



Windham Public Schools School Educational Specifications

Windham Early Childhood Center

Overview of School Model

Windham Early Childhood Center currently serves over two hundred forty children in our center-based programs and an additional sixty families in our Early Head Start home based program. Our classrooms are a blend of Head Start and School Readiness students and all of our students with special educational needs are integrated with their typically developing peers. Eighty-four percent of our students come from homes where a language other than English is spoken; ninety-one percent are eligible for free or reduced lunch.

Windham Early Childhood Center intends to collaborate with the local high school and neighboring colleges and universities in the development of a college/career pathway for students interested in pursuing careers in education, pediatric health or other related fields. Additionally, we will continue to collaborate with local District and Community agencies to enhance parent access to adult education opportunities.

The quality of programming is regularly assessed and monitored by the Federal Office of Head Start; the National Association for the Education of Young Children; and our Head Start and School Readiness grant partners, EASTCONN and the Windham School Readiness Council respectively.

Description of the School Type, Accreditation, and Affiliation Model

The goal of WECC is to ensure kindergarten readiness by providing a safe, nurturing, high quality early education that promotes social, cognitive and physical development as well as emotional wellbeing. WECC services families with children birth to five years old. Classrooms are socio-economically blended as well as blended by ability and by age. The curriculum is based on the CT Early Learning and Development Standards, CT ELDSs, and was developed in conjunction with the District's (K-12) standards based curriculum.

The program is accredited by the National Association for the Education of Young Children, (NAEYC).

Major School Partners

- EASTCONN:
 - Early Head Start, (EHS), and Basic Head Start, (BHS), grants Two generation education
 - Adult Basic Ed
 - Spanish GED
 - Consumer Services
- Windham School Readiness Council:
 - School Readiness grant
- ECSU:
 - Student teacher practicums

- Core I
 - Core III- Special Education
- UCONN:
 - Jumpstart
 - Student teachers and interns

Research Bases, Pedagogical Models and Materials

TBI

Mission and Purpose of the Program

Vision Statement

It is the goal of the Windham Early Childhood Center to expand programming opportunities so that all of Windham’s preschool-aged children have access to a safe, nurturing, high quality early education that promotes social, cognitive and physical development as well as emotional wellbeing.

School Size and Grade(Age) Configurations

(this includes expansion to 325 FTE slots)

- EHS: 6 F/D Infant/Toddler classrooms (8 students each= 40 FTE students)**
- 1 P/D Toddler classroom (8 students= 4 FTE students)
- YPP classroom (8 students= 8 FTE students)
- **based on waiting lists, this number could be increased to 8
- PreK: 3 S/D Compañeros classrooms (16 students each= 48 FTE students)
- 12 S/D Traditional PreK classrooms (16 students each= 192 FTE students)
- 2.0 P/D School Readiness classrooms (15 students each x 4 sessions = 30 FTE students)
- .5 P/D Head Start Locally Designed model (15 students x 1 session= 7.5 FTE)

School Leadership Structure

The Supervisor of Early Childhood Education is responsible for the hiring and supervision of program faculty and staff. The supervisor conducts all evaluations, creates and maintains the budget and coordinates with all partners and accrediting agencies.

The Head Start Managers oversee Federal Head Start Compliance in the areas of: Education; Mental Health and Disabilities; Eligibility, Recruitment, Selection, Enrollment and Attendance, or “ERSEA”; Nutrition and Health. They report to the Supervisor of Early Childhood Education.

The Policy Committee is a parent committee that meets regularly with family service staff and program administration to provide input on program policy development, hiring practices and budget development.

The role of instructional coaches is to enhance classroom instruction through modeling and providing feedback to teachers.

School Governance

The Policy Committee is a parent committee that meets regularly with family service staff and program administration to provide input on program policy development, hiring practices and budget development.

Parent Leadership Development

WECC promotes a two generation education model. There are several initiatives within the program that are designed to provide education and guidance to parents some of whom may be new arrivals to the country and to Windham. Among the programs are:

English as a Second Language
Spanish GED courses
Basic Adult Education
Customer Service Skills

Additionally, parents are connected to various district led programs that range in focus from parenting to leadership skills.

Curriculum and Instruction

- A. Curriculum Design District Curriculum Pre- K based upon CT ELDSs (K-12 based on CCSS) (preK-12 aligned)
- B. The program employs a model of instruction called *Scaffolding Early Learning* which is designed enhance students' *Executive Function*, (cognitive flexibility, self-regulation and working memory). *Executive Function* is considered to be one of the most reliable prognostic indicators for students' future academic success.
- C. ELL Supports – There is bilingual staff in each room, Compañeros, adult ed,
- D. Intervention Programs Tiered Intervention, TAK/TST
- E. Special Education fully integrated most services provided in classroom- resource room needed for individual sessions
- F. Support Services Model - fully integrated with most services provided in classroom, with the exception of articulation and small group instruction

Instructional Technology

- A. Classroom Technology
 - a. Rooms should all have reliable wireless connectivity,
 - b. Smart Tables in each room would be preferred over smart boards or a combination (adjacent rooms have both between them)
- B. Additional Technology
 - a. Reliable intercom systems inside and outside
 - b. Intercom phones in classrooms
- C. Storage Needs (other storage is incorporated in descriptions)

Assessments

CT Preschool Assessment Framework
Early Literacy Rubrics
Pre-Academic Skills Inventory
MAP Assessments

