



CENTRAL PRE-KINDERGARTEN PROGRAM **INFORMATION PACKET**

Mission

Our mission is to provide high-quality, meaningful, and developmentally appropriate educational experiences for 3 and 4-year-old children, that is accessible and supportive of the needs of our CCSU students, faculty, and staff.

Vision

Our vision supports all learners through social and emotional learning, differentiated instruction, and culturally responsive teaching. We provide high-quality preschool education and enrichment programs to meet the needs of our students, faculty, and staff. We strive to promote equity in education and support opportunities for educational advancement to strengthen our community.

Early Childhood Learning Philosophy

We believe in high-quality early childhood experiences that foster creative thinking and problem solving. Children have a natural desire to learn, and our Connecticut certified teaching staff provides intentional learning opportunities in a warm and enriching atmosphere. Our classrooms are designed to encourage curiosity, exploration and problem solving. Purposeful play is developmentally appropriate and an essential element of our program enhancing each child's intellectual, social, emotional, and physical development. Students engage in experiences that build foundational skills in math, science, social studies, creative arts, language arts, music, movement, and dramatic play. Throughout the day children communicate, socialize, work, play, and negotiate with others. Teachers create opportunities for children to work both independently and collaboratively. Activities, experiences, peer interactions, and teacher-child interactions focus on the development of a positive self-concept, respect for others, and continued growth in creative thinking, cognition, early literacy skills, independence, self-sufficiency, fine and gross motor skills.

Central Drop-In Center
Pre-Kindergarten Information Packet

Eligibility:

To register a child for the Pre-K 3 & 4-year-old program, the parent/guardian must be a current Central student, faculty, or staff member fully enrolled in the Drop-In Center. All registered children must be bathroom independent. Bathroom independence refers to all aspects of toileting. *Parents/guardians are **not required** to remain on campus when children are registered for the Pre-K program. **Student-parents who attend classes during Pre-K hours and receive services at no additional charge must remain on campus.***

Central Pre-K schedule options:

Monday, Wednesday, Friday	9:00 am - 12:00 pm
Tuesday, Thursday	9:00 am - 12:00 pm
Monday through Friday	9:00 am - 12:00 pm

Central Lunch Buddies

This program extends the Pre-K day until 1:00 pm. Parents/guardians provide a nut-free, healthy, “kid friendly” lunch. Children eat lunch at the Center with friends. All contents of the lunch provided by parents/guardians must be nut-free including the lunch, snack, and drink. Lunch Buddies is available Monday through Friday. Children are not permitted to share any part of their lunch. We understand that children can be picky and sometimes finding healthy options can be difficult. We respectfully request that the lunch prepared is as *healthy as possible*. Candy, soda, fast food is not permitted. Thank you for your cooperation. After lunch, students participate in centers or outdoor exploration activities. *The Drop-In Center does **NOT** provide lunch.*

***Additional fees may apply, (see fees below).**

Central Rest Time

This program provides our pre-school-aged children with the opportunity to rest while student-parent/faculty/staff attend class within that timeframe.

- Rest Period is held Monday through Thursday from 1:00 pm to 3:00 pm
- For children ages 3-4
- Parent/Guardian provides a “nap bag”, (small pillow, blanket, small stuffed animal).
- To minimize distractions and ensure our youngest students to get the rest they need, the Center avoids drop-off or pick-up time between 1:15-3:00 pm
- All **Rest Time** reservations must arrive by **1:15 pm** and pick-up before 3:00 are not permitted.
- All student-parents/faculty/staff must remain on campus during Rest Time

***Additional Fees may apply, (see fees below).**

Fees, Invoices, & Payments:

Pre-Kindergarten spots are reserved with a non-refundable \$50.00 deposit. Spaces can be reserved for the entire year or by semester, (to accommodate student-parent's schedule changes each semester). Payment invoices are sent via email on file monthly and payments are made through a payment link provided in the invoice. Student-parents enrolled in on campus classes during Pre-K times may qualify for a student waiver. Please see the director for a quote and to determine if you qualify for a student waiver. kellymccarthy@ccsu.edu

