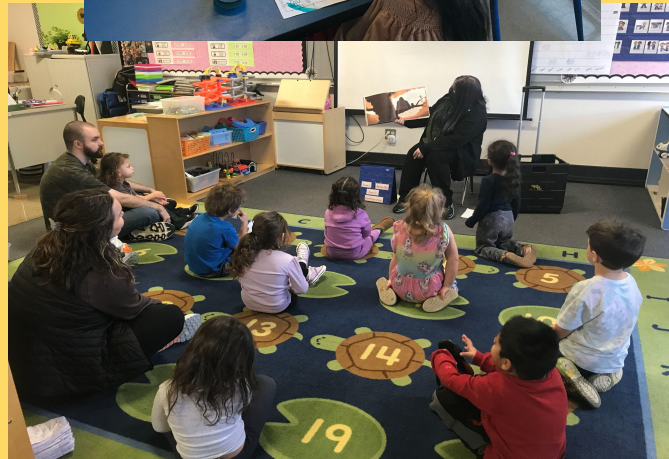


Hopkins Preschool



2023-2024

Who We Are and What We Do



Busy Bees at the Hive

HOPKINS 94 SLOTS

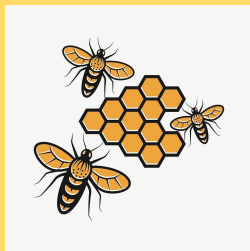
DONNA STANFILL
SHELBY ARNETT
MICHELLE WEIBERG
THERESA BUCHANAN
LESLIE GADWA
DIANE BRAMSTEDT
SHARI HYDE
JILL MARSH
SUZANNE WRIGHT
JENNA DOLL
JUSTIN ZELEPUZA
CRYSTAL SANCHEZ
WENDY KOSKI
CHANDRA TOY
GINA SALICK
DARBY CARROLL

FAMILY SUPPORT SPECIALIST

SARA CAVIN
TONI PAVLETICH-WILLIAMS
LAURA DENNIS
DIANE LEE
CHRISTY ZELEPUZA
INDIGO EVENSEN

OT/SLP/PSYCH

OT CYNDY MITBY
SLP LAUREN LAND
PSYCH JENNIFER CLARK
SLP ESTEFANIA MORENO



County-Wide Bees

STEVENS 43 SLOTS

MISSY SMITH
CASSIE SIMPSON
PAIGE MENDENHALL
PATTY JONES

CP 10 SLOTS

SARAH CHANNEL
KELLY GLEASON

OCOSTA 17 SLOTS

CHRISTINA NOLAN
HAVEN PEGG

MCCLEARY 6 SLOTS

MINDY GEER
JOAN ODEL

ELMA 16 SLOTS

HAYLEY MYHRE
ANGELA HENDERSON

HOQUIAM 28 SLOTS

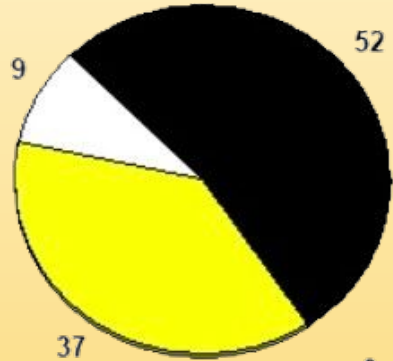
JESSICA KALAMA
BARB GUINED
SHARA DAVENPORT
JACLIN HAMMEL
MARKI HAMMELL



Hopkins- District Preschool

ECEAP Headquarters

Hopkins



Central Park



Stevens



Hopkins	94 Slots
Stevens	43 Slots
Central Park	11 Slots
Hoquiam	28 Slots
Elma	16 Slots
McCleary	6 Slots
Ocosta	17 Slots

That's **215** Total
busy Bees



ECEAP

DEVELOP/ECEAP

DEVELOPMENTAL

Welcome to Our Beehive:

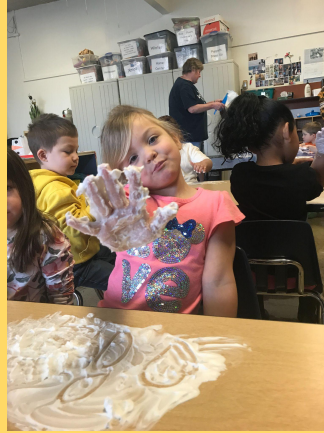
What makes our hive special?

