

Stamford School Readiness Council Meeting
Wednesday, February 12, 2014
9:30 a.m.
United Way of Western CT

Council Members Present:

D’Luc, Imelda	Head Start/Childcare Learning Centers
Feder, Karen	Abilis
Gregor, Shannon	Family Centers
Grafstein, Cindy	Mayor’s Designee, City of Stamford
Hallsiey, Jennifer	United Way of Western CT
Mary Jennings	Director of Early Childhood Programs and Intervention
Mathur, Dr. Madhu	Stamford Hospital
Morrow, Polly	Pitney Bowes
Rauh, Polly	Board of Education
Rigano, Sue	Stamford Public Education Foundation
Sabia, Michele	Stamford Public Schools
Weller, Eva	
Wenz, Karen	First Presbyterian Nursery School
Malloy, Pat	Stamford Public Schools
Tomas, Jill	Stamford Public Schools

Staff/Advisors/Guests:

Ahuja, Sonja	William Casper Graustein Memorial Fund/ICOR Corp.
Arcuri, Donna	School Readiness Liaison, City of Stamford
Brennan, Karen	United Way of Western Connecticut
Coakley, Julie	C.E.S.
Gregorich, Helma	Family Centers
Segal, Anne Marie	Pro-bono Attorney
Tarantino, Sherry	St. Clement School

I. Welcome

Polly Morrow opened the meeting today and introduced our guests Anne Marie Segal, Pro-bono Attorney and Helma Gregorich, of Family Centers. Polly also welcomed our newest member; Shannon Gregor is the Interim Health Educator for Family Centers. Polly then welcomed and introduced Mayor Martin’s designee, Cindy Grafstein to the Council.

II. Approval of Minutes from December 12, 2013 Meeting

The Council unanimously approved the minutes from the December meeting.

III. Announcements

Polly invited Helma Gregorich of Family Centers, to speak first due to her tight schedule. Helma is the Manager of the Nurturing Families Network for Family Centers. Helma discussed the Help me Grow Campaign which is an initiative that focuses on training educators to screen toddlers and preschool children for developmental delays. Stamford's training is on March 20, 2014 from 9 – 4 at Family Centers. The training open to physicians, community partners, parents, providers and family care providers. If providers are interested, Deborah Watson from the State of CT has agreed to hold a session on a Saturday if there are at least 15 committed participants. Helma invited the Council to please forward information surrounding the training to any interested families or providers and to contact her with any further questions.

IV. CES Monitoring Report - Julie Coakley (CES)

Monitoring is a state requirement for all School Readiness providers. Individual monitoring reports were given to Council members for review prior to the meeting and are attached here as Addendum A. Cooperative Educational Services (CES) is contracted by the Stamford Public Schools to provide monitoring for our School Readiness providers. Julie explained the monitoring report and the nine components (Schedule, Learning Centers, Teaching Strategies, Early Literacy, Blooms Taxonomy, Observation, Family Engagement and Reflection). This report is for a total of 30 classrooms across 4 sites. The reports outline classroom stages of development (Beginning, Developing, Accomplished and Exemplary).

Julie reported that she saw improvement and areas of improvement in all sites. She noted William Pitt improved in every criterion and scored exemplary.

Julie stressed that although 2 are only required, 3 teachers are needed in the classrooms to allow proper planning time. Technical assistance, action planning with teachers and the development of a professional community for teachers is recommended to contribute to the continued growth of the teachers.

V. Regular Reports

Reports from St. Clement School, CLC, and Stamford Public Schools for December were sent to the Council in advance of the meeting and are included here as Addendums B, C and D. No questions were asked.

VI. Old Business

SRC By-law Revision

Polly updated the Council on the School Readiness Council By-law Revision and informed the Council that as previously explained, our guest, Pro-bono Attorney Anne Marie Segal assisted with the legal language of the bylaws. Cindy asked why the need for by-laws to be updated. Anne Marie explained the Council is not a 501C3, however we are tied to legislation and there is not a dated signed copy in existence that anyone is aware of. Also the current bylaws did not have a defined voting policy or

conflict of interest policy as are necessary. Donna explained to Cindy that also, since the bylaws were first created, there have been many changes in legislation that needed to be addressed. Our Council and providers have been given different guidelines and responsibilities than when the School Readiness Council was first formed. Michele Sabia questioned why Article VIII, item 4 is not month specific as indicated in the legislated policy. Donna explained this was an oversight and would be added to the by-laws. Attached here as Addendum E. The bylaws were approved by the Council. It was agreed the change would be made to Article VIII (4) and forwarded to all members.

VII. New Business

Slot Revision

Donna informed the Council of some requested changes with the slot distribution for fiscal year '14 – '15. CLC's Maple Avenue will only be requesting 60 Extended Day slots as opposed to the 113 that they currently hold. Imelda explained that through Head Start's re-competition, CLC had a consultant group look at the agency's finances. Head Start requires proof of fiscal stability before approval. In order for Maple Ave.'s grant to be accepted they needed to operate within a budget and the Extended Day slots were causing CLC to lose money. Donna explained that it is common around the state for agencies to loose finances on Extended Day slots. The reimbursement rate for these slots does not cover the cost of care. CLC will be giving up 4 Full Day slots. This calculates into 5.5 School Day/School Year slots. Donna reminded all providers that as always, they are welcome to apply for more slots during the next grant application. Michele Sabia expressed concern for the families that require those slots during the summer months. Imelda explained that each summer many families opt out of care and she believes there will be a handful looking for full day care. Imelda is currently looking for alternatives for them. Donna also reminded the Council members that there is talk of additional funding for the next fiscal year. Carol Sargent indicated that she believes the additional funding would be for fiscal year '15 – '16.

