

WPSD Early Childhood Center 2022-2023



Planting the Seeds to Become

Updated 2/2023

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.

Table of Contents

WPSD Early Childhood Center.....	5
Hours of Operation.....	5
Emergency Closing Information	5
Admission and Registration.....	6
Eligibility and Tuition.....	6
Supervision Procedures	7
Discipline and Behavior Management Strategies.....	7
Health Policies.....	10
Storing and Administering Children's Medication and Delegation of Medication	
Administration.....	10
Procedures for Emergencies	11
Field Trips.....	12
Television and Video Watching.....	12
Drop-Off and Pick-Up Procedures.....	12
Personal Belongings and Money.....	13
Healthy Snacks for Young Children.....	13
Toilet Training.....	13
Visitors to the Center/Volunteering.....	14
Family Communication.....	14
To File a Complaint About WPSD Early Childhood Center.....	14
Reporting Suspected Child Abuse and Neglect.....	15
The American with Disabilities Act.....	15
Students with Individualized Education Plans (IEPs).....	15
Community Service Agencies.....	16

Quality Improvement Plan.....	16
School Dress and Clothes at School.....	16
Notification of Withdrawal.....	16
Transitions.....	17
Curriculum.....	17
Daily Routine.....	18
Classroom Placement.....	18

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 two locations. The ECC at Gateway is composed of 4 full day and 2 AM/PM classrooms, one of which serves children with significant language delays. The ECC at Summit 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 Colorado Preschool Program requirements of 1 adult for every 8 students. While in the ECC, students will be integrated and included in all Gateway 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

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

ECC - Gateway

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

P.M. Session: 12:05pm - 3:05pm (M-Th)

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-Th), Drop Off is 7:40am-7:50am

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

The WPSD Early Childhood Center will be closed on: Labor Day, 9/5/22; 10/14-10/21; Thanksgiving, 11/21 - 11/25; Christmas, 12/22 - 1/10/23; 2/17 - 2/24; Spring Break, 3/27 - 3/31; 4/19 - 4/21; Memorial Day, 5/29

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) for a recorded announcement of delays/closures, or call the bus barn (687-4411). An information number, 687-6137, and our

district website, wpsdk12.org, is also available for information. **Please make sure we have UPDATED personal information on registration cards.**

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 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, Colorado Preschool Program (CPP), 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. There is a \$20 supply/snack fee (see below).
- **Colorado Preschool Program (CPP):** These are children who do not qualify for special educational services; however, they are at risk for learning due to factors such as health, mild developmental delay, family history of learning problems, and crisis in the home, etc. Half day preschool for these children is free of charge. However, if a student qualifies for CPP and is enrolled in full day, the parent/guardian will be responsible for \$230 per month.
- **Tuition:** These are children who do not qualify for either Special Needs or CPP. These children are typically developing.

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

Tuition costs for ECC:

\$200.00 per month for four half days.

\$450.00 per month for five full days.

***Snack Fees:** Children are served a healthy snack every day. The monthly supply/snack fee is \$20.00. This fee is included in tuition and is also required for those who receive Special Education funding.

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 each 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.

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.

Discipline and 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. Should discipline problems arise, the ECC will follow Gateway Elementary processes and procedures (Verbal warning, conversation with student, consequence and conversation with parent, meet with principal if situation continues or the student/class is in danger).

All classrooms use the social emotional curriculum, *Conscious Discipline*, throughout the day. "Conscious Discipline utilizes everyday events to cultivate emotional intelligence through a self-regulation program that integrates social-emotional learning and discipline." The children are

familiar with calming strategies and the language used with Conscious Discipline so they can have conversations with any Early Childhood educator at any time.

Along with the social-emotional piece, Frog Street Curriculum encourages each child to use safe hands, big voice, kind words and listening ears. The children choose a commitment that they want to work on throughout the day. When you enter the classroom you can hear the teachers using these commitments as a reminder to children during different activities and social interactions.

The Early Childhood Center has two school counselors that are 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.

From the Colorado Department of Education regarding suspensions and expulsions:

In May of 2019, HB 19-1194 was signed into law that limits the suspensions and expulsions of children in grades preschool through second grade and requires districts to report on any children in these grades who are removed from class, suspended or expelled, and the incident that led to the disciplinary action.

