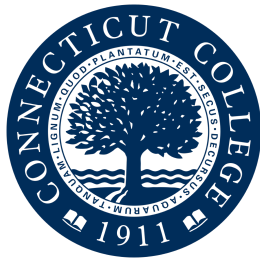


# Connecticut College Child Development Lab School



Family Handbook

2025-2026

## **Welcome to the Connecticut College Child Development Lab School**

Dear Parents,

Thank you for enrolling your child in the Connecticut College Child Development Lab School (CCCDLS) for the 2025/2026 school year. This may be your first school experience, and we are honored that you have chosen to entrust your child into our care. We take that responsibility seriously. We have highly trained teaching and clinical staff and believe this is a wonderful place for children to enter the world of facilitated discovery, nurtured curiosity, and creativity.

No concern is too insignificant for you to mention, and no question is unimportant. I look forward to being available to you to answer questions or listen to your thoughts. Welcome to the 2025/2026 school year! Our adventure begins!

Sincerely,

Kathryn O'Connor, Ph.D., Director  
Monica S. Franzone, Ed. D., Associate Director  
Connecticut College Child Development Lab School  
Human Development Department, Connecticut College

### **Mission**

Our goal is to offer high-quality, comprehensive, play-based early childhood education and other services for young children and their families. The mission of the Connecticut College Lab School is to generate new knowledge about human development in settings designed to train future scholars.

## **Staff**

The program staffing includes a team of professional early childhood and special education teachers, speech, occupational, and physical therapists, parent coordinators, consulting child psychologists, behavior analysts, administrative assistants, and administrators working together to design and implement the most optimal experience for young children. We check references and perform thorough background checks for all staff. A physical is required of staff before employment.

All of our staff are carefully chosen based on the special qualities, experience, and talents that they have to offer to the children in our program. We believe that it is important for our clinical, teaching, and administrative staff to be dedicated learners themselves, and we provide numerous opportunities for continuing education and professional development throughout the year.

## **Staff Members**

**Director:** Kathryn O'Connor, Ph.D. 860-439-2920 [koconnor@conncoll.edu](mailto:koconnor@conncoll.edu)

**Associate Director:** Monica Franzone, Ed.D. 860-439-2632 [mfranzon@conncoll.edu](mailto:mfranzon@conncoll.edu)

**Administrative Assistant:** Cynthia Hendry 860-439-2920 [chendry@conncoll.edu](mailto:chendry@conncoll.edu)

### **Teachers**

Sarah Bevington, M.S.

Lisa Aldrich, B.S.

Sheila Bairstow, M.S.

Kate Wells, B.A., M.S.

TBA

Trudy Rottino, B.A., M.S.

Substitute Teachers/Aides :

### **Teacher Aides**

Kim Brissette

Monika Ropiak

Marlene Pellegrini, B.S.

Carmen De La Cruz

Liz Brown, B.S., M.A.

Joane Woodhall, Justyna Paserb

Roseanna Haith

Natalia Zea

**Family Coordinator:** Monica Henry-Seifert, B.A.

**Bookkeeper:** Debra O'Brien

**Therapists/Consultants:**

Tracy VanVught, RPT, Physical Therapist  
Alexa Cox, CCC-SLP, Speech and Language Pathologist  
Lauren Bradford, OTR/L, MA, Occupational Therapist  
TBA, Behavior Analyst, BCBA, LBA, MS  
TBA, Consulting Nurse  
Catherine Bates, LCSW, M.S., Social Work Consultant  
Janelle Posey-Green, BS. MS, Ph.D.; Social Justice Consultant  
Diane Viets, B.A., MS., Educational Consultant  
Ola Szczesny, B.A., Researcher  
Nancy Kivlin, B.A., M.S., Literacy Specialist

### **Staff Training**

All staff at this Lab School receive training in areas related to teaching and caring for your child. We believe that professional development is necessary to ensure a quality early childhood program. Some of this training includes information on the discipline of children through the lens of culture, the formation of racial and gender identity in young children, developmentally appropriate practice and curriculum, recognizing and reporting child abuse, assessment of children, aiding families through the social service referral process, creating nutritious snacks, first aid/CPR, universal health and safety precautions, medication administration, EpiPen procedures and serving children with special needs. These are only some examples of training opportunities that staff receive on an ongoing basis. Staff training occurs on the second Friday of the month when school is dismissed at 1:00 p.m.

All preschool teachers at this school hold teaching certification from the State Department of Education relating to Early Childhood. All have met the Connecticut State Office of Early Childhood licensing requirements, and most exceed the necessary qualifications. All staff are CPR and First Aid Certified.

### **Commitment to Diversity**

"Connecticut College is committed to the goal of achieving equal opportunity for all and, accordingly, does not discriminate based on race, color, sex, sexual orientation, gender identity, expression and characteristic, age, religion, national or ethnic origin, visible or invisible, disability, or status as a disabled veteran."

The Connecticut College Lab School upholds all state and federal anti-discrimination laws that promote equal opportunity and prohibit discrimination. We believe that children, families, and staff benefit from the diverse experiences, perspectives, and cultures of those who attend or visit our program.

CCCDLS keeps the four goals of anti-bias education at the forefront of our work. Louise Derman-Sparks, in her work at Eliot-Pearson Children’s School at Tufts University in Boston, identified these goals that serve to operationalize anti-bias education.

### **Goal 1: Identity**

Teachers will nurture each child’s construction of a knowledgeable, confident, individual, personal identity and related social identities.

Children will demonstrate self-awareness, confidence, family pride, and positive social identities.

### **Goal 2: Diversity**

Teachers will promote each child’s comfortable, empathetic interaction with people from diverse backgrounds.

Children will express comfort and joy with human diversity, use accurate language for human differences, and form deep, caring connections across all dimensions of human diversity.

### **Goal 3: Justice**

Teachers will foster each child’s capacity to critically identify bias and nurture each child’s empathy for the hurt bias causes.

Children will increasingly recognize unfairness (injustice), have the language to describe unfairness, and understand that unfairness.

### **Goal 4: Activism**

Teachers will cultivate each child’s ability and confidence to stand up for themselves and others in the face of bias.

Children will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

## **Licensing And Accreditation**

### **State Department of Education**

Connecticut College Lab School is a privately operated special education program that is approved by the Connecticut State Department of Education. Approval by the CSDE ensures that the program is operated following the *Principles, Procedures, and Standards for the Approval of Private Special Education Programs*, adopted by the State Board of Education. Specific information can be found about this protocol at the Connecticut State Department of Education Bureau of Special Education website: [www.sde.ct.gov](http://www.sde.ct.gov).

### **Connecticut Office of Early Childhood**

Connecticut College Lab School operates in compliance with building, fire, and health regulation codes for the State of Connecticut Office of Early Childhood. The license is posted. Licensing rules and regulations are [available](#) for those who wish to review them. Our license number is 16689. Visit website: [www.ct.gov/oc](http://www.ct.gov/oc).

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

Early childhood programs accredited by NAEYC have voluntarily undergone a comprehensive process of internal self-study and improvement. NAEYC-Accredited programs must meet all ten of the NAEYC Early Childhood Program Standards, which are based on the latest research on the education and development of young children. The NAEYC Accreditation is awarded for five years. Our Accreditation Certificate is displayed at our entrance. Our NAEYC number is 369-718. For more information about NAEYC Accreditation, please visit their website: [www.naeyc.org](http://www.naeyc.org).

### **Program Description**

The Connecticut College Lab School is a model child and family-focused early childhood preschool program for young children of diverse backgrounds and abilities. It provides a laboratory setting for college student placements and student and faculty research opportunities. Each year, the program serves approximately 75 children and their families. The children and families in the program are reflective of the general population of New London County, who are seeking a high-quality early childhood program.

The program staffing includes a team of professionals (i.e., early childhood and special education teachers, speech, occupational, and physical therapists, behavior analysts, consulting psychologists, administrative assistants, and administrators) working together to design and implement the most optimal program for young children. There are program options available for children aged 18 months to six years. Programs for children under three years range from classrooms for 5 – 8 children to 1:1 sessions with a teacher or therapist. Programs for children three to six years old range from preschool classrooms with 12–17 children to smaller clusters of children to 1:1 sessions with a teacher or therapist. All the grouping plans for the children are based on a carefully designed inclusion model. This means that children with a range of developmental strengths will be placed in developmentally appropriate, heterogeneous groupings (i.e., gender, age, cultural background, ability, etc.).

