

WPSD Early Childhood Center 2023-2024

Parent Handbook



Planting the Seeds to Become

Updated 8/2023

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WPSD Early Childhood Center Program Philosophy

WPSD Early Childhood Center is committed to providing a safe and nurturing environment for children 3 to 5 years of age in a full or half day setting. Our experienced staff uses a comprehensive curriculum with a daily social-emotional element to strengthen each child's independence. Children who enter our building are encouraged to build positive relationships through center-based play and activities indoors and out. We strive to meet the needs of all children at their developmental levels as well as differentiate to meet individual needs. The WPSD Early Childhood Center relies on family and community support to reinforce student's learning and growth. We seek to collaborate and communicate with families and the community to build strong lasting partnerships.

Our Vision

Planting the seeds to grow our children's future.

Our Mission

We come together with compassion and grace for children and their families to guide and nurture through play, building confidence, empathy, independence, and respect in a safe and loving environment.

WPSD Early Childhood Center

The Woodland Park School District Early Childhood Center Preschool Program is part of the WPSD's Early Intervention Program. We currently have three locations. The ECC at Gateway Elementary is composed of 3 full day classrooms with an option of half day AM and 1 classroom which serves children with significant language delays that is half day AM and PM. The ECC at Summit Elementary is composed of 2 full day classrooms with an option of half day AM. The ECC at Columbine is composed of 2 full day classrooms with an option of half day AM.

Highly trained staff will work with young children ages 3 to 5 with all learning styles, and each classroom will be staffed with a minimum of 2 adults per classroom. Our program adheres to the rules regulating child care centers' requirements of 1 adult for every 10 students. While in the ECC, students will be integrated and included in all Gateway, Summit, or Columbine school events. ECC students will participate in art, music, PE and guidance lessons, as well as have exposure to basic keyboarding skills through interactive lessons.

Hours of Operation

Director's Office Hours: Wednesdays from 7:30 - 3:30, phone number: 719-686-2197, email: kicenhower@wpsdk12.org

Half Day sessions and full day sessions are Monday through Friday.
Hours for each as follows:

ECC - Gateway

A.M. Session: 8:10am - 11:10am (M-F), Drop Off is 8:00am-8:10am

P.M. Session: 12:05pm - 3:05pm (M-F), EC PLACE only

Full Day Session 8:10am - 3:05pm (M-F), Drop Off is 8:00am-8:10am

ECC - Summit

A.M. Session: 7:50am - 10:50am (M-F), Drop Off is 7:40am-7:50am

Full Day Session: 7:50am - 2:45pm (M-F), Drop Off is 7:40-7:50am

ECC - Columbine

A.M. Session: 7:45am - 10:45am (M-F), Drop Off is 7:35am-7:45am

Full Day Session: 7:45am - 2:45pm (M-F), Drop Off is 7:35-7:45am

The WPSD Early Childhood Center will be closed on: Labor Day, 9/4 - 9/5; Conferences, 10/19 - 10/24; Thanksgiving, 11/20 - 11/24; Christmas, 12/22 - 1/9/24; MLK Jr. Day, 1/15; Conferences, 2/16; Presidents' Day, 2/19 - 2/20; Spring Break, 3/25 - 3/29; 4/26

I understand it is easy to communicate with your child's teacher during drop off and pick up. Please schedule a time outside of classroom hours with your child's teacher for longer conversations.

Drop-Off and Pick-Up Procedures

For the protection of your child and due to state licensure standards, parents and caregivers must sign their child in and out of each school session. Children riding the bus will be signed in/out by staff members. Children will only be released to parents/guardians; release to another adult is only allowed with prior written authorization from the parents/guardians. Due to our licensing laws, older siblings will not be permitted to pick up preschoolers. Please make sure that all family members and friends who are allowed to pick up your child are listed on your registration forms.

