



Early Childhood Preschool Program

Family Handbook



Gallup Hill School
169 Gallup Hill Rd.
Ledyard, CT 06339
860-536-9477 x4101



Revised 10-2023

TABLE OF CONTENTS:

Philosophy, Class Descriptions	2
NAEYC Accreditation, Professional Development	3
School Readiness Council, General Admission Requirements	4
STARS Program Admission Requirements	4
Program Hours, Emergency School Closings, Delayed Openings	5
Scheduled Early Dismissal Days, Our Curriculum	6
Early Childhood Screening & Formal Assessment Plans	7
Emergency Procedures, Confidentiality	9
Community Collaboration, Communication With Family	10
Yearly Formal Conferences, Family/Community Collaboration	11
Children, Families and Ledyard Early Childhood Program, STARS Program Tuition Fees	12
STARS Income Verification/Fee Schedule, Daily Details	13
Sharing Items From Home, Birthdays, Healthcare Policies	16
Handwashing, Illness or Injuries	18
Student Drop Off/Pick Up By Parent/Authorized Adult	19
Transportation	20
Special Education	21
Behavior	23
Discipline	24
Transition to Kindergarten, Supervision Policy	25
Child Abuse & Neglect	27
Early Childhood List for Family Supports	28
Early Childhood Staff List	31
School Calendar	32
Parent Acknowledgement Form	33

****Acknowledgement of the receipt of this handbook should be returned . A hard copy of the signature page will be provided on the first day of school for parents to sign and return. Please retain this handbook for your reference.***

PHILOSOPHY

The Ledyard Public Schools Early Childhood Program's philosophy is that all children learn best through active participation in a variety of developmentally appropriate experiences. We believe that all children are unique individuals who benefit from learning in an engaging, safe, and consistent environment supported by trained, caring, and responsive staff. Children need a variety of experiences that include daily opportunities to participate in small and large group activities that encourage language, math, problem-solving, socialization, self-help skills, and muscle development.

The Ledyard Early Childhood Program provides general education and special education services for preschool children who have attained the age of three (3) years through the age of five (5) years, who are not eligible for kindergarten. It is best when they have opportunities to explore their world with adults encouraging and guiding their growth and development. Our goal is to create a home/school partnership where parents and teachers work together to support each child's learning.

CLASSROOM DESCRIPTIONS

Half Day Integrated Preschool- The integrated program has morning and afternoon sessions, and provides opportunities for students with special needs to grow in their skills with an equal number of typical peer models in a preschool setting. Children are exposed to a variety of planned activities guided by the teacher and paraprofessionals. The program follows a predictable daily schedule including: table activities, circle time, literacy, play choices, snack, math, songs, and outside play. Weekly specials are also included. Classes are geared for students who need support with cognitive development, speech and language development, social skills, as well as fine and gross motor needs. Students may also receive speech, occupational or physical therapies as determined by their Individualized Educational Plan (IEP). Language groups are offered by the Speech/Language Pathologist and mental health supports are provided by the school as needed.

Full Day STARS Preschool- The Ledyard Public Schools School Readiness Preschool program is a state funded initiative to provide children of the community with early educational experiences promoting school readiness. The program utilizes both the Connecticut Early Learning and Development Standards (CT ELDS) and the Connecticut Preschool Assessment Framework to align curriculum, monitor progress and assess whether curriculum goals and teaching strategies are appropriately educating all students. Students may also receive speech, occupational or physical therapies as determined by their Individualized Educational Plan (IEP).

Language groups are offered by the Speech/Language Pathologist and mental health supports are provided by the school as needed.

Each preschool classroom has one (1) Connecticut certified teacher and at least one (1) paraprofessional to support the students throughout their school day. Each classroom will always be in accordance with NAEYC ratio requirements for certified teachers and paraprofessionals.

NAEYC ACCREDITATION

The Ledyard Public Schools Early Childhood Program has been accredited by the National Association for the Education of Young Children (NAEYC) since February 2009. This means that the largest association of early childhood educators recognizes our program as being committed to providing high-quality educational services to young children and their families.

The Ledyard Early Childhood program is licensed-exempt. The program is in voluntary compliance with the State of Connecticut's child care licensing requirements. A copy of these requirements can be found at:

https://www.ctoec.org/wp-content/uploads/2023/06/2023_Centers_StatsRegs.pdf.

Hard copies are available by request from the Early Childhood office or Ledyard Public Schools central office.

PROFESSIONAL DEVELOPMENT

Upon hire, staff participate in an initial orientation to the program's policies, procedures, and curriculum. Staff participate in ongoing professional development which positively affects the quality of the program. Professional development includes but is not limited to, early childhood development, classroom management training, early literacy and early math training, and first aid and CPR training. All teaching staff and paraprofessionals have access to training relevant to the circumstances of the children they teach, such as, children from military families or migrant families, dual language learners, children who are homeless, children qualifying for special education or those that have experienced trauma. The Child Care Education Institute is available to staff online at any time to access any topics related to needs with staff training, at weekly team meetings, as well as have access to the following:

ECE Listserv:

<https://www.caahs.org/early-care.html>

The Early Childhood Alliance:

<https://www.earlychildhoodalliance.com/>

Childcare Education Institute:

<https://www.cceionline.com/child-care-staff-training/>

Staff also have the opportunity to receive mentoring and coaching by peers, administration, and outside agencies.

Weekly team meetings with the staff also provide opportunities to revisit topics of ethical concerns and ethical practices, such as appropriate student discipline, student

safety, and curriculum support for student learning. NAEYC Code of Ethics can be found here:

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ Ethics%20Position%20Statement2011_09202013update.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf) *(Reaffirmed and Updated May 2011)*

School Readiness Council

Parents are invited to become members of the School Readiness Council. This council provides opportunities for parent education and to support activities for early childhood education. Please contact a member of the school administration team for more information.

GENERAL ADMISSION REQUIREMENTS

To initiate the admissions process a student has to be screened by the early childhood team. Once invited to attend the early childhood program, families must complete a school registration packet and submit that packet to the Early Childhood Office at Gallup Hill School (860-536-9477 x4101).

The following forms are required:

1. State of CT Health Assessment Record - completed by you and your child's physician and then reviewed by the school nurse prior to attendance
2. Emergency Card, updated each September
3. School Registration Form
4. Proof of Ledyard/Gales Ferry residency (2-3 proofs as determined in the required residency form guidelines)
5. Proof of Age (Photocopy of Birth Certificate, Earlier School Records, or Immunization Record) must be presented when submitting the registration packet to the Early Childhood Office at Gallup School.

Any Early Childhood student who has a change in Ledyard residence during the school year, may be granted a grace period of up to 45 calendar days to remain in the Ledyard Early Childhood preschool program, if requested in writing.