VIII. Collaborative Update

Karen Brennan reported that the Community Conversations event was a success. There were 95 participants in attendance and many gave great positive feedback. Karen thanked the moderators and recorders for all of their hard work. The convenience of child care seemed to be a draw for the event. The themes that the Collaborative will follow up on are Mental Health and Family Time.

IX. Announcements (cont.)

Carol Sargent was pleased to announce CLC's new Interim Executive Director, Marc Jaffe. The staff at CLC is looking forward to working with him.

Sonia announced the Graustein Peer Exchange would be held next Wednesday February 19, 2014 from 9 – 3. One of the topics being discussed will be the legislative agenda. For anyone interested, Sonia will forward the information.

Adjourn

The meeting was adjourned at 10:45 a.m.

Addendum A: Monitoring Reports

Summary of Data

A total of 18 School Readiness classrooms at William Pitt were monitored using the *Learning Experience Plan and Implementation Monitoring Tool*. The monitor analyzed each criterion on the Learning Experience Plan and observed the implementation of the Learning Experience Plan in every classroom using the *Rubric*. After the observation, the Program Monitor filled out the *Rubric*, noted the strengths and next steps for each criterion and met with the teacher, assistant teacher (when possible) the Cluster Coordinator, the Instructional Coordinator and the Program Director to provide immediate feedback to develop a shared understanding of the strengths and areas for growth for each team. The Summary below is based on collating the data for all 18 classrooms, unless otherwise noted. The classrooms with new teachers appear in **red** on the rubric.

Criteria	Beginning	Developing	Accomplished	Exemplary
A Daily Schedule with estimated time allotments is posted and implemented.	The daily schedule is included/posted with no time allotments indicated.	The schedule indicates time for learning centers, group experiences, and outdoor experiences. 6%	The schedule clearly indicates substantial time for learning centers, group experiences and outdoor experiences.	The schedule clearly indicates substantial and balanced time for learning centers, whole and small group experiences, daily routines and outdoor experiences. 94%
Criteria	Beginning	Developing	Accomplished	Exemplary
Learning Centers are clearly indicated in plans and available.	Little evidence of centers.	Some centers evident with minimal planning. 22%	Variety of centers evident with planning documented. 22%	Wide variety of centers evident with detailed planning. 56%
Criteria	Beginning	Developing	Accomplished	Exemplary
Learning Experiences associated with Preschool Assessment	Standard(s) are identified but are not clearly associated to learning	One or more standards are clearly identified and show connections to	Three standards are clearly identified and experiences are specifically	Three standards are clearly identified and show connections to learning experiences. Planned experiences are

Framework Standards are identified on the plan and implemented in the classroom.	experiences.	learning experiences.	described to align with the standard. 28%	directly connected to the benchmarks associated with the standard. 61%
Criteria	Beginning	Developing	Accomplished	Exemplary
Teaching strategies (adult actions) are described and implemented.	Activities listed and no evidence of teaching strategies.	Evidence of teaching strategies planned for one experience for one or two standards. 17%	Evidence of teaching strategies planned for one experience for each of the three standards. Evidence of individualizing for specific children. 22%	Evidence of teaching strategies planned for one experience for each of the three standards. Evidence of individualizing for specific children. Evidence of teaching strategies throughout the day. 61%
Criteria	Beginning	Developing	Accomplished	Exemplary
Early literacy experiences are described and implemented.	Includes time for Shared Reading and/or Read Aloud. 6%	Includes a daily plan for Shared Reading and/or Read Aloud.	Includes a daily plan for Shared Reading and/or Read Aloud. Support for oral language development.	Evidence of listening, speaking, reading, and writing. Evidence of individualizing including dual language learners.

			28%	67%
Criteria	Beginning	Developing	Accomplished	Exemplary
Bloom's Taxonomy (higher order thinking) is planned for and implemented.	Little or no evidence of Bloom's taxonomy.	Some evidence of planned higher order thinking questions.	Evidence of planned higher order thinking questions and some experiences.	Evidence of planned higher order thinking questions and experiences throughout the day.
		6%	44%	50%
Criteria	Beginning	Developing	Accomplished	Exemplary
Observation is planned and implemented in order to document and assess children's growth in the standards.	Little or no evidence that observation of children occurs.	Evidence that observation of children occurs.	Evidence that observation and documentation linked to PAF standards occurs on a regular basis.	Evidence that a system is in place for observation, documentation and the collection of children's work samples related to PAF standards.
		50%	6%	44%
Criteria	Beginning	Developing	Accomplished	Exemplary
Family engagement is planned and implemented.	Little or no evidence of planned family engagement.	Evidence of planned family-teacher communication.	Evidence of plans to engage families in various ways (ex. -communication -volunteerism -learning at home).	Evidence of engaging families in various ways intentionally linked to <i>PAF</i> standards.
				100%
Criteria	Beginning	Developing	Accomplished	Exemplary
Reflection is	Little or no	Reflections are		

documented.	reflections documented.	documented 100%		
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***Monitoring Form is based on the *Learning Experiences Rubric* designed by the CT SDE Early Childhood Consultants.**

