



Early Learning Parent Handbook



Every Child...Every Family...Every Day!



Washington State Department of Early Learning

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ELC Mission Statement

We are committed to families by working together to provide a safe, structured and nurturing environment that supports and encourages growth in all areas of development.

We guide all children toward competence and independence while maintaining a sense of belonging to the program, community and our diverse and ever changing world.

Guiding Principles

We believe that families are diverse and have a right to be respected in their unique cultural, racial, ethnic, economic and religious positions.

We support the further development of skills which enable families to work toward their goals.

We are committed to helping children learn in a healthy and creative environment.

We will treat everyone with respect and dignity.

We value and promote staff and family mental and physical wellness.

Some of the rules detailed in this handbook are uniquely specific to the ECEAP program and are not applicable to other schools or programs in the Richland School District.

Student Pick Up and Drop Off:

-ANYONE DROPPING OFF OR PICKING UP AN ECEAP CHILD or A CHILD FROM THE OFFICE, NEEDS TO SIGN THE CHILD IN AND OUT USING A FULL SIGNATURE (first & last name).

Drop Off Policy

- Anyone **16 years or older** can Drop-off or Pick-up a child at ECEAP.
- Adults dropping off or picking up children is the recommended best practice.

No child shall be left unattended in a vehicle for any amount of time.

Program staff are MANDATED REPORTERS. Therefore, if a child is left unattended in a vehicle, the local police and Child Protective Services must and will be notified.

Pick Up Policy

The **ONLY** person(s) who can pick up a child is someone authorized on the authorized which means that that adult has been listed as a pick up person by a guardian and has been added to the PowerSchools account.

If children are not picked up, after 15 minutes, ELC Staff will begin their **Call Procedure**:

1. Parents, emergency contacts and anyone on the Consent form will be called until someone is reached who is able to pick-up the child immediately.
2. Any child who is not picked up within **45 minutes** after the class has ended is considered abandoned by the parent/guardian. Staff must contact the local police and notify Child Protective Services, immediately.
3. Staff meet with the School Principal regarding children who are picked up late. At this time it will be determined if any action needs to be taken.

Attendance Policy

Early Learning believes in giving children the best possible education. Regular attendance is needed in order to ensure that the highest quality education experience is possible.

Students are required to attend classes on a daily basis and parents are responsible for notifying the school if their child will be absent. When the child is ill, parents will be given a specific set of instructions for their student to return when healthy. If there are extenuating circumstances or concerns that prevent a student from attending regularly, the staff will work with the family to help arrange for resources that will support the student and family in attending regularly.

It is a requirement that an explanation must be included as to why the child cannot attend and when the child will return (if known). In the event of a planned family vacation or family business that causes extended absence, the absence cannot exceed 20 school days. If the planned absence extends beyond 20 days, the school will attempt to contact the family by phone and in writing (email, or mail) if the family does not respond or plan to attend immediately, the spot will be considered vacated and the administration will then need to fill that vacated spot within the required 30 day time period.

When a student's attendance falls below 85%, the District is required to analyze the causes for these absences. This analysis must include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive and total days. After **five absences/five late drop offs/five late pick-ups** during thirty calendar days, a conference with the parent/guardian will be required, which results in an attendance plan. If the District is unable to reach parent/guardian, written notification will be sent in regard to the date and time of the proposed conference. Attendance of this meeting is mandatory and not attending may result in the child's spot being considered vacated.

All students with attendance greater than 85% will receive an attendance reward each semester.

A Letter from the School Nurse

Dear Parent/Guardian,

I would like to welcome you and your **preschool** child to the Early Learning Center! My goal is to help your child get off to a great start in his/her education.

Included in the **preschool** registration packet are the following health related forms and information:

1. Student Health History form
2. CIS form (Certificate of Immunization Status)
3. Information regarding Washington State mandated immunization requirements for school attendance.

Please note, student enrollment may be delayed if immunizations/exemptions are not complete prior to the start of school If your child has a life threatening condition or health related issues, please contact me so that we can work together to ensure the safety and wellbeing of your child while at school.

Life Threatening conditions: Washington State law (RCW 28A.210.320) mandates that **before a student may attend school**, students with a life-threatening health condition(s) (a condition that would put the student in danger of death during the school day) must have a health care plan signed by a medical provider on file at the assigned school. This mandate includes students with conditions such as severe bee sting or food allergies, diabetes, severe asthma, epilepsy and other serious health conditions.