STARS PROGRAM ADMISSION REQUIREMENTS

Our program is committed to serving families in the Ledyard community without regard to race, creed, color or national origin. Children from all backgrounds and abilities are welcome in the preschool program. Children ages 3-5, who are Ledyard and Gales Ferry residents, are eligible to apply to the STARS program. Applications are selected through a lottery process that is conducted by LEARN, a regional educational agency, that supports the grant process.

Children must be 3 by the first day of school in order to be eligible for STARS. Children who have reached kindergarten entry age are not eligible. Children are selected to participate based on the availability of slots. The program has a capacity to serve 36 children with 18 students in each STARS classroom. Each of our STARS classrooms follow the same curriculum and program.

STARS students who have a change in Ledyard residence during the school year, may be granted a grace period of up to 45 calendar days to remain in the Ledyard STARS preschool program, if requested in writing.

PROGRAM HOURS

Ledyard Early Childhood Program - Integrated Half Day

AM Class	Mon. through Fri.	8:45 a.m. - 11:15 a.m.
PM Class	Mon. through Fri.	12:15 p.m. - 2:45 p.m.
STARS Full Day Class	Mon. through Fri.	8:45 a.m. - 2:45 p.m.

Early Childhood classes follow the Ledyard Public School calendar with a few exceptions. A copy of the calendar is included in the back of this handbook.

EMERGENCY SCHOOL CLOSING

If weather conditions or other emergency situations indicate that schools will be closed or have a delayed opening, announcements will be made by 6:30 a.m. Announcements can be heard on local FM radio stations, posted on the Ledyard Public Schools website, and via phone calls home. During emergencies that impact a select few schools in the district, an email or phone call will be sent through School Messenger to notify parents of changes to the school schedule. It is extremely important that parents update cell phone numbers, work phone numbers, home phone numbers, emergency contact numbers, and email addresses.

DELAYED OPENINGS

At times, weather conditions may indicate the need to delay the start time of school rather than close for the entire school day. In such cases, delayed opening announcements will be made by 6:30 a.m. The delayed schedule will be as follows:

2 Hour Delay:

Ledyard Early Childhood AM Classes	10:45 a.m. - 12:15 p.m.
Ledyard Early Childhood PM Classes	1:15 p.m. - 2:45 p.m.
Ledyard Early Childhood Full Day Classes	10:45 a.m. - 2:45 p.m.

In the event of an Emergency Early Dismissal, the Ledyard Early Childhood PM Class will be canceled. Dismissal for the AM and Full Day Classes will be communicated based upon the circumstances.

SCHEDULED EARLY DISMISSAL DAYS

On planned Early Dismissal (Professional Development) days the schedule will be as follows:

Ledyard Early Childhood AM Classes	8:45 a.m. - 10:45 a.m.
Ledyard Early Childhood PM Classes	10:45 a.m. - 12:45 p.m.
Ledyard Early Childhood Full Day Classes	8:45 a.m. - 12:45 p.m.

OUR CURRICULUM

The Early Childhood Program uses a variety of resources and the **CT Early Learning and Development Standards (ELDS)** which outlines the skills children should be demonstrating from birth to age five. Teachers plan and implement curriculum activities to address specific learning standards, and observe and assess children's progress on these standards. Information about the CT ELDS can be located at the CT Office of Early Childhood website <https://www.ctoec.org/supporting-child-development/ct-elds/>.

The preschool classrooms are set up in learning centers to support curricular goals. Areas may include literacy centers, dramatic play, blocks, art, science/discovery, sensory, math, music, and movement.

The Connecticut Early Learning and Developmental Standards

Cognition: Making sense of the world, staying with something and working hard to solve problems.

Social-Emotional Development: Understanding yourself, your feelings and how to play with others.

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.

Language and Literacy: Communicating using your body, language, signs and written communication.

Creative Arts: Enjoying music, dance, art and expressing yourself in these ways.

Mathematics: Understanding numbers and how to use them, counting, patterns, measuring and shapes.

Science: Understanding the world around us, including living things, the earth, space and energy.

Social Studies: Understanding the world and knowing about people in it. This starts with knowing about your family, then community and then world.

..

Preschool Curriculum Information

World of Wonders (McGraw Hill) provides the support and structure that children need for learning, while building cross-curricula, establishing classroom routines and addressing the needs of all learners through differentiated instructional pathways.

This program builds strong foundational skills for success with a focus on:

- Letters, oral language development, knowledge building and listening comprehension
- Development of social/emotional skills
- Math content that is developmental
- Integration of science, social studies and music in every unit

Math Connects (Macmillan/McGraw Hill) is designed to provide a balanced approach to mathematics learning by offering opportunities to:

- Investigate concepts and build conceptual understanding
- Review, learn and practice basic skills
- Apply mathematics to problem solving situations

Handwriting Without Tears is a multisensory program which includes language development, social skills, fine and gross motor skills, color and shape awareness, letter and number recognition and counting.

EARLY CHILDHOOD SCREENING & FORMAL ASSESSMENT PLANS

Universal Screening

The Office of Early Childhood recommends the Early Childhood Program conduct preschool screenings monthly as part of federal and state Child Find guidelines. Screenings help determine if a child has delays that may require further evaluation. Free screenings are available

for children ages 3 through 5 (that are not Kindergarten eligible) who live in Ledyard or Gales Ferry.

In addition, families who would like their child to be considered for the peer model program need to bring their child to a screening. Families call the Early Childhood Office to schedule an appointment. The screening takes about an hour and staff assess the following areas; speech and language, cognitive skills, gross motor, fine motor, and social/emotional development. Parents are asked to complete questionnaires that provide the team with information regarding a student's interests, dislikes, developmental milestones, and family history.

After the developmental screening, parents receive information regarding their child's individual results. The information shared indicates whether students have passed all areas and have developmentally appropriate skills. These results can also be utilized to identify typically developing peers to be included in our Integrated Preschool Classrooms.

Results of screenings could also be utilized to identify students who may need a more comprehensive assessment. When a student receives a more comprehensive evaluation and is found eligible for special education services, an intervention plan is developed for the child at a Planning and Placement Team (PPT) meeting. Students found eligible for only Speech and Language don't necessarily join an Early Childhood classroom, but could attend Speech and Language therapy for services, as needed.

Please contact Gallup Hill School to set up an Early Childhood Screening appointment (860-536-9477 x 4101).

Assessing for Special Education Services

The Integrated Preschool Classrooms conduct various assessments on an ongoing basis. Students receiving special education services have already taken part in a comprehensive developmental assessment conducted by the team. Students are assessed by either the Special Education Teacher/School Psychologist and Speech and Language Pathologist using a multidisciplinary approach. Information obtained by parents through the use of checklists, rating scales, or interviews are incorporated into a formal report and reviewed with the parent(s) and other members of the team. In addition, after entering the preschool program, children who are eligible for special education services are screened by classroom teachers using the Brigance Diagnostic Inventory of Early Development per the State Department of Education (including students only receiving speech and language services). The state requires districts to report assessment information regarding children's functional and developmental progress. The second administration of the Brigance Diagnostic Inventory of Early Development occurs as students exit from preschool.

