League respectfully refrains from celebrating holidays. We recognize the importance of holiday celebrations and encourage you to practice your family celebrations within your home and community. We would love to learn from you how your family celebrates the holidays that you observe.

When planning celebrations here at the Women's League, limit such celebrations to include cultural and multicultural acknowledgements and celebrations of learning, while making sure that such occasions, and appropriate to the needs and abilities of the children.

Children's Birthdays and Milestones

Children's birthdays and milestones can be celebrated in the classroom in a variety of ways. Children remembered **doing** and sharing activities with their friends and teachers.

Some ideas for birthday activities for the classroom include:

- Donations of books, puzzles, blocks etc. for the class
- Making a craft or art project with the class
- Preparing a healthy treat together such as fruit salad etc.
- Hosting a music/movement and dance party for the class
- Making a birthday/scrapbook with the class

Please feel free to ask the classroom teachers for additional suggestions.

We acknowledge that we have some families who not to celebrate birthdays if that is the case please simply communicate your preference with the classroom teachers and program administrators



Staff Qualifications

Each classroom is staffed with teachers who have earned a college degree and/or have experience in early childhood education. In some instances staff members may be working towards gaining a degree or certification in early childhood education.

At times we partner with area colleges and host student teachers who too will work in the classroom working towards earning a degree in early childhood education or other related fields of study. Teachers and volunteers are appropriately screened through fingerprint and background checks for safety purpose and are expected to follow the same high standards that we require of Women's League staff

To help staff carry out and continuously improve their skills in planning and teaching age appropriate activities, they attend monthly in-service workshops and seminars to improve skills in specific areas such as

Supporting children and families

- First Aid/CPR
- Child health nutrition and safety
- Diversity and inclusion.
- Child development
- Behavior guidance
- Classroom management
- Recognizing and reporting child neglect/abuse
- Communication and relationship building
- Curriculum implementation (Utilizing the CTELDS and DOTS)
- Brain development,
- Literacy

In addition, teachers are also afforded time for weekly study groups with their fellow teachers. These groups provide teachers a chance to meet as a group and reflect on their teaching and classroom activities.

The WL has a full time Registered Nurse on staff and various staff members are certified in Medication Administration. All staff participate in health and wellness training facilitated by our Registered Nurse at least once a year.

Educational Program & Practices:

The Educational Program

The goal of the WL is to support children in their growth and development in such a way that all children will acquire the skills and competencies needed to be deemed "kindergarten ready." From the infant room straight through to the preschool classrooms the WL program is intentional designed to;

- Promote self-confidence, curiosity, creativity in keeping with social and emotional health in a stimulating environment that encourages critical thinking giving the child the opportunity to solve problems, make decisions, initiate activities, sustain attention, ask questions, explore, and experiment.
- Meet the basic needs of the child including security, safety, love, trust, and feeling of belonging.
- Encourage children to progress at their own rate, with freedom for self-expression and self-direction.
- Document the progress of each child for readiness to succeed in school and life.
- Encourage cooperation and mutual respect between children, families, our center and the community.
- Model sound health, hygiene, and nutrition practices.
- Foster positive self-image of each child and family.
- Stimulate a love of learning and the resources to do so.

Goals and Objectives of the WLCDC Early Childhood Education Program

The Women's League program is designed to build a trusting relationship across all the people who influence the children's learning. Your child is assigned to a team of teachers who are primarily responsible for caring and teaching your child and maintaining regular open communication with you.

We value you and your active communication and participation in your child's experiences at the League.

Our goals in providing early care and education for your child are;

- to build responsive-positive, trusting relationships with children and families.
- to plan and manage a developmentally appropriate program- to observe.

- individualize and evaluate so that the needs of children and families are served in a welcoming, safe, healthy environment
- to promote children's development and learning using routines and activities that facilitate success now and later in life
- to facilitate intra-program transitions when they occur through planned cooperation
- to provide professional caregivers who are trained, knowledgeable, skilled & caring
- to maintain professional standards- ethical, respectful of confidentiality and sensitive matters
- to advocate in support of children and families to educate others about the need for high standards
- to work with community agencies in support of children and families.

Teaching and Learning at the Women's League

The learning activities and classroom routines used here at the Women's League are guided by the Connecticut Early Learning and Development Standards (ELDS); Creative Curriculum for infants and Toddlers; and the Creative Curriculum for Preschool and the Connecticut Documentation and Observation of Teaching System (DOTS).

We use these resources as a guide to help ensure that we provide children with developmentally appropriate activities and experiences that will foster their growth and learning.

In addition to those resources our teachers utilize

- The Early Learning and Development Standards (ELDS) provide the foundation for how we develop our curriculum and classroom learning experiences for children
- Authentic learning opportunities that are engaging and meaningful learning experiences that integrate standards and meaningful content
- Ongoing assessment of children's progress using the CT Documentation and Observation for Teaching Systems (CT DOTS) informs curriculum development, teaching strategies and learning goals for each child.
- Supportive interactions and intentional teaching strategies that encourage involvement in the learning experience and support the needs of each child
- Intentionally planned scheduling of experiences and routines for the children
- Input from families to inform

The Creative Curriculum is a play-based interest, center oriented approach that offers teachers the guidance, support and freedom to be responsive to children and creative. Because children learn from their daily interactions with the environment, a carefully organized and rich environment is the curriculums' foundation- and one that we strive to emulate here at the Women's League.

We believe that the learning environment and learning is enhanced by an exposing children to various materials that make learning come alive for children

We believe we can foster and create powerful learning experiences for children based on how

various materials are used to create intentional interactions and encouragement of learning while focusing on meeting the developmental needs of children.

Changes in the classroom environment are made often to correspond to children's interests. Children's individual needs, developmental level, abilities and interests are always taken into consideration when making classroom level and program decisions.

The framework of our curriculum includes five components that structure our approach toward the early childhood education program we provide:

1. How Children Develop and Learn
2. The Learning Environment
3. What Children Learn
4. Teacher's Role
5. Family's Role

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5. Family's Role

Goals for Infant/Toddler in our Curriculum:

- To learn about themselves
- To learn about their feelings
- To learn about others
- To learn about communicating
- To learn about moving and doing
- To acquire thinking skills

Goals for the Preschool Curriculum:

To prepare children for success in kindergarten and to be lifelong learners by offering developmentally appropriate ways to gain new skills within a play-based learning environment.

Teachers plan a variety of activities for one on one, small and large group experiences with consideration of individual needs of children. The implementation of our curriculum, in conjunction

with Early Learning and Development Standards and DOTS (Assessment tool), based upon theory and research relating to best practice for young children, assure that goals are fulfilled that develop the whole child in areas defined as:

- Early learning experiences will provide children to develop effective approaches to learning
- Early learning experiences will support children to use logic and reasoning
- Early learning experiences will support children to strengthen thinking and organizing functions

Social and Emotional Development

- Early learning experiences will support children to develop trusting, healthy attachments and relationships with primary caregivers
- Early learning experiences will support children to develop self-regulation
- Early learning experiences will support children to develop, express, recognize and respond to emotions
- Early learning experiences will support children to develop self-awareness, self-concept and competence
- Early learning experiences will support children to develop social relationships

Physical Development and Health

- Early learning experiences will support children to develop gross motor skills
- Early learning experiences will support children to develop fine motor skills
- Early learning experiences will support children to acquire adaptive skills
- Early learning experiences will support children to maintain physical health status and well-being

Early Language Communication and Literacy/Reading

- Early learning experiences will support children to develop to understand language (receptive language)
- Early learning experiences will support children to use (expressive language)
- Early learning experiences will support children to use language for social interactions
- Early learning experiences will support children to gain book appreciation and knowledge
- Early learning experiences will support children to gain knowledge of print and its uses
- Early learning experiences will support children to develop letter/sound awareness
- Early learning experiences will support children to convey meaning through drawing, letters and words

- **Early T/L experiences will achieve pre-K levels of reading for all 4 yr. olds**

Creative Arts

- Early learning experiences will support children to engage in and enjoy the arts
- Early learning experiences will support children to explore and respond to creative works

- **Mathematics**
- Early learning experiences will support children to understand counting
- Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking)
- Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data)
- Early learning experiences will support children to understand space and special relationships (geometry and special sense)
- **Early T/L experiences will achieve pre-K levels of reading for all 4 yr. olds**

Science

- Early learning experiences will support children to apply scientific practices
- Early learning experiences will support children to engage in the process of engineering
- Early learning experiences will support children to understand patterns, process and relationships of living things
- Early learning experiences will support children to understand physical sciences
- Early learning experiences will support children to understand features of the earth.
- **Early T/L experiences will achieve pre-K levels of reading for all 4 yr. olds**

Social Studies

- Early learning experiences will support children to understand self, family and diverse community
- Early learning experiences will support children to learn about people and the environment
- Early learning experiences will support children to develop an understanding of economic systems and resources
- **Early T/L experiences will prepare all 4 yr olds for primary grade social studies**

Our Assessment Plan-How Do We Assess Children's Progress and Development

As families, it is important that you know our program's approach toward assessing children's progress and development. Information is shared with you daily (See Saw), during family/teacher conferences and during daily conversations with parents. All teachers have been trained through the Office of Early Childhood to complete CT ELDS and CT DOTS modules-this training is ongoing. Teachers also receive onsite coaching and support in conducting assessments.