Medication at school: In order for your child to receive medication at school, Washington State law (RCW 28A.210.260) requires that parents submit a Medication Authorization Form, signed by a licensed health care provider and the parent. The medication must be brought to the school by the parent or guardian, in the original container, in an amount not to exceed a 20-day supply. The container must be labeled with the student's name, health care provider's name, drug name and dosage. **Medication is defined as all medicine whether prescription or over the counter, including, but not limited to cough drops, antacids, Tylenol, Advil, vitamins, etc.**

Health care forms and medication forms are available in the health room and on the Richland School District website at <http://www.rsd.edu/departments/student-health-services.html>

What to complete prior to the start of school:

1. Make an appointment with your health care provider as soon as possible to complete immunizations and/or complete health related orders.
2. Take appropriate health related school forms with you to your appointment.
3. Ask your health care provider to sign the medication and/or care plan orders. Be sure to fill in the parent sections, including signing and dating the forms.
4. Fill school prescriptions at your local pharmacy. Ask the pharmacist for a labeled school container.
5. Return the forms and medications to the School Nurse prior to the start of school.

If you have questions please contact myself or the ELC Health Room Assistant, at 967-6173.

Stacey Moody, RN, BSN P(509) 975-0432

Richland School District Nurse

Stacey.moody@rsd.edu

Is My Child Too Sick for School?

If your child has had any of the following symptoms within 24 hours, please keep him/her home. If your child displays any of these symptoms during the school day, you will be called to pick him/her up:

- Fever of 100° or higher
- Sore throat
- Ear ache or drainage from the ear
- Productive cough
- Vomiting
- Green nasal discharge
- Diarrhea (two or more watery bowel movements)
- Pink eye or eye drainage
- Rash or open sores
- Covid + diagnosis (or any related symptoms, such as shortness of breath, muscle or body aches, new loss of taste/smell).

If your child is experiencing one or more Covid-like symptoms (fever of 100° or higher, shortness of breath/difficulty breathing, muscle or body aches, new loss of taste/smell, or a cough that is new, changed, or worsening) they will need a negative Covid test AND symptom improvement in order to return to school.

If we have a concern about your child's ability to safely return to school after an illness or injury, we will request a note from your child's physician clearing him/her for participation in school.

Confidentiality

Confidentiality is extremely important to our staff. We respect your rights to privacy when it comes to family information. Our building and district will maintain the confidentiality of personally identifiable student information in compliance with the Family Educational Rights Privacy Act (FERPA).

Non Traditional and Remote Services Plans

In accordance with ECEAP Performance standards:

The ELC will create a modified service policy so that in the event of a prolonged closure, a plan will be in place to help;

- Staff to continue to work remotely with access to the necessary technology
- Staff to continue providing necessary services to families
- Students and families will continue to receive modified comprehensive education, health and family support services of ECEAP/Preschool

School Delays and Closures

If school is delayed, there will be no AM preschool classes; PM classes will follow their normal schedule.

The District makes every effort to post up-to-the-minute school closure information due to inclement weather or any circumstance that would delay or cancel the normal school schedule. Decisions to delay or close school usually are made by 5:30 a.m. or earlier. This triggers the district's comprehensive school closure/delay announcement plan. The district makes every effort to begin announcements by 6 a.m. Announcements include media releases (radio, tv, newspaper), telephone automated message (staff and parents), web posting, E-news message (sign up on the district website), district Facebook page.

RADIO		KFAE	89.1 FM
KONA	610 AM/105.3 FM	KEYW	98.3 FM
KGTS	91.3 FM	KTEL	1490 AM
KUJ	1420 AM/99.1 FM	TELEVISION	
KWHT	1240 AM/103.5 FM	KEPR-TV	CBS 2
KZHR	92.5 FM	KNDU-TV	NBC 6
KORD	87 AM/102.7 FM	KVEW-TV	ABC 4
KALE	960 AM/94.9 FM	ONLINE—	www.rsd.edu
KLKY	97.9 FM		

Dressing for Preschool

Children should wear comfortable play clothes and closed-toe shoes for:

- ✓ Running and playing outside
- ✓ Using the bathroom easily
- ✓ Using paint and glue
- ✓ Sitting on the floor
- ✓ Playing with sand and water
- ✓ Preparing food

Dress your child for the weather. Children go outside to play unless the weather is extreme. On cold or rainy days children should wear a coat, hat, boots, and mittens. On sunny days, please put sunscreen on before school. Send a light jacket in case weather turns chilly and a hat to protect from the sun. Please note that children learn through play. Therefore, please send your child to school in play clothing that they can get messy in. We also encourage you to bring an extra set of clothes that your child can have at school in case of an accident or spill.

