



# Early Learning Parent Handbook



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



## Table of Contents

<b>ECEAP Performance Standard</b>	<b><u>Topic/ policy</u></b>
<b>ELC Info: Mission and Vision</b>	
<b>Program schedule</b>	
<b>POA- 8</b>	Attendance
<b>ENV-20,21,22,23,24, &amp; 25</b>	Sickness and Infectious Disease Policy
<b>POA -65</b>	Non-traditional Remote Services Policy
<b>PAO-4,5,6, &amp; 7</b>	Confidentiality, & Mandated Reporting
<b>POA- 30, 31,32,33,34</b>	Parent Involvement (Parent policy council [PAC], Health Advisory Committee, Community Assessment, Parent Concerns and Complaints
<b>ENV-15,16,17,18, &amp;19</b>	Meals and Food Prep.
<b>IC-3,4,5,6,7,8, &amp; 9</b>	Curriculum, Developmentally Appropriate Curriculum, Culturally Relevant Practice, & Nutrition Curriculum,
<b>IC- 15 &amp; 16</b>	Class Size/Ratio, & Daily Routines
<b>CO-4</b>	TS GOLD Assessments
<b>IC-1 &amp;2</b>	Inclusion, Individual Education Plans
<b>CO-1</b>	Developmental Screening
<b>CO-5</b>	Individualization
<b>IC-10,11,12, &amp;13</b>	Child Guidance Policies, Physical Restraint Policy, Suspension/Expulsion Policies
<b>CO-2</b>	Transition

## Early Learning Center (ELC) Mission Statement

At the ELC, we are committed to partnering with families to provide a **safe, structured, and nurturing environment** that supports the growth and development of every child. We guide children toward **competence and independence** while fostering a strong sense of **belonging** to our program, our community, and our diverse, ever-changing world.

---

### Guiding Principles

- We believe families are **diverse** and deserve to be **respected** in their unique cultural, racial, ethnic, economic, and religious identities.
  - We support families in developing the **skills and confidence** to work toward their personal and family goals.
  - We are dedicated to helping children **learn, play, and grow** in a healthy and creative environment.
  - We treat all children, families, and staff with **respect and dignity**.
  - We promote the **mental and physical wellness** of both staff and families.
- 

#### Please note:

Some of the policies and procedures outlined in this handbook are **specific to the Early Learning Programs** and may not apply to other schools or programs within the Richland School District.

# **Student Pick-Up and Drop-Off Procedures**

## **Sign-In & Sign-Out Requirements**

- All ECEAP students (or students picked up from the office) must be signed **in and out daily** using a **full signature** (first and last name).
- This procedure is required for **every drop-off and pick-up**.

## **Drop-Off Policy**

- **Individuals age 16 or older** may drop off or pick up a child enrolled in ECEAP.
- Whenever possible, **an adult (18+)** is the recommended best practice for drop-off and pick-up.
- **Children may never be left unattended in a vehicle**, even for a moment.
  - As mandated reporters, **program staff are required by law** to contact **local police and Child Protective Services (CPS)** if a child is found unattended in a vehicle

## **Pick-Up Policy**

- **Only individuals listed as authorized contacts** in the child's PowerSchool account are permitted to pick up the child.
- It is the guardian's responsibility to ensure this list is up to date.
- You must have your ID to pick up your child, and other people picking up your child must have their ID on them as well.

## **Late Pick-Up Procedure**

**If a child is not picked up within 15 minutes of the end of class:**

1. **Staff will begin the Call Procedure**, contacting parents, emergency contacts, and individuals listed on the Consent Form until someone is reached who can pick up the child immediately.
  
2. **If no one arrives within 45 minutes** of class ending, the child is considered **abandoned**. Staff are required to:
  - **Contact local police** and
  
  - **Notify Child Protective Services (CPS)**.
  
3. **Repeated late pick-ups** are reviewed by staff in collaboration with the **School Principal** to determine appropriate next steps or action.

## Attendance Policy

At the Early Learning Center, we believe that **regular attendance is essential** to providing children with the highest quality educational experience. Consistent participation supports social-emotional growth, learning readiness, and a strong foundation for future academic success.

### Daily Attendance Expectations

- Students are expected to attend class **every scheduled school day**.
  