School Readiness Screenings

The School Readiness classrooms (STARS) conduct various assessments on an ongoing basis utilizing a variety of tools. The OEC (Office of Early Childhood) recommends that upon entering the School Readiness programs, children are pre-assessed using the Brigance Diagnostic Inventory of Early Development per the State Department of Education. Students are

post-assessed toward the end of the school year. STARS is partially funded by the State of Connecticut School Readiness Grant and therefore, the district is responsible for reporting results of the pre and post assessments of the Brigance Diagnostic. Results from the pre-assessment are utilized to create individual academic plans for students.

Assessments inform families and teachers and provide information on appropriate instruction to meet individual children's development and growth needs. Assessments are reviewed and data is analyzed to plan educational activities.

Informal Assessments

As recommended by the Office of Early Childhood, all of the Ledyard Early Childhood classrooms utilize the Connecticut Early Learning and Developmental Standards (CT ELDs) and ongoing progress monitoring in order to inform planning, assess children on an individual basis by observing their performance during typical classroom activities, focus on describing what children can do and the progress they have made, and make assessment decisions based on multiple observations in a variety of activities throughout the year.

Students are assessed upon entering the program in the fall in areas such as; literacy, math, fine motor and gross motor skills. Ongoing progress monitoring occurs throughout the school year and instruction is adjusted based on these assessments. Post assessments are completed in the spring and shared with parents at conferences.

Whenever possible, assessments are completed by familiar individuals. Most assessments are completed individually, though assessments may be done in groups at times.

EMERGENCY PROCEDURES

Gallup Hill School holds monthly fire drills and lock down drills as required by CT State law. There are published evacuation procedures located in the main office of the school. Evacuation routes are posted in all classrooms throughout the building.

CONFIDENTIALITY

Confidentiality of student records is an essential component of the legal rights granted to students by educational law. All personal information, evaluations and special education records are kept in locked cabinets. Please be aware that staff cannot discuss information about other students in the program with you. Written records shared with other agencies require the parent's written consent.

COMMUNITY COLLABORATION

The Ledyard Early Childhood Program and the Early Childhood Council of Ledyard/Gales Ferry collaborate with many community agencies including: Department of Children and Families, Mental Health, Public Health, Recreation Department, Public Library, Adult Education, and Employment and Training Centers.

COMMUNICATION WITH FAMILIES

The Early Childhood staff strives to maintain close communication between home and school. A parent orientation and an open house are held at the beginning of the school year to introduce families to the program. The staff maintains contact with families through phone conversations, emails, daily student folders, and conferences. Newsletters are sent home regularly reviewing classroom activities, and providing home suggestions, as well as information about upcoming events.

Each child in the program is provided with a folder that is used to send art projects, newsletters, and other important information to families. This folder needs to be returned each day of school. The folders should be checked each night. Parents may use the folders to send messages to their child's teacher or other school staff. This is an important communication process for parents and teachers.

Parents and teachers also use the Seesaw application, which can be accessed for free in your smart phone's app store, as well as via a web-based login. Your child's teacher will provide login information at the start of the school year. Seesaw is a bidirectional communication tool that you may choose to use instead of, or in addition to, written communication. When hard copies of something are needed, the school staff will be in communication with families.

Each child with an Individualized Education Plan (IEP) has an annual review meeting (PPT) to update goals/objectives, progress, and services. In addition students with an IEP will receive a progress report in line with school report cards 3 times a year. Parent conferences are available in November and in May for all students, including peers, or you may request a conference at any time.

Parent workshops may be offered periodically during the school year. They are scheduled based on parent or community interests/needs. Parents are also encouraged to join the School's Parent Teacher Organization (PTO) or the Early Childhood Council which meets once a month.

If there is a situation that arises with a member of the program staff, please contact the Early Childhood Administrator to set up a time to discuss the issue and to work collaboratively in an attempt to solve the problem. If the problem is not able to be resolved, contact the Early Childhood/Student Services Administrator. If the problem is not rectified at this level, the next point of contact would be the building Principal.

YEARLY FORMAL CONFERENCES

Twice a year teachers and parents reflect and discuss their child's program at planned teacher/parent conferences to discuss student progress and review written updates on student performance. Together they review student progress, updates on students performance, and assess the effectiveness of the program. During conference meetings families are encouraged to ask questions about assessment methods used and to state any concerns about the assessments used with their child. Feedback from parents is valued and appreciated during this reflective process.

FAMILY/COMMUNITY COLLABORATION

The Ledyard Early Childhood Program and the School Readiness Council of Ledyard/Gales Ferry collaborate with many community agencies including: Department of Children and Families, Mental Health, Public Health, Recreation Department, Public Library, Adult Education, and Employment and Training Centers.

We have made it part of our mission to give back to our community by participating and getting our families and students involved in a number of outreach programs throughout the year. The following are some of the possible outreach projects that have been or may be offered:

- Parents are encouraged to join the School Readiness Council which offers parents the opportunity to participate actively in monitoring our preschool programs
- Parents are invited to participate in ongoing workshops
- We have organized preschool fairs where representatives from the community provide the opportunity to learn about services available to families. This preschool fair included community services such as health care, rescue services, youth services, private day care facilities, public libraries, and after school programs.
- Families are encouraged to visit and/or volunteer in the classrooms on a regular basis
- Parents who work in the community are asked to come in and share their occupations or hobbies (knitting, yoga, dental hygienist)
- Local community helpers including police officers, fire fighters, coast guard have been invited to visit the classroom/school
- Involvement in local food drives
- Family and community – book swap, ice cream social, fall festival
- Outreach programs may visit the school to involve children in a variety of hands-on activities- Children's Museum, Mystic Aquarium, Nature Center, Connecticut Story Tellers, Mystic Seaport.
- Parent literacy workshops may be provided that are modeled by teachers to support effective student literacy development.

- The classroom teacher collaborates closely with a room parent assigned by the PTO. The room parent communicates with families about school and classroom events, donations needed and other “happenings”.

CHILDREN, FAMILIES & LEDYARD EARLY CHILDHOOD PROGRAM

Family involvement is necessary to the success of the Ledyard Early Childhood program. Family members are always welcome and volunteers are used in a wide variety of ways within our classroom. We encourage families to volunteer any time and to share a talent they may have. The teacher will share news about your child’s day and will also communicate through the Seesaw, newsletters and posted curriculum plans. Conferences will be held in the late fall and spring to review your child’s progress.

We value and encourage our parents' participation in working together to support the learning, social development and social success of our students. Thank you for your support and commitment to these important goals.

