



Welcome to Our Program

Family Handbook

2022-2023

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WELCOME TO OUR SHERIDAN EARLY CHILDHOOD CENTER

We would like to welcome you to the Sheridan Early Childhood Center. We hope that your experience here is a positive one. One of the major goals of our program is the involvement of families. Families are a very important part of our program. The time that you will be devoting to our preschool will directly contribute to the development of your child and the success of our program.

The staff will assist you in every way possible to get your child ready for many happy and successful school years.

You are, and will continue to be, the main teacher in your child's life. Preschool will help your child to reach their potential to the fullest. These early years are very important, and preschool is most effective with family participation and cooperation.

Again, welcome. May you have a fun and exciting year with us.

MISSION STATEMENT

The Sheridan Early Childhood Center's mission is to create strong and healthy relationships and provide an integrated, consistent learning environment which supports students, families and staff through quality instruction and continuing education.

SHERIDAN EARLY CHILDHOOD CENTER PROGRAMS

The Sheridan School District has been able to develop the Early Childhood Center through the use of several different funding sources. The following explains the various funding sources and how they help to support the program. While each of the funding sources have different qualifications and requirements, we believe they can all fit together to provide a high-quality, comprehensive program for young children.

HEAD START

Head Start is a federally funded, locally administered, non-profit program for low-income preschoolers and their families. This program is supported and partially funded by the Sheridan School District. To qualify for Head Start families must meet the income guidelines and other risk factors, and be at least 3 years old on or before October 1. While our priority is for residents of the Sheridan School District, we do accept children from outside of the district when space permits.

Head Start is more than an educational program for children; there are other ways in which families are served. These different components are organized into the major areas of Early Childhood Development and Health Services, Family and Community Partnerships, and Program Design and Management.

The Sheridan Head Star Grantee has one delegate agency, Englewood Preschool, they receive Head Start funding for some of the students in their program.

COLORADO PRESCHOOL PROGRAM (CPP)

We receive funding for CPP children in our program. Children that qualify for the federal program must be at least three years old on or before October 1 and live in the Sheridan School District. Funding for this program comes from the state of Colorado and to qualify for this program there must be identified risk factors. Some of these factors are:

- Household income is less than financial self-sufficiency standards for Arapahoe County
- In need of language development
- In need of social/emotional/behavior development
- Parent(s)/guardian(s) have less than high school education
- Has experienced homelessness
- Has a history of drug or alcohol abuse in the family
- Chronic unemployment at home

Classroom teachers document their progress and family members are invited to participate in all aspects of our program including family groups.

3-5 DISABILITY SERVICES (PART B)

To qualify for special education services, the child must have been identified through a special assessment procedure that identifies some special needs. Those special needs might include the areas of speech/language, concept development and/or motor skills and/or have an identified condition that interferes with education (physical disability, ADHD). These children have special programming needs, receive therapy, and have specified goals and objectives. Before children receive services a meeting, called an eligibility staffing, is held. The testing and current functioning level is reviewed and an individual education plan (called an I.E.P.) is developed. Every year this plan is reviewed at a meeting called an annual review. Every three years the child must be re-tested to see if they still qualify for services.

Children who have special needs may also qualify for Head Start and receive all the Head Start services.

CHILD FIND

Each school district must have a Child Find program to screen and evaluate children in the district from birth to school age for developmental concerns. The school district has a team of early childhood professionals who do this evaluation. Children who qualify for special education are referred to area programs, receive special services at their own preschool or at home, or are enrolled at the Early Childhood Center.

This is in compliance with the American Disabilities Act.

BEFORE AND AFTER CARE

The before and after school program operates under Colorado Child Care Licensing regulations similarly to our other programs. There is a contract for families to sign if they are to attend the before and after school care.

Before school care: 7:30am – 8:15am, (drop off time by 7:55am)

After school care: 2:40pm – 4:30pm, (pick up time starts at 3:45pm)

Drop in care is not available.

Colorado Preschool Program

Students who qualify for Colorado Preschool Program and are not accessing this funding source for the student's regular school day may be eligible to access this funding source for before and after school programming.

CCCAP

Sheridan Early Childhood Center will accept Colorado Child Care Assistance Program funding through Arapahoe County. Contact CCCAP directly to apply. According to guidelines families are responsible for paying the family fee and charges for missed or incorrect swipes. Be sure to stay on top of documenting the appropriate drop off and pick up of your child to ensure accurate billing of CCCAP. Families will need to have their before and after school payment made by the 1st of the month. Students will not be allowed to attend if monthly invoices are not paid in full by the 4th of the month. A fee of \$30 will be applied to any transactions returned for Non-Sufficient Funds

Tuition

Families will be invoiced and charged the before and after school rate on a monthly basis. The tuition fee is due prior to month of attendance. There is no credit for absences. Families will need to have their before and after school payment made by the 1st of the month. Students will not be allowed to attend if monthly invoices are not paid in full by the 4th of the month. A fee of \$30 will be applied to any transactions returned for Non-Sufficient Funds

Fee Schedule

Please Refer to the Tuition Schedule Below:

Before & After School Program - \$370 monthly/\$3700 annually

Half Day - \$370 monthly/\$3700 annually

Full Day - \$680 monthly/\$6800 annually

REVISED SCHOOL YEAR 2022-2023

SCHOOL OPERATIONS

2022-2023 PROCEDURES

During the 2022-2023 school year, the ECC will have three different entrances for families. The families will be allowed to pick up their child for the classrooms as long as the regulations allow to drop off and pick up their students. District Transportation will be available on a limited basis to meet social distancing requirements.

Student arrival time is 8:15am. Each classroom is assigned an entrance. Colored flags are posted at each entrance. Arrive at your designated start time to be able to have a health screening, sign your student in or out and place a mask on your child (if required).

Students MUST be picked up on time! Dismissal time for school year program is 2:40pm. Dismissal time for the full year program is 3:30pm and all children must be picked up by 3:45pm at the latest. Students in the After Care Program need to be picked up between 3:45pm and 4:30pm. A late fee will be assessed for students for consistent tardiness. At 2:40pm, 3:30pm and 4:30pm there will be a \$1.00 charge per student for each minute late.

Anyone who is picking up a child may be asked to show identification that includes their name, age and photo. The application provides space/s for the listing of people who may pick up your child. If those names should change during the year, it is very important that you edit your release forms in the office. Also, please be advised that no one under 16 years of age may pick up your child. Colorado Department of Human Services requires that the Early Childhood Program does not release children to anyone other than the guardian(s) without written permission including legal names, not nick names of those able to pick up. Promptness at arrival and dismissal is appreciated as classroom staff have other duties that often take them away from their classrooms, and other staff members are not able to watch children.