Drop-off is from 8:00-8:10am at GES, 7:40-7:50am at SES and 7:35-7:45am at CES. If you arrive after 8:10am, 7:50am, or 7:45am respectively, please come to the front office, sign your child in, and a staff member will walk your child to the classroom. If you know you will be significantly later than the normal drop off time, please call the school to let them know. Pick-up begins at 3:05pm at GES, 2:45pm at SES, and 2:45pm at CES. If you arrive later than 3:15pm at GES or 2:55pm at SES and CES, we will call you and have you sign your child out from the front office. If a parent/guardian on the approved contact list has no ongoing communication with a teacher and does not come and pick up the child after one hour, we will call the Teller County Department of Human Services. If the child is in afterschool care, has no ongoing communication with a teacher, and is not picked up after 30 minutes of closing, we will call the Teller County Department of Human Services.

Preschoolers may ride the bus to school in the morning or home after school (there is no midday bus service). You must notify the bus barn (719-687-4411) and fill out the required forms and pay any required fees if you want your child to be a bus rider. A preschool staff member will meet each bus in the morning and personally deliver each child to the bus in the afternoon.

All sign-out sheets are checked to ensure all children have been safely checked out. A staff member lets the director know when all students have been put on the bus each afternoon.

Maintaining a consistent schedule with consistent start and end times is beneficial to all students. We ask that parents/guardians ensure that their child arrives on time and is picked up on time. The schedule for our staff is carefully built around these times.

Note: If your child will be late or absent, please email our attendance secretary at GES: eperea@wpsdk12.org , SES gsimmons@wpsdk12.org, CES edavis@wpsdk12.org or call the school GES: 719-686-2051, SES: 719-686-2401, CES: 719-686-2300.

Admission and Registration

Please contact the Director, Katie Icenhower, at 719-686-2197 to inquire about open spots for full and half day preschool. Once a spot is confirmed, registration is completed by going to [wpsdk12.org](https://www.wpsdk12.org) and clicking on Registration. You will then be notified of acceptance and a start date will be made.

The WPSD Early Childhood Center program is licensed through the State of Colorado and must meet several requirements.

- A copy of the child's birth certificate at registration
- A current immunization form on file before entering school **We do accept non-immunized children due to religious or personal beliefs, but an exemption form from the school nurse must be signed.
- A current physical exam signed by a doctor, completed each year.

Eligibility and Tuition

In Woodland Park School District RE-2, it is our job to serve children of all abilities. Our program is designed to be a blended classroom of children ages 3-5 who fall into the following categories: **Special Needs, Universal Pre-K (UPK), and Tuition.** Research has proven that there are benefits to having blended classrooms where children with special needs, children who are at risk, and children developing typically are integrated into the same setting. Please take a moment to read the following descriptions and prioritized categories for placing children into our program.

- **Special Needs:** These children qualify for a preschool program as determined by our district's Child Find team. A child must fall below the 7th percentile on a standardized evaluation tool in one area of their development (social/language and/or cognitive areas). Half day preschool for these children is free of charge. This program is state-funded.
- **Universal Preschool (UPK):** Universal Preschool (UPK) Colorado ensures that every child in the year before they are eligible for kindergarten is eligible for up to half-day (15 hours) of state-funded, voluntary preschool beginning in the 2023-24 school year. Three-year-olds with qualifying factors are eligible for part-time (10 hours) of preschool programming. The district is providing 15 hours of preschool programming for three-year-olds with qualifying factors.
- **Tuition:** These are children who do not qualify for either Special Needs or UPK. These children are typically developing.

***Additional Funding Sources:** CCCAP (from DHS). Ask your teacher for more information.

Tuition costs for ECC:

\$250.00 per month for five half days.

\$450.00 per month for five full days.

Tuition is due by the 1st of the month. ECC late fee notification will be sent on the 5th, 15th and 25th day of the month. Please note that non-payment of tuition may result in the student no longer being enrolled in the WPSD Early Childhood Center.

After School Care is currently available at the Gateway Elementary location until 5:30pm. There is a \$40 registration fee and \$100 per month. Reach out to the Director to inquire about openings. Payments can be made several ways: online through the parent portal in infinite campus (\$3 processing fee), credit card at the front office (sliding scale processing fee), cash or check made out to WPSD at the front office.

All payments are at a fixed monthly rate.

Curriculum

WPSD Early Childhood Center uses The Creative Curriculum. It is a comprehensive, research-based curriculum that features inquiry, exploration, and discovery as the foundation of all learning.