If you have any questions or need any further information, do not hesitate to contact the Early Childhood Office at Gallup Hill School (860-536-9477 x4101).

STARS PROGRAM TUITION FEES

The Ledyard School Readiness Preschool Program (STARS) is partially funded by the State of Connecticut School Readiness Grant. However, parents are required to pay a tuition fee that is determined based on the income guidelines established by the CT Office of Early Childhood. If income circumstances change that will affect the ability to pay tuition, substantiating documentation will need to be provided and to be reviewed with the family. Parents are required to sign the commitment form and return it prior to the start of school. The fee calculation worksheet is shared with families upon request. Tuition is collected, in advance, on Thursday for the following week. Accounts that are delinquent by more than four weeks could result in termination of the program. Tuition is based on a five day school week and is not adjusted for absences or shortened days or weeks.

STARS PROGRAM INCOME VERIFICATION

Documentation of gross household income must be submitted with the application. Income verification is required once a year at the beginning of each school year. The primary source of income verification is done using federal or state income tax returns.

STARS PROGRAM FEE SCHEDULE

The Income Guidelines for School Readiness Grant Funded Programs are based upon the State Median Income (SMI) levels published annually in the Federal Register. The Early Childhood Coordinator uses the current Office of Early Childhood (OEC) School Readiness sliding fee scale to determine a family's tuition rate.

- School Readiness programs can enroll families over 75% SMI. The ten percent calculation for income over 75% SMI is calculated for each family size and is noted in the row under the family size for each SMI range over 75%. The School Readiness Councils will NOT determine fees over 75% SMI. Programs will use calculations provided, not to exceed their School Readiness published costs of care or the Child Day Care maximum rate.
- Hardship cases are determined on a case by case basis after conversation with the family and review of documentation provided.
 - The process of considering fee redetermination would begin with a family submitting a written hardship request, outlining the reasons for a family's hardship and including attached documentation supporting the request. The management team will review the hardship request and if approved, the fee may be adjusted.
- Families must be notified 30 days in advance before changing the fee. Fee calculations are reviewed with the parents, signed by the parent and the parent receives a copy of the fee calculation form.
- OEC Guidelines and Per-Child Fee Schedules are listed as General Policy B-01. This fee schedule is available upon request or can be accessed at: https://www.ctoec.org/wp-content/uploads/2020/02/GP_B-01_Fee-Schedule_Final-2022.pdf (Effective October 1, 2022)

DAILY DETAILS

Clothes and Personal Belongings

Your child should come to school in comfortable, easy-to-fasten play clothes and safe, close-toed shoes. Please make sure that your child is dressed properly for the weather or

season, since outside time is scheduled daily. In winter this means snow boots, hat, mittens, and a coat. An extra set of clothing should be sent.

Children should carry a backpack large enough to carry a 9" x 12" folder to school each day. Backpacks with wheels are discouraged. Please make sure your child has a nametag on their backpack with their name and teacher's name.

Each week your child may have the opportunity to bring an item for circle time or special activities, such as letter bags. You will receive notification from your teacher when your child needs to bring in an item.

Please label all items with your child's name, including extra clothes, lunchbox, and personal items for special shares.

Bathroom Routines

Students that receive specialized instruction do not need to be potty trained prior to attending our Early Childhood programs. We work on all areas of development including self-help skills. If your child is not potty trained, please provide disposable diapers, wipes and an extra set of clothes. Mark all packages and belongings with your child's name.

For students that are not potty trained, staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours when children are awake and staff check children for signs that diapers or pull-ups are wet or contain feces when children awaken. Diapers are changed when wet or soiled.

When changing diapers, universal precautions are followed. Disposable gloves are required when changing diapers or in any instance when blood or bodily fluids could be transmitted. Each diaper changing table is used exclusively by one designated class of children. After each use, all surfaces of the changing table and potty seats are disinfected. If your child is allergic to latex gloves, please notify the Early Childhood staff and indicate this on your child's health information card. Children who are potty trained will have scheduled bathroom breaks throughout the day, or can use the toilet on request. Staff is available to assist children as needed.

Snacks and Lunch

All children should bring a daily snack and drink. Students in the full-day program should also bring lunch and an additional drink daily. Please note that when packing your child's lunch there is no refrigerator or microwave available. An ice pack, gel pack or a frozen juicebox is recommended if you are sending in an item that needs to be kept cold (e.g. meat, poultry, fish, eggs, milk, cheese, yogurt, washed fresh fruits, washed vegetables). Also, consider the amount of food your child normally eats, and send a portion that you predict they will eat during the allotted time. Leftover food will be sent home. Please label your child's lunch bag/box, and all food containers. As part of the program's commitment to helping children make healthy choices, we ask that families not send high sugar foods such as soda, candy,

cookies, or gummy snacks in your child's lunch. For those who are interested in the school lunch program, notify your child's teacher and refer to information on the Ledyard Public Schools website regarding the Chartwells school lunch program. Those students who eat two, or more, meals a day have the opportunity to brush their teeth at least once daily.

According to NAEYC Assessment Standard 5.B - Ensuring Children's Well-being: "Staff do not offer children younger than 4 years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas; hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.... All fresh fruits and vegetables should be thoroughly washed prior to eating, to avoid possible exposure to pesticides and bacteria."

Sample Schedule

An example of our daily schedule for the full day STARS program:

- 8:45 a.m. - 9:00 a.m.** Arrival- hand washing, toileting, books, table toys
- 9:05 a.m. - 9:35 a.m.** Morning Circle: greeting- welcome songs, flag salute and songs, morning message (concepts about print), calendar, weather, daily schedule/routines, read aloud, songs/finger plays/movement
- 9:35 a.m. - 10:05 a.m.** Outside Play
- 10:05 a.m. - 10:30 a.m.** Literacy Block- whole/small group lessons, fine motor activities, journals, alphabet center
- 10:30 a.m. - 10:40 a.m.** Snack
- 10:40 a.m. - 11:10 a.m.** Learning Centers and Work Stations- small group and individual
- 11:10 p.m. - 11:40 a.m** Recess/Stretch Break
- 11:40 p.m. - 12:00 p.m.** Math- whole group
- 12:00 p.m. - 12:25 p.m.** Specials- (A) gym, (B) library, (C) art, (D) music
- 12:25 p.m. - 1:00 p.m.** Hand washing, lunch, toileting, toothbrushing
- 1:00 p.m. - 1:40 p.m.** Quiet Time
- 1:40 p.m. - 2:00 p.m.** Friendship Circle (SEL)
- 2:00 p.m. - 2:30 p.m.** Outside Play/Large Motor Activities/Table Toys/Continue Projects from Morning
- 2:30 p.m. - 2:40 p.m.** Goodbye Circle
- 2:45 p.m. - 2:55 p.m.** Dismissal

Rest time is a quiet, calm period in the full day program allowing the children an opportunity to relax and regroup after an active morning. Mats are provided for the children.