HOURS OF OPERATION

- Office Hours – 8:00AM – 3:45 PM
- Regular preschool classes – 8:15 AM – 2:40 PM
- Teachers available 8:15AM – 3:45PM
- Early Release day (every Monday) – 8:15 AM – 1:00PM
- Before School Care (if enrolled) 7:30AM – 8:15AM (drop off 7:55am the latest)
- After School Care (if enrolled) 2:40PM – 4:30PM (pick up starting 3:45pm)
- Full-Day, Full-Year classes – 8:15 AM – 3:30PM

The regular preschool program follows much of the same calendar as the rest of the school district. A school calendar is distributed at the beginning of school to help you plan for the year.

The year round preschool program has an extended school year calendar. Students are invited to join the summer program based on need of the family and the student's attendance percentage. There is a lottery drawing in the spring for student slots.

ATTENDANCE

Regular attendance is very important. Children need to establish a pattern of good attendance at a young age. The work done in preschool helps to build the foundation for learning for years to come. If children do not attend on a regular basis, that foundation will not be as strong. We ask families to have children in attendance a minimum of 85% of the time. The school day begins promptly at 8:15am. From 8:15am to 8:30am teaching staff are working with students and families to help ease the transition into school. The day is carefully planned to ensure that your children have the optimal experience and late arrival interrupts the entire day for your child as well as the other children. The Family Liaisons can assist you in making arrangements to ensure that you have your children in school on time.

If your child is ill, however, they will be more comfortable at home. If your child will not be attending school on a particular day, please call the school office before 8:00 a.m. with that information. The number to call is **720-833-6600**. You may leave a message. The school will attempt to contact the family by phone if a child is absent and have not heard from the family regarding the absence.

If your child is not able to participate in every activity including outside time, please keep your child at home until they are able to fully participate.

If your child is absent without notice, a call will be made by one of the staff to find out why he/she was unable to attend.

If your family is planning to be out of town for any length of time, you are requested to call the office to let us know the length of the absence. The Sheridan Early Childhood Center requests that your student maintain an 85% attendance rate. If this is compromised, a meeting will be set up with the family and a member of our staff.

DROP OFF & PICK UP PROCEDURES

We care about your child and your safety in our parking lot. Families are expected to hold their child's hand in the parking lot and use parking lot safety. Tickets will be issued to those who park in "NO PARKING" or handicapped designated areas or areas

that block the bus lanes. Family members walk children to their designated entrances, complete a health screening, sign the child in and place a mask on your child (if required). A staff member will walk your child to their classroom. School staff are assigned to bus duty on a daily basis. Bussing is not an option for the afternoon pick up in the extended day programs.

LATE PICK-UP

BE ON TIME DAILY to pick up your students. If a student is habitually late being picked up, the family will be charged \$1.00 per minute per student as is with our after school program. Additionally, a meeting between the student's family and the ECC Director will be set. Students will remain spread out in the lobby or outside until they are picked up by a family member or childcare. Activities will include coloring, playing an educational video or doing an individual a puzzle.

BUS TRANSPORTATION –LIMITED FOR 2022-2023

Prior to entering the bus, students will need to complete a health screening and have a family member place a mask on your child (if required). Due to social distancing regulations, transportation will be limited.

Students riding the Sheridan School bus must go through an authorization process through the ECC and Transportation Department. ECC staff assist students riding the bus to and from school. Each bus has an attendance checking procedure. Children are required to be in five point harnesses until they are 50lbs. Staff members will assist students to secure them in the safety seats. An authorized adult must be at the bus stop. Each adult must bring a form of identification each day. Students will not be released to an adult without proper identification. Students will return to the ECC if an adult is not at the bus stop. Procedures are as follows for students left after closing.

CHILDREN LEFT AFTER PICK UP TIME OR CLOSING TIME

The first priority of the Sheridan Early Childhood Center is for the safety of the child. No child shall ever be left alone even after closing time. A program staff member will stay at the center with the child until a family member/guardian or other responsible adult has been located and has come to pick up the child.

If, for any reason, the child must stay at the center past the student's pick up time or closing time, the guardian must notify the center so that the child may be reassured of their safety.

If a child is left at the center after program hours with no notification from the family, the center staff will attempt to locate by telephone or text the guardian or other adults listed on the registration form as emergency contacts. The staff shall make a reasonable effort to reach the parent/guardian or child's emergency contacts. If the guardian(s) or responsible adult cannot be reached after a reasonable amount of time, approximately 15 minutes, the County Department of Social Services shall be notified by the Director or a designated person by the Director and the Center will follow the directions provided by Social Services, which may include notifying law enforcement. Again, the child must be supervised by program staff until a resolution of the situation is made with the Department of Social Services.

If a student is habitually late being picked up, the family will be charged \$1.00 per minute per student as is with our after school program. Additionally, a meeting between the student's family and the ECC Director will be set. It will be at the Director's discretion to involve the Sheridan School Resource Officer at this time to emphasize the importance of timely pick up of a child.

CLOSING PROCEDURE

All teachers check their sign in and out sheets and their attendance/head count systems to ensure that all children have been picked up. Please refer to previous paragraph for questions regarding children left after school end.

COMPLAINT PROCEDURE

This facility is also licensed through the Colorado Department of Human Services and conforms to all of the regulations of that agency. While we have a grievance policy for guardians (found in the Parent Involvement section) you may file a complaint about the facility by contacting:

The Colorado Department of Human Services
Division of Child Care
1575 Sherman Street
Denver, Colorado 80203-1714
Or call
303-866-5958 or 1-800-799-5876

The Sheridan Early Childhood Center is a state licensed facility and we provide a well-supervised, safe and healthy environment for children. If, however, you believe that your child has been abused, you should seek immediate assistance from your county

Department of Social Services. The telephone number to report child abuse in your county is listed below:

Arapahoe County Dept. of Social Services	303-636-1750
State Number	844-264-5437

DISCIPLINE

The mission of the Sheridan Early Childhood Center is to create strong and healthy relationships and provide an integrated, consistent learning environment which supports students, families and staff through quality instruction and continuing education. Quality learning and instruction can only take place when a safe, orderly climate is maintained. We recognize that the children in the program are young and are just developing a sense of what is appropriate behavior in school. We realize that in this process children will make mistakes and need multiple reminders and chances throughout the day to practice appropriate behavior, which is something we actively teach to all children.

Positive methods of child guidance will be used in all situations according to our social and emotional programs. Sheridan ECC uses multiple systems of supports including PBIS (Positive Behavior Interventions and Supports), Dinosaur School (our social and emotional curriculum), and mental health consultation. PBIS is defined as a proactive approach to establish the behavioral supports and social culture needed for all students to achieve social emotional and academic success. Sheridan ECC uses Dinosaur School and PBIS to help develop a strong sense of self, self-control, an understanding of other perspectives, and the ability to develop cooperative relationships. A mental health coordinator is on staff to provide support to all staff, children and families.

If a child's behavior becomes consistently inappropriate and/or unsafe for themselves or others in the classroom, the teacher will make contact with the family to discuss the specific behavior. Together, the family and the teachers will develop a simple behavior plan to teach the child new ways to cope and express their needs.