Documenting Children's Progress

Building upon the information you share with us during admission interview, each child's development/progress is documented primary through observation during play and intentionally planned small/large group experiences. Additional tools are used for gathering information on individual or groups of children if determined to be useful by the child's teacher. Samples of such tools may include checklists, rating scales, and/or screening tools Sparkler (Ages and Stages Questionnaire), and Connecticut's Documentation and Observation for Teaching System (CT DOTS). Individual child portfolios (See Saw) with work samples of a child's growth over time is shared with families and receiving teachers, and input from families.

- Teacher Assessment practices include taking anecdotal observations which assists teachers in gathering information on the whole child. By identifying interests and needs teachers can individualize educational supports as well as curricular goals for the classroom are created and incorporated into learning experience plans. Teachers can adapt curriculum, classroom schedules, classroom environment, and teaching strategies using assessment information.
- Conducting formal assessments consist of a conference on children's progress with families with review of written summary and portfolio. Family member receives a copy of the written plan.
- If we have a concern about your child's growth and development, parents will be made aware as soon as possible. We also expect families to share any concerns they may have in the same way. With parents' permission, we then assist with a referral to either the Hartford Public School Early Childhood assessment Team, CT Birth to Three System, Early Childhood Consultation Project or other agencies for further evaluation and support. Your child's pediatrician is expected to be a resource as well.

Using the Assessment Information

WL teachers use the information gathered from assessing children to assist them with planning for both the group and your individual child. This valuable information allows teachers to decide when and if changes should be made to the classroom environment, schedule or techniques. Teachers intentionally develop learning experiences for your child to encourage progress and reach learning goals. Sometimes, just the right question at the right time from a skilled teacher can lead to a milestone for our child. Teachers get to know your child's learning styles, interests, strengths and needs through careful assessment and use the information to help your child grow. In summary, assessing children at this age is a process that does not interfere with their joy of learning but helps us get to know them better in order to teach them better. Children progress information is also shared with funding sources as per grant requirements. Assessments can be shared with receiving kindergartens upon request with release.

Special Needs

Some children exhibit behaviors of concern in their development during their early years in areas that include hearing, cognition, language and physical coordination and/or social/emotional adjustment. It is crucial to identify these issues early and obtain the necessary help as soon as possible. Early identification and interventions promote optimum learning for children. Early identification can result in the correction of issues prior to Problems are often resolved prior to entry into school. Women's League staff, in collaboration with Birth to Three, Hartford Board of Education Early Childhood Assessment Team and other professionals, provides initial screenings and coordinates meetings with families to discuss interventions or referrals, when there are concerns.

Children with identified special needs may require care beyond the usual curriculum. Our staff works together with the child and family to plan educational and developmental goals in coordination with any other involved agencies that may be offering services to the child. Staff actively involves families in development and use of individual education plans (IEP, IFSB) that are designed to meet the child's needs and assist in facilitating a smooth transition into preschool and from preschool to kindergarten. Services are provided on-site or elsewhere, as agreed by team. Every effort is made to avoid duplication of services or confusion. We are committed to serving all children.

Transition from One Room to the Next

As children progress and space becomes available in the next age group classroom, we begin to plan for children who may be ready to move up. We look at the following criteria prior to a child's transition:

- Developmentally is the child ready to adapt to the new classroom (mobility, language, social emotional skills, independence and self-control)
- The compassion and ages of the children in the new classroom
- Space availability

The curriculum specialist will inform the family and new classroom teachers of the transition. A transition start date is than determined and a schedule that will allow the child to become acquainted.

- Infants who are transitioning to a toddler classroom are given a few hours a day with one of their current teachers to become familiar with the new teacher and classroom. Transition for an infant may take a week to 10 days.
- Toddlers transitioning to a new classroom are given the morning time from 9-11am to visit a new classroom for 5 days if a child needs additional time more time is given.
- Preschoolers transitioning to a new classroom are given the morning time from 9-11am to visit a new classroom for 3 days if a child needs additional time.

All documentation and transition forms are given to the new classroom teacher. Teachers meet to discuss child's learning styles and areas of development and if child has additional supports put in place (IEP or IFSB). Families will update documentation and will meet with new teachers to discuss classroom expectations and participation.

We respect and value our family's input, families that express an interest in a classroom will not be guaranteed a space. Please keep in mind that Women's League will ultimately determine which classroom the child will transition into based on a variety of factors including age of peers and classroom make up.

Orientation activities for children and families that prepare them for the transition to kindergarten

Our orientation for children and families to prepare for kindergarten takes place all year long in the PreK-4 classrooms as teachers have open discussions and to prepare or the pending transition to kindergarten. Discussions and activities focus on what kindergarten will look like and what they will be expected to do.

In addition to these embedded practices, we also engage in the following activities throughout the year;

- Classroom reading of books about kindergarten such as The Night before Kindergarten, Countdown to Kindergarten, Miss Bindergarten Gets Ready for Kindergarten.
- Assistance is provided with kindergarten registration (onsite or virtual assistance)
- Teachers track with parents if they have scheduled an orientation visit to kindergarten
- Spring parent teacher conferences focus on children's developmental readiness for kindergarten
- Special education meetings are held for children with IEP's who are transitioning
- Children's files are updated to be inclusive of pertinent data to be presented to the receiving school
- A celebration of the transition to kindergarten is held for parents, family members and the children
- Families are given several books for their home library with topics surrounding the transition/ entry into kindergarten.

Transition to Kindergarten

As children approach kindergarten, we provide families with resources and supports towards a smooth transition. We collaborate with the Regional School Choice Office (RSCO) to assist families with the application process for kindergarten. The process begins in November where we provide families with school fair dates and visits. Application support is given until January and in early spring we touch base with families regarding acceptance information and how to follow through for placement.

Throughout the year we read and talk about what to expect in kindergarten, home and school connections create fun ways for children to practice skills to be prepared. We share tips with families on how to prepare children for kindergarten at home. We have closure to their preschool experience by conducting a transition to kindergarten celebration.

Children moving on to kindergarten are welcome to stay in program through late August to allow for consistency in routines and to support and grow their learning for kindergarten.

Records are transferred to kindergarten with written consent from parent/guardian and upon the specific request from the receiving school/school district.

Identifying Family Needs

Women's League Child Center is a "community center" committed to the development of a partnership between staff and parents. We believe this partnership provides for the exchange of valuable information about the child and his or her family. While always respecting a family's privacy, we try to develop a sense of a family's strengths and challenges in the best interest of each child.

In accomplishing this goal, staff will make every effort to learn about you and your family by:

- Asking open-ended questions
- Observing family functioning and interactions
- Listening to your concerns
- Providing emotional support
- Brainstorming with families to identify strategies, steps, or goals for minimizing stress and building strengths and building positive relationships

Identified needs are discussed between the teacher and parent, and involve the Executive Director as needed. When a referral is indicated and agreed upon, necessary personnel are involved in the process of identifying services for the family and remain supportive throughout.

Community Collaborations

Women's League recognizes the importance of collaborations with community agencies in order to support our families and staff. Therefore, we maintain active collaborations.

A plethora of community based resources and service including adult education programs, job training and public library services are shared with families through the following means;

- postings to all families via Seesaw platform of relevant events
- Family Resource Bulletin board in the main hallway of community services
- Distribution of the City of Hartford Amplify Resource Guide
- Linkage with community based organizations such as Parker Memorial and Catholic Charities

All referrals made on behalf of families will be made in agreement with the family. The family will be the guiding factor in initiating the referral. After identifying a need, either through observation, our checklist, or family request, the teacher, Director, or other administrative staff member will speak with the family and gain necessary information regarding the need. We often assist to initiate and facilitate contact with appropriate agency between the family and agency.

Referrals will be documented on the log form and filed in the child's record, if pertinent.

Coordination of Services to Reduce Duplication

The staff of the Women's League seeks to collaborate with parents to identify and locate community based services to address the needs of the family and the children. The goal is always to help parents with the coordination of appropriate services while seeking to reduce duplication – so to support each family's ability to engage with services in a concise manner. The Women's League staff will assists families in their quest to locate appropriate community based services and will support the family in their use of such services should the family so desire.

Positive Behavior Guidance (Policy and Practice)

The Women's League approach to promoting positive behaviors with the children in begins with the teachers and staff making deliberate efforts with every child to demonstrate, teach, encourage, praise, give recognition to the desired behaviors; ignore or redirect undesired behaviors – so that to guide the children's interactions with one another and with adults.

During these most formative years of a young child's life – how we respond to them and their behavior sets a foundation and a model for their future behaviors.

As such, in all of our interactions we the children, we are intentional to;

- create a safe environment that helps a child express their feelings, wants and needs while learning positive ways to get their needs met
- foster each child's development of self-control (the ability to regulate behavior and relationships with others)
- teach children how to resolve conflicts and utilize problem solving skills
- establish an awareness of belonging in a community.
- model, encourage and to help children have a positive image about themselves
- show respect to children, their parents and their cultural heritage

In order to achieve the priorities above – the Women's League forbids and trains all staff to never engage in the following with children;

- Corporal punishment is not to ever be used - including spanking.
- No child is to ever be subjected to cruel or severe punishment, humiliation or verbal abuse.
- No child is to ever be denied food as a consequence or as a given food as a reward.
- No child is to ever be punished for soiling, wetting, or not using the toilet.