SHARING ITEMS FROM HOME

Your child may have an opportunity to share items from home when requested by the teacher related to classroom themes or the letter of the week. We request that play things from home be brought to school only on these sharing days. This will prevent special items from becoming lost or broken.

BIRTHDAYS

A child's birthday is a special event in many families, and birthday celebrations are welcome in our program. Please contact your child's teacher if you are interested in providing a special snack for your child's birthday so that district/state health and wellness guidelines, as well as allergies may be considered. Party invitations are not to be distributed in the classroom.

HEALTH CARE POLICIES

Prior to attending the Preschool Program, state law requires each child to have a completed health form on file. The school nurse reviews this information and notifies families if anything is needed to remain in compliance. Connecticut immunization school entry requirements require that students whose initial immunizations have been given but additional required immunizations are in process are to submit the [Healthcare Provider's Certification of In Process School Immunization](#) completed by the student's physician, physician assistant (PA) or advance practice registered nurse (APRN), stating that the additional immunizations are in process in accord with guidelines and schedule specified by the Commissioner of Public Health (Connecticut Department of Public Health Schedule For In Process Required School Immunizations).

The following links provides further information on the immunizations required for children attending PreK within the state of Connecticut for the 2023-2024 school year:

[IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT SCHOOLS 2023-2024 SCHOOL YEAR](#)

[OEC Guidance Regarding Public Act 21-6, "An Act Concerning Immunizations"](#)

[Pre-school Flu Immunization Requirement: Q+A](#)

The school nurse provides services to children in the Early Childhood Program, reviews and maintains health records as required by the state, completes annual vision and hearing screenings, and administers all medications to students at school. In addition, the nurse

contacts families if a child becomes ill at school. The school nurse serves as a consultant to staff and families regarding medical concerns and may be reached at 860-536-9477.

The school nurse serves as a consultant to staff regarding medical concerns. The school nurse and early childhood staff should be notified of any child with a medical condition that may require immediate attention or emergency medication. Such conditions may include asthma, food or insect sting allergies. Medications and epi-pens must be delivered to the nurse directly by a parent or guardian. Please do not send them to school in your child's backpack. A physician's order is required for the nurse to administer any medications at school.

Ledyard Public Schools policy states that children may be excluded from school for any of the following communicable illnesses: **excessive coughing, excessive nasal discharge, fever of 100 degrees or higher, pink eye, strep throat, chicken pox**, or if an illness prevents the child from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of other children. Children who have been vomiting, or have a fever, may not return to school until 24 hours after the last episode. Parents will be called when children have a fever, and may be sent home. For specific questions, you may contact the school nurse at 860-536-9477. **Children may return to school 24 hours after symptoms have cleared.** For absences in excess of 3 days due to illness, the school nurse must see a child before returning to class.

If your child requires any prescriptions or non-prescription medication to be administered during the school day, your physicians must complete an "**Authorization for Administration of Medication**" form, available through the school nurse. All medication will be administered and stored in a locked cabinet in the nurse's office. The only exception is emergency medication that is stored unlocked and accessible to staff, i.e. Epi-pen.

If your child becomes ill at school, the school nurse will contact you at home or work. If you cannot be reached, an individual listed on the emergency card will be contacted. For specific questions, please contact the school nurse directly at Gallup Hill School 860-536-9477.

Vision screenings for students are conducted by the school health office. If there is a concern regarding hearing, then the early childhood team encourages the parent to contact their child's healthcare provider. Parents can be provided with information about dental care that is available.

The district social worker can assist families in securing medical insurance. The school nurse consults with the parents about well-child care immunizations, as well as health, dental and nutritional screenings.

HAND WASHING

It is standard practice that children wash hands before eating, after toileting, after coughing or blowing their nose and any other time they may be in danger of spreading germs. We also require all staff and children to wash their hands upon arrival at school. Staff must wash and/or sanitize their hands:

- Before and after feeding a child
- Before and after administering medication
- After handling garbage
- After cleaning

According to NAEYC Assessment Standard 5.A- Promoting and Protecting Children's Health and Controlling Infectious Disease: Proper hand-washing technique is followed by adults and children and includes using liquid soap and running water; rubbing hands vigorously for at least 20 seconds, including backs of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just washed hands (e.g., using a paper towel to turn off water). This policy/procedure is posted at each preschool hand washing station.

ILLNESS OR INJURIES

Good attendance is important, but not when it may impact the health of your child or others. The best place for a sick child is at home. The nurse is not allowed to treat illnesses without a physician's order, so please don't send a sick child to school. **If your child has a communicable illness such as a virus, cold with fever or excessive coughing, pink eye, strep throat or chicken pox, he or she must remain home until he or she is no longer contagious, as determined by your physician.** Children who have been vomiting, or have had a fever, may not return to school until 24 hours after the last episode. Parents will be called when children have a fever, and may be sent home. For specific questions, you may contact the school nurse at 860-536-9477.

All injuries shall be reported to the nurse, who can administer first aid. In case of serious injury, parents will be notified. Teachers are not allowed to dispense medication (Including Tylenol) and children should not bring any type of medication to school. If it is necessary for your child to take medication during school hours, please contact the school nurse and refer to the district policy handbook. If your child will not be attending school on a given day due to illness or any other reason, please let the staff know by calling the main number 860-536-9477. You may email your child's teacher directly, or call the main number of the

school. Attendance is recorded daily, and if your child is absent, someone may call you if you have not yet notified us. If your child becomes ill or gets hurt at school, we will notify you as soon as possible. If you cannot be reached, one of the individuals listed on the emergency card will be contacted. (Be sure the office has current phone numbers where you may be reached during school hours.)

STUDENT DROP OFF/PICK UP BY PARENT/AUTHORIZED ADULT

AM Drop Off:

- For drop off in the mornings, please pull up into the car line in the lot via Gallup Hill Road beginning at 8:40 a.m. and no later than 8:50 a.m. and a staff member will escort your child into the building and to their classroom.
- Doors will open at 8:40 a.m. and will close promptly at 8:50 a.m. If you arrive after 8:50 a.m., you will need to bring your child to the main office.

PM Drop Off (1/2 Day Integrated Program):

- For drop off in the afternoons, please park your car in the lot via Gallup Hill Road beginning at 12:10 p.m. and escort your child to the PreK entrance.
- Doors will open at 12:10 p.m. and will close promptly at 12:20 p.m. If you arrive after 12:20 p.m., you will need to bring your child to the main office.

AM Pick Up:

- For safety's sake, until the staff becomes familiar with you and your child's caregiver, please be ready to present identification when picking up your child. In the interest of safety, parents and caregivers will not be coming into the building; instead your child will be brought out to you for pick up.
- Doors will open at 11:15 a.m. Please arrive for pick up no later than 11:25 a.m.