Challenging behavior that persists after the above steps have been implemented may result in a more formal plan being developed. The child's family, teaching team and other support people such as administration and/or the mental health consultant will be involved in a team-based decision making, planning and response process which will include behavior tracking and analysis of the behavior of concern. This process will include individualized intervention specific for the child with the intent of preventing suspensions. The District Behavior team may be asked to support this process as well.

Every effort is made to provide children with the supports needed, including supports for challenging behavior. This could include looking into special education options if a child's behavior is impacting educational success. If a child lives outside of district

boundaries, the school will work with families on getting assistance from the home school district as appropriate.

When requested, the Sheridan School District discipline and expulsion policies are available.

DRESS CODE

It is very important that children are dressed so they feel free and comfortable to participate in exploration and discovery in the environment. We like children to **"GET INVOLVED"**. Children sometimes get messy playing with sand, play dough, paint, etc. If you send children in dressy clothes, they may come home messy and both you and your child will be disappointed. Send them in their clean play clothes. Please send children in footwear that allow them to run, jump and skip. We highly discouraged high heels as well as "open toe shoes" such as sandals and/or flip flops as they posed a safety concern.

Board of Education policy allows the wearing of shorts during the months of August to October and again in April and May. We ask that children in preschool observe that policy.

ILLNESS OR ACCIDENTS

Children with visible illnesses will be isolated from the other children in the center. The ill child will be supervised by an adult at all times. The guardian(s) or emergency contact will be notified as to the illness of the child and asked to come to the center to pick up the child.

LOST CHILDREN

Classroom staff takes every precaution in keeping the children in their care safe. We consider it a serious responsibility to know where every child is at all times during the day. For this reason, we do a number of active supervision checks during each day. Whenever there is a group transition for children – such as going out or coming in from the playground, leaving on field trips, etc. – classroom staff will perform a headcount to make sure that all children are accounted for.

If a child should become lost, staff will perform a check of the building and surrounding areas. If after 15 minutes the child has not yet been found, the family and police will be informed and assistance requested.

MEALS AND SNACKS

Breakfast and lunch will be provided to all children through the school food service program. We serve an afternoon snack to the children in extended day programs. The Early Childhood Center participates in the United States Department of Agriculture School Lunch Program. We ask that all guardians complete an application for free or reduced lunches even if you think your family will not qualify. We ask that you consult with the Health Coordinator and classroom teacher before bringing in any food items to the classroom due to severe food allergies. If your child has special dietary needs, please meet with the Health Coordinator as there are additional procedures to follow. Staff will serve food to all students during the school year. We will continue with the "family style" approach for meals once Center for Disease Control (CDC) guidelines allow.

Possibly Spring 2022-2023 guardians will be allowed to come and volunteer and eat lunch with the classroom. If you plan on eating lunch with your preschool student, we ask that you let the classroom teachers or front office staff know by 10am. We will need the actual number of adults having lunch with the classroom so that the kitchen staff can prepare an accurate amount of food for everyone. If you are planning to bring younger siblings, please include them in the actual lunch count given to the classroom or front office by 10am. Please do not bring any siblings or other children that are home from school.

HOLIDAY PROCEDURES

In our school we acknowledge that holidays and celebrations are an important part of our lives, but are celebrated in different ways for different reasons. Our goal is to provide children with the opportunities to share what is important to their family and how they have celebrations without teachers "teaching" about specific holidays. At the Sheridan Early Childhood Center, we do not plan curriculum around holidays or formally celebrate any holidays. However, many conversations, drawings and active play arise amongst children around important holidays to the child and their family. We encourage children to have meaningful discussions around the ways they celebrate their own holidays. Children's authentic conversations around holidays lead to life long lessons for adults and children.

We encourage you to talk with your classroom teachers to share the unique ways your family celebrates and to participate in the classroom celebrations throughout the year.

Whole school celebrations that happen every year include our Fall Festival, Home Depot Night and Wellness Night. Each classroom also has classroom parties to celebrate as part of our PBIS system. Please refer to your school activity calendars for our special events this year.

MEDICATIONS

Medication prescribed by a doctor for the child will be kept in a locked box in the Health Coordinator's office. Medication needing to be refrigerated will be placed in the refrigerator inside of a container specifically labeled for medications. Emergency medication is kept with the instructional team. The administration of medications will be done according to school district policy. Please call the Health Coordinator at 720-833-6605 if medication, including over-the-counter medication, needs to be administered. The District policy and medication permission form can be found in the Health Office on site.

FAMILY AND STAFF CONFERENCES

Preschool staff will be completing two home visits and two Family/Teacher Conferences throughout the year (4 total visits). These are to discuss educational and developmental progress of their child. Families are always welcome to request to speak to staff members outside of these planned conferences.

PERSONAL BELONGINGS AND MONEY

Each child will be assigned a "cubby" to store personal belongings during the child's attendance at the center. If it is necessary for the child to bring money to the program, it is advised that a guardian give the money directly to a staff member. It is often difficult for children to share their home toys and feelings get hurt so we recommend no toys from home. The school is not responsible for lost items/toys. If you are having difficulty transitioning your child to school and a transitional object helps please talk with the classroom staff to make this work. Classroom staff will work hard to help make the transition as smooth as possible for the family, child and classroom.

SCHOOL CLOSINGS

In case of severe weather, school closings will be announced on several radio and television stations. If the school has a delayed opening due to weather school will begin as described in district policy, you can find this information on our website www.ssd2.org

ARRIVAL AND DISMISSAL POLICIES

A responsible adult must sign in and out for each child they are bringing to school. A logbook is kept for each classroom. The adult bringing a child to school in the morning must sign in with the adult's signature and include the time the child is brought. Adults will walk children to their designated entrances. A staff member will walk your child to their classroom. Guardians will indicate who is allowed to pick up children. We cannot release children to anyone under the age of 16. The child will not be released to anyone other than those listed on the release form, unless otherwise notified in writing by the guardian. Identification may be required of anyone picking up the child from school.

If children should leave the building with staff, the staff will leave a notice as to the destination the group and the approximate time of return. This notice shall be posted in a prominent place for families who bring in their children and pick them up.

FIELD TRIPS

We believe in children learning about their community, this is done occasionally through field trips excursions. Families will be asked to sign field trip permission forms prior to the event. If children should leave on a field trip with the staff, the staff will leave notice as to the destination location, names of the children, location route and a return time. If a field trip form is not signed by a legal guardian prior to the trip, the child will not be able to attend the field trip or preschool that day. If a child is brought in late and the classroom has left the building, the adult will be asked to make other arrangements for the child for the day, as the student cannot stay at school.

FIELD TRIP TRANSPORTATION

During the 2022-2023 school year, offsite field trips may or may not occur due to pandemic. Once the restrictions are lifted, the Sheridan School District will provide transportation for all field trips and special activities in which the children participate. All busses are equipped with a 5-point safety seat for children. Bus monitors (members of the ECC staff) are on the busses at all times. A class roster and directions to locations are left at the ECC during field trips. All children who attend the field trip must be transported to and from the destination via Sheridan School District 2. Families may not transport their students to a field trip in personal vehicles.

