

Eastford's Readiness Council
Date: June 1, 2015
Eastford Elementary School
Unapproved Minutes

Members Present: Heather Tamsin, Terry Cote, Jen Barlow, Jacki Budd, Catherine DePercio
Christine Kopplin

Members Absent: Linda Loretz, Ashlyn Ellsworth, Janelle Marengo, Susan Shead, Michelle
Bibeault, Robin Bibeault,

Public:

1. **Audience of Citizens-** none
2. **Review Proposed Agenda-** none
3. **Review Minutes from April 6, 2015 Meeting-** the minutes were accepted as written.
With a spelling correction to Bakerwoods.
4. **Update on the Program-** Pre-K has been busy. They went to the Library and
Southwick Zoo. No negative feedback from the parents from the zoo field trip. Went
to see curious George at Hyde. K9 police unit came and did a presentation.
Upcoming events Bakerwoods field trip, Chinese acrobats, parenting workshop, Field
day. EASTCONN came.
5. **Program Report-** Mrs. Tamsin and Mrs. Barlow met with EASTCONN. Through out
the year the program has been making changes to align with the state's expectations.
We have done all that they have asked of us to this point.. Certain aspect of PD will
be added to next year's list. The Health consultant came in and did a second visit.
He will come 2 x a year from now on. Our collaborations are all set in place. Grant is
handed in and done correctly. Mrs. Barlow reported that at the state liaison meeting
there was a lot of feedback given to the state regarding the grant process. Also,
there are a couple policies that could be changed this summer for future years. One
of them could change that town residents are only allowed in our program. We also
found out that the income verification only needs to be done once a year.
6. **Old Business-**
 - 6.1 **Collaboration Policies—**

The updated policies were accepted with the following changes.
A 3rd paragraph "In order to monitor referrals, the principal, social worker and
school nurse will keep track of them on a shared document. If the program
teacher identifies a need for a referral she will communicate with the principal,
social worker or school nurse before making the referral."
There is also a blank ½ line that needs to be deleted.
 - 6.2 **Curriculum Policy--** Please see attached page.
7. **Budget Report-** Balance of the Readiness Fees was \$3,124.68 and Balance of the
Readiness Grant was \$5,142.09 at the end of April.

8. New Business-

8.1 **Review Family Survey and create an action plan-** see attached page

9.Citizen's Participation- none

10. Items For Next Meeting (September 14, 2015)- Officer nomination and review action plan.

NAEYC Family Survey Results: In order for the National Association for the Education of Young Children (NAEYC) to consider criteria to be met on their Family Survey a criteria must have a score of 75% or higher. The Connecticut Department of Education requires that our program obtain a score of 80% or higher on each criteria.

Question Number 4. "I talk with a teacher about my child at least once a week (or every day if my child is a baby.)" We scored 80%. This criterion has been identified in the past as an area of improvement. In addition to regular e-mails to parent, the teacher will greet parents in the morning whenever possible. In her weekly communication the teacher will use the language from the survey to make the family aware of the communication. This has improved from last year's 71% to the current score and will continue our efforts to promote communication with families.

Question 8 and 18: we received 15 NA answers for these questions. We currently do not have any ELL in our program. If we were to have an ELL attend our program we would make the following adjustments to accommodate the families:

- A consultant will be hired to translate all documentation going home to the family into their first language.

- A translator will be hired for any conferences or other meetings the family attends.

- Professional Development will be provided for staff on ELL topics.

Questions 23 and 24: Received 15 NA. We do not accept infants into our program.

Monitoring Results

Not meeting 60/40: We will begin including income verification as part of the registration process. However, the income will only become a factor when there is a waiting list for the program. We will also change the # of income reports that will be collected to 1 instead of 2. We will need to add that income is a factor in priority for enrollment in the handbook in overview. This will be changed before registration begins in the spring of 2016.

Staff Survey: Areas that fall below 75% are considered not passing. There were 5 areas that fell below 75% on our Staff Survey.

Teaching Question #2: Received 2 NA answers but our program does not accept infants.

Assessment Question # 13: "Families provided with detailed information about confidentiality."
Received 1 Yes and 1 Blank to receive a 50%. We think this was just an oversight.