Do not let children bring the following items to preschool:

- Money
- Toys
- Medicine (unless arranged with school nurse)
- Food
- Jewelry and Makeup
- Electronic devices (phones, tablets, headphones, etc.)

Parent Involvement



Parents play an essential role in their child's education!

There are many ways you can help!

- Read to your child daily
- Attend Family Nights
- Attend Parenting Nights
- Carpooling
- Come to meetings for parents
- Support others

Volunteering Opportunities:

- Volunteer in the classroom
- Attend field trip to library
- Be active in Policy Council
- Keep Home Visit appointments
- Keep Conference appointments



We encourage our families to get involved in their child's classroom activities, do projects for the classroom at home, as well as participate in family nights, the Health Advisory Committee, parent committees, and Policy Council. We may also ask you to participate in our annual Program self assessment and/or Community Needs assessment. In order to be able to volunteer in the classroom and attend field trips, you must complete the Volunteer Disclosure Statement and Washington State Patrol Background Check forms every year. The background check is listed on our school website at <https://richlandvolunteers.hrmplus.net>

School Communications:

You will regularly receive notices from us in your child's book bag. Please check it daily! Each month we will send home parent updates and the lunch menu. In addition, we will send home notices about family nights, special events, and community events and services. When you visit your child's classroom, check out the Parent Bulletin Board in the hallway for the latest happenings!

Purpose of the Advisory Council:

The District's Advisory Council is a formal committee of shared governance between parents and staff. **All parents of any preschool student in the District are encouraged to participate** in the process of making decisions about the nature and operation of our program by attending Parent Advisory meetings or by serving as an elected representative.

At each meeting, participants will be given details about the operation of our programs, have an opportunity to give your input as to how the program is run, and vote on a variety of items.

PAC Representatives and Officers:

Representatives and Officers are elected at the first meeting in October by preschool parents who attend. Representatives must be a parent of a currently enrolled child in the preschool program.

Representatives and Officers will:

- Receive orientation in order to be able to carry out their responsibilities.
- Attend monthly meetings
- Serve as a member for Committees

Benefits of Participation:

- Being involved in your child's education increases their level of success in school!
- Valuable experience, training and relationships lead to personal and professional growth.

Family Services and Support

As a part of our ECEAP program all families have been assigned a Family Advocate (FA). Your FA will schedule periodic visits to share valuable parenting information and to assist you in reaching your family and individual goals. Your FA is your connection between school and home! If at any time you have a question about the services available to you, you would like to speak with a counselor, or if you feel the need for greater family support, please don't hesitate to contact your Family Advocate.

Always contact your Family Advocate if:

- Your child has or develops a life-threatening condition
- You have any changes in your phone numbers
- You move or change your mailing address
- You need to request a change in busing
- There is a change in the custody or parenting plan for your child
- You have questions or concerns about school
- You need to add or remove a person on your child's Authorization list.



Your Family Advocate will:

- Help you learn how to get the most out of our ECEAP program
- Assist you to maintain current well-child and dental exams for your child
- Help you to identify and reach goals to improve your family's well-being
- Provide ongoing support in child and family health education
- Provide you with learning activities for you and your child to do together at home
- Help you connect with community resources, including medical, dental and mental health services
- Guide you through your child's transition to Kindergarten
- Follow up with you about your child's attendance.

Social/Emotional Support:

- ❖ We look for and support your family's strengths!
- ❖ We promote healthy social and emotional development of children
- ❖ During the school year, all children are screened for social/emotional and developmental growth (with parental consent)
- ❖ We look to identify early stages of emotional or behavioral difficulties
- ❖ We can provide information and support for issues such as: Child development, Domestic Violence, Substance Abuse, Homelessness, Community Resources, Job Skills, Higher Education/High School Completion, Financial Management, or whatever barriers your family may be experiencing.

Early Learning Staff are Mandatory Reporters

All staff members are state mandated reporters of suspected child abuse and neglect. We are guided by four factors in dealing with child abuse and neglect.