- ❖ We have 5 classrooms that serve 3, 4, and 5 years olds.
- ❖ We have a blend of experienced and new staff, most with special education degrees and early childhood degrees.
- ❖ We identify and meet developmental needs early to lay the foundation for moving forward and most likely beyond needing special education in upper grades.
- ❖ We are often the first school experience for students and families in our district.
- ❖ We serve as the home base for the ECEAP grant, which serves 215 children county-wide and supports Elma, McCleary, Hoquiam, and Ocosta preschool programs with administration of ECEAP and family support specialists. All ECEAP staff are required to follow ECEAP Performance Standards.
- ❖ We are the home base for the district therapy staff.



Developmentally Appropriate Instruction

- ❖ Creative Curriculum
- ❖ Second Step SEL
- ❖ Growing up Wild
- ❖ Handwriting without Tears
- ❖ Foundations in Literacy
- ❖ Conscious Discipline
- ❖ TS Gold



Intentional play is the foundation of preschool instruction. Every activity in the classroom lays the foundations for grade school: alphabet recognition, literacy, phonemic awareness, pre-writing skills, pre-math skills, counting, social emotional skills, gross motor, and fine motor. Please visit our AM and PM classrooms Monday-Thursday to learn more about how we intentionally make learning fun and engaging. Fridays are used for meeting with parents, IEP meetings, referral meetings, evaluations, planning, and prep time.

Bilingual Support

Crystal Sanchez, Student Family Support Assistant (SFSA) is a valuable asset necessary for our program. Currently, she is part-time for Hopkins as we share her with Harbor Learning Center. We have 53 Spanish speaking families countywide in our ECEAP. There are 17 students ages 3,4, and 5 who are learning English or have limited English skills. A full time SFSA is needed for our program.

SFSA assists in the following areas:

- ❖ Helps teachers and students communicate needs, feelings, and directions for instruction.
- ❖ Translates fliers for events, notes home, newsletters, text messages, and transportation needs.
- ❖ Supports developmental testing (ECEAP standard completed within the first 45 school days for each child)
- ❖ Answers and returns phone calls in Spanish for the office and family support staff.
- ❖ Translates for: IEP meetings, home visits, transportation, school visits, parent/teacher conferences, Child Find, Mobility Mentoring assessments, ECEAP Policy Council meetings (ECEAP standard).



How We Provide Wrap Around Services in Preschool

- ❖ Early Childhood Education and Assistance Program (ECEAP)
 - ❖ South Sound Parent to Parent (SSPP)
 - ❖ Child Find



What Are Comprehensive Services in the Early Childhood Education and Assistance Program (ECEAP)?

Comprehensive services in ECEAP are designed to embrace the whole child and the whole family and support and respond to their individual needs and circumstances. ECEAP provides these services under one umbrella: Birth-PreK education, family support, family engagement, health, mental health, and nutrition. Services supporting the whole family have proven to impact the child's development and the family's ability to help the child grow and develop. These services support improved economic, educational, and health outcomes.



Birth-PreK Education

- Research-based and culturally relevant curriculum.
- Individualized planning and instruction
- Developmental screening.
- Ongoing assessment that tracks a child's progress across learning objectives and dimensions.
- Inclusive practices and environments that support access for children.
- Families partner with teachers to develop learning goals based on the child's strengths, skills and needs.



Family Support

- Family support visits, using the Mobility Mentoring® approach to create goals driven by the families.
- Tailored and individualized supports for every family.
- Resources and referrals that respond to family needs.
- Provide a safe space where parents can be themselves to share and build relationships.