In addition, we ask parents/families to follow these same guidelines at home for purposes of consistency and also to never use any form of physical or verbal punishment with your child/ren while on the Women's League property.

In accordance with the philosophy of the Women's League, each classroom strives to create an environment that fosters self-confidence, self-esteem and cooperation in the children. This is in part accomplished by every adult building healthy and supportive relationships with every child in the center. With healthy and supportive relationships being our goal, you can expect every teacher to;

- be role models for appropriate behavior in a community of caring.
- encourage sharing, turn taking, discussion, patience, responsibility.
- share consistent, clear rules/expectations/ limits/consequences.
- use direction/redirection to guide children in making appropriate choices.
- help children enjoy their day, learn to play, have fun with friends.
- facilitate children developing and practicing problem solving skills in challenging situations
- maintain open and on-going communication with families.

Women's League Child Development Center defines unacceptable behavior as:

- A child who exhibits aggressive behavior inflicting harm on another child or staff member.
- Purposeful destruction of property
- Possession of dangerous substances or items
- Continual display of behaviors that are disruptive to learning and prevent the child from being engaged in classroom activities
- Family unwillingness to partner with the program's efforts to address challenging behaviors

When a child is not responsive to positive guidance provided the following steps, with documentation, will be taken in addressing the occurrence challenging/off task behaviors;

1. The teacher will request that the Curriculum Specialist/Director/Asst. Director observe.
2. A meeting is held with the classroom staff and members of the administration team (as noted above) to discuss possible triggers and origins of the behaviors and strategies to lessen occurrence of such behavior.
3. The lead teacher arranges a meeting with the parent/guardian and an administrator to discuss concerns and plan strategies and to establish consistent language and intervention strategies
4. Program staff may consult with an external consultant and/or community based resource.
5. Program staff may assist the parent in requesting assistance from their local education agency.

Decisions to suspend or discharge a child from the program may be based upon the following criteria and must have the approval of the Executive Director.

- Severity of the behaviors
- Frequency of unacceptable behaviors without change
- Parents/guardians unwillingness to partner and problem solve with center staff
- Recommendations from professional mental health/behavioral specialists
- Other relevant information

If the parent/guardian is not satisfied with the decision, he/she may appeal to the Executive Director of the agency. However, the outcome of the appeal will be final.

Incidents of Biting

Biting is stage and age appropriate in young children. Even with close staff supervision and an abundance of interesting activities and materials, it is unlikely that biting can be completely avoided. All bites are referred to the Nurse and families are informed. All our children have up-to-date immunizations including tetanus and the chance of serious injury or infection from a bite received (healthy child to healthy child) is low. Comforting the recipient and redirecting the biter, leading to reconciliation, and learning alternatives to the behavior are the primary strategies. Additional supports will be put in place, as necessary.

Family Satisfaction with Services/Cultural/Linguistic Sensitivity

Any collaboration with other agencies will be held in confidence and, before any information is shared, a parent must sign a consent agreement.

Within 30 days of the referral, a Director will speak with the teacher or family regarding satisfaction with the community service to which they were referred. All information received will be reviewed then logged in a confidential file.

When a family reports dissatisfaction with a collaborating agency, Women's league administration will discuss this with the family to understand the nature of the issues. When indicated, we will contact the collaborating agency to discuss these concerns with them.

If staff are dissatisfied with a collaborating agency's performance, the same procedure is followed. If there are repeated complaints of dissatisfaction, further collaboration will be evaluated.

All requests for outside services remain confidential.

Program Evaluation

At a minimum of once a year, Women's League looks at itself to identify strengths and challenges. We then take the results and make plans for improvement. Over the year we evaluate how these changes are impacting our program. Just like the cycle of intentional learning/teaching for the children, we evaluate, plan, implement, and observe on an ongoing basis. Families participate through surveys, informal discussions and Family Involvement Committee. A Suggestion Box in the lobby is available to all.

Cultural Diversity

We promote enrollment and welcome children/families from diverse racial, ethnic and economic backgrounds. Our program stresses the importance and appreciation of cultural heritage. Classroom materials and activities reflect diverse cultures and provide experiences that stimulate children's natural curiosity about the world around them while celebrating each child's own experiences. Families are encouraged to share art and crafts, music and dance, foods, practices and stories which represent their background.

Confidentiality of Children's Records

Records concerning your child's enrollment forms, health records, observation records and written parent/teacher conference reports and other information about your child is considered to be confidential information. Such information is only accessible to you, our administrative staff, your child's teacher and persons designated by the State-licensing department, NAEYC, School Readiness who are charged to review our records for licensing, monitoring or accreditation purposes.

Children's files are maintained in a locked file at all times in the main office.

Publicity

From time-to-time the staff and children at the Women's League are visited by volunteers from corporations, local representatives, dignitaries, or may be designated as sites for press conferences. In these instances, the media may photograph children. Parents will be asked to sign a consent form at the time of intake authorizing participation in media events.

Health, Nutrition, Physical Education Policies and Procedures

Children develop, learn and adjust when they are healthy.
Primary responsibility for the health care of children belongs to the family.
It is the responsibility of the Women's League Child Development Center to alert

parents/guardians about needs for medical attention. We hope that our policies will minimize the risk of most serious and preventable diseases/accidents as they teach children how to make healthy choices.

Our Nurse…
A special feature of Women's League is having a registered nurse here on site to:

- Establish and maintain policies that protect the health of children and staff.
- Support a healthy environment through education of children, families, and staff.
- Initiate and maintain accurate health records of children beginning with health interview with the parent at the time the child enters the program.
- Assess illnesses or injuries and follow up with appropriate care and treatment or recommendations.
- Coordinate health screenings-dental, hearing, vision.
- Maintain child files with current ED191 forms and record of screenings (EPSDT) including yearly physicals, flu shots and immunization. If your child cannot receive an immunization because of medical contraindications, the health care provider must submit a signed note stating medical reasons. In cases of religious exemption, a **notarized waiver** must be signed by the family and kept in the child's file.

Healthy Environment

Women's League staff continually monitor classrooms, outdoor and common areas to be sure that they meet or exceed all state, local, and health regulations and standards. To prevent illness of children and staff, we engage in the following practices:

- Children are taught and assisted with proper hand washing techniques multiple times a day.
- Children and adults wash hands after toileting and before serving/eating food.
- Tables are sanitized and cleaned before and after meals.
- Toys and equipment are disinfected on a daily basis or more often, if needed.
- Cots and blankets are washed and sanitized weekly or more often, if needed.

Families play a huge part in the healthiness of the women's League and your child:
You can play an important role by following these guidelines.:

Dressing your child appropriately for the weather outside and climate inside

- Making sure that your child gets plenty of rest and eats nutritious meals
- Washing hands with soap and water before meals, toileting, coughing and sneezing
- Keeping physicals, immunizations and flu shots current
- Regular visits to the dentist
- Notifying Nurse when child is diagnosed with an illness, providing a doctor's note

Non-Attendance of Sick Children

When a child is sick, the best place to be is home. A sick child here at the center not only endangers others but is also placed at personal risk.
We are concerned with health of children as a whole group and came to decisions about exclusion accordingly. **When a child is ill, do not send the child to school so the spread of illness can be controlled and is not spread to the center**
Throughout the day staff conduct a daily health check to observe any changes in behavior, signs of illness or injury, increase body temperature and complaints of not feeling well. The Nurse or an administrator will make the decision about whether to exclude a child and have them sent home. The Nurse will notify the family or emergency contact. The family will be responsible for planning to have the child picked up.
Families must abide by WLCDC Exclusion Policy when their child is being sent home. The Nurse will accept children back after the noted exclusionary period but may request a note from the doctor.

Conditions that require exclusion from the center:

- Any child who is ill or has symptoms that prevent him/her from participating comfortably in program activities as determined by Nurse or administrative staff.
- Any child who is too ill for outside play needs to remain at home until he/she is ready to resume all aspects of the program.
- Illness that results in a greater need for care than the staff can provide without compromising the health and safety of the other children.
- An acute change in behavior or a severely ill appearance (lethargy, lack of responsiveness, irritability, persistent crying, difficulty breathing, or uncontrolled coughing or wheezing, and a rapidly spreading rash)
- When a child poses a risk of spreading harmful diseases or illness to others

Parents are asked to call the Nurse if their child contracts a contagious condition so that we may alert staff and other families. Examples: strep throat, impetigo, scarlet fever, pink eye, giardia, hand, foot and mouth disease; lice (nurse will check every child's head in that classroom until children are free of lice and nits): pinworm, ringworm (readmitted following 24 hours of treatment 3 applications of antifungal cream); diarrhea, vomiting, unexplained rashes etc.,
A doctor's note must accompany any child out or absent for any reason listed above.

Any child absent over three days due to illness must have a doctor's note in order to return. Although these policies may cause inconvenience to families, we highly uphold the protection of all children from the transmission of disease.

Administration of Medicine

Families are expected to make every effort to give all medication to their children at home. If a a child is required to take medication at school, the medication should remain at school. Families are responsible for obtaining all necessary medication for use at the Center, especially if a a medical problem exists prior to entry.

We will administer medication to children under the following circumstances:

- A doctors note for the administration of medication
- The dosage schedule cannot be adjusted to exclude hours when a child is at our Center.