- 1. State Law:** State Law requires all employees of agencies such as ours to report all cases of suspected abuse or neglect to the Children Protective Services (CPS) or the Richland Police Department (RPD). Failure to report could be considered a criminal act and a violation of the office of professional practices.
- 2. Preschool/ECEAP Guidelines:** Preschool/ECEAP guidelines require program employees to report suspected abuse or neglect.
- 3. Richland School District Policies:** District policies mandate that employees make a report in compliance with state laws. Failure to report could result in the loss of a person's job.
- 4. Program Philosophy:** Our program philosophy recognizes parents as the primary caregivers and educators of their children. We are committed to helping parents in their roles as parents.

In accordance with the requirements of the law and the ideals under which we work, we have developed a procedure for reporting suspected child abuse and neglect. ***Our goal is to help families identify and solve their problems in an effort to help keep families together.*** We are committed to educating families and children in the prevention of child abuse and neglect. We will provide support for families both before and after a report is made. We can also refer parents to agencies for help, such as counseling.

While student records are generally confidential, ECEAP may share relevant records when making a report to CPS or RPD.

Health and Nutrition:

Health and Nutrition Education

Classroom teachers will be working with your child to promote healthy habits every day. Ask your child what she or he is learning about health and nutrition in school. Additional health and nutrition information will be shared at monthly home visits and at parent nights. We encourage your family to participate!

Meals

Our program encourages healthy eating habits by serving meals family style, providing a variety of fruits and vegetables along with healthy choices of proteins and grains. The District's nutritionist plans our meals to ensure that all of our students are offered healthy meals every day.

Physical Activity

It is the goal of our ECEAP program to encourage and offer plenty of physical activities for our students. In order to support this physical activity, we have a 30 minute gross motor development time daily where students are offered structured and unstructured activities both outside and in the gym. Our staff plan games and activities to get our students experiencing a plethora of options for getting active.

Other health requirements

All children must be up to date with their immunizations before starting school.

If your child has, or develops, a life-threatening condition, a health plan must be in place before attending class. Please notify the school immediately so that we can get a plan in place.

Regular Well-Child and Dental Exams

Your child should receive a well-child exam yearly (once a year) and a dental exam every six months (two times a year).

Please ask your child's doctor and dentist to provide you with your child's exam results so they can be turned in to your Family Advocate. Our ECEAP Performance Standards require us to show documentation of these exams within 45 days of your child's enrollment. It is very important that we receive these for our program. Your Family Advocate will work with you to keep these exams up to date and turned in by 45 days, while also keeping them up to date throughout the school year. They will help you if you need to find a regular doctor or dentist, need a referral, or need insurance coverage.

Screenings

Throughout the school year, all children are screened for height, weight, vision and hearing. You will receive information about your child's results. You may choose to have your child not participate in these screenings please let the office or your teacher know that you would like your child to not participate and we will make sure to opt your child out of doing these screenings.

Curriculum, Instruction, and Assessment

Current Early Learning curriculum:

Early Learning currently uses:

- Creative Curriculum (General and special education curriculum)
- Conscious Discipline (Social and emotional health curriculum)
- Character Strong (Social emotional curriculum)

Instructional Beliefs/Daily routine & class size:

There is a significant amount of research that supports the idea that learning through play is the most effective form of instruction. Because of this, Our program uses a largely play based structure of learning. Each classroom will have time in their day for meals, whole group instruction, small group instruction, choice center time (structured play based learning), Gross motor time, music and movement time, and more.

Assessments:

Student assessment- Students are assessed 3 times yearly using Teaching Strategies Gold (TSG) assessment system. This system aligns with our Creative Curriculum and allows the teachers to find strengths, areas of need and progress in learning using developmentally appropriate standards. The assessments are performed through observing your child in play. The results of these assessments will be shared with families 3 times per year at your meeting with your child's teacher.

Teacher assessment- Our staff is evaluated yearly using TPEP (Teacher/Principal Evaluation Program), PGP (Professional Growth Plan), and Long/Short form evaluations.

Program assessment- Every 3 years our program is evaluated by the Washington State QRIS (Quality Ratings and Improvement System through DCYF (Department of Children Youth and Families). In between rating terms, The building's EA (Early Achievers) Coach continues the rating process by providing regular Professional Development for staff and reflecting with staff on program requirements regularly with the use of the QRIS rubrics.

Culturally Relevant practice

Early Learning is committed to providing culturally relevant curriculum and instruction. It is our commitment to include and respect the cultures of our students and families into our instruction on a regular basis.