- **Parents/guardians are responsible for notifying the school** if their child will be absent.
  - When reporting an absence, please include:
    - **The reason** for the absence
  
    - **Expected date of return** (if known)

If a child is **ill**, the school will provide **specific health-related return-to-school instructions** to help ensure the safety and wellness of all children and staff.

### Planned Absences

- For planned vacations or family commitments, absences **may not exceed 20 school days**.
  
- If the absence extends beyond 20 days:
  - School staff will make multiple attempts to contact the family (via phone, email, and/or mail).
  
  - If no response or return date is confirmed, the **child's spot will be considered vacated**, and the school is required to fill the opening within **30 days**.

## Attendance Monitoring

The District is required to monitor attendance patterns when a student's attendance **drops below 85%**.

This includes reviewing:

- Total number of absences
- Consecutive days missed
- Documented reasons for absences

If a student has any combination of **five absences, five late drop-offs, or five late pick-ups** within a **30-calendar-day period**, the following will occur:

1. A **mandatory parent/guardian conference** will be scheduled to develop an **Attendance Support Plan**.
2. If the school cannot reach the parent/guardian, a **written notice** (via email or mail) will be sent with the date and time of the required meeting.
3. **Failure to attend this meeting may result in the child's spot being vacated.**

# A Letter from the School Nurse

Dear Parent/Guardian,

Welcome to the Early Learning Center! I'm excited to partner with you to help your preschooler get off to a healthy and successful start this school year.

As part of the preschool registration process, you will receive several important health-related documents, including:

1. **Student Health History Form**
2. **Certificate of Immunization Status (CIS) Form**
3. **Washington State Immunization Requirements for School Attendance**

**Important:** Student enrollment may be delayed if required immunizations or exemption documentation are not complete prior to the first day of school.

## Life-Threatening Health Conditions

Washington State law (RCW 28A.210.320) requires that students with *life-threatening health conditions* have a signed **Health Care Plan** from a licensed medical provider on file **before** attending school.

Life-threatening conditions include (but are not limited to):

- Severe allergies (e.g., bee stings, food)
- Diabetes
- Severe asthma
- Epilepsy or seizure disorders
- Other serious medical conditions

Please contact me as soon as possible if your child has any such condition so we can work together to ensure your child's health and safety at school.

## Medication at School

Per RCW 28A.210.260, students may receive medication at school **only** if the following steps are taken:

- A **Medication Authorization Form** must be signed by both:
  - A licensed health care provider
  - The parent/guardian
- Medication must be:
  - Brought in by a parent/guardian
  - In its **original, labeled container**
  - Supplied in **no more than a 20-day amount**
  - Labeled with:
    - Student's name
    - Health care provider's name
    - Medication name and dosage

**Note:** This includes both prescription and over-the-counter medications such as Tylenol, Advil, cough drops, antacids, and vitamins.

Forms are available in the Health Room or online at:

 [www.rsd.edu/departments/student-health-services.html](http://www.rsd.edu/departments/student-health-services.html)

## **Before the First Day of School**

To ensure your child is ready for a safe start, please:


1. **Make an appointment** with your child's health care provider to complete any required immunizations or medical forms.
2. Bring **school health forms** to the appointment.
3. Ask the provider to sign all care plan and/or medication orders.
4. Have prescriptions filled at your pharmacy and request a **labeled container** for school.
5. **Return completed forms and medications** to the school nurse **before** the first day of school.


If you have any questions, please contact me or our ELC Health Room Assistant at **(509) 967-6173**.

Warm regards,

**Stacey Moody, RN, BSN**

Richland School District Nurse

 (509) 975-0432

 [stacey.moody@rsd.edu](mailto:stacey.moody@rsd.edu)

## Is My Child Too Sick for School?

To help keep all children and staff safe and healthy, please keep your child home if they have experienced any of the following **within the past 24 hours**:

- Fever of **100°F or higher**
- Sore throat
- Earache or ear drainage
- Productive or persistent cough
- Vomiting
- Green nasal discharge
- Diarrhea (**two or more watery bowel movements**)
- Pink eye (conjunctivitis) or eye drainage
- Rash or open sores
- **COVID-19 positive test**, or symptoms such as:
  - Shortness of breath or difficulty breathing
  - Muscle or body aches
  - New loss of taste or smell
  - Cough that is **new, changed, or worsening**

### If Symptoms Appear During the School Day:

You will be contacted to **pick your child up** if they display any of the above symptoms while at school.