- A child has a chronic medical problem (e.g., asthma and allergies) and may need medication in an urgent situation.
- A child is recovering from an illness but is well enough to attend if given medicine (e.g., ear infection after the first day or so of antibiotics).
- All medicines or asthma machines must be left in the office with staff.

Medicines can be safely given to children if the following conditions are met:

- Designated staff will administer prescription medication to a child only with the written order of a physician, indicating the medication is for the specific child and instructions for administration.
- No medication, whether prescription or non-prescription shall be administered to a child without written parental permission. A written record of the administration of medication children are kept in the Health Room (Nurse's Office).
- Parent/guardian has administered/applied at least 1 dose of medication to/on child prior to medication being given at the Women's League.
- Medicines that our staff have been trained to administer (e.g., oral, topical, nasal, Epi-pens).
- Medicines given to us in safety-locked containers with the original prescription label or manufacturers label showing the child's name prescription date, name of medication, dosage, time and frequency to be administered.
- Many medicines require a new permission form to be completed by the doctor prior to the administration of the medicine. Please check with the nurse prior to learning any medicines at the Center to make sure an accurate form is on file. Topical ointments such as Petroleum Jelly diaper rash ointments, and sunscreen may be administered with written authorization of the parent/guardian. This authorization will be valid for the academic year.

Designated staff members responsible for administering medicine will:

- Be trained to administer medicines.
- Make sure medicine is safely stored out of the reach of children and disposed of by returning to parent or flushing down the toilet if no longer usable. We will store all medicines needing refrigeration in a labeled container in the Health Room's refrigerator. Medicines which should not be refrigerated will be kept locked in the cabinets of the Health Room.
- Keep a confidential log of each administration of medicines. (When prescribed treatment plan is completed the record will be placed in the child's health folder)
- Inform parents if medication has not been administered as ordered. This will also be documented in the child's file. The circumstances by phone, direct contact or written note. It must also be documented in the child's folder.
- Know potential reactions to the medicine and what to do if a reaction occurs.
- Be aware of when and how to contact a parent, pharmacist or doctor to clarify instructions.

- If possible, we will not let other children see a staff member giving medicine to a child. We will also administer medicine in a location where it is not likely another child could accidentally come in contact with medication.

In Case of Accident or Illness…

The Nurse is available for information and consultation at 524-5969 between the hours of 7:30a.m. - 4:00 p.m.

- In case of severe emergency, children will be taken to the hospital of choice, which was identified by the parent at the health interview, or the closest hospital if deemed necessary.
- In cases of illness or accident, the Nurse will be contacted by staff to assess the situation. In case of severe emergencies, 911 will be called first, then the parent/guardian. If the parent/guardian cannot be contacted, the designated emergency the person is then contacted. If the nurse or designated staff member decides that it is necessary for the child to receive medical attention, an ambulance will be called to transport the child and staff to the hospital.
- The locations of first aid kits are posted in each classroom. The Nurse checks first aid kits for cleanliness and supplies monthly.
- Fire evacuation procedures are posted at the Center's exits and in the classrooms. Periodic evacuation drills will be practiced.
- Medication will be given during program hours per the Women's League medication policy. (See Administration of Medication)
- Allergies will be identified from the child's health history and from an interview with the parent. Appropriate lists will be in each classroom as well as given for necessary management. and support staff.
- In the case of a dental or other emergency, the childcare provider will utilize child's emergency contacts, the child's primary care provider and dental contact, and the medical and/or dental insurance policy numbers.

Medical records of all children attending early childhood settings are considered confidential information that must be protected by strict confidentiality provisions with parental consent. The director/management staff may share records concerning HIV status with the primary caregivers in order to protect the child against other infections. Medical records are confidential and are maintained in a secure/locked location at all times

Infant Shoeless Environment

To keep the outside dirt off the floor where our infants crawl, our infant rooms are shoeless.

- Everyone entering an infant classroom is required to either cover their shoes with shoe covers supplied near the door, remove their shoes provided they are wearing socks (no bare feet allow) or keep an extra pair of shoes or slippers at the center to be worn in the infant classroom.

Nutrition and Physical Activity Program

Women's League provides the healthiest possible environment for children in our care. We believe children who eat health and are physically active are well adjusted and learn better.

Research shows that many children have poor diets and do not get enough exercise. Our nutrition and physical activity policies and procedures supports healthy behaviors, encourages learning and promoting children's health. We use best practices for promoting healthy eating and physical activity based on current science, public health research and national recommendations and standards. We encourage families to partner with us on these practices and connect to staff with any questions.

These concepts regarding nutrition and physical activity guide our work:

- A variety of nutritious foods are served each day at regular times with conversation and joy.
- Portions are appropriate for children's age and development.
- Nutrition/physical experiences and education at this age create lifetime habits and attitudes.
- Staff are trained in the nutrition component of our program.
- Food safety in preparation and serving are a priority.
- Physical activity/exercise is an important part of children's lives and well-being by stimulating appetite, building healthy bodies, preventing illness, encouraging expression and social skills.
- We hope to model practices that you find helpful for the overall health of your entire family



Nutrition Standards

We participate in the Child and adult Care Food Program (CACFP) of the USDA. The food served is designed to provide 80% of each child's daily nutritional needs. Our Center serves a well-balanced breakfast, lunch and snack, at no cost. Menus are planned under the supervision of our nurse and/or registered dietician. **We are a pork and nut free facility.**

- **Menus** are posted in each classroom and front entrance. The menu shows how nutrition standards are met each day
- **Menus** reflect diverse cultural backgrounds with suggestions through annual surveys.
- **Suppliers of food and beverage** meet local, state, and federal codes. Purchased meats and poultry have been inspected and passed by federal or state inspectors. Dairy products are pasteurized. Foods are at least processed, whole grain, minimal additives with emphasis on fresh fruits and vegetables.
- **Special concerns** such as allergy, religious restrictions, must be discussed with the nurse, and as needed documented accommodations are shared with the kitchen and classroom staff.
- **Food from home** is only permitted when approved substitutions are discussed and documentation has been given to and approved by the nurse and must reflect the planned menu. Unless a physician issues a specific dietary menu to meet the restrictions of the child due to a medical condition. The nurse will provide parent/guardian with form for foods alternatives that **must meet the CACFP and Licensing nutrition standards.**
- Celebrations-We promote nonfood celebrations**.** We provide choices for birthdays and other occasions that focus on children friendly activities instead of food. This approach is consistent with our nutrition and physical activity curriculum. Ideas are available from your child's teachers.
- **Events and Meetings-**Food and beverages served at events and meetings must meet the CACFP/CCCNS (Connecticut Child Care Nutrition Standards)
- **Children have access to safe, fresh drinking eater always,** indoors, and outdoors. Water, however, is not offered as a choice to replace the CACFP meal pattern for milk or juice.

Eating Environment

- Meal and snack times are scheduled daily so that children's hunger does not interfere with their ability to learn and be satisfied with age appropriate portions. Breakfast is served from 8:15-8:45. Lunch is 11:15-12:00pm. Afternoon snack is served after rest time, about 2:30pm. Mealtimes happen are active play, to encourage eating and desired behavior. Children have time, around 30 minutes with flexibility for individual needs, to eat leisurely and socialize.
- **Pleasant and Healthy Eating Environment** for children is a priority as mealtime can be a rich and learning opportunity. We provide clean, comfortable space with appropriate and culturally relevant eating utensils. Pleasant conversations and experience sharing are encouraged between children and teachers during meal time.
- Also teaching about and access to handwashing is part of our daily routine. Helping to set tables before and cleanup after are also part of our day.

- Mealtimes are used as an opportunity to teach nutrition and food concepts. Adults eating with children encourages social interaction and "manners." Questions and talking about nutrition concepts, food variety, home life and tastes are part of the meal.

To support the development of healthy eating habits, staff observe children's hunger and fullness cues and teach strategies to support self-regulation of intake. "Eat when you are hungry, stop when you are full" Staff are trained in age related portion size.
Children are encouraged to try foods but never forced, coaxed or bribed to eat.
Children are never praised for finishing food or chastised for leaving food uneaten.
Mealtime is never used to discipline or scold children. Foods/beverages are not used as rewards for "good behavior" or achievement or withheld as a punishment.

- Modeling Healthy Behaviors is the responsibility of both teachers and families.
  Staff show and guide children's desired behavior to achieve a family style, enjoyable meal.
  Our children say please, thank you, use good posture, wash hands, converse, etc.
  Staff bring children's attention to healthy foods, positives body images and choices e.g., conversation or tv sitting or being active, loving yourself and others).
  Families are encouraged to provide similar mealtime experiences at home.

- **Annual training is provided for all food service and teaching staff. Food preparation staff have necessary qualifications.** Professional development addresses food service planning, preparing and serving safe, nutritious meals that meet CACFP standards for meal components and portions, nutrition curriculum. Attention is given to promoting healthy habits and accommodating special dietary needs. We value health of every staff member and provide resources, activities and education to promote well-being.

Nutrition Education

We provide standards-based nutrition education that reflects current science, national guidelines and state regulations focused on children's eating behaviors.

- Nutrition education (children learning about healthy choices, foods, hygiene, etc.) is part of our intentional planning and daily routines with cooking, measuring, creating, exploring opportunities that support language, cognitive, social and physical skills, science, math.

- We promote an appreciation of nutrition and recognition of its relationship to health in program activities for children, families, staff and community.