MEDIA, MOVIE, OR TELEVISION VIEWING

Child Care regulations require that the program ask guardians about activities they would not want their child/children to participate in during the time of the program. Classrooms periodically will watch short educational video clips we consider appropriate for young children. Children do not view television programs while in our center. Guardians will be asked to fill out a release regarding this media viewing.

VISITORS TO THE SCHOOL

Once the restrictions are lifted, families will be invited to visit and participate in our classrooms as health procedures allow. We also want our school to be a safe place for our children. All outside doors are locked during the day. If you are visiting the school, please enter through the main door on the west side of the building and sign-in with front office personnel. To ensure safety, please always exit through the front door and sign out.

If there are any custody issues involving your child, please notify the office and the classroom teacher. The school will respect any legal, documented requests regarding custody issues or protection orders.

WEATHER CONDITIONS

We believe that outdoor play is important and that children should go outside for at least a few minutes each day. Sunscreen is applied routinely before children go outside. However, in extreme weather children will be kept indoors. Extreme weather is defined as below 20 degrees and above 95 degrees.

WEATHER EMERGENCIES DURING THE SCHOOL DAY

The procedures and routes for emergency evacuation of the classroom are posted in each room. In the case of severe thunderstorms or tornadoes, children and staff will follow the procedures that have been developed in conjunction with the fire and police department.

In case of severe weather, such as blizzards, children will be cared for at the center until they can be safely taken home or picked up by the family.

WITHDRAWAL FROM THE SCHOOL

Typically, once accepted to our program, children will not be asked to withdraw. Withdrawal would only occur after discussion with guardians and it is mutually decided that another placement is more appropriate for the child.

If a guardian wishes to withdraw their child from the program because of family circumstances such as a move or if the guardian is dissatisfied with the services provided, the guardian should notify the program to discuss the issues involved and to ensure that appropriate records can be transferred.

COMPREHENSIVE SERVICES

The Sheridan Early Childhood Center provides comprehensive services to the students enrolled here. To ensure that those comprehensive services are delivered, the Early Childhood Center employs a number of people who are designated as coordinators. The following pages describe the services we offer and the of those people employed.

SAFETY DRILLS

The Sheridan ECC participates regularly in safety drills for evacuations, emergency shelter, concerns outside the building and active danger within the building.

PARENT, FAMILY & COMMUNITY INVOLVEMENT

We believe that families are the primary educators of their children. When families become involved in the classroom or other aspects of the preschool, all children, staff and the entire program benefit. Children are enriched when there are extra adults in the classroom. You are a valuable resource to our program. Through volunteering, families can become well acquainted with our program, see its strengths and weaknesses and help us provide a program that has lasting meaning for our children.

You will receive valuable training and experience, which will greatly enhance your personal and professional life. You may learn new skills to assist in your child's development. There may be times when you would like to observe your child's classroom. You are welcome and encouraged to visit at any time, as health procedures allow.

PARENT, FAMILY & COMMUNITY INVOLVEMENT DURING SOCIAL DISTANCING

If meetings can occur in small groups (12-15 people) safely according to health recommendations, meetings will have an option to meet in-person. Families will participate using social media platforms like ZOOM or google meets to be part of the parent meetings, as health procedures current suggest.

POLICY COUNCIL COMMITTEE AND ADVISORY COMMITTEE

The purpose of the Policy Council and Advisory Committee is to perform meaningful functions in the management of the Preschool Program. They create better understanding between the preschool, families, and the community at large.

The Policy Council members have a specialized focus to ensure the school is operating within the Head Start Program Performance Standards. The Advisory Committee members focus on operating within Colorado Preschool Program guidelines. Many of these standards are similar and best practice for children. Thus, members often serve on both the Policy Council and Advisory meetings. These meetings are approximately 1½ hours monthly.

The Policy Council and Advisory Committee must be comprised of two types of representatives: Parents/guardians/families of currently enrolled children and community representatives. At least 51 percent of the members must be parents of currently enrolled children. Community representatives must be drawn from the local community: businesses, public or private community, civic and professional organizations or others that have knowledge about resources for low-income children and their families.

The **Policy Council** is made up of a parent/guardian from each classroom. At least 51% of the Policy Council is made up of Head Start parents. Other community members, including parents of children from other funding sources in our program make up the other 49%. There are 3 community members selected annually by the Sheridan Board of Education. A representative from the Sheridan Board of Education also is selected annually to sit on the Policy Council as well as a member of the Policy Committee from Englewood are also voting members on the council Meetings are held once each month from October to May. Specific training for these opportunities is provided. Childcare is provided for regular training and meetings as health procedures allow.

EDUCATION

RESPONSIBILITIES OF THE EDUCATION COORDINATOR

- Develops an Education Plan that fulfills the Head Start's National Performance Standards, Results Matter, Colorado State Building Blocks, and the Sheridan School Districts and Policy Council expectations.
- Help actualize the Education Plan by helping families and staff create:
 - ✓ Classroom environment
 - ✓ Assessment Implementation
 - ✓ Developmentally Appropriate Curriculum
 - ✓ Classroom management
 - ✓ Family and volunteer involvement
 - ✓ Training for families and staff
- Collaborate with elementary schools to plan a transition program that involves training for staff, guardians, and collaboration partners and allows children to visit public school, kindergarten and meet kindergarten teachers and other staff members.
- Observe and evaluate the quality of the Education component.

CLASSROOM ENVIRONMENT

Young children learn by actively exploring their environment. A creative, rich environment enhances learning and growth. Thoughtful arrangement of the indoor and outdoor environment provides changes for co-active (cooperative sharing) activities with peers as well as opportunities for children to discover, explore, create and develop learning to reach their developmental potential. Each classroom includes:

- Dramatic Play
- Blocks
- Manipulative (small motor)
- Science
- Sand and water
- Library corner
- Outdoor (large motor)
- Music and movement

PRESCHOOL BEGINS

ALL FAMILIES

Classroom teachers will schedule a home visit with you to get to know you and your child and to give you information about school. Other conferences and visits will be scheduled throughout the year. This is a great opportunity to start building a relationship between your family and your child's teacher.

Home visits can be also completed using social media platforms like ZOOM.

IN THE FALL/ WINTER DURING PRESCHOOL

ALL FAMILIES AND CHILDREN

Preschool teachers are encouraged to visit kindergarten classes, to become familiar with the expectations at the kindergarten level.

Most family meetings and activities are at the Early Childhood Center, which are open to guardians/parents of all of our children. These meetings are informative and a good way to meet other families.

IN THE SPRING BEFORE KINDERGARTEN

ALL CHILDREN AND FAMILIES

Please discuss Kindergarten classroom placement questions/ concerns with your child's teacher. These will be compiled and shared with Alice Terry before the start of following year.