Special Education Services:

IEP (Individualized Education Plan):

When students qualify for special education services, they will receive an IEP written by the IEP team including the general education teacher, special education teacher, and any other necessary specialists (speech, school psychologist, and OT/PT). The IEP is written to include individual goals based on targeted areas of instructional need. In the IEP the team will list interventions and accommodations that will support the student in learning.

Developmental screening:

When a student's teachers or family members identify that a student may need special education services the family can seek special education services through the special education office at the district office. The district office is located at:

**6972 Keene Road
West Richland, WA 99353**

If the teacher is requesting special education services, we follow the following steps.

1. Discuss the needs of the student with the parent and get approval from the parent to seek out testing and resources.
2. Refer the student to ART (Academic/Behavioral Referral team)
3. The ART team meets to discuss potential interventions to try to support the teacher and student.
4. The teaching team tries the interventions in the general education setting for 2-3 weeks.
5. The team meets again to discuss what is working and what areas still need support.
6. The ART process proceeds for 2-3 rounds.
7. The ART team will make recommendations for testing when the process has been completed and the needs of the child are still not being met.
8. The parent will be asked to sign consent to test and the testing team will move forward to test the student.
9. The IEP team will write the IEP based on the test results and the needs of the student.
10. IEPs can be served in general education ECEAP/Title and DD preschool. This placement decision will be made based on the recommendations of the IEP team and the parent.

Inclusion:

In order to serve students in their LRE (Least Restrictive Environment), our school offers students on IEPs the most time possible with their typically developing peers. This time may be structured during play or instruction. Every DD student receives at least 30 minutes of inclusion during Gross Motor Development time.

Early Learning Discipline Policies:

Behavior management techniques and beliefs:

We believe in using PBIS (Positive Behavior Intervention Systems) in our proactive behavior support techniques. When correcting behaviors, we will offer these positive interventions with students, safely, in their classroom environment. We will always encourage positive relationships with students and staff. In order to be proactive with behavior modification, we will offer a variety of interventions:

- Classroom environment modifications
- Adaptations to routines, environment and expectations
- Coaching appropriate behavior and responses
- Offering choices
- Redirecting
- Allowing for time and space to explore emotions

As a part of our proactive approach, we use the Conscious Discipline curriculum to help students to understand their emotions and how to identify and control them.

ELC staff will not;

- Use corporal punishment
- Hold, grab, restrain, yell, shout or shame students
- Physically or verbally abuse
- Withhold food

Richland School District Bullying Policy:

Richland School District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and patrons that is free from harassment, intimidation or bullying.

No Expulsion Policy:

We believe that all students are entitled to equal rights to education. It is the intention of Early Learning to never exclude a child based on behavior. The Early Learning administration team will work with the teaching team and the additional support teams to resolve academic, behavioral, and mental health needs within the classroom environment and will not suspend or expel any child.

As a part of our academic, behavioral, and mental health intervention plan we have a 3 tiered intervention plan that consists of Tier I interventions that we use as a staff to positively reinforce behaviors within the general education setting for all students, Tier II interventions to be used in situations that require additional supports and instruction (involving behavior, academics, and mental health) and finally a more intensive intervention method of instruction in our Tier III interventions list that focuses on more intense instructional need.

In the case of those Tier II and III interventions needing to be used, the ELC will assemble our Academic Referral Team (ART). The ART will consist of a general education teacher, a special education teacher, a speech teacher, an Occupational/Physical therapist, building administration, and a coach. This team will meet to develop a plan of potential interventions to support the students' most successful learning experiences within the classroom. The plan will then be implemented and interventions continued to provide a successful classroom experience for all involved.

Isolation/Physical Restraint

It is the policy that we maintain a safe learning environment while treating all students with dignity and respect. The intent of this policy is to promote the safety and welfare of students and staff. The emphasis is on prevention and de-escalation so that students in the District may remain free from the use of restraint and isolation. Early Learning supports the various programs and services that motivate, teach and support positive behavior in order to create a school climate that is highly conducive to learning. It is expected that school staff will implement positive behavior supports and interventions as well as constructive methods to de-escalate potentially dangerous situations.

In extremely unsafe situations, ELC staff may use restraint to prevent a student from harming him/herself, other students, school staff or property. Use of restraint shall be allowed under the premise that restraint is being used only in response to emergency or crisis situations and should:

- (a) Only be used by staff with Non-violent Crisis intervention training (NCI),
- (b) be used only as long as it takes to keep the child safe from harm
- (c) not be used as a form of punishment or to force a child to comply,
- (d) Be properly documented, and
- (e) the parent/parents involved should be notified immediately following the incident.