As a content-rich, developmentally appropriate curriculum, it delivers academic rigor alongside social-emotional development and cognitive development. And, it brings meaningful interactions and learning to life in the classroom.

This approach to early childhood education encourages children to actively initiate their own learning experiences. Teachers support, guide, and challenge children to engage in productive problem-solving and focused learning activities. The active learning approach includes five principal ingredients:

- Materials
- Manipulation
- Choice
- Language
- Support

We will be using a Social Emotional daily program called *Conscious Discipline*. The children will have the opportunity to learn appropriate social emotional skills that they can practice and use throughout the day. We have begun using the Handwriting Without Tears Curriculum. The curriculum was developed by Jan Olsen, an occupational therapist. She describes the curriculum as "a developmentally based program designed to progress a child's fine motor skills along with visual skills through fun and interactive activities. These activities help introduce children to letters and the way that they are formed.

Daily Routine

Preschool children thrive when a consistent routine and structure are provided. The schedule below gives an example of a day in the life of ECC.

- Arrival
- Opening Circle
- Outdoor play
- Circle Time

- Choices
- Snack
- Work Time
- Clean-Up
- Review
- Dismissal

In addition to these activities, all students have specials; full day students have lunch and nap/rest time. All students are provided with a school snack; full day students bring an additional snack from home for the afternoon.

Healthy Snacks for Young Children

We believe that healthy, nutritious snacks are vital to a child's growth and development. We make an effort to offer one fruit or vegetable, one dairy product, and one snack in which your child must spread/assemble his or her own snack on a weekly basis. Encouraging independence, improving understanding of language concepts, and increasing self-help skills and small motor development are important parts of snack time. This is also a fun time for social interaction where appropriate exchanges of communication are encouraged. Our snack calendar will be sent home monthly. The children will be served a healthy snack each day. Our full day students may purchase a hot lunch or bring their own from home. If they are bringing lunch from home we ask that you not send candy. Your child may qualify for free meals. You need to complete one application (available in the front office) for all your students in your household. They can't approve an application that is not complete, so be sure to fill out all required information. Return the completed application to Cathy Mula (719-686-2018).

Storing and Administering Children's Medication and Delegation of Medication Administration

As per the rules regulating child care centers, "Any unexpired routine medication, prescription or non-prescription (over the counter), must be administered only with a current written order of a health care provider with prescriptive authority and with written parental consent. Home remedies, homeopathic medication, vitamins, and supplements must not be administered to children in childcare.

The written order by the person with prescriptive authority shall include: a. Child's name; b. Licensed prescribing practitioner name, telephone number, and signature; c. Date authorized; d. Name of medication and dosage; e. Time of day medication is to be given; f. Route of medication; g. Length of time the medication is to be given; h. Reason for medication (unless this information needs to remain confidential); i. Side effects or reactions to watch for; and, j. Special instructions.

Medications must be kept in the original labeled bottle or container. Prescription medications must contain the original pharmacy label.

Over-the-counter medication must be kept in the originally labeled container and be labeled with the child's first and last name.

In the case medication needs to be given on an ongoing, long-term basis, the authorization and consent forms must be reauthorized on an at least annual basis. Any changes in the original medication authorization require a new written order by the prescribing practitioner and a change in the prescription label.

Staff designated by the Director to give medications must complete the Department approved Medication Administration training and have current annual delegation or more often as determined by the Department-approved Child Care Health Consultant.

All medications, except those medications specified in the Department-approved medication administration training as emergency medications, must be locked and inaccessible to children, but available to staff trained in administering medication. Controlled medications must be counted and safely secured, and specific policies regarding their handling require special attention in the center's policies. Access to these medications must be limited. a. Emergency medications are not required to be locked but must be stored in an area inaccessible to children, and easily accessible and identifiable to staff.

Topical preparations such as petroleum jelly, diaper rash ointments, sunscreen, insect repellent, and other ointments may be administered to children with written authorization from the parent(s)/guardian(s). These preparations may not be applied to open wounds or broken skin unless there is a written order by the prescribing health care provider. "

Health Policies

Parents/Guardians are asked to assume the responsibility of keeping a child at home if there is any doubt about the child's ability to fully participate in the activities at school due to an illness. **Signs of illness include green nasal discharge, sneezing and coughing, sore throat, fever (100 degrees or higher), vomiting, unidentified skin rash, loose bowel movements, or unusual fatigue or irritability.** A child should be free of all symptoms for 24 hours without medication before returning to school. Any changes or updates in school health policies will be communicated with parents.