Central Pre-K Fees:

Pre-K non-refundable deposit with registration	\$50.00
Monday, Wednesday, Friday 9:00 am - 12:00 pm	\$75.00/week
Tuesday, Thursday 9:00 am - 12:00 pm	\$50.00/week
Monday through Friday 9:00 am - 12:00 pm	\$125.00/week

Central Lunch Buddies Fees:

Reservation by the day	\$10.00/day
Reservations for the year/semester	\$5.00/day (no refunds)

Central Rest Time Fees:

Reservations for the year/semester	
• Monday – Thursday (4 days/wk)	\$60.00/week
• Tuesday – Thursday (2 days/wk)	\$30.00/week
• Monday, Wednesday, Friday (3 days/wk)	\$45.00/week
• Reservation by the day	\$20.00/day

No refunds on Pre-K, Lunch Buddies, and Rest Time fees.

***The Drop-In Center follows the University Academic Calendar
Check the website for special schedules***

Central Pre-Kindergarten Curriculum

Our comprehensive early childhood curriculum is designed to meet the individual needs of each child. We utilize purposeful play in combination with an inquiry-based approach to learning. This approach enhances the development of early critical thinking and reasoning skills while enabling each child to progress at their own individual pace. Our student-centered curriculum covers many subject areas including social & emotional, cognition, language & literacy, math, science, social studies, movement, music, and art education. Students are stimulated throughout the year with our monthly themes and lessons that strongly align with the Connecticut Early Learning and Development Standards. Each day students are engaged in a wide variety of rich activities that promote skills and support active engagement. Learning activities are developmentally appropriate, intentionally selected, relative to the children's lives and cultural context, and designed to include large-group, small-group, and one-to-one teacher time. Daily moderate and vigorous physical activities, indoor and/or outdoor, address the individual interests and needs of each child.

The Creative Curriculum for Preschool

The Creative Curriculum for Preschool is based on five fundamental principles. With these principles in mind, our teachers can support the development and learning of the whole child.

- Positive interactions and relationships with adults provide children with a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions and experiences.
- Teacher-family partnerships promote children's development and learning.

Heggerty Phonemic Awareness Pre-Kindergarten Curriculum

Phonemic awareness is the understanding that spoken words are made up of individual sounds, which are called phonemes. Phonemic awareness includes the ability to isolate sounds, manipulate sounds, blend and segment the sounds into spoken and written words. Phonemic awareness training provides the foundation on which phonics instruction is built.

Wilson *Fundations* Pre-K Program

The specific activities are designed to support students' emerging understanding of the alphabetic principle of letter-sound associations, and the written language skill of manuscript letter formation. Its purpose is to teach pre-k students the names of the letters and the corresponding sounds, as well as teach them the formation of lowercase and uppercase letters.

The First Steps in Music for Preschool and Beyond

The First Steps in Music curriculum is designed to prepare children to become musical in three ways:

- Tuneful – to have tunes in their heads and learn to coordinate their voices to sing those tunes.
- Beatful – to feel the pulse of music and how that pulse is grouped in either 2s or 3s.
- Artful – to be moved by music in the many ways music can elicit an emotional response.

Our musical activities include:

Songs and Rhymes
Echo Songs
Call and Response
Fingerplays and Action Songs
Songtales
Circle Games
Movement Exploration

Social and Emotional Learning: CASEL and Shape America

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL)

Monthly Themes

Balls	Wheels
Buildings	Water
Clothes	Trees
Exercise	Reduce, Reuse, Recycle

Pre-Kindergarten Daily Activity Schedule

Our daily schedule blocks out time and establishes a sequence for routines and experiences. A good schedule for preschool students is balanced, offering choices and a range of activities, some initiated by children and others planned by teachers. A daily schedule establishes the consistency that helps young children predict the sequence of daily events and thus feel more secure and in control of events.