### Return After Illness or Injury

If staff have concerns about your child's ability to safely participate in school activities following an illness or injury, a **physician's note** may be required to clear them for return.

## **Confidentiality**

Confidentiality is a top priority at the Early Learning Center. We respect and protect your family's right to privacy.

In accordance with the **Family Educational Rights and Privacy Act (FERPA)**, the Richland School District and ELC staff will maintain the confidentiality of **personally identifiable student information**. We are committed to safeguarding sensitive information and sharing only what is necessary to support your child's learning and well-being.

## **Non-Traditional and Remote Services Plans**

In alignment with **ECEAP Performance Standards**, the Early Learning Center has developed a **Modified Service Policy** in the event of prolonged closures (e.g., public health emergencies, environmental hazards, or natural disasters).

If a closure occurs:

- **Staff will continue to work remotely**, with access to the technology and tools needed to support students and families.
  
- **Families will receive continued services**, including:
  - Modified learning opportunities
  
  - Family support services
  
  - Health and wellness resources

These services are designed to reflect the **comprehensive support** of the ECEAP/Preschool program, even during non-traditional learning periods.

## **School Delays & Closures**

## **Weather or Emergency-Related Closures**

If school is delayed or closed due to **inclement weather** or other emergencies:

- **Morning (AM) preschool classes will be canceled.**
- **Afternoon (PM) preschool classes will continue as scheduled** (if school is open by then).
- **Full Day Classrooms will start at 11:45 AM with the PM sessions.**

The **Richland School District** makes every effort to provide accurate and timely information regarding school delays or closures. These decisions are usually made by **5:30 a.m.**, with public announcements beginning around **6:00 a.m.**

## **How to Stay Informed**

Closure and delay announcements are shared through:

- **Local media** (TV, radio, newspaper)
- **Automated phone calls/texts**
- **District website:** [www.rsd.edu](http://www.rsd.edu)
- **E-News email alerts** (sign up on the website)
- **District Facebook page**

Please make sure your contact information is up to date in PowerSchool and Parent Square to receive alerts.

## **Dressing for Preschool**

Preschool is a time for active, hands-on learning—and that means getting **messy, creative, and comfortable!** Please dress your child in clothing that allows them to fully participate in all activities.

### **What to Wear:**

Children should wear **comfortable, weather-appropriate play clothes** and **closed-toe shoes** each day. This helps them safely and comfortably engage in:

- ✓ Running and playing outside
- ✓ Painting, gluing, and other creative activities
- ✓ Sitting and moving on the floor
- ✓ Playing with water, sand, and sensory materials
- ✓ Bathroom independence
- ✓ Food prep and snack activities

**Dress for the Weather:** We go **outside daily**, unless the weather is extreme (severe cold, storms, etc.). Please dress your child accordingly:

- **Cold/rainy days:** coat, hat, mittens, and boots.
- **Warm/sunny days:** apply **sunscreen before school**, a **light jacket**.

**Tip:** Please send a full extra set of clothes (shirt, pants, underwear, socks) in a labeled bag to keep at school—just in case of accidents, spills, or messy play.

**What Not to Bring:** To help keep our preschool safe, distraction-free, and focused on learning, please do **not send the following items** to school:

- ⊘ Money/Toys
- ⊘ Food (meals/snacks are provided)
- ⊘ Jewelry or makeup
- ⊘ Electronic devices (phones, tablets, headphones)
- ⊘ Medication (unless coordinated with the school nurse)

# **Family Involvement: There Are Many Ways You Can Help!**

We believe that strong partnerships between families and schools help children thrive. There are many ways you can support your child and be involved in our Early Learning community:

## **Everyday Ways to Be Involved**

- Read to your child daily
- Attend Family Nights
- Join us for Parenting Nights
- Carpool with other families
- Attend parent meetings
- Offer support and encouragement to other families

## **Volunteering Opportunities**

We love when families take an active role in their child's education! Here are a few ways you can volunteer:

- Help in the classroom
- Chaperone field trips (like our visit to the library)
- Join and participate in **Policy Council**
- Keep and attend **Home Visits** and **Family Conferences**
- Assist with classroom projects at home