You must register your child for kindergarten. Registration forms for Kindergarten are available at Alice Terry Elementary School and at the Early Childhood Center. The Alice Terry principal conducts a parent meeting in the spring with ECC parents. There is a kindergarten registration day in January with Alice Terry staff. During this registration all applications and registration materials will be provided. In order to help with the transition, all children going to kindergarten in the fall will visit Alice Terry during the school day to help with this transition as health procedures allow.

IN THE SUMMER BEFORE KINDERGARTEN

ALL CHILDREN AND FAMILIES

Families of kindergarten children are invited to an information night prior to the beginning of school. This date will be announced in the Sheridan Early Childhood preschool monthly newsletter. Watch the newsletter closely. Other information about the start of school will be available in the newsletter.

Preschool classroom records are passed to the kindergarten teacher.

THROUGHOUT THE YEAR(S)

ALL FAMILIES AND CHILDREN

As part of the Sheridan ECC you and your child are eligible for and invited to participate in a variety of programs and activities in the classrooms, as a part of family groups and individually. Talk to your teacher or your family coordinator for more information.

HOW PRESCHOOLERS LEARN

All families want their children to be successful. They are often anxious for their preschoolers to demonstrate that they are “really learning” by doing paper and pencil activities or memorizing information. This is usually the result of a misunderstanding about the way young children learn.

A position statement by the National Association for the Education of Young children discuss young children’s learning in this way:

Learning is a complex process that results from the interaction of children’s own thinking and their experiences in the external world. Maturation is an important contributor to learning because it provides a framework from which the child’s learning proceeds.

It goes on to say:

Knowledge is not something that is given to children as though they were empty vessels to be filled. Children acquire knowledge about the physical and social

worlds in which they live through playful interactions with objects and people. Children do not need to be forced to learn; they are motivated by their own desire to make sense of their world.

We are all aware that it is possible to work with children until they can recite alphabet letters or numbers but this does not give children a real understanding of this information. In order for true learning to occur the child must understand the information and this happens only when it has meaning.

The members of the staff at the Early Childhood Center are interested in your child's cognitive (thinking) abilities and social emotional development. We also want success at reading and math when it is time for academics. We have learned that the best way to prepare children for this time is to provide experiences that are developmentally appropriate for three and four year olds. Children at this age are developing skills in many areas that relate to later success.

MOVEMENT SKILLS (Sometimes called motor skills)- Preschoolers are active and their bodies are rapidly developing. They must have opportunities every day to learn new skills and practice old ones.

THINKING SKILLS (Sometimes called cognitive skills) - During these years it is important to begin to understand how the world is organized and the relationships between things – cause/effect, classification, sequencing, and relationships. Children learn to use past information to solve problems in the present. They begin to understand and use symbols in drawings, creative art, pretending and they begin to develop an interest in books and the reading process.

LANGUAGE SKILLS - We sometimes use the terms "receptive language" to talk about the things a child can understand and "expressive language" to refer to the things they say. Both expressive and receptive language grow primarily by having meaningful conversations.

SOCIAL/EMOTIONAL SKILLS - Children at this age are forming the basis for many of their attitudes about learning, school, social relationships and his or her place in this larger world outside the family. They are developing trust in others and confidence in themselves.

Your child's play is not insignificant. This self-directed work of the child is forming the base for successful lifelong learning starting with letters and numbers. We agree with most child development experts that believe that the years before formal academics begin are the most important years for learning in a person's life.

OUR CURRICULUM AND ASSESSMENT TOOLS

During the time your child is in the preschool program you may hear teachers refer to the Colorado Academic Standards for Early Childhood Education. The Standards outline the skills preschool students should have by the end of the year. Teams of teachers collaborate weekly to plan experiences for the students in their classrooms. This ensures all classrooms are achieving the same high quality instruction and have the same expectations for their students. We have continued to follow a High Scope approach based on the idea that children learn best when they are actively engaged with their environments and plan lessons with active engagement in mind.

Our curriculum is inquiry based, following the child's lead and interest while at the same time ensuring all developmental outcomes are achieved. Our teaching practices are based on the idea that children learn best when they are actively engaged with their environments, exploring their questions. Teachers provide experiences that support students' active exploration that leads to deeper understanding.

Most of children's learning does not occur by sitting quietly, watching and listening. Most of their learning occurs when they are playing, manipulating materials or moving their bodies. Learning occurs as they talk about what they are doing and engage in conversations with adults and other children who help them think about their actions. Research strongly supports child directed learning. This means that our classrooms have large blocks of time for the children to initiate their own activities. The teachers structure the available choices then "teach" by supporting the children as they explore, solve problems, manipulate materials, create, and interact with classmates.

As children participate in these experiences the teachers in our program are trained to observe closely then record things that the children say and do and collect work samples. Teachers then use this information to provide more experiences that will support each child's individual development.

Information about how your child is learning will be shared with you during parent/teacher conferences. At that time, you can also share the things you see your child doing and learning at home. Together we can provide a rich learning environment for your preschooler.

20 SUGGESTIONS FOR KEEPING PRESCHOOL GOING AT HOME

Your child's experience at home are just as important as what they are learning in preschool. Here are some suggestions for helping your child learn at home that require no money. All you need is the desire to help your child develop curiosity about the things around them confidence in themselves and enjoyment of learning

1. Read stories to your child. Take time to talk to your child about the pictures.
2. Talk to your child's teacher at preschool to find out how he or she is getting along. Ask them for more suggestions on how to help your child at home.
3. Let your child plant a seed, water it, watch it grow. Watermelon seeds are good to use for they usually sprout within few days.
4. Teach your child the names of things they see in your everyday life.
5. Bend down or kneel at your child's level when you talk to your child. Your child will listen better.
6. Encourage your child to make a collection of rocks, seeds, bugs, or other items around the home. An empty egg carton makes a good container for some collections
7. Teach your child the difference in round and square by pointing out things you have at home such as a bowl and a book. Then ask your child to show you something round, something square, etc.
8. Try not to be impatient. Young children often need to have new ideas repeated many times. Remember to praise your child when they do succeed.
9. Teach your child colors by showing your child things that are red, blue, yellow, green, black and white. See if your child understands by asking your child to show you some things red, blue, etc. Don't try to teach too much at a time.
10. Teach your child to wash their hands before meals and after using the toilet, and to brush his teeth after meals. These are important health habits your child is learning at school. It is a good practice for your child to continue them at home also.
11. Teach your child to cough yawn or sneeze into the crook of arm to help with the spread of germs.
12. Let your child help you whenever possible. For example, you could ask them to hand you two clothespins, three clothespins, a few clothespins, a lot of clothespins. This will help you and at the same time it will teach them about numbers.
13. Teach your child a simple song. An older child can help with this.
14. Let older children help with your preschool child, especially if you work or do not have as much spare time as you wish.
15. Teach your child to say his name and age.
16. Use old magazines to teach him the names of animals, vegetables, fruits and other objects.
17. Let them color and draw.
18. When you discipline your child, try to explain to them what they have done wrong. Remember, it is the behavior that was wrong, not the child.