Health Question 1b: "Administering medication": Received 1 NA and 1 Yes to receive a 50%.
This is due to the role of the different staff members and what is required of them.

Health Question 3: "Accommodating to breastfeeding moms". Received 50% on this question as well. This is the second year in a row and we plan on addressing the expectations of our program by having a direct conversation with the staff to clarify.

Families Question 1: "Participated in community events": We Received 50% for this question. It is not required for our staff to participate in community event but we will make our staff more aware of opportunities for them to get to know the families in a more relaxed environment.

Strategic Plan and Goals 2015-16

Goal 1: The teacher will communicate with the parents about their child once a week.

Actions to take:

- 1) In the teacher's weekly newsletter or other forms of communication she will make a point to tell the parents that "In order to maintain weekly communication with you about your child" ... or something similar.
- 2) The teacher will be responsible for taking the part day students up to the door for pick up once a week.

Actions taken:

Goal 2: We will have a plan in place for English Language Learners (ELL).

Actions to take:

- 1) We will add to one of the policies that:
If we were to have an ELL student attend our program we would make the following adjustments to accommodate the family:
 - A consultant will be hired to translate all documentation going home to the family into their first language.
 - A translator will be hired for any conferences or other meetings the family attends.
 - Professional Development will be provided for staff on ELL topics.
- 2) The teacher will also add the previous information to her plans.

Actions taken:

Goal 3: The program will more actively make an effort to keep the state's policy of having 60% of our enrollment meet the 75% or less median income requirements.

Actions to take:

- 1) We will include income verification as part of the enrollment paperwork
- 2) We will change the # of income verification periods to once.
- 3) We will change the priority of acceptance into the program to include income level.

Actions taken:

Goal 4: We will make our staff more aware of community events should they choose to attend.

Actions to take:

- 1) The staff will be sent newsletters/emails that publicize community events.

Actions taken:

CURRICULUM

Guiding Principles

The Eastford Readiness Program has adopted the Connecticut Early Learning and Development Standards, (<http://www.ct.gov/oec/elds>) as the core document from which the curriculum goals and practices flow. The following principles guide planning and instruction:

1. Young children:
 - Are capable and competent.
 - Learn best when their basic needs are met.
 - Are unique in their growth and development.
 - Develop and learn within the context of their family and culture.

2. Families are the primary caregivers and educators of young children and are critical partners in all early learning environments.

3. Early Learning Environments:
 - Support young children to learn in the context of relationships.
 - Reinforce the importance of the cultural context of young children, families and communities.
 - Provide opportunities for active exploration.
 - Provide meaningful inclusion of children with special needs.
 - Provide experiences that are relevant and integrated across domains of development.
 - Intentionally promote the development of skills and knowledge.
 - Provide opportunities for children to benefit from diversity.
 - Support children's language development in their primary language.

4. Communities:
 - Believe that all children deserve high-quality learning experiences.
 - Offer a variety of resources that support early growth and development.
 - Strategically plan to meet the needs of children and families.

5. Teachers use the curriculum to guide their planning and make individual adaptations based on student developmental needs as determined by assessment procedures.

6. The teachers use the Connecticut Early Learning and Development Standards to plan schedules and activities in a manner that allows for flexibility, supports transitions, includes indoor and outdoor play and acknowledges the children's need for activity and rest.

7. The Early learning and development domains are multidimensional and interrelated. Skills may be taught and observed throughout the domains of development. The curriculum addresses the following areas of development:

- a. **Cognition** – Making sense of the world, staying with something, and working hard to solve problems.
- b. **Social & Emotional Development**- Understanding yourself, your feelings and how to play with other people.
- c. **Physical Health and Development**- Learning to take care of yourself and to do things with your body and hands so that you grow strong and healthy.
- d. **Language and Literacy**- Communicating using your body, language, signs and written communication.
- e. **Creative Arts**- Enjoying music, dance and art and expressing yourself in these ways.
- f. **Mathematics**- Understanding numbers and how to use them, counting, patterns, measuring and shapes.
- g. **Science**- Understanding the world around us, including living things, the earth and space and energy.
- h. **Social Studies**- Understanding the world and knowing about the people in it. This starts with knowing about your family, then the community and world