Washington State Department of
CHILDREN, YOUTH & FAMILIES



Family Engagement

- Strengthening the connections between school and home that enhance and support children's learning.
- Leadership experiences that support parenting, career, or life goals.
- Family engagement opportunities may include:
 - Family events
 - Parenting education
 - Classroom volunteering



Health & Mental Health

- Connections to medical and dental homes and insurance.
- Preventive health screenings, including vision and hearing.
- Connection to community resources and referrals for child immunizations, overall health and mental health needs.



Nutrition

- Healthy and nutritious meals at no cost.
- Learning about healthy snacks and foods in the classroom.
- Connecting families to local community and statewide resources for food such as:
 - SNAP
 - WIC
 - Food Banks



- There are 6 Family Support Specialists serving 215 children and their families
- They serve in all roles: eligibility and enrollment, family engagement, health advocate
- One FSS is required to be Mobility Mentoring Lead.
- They are required to follow DCYF standards for ECEAP-including professional development requirements
- Needed: One more family support specialist to adequately support the program.

Family Support and Mobility Mentoring

The DCYF Bridge to Child and Family Self Reliance is a strength based tool to engage families in building and using executive functioning skills.

Two formal assessments are completed for each family per year. Due Dates: November 30 and June 30. One informal assessment is due March 30. Family support staff have a MINIMUM of 3 visits per family during the school year.

Families have created 363 goals in 2023/2024. 159 goals have been completed. Goals range from short to long term end dates. The majority of goals are in family well-being.

All family support data is entered into a system called ELMS (Early Learning Management System) and regularly monitored by DCYF. The narratives and data are used for program standard reviews and legislative purposes. Aberdeen is one of the strongest programs in the state.



Everyone's journey to Self-Reliance is different. During this school year ECEAP staff will partner with you to:

Set individualized, specific goals - informed by your cultural values - to help you move toward self-reliance. > Prioritize what is most important for you and your family now and in the future. > Recognize your strengths and follow your lead when setting goals. > Connect with resources that will support your journey. > Celebrate your successes!

HOUSING	FAMILY WELL-BEING	PARENTING	WELL-BEING	SENSE OF BELONGING	PERSONAL AND PROFESSIONAL SUPPORTS	EXPENSES	PLANNING	LEARNING	EARNINGS LEVELS
I have safe, affordable, stable housing that meets my family's needs.	My family's needs are met in ways that allow me to focus on my goals.	I am aware of and responsive to my child's developing needs. I access resources as needed.	I can participate fully in life because I feel healthy.	I am included in and contributing to my diverse community.	I have personal connections that are supportive and help me achieve my goals.	I have the resources I need to confidently manage my debt.	I can meet my family's financial needs now and in the future.	I have enough skills, education and training so I can choose the career I want.	I earn a living wage in a job that meets my career and future goals.

Adapted from the Economic Mobility Pathways (EMPath) Bridge to Self-Sufficiency.

If you would like copies of this document in an alternative format or language, please contact DCYF Constituent Relations (1-800-723-4831 / 360-902-8060, ConstituentRelations@dcyf.wa.gov).

DCYF PUBLICATION EL_0021 (06-2021)



Washington State Department of
CHILDREN, YOUTH & FAMILIES

Winterfest Auction

Led by ECEAP family support, the preschool staff help organize our Winterfest Auction. The auction is a special event that brings current and previous staff from across the district together to support our students and make the community stronger through helping families in need.

The money raised goes towards helping families with the following that cannot come from public funds:

- Utility bills
- Food support
- Transportation support
- Cell phone minutes
- Prescription glasses for students
- Official birth certificates
- Laundry vouchers
- Ordering Scholastic books to send home

*Each request is reviewed and approved by staff and preschool coordinator.