We also encourage participation in:

- **Health Advisory Committee**
- **Parent Committees**
- **Annual Program Self-Assessment**
- **Community Needs Assessment**

## **Volunteer Requirements**

To volunteer in the classroom or attend field trips, the following forms must be completed **annually**:


- **Volunteer Disclosure Statement**
- **Washington State Patrol Background Check**


You can find the background check form and more details on our school volunteer website:


 <https://richlandvolunteers.hrmplus.net>


## **School Communications**

We work hard to keep you informed and involved! Here's how you'll stay up to date:

 **Check your child's backpack daily** – Important notices, forms, and updates are sent home regularly.

 **Monthly parent newsletters and lunch menus** will be sent on ParentSquare at the beginning of each month.

 **Family nights, special events, and community resources** will be shared through flyers and reminders.

 **Visit the Parent Bulletin Board** (located in the front office) for the latest announcements and event details.

**Staying connected helps you stay involved in your child's learning!**

# **Parent Advisory Council (PAC)**

## **Purpose of the Advisory Council**

The District's Parent Advisory Council is a shared decision-making group made up of preschool parents and program staff. It provides a space for **collaborative input** and **family voice** in shaping how our program operates.

**All preschool parents are welcome and encouraged to participate!**

At each PAC meeting, you will:

- Learn about how our program runs
- Share your ideas and feedback
- Vote on important program decisions

## **PAC Representatives and Officers**

Each year, **Representatives and Officers** are elected at the **first PAC meeting in October**. To be eligible, you must be the parent or guardian of a currently enrolled preschool child.

PAC Representatives and Officers will:

- Receive an orientation to support their role
- Attend monthly PAC meetings
- Participate in committees and special projects

## **Why Participate?**

✔ **Your involvement makes a difference**—children whose families are engaged in their education are more successful in school!

✔ **Gain leadership experience**, build relationships, and make a meaningful impact in your school community.

✔ **Receive training** and develop skills that support both personal and professional growth.

## **Family Services and Support**

As part of our ECEAP program, every family is assigned a **Family Advocate (FA)**—your dedicated partner and resource!

Your Family Advocate will:

- Schedule **periodic visits** to share helpful parenting information
- Support you in reaching your family and individual goals
- Serve as a bridge between **home and school**, helping you navigate available services

If you have questions, need counseling, or want additional family support, your Family Advocate is here to help. Please don't hesitate to reach out!

### **Please Contact Your Family Advocate If:**

- Your child has or develops a **life-threatening health condition**
- You have any **changes to your phone number(s)**
- You move or change your **mailing address**
- You need to **request changes in busing**
- There are changes in **custody or parenting plans**
- You have any **questions or concerns about school**

### **Your Family Advocate Will:**

- Help you get the most out of the **ECEAP program**
- Assist in maintaining **current well-child and dental exams** for your child
- Support you in **setting and achieving goals** to improve your family's well-being
- Provide ongoing **child and family health education**
- Share **learning activities** you can do together at home
- Connect you with **community resources**, including medical, dental, and mental health services
- Guide you through your child's **transition to Kindergarten**
- Follow up on your child's **attendance** and help address any concerns

## **Social and Emotional Support**

- We focus on and celebrate your family's **strengths!**
- We promote healthy **social and emotional development** for all children
- Throughout the school year, with your permission, all children are **screened for social/emotional and developmental growth**
- We aim to identify and support early signs of **emotional or behavioral challenges**
- We provide information and assistance for a wide range of family needs, including:
  - Child development
  - Domestic violence
  - Substance abuse
  - Homelessness
  - Community resources
  - Job skills
  - High school or higher education completion
  - Financial management
  - And any other barriers your family may be facing

## **Early Learning Staff Are Mandatory Reporters**

All Early Learning Center staff members are **state-mandated reporters** of suspected child abuse and neglect. This means we are legally required to report any concerns to the appropriate authorities. Our actions are guided by four key factors:

### **1. State Law**

Washington State law requires all employees working in agencies like ours to report any suspected abuse or neglect to **Child Protective Services (CPS)** or the **Richland Police Department (RPD)**. Failure to report can be considered a criminal offense and a violation of professional standards.