The curriculum is based on the premise that play is the way children interact with and learn from their environment. Play is the child's genetically determined and inherent means of learning. It provides the opportunity for the child to organize thoughts, feelings, and skills within the context of exploring the new and making sense of the familiar. Developmentally appropriate play is

encouraged in the program by supporting children in meaningful relationships with one another, with adults, and in their use of materials and ideas.

Play is a way for children to have power and control over their world as they practice emerging skills. The areas of fine and gross motor skills, language and cognitive skills, social/emotional skills, and creative expression are promoted through developmentally appropriate play options such as art, block building, dramatic play, music, movement, storytime, and outdoor play, and are included in a typical day's activities. Each day is carefully planned to suit the individual child's developmental needs as well as the group's goals and developmental needs. Staff members and college students observe and record children's progress. These daily records are used in planning and the setting of new goals, as well as to assist in writing the children's progress reports.

Family engagement is an integral part of the program. There are various options for families of children in the program to participate, including individual meetings with program staff, family groups, observation from booths through one-way mirrors, and open houses. All families are asked to consider sharing their gifts, talents, and cultural expressions with children (and that may include other parents) within the classroom and context of experience and discovery. A formalized process for parent voices in our long-term planning is through the Parent Advisory Committee (PAC).

The program is funded through private and public sources that include Connecticut College, the State Department of Education, and family-paid tuition. There is also collaborative planning with programming with the New London School Readiness Council, Children First New London, LEARN, and Local Educational Agencies (LEA). The program has also received funds through private foundations and private donors, including the Chamber of Commerce, Community Foundations, the Bodenwein Foundation, the Weyenberg Foundation, the Frank Loomis Palmer Foundation, Pfizer, Liberty Bank, Dime Bank, and William Graustein Foundation.

The preschool program functions on a forty-two-week school year. School is open from late August until mid-June and then reopens for an optional summer session. This school is approved by the Connecticut State Department of Education as a Private Special Education program and is accredited nationally by NAEYC (National Association for the Education of Young Children).

The office is open Monday-Friday from 8:30 AM to 4:00 PM. If you would like to discuss the program in greater detail, please call the office at (860) 439-2920 and arrange to speak with the Associate Director, Dr. Monica Franzone, or the Director, Dr. Kathryn O'Connor.

### **Enrollment**

Upon inquiry, we ask that an application form be completed and submitted to place your child on

the waitlist. Upon acceptance, a placement form will need to be completed and returned to school with a non-refundable \$40 fee.

All currently enrolled children are guaranteed enrollment for the following school year, provided parents return the placement form and non-refundable \$40 fee by the specified deadline. Payment of tuition must be current to re-enroll a child.

### **Community Toddler Group and Pre-School Children**

Applications are sent to you upon request or can be downloaded from our website. All applications are accepted and reviewed by the Director and Associate Director. We ask that you come into school for a tour and conversation so you might determine if we are the best fit for your child and the needs of your family. After placement of returning children, priority is given to siblings of currently and previously enrolled children, followed by children of Connecticut College faculty, staff, and alumni. Other applicants are then considered in the order of the dated applications and availability of requested days. Children are enrolled for a late August-June school year. Typically, we make up snow days. A child may enter the program during the year, should an opening become available. Some families choose to extend their sessions to include the summer program.

Typically, children remain with the same teacher for the entire school year. Often, the child will remain with the same preschool teacher for 2 years. If families request a change in this practice, please contact the school administration. Children **DO NOT** have to be toilet-trained to enroll, nor do they need to meet a developmental standard. Our strength is in serving all children, and we want to enroll children with individual differences and challenges to learning.

### **Early Start Connecticut**

Children served by the Connecticut Office of Early Childhood Early Start Program are enrolled in the program by application and/or referral from parents, New London Public Schools, pediatricians, or other agencies. A child must be income-eligible, with priority given to families under the lowest CT State Median Income; Eligible children are placed in appropriate classrooms. Children supported through the Early Start program attend three to five days a week and are enrolled in the 180-day school year program. The goal of Early Start is to provide a high-quality educational experience for a child who otherwise would not be able to afford a high-quality preschool. The Connecticut Office of Early Childhood invests in supporting this experience so children enter kindergarten ready to learn.

### **Children Identified under IDEA**

#### **Out-of-District Local Educational Agency (LEA) Placement**

The enrollment of children with identified disabilities can occur throughout the school year.

Typically, a school district refers a child for consideration for CCCDLS enrollment if the school district is unable to provide the services identified in an IEP within the local district. The family visits the program and explores the appropriateness of the educational program with their school district liaison. A PPT meeting determines the educational-related services required for a child to benefit from an educational program. Program placement is the purview of the PPT. The District pays tuition. Parents of children identified with a disability may enroll their child. As a private placement, identify the services the child requires to learn and pay tuition.

### **Birth to Three**

Referrals typically come from families, 2-1-1, pediatricians, as well as other Birth to Three program providers. Families and their children visit the program. An Individualized Family Service Plan (IFSP) meeting occurs to outline an early intervention plan. Before age three, there is a transition process that CCCDLS coordinates with the family and the school district with jurisdiction. Children may transition to their local public school on their third birthday.

### **Research and Observation**

This is a college lab school, so there are opportunities for children to be part of research conducted by students and faculty. Research proposals are screened by the supervising faculty member, the Director, and, if appropriate, the Institutional Review Board (IRB) at the College. Descriptions of research proposals are sent to you for your review and consent.

As a requirement of their studies at the college, undergraduate students and their faculty may observe children at the school. Data collected is typically descriptive, reported in the aggregate, and never identifies a child by name. This is an ongoing practice at CCCDLS. For more involved studies where children will be individually assessed and/or videotaped, children's participation is voluntary. You have the opportunity to give or for your child to participate in such a study.

### **Guidelines For Use Of The Observation Booth/Areas**

We are fortunate to have observation booths/areas connected to every classroom, the motor room, and clinical areas, that allow you to observe your child without your child seeing you. Families are invited to come to the Lab School to observe their child(ren) from the observation booths or windows as often as they choose. Some headphones will enable you to hear what is said in the classroom. We ask that you sign in at the front desk when you come in to observe so that we can keep a record of individuals in the building in the event of an emergency.

The privilege to be able to observe children at any time brings with it special responsibilities that require your consideration. The observation of your child is a special look into his/her play world in a school setting. Respect your child's school experience. Respect the confidentiality of all the children in the group. We ask that you only observe the group your child is in. You are

encouraged to discuss your observations with your child's teacher, teacher assistant, or administrator. If you are observing and see something that disturbs you, please do not go into the classroom. Find an administrator and express your concerns.

Please keep your voice volume down and lights off when in the observation booth. Understand we cannot share with you any information about other children in your child's class, as it is a violation of privacy and our duty to observe confidentiality. Understand we will not share any information about your child with others.

### **Confidentiality Of Records**

All information in a child's file is confidential. The program will not share or release any information without the consent of a parent or guardian.

As part of our school evaluation process that is conducted regularly by accrediting bodies such as the State of Connecticut Departments of Education, CT Office of Early Childhood, and the National Association for the Education of Young Children (NAEYC), a child's record may be reviewed to assess if we comply concerning specific established standards. Any review will be documented on the access form in the child's file.

According to the Family Educational Rights to Privacy Act (FERPA), it is the parents' right to request a review of their child's educational record. Parents can make an appointment to review their child's file with the Director. Each family that is enrolled at the Connecticut College Lab School has the right to expect confidentiality from our staff. The goal of all discussions about your child is to serve your child and you. The information you share with us is held in the strictest confidence.

### **Evaluation And Effectiveness Of Program**

CCCDLS collects information on program quality from various sources. CCCDLS seeks your reflection at the end of each school year through our Parent Evaluation tool and the State of CT Department of Education (SEED) survey. We also have time during Parent Advisory Groups for discussion around program effectiveness. Reporting occurs annually to all funding sources and accreditation/approval bodies. Engaging in a reflective process to assess the effectiveness of the program is dependent upon family input and feedback from the appropriate staff and the larger early childhood community receiving schools.