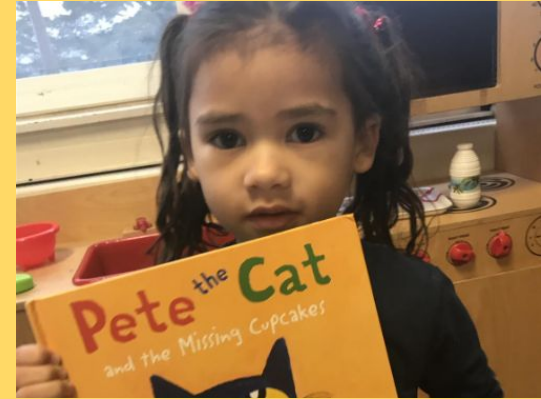
Please join us next year for our 30th anniversary auction!



Little Honeybees

Hopkins preschool partners with South Sound Parent to Parent (SSPP). When a child involved with SSPP turns 3 and developmental concerns are present the child is evaluated at Hopkins. If the child qualifies for special services, they can then attend Hopkins 2 days a week for the remainder of the year. If the child does not qualify for services but has an income at or below 50% SMI (State Median Income) or has a high priority factor, such as being in foster care or involved with CPS, the child can be enrolled through ECEAP.

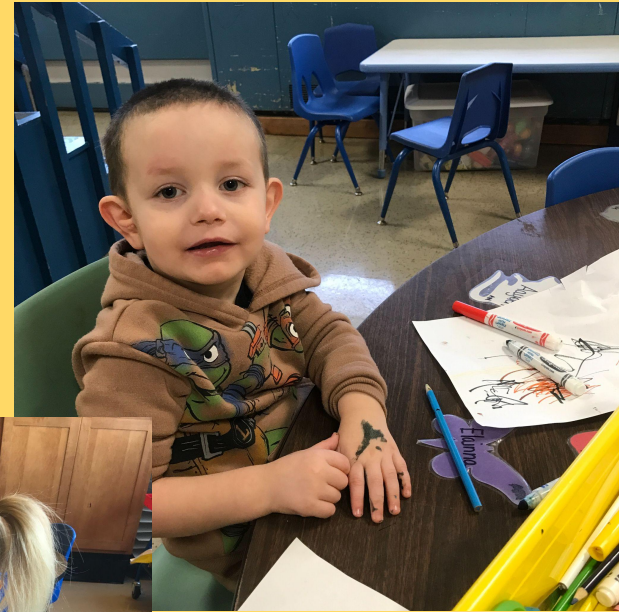
We anticipate at least 5 more students through the end of the year from this partnership.



Child Find

The Aberdeen School District is responsible for locating, evaluating, and identifying all students with any suspected disability, including students who attend private schools. The child must live within the boundaries of the Aberdeen School District, and are not currently receiving special education or related services. Any child with a disability, from birth through age 21, may be eligible.

Hopkins is responsible for screening children 3-5 years of age. Child find screenings are held throughout the school year.



Social Emotional Supports and Building Community

- ❖ Positive Behavior Interventions and Supports (PBIS)
 - ❖ Hopkins Improvement Plan
- ❖ Conscious Discipline Professional Development Training



Positive Behavior Interventions and Supports (PBIS)

Hopkins Expectations (September-January)

- ◆ Be Safe: Walk in the hall, feet on floor; climbing okay outside
- ◆ Be Respectful: Sharing, use an inside voice
- ◆ Be Responsible: Clean up after yourself, hang up backpack and coat

Implementation:

Expectation vocabulary is used in the classrooms to support desired behavior.

Bulletin board with current behaviors listed and pictures of the preschool children doing the desired behaviors are posted in the hallway where all students can see them.

Data was collected from an anonymous parent survey at our November conferences. The same survey will be completed in March at spring conferences.