Note: Whenever your child has been exposed to a communicable disease (e.g., chicken pox, strep throat, head lice, etc.), you must report this to a staff member.

If it becomes necessary for a child to take any form of medication at school, these steps must be followed:

- For school-provided OTC medications (Tylenol, Tums, etc.): Written permission by parents giving direct authorization for medication.
- For prescribed medications or anything the school doesn't provide: A written order from the physician, stating name of medication, dosage, and times to be given. Medication must be in the original labeled container; all medications will be kept in the nurse's office.
- Please contact our health office for further questions: (GES: 686-2043, SES: 686-2404, CES: 686-2300)

All of the previous policies are critical to the well being of our children and staff. A child should be ready to participate in the full school program, including outdoor play, when returning after an illness.

In the event your child becomes ill at school, we will contact you to come and pick him/her up. In the event of an injury or accident, you will be notified by the school nurse and/or teacher by phone with written documentation following. If the injury is serious enough that medical attention is warranted, you will be called immediately.

Toilet Training

We are requiring all children to be potty trained before starting the 23-24 school year. We will set up accommodations for any child who has delays or disabilities that may hinder them from meeting this requirement. A meeting with the child's teacher, the special education teacher, and the director will need to take place prior to the first day of school. We strongly encourage independence in the bathroom with both toileting and hand washing. In general, our policy is to monitor bathroom activity; we will not assist unless a student verbally requests help. We will cue students to ask for help, as necessary. If a child has an accident, he/she will be expected to change his/her own clothes with as little help as possible. We will monitor this process, and step in only if absolutely necessary.

Behavior Management Strategies

Behavior management in WPSD Early Childhood Center is positive and re-directive. Children are treated with dignity and respect with a strong emphasis on positive reinforcement of appropriate behavior. We encourage children to use their problem-solving abilities to resolve conflicts. Our goal is to provide an environment where children feel safe and secure so that learning can be a continuous process.

In reality, there is a lot of preparation and intentionality in the preschool classroom regarding behavior management. The key is to create and establish a safe and trusting environment for the children. From there we can begin laying a foundation for them to grow with...wherever they are at.

We begin by teaching them feelings vocabulary and practicing what those feelings may look like on others. By practicing this daily the children can then better identify and label their own feelings and learn how to read social cues in others. Teaching children strategies on how to calm themselves and practicing these skills also gives them the power over their emotions. You'll see that we practice belly breaths, mindfulness techniques, exercise and even taking a quiet break or asking for a hug.

The first thing that needs to happen when a child acts out is to ask the question...why? Are they seeking attention or are they trying to avoid attention? We then try to help them use more acceptable strategies. For example, if a child is seeking negative attention, then ignoring the negative behavior and heaping praise on the positive behavior will help to retrain their approach to gain attention.

Another strategy is focusing on safety. How can we keep ourselves safe and our friends?" We can use our walking feet in class. "Susie, what do you think can make John feel better?"

By using a positive approach and guiding the children during the social encounter, Susie and John are able to learn about problem solving, empathy, building friendships, cause and effect and making better choices.

You'll also notice in the classroom that there is a lot of structure and routine. There are systems in place for everything. We have a schedule that we follow every day. Each child has a job or responsibility each day. There are only so many children allowed in each play area at a time, meaning that they need to take turns or wait their turn.

Most importantly, there is positive descriptive praise. This goes beyond the typical "Good Job". Positive Descriptive Praise is acknowledging what a person has done in a positive way without attaching your personal approval or disapproval to it. For example, "Johnny, you were a good friend to Robby when you shared your legos with him." or "Mary, I noticed you made a safe choice for our toys when you helped Sarah clean up!"

This positive approach to discipline comes from a combination of evidence proven practices. Be sure to check out these websites for more information.