### **Program Philosophy and Goals**

The Connecticut College Child Development Lab School (CCCDLS) is a model child and family-focused early childhood program for young children of diverse backgrounds and abilities. We provide a laboratory setting for college student placement and student and faculty research

opportunities. Each year, the program serves approximately 75 children and their families. The children and families in the program are reflective of the general population of New London County, who are seeking a high-quality early childhood program. Our families represent the brilliant diversity of this New England community.

We recognize the unique qualities of individual children and feel that children learn best by being active, experiential learners. We provide a rich environment where children have the opportunity for discovery and growth. We encourage the love of learning and the development of an inquisitive mind. We believe that children deserve to grow at their rate in a warm, nurturing, and supportive PLAY-based environment.

### **Multi-age Grouping**

Our program encourages multi-age grouping of preschool children - three, four, and five-year-olds to provide a rich learning environment that recognizes that all children are unique and develop at their own pace and according to their interests and abilities. Toddlers are an exception to this practice. Toddlers learn with other toddlers in an intentional effort to support their unique developmental tasks. Developmentally appropriate staffing is maintained in all settings. Toddler ratios are 4 children to 1 adult, and in preschool, 10 children to 1 adult.

Multi-age grouping helps ensure each program is implemented with the utmost focus on each child's developmental status. Multi-age grouping is an effective tool in child development, providing many benefits, including that older children learn to be helpful, patient, and tolerant while developing increased confidence in their skills and abilities. Younger children have the opportunity to learn more advanced cognitive and social skills from older children. Individual differences in development are more readily accommodated with typical peers. Children are challenged to think through problems more creatively and flexibly as they observe children of other ages approaching problems differently than they do.

### **Curriculum and Assessment**

Our educational vision is rooted in the value of PLAY-based instruction. Our milieu is based on the premise that play is the way children interact with and learn from their environment. Play is the child's genetically determined and inherent means of learning. It provides the opportunity for the child to organize thoughts, feelings, and skills within the context of exploring the new and making sense of the familiar. Families will be provided with written reports about their child's development and learning at least twice a year. One purpose of assessment is to inform planning for overall program improvements. If a family member has questions or concerns about any aspect of the assessment or methods, they are welcome to raise their concerns with the classroom teacher and administration.

Developmentally appropriate play is encouraged in the program by supporting children in meaningful relationships with one another, with adults, and in their use of materials and ideas. Play is a way for children to have power and control over their world as they practice emerging skills. The areas of fine and gross motor skills, language and cognitive skills, social/emotional skills, and creative expression are promoted through developmentally appropriate play options such as art, block building, dramatic play, music, movement, storytime, and outdoor play, and are included in a typical day's activities.

### **Woodcock-Johnson III Tests of Achievement and Cognitive Abilities**

The Woodcock-Johnson III Tests of Achievement and Cognitive Abilities Battery assess academic and cognitive abilities. Each of the tests measures one or more academic abilities and/or cognitive processes. Our teachers and staff are trained in the administration of these standards of assessment. Information that teachers and research faculty in the Human Development Department learn about from children's performance on the Woodcock-Johnson. These assessments are useful for developing curriculum, instruction, interventions, and designing learning tasks. Three W-J sub-test assessment measures will be used: Letter-Word Identification, which studies children's ability to identify and pronounce letters and words; Applied Problems, which includes general problem solving, early math, and counting problems; and Pair Cancellation, which assesses children's self-regulation and working memory skills. All assessments have been normed and validated and used extensively with toddlers and preschool-aged children. For more information, see: <http://achievement-test.com/testing-options/woodcock-johnson-iii-tests>.

### **Brigance**

The Brigance screen easily identifies potential learning delays and giftedness in language, motor, self-help, social-emotional, and cognitive skills. Teachers use screening results to help plan appropriate next steps for instruction.

The screens help educators:

- Identify potential developmental delays and giftedness
  - Reduce over-referrals with at-risk cutoffs
  - Determine each child's specific strengths and needs
- Assess school readiness

### **Connecticut Early Learning and Development Standards (CT ELDS)**

This document serves as the foundation for supporting learning and the joy of discovery in **ALL** young children in Connecticut. The CT ELDS are statements of what children from birth to age five should know and be able to do. CT ELDS links to the Connecticut Core and the kindergarten-grade 12 standards. The learning progressions within the CT ELDS are consistent

with and cross-referenced to several developmental instruments. Guiding Principles of CT ELDS are important points of reference for understanding the document.

### **Connecticut Documentation and Observation for Teaching System (CT DOTS)**

This document is a framework to guide us in the process of monitoring children's progress on the skills, abilities, and behaviors in the Connecticut Early Learning and Development Standards (CT ELDS).

In Connecticut, we believe:

Young Children:

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

Families:

- They are the primary caregivers and educators of young children.
- Are CRITICAL partners in all early learning environments?

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 with college students matched to the children's primary language.

### **Daily Activities**

Activities are based on the individual needs of your child. Sensory experiences are highly valued in this environment and are embedded in classroom activities. Lesson plans are posted in each classroom. Although your child's schedule varies somewhat every day, a general description of the flow of a typical day is presented below:

- **Indoor Time:** Center activities may include opportunities for exploration, dramatic play, project development, construction, art expression, language & literacy experiences, and quiet and active choice.

- **Circle Time:** Group times are child-centered, participative, and interactive. The planned group activities vary in content and may include opportunities for sharing, music and movement, concept learning, and literacy experiences.
- **Outdoor Time:** We understand gross motor play to be critical to your child's development. All children experience gross motor activity daily. Physical activity is never removed from a child's daily experience or used as a "thinking time."
- The playground is an extension of the classroom, and children can participate in an activity of their choosing. A variety of experiences are available and may include: climbing equipment, swings, bicycles, balls, hoops, or toys. Indoor materials may be brought outdoors: easels, books, chalk, crayons, dolls, dress-up clothes, etc. Inclement weather, special events, or celebrations will occasionally affect the scheduling of outdoor time.
- **Snack and Lunch Times:** Staff sit at snack and lunchtime with children. They encourage and participate in quiet conversations and provide good role models. Your child may eat whatever it is you pack in their lunchbox and in whatever order they choose. We follow Ellen Sator's guidance. Staff are discouraged from suggesting that children eat what they (staff) perceive to be healthy foods first. Lunch that your child does not eat is returned home.
- **Rest Time:** Children who are here for the school day are allowed to nap or rest each day.

### **Child Intervention Behavior Management Techniques Policies**

The Connecticut College Child Development Lab School (CCCDLS) strives to support each child in learning to manage their behavior. The primary goal of behavior management is helping children learn the lifelong skill of self-regulation, both cognitive and emotional. We think of discipline in terms of learning, not in terms of punishment. We are teaching children how to regulate themselves; in the behavior, we model as adults, in how we arrange our classrooms, in how we talk to one another, and in the limits we set.

Within the context of helping particular children gain and maintain socially appropriate behavior, the staff at the Lab School may use behavior management techniques with children. These techniques will be used to reduce undesirable behavior and/or to increase and maintain desirable behavior. Corporal punishment, sarcasm, or verbal abuse is not used at any time, for any reason, at the Lab School. We attempt to speak to children in terms of what they can do. We may say "Walk" rather than "Don't run". Corporal punishment, sarcasm, or verbal abuse is not allowed at any time, for any reason, at the Lab school.

We ask that adults not talk about children in the child's presence unless the child is included in the conversation. For example, if a child had a difficult morning the teacher may call the designated family member at home that afternoon, or if the discussion is in the presence of the

child the teacher might say, "I'm going to talk to your mom/dad about the difficult time you had in the block area this morning. Do you want to help me explain or just listen?"