Positive Behavior Interventions (PBIS) Bulletin Board and Parent Survey



	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't Know
My child enjoys school.	38	6	0	0	1
I like the teachers at Hopkins.	39	6	0	0	0
I like the staff at Hopkins.	42	3	0	0	0
Students & families are treated with respect at Hopkins.	42	3	0	0	0
I know the 3 main rules at Hopkins.	29	10	1	0	5
I know what the behavior expectations are for my child at Hopkins.	37	8	1	0	0
My child has been recognized for good behavior in the last month.	27	8	2	0	8
My child feels safe at school.	37	6	1(bus issue below)	0	1

Parent Climate Survey: What do Families Like about our Hive?*

- Everything, 2x
- Respectful, telling me what my child needs to work on, strengths
- The staff and the environment
- How nice everyone is, and the kids always feel safe/happy.
- All the staff are helpful
- I like most everything. How involved the teachers are and the ECEAP ladies.
- The teachers really care about the children and they know every kid's name by heart. I love it.
- Great community
- Everything
- The staff
- Resources, informed
- Staff
- It is a safe school
- Super close work on multiple things
- Can do attitude, supportiveness for wholeness of family, the education, emotional, and health
- My son is treated fairly and kindly
- The people
- Friendly people
- Good communication, structured routine, very professional
- Teachers are kind and helpful
- I really like seeing my child's face light up when she'd around her friends and sees the staff when she enters the building
- The kindness of the staff
- I love the people here, they are really understanding and they listen
- They are nice and helpful
- I like that the staff are kind and welcoming
- The communication with his teacher is great. He seem happy anytime he enters the building
- I like how the whole staff is involved in my child's education. Everyone cares and is invested in her success.
- Able and willing to work with him at his pace
- The attention of the teachers towards the children
- Everyone is really kind and communicate really well
- Very nice and respectful
- I like/love everything
- The atmosphere is bright and enjoyable, the staff and teachers friendly and my kid always comes home excited about her day.
- I heard good things. She likes it here.
- Everyone is so nice, welcoming. We love Hopkins and all staff 😊

*Data collected anonymously at November 2023 conferences

Beehive Improvement Plan

Increase Parent Involvement:

Hopkins staff will organize events to encourage families to become more comfortable being involved in their child's school building and community at large.

- In October, Chapman Farms collaborated with us to have a family pumpkin patch event. We had over 40 families come to Brody to meet their teachers and other classmates.
- ECEAP Policy Council meetings are held 5 times a year at Hopkins. The meetings have lunch and childcare provided. Parents meet together to learn and connect on different topics.
- Family Nights include a fall family fun night making crafts and collaboration with Timberland Regional Library for a reading/activity corner; winter family fun night to wear pajamas, hear a story have snacks, and play in the gym; Valentine making family fun night full of crafts.
- In March, we will partner with the YMCA to host two Family Swim nights.



Increase Connections with Community:

Hopkins will continue to partner with community agencies and liaisons to help connect families to resources.

- Grays Harbor Early Learning Coalition
- Timberland Regional Library
- Grays Harbor College, Early Childhood Education Program
- WISE/Community Integrated Health Services
- Coastal Community Action Program
- Aberdeen Lions Club
- YMCA
- South Sound Parent to Parent



Social Emotional Learning (SEL)