Pyramidplus.org Naeyc.org Loveandlogic.com

Should specific behaviors become a consistent challenge with a child in the classroom, preschool staff will consult with the child's family and other school personnel (ie. principal, school counselor etc) to determine the next steps. In some cases, this can include establishing a behavior support plan for the child.

The Early Childhood Center has a school counselor that is available for whole group lessons and one-on-one sessions when needed. A permission form is sent home before a child sees a counselor on a regular basis.

Personal Belongings and Money

Please label your child's personal belongings being sent to school. If money needs to be sent to school, please send it in a labeled envelope and place it in your child's backpack. Please let your child's teacher know that money is being sent in the backpack.

Screen Time

WPSD Early Childhood Center uses multimedia such as television, films, and video tapes as follows:

- As per guidelines from the Colorado Department of Early Childhood, we limit screen time (tablets, videos, etc.) to a maximum of 30 minutes a day. This is mostly done through group activities.

Field Trips

Most field trips will be onsite at the Early Childhood Center. If an off campus field trip is being planned, parents will be informed of all procedures and the proper permission forms will be filled out to transport children safely.

When a class is on a field trip and a child is brought to school late, parents have the responsibility to drive the child to the field trip. The child can stay with an Early Childhood qualified teacher in attendance at the Center, however if there is no one available, the child will need to stay with the parent.

School Dress and Clothes at School

Active indoor and outdoor play is a regular part of our day! Please dress your child in clothing and shoes that are suitable for running, climbing, and other vigorous activities.

We will be outside for a part of each day, unless the weather is extremely cold or hot. Our playground gets wet, snowy, muddy, and stays this way from October to May, so **please send your child with clothing and footwear appropriate to the weather!**

Each day will include "messy" activities with paint, markers, glue, clay, water, etc., so clothing should be easy to launder. Each child will need a change of clothing to keep at school, including a shirt, pants, socks, and underwear. Please label your child's clothing and put it in a large ziplock bag with your child's name clearly marked on the bag.

Children are encouraged to help themselves with dressing and undressing. All clothing should be of a type that can be managed without too much difficulty by little, inexperienced fingers! This is especially helpful for managing toileting skills independently. Thank you for your help!

Classroom Placement

When placing children into a class, we must take several factors into consideration:

- Boy/Girl Ratio
- Balancing of Special Needs, UPK, and Tuition
- Multi-age Ratio (Peer Modeling)

We will try to honor your first choice. However, the above items will be the final factors in determining in which session your child is placed. Priority of enrollment goes to families that qualify for Universal Preschool. I will notify tuition paying families of 3 year olds if a spot is available by the 10th of each month . Thank you for your understanding!

We do implement continuity of care practices in which children remain with the same peer group and teacher for more than one year.

Loss of Placement:

When our preschool programs began, they were meant to provide support and resources to families with a preschool child with identified delays and/or disabilities. While we continue to meet this goal, we have had enough community support to expand our program to serve children and families of all abilities and needs. We value the power of integrated classrooms and learning provided through peer models.

However, we are limited in the number of children we can serve by many factors including state and federal mandates. As a result, our families who are identified to have factors that would make their child at-risk for delays or a child with identified disabilities must have priority for our services. This mandate may impact your family by loss of placement if the ECC enrollment is at capacity and another child with identified disabilities requires services from the school. While this is a rare occurrence, it is a possibility. A family impacted by loss of a preschool placement would be given advance notice of at least 2 weeks in order to make alternative plans. A child who enters the ECC at age 5 prior to October 1st is Kindergarten eligible and will be first to be asked to find alternate placement (unless this child has an Individualized Education Plan). A child who enters the ECC at age 3 and is paying tuition will be asked to find alternate placement next.

Family Communication

ECC teachers will maintain weekly communication through a variety of channels. Families may receive monthly newsletters, weekly emails, and daily messages through Seesaw or Class DoJo. Additionally, Family Conferences are scheduled twice a year—once in the fall and once in the spring. At these times, parents/guardians will have a time period set aside for them to discuss their child's growth and development with the teacher. A parent/guardian and/or the teacher may also request a meeting at any time to discuss the progress of a student.

All ECC teachers and staff will provide the opportunity to communicate to families in their home language. The WPSD has a program that will provide interpreters and translators. The ECC teachers and staff can use google translate in the home language to communicate daily/monthly information to families. Families are encouraged to share programs they use to help them communicate with others.