### **Practical Applications Of Promoting Prosocial Behavior/Discipline**

- Encourage children to accept and express their feelings. Acknowledge their feelings before attempting to resolve the conflict.
- Create a classroom atmosphere through example and a milieu where it is natural and acceptable for all to express feelings. Help children to "script" their problem-solving efforts with words and phrases for children to say when handling conflict.
- Maintain a positive approach to classroom climate and control through modeling and telling the children what to do, rather than what not to do.
- Establish rules for a smooth and safe functioning classroom in cooperation with the children at the beginning of the year. Where appropriate and feasible, children shall participate in the establishment of rules and routines.
- Talk about rules consistently with children and help children to apply the rules throughout their day.
- Use redirection techniques to provide another opportunity if the child's original choice is not available.
- Redirection of behaviors may include speaking individually to a child, assisting a child in selecting another activity, and implementing conflict resolution techniques.
- Offer children choices where real choices exist.
- Speak distinctly and in short, meaningful sentences when children are involved in a potentially harmful conflict.
- Minimize instances where children have to wait without anything to do for any length of time by providing well-planned experiences with materials readily available.
- Support and recognize children in their efforts to self-regulate.
- Praise, Praise, Praise.
- Encourage children to recognize and acknowledge each other's differences.
- Continually supervise and provide positive emotional support to children who may need to be separated from the group to maintain control.
- Suspension, Expulsion, and other exclusionary measures are not used at our school.
- Exclusion may only occur for illness or lack of compliance with medical requirements.
- This policy complies with federal, state, and civil rights laws.

### **Children with Special Needs and Individual Differences**

The Connecticut College Child Development Lab School provides programs appropriate for children with special needs within the program in this inclusive environment. Connecticut College Lab School is an Approved Private Special Education Program by the Connecticut State Department of Education. A LEA (Local Educational Agency) may contract with CCCDLS for a

student to attend this school if full implementation of the Individual Education Plan (IEP) is not possible within the district. Parents consent to placement here. This action may occur if determined appropriate by the Planning and Placement Team.

### **Referral Policy**

There are times when teachers or parents/guardians have concerns about a child's behavior or development. We take these concerns seriously and encourage communication between staff and families, pediatricians, school districts, and community agencies.

Concerns are addressed in the following manner:

A classroom concern about a child is brought to the attention of the Director. The child is observed and behaviors are documented daily for a minimum of two weeks by the teachers and/or a clinical member of the interdisciplinary team (physical, occupational, or speech therapist). School concerns and observations are discussed with parents. The clinical staff works with children and teachers in the classroom, when appropriate, to create a classroom environment that facilitates learning, supports development, and accommodates individual differences.

If the evaluation of the child is reasonable, options will be shared with the parent or guardian. Options may include: evaluation for children under Birth to Three, a State of Connecticut Program evaluation for children through Child Find offered by every local public school in Connecticut families may choose to share school concerns with their pediatrician or health care provider and that may open other doors for evaluation private options for evaluation may be discussed such as a referral to the Yale Child Study Center, Boston Children's Multidisciplinary Evaluation Team, or a private clinician.

Families will determine the "next steps". The classroom team will implement strategies and support to create a responsive classroom environment that promotes learning and joy in school. Data will be collected so that any intervention may be evaluated. If a child is determined to be eligible for educational services under the Individual Disabilities Education Act (IDEA), either Part C - Birth to Three or Part B - School age 3 -21, the CCCDLS Team will work with families and the appropriate systems to determine a transition plan. Parental consent is required if a referral to a school or agency is the plan of action. CCCDLS has never asked a child to leave our school before parents have decided that another program is in the best interest of their child. It is expected that this will continue, although there may be circumstances that require a change in practice. We see this school working in partnership with parents and not in a unilateral fashion.

### **Referral System to DCF**

All injuries, child's verbal statements of injury, observed abuse or neglect, or unusual behavior

must be reported by the Director, Associate Director, or classroom teacher to DCF, as required by CT General Statutes. It is not our policy that any staff person interview or question a child about an incident. In the case of a question of suspected sexual abuse, no staff person speaks with the child. A referral is made to DCF. DCF-trained investigators will assume all responsibility from that time on. CCCDLS does not want to obstruct the DCF investigation process by interviewing or questioning a child by an untrained person. By statute, DCF is the only agency that has the authority to investigate suspected issues of abuse or neglect.

### **Policy on Protective Service Referrals - Prevailing Statutes**

The Connecticut State Public Acts 02-106 and 02-138 require that "...any person entrusted with the care of a child or youth" who obtains information about potential or suspected incidents of physical abuse, sexual abuse, neglect, or maltreatment of a child "during the ordinary course of such persons employment or profession" must report the incident to the DCF Hotline "as soon as practicable but not later than twelve hours after the mandated reporter has reasonable cause to suspect or believe that the child has been abused or neglected or placed in imminent risk of serious harm."

The purpose of reporting child abuse or neglect is to protect children, initiate a prompt DCF investigation so that services might support the child and family, and aid in keeping the family unit intact. The terms generally associated with child maltreatment are described below. (Please Note: Connecticut General Statutes may otherwise define a term. The description below is not intended to replace the language in the C.G.S.)

#### **Generally:**

- 1. Physical Abuse** refers to the act or failure to act by a parent or caretaker that causes some physical injury or some impairment of future growth and development of the child.
- 2. Sexual Abuse** is the exposure of a child to sexual stimulation that is inappropriate for his/her level of psychosexual development and role in the family.
- 3. Emotional Abuse**, a form of maltreatment, includes "the parents' lack of love and proper direction, inability to accept a child with his potential, as well as his limitations...." and failure to encourage the child's normal development by the assurance of love and acceptance."
- 4. Physical Neglect** refers to the failure to provide adequate food, clothing, medical attention, shelter, care and supervision, and protection.
- 5. Emotional Neglect** refers to extreme lack of attention, affection, and emotional support; or permitting serious misconduct; or refusal of recommended treatment or services (recommended by school officials, medical personnel, etc.).

#### **Contact Information**

Connecticut College Child Development Lab School

75 Nameaug Avenue, New London, Connecticut 06320  
860-439-2920 Fax Number (860) 439-5317  
[www.conncoll.edu/childrens-program](http://www.conncoll.edu/childrens-program)

### **Telephone**

The telephone number at the Lab School is (860) 439-2920. The school administrative assistant answers telephone calls from 8:30 a.m. to 3:30 p.m. If you choose, please leave a message.

**Please notify the school of any new telephone numbers so that we might contact you in case of an emergency.**

### **Hours of Operation**

The program is open Monday-Friday from 7:30 a.m. to 4:30 p.m. For information, please call the office at 860-439-2920.

### **Toddler Group /Preschool:**

**Partial Day:** 9:00 a.m. to 1:00 p.m. (Monday-Friday, late August -June)

**School Day:** 9:00 a.m. to 3:00 p.m. (Monday-Friday, late August -June)

**CCCDLS dismisses all children on the second Friday of every month** at 1:00 p.m. so that all staff can learn through Professional Development opportunities (except in September; please see the calendar).

### **CCCDLS will be CLOSED:**

Labor Day, Fall Break, Thanksgiving Break, Winter Break (2 weeks in December/January), Dr. Martin Luther King Day, Spring Break (2 weeks in March), Memorial Day, Juneteenth & Independence Day

\*Families are not charged for the above holidays and vacation days.

**Camel Care:** Camel Care is a before **or** after-school program with monthly sign-ups. Camel Care fees and registration forms are available upon request at the front desk. If you have an emergency and need to use Camel Care, we must first determine if we have available space and adequate adult supervision. The fee will be \$15.00 an hour. If Camel Care requires adding time between 1:00 p.m. and 3:00 p.m., the fee is \$18.00/hour because that is part of our school day tuition. **Camel Care Morning:** 7:30 a.m. to 9:00 a.m. **Camel Care Afternoon:** 3:00 p.m. to 4:30 p.m.

**Arrival:** School begins at 9:00 a.m. Classroom doors will open at 8:55 a.m. Before that time, teachers were preparing the classrooms and participating in meetings. We respectfully request

that you not keep your car running when dropping off your child. Each classroom has a schedule of planned routines and activities, and children need transition time to acclimate to their schedule. For this reason, **families are requested to have their child in the classroom by 9:15 a.m.** Please be sure that the teacher knows your child has arrived, and the teacher and your child know you are leaving. It is helpful if the teacher is informed of any significant evening or morning events in the child's life (i.e., "Susan did not sleep well last night." "Mom left this morning for a two-day trip," etc.). **Please sign your child in and out** of the classroom each day.