Program Strengths

- **94% of the classrooms scored exemplary in Daily Schedule**
- **100% of the classrooms scored exemplary in Family Engagement**
- **67% of the classrooms scored exemplary in Early Literacy Experiences; another 28% scored accomplished**
- **61% of the classrooms scored exemplary in Learning Experiences associated with PAF standards; another 28% scored accomplished**
- **61% of the classrooms scored exemplary in Teaching Strategies; another 22% scored accomplished**
- **50% of the classrooms scored exemplary in Bloom’s Taxonomy; another 44% scored accomplished**

***It is important to note that of the nine criteria rated during the monitoring visits, scores in every criterion improved over last year’s scores. Teachers are clearly improving their planning and practice in every component of the Learning Experience Plan. New teachers scored accomplished or exemplary in every criterion on the rubric, with the exception of one teacher on one criterion.**

Program Practices for Improvement

The program has made a conscious effort to use the same monitoring tool over time and to target the areas needing improvement documented in the monitoring reports for professional development, technical assistance and increased support for teachers. The results of this year’s monitoring show a clear trajectory of growth over time.

The development of Action Plans, by each classroom team, with the support of the Instructional Coordinator has enabled the team to articulate and work on goals for improvement. Teams identified the resources they needed, the steps they would take to achieve their goals and a timeline for completion of the goals.

Professional development was conducted in the spring of 2013 and early fall of 2013 to address the areas needing improvement cited in last year’s Monitoring Report and to support new teachers in the program. A workshop titled, *Meeting the Needs of Every Child: Using Intentional, Embedded*

Strategies to Differentiate was presented to all staff on March 15, 2013. On May 28th and June 13, new staff received training titled, *The CT PAF: Intentional Teaching in Action*. On Sept. 11, 2013, new staff, including a new Instructional Coordinator, participated in a workshop titled, *Developing High Quality Early Childhood Learning Experience Plans*. On October 24, 2013 two different professional development sessions were presented to all staff: *Supporting Dual language Learners* and *Developing Meaningful Curriculum Topics*. On Dec. 4th, 2013 a professional development session titled, *Projects, Studies and Investigations: Engaged Learning for Children and Teachers* was conducted for all staff. Teachers presented some of their work on projects to their peers during this session.

In addition, the focus of professional development for the past year, for Instructional Coordinators, with the Curriculum Associate for Early Childhood Education, has been literacy and supporting the use of repeated interactive read aloud in the School Readiness classrooms. Instructional Coordinators have modeled repeated interactive read aloud in the classrooms and worked with teachers to develop repeated interactive read aloud plans.

Next Steps for Program Improvement

- ❖ Continue to monitor Action Plans to encourage teacher growth and IC/CC support for teacher growth in the specific areas identified as “Beginning” or “Developing” for each classroom in the Monitoring Report
- ❖ Target technical assistance and/or professional development to the 7 classroom teams where one or more criteria have been rated as “Beginning” or “Developing”
- ❖ Continue to provide Instructional Coordinators and Cluster Coordinator with training, resources and support to facilitate their work with teachers
- ❖ Provide individualized professional development for teachers who have consistently scored Exemplary in their Monitoring Reports
- ❖ Continue to work on creating a professional learning community by supporting staff with designated times to share their work with one another, share resources and have conversations focused on their professional lives
- ❖ Add a third teacher to each classroom to enable teachers to: observe, document, and assess the children’s work in the standards in the comprehensive manner required by the state; to plan curriculum, including differentiated strategies, with their team members; to maintain their NAEYC Classroom Portfolios; to work on their Action Plans consistently to grow in their professional skills.

Thank you for the opportunity to monitor and to provide training and support to the School Readiness Classrooms.

Programs: Maple Avenue, St. Clement, and CLC Palmer’s Hill

A total of 12 School Readiness classrooms across 3 programs were monitored using the *Learning Experience Plan and Implementation Monitoring Tool*. The monitor analyzed each criterion on the Learning Experience Plan and observed the implementation of the Learning Experience Plan in every classroom using the *Rubric*. After the observation, the Program Monitor filled out the *Rubric*, noted the strengths and next steps for each criterion and met with the teacher, assistant teacher/s to provide immediate feedback and develop a shared understanding of the strengths and areas for growth for each team. In some cases Education Managers and/or Directors were able to attend the meetings.

Maple Ave Monitoring Data Summary 2013-2014

Daily Schedule with estimated time allotments is posted and implemented.	The daily schedule is included/posted with no time allotments indicated.	The schedule indicates time for learning centers, group experiences, and outdoor experiences. 12.5%	The schedule clearly indicates substantial time for learning centers, group experiences and outdoor experiences. 87.5%	The schedule clearly indicates substantial and balanced time for learning centers, whole and small group experiences, daily routines and outdoor experiences.
Criteria	Beginning	Developing	Accomplished	Exemplary
Learning Centers are clearly indicated in plans and available.	Little evidence of centers. 12.5%	Some centers evident with minimal planning. 75%	Variety of centers evident with planning documented. 12.5%	Wide variety of centers evident with detailed planning.
Criteria	Beginning	Developing	Accomplished	Exemplary
Learning Experiences associated with Preschool Assessment Framework Standards are identified on the plan and	Standard(s) are identified but are not clearly associated to learning experiences. 25%	One or more standards are clearly identified and show connections to learning experiences. 62.5%	Three standards are clearly identified and experiences are specifically described to align with the standard.	Three standards are clearly identified and show connections to learning experiences. Planned experiences are directly connected to the benchmarks associated with the standard.