19. Teach your child to say the polite words "please," "thank you." And "excuse me." Also, model these words when speaking to others and to your child.
20. Let him use things you have at home for toys, such as paper bags, empty boxes, jar tops, cake pans, pot lids, spoons, and empty spools.

Through work and play, you can assist your child to master even a few of these accomplishments. Your child will gain confidence to learn many other things. Continue using your imagination and creativity to support your child as they explore and discover the world around them.

DISABILITIES SERVICES

RESPONSIBILITIES OF THE DISABILITIES COORDINATOR.

- Provide Child Find screenings and complete developmental assessments as needed.
- Conduct eligibility staffings for children who have been evaluated. Ensure the development of an I.E.P. (Individual Education Program) based on IDEA guidelines for children who qualify.
- Coordinate the services for children with special needs that are provided by the special education team.
- Coordinate and provide education and support to the staff through consultations, workshops, reading materials, and visits to other programs.
- Provide on going monitoring and follow-up of children with disabilities through documentation, consultations with teachers and families, and an annual I.E.P. review.
- Provide each family who has a child with special needs with a service coordinator who will provide information about special services, child development, specific disabilities, strategies, and progress of their child.
- Ensure that families are aware of our transition services and have an opportunity to participate in this process.
- Develop and monitor the plan for disabilities services.
- Participate on Multi-tiered systems of support as needed.

SPECIAL EDUCATION PROGRAM

Welcome to Special Education at our Early Childhood Center! Our school is a big place with lots of classrooms and lots of people who work with children. Families are often interested in the many programs we have here and want to know about them. We serve preschoolers who qualify for the Head Start program, preschoolers who qualify for the state funded Colorado Preschool Project, and all three, four, and five year olds in Sheridan who qualify for special services. This gives us a grand total of about 150 typical and special needs students that make up ten preschool classrooms.

The Special Education process begins with a referral from a parent, physician, or teacher who may have concerns about the development of a specific child. That referral is followed by a screening and perhaps a full evaluation. This is always done with parental permission and involvement. A process referred to as a "staffing" is the next step. If a disability has been identified an Individual Education Program (IEP) is developed at the staffing and the child will begin receiving special services.

The children who receive special services may get special attention from an Early Childhood Special Education Teacher (ECSE), a speech/language therapist, an occupational therapist, a school psychologist, a social worker, a physical therapist and a special education aide as needed. These people work with children who qualify in preschool classrooms to support your child in meeting his or her goals.

We believe that children learn the most and they learn more easily when they are playing or are engaged in meaningful work. Because of this information about how young children learn, children who are engaged in therapies or are practicing skills often aren't even aware that they are working. Although the activities may be challenging, most of the time therapies are fun! The special education staff speak often to the children's regular teachers so that we can be consistent with our expectations and strategies.

At the Early Childhood Center, we have created a team of teachers, therapists, and resource people who work together to meet the needs of all young children and their families. In our classrooms, children with special needs learn from typically developing children, and the typically developing children learn from the children with special needs.

DEVELOPMENTAL SCREENING AND ASSESSMENT

A developmental screening is done for each child in our program. The first part of this screening is on the application which guardians fill out, where questions are asked about your child's development and any concerns you might have.

After your child is in the program, the classroom teachers observe and record information about their skills and abilities and compare to what is typically observed in

children of the same age. If concerns are noted on the application or during observation, we may want to take a closer look. At this point the guardian is contacted and asked for permission for staff to do more formal assessment. Developmental areas that may be of concern include language, speech sounds, thinking skills, play behaviors, relationships with other children and/or adults, and large and small muscle development.

The Sheridan Early Childhood Center has professionally trained staff that is able to evaluate the developmental skills of young children and to provide special services to meet identified needs.

We collect relevant information from medical records (vision, hearing, etc.). We ask you about things your child does at home and we talk to teachers about what the child does at school (these may or may not be the same). We may do some formal testing and have more in-depth questions to ask of you. Your in-put into this entire process is very important, since no one knows the child better than the guardian.

When all the information has been gathered, we have a meeting (a staffing) to discuss it. You are invited to attend and you are an important part of that discussion and planning for your child.

STAFFINGS AND ANNUAL REVIEWS

After your child has been tested, we will arrange a staffing (meeting). We will write the Individual Education Plan (IEP) together at the staffing. You will receive a copy of the I.E.P. The people who tested your child and who may be working with your child during the year will probably be at the meeting. The Director of Special Education and the school principal are required by law to either attend the staffing or have members of the staff represent them. Sometimes guardians find it helpful to bring another family member or friend to this meeting. Your service coordinator (the person who will work closely with you, your child, and family in the special education process) will do what s/he can to help you understand the staffing and to get ready before the meeting. Please let us know if you have questions. You can contact Rebecca Renz Special Education Coordinator at 720-833-6627 or at rrenz@ssd2.org

The special education team will assign a case manager they feel will best suit yours and your child's needs. The school psychologist, the occupational therapist, the health coordinator, the speech-language pathologist and the special education resource teacher are all available choices. Another person may be more appropriate in some situations. You and your service coordinator will work together. There will be contact on a regular basis and you can call with questions, concerns, or to meet at any time.

At the staffing, we'll discuss your child and talk about the skills and abilities you see at home, we see at school, and which were demonstrated on formal tests. From this information, we'll identify any special needs that they may have and determine if they

meet the state guidelines for a disability. If the child does meet the guidelines, we need to decide what special help should be given. We'll talk about what kinds of things the special education staff, the regular classroom staff, and you, as guardian(s) will do with your child to help him/her grow and learn (goals and objectives).

Once a year we have an annual review. There is no additional testing for an annual review unless it is requested by the family of the student. Instead, the objectives we wrote at the staffing are reviewed and a new plan is developed. You can request a formal review at any time or we can discuss progress informally—over the phone, in the hall, or with the classroom teacher at a parent-teacher conference. You will receive three written progress reports a year detailing your child's progress towards meeting his or her goals.

Your child will receive special services as s/he moves through the Sheridan School District. Every three years another assessment is completed to determine if the qualification guidelines are still valid. Then a staffing is held. A transition meeting is held between preschool and kindergarten.

If you move, take a copy of your child's I.E.P. to their new school. Your child will get help at his/her new school. The new school will probably have you sign a release so they can get their own copy of the I.E.P. from us.

If you have questions or concerns regarding your child's progress, you may contact your case manager at any time.

WORDS TO KNOW

Staffing: The meeting that is held to discuss information and decide whether a child can get special help. This is sometimes called an eligibility meeting.

Staff Member Descriptions:

Early Childhood Special Education Teacher (ECSE) – The Early Childhood Special Education specializes in the cognitive and academic development of young children age Birth-8 years old with disabilities. Our ECSE acts as the Head Start disability coordinator and oversees our program’s effectiveness and ensures that all students receive appropriate services.

Speech Language Pathologists (SLP) – Our Speech Language Pathologist is trained to evaluate and treat children who have difficulty with speech or language. This may include supporting children with their articulation, vocabulary, stuttering, receptive & expressive language delays as well as others. The speech language pathologist also oversees the speech language pathologist assistant who supports in providing services to our students.