Nutrition Policy-Infants/Toddlers

Infants are accepted for care at the age of three months and remain in the toddler program until 36 months.

Formula is provided by the center daily unless physician orders. Breast milk bottles can be prepared at home and sent to school or mothers can access our private nursing area to breastfeed or pump milk. Each bottle is labeled with the date of extraction. Bottles are warmed in warm water to preserve nutrients. After each feeding, unused portions are discarded. Unused bottles are sent home each evening.

Solid foods are given to the infant according to schedule provided by the parent, which indicates the time of feeding and the amounts to be served. All new foods are introduced at home according to the advice of the child's pediatrician.

As children transition to table food, the parent and the lead teacher consult regarding the weekly menu. Foods from the regular menu are offered when appropriate in combination with foods provided by the parent for a balanced meal. All foods are chopped/mashed according to the needs of the individual child. Once children turn 12 months they transition to whole milk.

Older toddlers are served from the regular Women's League Program menu. Toddler's foods are prepared and served in small, bite-sized pieces to prevent choking. Whole milk is served to all children 2 years and younger unless otherwise indicated by the child's pediatrician 1% milk for toddlers; water and 100% juice according to guidelines.

Meal substitution for medical and dietary needs are administered according to CACFP regulations and a doctor's authorization is required to document the need for such

Preschoolers

In a family style meal, children will serve themselves when seated. They help set, serve and clean up. Conversation is encouraged. Children refusing to eat will be offered the food again a bit later. Food is never used as a reward or punishment. Adults do not eat different foods during mealtime but rather share in the same meal as the children when family style meals are served

Physical Education and Activity

- Opportunities for all children to participate in physical activities are provided each day: Infants-activity supports milestones such as self-supporting neck and head, rolling, reaching, sitting, kicking, crawling, standing and walking. Toddlers-Half hour structured and at least 1 hour up to several hours unstructured play. Preschoolers-One hour structured and at least 1 hour up to several hours unstructured play. Children are not sedentary (asked to be "still") for more than 60 minutes, except rest time. Children with disabilities/special needs play with other children.
  Outdoor time occurs at least twice a day, weathers conditions permitting as per licensing guidelines, with adult supervision and participation in safe, spacious, well-equipped setting.
- We provide standards-based physical education that reflects current science, national guidelines and state regulations focused on children's need to be active in conjunction with eating healthy.
- Physical education (children learning about healthy choices, foods, hygiene, etc.) is part of our intentional planning and daily routines with opportunities that support language, cognitive, social and physical skills, music, science, math through exploration and discovery.
- Screen/computer time is less than 30 minutes per day. Only approved programs related to learning goals and standards.
- Physical activity and play are never withheld except when a child behavior is dangerous to self and others. It is never used as a punishment (e.g., pushups, laps).
- We promote an appreciation of physical play activity and recognition of its relationship to health in program activities for children, families, staff and community.

Communication and Evaluation

- We promote and provide information about wellness, health and physical/mental health practices
- We encourage family involvement to support healthy eating and physical activity habits.
- We respect diverse cultures and customs.
- Discussion and referral regarding questions or concerns is readily available.
- The WLCDC are evaluated by CACFP, NAEYC, and our own policy for review of practices and compliance. Revisions and changes are made as needed.



Tooth Brushing/Oral Health Care

It is the policy of Women's League to instill in children positive health care habits that will affect the rest of their lives and to support our families in maintaining their children's well-being. Promoting good oral hygiene is part of our program.

It is important to be familiar with the developmental stages of children's oral health. Eruption of primary teeth begin between 5-7 months of age. By age 2-3 years, a child has all 20 primary teeth. Permanent teeth begin to erupt at 5 to 6 years of age. Primary teeth serve many roles: they are needed for chewing to maintain good nutrition, for developing speech and a healthy smile, and for holding space in the mouth for permanent teeth. Women's League Child Development Center's goal is to maintain optimal oral health care for all infants through preschool age children. This Oral Health Care Policy addresses nine objectives and standards of practice for accomplishing these objectives.

Tooth brushing is part of the daily schedule for Preschoolers:

- There is an opportunity for children to brush their teeth
- Toothbrushes (and toothpaste-optional) are provided by family, labeled with permanent marker.
- Teachers supervise and monitor children brushing their teeth to assure hygienic practices are followed.
- Families are responsible for replacing toothbrushes every 3 months.
- Teachers will sanitize toothbrush cover and containers every month.

Addressing Oral Health Needs of Infants

Eruption of the first teeth generally begins between 5 and 7 months, although it may occur earlier or later in some children. The lower front teeth appear first, followed by the upper front teeth. The central incisors are followed by the eruption of lateral incisors approximately 4 to 8 weeks later.

Common teething behaviors and signs of teething (may be present before tooth erupts)

- Gums may become red, swollen and tender
- Infant may become restless and fussy
- Excess saliva may be present with the desire to be bite or chew on something semi-firm

Tips to ease the discomfort:

- Offer a one-piece rubber teething ring (cold but not frozen) or a pacifier to suck on
- Offer a cold, wet washcloth to suck on
- Rub a clean finger along the game

Teething does not cause a significant increase in temperature. If an elevated temperature over 100 degrees F (axillary) develops then the infant should be referred to the primary care provider for evaluation.
Standards of Practice

- Pacifiers should be cleaned by washing the pacifier in hot, soapy water.
- Pacifiers should never be dipped in or coated with a sweet substance or saliva.
- Pacifiers should never be tied around the child's neck.
- Bottles should only be offered while the infant is awake and naptime feedings should be avoided.
- A small drinking-cup should be introduced as soon as the infant can sit unassisted.
- Bottle-fed infants should be weaned from a bottle by 12 to 14 months of age.
- The infants' gums and teeth should be wiped clean with a soft cloth or gauze moistened with water after each feeding. A small soft-bristled, small-headed toothbrush and water can be used once several teeth have erupted. Place the head of the toothbrush at a 45-degree angle along the gum line on the cheek side of the tooth and brush from top to bottom in a gentle circular motion. Brush the backs (tongue-side) of the teeth in the same manner. Gently brush the chewing surfaces of the teeth in a back and forth motion. Brush the tongue by rolling the toothbrush back to front. At first this may tickle the child but with practice it becomes easier.
- Conduct a "Lift the Lip" check every month by lifting the upper and lower lips and inspecting the teeth surfaces for signs of Baby Bottle Tooth Decay/Early Childhood Caries: chalky, white or brown spots. If signs of decay are noted, notify the parent and advise to take the child to a dentist within seven days.

Addressing the Oral Health Needs of Toddlers
Primary teeth continue to erupt until age 2 to 3 years.
Standards of Practice

- Toddlers should brush their teeth with a soft-bristled toothbrush after meals with the supervision of a staff member. Place the head of the toothbrush at a 45-degree angle along the gum line on the cheek side of the tooth and brush from top to bottom in a gentle circular motion and brush the chewing surfaces of the teeth in a back and forth motion. Brush the tongue by rolling the toothbrush back to front. At first this may tickle the child but with practice it becomes easier.
  Children between the ages of 2 to 3 years may use half of a pea-sized amount of toothpaste of the toothbrush. Children should be encouraged to spit out any excess toothpaste and discouraged from swallowing toothpaste.
- Incorporate an oral health check into the morning health check
- Look for signs of cavities/infections
- Listen for complaints
- Feel for fever or swelling around the mouth, cheeks and jaw
- Smell for bad breath odor, a possible sign of a cavity or gum infection

- Teach toddlers about the importance of healthy teeth through age appropriate books and videos about oral health care.
- Use non-fluoride toothpaste for kids who do not know how to spit toothpaste out.

Addressing the Oral Health Needs of Preschoolers

Standards of Practice

- Preschools should brush their teeth with a soft-bristled toothbrush and a small pea-sized amount of fluoridated toothpaste after meals under the supervision of a staff member. Children should be supervised brushing teeth until ages 6 to 8 years.
- Teach the preschooler to brush his/her teeth using small circular motions. Teach children to brush lightly to avoid hurting their gums, and to spit out the toothpaste.
- Children should brush their teeth at least once a day in childcare after a meal, and after snacks if possible, particularly if a sweet snack is offered. Children should rinse their mouths with water after a snack if brushing is not possible.
- Children should spend approximately 2 minutes brushing their teeth.
- Encourage weaning of non-nutritive sucking (fingers or pacifier) by age four.

Identifying Oral Health Needs of Children with Special Needs

Factors to consider in meeting oral health needs of children with special needs

- Physical and communication limitations
- Medications
- Psychological obstacles
- Decreased saliva
- Inability to clean teeth on their own
- Variations in teeth and jaw structure
- Difficulty in chewing or swallowing

Standards of Practice

- Children with special health care needs benefit from the same preventative approach recommended for all children, such as brushing, flossing, maintaining good nutrition and visiting a dentist regularly for cleanings and fluoride treatments.
- It is essential that staff assist children with special needs with teeth brushing.

Proper Storage, Labeling and Management of Children's Oral Health Supplies

Standards of Practice

- All toothbrushes should have soft bristles, be labeled with the child's name, and air-dried and stored with the bristles upright with none of the toothbrushes contacting other toothbrushes.
- Toothbrushes should be replaced every 3 months or sooner if the toothbrush shows signs of wear, or after a child has had an infection.