implemented in the classroom.			12.5%	
Criteria	Beginning	Developing	Accomplished	Exemplary
Teaching strategies (adult actions) are described and implemented.	Activities listed and no evidence of teaching strategies.	Evidence of teaching strategies planned for one experience for one or two standards. 100%	Evidence of teaching strategies planned for one experience for each of the three standards. Evidence of individualizing for specific children.	Evidence of teaching strategies planned for one experience for each of the three standards. Evidence of individualizing for specific children. Evidence of teaching strategies throughout the day.
Criteria	Beginning	Developing	Accomplished	Exemplary
Early literacy experiences are described and implemented.	Includes time for Shared Reading and/or Read Aloud. 25%	Includes a daily plan for Shared Reading and/or Read Aloud. 12.5%	Includes a daily plan for Shared Reading and/or Read Aloud. Support for oral language development. 62.5%	Evidence of listening, speaking, reading, and writing. Evidence of individualizing including dual language learners.
Criteria	Beginning	Developing	Accomplished	Exemplary
Bloom's Taxonomy (higher order thinking) is planned for and implemented.	Little or no evidence of Bloom's taxonomy. 12.5%	Some evidence of planned higher order thinking questions. 37.5%	Evidence of planned higher order thinking questions and some experiences. 50%	Evidence of planned higher order thinking questions and experiences throughout the day.

Criteria	Beginning	Developing	Accomplished	Exemplary
Observation is planned and implemented in order to document and assess children's growth in the standards.	Little or no evidence that observation of children occurs.	Evidence that observation of children occurs. 37.5%	Evidence that observation and documentation linked to PAF standards occurs on a regular basis. 62.5%	Evidence that a system is in place for observation, documentation and the collection of children's work samples related to PAF standards.
Criteria	Beginning	Developing	Accomplished	Exemplary
Family engagement is planned and implemented.	Little or no evidence of planned family engagement.	Evidence of planned family-teacher communication.	Evidence of plans to engage families in various ways (ex. -communication -volunteerism -learning at home). 62.5%	Evidence of engaging families in various ways intentionally linked to <i>PAF</i> standards. 37.5%
Criteria	Beginning	Developing	Accomplished	Exemplary
Reflection is documented.	Little or no reflections documented. 87.5%	Reflections are documented. 12.5%		

Maple Avenue Program Strengths:

- There has been growth in the area of the Daily Schedule as the program has worked to provide children more time for gross motor experiences outside. Currently 87.5% of classrooms are Accomplished in the category of Daily Schedule
- In the area of Observation 62.5% of classrooms are Accomplished. Last year, 100% of classrooms were developing. There appears to be an increase in the consistency in which observations are documented.
- The program maintained 62.5% of classrooms at the Accomplished level in Early Literacy.
- Family engagement continues to be a strength for classrooms at Maple Ave.

Technical Assistance Provided Prior to Monitoring: After the monitoring process in 2012-2013, the director and Education Managers met with Suzanne Clement and Michelle Sabia on 1/29/13 to

discuss the monitoring report, strengths and needs. There was one half day professional development on 3/15/13 for Maple Ave staff focused on planning learning experiences/centers to support learning standards. The training focused on planning experiences that support learning standards, engage children in centers over time, include children’s experiences and teaching strategies, and support children at all benchmarks. This continues to be an area of need. A meeting took place on 9/11/13 with all Directors and/or Ed Managers across School Readiness programs to discuss monitoring and action planning for the 2013-2014 year.

Next Steps for Program Improvement:

- Use action planning as a process to encourage growth and support in the specific areas identified as **Beginning or Developing**.
- Target technical assistance on planning learning centers and learning experiences that support standards
- Provide Education Managers with training, resources and support to facilitate their work with teachers
- Continue to work on creating a professional learning community by supporting staff with designated times to share their work with one another and share resources
- Continue to monitor the benefits and challenges to using the Teaching Strategies Gold system for planning and assessment.

CLC Palmer’s Hill Monitoring Data Summary 2013-2014

Daily Schedule with estimated time allotments is posted and implemented.	The daily schedule is included/posted with no time allotments indicated.	The schedule indicates time for learning centers, group experiences, and outdoor experiences.	The schedule clearly indicates substantial time for learning centers, group experiences and outdoor experiences.	The schedule clearly indicates substantial and balanced time for learning centers, whole and small group experiences, daily routines and outdoor experiences. 100%
Criteria	Beginning	Developing	Accomplished	Exemplary
Learning Centers are clearly indicated in plans and available.	Little evidence of centers.	Some centers evident with minimal planning. 50%	Variety of centers evident with planning documented. 50%	Wide variety of centers evident with detailed planning.

Criteria	Beginning	Developing	Accomplished	Exemplary
Learning Experiences associated with Preschool Assessment Framework Standards are identified on the plan and implemented in the classroom.	Standard(s) are identified but are not clearly associated to learning experiences.	One or more standards are clearly identified and show connections to learning experiences. 50%	Three standards are clearly identified and experiences are specifically described to align with the standard. 50%	Three standards are clearly identified and show connections to learning experiences. Planned experiences are directly connected to the benchmarks associated with the standard.
Criteria	Beginning	Developing	Accomplished	Exemplary
Teaching strategies (adult actions) are described and implemented.	Activities listed and no evidence of teaching strategies.	Evidence of teaching strategies planned for one experience for one or two standards. 50%	Evidence of teaching strategies planned for one experience for each of the three standards. Evidence of individualizing for specific children. 50%	Evidence of teaching strategies planned for one experience for each of the three standards. Evidence of individualizing for specific children. Evidence of teaching strategies throughout the day.
Criteria	Beginning	Developing	Accomplished	Exemplary
Early literacy experiences are described and implemented.	Includes time for Shared Reading and/or Read Aloud.	Includes a daily plan for Shared Reading and/or Read Aloud.	Includes a daily plan for Shared Reading and/or Read Aloud. Support for oral language development. 100%	Evidence of listening, speaking, reading, and writing. Evidence of individualizing including dual language learners.
Criteria	Beginning	Developing	Accomplished	Exemplary
Bloom's Taxonomy (higher order thinking) is planned for and implemented.	Little or no evidence of Bloom's taxonomy.	Some evidence of planned higher order thinking questions. 50%	Evidence of planned higher order thinking questions and some experiences.	Evidence of planned higher order thinking questions and experiences throughout the day.