Occupational Therapist (OT) – The Occupational Therapist supports our students to improve their ability to perform tasks in their daily lives. In the preschool setting this may include learning to hold writing tools, use their fingers and hands to manipulate objects, and support skills needed for daily self-help skills.

Physical Therapist (PT). PT professionals support our student with physical disabilities to improve their gross motor skills by supporting strength, balance, range of motion, coordination, endurance, and posture.

Social Worker (SW) – The school Social Worker specializes in supporting the social and emotional growth and development of all of the children in our preschool, as well as providing specialized therapies for students with disabilities who may need additional support in forming and fostering relationships with adults and classmates. The school social worker works in both a general and special education capacity to support the social development of our staff, students, and families.

Para-professionals - Special Education para-professionals are support professionals who attend to daily needs of our students and ensure that all student with disabilities have access to the full general education classroom and curriculum.

I.E.P. (Individual Education Program): We write information on a special form called I.E.P. The I.E.P. includes these sections:

- Demographics (name, address, phone, ethnicity, primary language)
- Attendance (who is at the meeting)
- Assessment Information (child’s age at testing, what tests were given, what observations were done, who shared information)
- Current Level of Functioning (descriptions of what your child can do)
- Health Information (vision, hearing, shots, etc.)

- Goals and Objectives (what do we want your child to learn)
- Needs (a list of what your child needs from us and needs to do for him/her self)
- Determination of Disability
- Services to be Provided (who will do what, when, and where)
- Permission Signature
- IEP Team: The IEP team includes parents/guardians and appropriate officials who participate in the IEP meeting in order to make decisions regarding goals and services related to a child's special education needs.

Annual review: This is a formal meeting held on the anniversary of your child's I.E.P. It includes new paperwork and a review of the plan we made a year ago. We talk about your child's progress and areas they still need to work on.

Tri-Annual review: Every three years, your child is entitled to a reevaluation in order to determine if they are eligible to continue to receive special education services.

HEALTH

RESPONSIBILITIES OF THE HEALTH COORDINATOR

- Administers and implements the overall health services.
- Coordinates with community resources in order to provide health services and preventive health care for families in need.
- Maintains various records, including child health records, immunization histories, state and federal required records and reports, and billing records.
- Coordinates vision, dental and hearing screenings and makes appropriate referrals.
- Responsible for the daily management of students with illness, injury, medication needs or other health issues.
- Assures compliance with physical exams, dental exams and immunizations for all students attending the Early Childhood Center.
- Coordinates the Health Services Advisory Committee.
- Establishes and maintains written procedures for the administration, handling and storage of medications.
- Integrates health and dental education for children, families and staff in the preschool.
- Communicates with parents and families regarding health issues and chronic health problems.

We believe good health is a building block for learning. We must meet federal requirements, and ask families to take an active role in their children's health care.

HEALTH HISTORIES, MEDICAL SCREENINGS AND EXAMINATIONS

- A. Health histories are turned in with your child's application at the beginning of a new program year. This information will be kept confidential and available only to authorized staff.
- B. Permission forms for health and dental screenings are signed by guardian/s at the time of enrollment. An emergency procedure form is also signed at this time.

MEDICAL SCREENINGS

- A. Height and weight are taken at the beginning and at the end of the school year.
- B. Vision screening is done at the beginning of the school year.
- C. Hearing screening is also completed at the beginning of the school year.
- D. Documentation of a lead test is required for all students. Please ask your pediatrician to perform this test, or obtain records of an earlier lead test.

IMMUNIZATIONS

IMMUNIZATIONS ARE REQUIRED TO BE UP TO DATE. GUARDIANS MUST BRING A CURRENT AND ACCURATE RECORD OF THEIR CHILD'S IMMUNIZATIONS AT THE TIME OF ENROLLMENT.

Students who are under-immunized or non-immunized will need to individually meet with the Health Coordinator and District Nurse Consultant to develop a schedule to catch up on immunizations or discuss exclusions due to non-immunization.

EMERGENCY CARE AT THE EARLY CHILDHOOD CENTER

- A. Guardians should sign a permission slip for emergency care of their child.
- B. Designate another person to be contacted if a guardian is not available.
- C. Most staff members are trained in first aid and C.P.R.
- D. The school must be notified when home phone numbers and emergency phone numbers change. **This is very important. We must be able to reach someone in case of an emergency.**

HEALTH AND NUTRITION EDUCATION

- A. All health and developmental histories completed by the guardian are reviewed and screened for health and nutritional concerns.
- B. Dietary concerns and/or requirements are reviewed with staff members as necessary.
- C. Milk is served at all meals.
- D. The center serves breakfast and lunch.
- E. Limited sugar is stressed at all meals.
- F. Cultural foods are integrated into our menus.

- G. Children are not forced to eat, but are encouraged to taste all foods.
- H. Family style environment

DIAPERING AND TOILET TRAINING

Children come to our center at various stages in their toilet training. Some children are fully trained and some, for a variety of reasons, may still be learning this skill. If your child is still being trained, we will be happy to work with you to support your efforts in helping children with this task. If your child is still using diapers or pull-ups, we will utilize the following procedures for changing them:

1. Children will be taken to a separate area specifically for changing.
2. Soiled clothing will be placed in a plastic bag, securely closed and sent home with the child without rinsing.

These procedures are in accordance with Child Care Regulations and classroom staff have been trained in diapering and universal precautions for handling bodily fluids. A full description for diapering and changing are available at the center or with the Health Coordinator.

FAMILY ASSISTANCE

We can assist families who do not have a primary care provider (doctor) to help with health care needs. We have a School Based Clinic, located at 4107 S. Federal Blvd. (303) 781-1636. We can also provide you with information about dentists in our area.

MEDICATION

Prescription medication can only be administered at the school with a signed permission from a guardian (see student medication form at the back of this handbook). **We also require written instructions from the doctor including the child's name, name of medication, time and dosage to be given, dates to be given and any special instructions. Medications must be in the original container from the pharmacy.**

The health coordinator is always available to assist you with any concerns or questions. She is in the building from 8:00am to 3:45pm Monday through Friday.

Please don't hesitate to call if you have a problem or if you need assistance at 720-833-6605.

FAMILY INVOLVEMENT

RESPONSIBILITIES OF THE FAMILY LIAISON

The Family Liaisons assist families with a wide range of services designed to help families and children grow and meet their goals. The Family Liaisons are required to meet with each family to identify strengths and areas in which the family would like to receive assistance and to identify resources that may be helpful to your particular needs. All services are kept confidential.

The Family Liaisons work with families in helping children gain familiarity with school and a love of learning. They assist families in advocating for family needs and the needs of their child. They encourage families to be involved in the school through volunteer opportunities and leadership roles.