### **2. Preschool/ECEAP Guidelines**

ECEAP policies also require staff to report any suspicion of abuse or neglect promptly.

### **3. Richland School District Policies**

Our district's policies align with state law, mandating staff to report concerns in compliance with legal requirements.

### **4. Program Philosophy**

We recognize parents as the **primary caregivers and educators** of their children. Our goal is to support and partner with families to promote safe, healthy environments for children.

**Our Reporting Process:** We are committed to helping families identify and address challenges to keep families strong and together. Our program focuses on:

- Educating families and children about **child abuse and neglect prevention**
- Providing support **before and after a report is made**
- Referring families to helpful services such as counseling and community resources

While student records are generally confidential, **relevant information may be shared with CPS or RPD** when making a report.

# **Health and Nutrition**

## **Health and Nutrition Education**

Our classroom teachers actively promote healthy habits every day. Ask your child what they are learning about **health and nutrition** at school! Additional health information is shared during **monthly home visits** and **parent nights**, and we encourage your family to participate.

## **Meals**

We support healthy eating by serving meals **family style**, offering a variety of fresh fruits, vegetables, proteins, and grains. Our District nutritionist carefully plans meals to ensure your child receives **nutritious and balanced options** every day.

## **Physical Activity**

Physical activity is a key part of our ECEAP program. Every day, students enjoy **30 minutes of gross motor development time**, which includes both structured and unstructured activities—indoors and outdoors or in the gym. Our staff plan fun games and activities that introduce children to many ways to be active and healthy.

## **Other Health Requirements**

- **Immunizations:** All children must be up to date on immunizations before starting school.
- **Life-Threatening Conditions:** If your child has or develops a life-threatening health condition, a health plan must be in place before attending class. Please notify the school immediately so we can support your child's safety.
- **Well-Child and Dental Exams:**
  - Well-child exams should be done **once per year**.
  - Dental exams are recommended **twice per year**.
  - Please provide exam documentation to your **Family Advocate** within **45 days** of enrollment, as required by ECEAP standards. Your Family Advocate can assist you in scheduling appointments or finding providers if needed.

## Health Screenings

During the school year, all children are screened for:

- Height and weight
- Vision
- Hearing

## Curriculum, Instruction, and Assessment

### Our Early Learning Curriculum

At the Early Learning Center, we use evidence-based, developmentally appropriate curricula to support the **whole child** academically, socially, and emotionally:

- **Creative Curriculum:** A research-based general and special education curriculum focused on exploration and play-based learning.
- **Conscious Discipline:** A comprehensive approach to building **social-emotional health** and **self-regulation** through connection, safety, and consistency.
- **Character Strong (PurposeFull People):** A curriculum that fosters character development and **positive social-emotional growth** in early learners.

## **Instructional Beliefs and Daily Routine**

Research shows that **young children learn best through play**. Our program uses a **play-based learning model**, structured to encourage curiosity, discovery, and problem-solving through hands-on experiences.

Each classroom day includes:

- **Meals/snack time**
- **Whole group instruction**
- **Small group learning**
- **Choice time (structured, play-based learning centers)**
- **Gross motor time (indoor/outdoor physical activity)**
- **Music and movement**
- **Social-emotional learning routines**

We maintain small class sizes to provide meaningful, individualized instruction and support for all children.

---

## **Student Assessment**

Children are assessed **three times per year** using the **Teaching Strategies GOLD (TSG)** assessment system. This tool aligns with Creative Curriculum and helps teachers:

- Identify each child's **strengths and areas for growth**
- Monitor **developmental progress**
- Tailor instruction to meet individual needs

Assessments are conducted through **observation during play and learning activities**, making the process natural and child-centered. **Assessment results are shared with families three times per year** during scheduled meetings 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 in our instruction on a regular basis.