			50%	
Criteria	Beginning	Developing	Accomplished	Exemplary
Observation is planned and implemented in order to document and assess children's growth in the standards.	Little or no evidence that observation of children occurs. 50%	Evidence that observation of children occurs.	Evidence that observation and documentation linked to PAF standards occurs on a regular basis. 50%	Evidence that a system is in place for observation, documentation and the collection of children's work samples related to PAF standards.
Criteria	Beginning	Developing	Accomplished	Exemplary
Family engagement is planned and implemented.	Little or no evidence of planned family engagement.	Evidence of planned family-teacher communication.	Evidence of plans to engage families in various ways (ex. -communication -volunteerism -learning at home).	Evidence of engaging families in various ways intentionally linked to <i>PAF</i> standards. 100%
Criteria	Beginning	Developing	Accomplished	Exemplary
Reflection is documented.	Little or no reflections documented. 50%	Reflections are documented. 50%		

Note: This program added an additional School Readiness classroom this year.

Program Strengths:

- Both classrooms are Exemplary in Daily Schedule.
- Both classrooms are Exemplary in Family Engagement.
- Both classrooms are Accomplished in Early Literacy

Technical Assistance Provided Prior to Monitoring: A half day of technical assistance was provided for the one School Readiness classrooms as a result of the 2012-2013 monitoring process on 5/22/13. A full staff professional development on Interactive Read Aloud took place on 8/27/13. A meeting took place on 9/11/13 with all Directors and/or Ed Managers across School Readiness programs to discuss monitoring and action planning for the 2013-2014 year.

Next Steps:

- Use action planning as a process to encourage growth and support specific areas

- Provide support to the new School Readiness classroom focused on observation and planning learning centers and experiences related to standards.
- Continue to work on creating a professional learning community by supporting staff with designated times to share their work with one another and share resources

St. Clement Monitoring Data Summary 2013-2014

Daily Schedule with estimated time allotments is posted and implemented.	The daily schedule is included/posted with no time allotments indicated. 50%	The schedule indicates time for learning centers, group experiences, and outdoor experiences.	The schedule clearly indicates substantial time for learning centers, group experiences and outdoor experiences.	The schedule clearly indicates substantial and balanced time for learning centers, whole and small group experiences, daily routines and outdoor experiences. 50%
Criteria	Beginning	Developing	Accomplished	Exemplary
Learning Centers are clearly indicated in plans and available.	Little evidence of centers. 50%	Some centers evident with minimal planning. 50%	Variety of centers evident with planning documented.	Wide variety of centers evident with detailed planning.
Criteria	Beginning	Developing	Accomplished	Exemplary
Learning Experiences associated with Preschool Assessment Framework Standards are identified on the plan and implemented in the classroom.	Standard(s) are identified but are not clearly associated to learning experiences. 50%	One or more standards are clearly identified and show connections to learning experiences. 50%	Three standards are clearly identified and experiences are specifically described to align with the standard.	Three standards are clearly identified and show connections to learning experiences. Planned experiences are directly connected to the benchmarks associated with the standard.
Criteria	Beginning	Developing	Accomplished	Exemplary

Teaching strategies (adult actions) are described and implemented.	Activities listed and no evidence of teaching strategies.	Evidence of teaching strategies planned for one experience for one or two standards. 100%	Evidence of teaching strategies planned for one experience for each of the three standards. Evidence of individualizing for specific children.	Evidence of teaching strategies planned for one experience for each of the three standards. Evidence of individualizing for specific children. Evidence of teaching strategies throughout the day.
Criteria	Beginning	Developing	Accomplished	Exemplary
Early literacy experiences are described and implemented.	Includes time for Shared Reading and/or Read Aloud.	Includes a daily plan for Shared Reading and/or Read Aloud. 50%	Includes a daily plan for Shared Reading and/or Read Aloud. Support for oral language development.	Evidence of listening, speaking, reading, and writing. Evidence of individualizing including dual language learners. 50%
Criteria	Beginning	Developing	Accomplished	Exemplary
Bloom's Taxonomy (higher order thinking) is planned for and implemented.	Little or no evidence of Bloom's taxonomy. 50%	Some evidence of planned higher order thinking questions.	Evidence of planned higher order thinking questions and some experiences. 50%	Evidence of planned higher order thinking questions and experiences throughout the day.
Criteria	Beginning	Developing	Accomplished	Exemplary
Observation is planned and implemented in order to document and assess children's growth in the standards.	Little or no evidence that observation of children occurs.	Evidence that observation of children occurs. 100%	Evidence that observation and documentation linked to PAF standards occurs on a regular basis.	Evidence that a system is in place for observation, documentation and the collection of children's work samples related to PAF standards.
Criteria	Beginning	Developing	Accomplished	Exemplary
Family	Little or no	Evidence of	Evidence of plans	Evidence of engaging

engagement is planned and implemented.	evidence of planned family engagement.	planned family-teacher communication.	to engage families in various ways (ex. -communication -volunteerism -learning at home). 100%	families in various ways intentionally linked to <i>PAF</i> standards.
Criteria	Beginning	Developing	Accomplished	Exemplary
Reflection is documented.	Little or no reflections documented. 100%	Reflections are documented.		