Training and Professional Development:

In addition to district training opportunities, and annual trainings required for accreditation, certified and non-certified ECE staff receive extensive training in Social/Emotional Competence; Executive Function and Connecticut's Early Learning and Development Standards (CT ELDS)

Schedule for Typical School Day	
Summer Programs	
ASD	
Behavior Support Program(s)	
Recruitment or Enrollment Strategies	
Open enrollment; community Early Childhood fairs; Community Expo; Web based marketing; Local papers and Community based agencies	
Staffing Breakdown	
2 Program Coordinators	5 Home Visitors
15 Teachers	1 Head Start Specialist
13 Paraprofessionals & Head Start Aides	1.5 Social Workers
4 Family Advocates	2 Speech and Language Pathologists
1 Nurse	2 Clerical
Number and Design of Classrooms	
<ul style="list-style-type: none"> ▪ 6** F/D Infant/Toddler classrooms (8 students each= 48 FTE students) <ul style="list-style-type: none"> • These rooms need to be “shoe-less” (because of crawlers) per accreditation standards, it would be ideal to have a “foyer” area inside the room near the cubbies so that parents can remove their shoes comfortably. • These rooms should all have toilets and a separate diapering area (diapering area should be separate but permit adult to maintain visual contact with the room) perhaps this could be done with a half wall partition • Food prep area also needs to be separate from diapering area • Crib area separated from classroom with plexi partition • Adequate storage for instructional materials and bulkier classroom items <p>** this number could be increased by 2 classrooms (16 students) based upon waiting lists and identified community needs</p> <ul style="list-style-type: none"> ▪ 1 P/D* Toddler classroom (8 students= 4 FTE students) <ul style="list-style-type: none"> • These rooms should all have toilets and a separate diapering area (diapering area should be separate but permit adult to maintain visual contact with the room) perhaps this could be done with a half wall partition 	

- Adequate storage for instructional materials and bulkier classroom items

* This room could be used in the afternoons for Home-based socialization groups

- PreK:
 - 15 S/D classrooms* (16 students each= 240 FTE students) (* this count includes traditional PreK as well as Compañeros and expansion)
 - 2.5 P/D School Readiness classrooms (15 students each x 5 sessions = 37.5 FTE students)
- Classrooms require bathrooms (preferably large enough for two toilets and able to serve as an area of refuge in the event of an emergency)
- Kitchen in each room or one shared between two rooms
- Windows should be low enough so that students can see outside to make observations and promote language development.
- Each room should have a “soft space” where upset children can de-escalate
- Adequate storage for instructional materials and bulkier classroom items
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(* perhaps rooms could be arranged as modules so that storage, kitchen, calm down and therapy spaces could be shared?)

Additional Instructional Spaces

- Gross Motor;
- OT/sensory;
- Resource/therapy room for individual and small group instruction

Offices

- Main Office
 - Director (separate)
 - Admin Assistant (combined with Early Head Start)
 1. Clerical)
- Special Education/Related Services;
 - SW (separate)
 - Sped Teachers (can be shared with...
 1. SLPs
 2. OT/PT)
 - Nurse (Separate)
- Family Services
 - 2 Coordinators (can be shared)
 - 4 Family Advocates (Can be shared but need partitions or something that will ensure confidentiality of conversations)
 - 5 Home Based Visitors (Can be shared but need partitions or something that will ensure confidentiality of conversations)

- Parent space, with computer(s)- be used for conferences, parent committee meetings, etc
- 2 Instructional Coaches (Shared)
- Conference room (for PPTs and staff meetings)
- Teacher work space- large table and computer stations, printers, paper cutters, shelving for Resource materials
- Teacher lunch room with sink, refrigerator, microwave, tables, chairs
- Staff/adult bathrooms

Storage Needs

- Instructional materials, (both “consumables” and larger toys (puzzles, manipulatives, blocks, etc) Ideally- Large closets in each room with two common storage area for larger materials/equipment (1 for EHS and 1 for PreK)
- “dead file” storage for Head Start files (storage of approx. 500 files at a time for 5 yrs)
- Home based services needs a large shared storage area for materials that are taken into the homes on home visits

Play/Recreational Needs

A. Spaces **How much space would be require? What kind of equipment ?**

- Both indoor and outdoor Gross Motor areas
 - 2* Infant/Toddler spaces- incl. padded area for crawlers *(a third if two additional classrooms are added) ideally, this space would be one large one that could be divided with gates, partitions to enable space to be used for family events)
 - PreK
 1. Direct access from classrooms to enclosed outdoor spaces
 2. Interior fences that can divide areas for smaller groups (perhaps low, long storage units that can double to store tricycles and exterior hollow blocks)
 3. Natural border
 4. Prefer NOT to have the entire surface in astro-turf (VERY slippery)
 5. Appropriately surfaced Path for tricycles

Equipment (should consider handicap accessibility in choosing equipment)

The following is needed for both the Infant/Toddler and PreK outdoor spaces:

- Outdoor:
 - climbing equipment,
 - surfaces for tricycle riding,
 - covered sand boxes
 - swings
 - outdoor musical instruments
 - picnic tables
- indoor

- climbing equipment
- rock climbing wall

Storage Needs

- Outdoor shed (see number 2 above)
 - For tricycles
 - Toys
 - Hollow blocks