Community Service Agencies

Parents can reach out to the teacher and/or director of the Center with any needs they may have including trauma and/or adversity. We have community service agencies including Community Partnership and the Teller Park Early Childhood Council that we can refer parents for extra support. Our district counselors and social workers can meet with parents to discuss needs. They have a plethora of resources for families with any type of need.

Visitors to the Center/Volunteering

A planned appointment must be made before coming to visit a classroom or meet with a teacher/director. All visitors to the Early Childhood Center must sign in at the front office. You will need to show a form of identification and get a sticker before entering the building.

If you are interested in volunteering in the Early Childhood Center, please pick up information regarding this in our vestibule. You will need to get fingerprinted and complete a background check with the state before being about to physically volunteer in the Center.

Students with Individual Educational Plans (IEPs)

If a parent has concerns about the development of their child, the teacher and/or director can be notified. Child Find meetings are currently held on the 2nd and 4th Friday of each month. At these meetings a child is observed and evaluated by the Special Education team in all areas. An interview with the parents is conducted as well. This Child Find is followed by an eligibility meeting where results of the evaluation are shared and eligibility for Special Education is determined. If it is determined that the child requires specialized instruction, an Individual Education Plan (IEP) will be written with goals on specific skills the child will work on with a special education teacher. Families meet annually to review and update their children's IEP. The program partners with families to support learning and development goals specifically within IEPs or 504s. We have an open door policy where a meeting can be scheduled at any time to answer questions and look over the IEP/504 to determine if any changes need to be made. Our program partners with families by listening to the parents to gather ideas and tools from home that will help their child be successful in school. We share strategies that work in the school environment and will include our Early Childhood Mental Health Consultant to provide observations and ideas with the family if needed.

The American with Disabilities Act

The American with Disabilities Act (ADA) gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services and telecommunications. The ADA went into effect in January 1992.

The ADA mandates that equal access be given to all children with disabilities in preschool programs and that children with disabilities be fully integrated into the regular activities. The law not only covers the facility where the preschool is offered, but also which features are needed to access the facility such as sidewalks, doors and bathrooms. Preschools are required to make "readily achievable accommodations" for all children with disabilities. "Readily achievable" is defined as being "able to accomplish easily and without much difficulty or expense." Programs are not required to make changes that would create an undue burden, which is most simply defined as creating significant difficulty, expense, increasing safety, or crime considerations."

Supervision Procedures

ECC children are closely supervised at all times by staff members. A qualified preschool Director, certified teacher, and/or group leader is always present. Others who may be present in our classroom are paraeducators, parent volunteers, students from the upper grades, therapists affiliated with the school district, and occasional observers.

A head count of the children will be taken at the beginning of each day, and several times throughout the day, including, but not limited to going outside, coming inside, and before and after any times the class has traveled to another part of the building.

At the end of each session and playground time, the teacher and paraeducator will follow these procedures:

- The playground area will be checked to ensure that all children are inside the classroom.
- The bathroom and classroom centers will be checked to ensure that all children are present.

Notification of Withdrawal

When withdrawing your child from the Early Childhood Center, you will need to complete a notice of withdrawal from the front office.

A child is asked to be withdrawn from the Early Childhood Center when documentation of strategies/interventions over a period of 4 to 6 weeks has been produced, the child's team has met on several occasions to discuss student data, and there is a safety threat that cannot be remedied by the above actions.

Transitions

Transition to Kindergarten:

An activity with upcoming kindergarten students and the kindergarten teachers is planned out for the end of the school year. Kindergarten registration is conducted for all families of upcoming kindergarten students at each elementary school. Resources are given at this time to families in support of this transition at home. Kindergarten teachers and Preschool teachers meet each year to discuss a smooth transition of students from classroom to classroom as well as what activities and practices would be helpful to initiate in preschool to support the students transitioning into kindergarten.

Transition into/out of the program, to another classroom, to another school:

Parents are communicated with on the transition process, what their responsibilities are, what to expect from the ECC, and who to contact for more information. The teacher will reach out to the parents to share information and ask questions. Families have the opportunity to tour the Center

and/or classroom. Any paperwork needed to be transferred to another school will be taken care of by the Director and the Attendance Secretary of the District elementary school.