- If a toothbrush becomes contaminated, it should be thrown away or cleaned in the dishwasher.
- The center will provide a supply of soft-bristled toothbrushes and fluoridated toothpaste
- Toothpaste will be applied in small pea-sized amounts to a paper plate and individual toothbrushes will remove individual applications of toothpaste.
- Children should never share or borrow toothbrushes.
- Toothbrushes shall be passed to and from the child by teaching staff. At no times shall the child or teacher be permitted to place the toothbrush on the counter or sink.

Nutrition that Promotes Optimal Oral Health
Standards of Practice

- Milk or water will be served at mealtime.
- A diet rich in calcium (dairy products) is important to strengthen permanent teeth while they are forming.
- Fluoridated tap water must be made available to children throughout the day.

Identifying Caries and Referrals for Children with Oral Health Problems
Dental Screenings, when available, will occur at our program.
Families will be advised of the results by our Nurse and are expected to follow through with visit to dentist, if recommended.
Any child with visible tooth decay or gum irritation should be referred to a dentist immediately.

Identifying Proper Response Procedures to Dental Emergencies
Standards of Practice

- Protective gloves should be applied, and universal precautions should be followed when handling a dental emergency or when there is contact with blood or other body fluids while helping a child with an oral injury.
- In the case of a dental emergency, the childcare provider should have on hand the telephone numbers for the child's emergency contacts, the child's primary care provider and dental contact, and the medical and/or dental insurance policy numbers.

Identifying Local Dentists Who Serve Young Children
Standards of Practice

- A Resource list is maintained by the Nurse
- Assist families in identifying access to oral health care and resources for financial assistance with oral health care by referring to Nurse.
- Assist children and families of at-risk populations in locating necessary oral health services through resources available with Nurse and in Family Handbook.

Evacuations Fire and Other Emergencies

Fire drills and other emergency drills are practiced monthly at the Women's League.
During a fire drill, children are evacuated according to the exit plan posted in each classroom.
In the event of a **Shelter in-Place emergency** (such as a natural disaster), children and staff will seek temporary, immediate shelter inside the building. Shelter in place emergencies also take into account access to emergency supplies.

Under certain emergency guidelines all staff and children are required to exit the building leaving the phones unattended. In the event of a real emergency, we will make every attempt to keep you informed via phone call, text messages SeeSaw and or email. This is why it is critical that **parents/ guardians keep us on all emergency contact information.**

In the event of a **Lock Down** (internal threat)
Children and staff will remain in the building, (staff activate the silent panic button). Children will remain with staff in designated safe areas. Children and staff remain in place until police arrive and give further instruction.

In the event of a **Lock-In** (outside environment is unsafe)
Children and staff remain inside away from windows and doors. Children will engage in normal daily activities. Administration will contact the Hartford Police Department for further instructions. No one is allowed in or out of the building during a Lock Down or Lock In.

Medical Emergency Response

If an illness or injury is serious and/or life threatening, an ambulance will be called immediately. Examples:

- Breathing/heart problem
- Choking
- Severe bleeding
- Severe burns
- Poisoning
- Neck/spine injuries
- Severe allergic reactions

Ambulance, police and fire departments can be reached by dialing **911.**
Poison information center can be reached at **1-800-682-9211.**

If a child is injured or ill in the classroom, a staff person will provide immediate first aid. The Nurse, if at the Center at time of occurrence, will also be the first responder. If the parent/guardian cannot be contacted, then the designated emergency person is then contacted. Attempts to contact the parent/guardian also will continue. A staff member will accompany the child in the ambulance with child's health record. If the Nurse or designated staff member does not leave with the ambulance, they will meet the ambulance at the hospital.

Detailed response procedures for other potential emergencies, involving the safety of children and staff, have been established and are practiced regularly. Close contacts and communication with the Hartford Police Department and the Hartford Fire Department are maintained.

Protection of Children/Mandatary Reporting/Child Abuse and Neglect

As childcare providers, it is the responsibility of the Women's League to be alert, follow prevention strategies and take appropriate steps to protect the children in our program. In addition to the moral and ethical obligations inherent to our profession, there are federal and state laws and regulations which guide us in the protection of children and in providing a safe, secure environment free from child abuse, neglect or at risk situations.

Our policy applies to complaints regarding child abuse or any description in the center or during

field trips. It also applies to conduct of staff outside of working hours insofar as there is a reasonable association between this alleged misconduct and employment at WLCDC.

By law, employee of Women's League are mandated reporters for all suspected cases of child abuse and neglect. The Connecticut Abuse Hotline is 1-800-842-2288.

As a Hartford School Readiness Provider and NAEYC accredited program it is mandatory to report any incident of reported child abuse by a staff member.

Tuition

Women's League uses a sliding fee scale. Fees are determined during the intake process. Fees are based on a family's proof of gross monthly income and the number of people in the household AND APPLIES TO THE STATE SLIDING FEE SCALE

Upon admission, FAMILIES **pay two weeks of tuition.** Fees are then paid in full each week**.** Your child's last week in the program will be covered by the initial payment.

- Fees are due one week in advance, thereafter. Each week you pay for the next week.
- Fees due include holidays, sick time, and vacation time that exceeds one week.
- Fees are paid whether a child is absent or present.
- Fees are not charged for one week of vacation that you select. Children must be in the program for at least six months to be eligible for a non-fee vacation. Your account must be balance-free in order to be eligible for this vacation benefit.

Any increase or decrease in income must be discussed with The Bookkeeper so that fees can be adjusted. We are required to re-determine fees every six months based upon updated income verification and/or changes in state regulations and reserve the right to request information as to household salary, employment family size whenever necessary.

If fees are not current, paid when due program will not be provided on the following week unless the fee is paid. We hold the space for one week. At this time parents must discuss the situation with fee collection staff to determine whether payment arrangements may be made. If there is no contact (within 5 days), the child will be withdrawn and placed on Wait List**.**

Child Care assistance (subsidy*) applications are available to all. You are responsible for fees until we receive payment verification. At that time, your fee may need to be revised.

Subsidy for tuition

- **Care 4 Kids-**Women's League accepts payments from Care 4 Kids for families. Women's League will complete Parent-Provider Agreement, families are responsible for completing initial and redetermination paperwork if assistance is needed the main office staff are able to help you able to help
- **School Readiness-**School Readiness is in the state-funded sliding fee-based program available to three and four-year-old children. Children who occupy a School Readiness slot must maintain the following criteria:
  Must be in school from 8:30-3:30pm
- Must maintain consistent attendance of 80% or higher

- Must have current physical and flu records
- Must provide documents for redetermination of eligibility upon request

Scholarships

Women's League has a limited amount of funds to help families in **extenuating circumstances** in meeting fee obligations. We never want any child's early childhood education to be interrupted due to family hardships**.** We try to make the scholarship application process and terms as supportive as possible. Please keep in mind that all conditions must be met to be eligible:

Forms of Payment (Effective 7/1/2019)
Personal checks will not be accepted as a form of payment.
Payment options include:
Bank Card-Cash-Money Order, online payments

Parental Withdrawal Procedure
If you are planning to leave program you are responsible to give the Intake Coordinator one-week written notice of leaving the program. **A signed and dated note must be given to the Main Coordinator one week in advance from the last day of the program.** At this time, all fees need to be
paid in full and refunds will be calculated from the last day in the program. Classroom teachers will prepare all the child's belongings and documentation.

Enrollment Dismissal Procedures
Failure of parent/guardian or child to abide by Women's League's policies and procedures as outlined in this handbook may result in termination of your child's enrollment. Disregard of Center's policies and procedures may include, but is not limited to, the following:

- When a child has not attended the center for one week and the family has not contacted program with the reason for the absence.
- Not making payments on time
- Not leaving an updated phone number to be reached
- Refusal to work with outside agencies for the good of your child and the other children in the center
- Unsafe and destructive behavior or of property
- Threatening or disrespect targeted at program staff
- Engaging in physical or verbal acts of aggression on Women's league property

Conflict Resolution Process for Parents/Families

In keeping with the Women's League mission and philosophy, we welcome and strive to provide every opportunity to resolve any issue or concerns regarding the care and education of your child.

During all hours of operation, there is always someone available with whom to discuss any concerns.

We look forward to partnering with families in following this procedure for conflict resolution so that issues can be addressed in a calm, respectful and confidential manner.

Having and following a conflict resolution process for families is required for all child day care programs that are licensed under the authority of Connecticut General Statue's 19a-79a - 19a-79-12,

such as the Women's League.

Most problems within a day care center can be addressed through the use of intentional efforts to resolve the resenting conflict. At the Women's League, such meeting proposed for conflict resolution seek to provide all parties with an opportunity to be heard and to hopefully reach a consensus.

The techniques and specific steps available to parents for conflict resolution at the Women's League extends to the following;

- Discussing the problem with the classroom teacher
- Discussing the problem with the Assistant Director or administrator on site, in a private setting.
- Requesting a private meeting with the Executive Director and other members of the staff
- If the problem remains unresolved, you may contact the Office of Early Childhood at
- (860) 500-4412

Open and regular and respectful communication is the key to ensuring that conflicts are addressed and resolved in a timely manner.

In the case of an emergency, parents may notify the Office of Early Childhood Licensing unit: (860) 500-4450 or (800) 282-6063

In case of abuse/neglect or life-threatening situations, parents may contact the Department of Children and Families at 1-800-842-2288.