Note: St. Clement has moved into a new space and has hired a new teacher who is eager to learn more about the components of the learning experience plan.

Program Strengths:

- Both classrooms are Accomplished in the area of Family Engagement
- The returning teacher continues to be Exemplary in the area of literacy.
- The returning teacher improved from Accomplished to Exemplary in Daily Schedule.

Technical Assistance Provided Prior to Monitoring: Two half days of technical assistance for the two classrooms took place on 5/3/13 and 6/4/13. A meeting took place on 9/11/13 with all Directors and/or Ed Managers across School Readiness programs to discuss monitoring and action planning for the 2013-2014 year.

Next Steps:

- Use action planning as a process to encourage growth and support in the specific areas identified as Beginning or Developing.
- Work toward providing teachers with the state recommendation of one hour per day of planning/preparation time.
- Target technical assistance on planning learning centers and learning experiences that support standards and observation
- Continue to work on creating a professional learning community by supporting staff with designated times to share their work with one another and share resources

School Readiness Report
Childcare Learning Centers, Inc.

December, 2013

- Program Utilization
 - a. Authorized Capacity – 324 – Full Day; 97 – Part Day; 113- Extended Day
 - b. Attended – 531
 - c. Ages – 183- 3 year olds, 338 - 4 year olds, 0 - 5 year olds
 - d. Children with disabilities - 33 with LEA- IEP 1 without LEA-IEP
- d. Notes and Trends:
 - Program Attendance:
 - a. 99% of enrollment
 - b. Notes and trends:
 - Staffing
 - Open Positions-
 - a. Teacher Aide-Cluster A, Part-Time Aide – Cluster F
 - b. Recruitment – ads on-line, local newspapers, postings at NCC.
 - Training:
 - a. December 4th – Staff Development Day – Topics of Study – Julie Coakley and Suzanne Clement
 - b. Child Day Care Contract meeting – December 19th - Directors
 - Special Events/Activities:
 - Teachers are preparing lesson plans based on the Preschool Curriculum Standards and the individual needs of the children.
 - Parent/Teacher Conferences held throughout month
 - Parent Advisory Council meeting – December 3rd
 - Book Fair – December 9th-13th.
 - Sound waters – Cluster D – December 3rd, 6th, 10th, 13th, and 20th
 - Stamford High PreK lab – Cluster B – December 3rd and 12th
 - Bruce Museum Field Trips – Clusters E and F – December 3rd and 6th

Addendum C: St. Clement Monthly Report

School Readiness Council Report
St. Clement Preschool
December – 2013

Program Utilization:

- School Day – School Year – 47 Students
- Pre – K 3 Class – 18
- Pre – K 4 Class #1-15
- Pre – K 4 Class #2-14
- All 25 School Readiness slots are full.

Program Attendance:

- 98% - Colds, coughing, runny nose, stomach flu, ear infections.

Staffing:

- We are fully staffed! 3 Head Teachers, 3 Teacher Asst. & 1 Floater

Activities & Events:

- Short month due to holidays. Our last day was on Friday, December 20th.
- We had one early dismissal and one snow day this month due to extreme weather.
- SCP was monitored by Donna Arcuri on Tuesday, December 3rd.
- Parents were invited to attend a Holiday Program Presentation by the children and staff of SCP. Parents and children were treated to a reception of juice and assorted cookies afterwards.



SCHOOL READINESS REPORT
APPLES Early Childhood Educational Center

December 2013

- **Program Utilization**
 - a. Authorized Capacity: 15 School Day, School Year slots
 - b. Ages: 4 year olds
 - c. Students with disabilities: None identified at this time

- **Program Attendance:**
 - a. Illness: flu, pneumonia
 - b. Other: one child on vacation, one child with chronic absence
 - c. Notes and trends: Attendance is low on early dismissal days.

- **Staffing:**
 - a. Candice Ruggiero, SR teacher, started on January 13th!
 - b. Janis McNarin, SR para-educator officially started at the end of December.

- **Training:**
 - a. Professional Development was not scheduled during the month of December.

- **Special Events/Activities:**
 - a. Students attended the Rippowam Middle School Folk Dance exhibition. This was the culminating activity for a 6th grade PE unit of study on Folk Dancing. The SR children joined the 6th graders in dancing the Hokey Pokey!
 - b. Students participate in weekly enrichment activities including programs from Bartlett Arboretum, Bricks and Motors, and Animal Embassy.
 - c. Students participate in weekly cooking experiences.

- **Of Interest:**
 - a. Animal Embassy has provided the program with live animals including fish, turtles, doves, frogs, lizards and a rabbit!