PM Pick Up:

- Dismissal will begin promptly at 2:45 p.m. Please pull into the car line in the lot via Gallup Hill Road at 2:45 p.m. You will need the Gallup Hill assigned car tag.
- Please pick up your child no later than 2:55 p.m. so that we may begin pick up/dismissal for grades K-5 on time. If you arrive after 2:55 p.m., we will not be able to accommodate moving you through the car line to exit the parking lot.

According to NAEYC Assessment Standard 5.A- Promoting and Protecting Children's Health and Controlling Infectious Disease: To ensure outdoor air quality in the outdoor learning environment, vehicles (buses as well as families' automobiles) do not idle in the program's parking areas, unless they must do so in extreme temperatures to heat or cool car systems or interiors.

Children must be released to a person authorized on your child's emergency card. We will only release children to those people listed on the card. Please let those on your authorized list know that a picture ID will need to be shown. Please contact the school if any changes need to be made to the authorized pickup list.

All children are required to be in an approved child restraint safety seat at pick up and drop off as mandated by law.

TRANSPORTATION

The **Ledyard Transport Company (STA)** provides mini-bus transportation only for children who have educational plans that require it. All other children in the program are transported by their families or other authorized adults, and are not eligible for bus transportation.

Please Note: All parents must complete the Ledyard Public Schools student information form which states the adults that are allowed to pick up your child. Your child will only be dismissed to people with proper identification on this information form.

PROCEDURES

It may take up to three days for transportation to start or to make a change. This allows the transportation office time to re-route their schedules to accommodate your needs. You will receive information from the Central Office or directly from the transportation office concerning pickup and drop-off times. If you know your child is not going to need bus transportation on a given day, please notify the transportation office at 860-464-8346, as early as possible. This phone is answered in person from 6:00 a.m. until 4:00 p.m., Monday through Friday; also you may need to leave a message when the office is closed or if all staff is driving. It is also important for you to contact your child's school each day that your child is absent. You may email your child's teacher directly, or call the Gallup Hill school office at 860-536-9477.

PICK-UP

Bus students should be ready for pick-up ten minutes prior to the scheduled bus pick-up time. If your child does not come out within five minutes of the bus arrival, the driver will leave and you will be responsible for transporting your child to school that day. You are responsible for walking your child to the minibus and buckling him/her into his/her seat. After three unsuccessful attempts to pick up your child, transportation services will be terminated until the parent(s) contacts the Central Office for Ledyard Public Schools. After making contact, transportation will resume within three days.

DROP-OFF

You should be at the bus stop ten minutes prior to the scheduled drop-off time for your child. The bus will not, under any circumstances, deliver the child to an unfamiliar person. If no parent or guardian is waiting when the bus arrives to drop off the child, the driver will wait for five minutes. If no one comes out to meet the mini-bus, the driver is instructed to bring the child back to the school at the end of their bus route. You will then be responsible for picking up your child at school. Please call the school to find out what time the bus is expected back so you can retrieve your child. The school office closes at 4:00 p.m.

CHANGES TO TRANSPORTATION

When a change in pick-up or drop-off point is required, you must notify the Early Childhood Office at Gallup Hill School at 860-536-9477, x4101. It may take up to three school days from notification for changes to go into effect. You will be contacted by phone or notified by the driver when the change will become effective.

SPECIAL EDUCATION

Transition from Birth to Three Services to Early Childhood Education

The school district works closely with the Birth-to-Three system to ensure the effective transition from one service delivery system to the other when children who may require special education and related services reach school age. In accordance with Connecticut statutes and regulations, a transition plan is developed to support the transition to preschool services provided by the school district.

The transition plan is contained in the Individualized Family Service Plan (IFSP). School district staff can attend IFSP meetings when invited. The transition plan must be in place at least 90 days prior to the child's third birthday. The school district must ensure that an Individualized Education Plan (IEP) is in place by the child's third birthday, for each child eligible for special education and related services.

Transition Meeting: The Birth to Three service coordinator contacts the Ledyard Early Childhood staff to schedule a transition meeting. The team members for this conference consist, at the minimum, of the child's parent(s), service coordinator, representative of the current Birth-to-Three team, and a local education agency representative.

Planning & Placement Team Meeting (PPT): The Ledyard Public Schools Early Childhood Team will schedule a meeting with the family and Birth to Three team no later than the month prior to the child's third birthday to determine appropriate programming to take place by the child's third birthday. Required participants are the child's parent(s), the service coordinator, a representative of the child's current program provider, and a special educator. This meeting is for reviewing assessments, determining eligibility for services, and developing

an IEP (if appropriate).

Evaluations

Evaluations may be recommended following a Child Find Screening or Transition meeting and they are free to children of Ledyard residents. These evaluations may assess the following; developmental skills, speech/language, fine motor, gross motor, and/or cognitive skills. The team may also request a copy of the child's current hearing and vision screening, and a developmental history. All evaluations require parent consent, and remain confidential.

Individual Educational Program (IEP)

IEP components include a written description of the child's present level of educational performance, goals and objectives, service plan, statement of placement in the least restrictive environment, and consent of parents. Services available include special education, speech/language therapy, occupational therapy, physical therapy, transportation, social/emotional support and possible outside agency support. Any services are based on the needs of the child and determined by the PPT members. Parents are afforded specific rights under special education law in CT. To learn more about the Individual Educational Program and parent rights, please refer to Procedural Safeguards Parent handbook (March 2021) or visit <https://portal.ct.gov/-/media/SDE/Special-Education/Prosaf.pdf>.

Special Education Policies

Ledyard Public School policy states that all students are entitled to equal education opportunities. Discrimination because of race, color, religious creed, national origin is prohibited. An intensive affirmative action program is an integral part of educational policies and programs.

Ledyard Public Schools has a child identification process that includes the identification and evaluation of a child suspected of having a disability or suspected of being gifted or talented. The Student Services Department coordinates the child identification process. The department and its staff use a variety of community resources and conduct many systematic activities in our efforts to identify children requiring special services.

Early Childhood screenings for children 3-5 years of age are conducted throughout the year. To initiate this screening process, parents and other referring parties contact the Early Childhood Office at Gallup Hill School.

Through this process, children who may require special education services are referred to the Planning and Placement Team for consideration for further evaluations. Parents and other referring parties may contact the Early Childhood/Student Services Office at Gallup Hill School (860-536-9477) or the office of the Director of Student Services (860-464-9255).