All inspection reports and compliance letters are available for your inspection at the Women's and can be viewed upon your request.

Where to Get assistance

Resource PAGE

Numbers you can call for information and help:

- INFOLINE-1-800-203-1234-A 24-hour hotline for crisis intervention, referrals and treatment.
- National Drug and Alcohol Treatment/Referral Routing Service-1-800-662-4357-Information and treatment options in the state.
- Narcotics Anonymous-1-800-627-3543-Information about meetings; will link individuals with someone to talk to.
- Alcoholics Anonymous-1-866-783-7712-Information on meetings only.
- Help Me Grow-1-800-505-7000-Child Development Info line for help with behavioral and developmental needs, Birth to Three

Community Organizations-Education, Employment, Housing

Hartford Adult Education 860-695-5840 HALO 695-5940
Hartford Public Schools 860-695-8000

Housing Authority 860-723-8400

Greater Hartford Legal Assistance, Inc.

80 Jefferson Street
Hartford, CT 06106
Business Phone: (860) 541-7300
Hotline: (860) 344-0380 or 1-800-453-3320

AFCAMP-Family support 45 Woodland Street, Hartford, CT 06105 860-548-9959

ACORN Association of Community Organizations Reform Now
30 Arbor Street, Suite 210, Hartford, CT 06106

Operation Fuel, Inc. www.operationfuel.org. Assistance with bills.

CRT (Community Renewal Team)
555 Windsor Street
Hartford, CT 06120
Phone: (860) 560-5600
Services: Multiservice agency providing support with utilities, housing. Alternatives to incarceration, other resources in fight against poverty.

Urban League of Greater Hartford, Inc.
140 Woodland Street
Hartford, CT 06105
Phone: (860) 527-0147
Services: Provides advocacy in education, employment and training, health and human services, housing research.

The Village For Families and Children, Inc.
1680 Albany Avenue
Hartford, CT 06114
Phone: (860) 236-4511
Services: Provides outpatient mental health counseling, therapeutic foster care, extended day treatment, adoption, family strengthening, support services and violence prevention.

SAND School Family Resource Center
1700 Main Street
Hartford, CT 06120
Phone: (860) 695-5040
Services: Offers a variety of educational and recreational activities for families. Triple P provider.

Parker Memorial Community Center and Brighter Futures Family Center
2621 Main Street
Hartford, CT 06120
Phone: (860) 757-0827
Services: health and wellness, exercise classes. Gymnasium, swimming lessons, "Grow with me" community garden, family activities.

Health Providers

Community Health Services
500 Albany Avenue
Hartford, CT 06120-2599
Phone: (860) 249-9625

Services: health clinic offering a variety of health services; adult medicine; pediatrics, nutrition, podiatry, dental, substance abuse counseling, psychiatric, women's health services.

St. Francis Hospital & Medical Center
114 Woodland Street
Hartford, CT 06105
Phone: (860) 714-4000
Services: Provides all general hospital & emergency medical services.

HUSKY 1-877-284-8759

DENTISTS

Families can contact their local, state or national pediatric dental society. Adults' dentist or dental insurance company are good resources. These may be helpful in locating dentists as well. Ask our nurse for assistance.

American Academy of Pediatric Dentistry (AAPD) Error! Hyperlink reference not valid. A pediatric dentist.

Connecticut State Dental Association
835 West Queen Street
Southington, CT 06489
(860) 378-1800
www.csda.com

Charter Oak Health Center Dental Clinic
21 Grand Street
Hartford, CT 06106
(860) 550-7500
See children 1-18 and accepts private and state insurance.

Connecticut Children's Medical Center Dental
65 Kane St. 1st Floor
West Hartford, CT 06119
Call for Appointments (860) 523-3770

Dr. Davila-Marti
122 South Whitney St.
Hartford, CT 06105
(860) 247-5930

Park Street Family Dental
456 Park Street
Hartford, CT 06106
(860) 296-1500

State Children's Health Insurance Program (SCHIP) ww.cms.hhs.gov/SCHIP Dental Coverage

Some Facts about Mental Health

Prevalent Health Problem
Mental health issues are the most prevalent health problems in America. They are more common than cancer, lung, and heart disease combined.

Hope for Recovery
If you or someone you know is experiencing difficulty, there is hope for recovery with proper treatment and supports. New developments have led to successes not experienced in the past.

Early Intervention
As with many medical disorders, early identification and treatment increases the prospects for recovery and reduces the harm and suffering of a longer course of illness.

Treatable Medical Disorders
Anxiety Disorders, Chronic Depression, Bipolar Disorder, and Schizophrenia are treatable medical disorders. They are not reflective of a person's character, intelligence, or "will power".

Search for Recovery
Many treatments are available. If one treatment does not work for you, don't lose hope. Try another therapy or therapist. Peer-supports and recovery-oriented initiatives have also helped many individuals. Other supports are available from private and state service providers.

When to Seek Help
The American Psychiatric Association identifies when to seek help:

- Marked personality change
- Excessive anxieties
- Extreme highs & lows
- Prolonged depression and apathy
- Marked changes in eating or sleeping
- Inability to cope with problems & daily activity
- Abuse of alcohol or drugs
- Strange or grandiose ideas
- Excessive anger, hostility, or violent behavior
- Seek immediate help if thinking or talking about suicide or homicide.

STATE FUNDED MENTAL HEALTH & ADDICTION SERVICES FOR ADULT RESIDENTS FROM THE CITY OF HARTFORD

DMHAS funded services are provided locally by:

CAPITOL REGION MENTAL HEALTH CENTER (CRMHC)

500 Vine Street, Hartford, CT 06112
Call 860-297-0800 to Access Services

Services Provided at **CRMHC**:

- Mobile Crisis Team/Intake/Brief Treatment
- Inpatient Treatment Unit
- HOPE Team (Homeless Services and Outreach)
- Forensic Services
- General Psychiatry Unit
- Co-occurring Disorders Unit
- Nursing Team/Medication Management
- Young Adult Services
- Deaf/Hard of Hearing Team
- Community Support Program
- Jail Diversion
- Medication Management
- Outpatient Counseling
- Shelter Plus Care
- DMHAS - Managed Services Division
- Entitlements/Housing Supports
- Peer Support Center
- Independence Program
- Warm Line / Peer Supports on Telephone
- Daily Living Skills Development
- Employment Supports
- Money Management

CRMHC provides services for people who have private insurance, Medicaid, Medicare, or no insurance.

DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES (DMHAS)

DMHAS information at: **www.ct.gov/dmhas**
Service information at: **www.ct.networkofcare.org**

THE CITIZEN'S VOICE IN MENTAL HEALTH SERVICES

Amplify, Inc. is a grassroots citizen's advisory board to DMHAS. Members evaluate state services and promote development of needed services. For information call **860-667-6388.** Website at **www.amplifyct.org**

CITY OF HARTFORD

Amplify

CATCHMENT AREA COUNCIL 23

Emergency & Non-Emergency **Telephone Directory** for Mental Health, Substance Abuse, and Other Services

This card does not include all the services available, but we hope that this brief list will help you begin your search for support.

Information provided by
Amplify, Inc
151 New Park Ave., Suite 14A
Hartford, CT 06106

For more cards or information call
860-667-6388
Access cards online at
www.amplifyct.org

February 2021

NON-EMERGENCY
COMMUNITY SERVICES
THE CITY OF HARTFORD

ALL NUMBERS ARE IN THE 860 AREA CODE UNLESS NOTED

INFORMATION AND REFFERAL

Capitol Region Mental Health Center (CRMHC) Access to State Mental Health & Addiction Services	**297-0800**
Connecticut Clearinghouse (Educational Materials)	**800-232-4424**
INFOLINE (Can Provide Additional Service Listings)	**211**
HELPLINE (Wheeler Clinic Phone Service)	**523-9788**
WARMLINE (at TOIVO)	**855-646-7669**
Peer Support Center (at CRMHC)	**297-0844**

ENTITLEMENTS / BENEFITS

CT Dept. of Social Services, 20 Meadow Road, Windsor	**855-626-6632**
Medicare	**800-633-4427**
Social Security Administration	**877-619-2851**

FAMILY SUPPORT ORGANIZATIONS

AFCAMP of Child with Disabilities	**548-9959**
Asian Family Services - Community Renewal Team	**761-7900**
NAMI Connecticut	**800-215-3021**
Mi Casa Family Services and Educational Center	**522-5222**

FOOD ASSISTANCE / PANTRIES

Blackwell Memorial AME Zion Church Food Pantry	**242-9859**
Cathedral of St Joseph Food Pantry Asylum Hill Residents	**578-1434**
Hands on Hartford - MANNA	**728-3201**
Glory Chapel Food Pantry	**547-1561**
Meals on Wheels - Community Renewal Team	**560-5848**
Meals on Wheels - CW Resources	**229-7700**
Saint Augustine's Church Food Pantry	**522-7128**
Shiloh Baptist Church Soup Kitchen, Food Pantry	**247-3767 x3**

HEALTH & HUMAN SERVICES

Charter Oak Health Center, 401 New Britain Ave, Hartford 21 Grand Street, Hartford	**550-7500** **241-0712**
Community Health Services	**249-9625**
Hartford Department of Health & Human Services	**757-4700**
Hispanic Health Council	**527-0856**

HIV/AIDS TESTING

Hartford Gay/Lesbian Collective, 1841 Broad Street	**278-4163**
National AIDS Hotline/CDC Info	**800-232-4636**