9:00-12:00 Preschool

9-9:30 Arrival and Discovery Centers
9:30-9:55 Morning Meeting
10:00-10:15 Snack
10:15-10:40 Centers
10:40-10:55 Art
11:00-11:30 Outdoor Exploration
11:35-11:55 Circle Time

12:00-1:00 Lunch Buddies

12:00-12:30 Lunch
12:30-12:55 Center Time
1:00 Preschool Pickup
1:00-1:10 Discovery Center (Rest Time Setup)
1:30-3:00 Rest Time
1:30-2:45 Rest Time (quiet and on cot)
2:45-3:00 Wake Up and Discovery Center

Learning Centers

Learning centers are a vital part of a high-quality preschool program. Centers allow young children to learn in the most meaningful way, through hands-on play experiences. Our learning centers are designed to encourage critical thinking about skills and concepts and apply them to enhance their learning.

Blocks and Building Center

The Block and Building Center incorporates a variety of blocks, building materials, and inspirational props. The type of blocks in the center changes throughout the school year and connect with monthly themes, keeping learners actively engaged and developing fine motor skills. This center offers many opportunities for learning through imaginative play. Children expand their vocabulary and oral language skills when they are introduced to new content specific words and engage in discussions about their creations. Children learn about math and science as they explore concepts including shapes, patterns, measurement, balance, and textures. This setting encourages creativity through dramatic play and the construction of original designs and structures.

Drama Center

The Drama Center is a place where children can take on a role and pretend. Dramatic play is central to children's healthy development and learning during the preschool years. When children engage in dramatic play, they deepen their understanding of the world as they learn and develop skills that will serve them throughout their lives. To engage in dramatic play with others, children have to negotiate roles, agree on a topic, and cooperate to portray different situations. They can recreate life experiences and try to cope with emotions by acting out roles in a variety of scenarios. They practice fine motor skills, hand-eye coordination, and visual discrimination. They use oral language, reading, and writing skills. When children pretend, they develop images in their minds and make connections to prior knowledge, experiences, and situations. These images are a form of abstract thinking. The drama center facilitates the exploration of math concepts, sharing ideas, and problem-solving.

Language and Literacy Center

The Language and Literacy Center is an inviting space with soft furniture, beautiful picture books, and corresponding props and manipulatives. This is a place for children to develop the motivation and skills necessary for reading and writing. They can listen to stories read aloud, look through books independently, re-tell familiar stories, and make up their own stories. They practice and strengthen all of the aspects of language and literacy, (reading, writing, listening, and speaking). Comprehension grows as they learn new words and develop phonological awareness when they hear and explore the sound of language through books. Books help children gain a better understanding of the world around them, begin to interpret symbols, make predictions, and think about cause and effect. Through books, children also develop an understanding about counting, number recognition, color, size, and shape.

Sensory Table

This center involves sensory experiences that appeal to young children including sand, water, and much more! In this space, play delights the senses, challenges children's minds, and promotes all areas of development. The sensory table activities can inspire children to work together, express thoughts and feelings, and have a calming effect. Fine motor skills and hand-eye coordination is developed working with props, funnels, sieves, molds, and measuring cups. Objects that sink and float inspire inquiry about cause and effect. Children expand their vocabulary and build emerging literacy skills. Scientific exploration of liquids, solids, textures, volume, and capacity promote hands-on, student-centered learning opportunities.

Math & Science Center

In the Math and Science Center, children will become engaged in activities that include numbers, counting, sequencing, matching, sorting, and classifying. Children will play games and work with manipulatives that build mathematical thinking skills. This space also supports children's scientific inquiry and knowledge through observation and hands-on exploration. Key content and scientific principals will include the difference between living and non-living, life cycles, earth and sky. The materials and activities in this center, encourages children to use their five senses to observe, explore and experiment with scientific phenomena.