**Late Pick-Up Policy:** Please call if you are going to be late so that we know when to expect you and can prepare and support your child. Late charges may be applied to the tuition and may be \$15.00 per 15 minutes. If a child is not picked up at dismissal time, the parents are called. If parents cannot be reached, there must be an emergency designated person on file who answers the phone or is available. In the rare event that parents and emergency contacts do not respond to calls/texts, the staff member shall notify the local police department to help locate the parents and advise on further action. We make every attempt to contact you and/or your designee and will stay as long as it is reasonable, so that it is our last and only resort to notify authorities.

### **Payment Guidelines**

During enrollment, you will receive a Financial Information and Agreement statement with the amount of your tuition and the Tuition and Billing Policy Information.

*\*If you are experiencing temporary financial difficulties, please see Kathryn O'Connor, Director, before tuition is due, and we will attempt to work out a payment schedule. All financial matters are kept confidential.*

### **Sliding Scale (Early Start ONLY)**

We use the current DSS [sliding fee scale](#). The fee determination formula is completed upon enrollment and re-determined every six months or in case of a change in family status. The fee calculation is reviewed with a parent. We ask for your signature and provide a copy of the fee calculation form. Fees that are determined to apply to your child and family are due at the beginning of each month, with a grace period of 10 days.

### **Pick-up**

In the case of a temporary change in your child's end-of-the-day transportation, a note to the teacher with your signature is required, stating the name, relationship, and telephone number of the person you have authorized to pick up your child. We will require an ID. If the person you ask to pick up your child is not listed on the child's completed emergency form, or if a person is listed, but cannot be identified by a staff member, we will not release your child. We need either written permission or, in cases of emergency, a telephone call from a legal guardian who can be identified by a staff member. Please do not leave a message on the answering machine. You must

Speak directly to a staff member. Any person who picks up your child must be 18 years of age or older and able to show proper identification.

### **Transportation**

The intersection of Deshon and Nameaug Ave is often busy. Safety is a primary concern. Cars and traffic move at a pace that is sometimes unsafe. Please be aware and cautious of moving traffic when you drop off and pick up your child from the Lab School. **Always hold your child's hand when you are walking in or out of the building.** We respectfully ask that you only drive in one direction on Deshon and do not attempt to turn around. It is a safety issue with children present. Please take care and use caution.

### **Child Passenger Safety Laws in Connecticut**

Connecticut law: Infants must remain rear-facing until they are a minimum of both 20 pounds and one year old. Further recommended: Babies should be kept rear-facing until they are 2 years old or meet the maximum height or weight limit for their car seat when it is rear-facing. LAW: Toddlers must be in a car seat. Further recommended: Children should remain in a car seat until they reach the weight or height limit of their car seat (usually 40 pounds or more). Additionally, don't use a car seat that has been in a crash or has expired. LAW: Children must ride in a car seat or booster seat until they reach 6 years old AND 60 pounds (they must meet both requirements). Children who ride in a booster seat must use a lap and shoulder belt. Further recommended: Children should continue to ride in a booster seat until the seat belt fits properly (fitting on their collarbone and hip bones, not on their neck and stomach). LAW: Children, tweens, and teens must be in seat belts wherever they ride in the vehicle. Further recommended: Children should ride in the back seat until they are 13 years old. All people and objects should be properly restrained wherever they are in the vehicle.

### **Absentee Policy**

If your child is going to be absent from school, please call the office at 860-439-2920 by 9:15 a.m. Regular attendance is important for children to receive the maximum benefit from school, as well as to reduce separation anxiety, and to ensure program continuity for all.

If a child is absent for 4 consecutive sessions for health reasons, parents will be requested to provide a statement of good health to the school from a physician or nurse practitioner upon their return.

### **Emergency Information**

Emergency contact information for each child must be current. We ask that any change in address and/or telephone number be shared with us within 24 hours.

### **Nap Policy**

Nap is a part of the program routine, and all children are required to nap or rest if they are in school after 1:00 p.m. Children are welcome to bring a blanket, pillow, and soft toy from home. Books or other quiet materials/activities are provided for children who rest. Naptime for children varies between 45 minutes and 1.5 hours, depending on the needs of your child. Families have input into how long their child should sleep. Books and quiet activities are available at this time.

### **Smoking/Vaping**

No smoking/vaping is allowed in the building or on any premises of the Lab School or its playgrounds. Smoking/vaping is not allowed at any Lab School-sponsored events held throughout the school year.

### **Firearms and Weapons Policy**

Firearms or weapons are never permitted on or near school grounds. Firearms and weapons are not allowed at any Lab School-sponsored events held throughout the school year.

### **Birthdays**

Birthdays are a non-food celebration at the Lab School. We try to keep all celebrations simple, so we ask that you do not bring party hats, bags, favors, etc. If you wish to acknowledge your child's birthday at school, please inform your child's teacher. They will discuss with you what might be an appropriate activity.

If you plan a celebration at home and will be inviting some, but not all, children from class, please mail invitations to the children's homes to avoid hurt feelings at school. If you choose to invite your child's entire class, invitations may be passed out at school. This policy is not intended to convey our thoughts or judgment about how many children, or who you should invite to your child's birthday party.

### **Holidays**

Holidays are acknowledged but not celebrated at the Connecticut College Lab School. Sometimes families have particular traditions they would like to share with their child's class, and this is always a welcome treat for all. Experience has shown us that holiday parties, costumes, etc., can be overwhelming for some children, so teachers tend to focus on seasonal changes. For example, in November, we may celebrate the gifts of autumn and the fall harvest. At Halloween time we may work with children on issues around fantasy and reality (e.g. "Is she really a monster or is she just dressed up and pretending to be a monster?") In December, we may focus on the changing weather, feeding the birds, and learning to dress for the weather. February may find the focus on friendship, caring, and sharing.

## **Clothing**

Children learn through play and use paint, markers, and crayons, and play in the sand, water, and other sensory materials while at school. Although all the art materials are non-toxic and washable, clothing may get stained. For this reason, children should come to school dressed in play clothes. Please dress children appropriately for active play. Closed-toe sturdy shoes that entirely cover the feet are preferred for school use. Extra clothing, labeled with their name, is requested at school to remain in case your child needs to change clothing.

## **Dressing for Outdoor Play**

Outdoor play is an integral part of classroom activities. All children benefit from being outside and playing with friends. Please dress children in closed-toe sturdy shoes for safety. Flip flops are not allowed. Children should be appropriately dressed for outdoor play during all seasons of the year (hats, boots, gloves, snow pants, etc.). Dry, layered clothing provides the most warmth during cold weather. All clothing, including boots, should be marked with your child's name. We ask that you provide at least one change of clothing to be kept at the center. Toddlers may need several changes.

## **Video and Photographs**

As part of the Connecticut College Lab School teaching approach, activities are sometimes video recorded by staff to observe child behavior, teacher development, and to mark change over time. Occasionally, segments of these recorded videos will be presented to professionals for teaching and program evaluation purposes. Parents/guardians are notified of any special projects and provide consent for videos or photographs to be shared. Children may be photographed to document classroom projects. Consent is required if we want to use a picture of your child in our brochure or for our benefit. Children are not identified by name.

## **Field Trips**

Field Trips are community experiences and are a small part of our curriculum. Field trips are planned with the ages and interests of the children in mind. Field Trips require your consent.

## **Neighborhood Field Trips**

Children go on walks in the neighborhood as part of their ongoing preschool curriculum. They may walk to the Coast Guard Academy, Carolina Gardens, CC Campus, Shain Library, and Arboretum, or just simply around the block. Each of our staff carries a cell phone for emergencies and communication as needed.

## **Local Area Field Trips**

Area field trips may be planned in the fall and spring that require the children to go on a rented

school bus to a location in the area. Parents are invited to accompany the children on the trip. The program administrators know the ETD and ETA of these groups. Each of our staff carries a cell phone for emergencies and communication as needed.

### **Snacks**

Nutritious snacks need to be sent in daily. They include food such as cheese and crackers, fresh fruit, vegetables and dip, cereal, and yogurt. Please remember to alert us to any food allergies. If your child has special dietary needs or your religion forbids certain foods, please inform us.