Addendum E:

STAMFORD SCHOOL READINESS COUNCIL BY-LAWS

ARTICLE I GENERAL

- 1.1 The name of the council shall be the “Stamford School Readiness Council” (hereinafter the “Council”).
- 1.2 The prime objective of the Council shall be to carry out School Readiness initiative requirements as defined in Section 10-16o of the Connecticut General Statutes (CGS). School Readiness (hereinafter the “program”) is a state funded initiative administered by the Connecticut Office of Early Childhood. The purpose of the Stamford School Readiness Program pursuant to CGS 10-16p to 10-16r, inclusive, 10-16u and 17b-749a is to:
 - (1) Provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
 - (2) Provide opportunities for parents to choose among affordable and accredited or approved programs;
 - (3) Encourage coordination and cooperation among programs and prevent the duplication of services;
 - (4) Recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
 - (5) Prevent or minimize the potential for developmental delay in children prior to children reaching the age of five;
 - (6) Enhance federally funded school readiness programs;
 - (7) Strengthen the family through:
 - (A) Encouragement of parental involvement in a child’s development and education; and
 - (B) Enhancement of a family’s capacity to meet the special needs of the children, including children with disabilities;
 - (8) Reduce educational costs by decreasing the need for special education services for school age children and to avoid grade repetition;
 - (9) Assure that children with disabilities are integrated into programs available to children who are not disabled; and
 - (10) Improve the availability and quality of school readiness programs and their coordination with the services of child care providers.
- 1.3 The Council shall:
 - (1) Make recommendations to the Mayor of the City of Stamford (the “Mayor”) and the Superintendent of the Stamford Public Schools (the “Superintendent”) on issues related to school readiness, including any applications for grants pursuant to CGC 10-16p, 10-16u, 17b-749a and 17b-749c;
 - (2) Foster partnerships among preschool programs receiving School Readiness grant funding (hereinafter “Providers”);
 - (3) Assist in the identification of the need for school readiness programs and the number of children not being served by the program;
 - (4) Submit biannual reports to the Office of Early Childhood on the number and location of school readiness spaces and estimates of future needs;

- (5) Cooperate with the Office of Early Childhood in any program evaluation and use measures developed pursuant to CGS section 10-16s for purposes of evaluating the effectiveness of the school readiness program;
- (6) Identify existing and prospective resources and services available to children and families;
- (7) Facilitate the coordination of the delivery of services to children and families, including (A) referral procedures, and (B) before and after-school child care for children attending Kindergarten programs;
- (8) Exchange information with other Councils, the community and organizations serving the needs of children and families;
- (9) Make recommendations to school officials concerning transition from school readiness programs to Kindergarten; and
- (10) Encourage public participation.

ARTICLE II COUNCIL MEMBERSHIPS; MEETINGS; COMMITTEES

2.1 The Council shall maintain ten to sixteen members at all times, to be appointed by the Mayor. All Council meetings shall be open to the public.

2.2 The Council shall have a chairperson selected by the Mayor. The chair will appoint a vice-chairperson to provide assistance to the chair.

2.3 The Council will make recommendations to the Mayor to fill vacancies, but the Mayor will have ultimate discretion and authority in filling vacancies in the Council. The Council will have a committee to select candidates for recommendation to the Mayor as soon as a vacancy on the Council exists through resignation or term expiration. The recommendation committee will consist of some or all of the following: Council Chair, Council vice Chair, Mayor's designee and the School Readiness Liaison.

2.4 The Council membership shall be composed of:

- (a) The Mayor of Stamford or his/her designee;
- (b) The Superintendent of Schools or management level staff person as his/her designee;
- (c) A representative from a health care provider who is involved in community health and health awareness;
- (d) Up to four local parent members, including at least one parent of a child who is or was in a child care program funded by the program;

1.2 Additional Council membership will attempt to represent the diverse population of Stamford and may be drawn from one or more of the following categories:

- (a) Representative of Head Start;
- (b) Representative of a human services organization that serves preschool children;
- (c) Representative from a non-for-profit child day-care organization;
- (d) Representative from a for-profit child day-care organization;
- (e) Representative from a group home day-care provider;
- (f) Representative from a pre-kindergarten or nursery school program;
- (g) Representative from a family resource center;

- (h) Representative from Stamford public library;
- (i) Other representatives from organizations that provide services to children (e.g., a school principal);
- (j) Representative(s) from the Stamford business community.

**ARTICLE III
MEMBERS AND THEIR DUTIES**

3.1 Council members shall follow guidelines as outlined in School Readiness Statute under C>G.S. section 10-16r(b) and GP 14-10 or any subsequent version.

3.2 The term for each Council member is two years. Each term to run from September to August consecutively. Council members should not remain on the Council for more than three two-year terms, except that the Mayor (or his/her designee) and the Superintendent (or his/her designee), shall remain on the Council for as long as the case may be and holds his or her position.

3.3 Members shall receive a letter (which may be via e-mail) from the Mayor at the end of each term, requesting the Member to either remain on the Council or resign his/her position or, if applicable, indicating that the Member's term is expiring.

3.4 Members of the Council should miss no more than three meetings during a term year. Any Council member who misses more than three meetings in a term year may be asked to resign his/her position at the discretion of the Council chair.

3.5 Committees will be formed as needed to carry out the work of the Council. In the event that the Council deems it necessary to form committees, each Council member is expected to actively serve on at least one committee upon request by the Council chair.

**ARTICLE IV
QUORUM**

4.1 All members shall receive 48 hours' notice of meetings which may be by phone or email

4.2 A Quorum shall exist for conducting business when a majority (over 50%) of the entire voting membership is present.

4.3 A simple majority (over 50%) of those members present at any meeting shall be an act of the Council.

**ARTICLE V
VOTING**

5.1 Each member shall be entitled to one vote for purposes of conducting business of the Council. Any person employed by a provider or any entity that receives direct funding from the program shall abstain from voting on matters relating to the provision or pricing of such services.