Writing Center

In this center, children have multiple and varied opportunities to identify letters, make connections between letters and the sounds they represent, and experiment with a wide variety of materials including: multiple types of writing implements, paper, clay, foam, lacing cards, books, puzzles, and games. Children play with the sounds of language using rhymes, poems, songs, and finger play. The writing center encourages various types of drawing, coloring, and writing including scribbling, letter-like marks, and developmental spelling. Self-initiated efforts to write letters that represent the sound of words are encouraged. Activities in this area strengthen fine motor skills, letter identification, and phonemic awareness.

Central Drop-In Childcare Center Policies & Procedures

Behavior Management Policy

One of the best ways to address challenging behavior is to prevent it. With a proactive approach, our teachers utilize practices that support positive behavior. We provide flexible spacing to support different types of learning styles. We plan and organize our classroom, lessons, and activities to ensure smooth transitions. Materials are set up in safe and accessible manner. Positive behavior expectations are clear, simple, and taught explicitly. Teachers plan, teach, and practice routines and procedures. Reinforcement and re-teaching happen throughout the year and as needed. Appropriate consequences for unacceptable behavior are managed when necessary. Our center specifically prohibits abusive, neglectful, physical, corporal, humiliating or frightening treatment or punishment including but not limited to, spanking, slapping, pinching, shaking or striking a child. Physical restraint is prohibited, unless such restraint is necessary to protect the health and safety of the child or other people.

Our Center uses Positive Behavior Strategies and Supports, (PBS), to develop and maintain a safe and healthy learning environment. Positive behavior strategies are evidence-based, proactive approaches to addressing challenging student behavior. Positive behavior strategies encourage the observation of behavior as a form of communication. Every behavior sends a message about what a student needs. Positive behavior strategies help to proactively reduce challenging behaviors while also building trusting relationships between teachers, students, and families. Once the behavior is understood, the appropriate response can be more effective. Especially in a preschool setting, students often lack the language or communication skills to express what they need. Understanding what the behavior is communicating is the key.

Some examples of positive behavior strategies that are used at the Center include:

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|---------------------------------------|---------------------|------------------------------|
| • Setting clear behavior expectations | • Nonverbal signals | • Positive phrasing |
| • Modeling positive behavior | • Brain breaks | • Praising positive behavior |
| • Pre-correcting and prompting | • Routines | • Active ignoring |
| • Respectful redirection | • Proximity | • Teach replacement skills |
| | • Quiet corrections | • Problem solving |

Our highly skilled teachers have proven success with strong classroom management techniques that encourage the growth and development of each child's self-esteem. Our teachers are trained to observe challenging behavior and carefully select appropriate responses that guide young learners to handle intense emotions and build positive interpersonal relationships. This approach fosters self-discipline and respect for others. Regardless of skill and experience, sometimes a child's behavior is difficult to read. In cases when a challenging behavior persists, our teachers make contact with families to work collaboratively and find solutions. All students will be continuously supervised during all disciplinary actions.

Central Drop-In Child Care Center

Abuse and Neglect Policy

As mandated reporters, all of our staff have a responsibility to prevent the child abuse and neglect of any children involved in our center.

1. **Child Abuse is defined as:** (CT statutes, Section 46b-120)

A child who has had

- Non-accidental physical injuries inflicted upon him
- Injuries which are at variance with the history given of them
- Is in a condition, which is the result of maltreatment, such as, but not limited to, malnutrition, sexual exploitation, and deprivation of necessities, emotional maltreatment or cruel punishment.

2. **Child neglect is defined as:** (CT General Statutes, 46b-120)

A child who has been

- Abandoned
- Denied proper care and attention physically, educationally, emotionally or morally
- Allowed to live under circumstances, conditions or associations injurious to his well-being

3. **Child Abuse includes:** (CT General Statutes, 46b-120)

- Any non-accidental physical or mental injury, (shaking, beating, burning).
- Any form of sexual abuse, (sexual exploitation).
- Neglect of a child, (failure to provide food, clothing, shelter, education, mental care, appropriate supervision).
- Emotional abuse, (excessive belittling, berating, or teasing which impairs the child's psychological growth).
- At risk behavior, (placing a child in a situation which might endanger him by abuse or neglect).