The early childhood program may impose an out- of-school suspension or expel a student in preschool only if the conduct occurred on school grounds, in a school vehicle or school activity or sanctioned event that:

- involves the possession of a dangerous weapon
- involves the use, possession or sale of a drugs or controlled substance or
- endangers the health and safety of others

The early childhood program may suspend or expel a child if the early childhood program determines that failure to remove the student from the school building would create a safety threat that cannot otherwise be addressed and considers the criteria above before suspending or expelling the student. The early childhood program shall document any alternative behavioral and disciplinary interventions utilized before suspending or expelling the student. *The child's team (teachers, director, parents, counselors, etc) will meet to discuss strategies/interventions that can be put in place to promote positive behaviors. The team will meet regularly to share data and discuss how best to move forward.* If a student is determined to meet the criteria for an out-of-school suspension, the suspension **shall not exceed 3 school days** unless it is determined that a longer period of suspension is necessary to resolve the safety threat, or the student is recommended for expulsion.

- The following are examples of **suspensions** in preschool that must be reported:
 - Asking a family member to pick up a child early for disciplinary purposes
 - Limiting the amount of time a child may attend programming due to disciplinary concerns

The Office of Early Childhood at the Colorado Department of Human Services has developed a flyer on preventing suspensions and expulsions in early childhood. Included in the flyer are practices considered suspensions and expulsions in early childhood:

In-school suspension-separates or removes a child from the classroom or activity

Out-of-school suspension- temporarily removes a child from the program

Expulsion-permanently removes a child from the program

Soft-expulsion-when a program is inconvenient for a family or unwelcoming to the point the family must stop attending

Disenrollment-permanently disenrolls a child from a program

Early pick-up-when a program requires a child to be picked up early

Suspensions and Expulsions in Preschool

The following are examples of **expulsions** in preschool that must be reported:

- Families are told the program is a "bad fit" due to child's behaviors and are asked to dis-enroll
- Families are informed that the program cannot provide the behavior support that the child needs without any effort to implement strategies and accommodations and are asked to dis-enroll the child
- Families are made to feel that they are not welcome in the program due to a child's behavior
In-school suspensions are not specifically addressed in the law; however, it is a category to report in the end of year data collection.

The following is an example of an **in-school suspension** in preschool and must be counted in the district's year end report:

- Requiring a child to spend time in the principal or director's office for the remainder of the day or extended days due to disciplinary concerns

Classroom removal is also not specifically addressed in the law; however, it is still a category to report in the end of year data collection. The following is an example of a **classroom removal** in preschool and must be counted in the district's year end report:

- A child is temporarily removed from the classroom (moved to hallway, separate room, principal/director's office) for disciplinary purposes

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: 719-686-2043

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.

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

As per the Medication Administration Guidelines in the School and Child Care Settings from the CDE, "Medications may be administered to a child only if a parent or guardian has specifically requested such action and there is a reason to administer the medication when the child is at school or child care. Medication may be legally given only by trained personnel that have participated in the required Medication Administration Training and to whom a registered nurse has delegated the task of administering medication."

"All medications, except emergency medications, should be stored in a locked drawer or cabinet used exclusively for medications. Cabinets should not contain glass doors and should be anchored

securely to a solid surface. Medications requiring refrigeration should be stored in a locked refrigerator or in an impervious secondary container in the refrigerator. There may be circumstances where a student's medications must be kept in the classroom. In these situations, care should be taken to ensure that the location is secure and not easily accessible to students."

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.

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.

Television and Video Watching

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

- Viewing is limited to developmentally appropriate programming that has been viewed by adults for use.
- Staff discusses material viewed with children to develop critical viewing skills.

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. If you arrive after 8:10am, please come to the front office, sign your child in, and a staff member will walk your child to the classroom. Pick-up begins at 3:05pm. If you arrive later than 3:15pm, we will call you and have you sign your child out from the front office. If a parent/guardian on the approved contact list does not come and pick up the child after

one hour, we will call the police. If the child is in afterschool care and is not picked up after 30 minutes of closing, we will call the police.

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 (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 or call the school 719-686-2051.

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.

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).

Toilet Training

We are requiring all children to be potty trained before starting the 22-23 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.

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.

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.

To File a Complaint About WPSD Early Childhood Center

If a parent wishes to file a complaint about the WPSD Early Childhood Center, please see the Director or Gateway 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

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 (686-5550; hotline/686-5518; main line) or the Teller County Sheriff's Office (687-9652).

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."

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.

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 worker can meet with parents to discuss needs. They have a plethora of resources for families with any type of need.

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.

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!

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.

Curriculum

WPSD Early Childhood Center uses the Frog Street Press curriculum. 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

Frog Street Press also includes a Social Emotional daily program called *Conscious Discipline*. This program will be supplemented by monthly meetings from our school counselors, who will introduce *The Leader in Me*, which is being introduced throughout Gateway elementary. 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 or Goal setting
- 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.

Classroom Placement

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

- Boy/Girl Ratio
- Balancing of Special Needs, CPP, 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. Families registering in April will be notified of their child's placement by June 1st. All other placements will be decided after the August registration date. 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.