Procedures for Emergencies

The ECC will follow all District and Gateway Elementary procedures for emergencies. Throughout the year, children will participate in fire drills, lockdown drills, and A.L.I.C.E. safety drills as per state and district policies.

Safety drills will be held within the first two weeks of school and may be repeated several times to ensure that safety procedures are known from the first day. After that, they are held monthly throughout the school year. Instructions are posted in each classroom. Each room in the building has a designated primary and secondary emergency exit route. When the alarm rings, students will form an orderly line to leave the room. No one is to pass another in line. Running and talking are not permitted. Students are to listen to their teacher's instructions and remain a safe distance from the building until the "all clear" signal is given.

Fire Drill:

The alarm will sound indicating building is to be evacuated. Turn lights out; close doors. Grab your red backpack. Classes exit the building and go to the assigned staging area. Students should be facing the street. Classroom teachers take attendance. Classroom teachers will hold up red, yellow, or green card.

Shelter in Place:

Announcement is made. Stay in classroom. Normal activity in classroom.

Secure Perimeter:

Continue normal activities inside the building - can go in and out of classrooms. Close windows, curtains, blinds. No one is allowed in or out of building.

Evacuation:

Announcement - indicating a problem and where the problem is located. Take the fastest and safest way out of school - zig-zag running. Close classroom door. Go to designated assembly area. Take attendance. Check for injuries. Use color cards for visual reporting.

Severe Situation (A.L.I.C.E):

Alert - Can be anything

Lockdown - if you decide not to evacuate, secure the room

Inform - use any means necessary to pass on real time information

Counter - simple, proactive techniques should you be confronted by an Active Shooter

Evacuate - remove from danger zone as quickly as possible.

Reunification with families after emergency or disaster:

We have Reunification Coordinators who keep in constant communication with our Incident Commander to start the early release protocol. The Reunification Coordinator will work with the Incident Commander to designate a reunion site/center. Communication will be given to parents on where to reunite with their child(ren). The Reunification Coordinators will check the identification of person/s authorized to pick up students and will release students to authorized person. A student release log will be maintained.

Evacuating children with disabilities: Qualified staff will bring an emergency bag, list of students in the class and will walk with students outside of the building to a safe place. Staff will keep in constant communication with the front office.

Emergency Closing Information

Our district Emergency Closing Policy includes a possible Two Hour Delayed Start Time. If the Two Hour Delay is initiated, the AM half day preschool session will be canceled, due to extremely short instructional time. However, afternoon classes will still be held. Local radio and television stations are informed by 6:00 a.m. if school is closed or delayed.

In the event we have to close due to excessively hot weather, you will be notified by the school. You may call the school office (GES: 686-2051, SES: 686-2401, CES: 686-2300) for a recorded announcement of delays/closures, or call the bus barn (719-687-4411). An information number, 719-687-6137, and our district website, wpsdk12.org, are also available for information. **Please make sure we have UPDATED personal information on registration cards.**

Reporting Suspected Child Abuse and Neglect

Any caregiver or staff member in a child care facility who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect, or has observed that child being subjected to circumstances or conditions that would reasonably result in abuse or neglect, must immediately report or cause a report to be made.

A parent, guardian or caregiver should report suspected child abuse or neglect to the WPSD Early Childhood Center Director, the Gateway Elementary Principal, or the school counselor.

Suspected child abuse or neglect can also be reported by notifying the Teller County Department of Human Services (719-686-5550; hotline/719-686-5518; main line) or the Teller County Sheriff's Office (719-687-9652).

Quality Improvement Plan

A comprehensive Quality Improvement Plan is created annually and updated twice a year in the Quality Rating and Improvement System for Colorado Shines. A hard copy of this plan can be found in the vestibule at Gateway Elementary and in the front office at Summit Elementary.

To File a Complaint

If a parent wishes to file a complaint about the WPSD Early Childhood Center, please see the Director or the Elementary School Principal.

You may also contact the state licensing office at:

Colorado Department of Human Services
1575 Sherman Street
Denver CO 80203-1714
(303) 866-5958