4. **Staff responsibilities:** (CT General Statutes, Sections 17a-101, 17a-101a, 17a-101b, 17a-101c, and 17a-101d.)

As childcare providers, we are mandated by law to report any suspicion that a child is being abused, neglected or at risk.

5. Procedure for Reporting a suspected case of abuse or neglect:

- Call the Department of Children and Families (open 24 hours a day) at 1-800- 842-2288.
- Call the Connecticut Office of Early Childhood at 1-800-282-6063 or 1-860-509- 8045.
- The reporter's name is required, but may be kept confidential.
- Information required to report:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Name of child ▪ Address of child ▪ Phone number of child ▪ Name of parents or guardians ▪ Address of parents or guardians ▪ Phone number of parents or guardians ▪ Relevant information such as: physical or behavioral indicators, nature and extent of injury, maltreatment or neglect ▪ Exact description of what the reporter has observed | <ul style="list-style-type: none"> ▪ Time and date of incident ▪ Information about previous injuries, if any ▪ Circumstances under which reporter learned of abuse ▪ Name of any person suspected of causing injury ▪ Any information reporter believes would be helpful ▪ Any action taken to help or treat the child ▪ Seek medical attention for the child – if needed |
|---|--|

6. Mandated reporters must report orally to DCF or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected. Within 48 hours of making the report, the mandated reporter must submit a written report (DCF – 136) to DCF.

Staff are protected by law from discrimination or retaliation for reporting suspected abuse or neglect (CT General Statutes, Section 17a-101e).

All phone calls to DCF shall be documented and kept on file at the Center. A copy of all statements from staff and the DCF-136 shall also be kept on file.

7. The administration of the CCSU Drop-In Child Care Center supports zero tolerance for abuse and neglect and will implement immediate action should there be an allegation that a staff member abused or neglected a child.

The administration will protect the child, including immediate notification of a parent or guardian, once there is an allegation of abuse or neglect of a child in our program.

Any staff member accused of abuse or neglect may be immediately removed from his or her position until DCF's investigation is completed. Based on whether the allegations were substantiated or not, the employee would either be dismissed from his/her position or allowed to return to work.

8. Staff Training:

Staff will be required to attend bi-annual staff meetings, focusing on the steps for reporting suspected abuse and neglect and the role of a mandated reporter. All new staff will be trained in these procedures prior to their start in the classroom.

9. Provisions for informing families of abuse and neglect:

A copy of this policy will be included in our parent information packet, and each family will be given a copy upon enrollment. A copy of this policy will also be posted on the parent board. When an accusation of abuse or neglect by a staff member is made, the Drop-In Child Care Center director must immediately inform the parents or guardians that a report has been made to DCF. Health care officials may need to talk to a child's parents to access the cause of the child's injuries and offer support and guidance.

Central Drop-In Child Care Center **Closing Time Plan**

If a child is not picked up within fifteen minutes of our closing time, the following procedures will take place:

1. A staff member will attempt to call the child's parent/guardian using the contact information on file.
2. If the parent/guardian cannot be reached, the staff will attempt to contact the emergency contact and alternate contact people listed on file.
3. If the parents/guardians, emergency contacts, and alternate contacts with permission to release forms on file cannot be reached, the police will be contacted after one hour past the center closing time.
4. At that time, the child may be released to the police.
5. Two staff members will remain with the child at all times.