BEHAVIOR

Behavioral Management

The Ledyard Early Childhood Preschool upholds the goal of limiting or eliminating the use of exclusionary measures. Many inappropriate behaviors exhibited by young children can be typical. We attempt to minimize the incidence of these behaviors and guide children toward more acceptable behaviors through discipline. Discipline seeks to achieve several goals: to find the function of the behavior, to create a solution to the current problem, to help the child process feelings, recognize consequences, explore alternative solutions and outcomes and to develop self-control, ultimately promoting respect for each other and mutual rights. To accomplish these goals we:

- Involve the children in discussions relating to the setting of simple rules
- Each classroom will design and utilize a safe space which will include feelings posters, bean bags and sensory toys, feelings and emotions books in a calm area.
- Provide a balance of developmentally appropriate quiet and active periods
- Model appropriate language, verbalize situations, and identify feelings
- Positively redirect the children's activity if necessary
- Promote acceptable and cooperative behavior efforts through liberal praise
- Consult with parents to identify behavior patterns, find solutions and implement behavior strategies
- Consult and collaborate with other school professionals such as social workers, or Board Certified Behavior Analysts to develop an [individualized plan](#) to address behavior while implementing positive behavior support strategies that are motivating to the student

Our aim is to assist the children's move toward gaining success in self-discipline by providing them with language skills, support, and guidance; and modeling strategies. To develop self-discipline children need to be offered choices and opportunities to make decisions, knowing what the logical consequences will be.

Our policies regarding the use of suspension, expulsion or other exclusionary measures are communicated to family and staff annually through the Annual Notification Manual, which can be found here: [Annual Notification Manual](#). The Board of Education policy regarding Seclusion and Restraint can be found here: [Physical Restraint / Seclusion / Exclusionary Time Out](#). A hard copy is available upon request.

DISCIPLINE

We use positive guidance and show children how to interact with others in acceptable ways. We help them to express their feelings and needs and to work together to solve problems. Our program uses discipline techniques based on developmentally appropriate practice, including positive guidance, redirection, and setting clear limits that encourage children to develop self-control, self-discipline, and positive self-esteem. Time out is only used in extreme circumstances when the child needs to have time away from the group. Occasional outbursts are to be expected, but if consistent undesirable behavior continues, conferences with parents will be held to consider possible strategies and/or solutions that best serve the needs of the child. Should a teacher continue to have concerns related to a child's social/emotional/behavioral development, an individualized behavior plan would be developed. Referral to special education services may or may not occur as well.

No staff member is permitted to use abusive, neglectful, physical, corporal, humiliating or frightening treatment or punishment, nor are they permitted to use coercion. For example, staff shall not pull a student into the building when they refuse to come in, confine a child to a small space when they do not follow directions, or threaten a student when they are having a tantrum. In addition, staff shall not physically restrain children except if needed for the protection and safety of the child or others, using least restrictive methods, as appropriate. In the event of an emergency situation, only staff members who are specifically trained in the safe, appropriate use of protective holds are allowed to provide this level of support. Families are notified and invited to meet with school staff. Above all else, your child's safety is our number one concern.

In accordance with Section 10-2331 of the CT General Statutes, out-of-school suspensions and/or expulsions for students attending preschool programs operated by local or regional boards of education, charter schools or interdistrict magnet schools is prohibited. When a student's behavior impacts their ability to learn or function safely in the classroom the following procedure will be implemented. A meeting with the family to discuss prosocial supports may be scheduled. An individual behavior plan, which may include a social story, modifications to the classroom environment or materials and/or modifications to the classroom schedule may be created and implemented. To help determine the function of the behavior, a chart may be used to track when the behavior happens and what the exact behavior is. If behaviors continue to escalate, an intervention team consisting of a teacher, an administrator, and possibly one or more special service providers, can meet to discuss and develop a plan to address behaviors. Beyond that, a Planning and Placement Team Meeting (PPT) may be scheduled with district special education personnel to help formulate a plan to address the behaviors. Other sources of support may be included. A full list of referral services in CT can be accessed by calling 211. The Office of Early Childhood suggests that they can be contacted for further support and guidance.

TRANSITION TO KINDERGARTEN

Transition to kindergarten is a gradual process involving families, school, community and early care education settings and is based on the needs of the child and family. This process is a gradual introduction to kindergarten that includes support and multiple opportunities for the child, family and teachers to interact and meet in an informal setting. The transition supports development of cohesive programming which seeks to maximize student growth. The early childhood staff meets with kindergarten teachers to inform them about students' social, emotional and academic progress in the early childhood programs.

Ledyard transition activities include developing a sense of safety, comfort, understanding expectations and establishing open communication. Children visit kindergarten classes, families are invited to school information gatherings and Open House events. Staff encourage participation in local community base playgroups/activities of a social nature, visit early care centers to observe students in their preschool setting and share curriculum newsletters, book lists, literacy and numeracy take home calendars.

The orientation is held in the spring prior to entry into the kindergarten program and families are assisted in filling out any form necessary to complete the process. The school nursing staff is available to provide support and to review health records and immunization records necessary for kindergarten registration. All Early Childhood health and education records are transferred to their kindergarten school. The district social worker is available to assist in providing families with community support, health care and health insurance.

If you have any questions or concerns, please contact your child's teacher. We look forward to welcoming your child to our school while working and collaborating with you.

SUPERVISION POLICY

In order to ensure the safety and well-being of the children while they are in the care of our preschool program, the following procedures will be used:

- The program maintains the appropriate ratios for preschool/pre-kindergarten classrooms as defined and required by NAEYC accreditation standards (at least one staff member for every 10 children).
- All members of the teaching staff must be certified in Pediatric First Aid/CPR, and must keep certification current. Copies of certificates are maintained on file in personnel files. This ensures that there is always at least one staff person certified in First Aid/CPR with any group of children.
- If one staff person must leave the classroom for any reason (e.g. take a child to the bathroom, get something from the kitchen, use the bathroom, etc.), the other staff

member(s) will remain in the classroom with the children.

- The staff will position themselves around the classroom in such a way that all areas of the classroom are visible by at least one adult. The room is arranged in such a way to avoid creating "blind spots" where children cannot be seen.
- When a child needs to use the bathroom, a staff member will accompany them to the bathroom. Children may enter and use the toilet privately; the staff person will remain near the bathroom within hearing distance of the child, available to provide assistance if necessary.
- When the children are on the playground, teaching staff will position themselves around the playground in such a way as to maintain visual contact of all areas of the playground. Staff will pay particular attention to those areas of the playground where children can "hide" from view as well as monitor both gate areas of the playground.
- If a child needs to re-enter the building/classroom for any reason, they will be accompanied by a staff person. The other staff will remain on the playground with the rest of the group.
- A first aid kit will be brought out each day to the playground. Staff will take the walkie talkie outside every time the group goes outside to support communication with building administration and the office.
- When it is time to leave the playground and go inside, children will line up at the door with a staff person at the front of the line. The children will be counted by a staff member. Once it is established that all children are present in line, the group will walk inside, with one staff person at the beginning of the line, and one at the end of the line. The last person to come inside will be a staff member, who is responsible for closing the locked door and counting all children to confirm that all children are safely back indoors.
- Any class transition out of the classroom (e.g. to PE class) will involve counting all children leaving the classroom and recounting the students re-entering the classroom. NAEYC ratios will be maintained as the class or a group moves throughout the building.
- Staff will not release your child to anyone who is not on the approved pickup list. If your child arrives by school bus, staff will meet each child at his/her bus and walk each child to his/her classroom where the student will be signed in to the class. At the end of the school day, staff will walk your child to his/her bus, get them on their bus and sign each student out of school on our daily class list.
- Nap or rest time will occur in the classrooms with full day programs (STARS) with staff setting up student rest areas and monitoring and supporting students during this time.
- At no time will any student be left unattended or unsupervised by qualified trained staff.
- If a student will be absent from school, parents are required to call the school office to let the staff know of the student's absence. If the student does not arrive at school, the

school will call home to verify that the child will not be attending school that day.