HOUSING / SHELTER ASSISTANCE PROGRAMS

For All Access Call	**211**

LEGAL ASSISTANCE

AIDS Legal Network	**541-5027**
Connecticut Legal Rights Project	**877-402-2299**
Protection & Advocacy: Individuals w//Mental Illness	**297-4300**
Statewide Legal Services of Connecticut	**800-453-3320**

TRANSPORTATION

WayToGoCT.MobilityMgr	**667-6207**
CT Transit (Handicapped or Discount Travel Passes)	**525-9181**
ADA Paratransit	**724-5340**
Veyo (Non-Emergency Transportation for Medical Appts	**855-478-7350**

HELPLINES

CCAR Telephone Recovery Support	**866-205-9770**
Turning Point CT http://TurningPointCT.org	
Wheeler Clinic Helpline (Statewide)	**524-1182**
Young Adult Warmline (Statewide)	**855-646-7669**

NON-EMERGENCY
MENTAL HEALTH AND ADDICTION RECOVERY SERVICES
THE CITY OF HARTFORD

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INFORMATION AND REFERRAL SERVICES

Rushford Behavioral Health	**877-577-3233**
DMHAS (Depart. of Mental Health and Addiction Services)	**418-7000**
DMHAS Substance Abuse Walk In: **www.ct.gov/dmhas/walkins**	
DMHAS Mental Health Bed Availability **www.ctmentalhealthservices.com**	
Healthy Lives CT **HealthyLivesCT.org**	
AMPLIFY (North Central Regional Mental Health Board)	**667-6388**
SATEP (Substance Abuse Treatment Enhance. Project)	**800-563-4086**
Turning Point CT (Resource Map): **http://map.TurningPointCT.org**	

MENTAL HEALTH SERVICES (Adult)

Capitol Region Mental Health Center	**297-0800**
Catholic Charities - Institute for the Hispanic Family	**524-8974**
Catholic Family Services	**522-8241**
Chrysalis Center	**263-4400**
Center for Human Development / CT Outreach (CHD)	**951-3325**
CRT - Behavioral Health Services	**761-7908**
Hartford Behavioral Health	**727-8703**
Institute of Outpatient Living –Outpatient	**545-7330**
Institute of Living Assessment Center	**545-7200**
John Dempsey Hospital—Outpatient Counseling	**679-6700**
St. Francis Hospital - Behavioral Health Department	**714-2747**
Value Options/Behavioral Health Partnership	**877-552-8247**
Wheeler Clinic Access Center (Hartford Site)	**951-8770**

MENTAL HEALTH SERVICES (Children)

Catholic Family Services	**522-8241**
Hartford Behavioral Health	**727-8703**
Institute for the Hispanic Family - Child Guidance	**524-8974**
Institute of Living	**545-7200**
Klingberg Family Centers	**224-9113**
The Village for Families	**236-4511**
Wheeler Clinic Access Center (Hartford Site)	**793-3588**

PEER-LED RECOVERY

AU (Advocacy Unlimited)	**505-7581**
Toivo	**296-2338**
CCAR (CT Community for Addiction Recovery)	**244-2227**
Hearing Voices Network: http://www.cthvn.org	
AA https://www.ct-aa.org/find-a-meeting	
NA http://ctna.org/find-a-meeting.php	
GA (Gamblers' Anonymous): http://www.ctwmaga.org/Meeting_Directory.html	

ADDICTION RECOVERY SERVICES

Greater Hartford Harm Reduction	**250-4146**
Inpatient Detoxification	
Access Line and Transportation (DMHAS)	**800-563-4086**
Blue Hills Treatment Center, Hartford	**293-6400**
CRMHC (Capitol Region Mental Health Center)	**297-0800**
InterCommunity, Hartford	**569-5900**
UConn Health	**679-6700**
Outpatient Detoxification	
Catholic Charities Institute for the Hispanic Family	**527-1124**
Community Health Services (Suboxone)	**249-9625 x892**
CHR/ (Community Health Resources)	**826-1358**
CRT (Community Renewal Team)	**761-7908**
Community Substance Abuse Center (methadone)	**247-8300**
Hartford Behavioral Health	**548-0101 x354**
ROOT Center (formerly Hartford Disp.- Access Line)	**800-862-2181**
Institute of Living	**679-6700**
Inter-Community , Hartford	**569-5900**
UConn Health	**679-6700**
Wheeler Clinic/Hartford (Vivitrol)	**793-3500**
Residential Treatment	
InterCommunity Recovery Center	**569-5900**

EMERGENCY SERVICES
CITY OF HARTFORD

ALL NUMBERS ARE IN THE 860 AREA CODE UNLESS NOTED

IF IMMEDIATE DANGER (Medical, Fire, Police or person who is of harm to self or others.) **911**

MENTAL HEALTH OR SUBSTANCE USE DISORDER CRISIS NEEDING IMMEDIATE HELP

Mobile Crisis (at Capitol Region Mental Health Center) **297-0999**
For emergency psychiatric or substance use disorder crisis.

ACTION LINE—ADULT CRISIS **800-HOPE-135 Or 211**

CHILD/ADOLESCENT CRISIS - EMERGENCY MOBILE SERVICES

Call INFOLINE for direct statewide transfer **211**
For any crisis involving children/youth ages birth to 17

CHILD ABUSE/NEGLECT - TO REPORT CALL **800-842-2288**

DOMESTIC VIOLENCE

Interval House Hotline	**527-0550**
Meriden-Wallingford Chrysalis	**888-774-2900**

EMERGENCY ROOMS (Calling ahead is not required)

Connecticut Children's Medical Ctr, @ Hartford Hosp	**545-9000**
Hartford Hospital Emergency Dept 85 Jefferson St,	**972-0000**
St. Francis Hospital, 114 Woodland St, Hartford	**714-4001**

POISON CONTROL CENTER - CONNECTICUT **800-222-1222**

PROTECTIVE SERVICES FOR ELDERLY (60 +) **888-385-4225**
(Open 5 days/week from 8 - 4)

SEXUAL ASSAULT CRISIS SERVICES (SACS)

CT Sexual Assault Crisis Services (English)	**888-999-5545**
(Spanish)	**888-568-8332**

SUBSTANCE USE DISORDER DETOXIFICATION TREATMENT

InterCommunity Health Care, Hartford	**860-569-5000 x515**
Blue Hills Treatment Center, Hartford	**293-6400**
Substance Abuse Treatment & Enhancement Project (SATEP) for Referrals & Detoxification Center	**800-563-4086**

SUICIDE

National Suicide Prevention Lifeline	**800-273-8255**
Suicide INFOLINE	**211**
Wheeler Clinic Helpline	**524-1182**

Amplify, Inc.
151 New Park Avenue
Suite 14A
Hartford CT 06106
www.amplifyct.org

Amplify

For more cards or information call 860-667-6388

PLEASE SAVE THIS FOR FUTURE REFERENCE

WOMEN'S LEAGUE, INC. CHILD DEVELOPMENT CENTER

To: ALL FAMILIES
Re: GUIDELINES

We are **ALL** involved in surveying and observing the activities at our center. This is part of an ongoing process to continually improve our performance, not just for accreditation or monitoring but to meet our own high standards. **Be a partner.**
Being a part of an early childhood center is an educational opportunity for families as well as children. We try to help prepare parents/guardians to be ready for school, too!
The following guidelines will make your Women's League experience special.

PLEASE READ THESE CAREFULLY AND MAKE THEM PART OF EVERY DAY.

- Do read our newsletters and memos
- Check the See Saw App daily
- Do ask your child's teacher questions.
- Do greet and say goodbye to teachers.
- Do ask your children about the day and what they learned.
- Do ask open-ended questions instead of yes or nos.
  (e.g., "What did you have for lunch?" Instead of "Did you eat?"
- Do keep your telephone number up to date. We must be able to reach you.
- Do bring an extra set of clothing. Remember to replace when used.
- Do give children responsibilities from which they can learn, even if it is easier to do it yourself (e.g., finding something in the supermarket, setting the table, folding laundry, putting away toys, cooking.)
- Do ask for suggestions and give some to your child's teachers.
- Do expect to get information about your child. Ask if you do not.
- Do involve your children in conversation. You will get great ideas if you listen. (e.g., Have a family style meal, like we do at the center, without television! This helps develop language and keeps you informed.) Do give your child "cellphone free" time and attention.

DO ENJOY YOUR CHILD.

PLEASE READ TO YOUR CHILD.

As you accomplish these simple tasks you are promoting brain development and habits for future learning.

Women's League Child Development Center

Agreement

Every effort is made to ensure the accuracy of information provided in our Family Handbook. However, we reserve the right to make changes at any time without prior notice. Women's League Child Development Center provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.

My signature below signifies that I have read the policies outlined in the Family Handbook along with the Admission Packet. I have been given the opportunity to ask questions regarding but not limited to:

- Discipline/Positive Behavior Guidance
- Withdrawal/Termination Policy
- Mandated Reporting of Child Abuse and Neglect
- Tuition/Fees
- CACFP/Nutrition
- Health Policy and Documentation
- Center Opening/Closing Time
- Family Responsibilities and Partnership
- Cell Phone Free Environment
- I agree to support and abide by these policies.

Please have all applicable family members (parents/guardians) sign.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Thank you!