Central State Police

Emergency (police, fire, medical) Call 911

Routine Service Request: 860-832-2375

Central Drop-In Child Care Center **Emergency Plans**

Medical Emergency Plan:

- A qualified staff member will attend to first aid as needed.
- Another staff member will notify the parent/guardian.
- Consultation with the child's doctor/dentist will be attempted as necessary.
- If contact with the child's doctor/dentist cannot be made, the Center's medical/dental consultant will be contacted.
- In an extreme emergency, 911 will be called.
- The ambulance will transport the child and a staff member to the nearest hospital.
- The child's emergency permission form will be brought to the hospital with them.
- Another staff member will notify the parent/guardian or the emergency/alternate contact person on file and told to meet the child at the emergency room.
- Additional staff will be recruited to maintain required ratios as needed.

Medical Non-Emergency:

If a child becomes ill while at the Center:

- Parent/guardian will be notified.
- The child will be moved to an administrative office.
- A cot will be available.
- A staff member will remain with the child at all times.

Weather:

In the event of a snow day or any other hazardous weather emergency:

- The program will follow the CCSU school closing, delay, or early dismissal schedule.
- Parents are notified via radio/television announcement, (closing or delay), or will be contacted via cell phone to pick their child, (early dismissal).
- Ratios will be maintained at all times.
- Two staff members will remain until all children are picked up.

Emergency Closing prior to the opening: (not weather related)

- Parents will be notified through the email and phone number on file.

Emergency Closing prior to the opening: (not weather related)

- Parents will be notified through the email and phone number on file.

Shelter In-Place

- Staff and children will remain locked indoors away from windows and doors.
- First aid staff will be on hand to administer first aid, as needed, until emergency personnel can arrive.
- Parents will be notified after immediate danger has passed.

Evacuation:

In the event that the facility must evacuate:

- Children will be taken to Willard-DiLoreto Hall Health Center. (Marcus White Hall is the back-up location).
- Notes will be posted to alert parents of the re-location details.
- Parents will be notified via cell phone to pick up their child.
- Ratios will be maintained at all times.
- Two staff members will remain with the children until all children are picked up.

Multi-hazard Emergency Drills: A multi-hazard emergency will be practiced at least annually which includes the demonstration of all staff, program staff, and children sheltering, locking down and evacuating the facility.

Central Drop-In Center Policies & Procedures (continued)

Illness Policy:

If your child shows signs/symptoms of illness, (coughing, sneezing, runny nose, sore throat), they should be kept home from the Drop-In Center. Children with a fever of 100 degrees or more, undiagnosed rash, vomiting, or diarrhea should not attend the Center. Children with a fever should not return until fever-free for 24 hours, without using anti-fever medication. Children with vomiting or diarrhea should remain home until they are symptom free for 24 hours. If your child is sent home due to diarrhea, vomiting and/or fever, your child must be symptom free for 24 hours before returning to school/Center. Please inform the Center if your child is sick, and will not attend, and cancel the reservations.

Snacks and Lunch Buddies:

The Drop-In Center is a nut-free facility. We respectfully request that you do not bring a snack for your child unless your child is registered for the Lunch Buddy Program. Snacks will be provided in the morning by the Drop-In Center. The snack will include either a fruit or a vegetable and a carbohydrate served with water. The carbohydrate will be a type of cracker, (Ritz cracker, goldfish, saltines). The Drop-In Center does not provide lunch.

Kid Friendly Lunches:

Packing "kid-friendly" lunches promote independence. Please select foods that are easy for young children to open and manage on their own, like finger foods, pre-cut fruits and vegetables, and simple sandwiches with minimal fillings, while also involving them in the lunch packing process to foster a sense of ownership and responsibility. Candy, soda, and fast food is not permitted.

- **Easy-to-open packaging:**

Opt for containers with simple clasps, peelable fruit, or pre-cut veggies that don't require utensils.

- **Finger foods:**

Include bite-sized pieces of fruits, cheese cubes, veggie sticks, or mini crackers that can be easily picked up and eaten.

- **Familiar options:**

Incorporate foods your child already enjoys alongside new or less familiar choices to encourage trying new things.