- Organizes, facilitates and conducts meetings and training sessions for staff and parents.
- Conducts at least one home visit a semester to each enrolled family.
- Assists parents in developing individualized short-and long-term goals and in accomplishing them.
- Organizes and participates in delegate inter-agency meetings.
- Participates in community boards, councils, advisory groups, etc., representing the agency.
- Organizes and facilitates all Family Committee, Policy Council and Advisory Committee meetings and provides training to classroom representatives.
- Maintains organized records of activities related to the Family Engagement, including but not limited to, family files.
- Coordinates efforts to encourage community members and parents as volunteers.
- Ensures the delivery of social services, emergency and non-emergency services, directly or through referrals.
- Coordinates the development and update of the Community Resources Directory.

- Responds to children's three-day absences by visiting or calling the parents, according to procedures.

Services provided are as follows.

- Family support
- Workshops on topics identified by parents.
- Volunteer coordination
- Assisting in the development, training, organizing of the Policy Council and Advisory Committee
- Family Partnership Agreements to support families to attain their personal goals.
- Provide education for families regarding:
 - ✓ Parenting skills
 - ✓ Personal growth
 - ✓ Stress management
 - ✓ Abuse
 - ✓ Other family involvement services
 - ✓ Information about up coming events or activities
 - ✓ Community resources

WHAT ARE YOUR GOALS?

The Family Liaison assigned to your family will meet with you on a one-to-one basis at home.

Working together we will establish a practical plan to help you reach your goals.

In the past, parents have received assistance in the following areas:

- **Job/skills training**
- **Completion of high school diploma and G.E.D. certificate**
- **Building self esteem/self sufficiency**
- **Improving English skills**
- **Seeking promotional opportunities for current and future employment**
- **Improving literacy skills**

YOUR RIGHTS AS GUARDIAN OF A PRESCHOOL AGE STUDENT

- To take part in the decisions affecting the planning and operations of the program
- To help develop family programs which will improve daily living for you and your family
- To be welcomed in the program
- To choose whether or not you participate without endangering your child's right to be in the program
- To be informed regularly about your child's progress
- To always be treated with respect and dignity
- To expect guidance for your child from the teachers
- To take a part in the planning and carrying out of programs designed to increase your skills and knowledge.

YOUR RESPONSIBILITIES AS GUARDIAN OF A PRESCHOOL AGE STUDENT

- To learn as much as possible about the program and take a major part in the decision making process.
- To accept the Preschool program as an opportunity through which you can improve your life and your children's lives.
- To provide leadership by taking part in elections, to explain the program to other families and encourage their full involvement.
- To welcome teachers and other staff into your home to discuss ways in which families can help their children's development at home in relation to the school experience.
- To work with the teachers, staff and other guardians in a cooperative way.
- To offer constructive criticism about the program and to share in evaluating the program.

- To take advantage of the programs designed to increase your knowledge.
- To become involved in community programs which improve health, education, and recreation for all.

FAMILY ROOM

Unfortunately, during the 2022-2023 school year, the family room will be closed. Once restrictions have lifted, we will open it back up and parents/guardians will be welcome to utilize the family room to relax, meet other adults, use the computers, or refer to different resources available. We have many pamphlets and information available to you.

GRIEVANCE PROCEDURES FOR PARENTS/GUARDIANS

Grievances shall consist of any matters of disagreement arising out of the Guardian/Community/Preschool Program relationship, where there is no applicable policy. Where there is a deviation from established policy, where agency policy is considered to be unfair, or where the parent/guardian member feels that he/she is being wronged.

If this grievance occurs in the classroom setting, the guardian must discuss the grievance with the appropriate teaching staff.

If the sought-after redress has not been achieved and the guardian desires to grieve further, or the grievance is not in the classroom setting, but in another area of the Preschool Program, the guardian must discuss his/her grievance with the coordinator of the particular area.

If the sought-after redress is still not achieved, he/she must present this grievance either orally or in writing to the director of the Preschool Program. The director shall have five working days to review the situation and make a decision. That decision will be given to the Guardian/Community Member in writing.

The Policy Council and/or Advisory Council shall meet for a hearing within five working days. It shall investigate the grievance, giving all parties reasonable opportunity to be heard. The council may also request any supportive evidence from the Guardian/Community Member and Director. The Policy Council and/or Advisory Council shall render its decision within five working days after completion of the hearing, except that this period of five days may be extended by mutual agreement of all parties. The decision of the Policy Council and/or Advisory Council shall be final.

SOCIAL SERVICES

CHILD PROTECTION/CONFIDENTIALITY POLICY

CONFIDENTIALITY OF INFORMATION

1. No information is to be given out on any preschool child or family member by any staff member, when requested by telephone. All requests for information must be in writing and are subject to review by the Director.
2. In the event that parents are separated or divorced, either, or both parents, upon written request, may obtain information unless the Early Childhood Center is in possession of a court order prohibiting a parent from receiving the information.
3. Information may be released to another agency or individual upon request of the parent or preschool teacher/coordinator providing that a signed release form is in the files for each request.
4. The preschool staff may obtain information on a preschool child from a former service coordinator by having a guardian fill out and sign a request for release of information. The information will also be treated as confidential and will not be released to any other agency.

Public Notification of Civil Rights Regulations

The Sheridan School District is an equal opportunity institution and does not unlawfully discriminate on the basis of race, color, national origin, sex, or disability in admission or access to, or treatment or employment in, its education programs or activities. Inquiries concerning Title VI, Title IX, Section 504 and ADA may be referred to the Special Education Director or Superintendent, 4150 S. Hazel Court, Englewood, Colorado, 80110, 720-833-6991 or to the Office for Civil Rights, U. S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Blvd., Suite 310, Denver, Colorado, 80204, 303-844-2991

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Sheridan School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Sheridan School District may disclose appropriately designated "directory information" without written consent, unless you have advised the school or school district to the contrary in accordance with Sheridan School District procedures. The primary purpose of directory information is to allow the Sheridan School District to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary

Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information names, addresses and telephone listings unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. 503 (c).

If you do not want Sheridan School District to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must contact the Sheridan School District in writing by [insert date]. Sheridan School District 2 has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Address

- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

RELEASE OF INFORMATION TO MEDICAID

As a Medicaid provider, Sheridan School District 2 will access Medicaid eligibility information for students enrolled in Sheridan from Health Care Policy and Financing (HCPF). HCPF is the designated Medicaid agency in the state. Directory information of name and date of birth will be released to HCPF to verify Medicaid eligibility of students in the District. The description of health and health-related services delivered to Medicaid eligible students will be released to Medicaid and/or the District claiming agent for proper administration of the program.

Federal Holidays 2022-2023 (During School Year)

Labor Day: Monday, September 5, 2022

Veterans' Day: Friday, November 11, 2022

Thanksgiving: Thursday, November 24, 2022

Christmas Day: Sunday, December 25 (Observed Monday, December 26), 2022

New Year's Day: Monday, January 2, 2023

Martin Luther King Jr. Day: Monday, January 16, 2023

Memorial Day: Monday, May 29, 2023

Please refer to the school calendar for school closure dates and details.