## **Special Education Services**

### **Individualized Education Program (IEP)**

If a child qualifies for special education services, they will receive an **Individualized Education Program (IEP)**—a personalized plan developed by a team that may include:

- The **general education teacher**
- A **special education teacher**
- Related specialists (e.g., **Speech-Language Pathologist, Occupational Therapist, Physical Therapist, School Psychologist**)


The IEP outlines:

- **Individual learning goals**
- **Specific supports, accommodations, and interventions**
- A plan for how services will be delivered to best support the student's success

---

## **Developmental Screening & Evaluation Process**

If a teacher or family member has concerns about a child's development or learning needs, they may **request a special education evaluation** through the **Richland School District Special Education Office**:

 6972 Keene Road  
West Richland, WA 99353

## **Referral Process (Teacher-Initiated)**

If a teacher initiates the referral process, the following steps will be taken:

1. **Discuss concerns with the family** and obtain **parental permission** to begin the process.
2. **Refer the student to the ART** (Academic/Behavioral Referral Team).
3. The ART team meets to recommend **classroom-based interventions**.
4. The teaching team implements those strategies for **2–3 weeks**.
5. The ART team reconvenes to review progress and refine supports.
6. This process may be repeated for **2–3 rounds** as needed.
7. If significant needs remain, the team may recommend **formal evaluation**.
8. With **parent consent**, the evaluation team begins testing.
9. Based on the results, the **IEP team** will develop an IEP tailored to the student's needs.

---

## **IEP Placement Options**

Once an IEP is written, services may be provided in one of the following programs:

- **General Education ECEAP/Title Preschool**
- **Developmental Delay (DD) Preschool**

Placement is determined by the IEP team, with input from the family, and is based on what will best meet the child's needs.

## **Inclusion and Least Restrictive Environment (LRE)**

We are committed to providing services in the **Least Restrictive Environment (LRE)**, which means students with IEPs are included with their typically developing peers **as much as possible**.

Inclusive opportunities may take place during:

- **Play-based center time**
- **Whole or small group instruction**
- **Gross motor development (at least 30 minutes daily)**

Our goal is to create a learning environment where **all children are valued, supported, and included**.

## **Early Learning Discipline Policies**

At the Early Learning Center, we believe that **all children thrive in nurturing, safe, and supportive environments**. Our approach to discipline is grounded in **Positive Behavior Interventions and Supports (PBIS)** and **Conscious Discipline**—focusing on prevention, emotional growth, and skill-building.

---

### **Our Behavior Management Philosophy**

We are committed to proactive, respectful, and developmentally appropriate strategies to support children's learning and behavior. Staff members use a range of positive interventions, including:

- **Modifying the classroom environment to meet student needs**
- **Adapting routines and expectations to support success**
- **Coaching children in appropriate behaviors and responses**

- Providing choices to empower student decision-making
- Redirecting behavior in a calm and supportive way
- Offering time and space for children to explore and process emotions

We use the **Conscious Discipline** curriculum to help students identify, understand, and manage their emotions in a healthy and respectful manner.

---

### **Prohibited Discipline Practices**

ELC staff will **never**:

- Use corporal punishment
  - Restrain, grab, or hold a child (except in an emergency situation—see below)
  - Yell, shame, or use harsh verbal language
  - Withhold food or use food as a reward or punishment
  - Physically or verbally abuse students
-

## **No Expulsion Policy**

All children have a right to quality early education. The Early Learning Center is committed to **never expelling a child for behavior**.

If a child is experiencing challenges in the classroom, the **ELC Administration** and staff will work collaboratively with the family and support teams to create and implement a **behavioral support plan** that meets the child's academic, behavioral, and emotional needs.

---

## **Three-Tiered Behavior Intervention System**

We use a **three-tiered model** of support:

- **Tier I:** Universal strategies for all students—positive reinforcement, classroom routines, emotional coaching
- **Tier II:** Targeted supports for students who need more help with behavior, academics, or emotional regulation
- **Tier III:** Intensive individualized supports for students with more complex needs

When Tier II or III interventions are needed, we bring together the **Academic Referral Team (ART)**.

This team may include:

- General education and special education teachers, Speech-language pathologist, Occupational or physical therapist, Building administrator, counselor, psychologist, and parents may be invited as well.

The ART team will work with the family to develop a **customized plan** of support designed to help the student succeed.

## **Full-Day Programs and Individual Needs**

Students in full-day programs may need **individualized schedules** based on behavior, stamina, and safety. The ELC reserves the right to adjust a child's daily schedule to best meet their needs as a last resort. Our goal is always to support each child in gaining the skills necessary for success in **Kindergarten and beyond**.