### **Lunch**

Children should bring lunch to school in a name-labeled lunchbox. Snack and lunch are opportunities for us to emphasize nutrition, good eating routines, and family-style meal decorum with the children. Lunches should be foods that the child can eat without direct adult help. (*Food items that need adult preparation are discouraged.*) Lunch should be child-friendly and ready to eat. To aid your child's feeling of independence and to help alleviate confusion during lunchtime, please peel eggs and fruit with rinds (e.g., oranges), cut grapes, etc. Please pack a spoon or fork when necessary. Water is served during snacks and lunch as a beverage. Families may provide milk or milk substitutes for their children. \*Please, NO sodas or candy because of the high sugar content and poor nutritional value.

Please pack an ice pack. Glass bottles are not permitted. We try to return leftover food to your child's lunchbox because this gives you an indication of what your child has eaten. Children may eat whatever you send and in any order they choose. Staff members interact with children while they are eating and work with children who need to be encouraged to eat. Children and teachers use this time to work on socialization and table manners. Thermoses (labeled) may be helpful, but our staff cannot heat food. CCCDLS serves one meal a day, as well as a snack sent in from home. Because only one meal is provided, toothbrushes and oral hygiene are not implemented.

### **Therapy/Withholding**

Our program policy is that food giving or withholding is never used as a reward or punishment. On some occasions, food may be used in clinical (PT, OT, or speech) sessions as a sensory means to awaken the mouth area or introduce new foods as part of a planned learning experience. Children receiving clinical services have an Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) in place with parent/guardian consent.

### **Babysitting Policy**

Staff members are encouraged to think carefully before they offer to babysit for families with children enrolled in our program. Connecticut College students may be an option for you if you need a babysitter. Parents may also place a request on the Parent 2 Parent Board for their

babysitting needs.

## What Children Need At School

### To Be Left At School

- **Disposable diapers and wipes.** Each child will need his or her supply of diapers to be kept at the changing table or by the bathroom. The staff will notify you when your child's supplies are low.
- **A complete change of (season-appropriate) clothes:** shirt, bottoms (pants, shorts, or skirts), underpants, and socks. Please label all items with your child's name. Please place all clothing items in a ziplock bag with your **child's name marked**. Children who are in the process of toilet training should bring several changes of clothes and an extra pair of shoes to school.
- For children enrolled in the school day, **a blanket and a cot sheet are provided for naptime**. At the end of each week, the sheet and blanket will be returned home. Please wash the items and return them to school on your child's next day.

### To Be Brought In Daily

- **A healthy lunch with an ice pack**
- **A healthy snack**
- A bag or **backpack** for carrying home important papers, artwork, and assorted treasures. Please check your child's backpack daily.
- Everything should be **labeled with your child's name** or initials.
- **"Comfy" Items** and Transitional Objects: Many children have "special" blankets or stuffed animals that are proxies for stability. These items carry the safe memories of home in them and support children through transitions. We welcome these items and will take great care that they travel home with your child. Transitional objects confer a benefit for children and do not fit in the "toy" category.

### Toys from Home

Please have your child leave his/her toys at home. There is so much for your child to do at school! If your child has a particular transitional object she/he need to bring to school, please let the teacher know. Toys that come from home will stay in the child's cubby, except for their comfort object. If your child has a special item they would like to share with their friends, please schedule a day with the teacher (e.g., photographs from a trip, shells from a recent walk to the beach, etc). We welcome this opportunity for your children to share their experiences with their

classmates. **No Toy Weapons are permitted in school!**

### **Family Engagement Policies**

We welcome and encourage family engagement in a variety of ways. We believe that children benefit from a strong relationship between family and school. Our program is based on the spirit of community, where children, parents, and staff feel a strong sense of partnership and belonging. Families are always welcome. We invite families to share their talents, occupations, or hobbies with us. We encourage special activities such as being guest readers and sharing a favorite book to read to the class.

We want to be good partners. We listen and know it is important to be in close contact with you regarding your child's day. We can talk with you during morning or afternoon pick-up, or you can call or email during the day. Since drop-off and pick-up can be rushed and busy times for children, families, and staff, if you would like to have more than a few moments to chat, we encourage you to set up a phone conference or a personal conference time with the classroom teacher.

We also ask that you share with us information that may be affecting your child in school so that we can understand how to support your child. Examples include health issues or a change at home, such as the death of a family member or pet, a family visit, or a new sibling. Communication is very important to us! Please feel free to call with any of your questions or concerns.

### **Communication**

We communicate with you through email, texts, See-Saw, and telephone. Please make sure we have your correct email address(s). Our general school email address is [cccp@conncoll.edu](mailto:cccp@conncoll.edu). Conferences: Parents/guardians are provided information about their child's development four times a year. Information is shared with you in writing two of the four times each year. We intend our communication to be respectful of your family values and the choices you have made regarding your child. Your home language and your culture are areas we want to support in school and celebrate. In addition to scheduled conferences, parents or guardians may request a conference at any time.

This is your school, and we want it to be the best place it can be for you.

Parent's Bulletin Board: Notices are posted on a designated board in the lobby and outside your child's classroom. Please look as you will find curriculum information, helpful hints, center information, child development articles, and other miscellaneous information. Please keep an eye on it!

### **Opportunities For Parent Participation**

We have family activities throughout the year. These events are a great opportunity to get to know other families at CCCDLS and to see your child in action with friends.

### **Open Door Policy**

We have an open-door policy for families. You may drop in any day, at any time, to observe (\*see observation booth policy) your child or join in our activities. Please remember that during the school day, the teachers must focus on their children, so please do not use this as a time for a conference.

If a conflict arises between family and staff, we follow the procedures as outlined.

Family communication issues with teachers, administrations, and college staff. If a resolution cannot be found, we will use resources such as the College ombudsman, College Chaplain, and trained mediators if needed. Our goal is to rectify all conflicts at the building level.

### **Building Family And School Partnerships**

The opportunities for families to come together and build relationships are facilitated through opportunities that may include but are not limited to back-to-school orientation, family walks in the Arboretum, class family dinners, family movie night, children's art show display on campus, lunch with your child event, and quarterly Parent Advisory Committee (PAC) meetings, PAC meetings offer opportunities for families to direct the conversation and set the agenda. To direct the conversation and set the agenda.

**Parent Advisory Committee (PAC):** Early childhood education is delivered through Connecticut College Lab School as a function of its role as a setting for teaching, training, and research in early childhood education and development. This unique collaboration among families, teachers, researchers, administrators, and students allows us to benefit from shared ideas. The Parent Advisory Committee (PAC) provides a forum for this sharing, and you are invited to join. The PAC meets at least once a semester to help our program grow in the areas of the accreditation process, advise and support program development, and generate new ideas and practices. The PAC also helps plan and implement center-wide activities and offers a vision for the future. It may be understood as the Steering Committee.

### **Family Literacy Opportunities**

Literacy skills are an important developmental task in early childhood and are woven into the daily school life of children. We offer a lending library, monthly family literacy programs, book swaps, and multiple parent-child activities throughout the year that serve to expand pre-literacy skill acquisition and assist you in incorporating routines at home that include opportunities to

read with your child. Parents and extended family members are invited each month to come into their child's classroom as "Royal Readers". This is followed by an activity that supports new learning, introduced by the parent reading a book. An example might be a book read that is centered around Groundhog Day, followed by shadowbox flashlight activities and a hunt for the hidden groundhog! There are no fewer than eleven Early Learning and Development Standards that apply.

We see emergent literacy as a process that begins before birth for many children and families. We believe children are always becoming readers and writers and are born ready to learn about literacy and continue to grow in their understanding throughout their lives. Literacy acquisition has a lot in common with language development in the natural way it unfolds. What happens in the classroom influences children's emergent literacy skills and the concept of reading, as well as sparking motivation to read. Children need good models, a play environment set up to foster literacy activities, intentional supports embedded within school routines to engage in reading, lots of interaction with adults and peers, and both intentional and incidental instruction so that children become strong readers and writers.