- **Involve your child:**

Let them help choose lunch items from a pre-selected list or pack their own lunch with adult guidance.

- **Visual cues:**

Use fun lunchboxes with compartments or color-coded sections to help children identify different food groups.

Scheduled Drop-off & Pick-up Times:

Please adhere to Pre-K scheduled drop-off and pick-up times. Early/late drop-offs and pick-ups can be disruptive and take our teachers away from attending to the children. Children should arrive at and be picked up from school according to the Pre-K schedule. **Due to Rest Time, no drop-off and pick-ups are scheduled between 1:15-3:00 pm.** Your cooperation is greatly appreciated.

Security and Parent Access to Program and Facility:

Fully registered, Central student-parents and faculty/staff, will have access to the Center during hours of operation. Your Central Blue Card ID will allow entry at the playground gate entrance only, starting exactly at 9:00 am. The Center's front door remains locked at all times. Unless attention is required immediately for urgent matters between the hours of 9:00 am -3:00 pm, please wait at the Center's front door, without ringing the airphone. A staff member will open the door at 9:00 am, 12:00 pm, 1:00 pm, and 3:00 pm. Between the hours of 3:15-7:20 pm, please use your Blue Card ID to enter the front gate and use the air phone at the front door to announce your arrival.

Behavior Management Policy:

**To use the Drop-In Center services, it is mandatory to read and agree to the Behavior Management Policy which is explained in this packet. Please contact the center director if you have any questions.*

Medication Policy:

The Drop-In Center will administer emergency medication *only*. To see this policy in its entirety, use this link to go to our website <https://www.ccsu.edu/childcare/policies.html>

Connecticut Influenza Vaccination Regulation:

Connecticut immunization regulations require that children under the age of five get at least one dose of the flu vaccine each year between August 1 and December 31 to attend school or child care programs. The flu can be especially serious for young children and vaccinating them helps protect the community.

It is important to note that parents/guardians of children under the age of 5, are required to provide documentation of at least one dose of the flu vaccine each year between August 1 and December 31. Children who have not received the flu vaccine by December 31st must be excluded from school for the duration of influenza season (through March 31st) or until they receive at least one dose of the influenza vaccine.

CENTRAL PRE-K REGISTRATION ENROLLMENT INSTRUCTIONS

To register for Central Pre-K, you must first complete the Drop-In Center Enrollment process.

*If you are already enrolled and have a Rec Trac account, proceed to the Pre-K Registration section.

Rec Trac. **Rec Trac** is the program used to complete **all** Drop-In Center *enrollments, program registrations, and to make drop-in reservations.*

Eligibility: To access Drop-In Center programs, you must be a currently enrolled CCSU student or currently employed CCSU faculty/staff member with an *approved and active Rec Trac Account.*

SET-UP YOUR REC TRAC ACCOUNT

Please use the Rec Trac account registration instructions below to set up your account:
The link below will take you to the Rec Trac website:

<https://ctccsuweb.myvscloud.com/webtrac/web/household.html?option=add>

1. Create a **Rec Trac Account**. You are the **Primary Guardian**. Complete all Primary Guardian Information.
2. If you are a **student-parent/guardian**, upload an *electronic copy* of your current academic schedule. Electronic academic schedules must be updated every semester.

ADD A NEW MEMBER:

Once you have created your account, you must add the children who will be using the Drop-In Center. *When adding a child, all required information must be submitted or the new member will not be saved to your account.* **Each child added must include:**

1. Child's information
2. Input the *date of current physical exam*, (must be within the year)
3. **Enrollment Form:** *Click on the link for the updated Enrollment Form. **Everyone**, (new and current members), must complete a new Enrollment Form for each child added to the account. **Complete all sections of the Enrollment Form including:***
 - **Blue Card ID number** is required.
 - **Authorized Permission for Emergency Pick Up:** Adults who may be contacted in an emergency when the parent/guardian cannot be reached and to with whom the child may be released. Emergency personnel will only release a child to someone on this list in an emergency. ***Per Connecticut State Law:***
 - **You must list at least one person who is not the child's parent/guardian**
 - **Please give the first and last name of everyone on this list**