In the event that physical restraint needs to be used more than one time for the safety of the children, staff and property, a plan must be put into place that includes input from the parent, staff, mental health provider, or other health care provider to address any underlying causes in order to reduce future need for restraint.

This policy is not an endorsement of the use of restraint, but rather serves to outline prohibited forms of restraint and isolation. Use of restraint may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 70.96B.010. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to students and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint will be discontinued when the likelihood of serious harm has dissipated.

Transitioning to and from Early Learning Programs:

Changing schools can be hard and scary. In Early Learning, we strive to make transitions as easy as possible.

Here are a few possible transitions:

New to Early Learning Programs:

If your student is Enrolling in an Early Learning program, or family advocates or friendly office staff will start by helping you identify your qualifying program and get all of the correct paperwork lined up and filled out. We then let you know if/when you have been approved and help you fill out an enrollment packet, as well as provide you with a start date. Our teachers will help to slowly introduce you and your child to the staff and students in the classroom. We welcome you and are happy you have become a part of our Early Learning family!

From our ECEAP Program to our Developmental Preschool Program:

If the ECEAP team has gone through our Academic Referral Process and determined that a placement change is needed, together we will help introduce the student to the new Developmental Preschool Program teacher and will support the family in making sure that all important (non personal) information is shared with the new teacher to ease the transition.

From Developmental Preschool to our ECEAP Preschool:

If a student in a Developmental Preschool classroom is determined by the IEP team to be ready for a general education placement (ECEAP/Title Preschool), the team will identify an ECEAP or Title placement and will select a teacher for the student. An amendment will be made to the IEP and placement will be changed.

From our preschool to another preschool program:

Although we will hate to see you go, we understand that circumstances change. When a family informs us of a move, our secretary will have withdrawal paperwork ready. At this time, we will have a records request form ready also so that we can help you with getting all important documents to the new school that your child will attend.

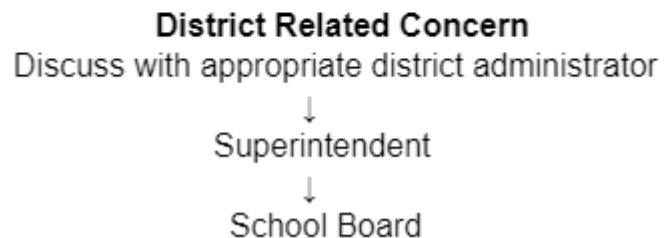
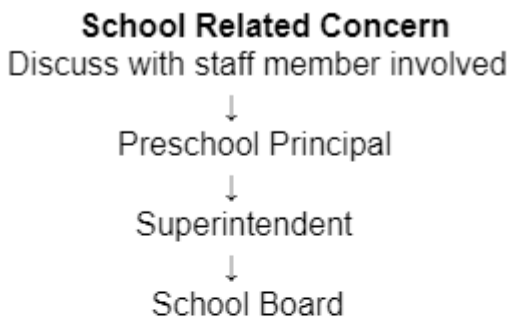
From Preschool to Elementary:

As long as your child will be attending Richland schools, you will not have to do anything for this transition to happen. We host a meeting every year to help students and families get ready for Kindergarten. Richland Early Learning automatically rolls up every student to their Richland boundary school. Our staff hold family nights around Kindergarten Readiness and we invite parents and families to participate in our Kindergarten transition events.

Full Day Programs: Students who are enrolled in full day programs may need to have their day modified or adjusted based on their individual needs. The Richland School District ELC has the right to change or adjust students schedules to accommodate the need for each student. Our Early Learning programs are designed to meet the needs of our students and sometimes that might look a little different for each child. The goal at the end of the year is for your child to learn Kindergarten readiness skills.

Resolving Concerns:

District staff strive to resolve all concerns at the lowest level. Those closest to the concern can most accurately and efficiently address the problem. You are encouraged to follow the steps detailed below when identifying a concern.



We encourage you to reach out to your teacher first if you have any questions or concerns.

I have received a copy of The Early Learning Handbook. I understand that I am responsible for going through and reading the handbook all the way to get to know Early Learning's policies and procedures.

Child's Name: _____

Parent's Name: _____

Teacher's Name: _____

Signature: _____

Date: _____