### **Family Support**

Staff at CCCDLS are trained to help families gain access to a variety of services within the program as well as in the surrounding communities. Our program has established local health care resources and linkages with appropriate community agencies for health services, dental services, mental health services, HUSKY, identification of special needs and services, nutritional services, continuing education services, job training programs, adult education, English as a Second Language, and economic assistance services. All information is kept strictly confidential. Assistance is available to help families complete paperwork and access appropriate agency services and programs.

### **Planned Workshops And Training**

Connecticut College offers parent training workshops as well as opportunities for families to join together to establish a thriving and supportive early childhood climate. Families are asked to complete questionnaires suggesting topics of interest. If you have an interest in a topic, please suggest we schedule a speaker.

### **Kindergarten Transition Plan**

Our Family Coordinator gathers information from Southeastern Connecticut public and private schools about registration and disseminates this information to all families whose children are eligible for kindergarten in the next school year. CCCDLS will share information to assist parents/guardians in the registration process.

## **NAEYC for families**

This is an excellent resource for families. The site lets families search for NAEYC-accredited programs, offers tips on what to look for in a program, and regularly releases articles on young children's learning and development. You can link to the content that meets your needs at [families.naeyc.org](http://families.naeyc.org). A Health Guide For Parents' Peanut And Nut Product-Free School Policy

## **Allergies**

**Tree Nut/Peanut and Perfume-Free Environment:** Connecticut College Lab School is a Tree Nut/Peanut and Perfume-Free Environment. There are children and staff who are allergic or sensitive to peanuts, tree nuts, perfumes, colognes, and other such products. Children attending the program and adults who intend to visit the program should check ingredient labels on food brought into the building and should refrain from using these products.

We ask that your child not bring any peanut butter or nut products to school for lunch. We may have children in the program who have allergies to peanut products and can have a serious reaction if they are around these products. We ask that if your child has peanut butter or peanut products for breakfast before they come to school, you wash their hands to remove any peanut residue. Sunflower seed spread (marketed as sun butter) is a good alternative to peanut butter.

## **Nutrition**

The Lab School is committed to providing nutritious food for your child. Periodically, literature is distributed to families providing guidelines and suggestions for sound nutrition. Connecticut College Lab School has a registered dietitian who consults with the program on nutritional health. Snacks and lunch are opportunities for us to emphasize nutrition and good eating routines with the children. Adults sit and eat with children, engage them in conversation, and model social behavior in a family-style meal setting. Toddlers do not carry bottles, sippy cups, or regular cups with them while crawling or walking in their classrooms. The speech and occupational therapists are available for consultation if a medical condition complicates this regular developmental task.

## **Physicals and Immunizations**

A current physical and current immunization form is required by the Connecticut Office of Early Childhood for every child **before** entry to the program. Families must provide specific mandated health information to the school nurse before being permitted to enter. The physical assessment must be recorded on the State of Connecticut Health Assessment Record (HAR) form or, for preschool, on the Early Childhood Assessment Record ([ED 191](#)). The assessment must be performed by a physician licensed in the United States, and it must be dated within one year before the date of registration/entry into school. Parents are advised to review this form with their physician to ensure completeness. Without a completed form, students cannot start school.

Medical exemptions are permitted with proper documentation. Schoolchildren exempted from immunizations will be excluded from school if there is an outbreak of one of the vaccine-preventable diseases. Children will not be able to return to school until either the danger of the outbreak has passed or the child becomes ill with the disease and completely recovers.

Be sure your child receives all immunizations on schedule. The standard of care for immunization shall be based on the recommended schedules for active immunization for normal infants and children published by the National Centers for Disease Control and Prevention Advisory Committee on Immunization Practices, the American Academy of Pediatrics, and the American Academy of Family Physicians.

All children in such programs need to have all recommended immunizations to protect themselves, their families, other children, and staff. Arrange to take your child to the doctor to receive these immunizations on schedule, and provide documentation to the program staff when your child has received an immunization so that his/her record may be updated.

**Immunization Requirements For Enrolled Students In Connecticut Schools 2024-2025**  
**School Year.** State of Connecticut Department of Public Health, Revised 1/3/2019

**PRESCHOOL**

- DTaP: 4 doses (by 18 months for programs with children 18 months of age)
- Polio: 3 doses (by 18 months for programs with children 18 months of age)
- MMR: 1 dose on or after 1st birthday
- Hep B: 3 doses, last one on or after 24 weeks of age
- Varicella: 1 dose on or after the 1st birthday or verification of disease
- Hib: 1 dose on or after the 1st birthday
- Pneumococcal: 1 dose on or after 1st birthday
- Influenza: 1 dose administered each year between August 1 and December 31st (2 doses separated by at least 28 days required for those receiving flu for the first time)
- Hepatitis A: 2 doses given six calendar months apart, 1st dose on or after 1st birthday

**KINDERGARTEN**

- DTaP: At least 4 doses. The last dose must be given on or after the 4th birthday.
- Polio: At least 3 doses. The last dose must be given on or after the 4th birthday.
- MMR: 2 doses separated by at least 28 days, 1st dose on or after 1st birthday
- Hep B: 3 doses, last dose on or after 24 weeks of age
- Varicella: 2 doses separated by at least 3 months dose on or after the 1st birthday; or verification of disease
- Hib: 1 dose on or after the 1st birthday for children less than 5 years old

- Pneumococcal: 1 dose on or after the 1st birthday for children less than 5 years old
- Hepatitis A: 2 doses given six calendar months apart, 1st dose on or after 1st birthday

## How Diseases Spread

**Many common childhood diseases are contagious** - that is, they spread from one person to another. Everyone knows that some illnesses (like chickenpox) can spread, but many people don't know that conditions like diarrhea, hepatitis, and impetigo can also spread.

**Contagious diseases are spread by germs.** Germs are so small that you cannot see them without a microscope, yet just a few germs on a hand or toy may be enough to spread disease. Germs are spread through body secretions. Intestinal tract infections spread through stool. Respiratory tract infections spread through coughs, sneezes, and runny noses. Other diseases are spread by direct contact.

**People can spread germs without being sick themselves.** A person with a disease is often contagious before they develop symptoms. Young children can spread disease germs to their families and caregivers without ever getting sick themselves. This means that steps to prevent the spread of contagious diseases must be followed always, not just when a person is sick.

We do everything we can in this environment to minimize the presence of germs and bacteria.

We often enroll children who are immunosuppressed and work to make this school as bacteria-free as possible. We ask that you do your part by not sending your child to school when they are sick, and advising us if your child has a contagious illness.

## Guidelines For Childhood Illness

The following guidelines are to help us provide a healthy environment for your child in school.

Please **keep your child home** when he/she has:

- cold symptoms with fever, malaise, cough, discolored nasal drainage
- diarrhea and or vomiting
- eye drainage (profuse &/or thick)
- fever (100 F or greater)
- rash (undiagnosed – not seen by M.D.)
- sore throat with positive culture - 24 hours after antibiotics started
- when your child feels too sick to take part in the school day

Your child may **return** to school when:

- The temperature is normal for 24 hrs after stopping Tylenol or Ibuprofen
- diarrhea &/or vomiting has stopped for 24 hrs
- Rash has been seen by an M.D.
- 24 hrs after starting antibiotics

### **If Your Child Becomes Sick While At The Lab School**

You will be notified immediately if your child becomes ill or injured, and we determine that a departure from school is in everybody's best interest. If you cannot be reached, we will call an emergency contact listed on your Emergency Form. For the health and safety of all the children, you must pick up your child at the time you are notified. A child who becomes ill while at school will be isolated from other children.

Please note that many children have frequent illnesses when they first enter a school environment. **Please inform the school if there are any changes in address, phone numbers (work and home), emergency contacts, or medical information.**

### **Accidents And Injuries**

Throughout childhood, we believe it is important to allow children to explore and discover their world both at home and at school. However, scratches, bumps, pinches, and bites occur and are all part of growing up in a world where discovery is valued. In the event of slight injuries or minor accidents, a staff member will administer first aid, and an accident report will be completed for review with you. If a more serious injury occurs, an attempt will be made to notify parents/guardians immediately, and the necessary steps will be taken to obtain immediate medical attention. Your child's EMERGENCY RECORD will serve as our guide in case of illness or emergency. **Please keep this form accurate and up to date** so that we lose time in obtaining medical attention for your child.