## **Transitioning To and From Early Learning Programs**

Changing schools or classrooms can be both exciting and overwhelming. At the Early Learning Center, we work closely with families to ensure all transitions are **smooth, supportive, and child-centered**. Below are common transitions and how we support them:

---

### **1. Starting an Early Learning Program (Enrollment)**

Welcome to our Early Learning community! If you're enrolling your child:

- **Family Advocates** or **friendly office staff** will assist you in identifying which program your child qualifies for.
- We'll help you complete the required paperwork and confirm when your child is approved.
- Once enrolled, your child's teacher will gradually introduce your family to the classroom, classmates, and routines.

We're so glad you're here!

### **2. Transitioning from ECEAP to Developmental Preschool**

If, after going through the **Academic Referral Process (ART)**, it's determined that a child would benefit from a **Developmental Preschool setting**, we will:

- Work closely with families to ensure a thoughtful and supportive transition.
  - Introduce the child and family to the new teacher and classroom environment.
  - Share relevant information with the new teacher to ease the change (excluding personal/confidential details unless appropriate).
- 

### **3. Transitioning from Developmental Preschool to ECEAP**

When the **IEP team** determines that a student is ready for a **general education setting**:

- A suitable **ECEAP or Title classroom** will be identified.
  - An **IEP amendment** will be written to reflect the change in placement.
  - Teachers and staff will support the student through the transition and welcome them into their new classroom.
- 

### **4. Moving to Another Preschool Program**

If your family is relocating or changing preschool programs:

- Our **secretary will prepare withdrawal paperwork** to make the process easy.
- We'll assist you with **records transfers** to your child's new school, so their transition is as seamless as possible.

While we'll miss you, we wish you all the best!

---

## **5. Transitioning to Kindergarten**

We're here to help your child and family get ready for **Kindergarten!**

If your child is continuing in the **Richland School District**, no action is required to register—they will automatically roll into their **boundary elementary school**.

To support a smooth transition:

- We host **family nights** focused on **Kindergarten readiness**.
- Families are invited to attend **transition events** hosted by local elementary schools.
- Your child's teacher and Family Advocate will keep you informed of timelines and resources.

---

## **6. Full-Day Program Adjustments**

Some students in full-day programs may benefit from **modified schedules**. This could be for reasons related to **individual learning needs, behavioral supports, or student safety**.

The ELC may adjust a student's daily schedule to ensure:

- The best possible learning experience, A focus on achieving **Kindergarten readiness skills** by year's end, and the safety and well-being of all students.

These decisions will always be made thoughtfully, in collaboration with families and support teams.

---

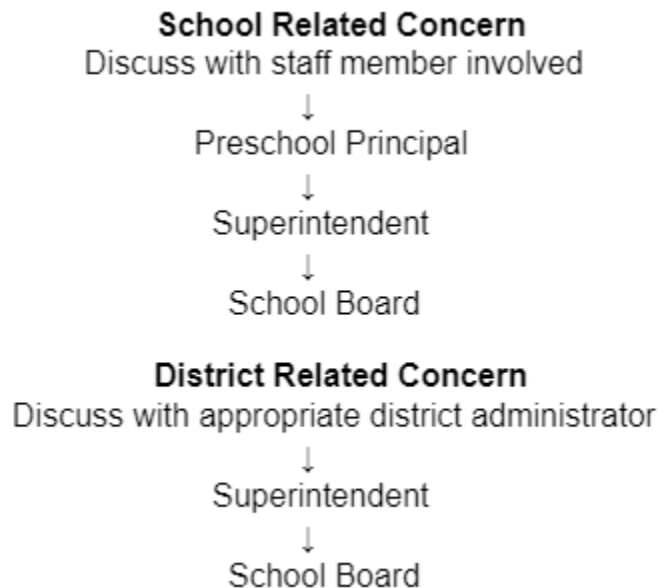
## **Resolving Concerns**

We believe that most concerns are best addressed by those **closest to the situation**—your child’s teacher, Family Advocate, or site administrator. Open communication and mutual respect help us resolve issues quickly and effectively.

If you have a concern, we encourage you to:

1. Speak directly with your child’s **teacher or Family Advocate**
2. If needed, contact the **building principal or Early Learning administrator**
3. If the concern persists, reach out to the **Richland School District** for additional support

We're committed to working **with you** to ensure your child’s preschool experience is successful, safe, and positive.



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