CHILD ABUSE OR NEGLECT

We are mandated by the State of Connecticut to report any suspected cases of child abuse or neglect. We take this obligation seriously and may possibly question you about bumps, bruises, etc. that we might notice. We may document this and ask you to initial it. Your child's health, safety, and well-being are the main reasons for taking these steps. If any staff member or parent feels that a Ledyard Public Schools staff member is not acting in a proper manner regarding the health and safety of our children, please speak to the principal, assistant principal, or the early childhood and student services administrator, and the appropriate steps will be taken to remedy the situation. Any complaints will be handled with the utmost confidentiality. The Department of Children and Families hotline number is 1-800-842-2288.

Early Childhood List for Family Supports

Supports for Ledyard Families

Birth to Three

- Phone: (800) 505-7000
- Website: <https://www.birth23.org/>

Ledyard Public Libraries (Storytime and Summer Reading)

Bill Library

- 718 Colonel Hwy, Ledyard, CT 06339
- Phone: (860) 464-9912
- Website: bill-lib@ledyardlibrary.org

Gales Ferry Library

- 18 Hurlbutt Rd, Gales Ferry, CT 06335
- Phone: (860) 464-6943
- Website: <https://ledyardlibrary.org/>

Ledyard Youth Services

- 741 Colonel Ledyard Hwy, Ledyard, CT 06335
- Phone: (860) 464-8740
- Website: <https://ledyardct.org/304/Youth-Services>

Mashantucket Pequot Tribal Nation Child Development Center (for tribal families)

- 21 Ephraim's Path Mashantucket, CT 06338
- Phone: (860) 396-2300
- Website: <https://child-care-preschool.brighthorizons.com/ct/mashantucket/mashantucket>

New London Subase Youth Center (for military families)

- 29 Hickory Dr, Groton, CT 06340
- Phone: (860) 448-6843
- Website: <https://www.navylifeni.com/programs/2a070519-0e77-44fe-9264-782665d4ee27>

Supports for Families in Need of Behavioral Support

Bloom BCS

- 131 Boston Post Rd, East Lyme, CT 06333
- Phone: (860) 333-5183
- Website: <https://bloombcs.org/>

Creative Interventions

- 835 Bloomfield Ave, Windsor, CT 06095
- Phone: (860) 413-9538
- Website: <https://www.creativeinterventions.net/>

Families with Financial Restrictions

Connecticut Legal Services, Inc.

- 125 Eugene O'Neill Ave, New London, CT 06230
- Phone: (860) 447-0323
- Website: <https://ctlegal.org/>

Ledyard Clothing Exchange

- Ledyard, CT
- Email: ledyardclothingexchange@gmail.com
- Website: <http://ledyardclothingexchange.weebly.com/>

Linda C. Davis Food Pantry

- Ledyard, CT
- Phone: (860) 464-3222
- Website: <https://www.facebook.com/Ledyardfoodpantry/>

Thames River Community Service, Inc.

- 1 Thames River Place, Norwich, CT 06360
- Phone: (860) 887-3288
- Website: <https://www.trfp.org/>

Families with Multiple Needs**The Arc New London County**

- 125 Sachem Street, Norwich, CT 06360
- Phone: (860) 889-4435
- Website: <https://thearcct.org/the-arc-eastern-ct>

Child First

- 77 East Town Street, Norwich, CT 06360
- Phone: (860) 822-4905
- Website: <https://www.childfirst.org/affiliate/united-community-family-services-0>

Department of Children and Families: Voluntary Services

- Phone: 1-800-842-2288
- Website: <https://portal.ct.gov/DCF/Behavioral-Health-Partnership/Voluntary-Services-Program>

Progressions Music Therapy Services

- 11 Main Street, Suite 1A, Old Mystic, CT 06372
- Phone: (860) 389-1356
- Website: <https://progressionsmusictherapy.com/>

United Family and Children Services (Spanish and English)

- 351 North Frontage Road, New London, CT 06320
- Phone: (860) 442-4319
- Website: <https://www.ucfs.org/>

Evaluation

Center for Children with Special Needs

- 2300 Main Street, Glastonbury, CT 06033
- Phone: (860) 633-8155
- Website: <https://www.ccsnct.org/>

Connecticut Pediatric Neuropsychology Associates

- 300 Hebron Ave STE 111, Glastonbury, CT 06033
- Phone: (860) 633-8155
- Email: office@ctpedineuro.com
- Website: <https://www.ctpedineuro.com/>

Human Relations Counseling Services (psychological evaluations/services)

- 400 Bayonet Street, New London, CT 06230
- Phone: (860) 443-4163

GALLUP HILL SCHOOL - LEDYARD EARLY CHILDHOOD STAFF

Shari Ternowchek, Early Childhood/
Student Services Administrator
sternowchek@ledyard.net
860-536-9477 (ext. 4101)

Lorelei Benson, Early Childhood/
Student Services Secretary
lbenson@ledyard.net
860-536-9477(ext. 4101)

Jodi Davis, Director of Student Services
jdavis@ledyard.net
(860) 464-9255 (ext. 1201)

Lisa Hunter, Building Principal
lhunter@ledyard.net
860-536-9477

Rebecca Swanson, Assistant Principal
rswanson@ledyard.net

Nikki Allen, School Nurse
nallen@ledyard.net

Danielle O'Sullivan, Special Education Teacher
dosullivan@ledyard.net

Dawn Yonush, Special Education Teacher
dyonush@ledyard.net

Nichole Strickley, Special Education Teacher
nstrickley@ledyard.net

Mary Gionet, STARS Classroom Teacher
mgionet@ledyard.net

Julia Reid, STARS Inclusion Classroom Teacher
jreid@ledyard.net

Kimberly Williamson, SLP
Early Childhood Programs
kwilliamson@ledyard.net

Ledyard Early Childhood Program Family Handbook

Acknowledgement Form

If you have any questions or concerns please contact your child's teacher.

By signing this form I acknowledge that I have read and understand all concepts of the family handbook.

Signature_____ **Date**_____

Printed Name_____

Student Name_____