### **Biting**

Biting is a natural developmental stage that many children experience. It is usually a temporary condition that is most common between thirteen and twenty-four months of age. The safety of the children at the CCCDLS is our primary concern. Our biting policy addresses the actions the staff will take if a biting incident occurs.

Toddlers bite other toddlers for many different reasons. A child might be teething or overly tired and frustrated. He or she might be experimenting or trying to get the attention of the teacher or his peers. Toddlers are developing expressive language skills. Toddlers are impulsive and just beginning to learn self-regulation and self-control. Sometimes biting occurs for no apparent reason. The school will encourage the children to "use their words" if they become angry or frustrated. The following steps will be taken if a biting incident occurs:

The biting will be interrupted with a firm "No...we don't bite our friends!" Biting hurts. Staff will stay calm and will not overreact. The child who has been bitten will be comforted.

Staff will remove the biter from the situation and redirect his/her activity.

The wound of the bitten child shall be assessed and cleansed with soap and water. If it is determined that there was a blood exposure, further steps need to be taken under our UNIVERSAL PRECAUTIONS practice.

The families of both children will be notified of the biting incident. An accident form will be completed by a staff member. A copy of the accident report will then be given to notify the parent/guardian and for their review and signature. If a bite requires medical treatment, a copy of the accident form will be given to the parents. The confidentiality of all children involved will be maintained at all times.

### **Administration of Medications at the Program**

The Connecticut College Lab School will store and administer EpiPens, non-prescription topical medications, and oral medications (i.e., Benadryl) with the parents'/guardians' consent. The medical authorization form must be completed by the physician and signed by the parent/guardian and doctor, and is available at the program. *All prescription medications must be in their original containers and clearly labeled by the pharmacy.*

The prescription label and form should include:

- The child's name, address, and birthdate
- The drug name. The prescribed dosage
- The method of administration
- The time to be administered
- The side effects
- The prescriber, name, address, and telephone number

Except for EpiPens and inhalers, all medications will be locked in the front office cabinet, locked in your child's classroom, or a locked box in the refrigerator.

Non-prescription medication will be allowed to be stored in locked containers with signed permission from a parent/guardian. The topical medication will be stored in the original container with the child's name and directions for administering. Emergency medications (auto-injectors and inhalers) are kept with the teachers and go where the students go.

Parents/guardians may authorize a limited selection of medication for use at school, without the need for a doctor's note. This [form](#) must be filled out. This authorization is limited to the following topical medications: 1. Non-prescription diaper changing ointments that are free of antibiotics, antifungal, or steroid components. 2. Non-prescription medicated powders. 3.

Non-prescription teething medications 4. Non-prescription insect repellents 5. Non-prescription

sunscreen protectants that are free of aminobenzoic acid (PABA)

Parents/guardians are asked to bring the medication to school in person. With the parent/guardian present, the administrator will count and register the quantity and information on the Individual Student Prescription Record. The parents'/guardians' signature will attest to the findings.

Connecticut College Lab School will keep accurate documentation of all medications administered. Included in the documentation are the date the medicine was administered, the time it was administered the dose that was administered. The signature of the staff administering the medicine.

A parent/guardian will be notified when a child has been administered any emergency medication at school. The staff is trained in the administration of medicine by the nurse consultant. This training is renewed every one to three years. Untrained staff will not be permitted to administer medications.

At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training, including managing a blocked airway, is always present with each group of children. At least one staff member who has a certificate showing satisfactory completion of CPR is always present on site. When public health authorities recommend the use of insect repellents due to the high risk of insect-borne disease, we notify parents/guardians and follow the Connecticut Office of Early Childhood recommendations.

## **Emergency Plans**

### **Medical**

The administrators must be notified immediately to assess the severity of the injury. If required, the teacher stays with the child and sends a teacher aide to call 9 911 from the classroom or front desk. Information to give:

- “There is a medical emergency at the Connecticut College Lab School, located just off Route 32 by the Coast Guard Academy, on the corner of Deshon Avenue and Nameaug Avenue.”
- **Telephone Number:** 860-439-2920
- **Address:** 75 Nameaug Avenue, New London, CT
- **Emergency Phone Numbers** 9-911 Ext. 2222
- Police, Fire, Medical Emergency, Ambulance: Campus Security: Connecticut College Health Infirmery: **Lawrence & Memorial Hospital:** 9-860-442-0711
- **Pequot Clinic in Groton:** 9-860-446-8265
- **Poison Control Center:** 9-1-800-222-1222
- **DCF Hotline** 9-1-800-842-2288 Fax 9-1-860-344-3048

The administrator or the Administrative Assistant calls the parents. If a parent is not available, calls are placed to the emergency contact person the parent has identified to be notified in case of an emergency. The teacher or the most familiar adult accompanies the child in an ambulance.

### **Weather**

On snow days or during other hazardous weather emergencies, the Director will determine the closing, delay, or early dismissal schedule. Parents will be notified via radio, television, email announcements, or social media.

### **Inclement Weather Policy**

In case of inclement weather, school cancellations will be announced over local AM and FM radio stations (New London, Groton, Norwich). A message about the status of the school will be on the school's answering machine (860)439-2920. We may make our announcement by 6:30 a.m. on the day of cancellation. This program serves children from approximately 15 towns in Southeastern Connecticut. We do not follow any particular school district's cancellation policy. Please listen for announcements specifically regarding our school's delayed opening or closing. You may sign up to be directly notified by the TV alert system by going to their website.

**If there is a delayed opening, there will be no A.M. early morning camel care.**

**Radio Stations:** 97.7 FM, 100.9 FM, 1420 AM, 1510 AM,

**Television Stations:** NBC or ABC

### **Asbestos Management Plan**

It is required that we inform you about asbestos. Notification of the Availability of the **Asbestos Management Plan:** Every three years, Holmes Hall conducts a comprehensive re-inspection to determine whether the condition of the known or assumed asbestos-containing building materials (ACBM) has changed. At the last re-inspection conducted on all materials listed in the Management Plan, asbestos-containing (or assumed to be asbestos-containing) materials were inspected and found to be in good condition. In addition to this triennial inspection, asbestos materials are surveyed every six months to ensure that they remain in good condition.

The law further requires an "Asbestos Management Plan" to be in place that addresses the status of asbestos activities, asbestos awareness training for affected employees, and procedures designed to minimize the disturbance of asbestos-containing building materials. Copies of the Asbestos Management Plan are available for review at the Holmes Hall Reception Desk or in the Office of Environmental Health and Safety. Any questions or concerns regarding the Asbestos Management Plan should be directed to the Director of Environmental Health & Safety at

Connecticut College at 860-439-2252.

### **Pesticides And Herbicides Policy**

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Connecticut College is a “green” campus. Although pesticide use is not eliminated, measures other than pesticides are implemented first. When pesticides and herbicides are used, they are applied according to the manufacturer's instructions when children are not at the facility and in a manner that is compliant with best practices and the law.

### **Liberal Arts in Action**

Few small liberal arts colleges offer a major in human development; fewer still have a “laboratory school”, a children's program operated by a college or university to promote student research, education, and service. Connecticut College has both a thriving interdisciplinary major and an acclaimed early childhood program that serves more than 80 young children from southeastern Connecticut. Both programs are rooted in the College’s early history and, like the College itself, have evolved to meet society's changing needs.

Today, human development at Connecticut College provides students with an interdisciplinary and lifespan perspective that examines the development of the individual within the context of topics such as diversity, culture, globalization, the impact of media on identity, social policy, adversity, and resilience. Research skills and applied experiences remain central to departmental teaching on themes of growth and development.

The Lab School remains a model of an inclusive, child and family-centered lab school. Students from human development, psychology, education, dance, architectural studies, music, and environmental studies, as well as the Office of Community Partnerships and the Holleran Center for Community Action and Public Policy, observe and assist in the program and conduct research related to their coursework.

With a continued commitment to inclusiveness, service, and balance between liberal arts and the application of theory within the context of family, school, and community, human development continues to exemplify the College's founding principles.

We welcome you to the Connecticut College Community of Learners!