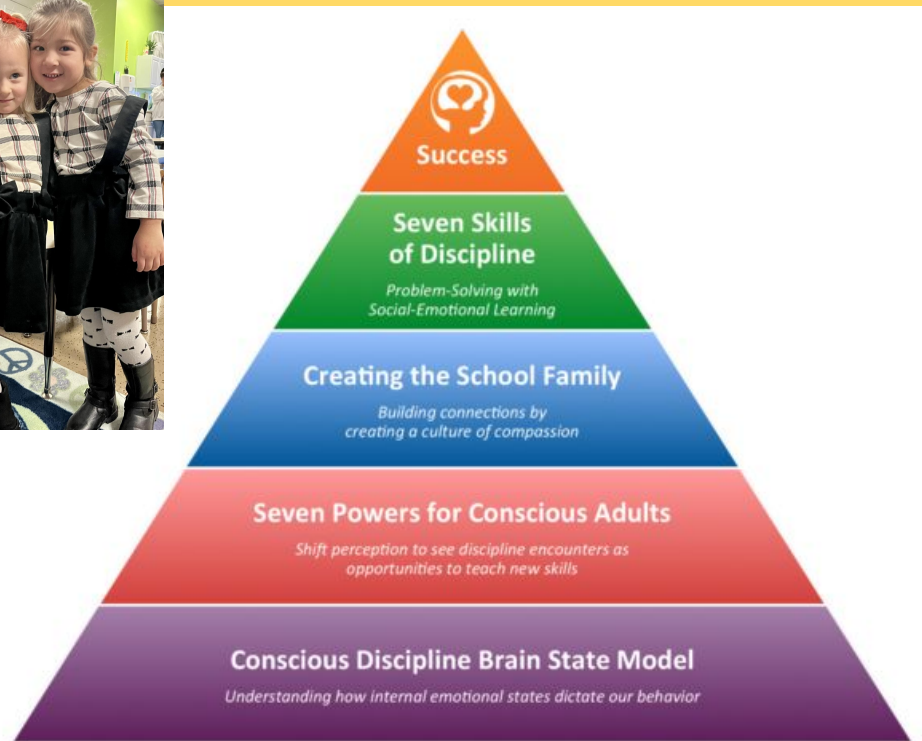
Creating a school-wide family

Are you
safe?

Are you
loved?



Conscious Discipline
Professional Development:
February 20



Transition in the Hive

- ❖ How many Hopkins honey bees are headed to kindergarten?
 - 88/158
- ❖ How many Hopkins honey bees will buzz to a new Hopkins classroom?
 - 70/158

Transition is a year long conversation with parents and teachers about what will be best for their child. We share data with the grade schools and try to meet with kindergarten staff in the spring. We have also hosted visits to different grade schools to see kindergarten classrooms. Well planned transitions are a key to success for families and children.



Kindergarten Readiness Checklist

COLORS
Recognizes Colors

 Red	<input type="checkbox"/>	 Blue	<input type="checkbox"/>	 White	<input type="checkbox"/>
 Orange	<input type="checkbox"/>	 Purple	<input type="checkbox"/>	 Brown	<input type="checkbox"/>
 Yellow	<input type="checkbox"/>	 Pink	<input type="checkbox"/>	 Black	<input type="checkbox"/>
 Green	<input type="checkbox"/>				

SHAPES
Recognizes Shapes

<input type="checkbox"/> Circle	
<input type="checkbox"/> Square	
<input type="checkbox"/> Rectangle	
<input type="checkbox"/> Triangle	
<input type="checkbox"/> Star	
<input type="checkbox"/> Heart	

ALPHABET - UPPERCASE
Circle the letters your child recognizes

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Letters to work on: _____

ALPHABET - LOWERCASE
Circle the letters your child recognizes

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Letters to work on: _____

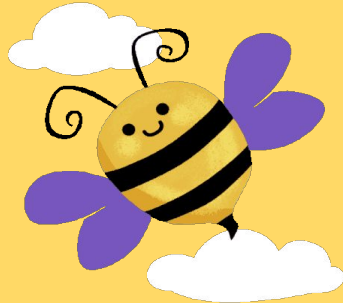
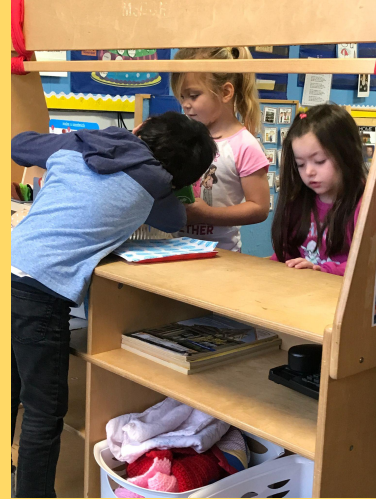
NUMBERS
Recognizes Numbers

1 _ 2 _
3 _ 4 _
5 _ 6 _
7 _ 8 _
9 _ 10 _

NAME _____
Have your child write their name below



Questions?



PLEASE COME
AND VISIT OUR
AMAZING
PRESCHOOLERS!