4. **Authorized Permission for Alternate Pick Up:** Adults who are authorized to pick up the child. The Drop-In Center staff will only release your child to adults on this list. It is your responsibility to tell the staff at drop-off if there will be an alternate pick up and the name of the adult picking up. Adults authorized to pick up a child should be prepared to show their license at the time of pick up.
5. **Complete, sign, & date the following:**
 - Emergency Authorization (required)
 - Parent Information Packet & Behavior Management Policy Agreement (required)
 - Permission for Activities away from Premises (optional)
 - Photographic Consent & Release Preference Form: (*Selecting a preference is required.* Children without authorization will be unable to be photographed during special events).

INCOMPLETE ENROLLMENT FORMS WILL NOT BE ACCEPTED AND WILL DELAY ENROLLMENT, PROGRAM REGISTRATION, AND/OR ABILITY TO MAKE DROP-IN RESERVATIONS.

6. **Current Health Assessment Record** (Use the checklist below to prepare your HAR)

HEALTH ASSESSMENT RECORD CHECKLIST

- **HAR Part 1** – completed, signed, dated by parent/guardian
- **HAR Part 2** – completed, signed, dated by physician (date of exam must be within the year and updated every year)
- **HAR Immunization** – updated immunizations
- *HAR Part 3 is not required*
- If your physician requires emergency medication at school/child care facility, additional paperwork is required.
- Connecticut law requires that children ages 24–59 months receive at least one dose of the **flu vaccine** each year between **August 1 and December 31** to attend school. This includes children who attend licensed child care programs. Children between the ages 36-59 months without documented proof of at least one dose of the flu vaccine within stated timeframe will be unable to attend the Center until after flu season has passed, (after March 31st).
- **NEXT PAGE:** Read the instructions on how to submit the HAR on Rec Trac.

How to submit your child's current Health Assessment Record on Rec Trac:

- **If the entire Health Assessment Record is in one file**, (PART 1, PART 2, IMMUNIZATION RECORD), you can upload that file under Health Assessment Record PART 1. Click on the folder icon and attach the HAR file.
- **If the HAR is in multiple files, you can upload each file separately.**
 - Click on the folder icon for HAR PART 1 and attach HAR PART 1.
 - Click on the folder icon for HAR PART 2 and attach HAR PART 2.
 - Click on the folder icon and attach the Immunization Record.
 - **OTHER DOCUMENTS:** There is a place to upload additional documents if required by the physician (ex. Additional medical forms/action plans/emergency medical administration forms, flu shot documentation)

INCOMPLETE/EXPIRED HEALTH ASSESSMENT RECORDS WILL NOT BE ACCEPTED AND WILL DELAY ENROLLMENT, PROGRAM REGISTRATION, AND/OR ABILITY TO MAKE DROP-IN RESERVATIONS.

To add another child, complete steps 1-6.

CENTRAL PRE-K REGISTRATION:

1. Sign in to your Rec Trac account:
<https://ctccsuweb.myvscloud.com/webtrac/web/household.html?option=add>
2. Click the gray box on the HOME page: **CENTRAL PRE-K REGISTRATION**
3. **CENTRAL PRE-K REGISTRATION Form:** *Click on the link for the Pre-K Registration Form. Complete all sections of the Pre-K Registration Form. Request the desired days for Pre-K, Lunch Buddies, and Rest Time. Submit Pre-K Registration Form in Rec Trac.*
4. *The Center will contact you to confirm your Pre-K registration. Confirmed Pre-K registrations that include registration for Lunch Buddies and Rest Time for the entire semester/year do **NOT** require additional Drop-In Reservations for Lunch Buddies and Rest Time.*