5.2 Voting may be conducted in person, via teleconference, or in writing including e-mail by PDF and online surveys.

**ARTICLE VI
CONFLICT OF INTEREST**

6.1 These bylaws recognize that a “conflict of interest” may exist when personal or professional interests of a member are potentially at odds with the interests of the Council. The purpose is to ensure that any transaction or decision made by majority vote is in the best interest of the Council, over and above the interests of individual members. A conflict of interest exists when a member serves as a director, officer or staff member of an organization that benefits in any way, financial or other relevant manner, from decisions made by the Council.

6.2 No member shall cast a vote in any matter in which he or she, members of his or her immediate family or any organization to which such member has allegiance, is employed by, or has a financial interest in and which is or may reasonably be perceived as competing with the interest of the Council. Any member who believes he or she may have such a conflict of interest shall recuse him or herself from voting on the matter in question. The member to whom the potential conflict of interest relates may offer factual information to the Council; but no such member shall vote on such matter. If the member does not recuse him or herself, he or she will be asked to by the Council Chair.

ARTICLE VII PROGRAM REQUIREMENTS

7.1 Program providers shall be required to:

- (1) Enter into collaborative agreements with outside community agencies in order to provide support and services to families as required by the collaboration and quality components. These agreements should include, but are not limited to agencies such as health, mental health, WIC, libraries, adult education and job training programs. These agreements may be developed as a community effort that is signed by the individual programs or individual agreements signed by each program;
- (2) Support parent involvement, parenting education and outreach;
- (3) (a) Maintain records documenting the name and address of each child’s doctor, primary care provider and health insurance company, immunization records and health screenings pursuant to the federal Early and Periodic Screening, Diagnostic, and Treatment Services program under 42 USC 1396d;
- (3) (b) Provide referrals for health services, including referrals for appropriate teacher training in such practices;
- (4) Provide a plan for incorporating appropriate pre-literacy practices and teacher training in such practices;
- (5) Provide nutrition services;
- (6) Provide referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through access to public library services;
- (7) Follow admission policies that promote enrollment of children from different racial, ethnic, and economic backgrounds;
- (8) Implement a plan to transition participating children to kindergarten and provide for the transfer of records from the program to the kindergarten program;
- (9) Provide professional development for staff, including, but not limited to, training (A) in pre-literacy skills development, and (B) designed to assure respect for racial and ethnic diversity;
- (10) Charge a sliding fee scale for families participating in the program pursuant to CGS section 17b-749d; and
- (11) Conduct an annual evaluation of program effectiveness using assessment measures developed pursuant to CGS section 1016s.

When determining funding, the Council shall ensure that at least 50 percent of the community spaces meet the requirements for Full Day/Full Year (as defined by the Office of Early Childhood). The remaining spaces may be any combination of School-Day/School-Year (as defined by the Office of Early Childhood), Part-Day/Part-Year, (as defined by the Office of Early Childhood) or Extended-Day (as defined by the Office of Early Childhood).

**ARTICLE VIII
PROGRAM FEES**

- (1) The Council shall establish the “Cost of Care” in consultation with each provider.
- (2) The Council shall receive and view the published “Cost of Care” for each provider at the beginning of each fiscal year.
- (3) The Council shall review at least twice annually, an expenditure report from each provider detailing expenses, family fees and Care 4 Kids revenue.
- (4) All family fees collected by a provider must be used to support the program in the fiscal year they are collected. Providers may set up a separate non-interest bearing account to hold parent fees collected. Fees from May and June can be used in the next fiscal year. Requests to carry over additional fees must be approved by the Council and in turn the Council must seek the permission of the Office of Early Childhood.
- (5) The Council together with each provider shall ensure that the fee policy is adhered to by each program.
- (6) The Council shall require each provider to submit a report on actual fee income and review submission monthly.
- (7) The Council shall require the submission of accurate data on fees collected each month using the report provided by the Office of Early Childhood for pertinent funding source and shall review that data for consistency with established policy
- (8) The Council shall approve or reject provider requests regarding the waiver of fees for part day program options.
- (9) The Council shall establish written policies and procedures for the implementation of its fee policy. Annually, an updated copy of the fee policy and procedures, approved by the Council and signed by the Mayor and Superintendent, must be attached to the local School Readiness application.

**ARTICLE IX
RULES OF ORDER**

The rules contained in Roberts Rules of Order shall generally govern the transaction of business at all meetings.

**ARTICLE X
AMENDMENT OF BY-LAWS**

These by-laws may be altered or amended to conform to any change in state legislation or at any meeting of the Council provided that seven days written notice via letter or e-mail of the proposed amendment has been given to each member.

ARTICLE XI

DISSOLUTION

Upon the dissolution of the program, the Council will dissolve.

ARTICLE XII NON-DISCRIMINATION

In all activities of the Council there shall be no unlawful discrimination on the basis of age; ancestry; color; gender identity and expression; intellectual disability; learning disability; mental disorder; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; or any other status protected by federal or state laws.

CERTIFICATE OF ADOPTION OF BY-LAWS

I do hereby certify that these By-Laws of the Stamford School Readiness Council were approved by the voting Members on **February 12, 2014** and do now constitute a complete copy of the By-Laws of the Council, superseding any previously adopted By-Laws and amendments.

School Readiness Council Chair

Dated this _____ day of _____, 2014