

EDMONDS INCLUSIVE PRESCHOOL

FAMILY HANDBOOK



Alderwood Early Childhood Center
2000 200th Place SW
Lynnwood, WA 98086

Satellite Site Locations:
Chase Lake Elementary School
Edmonds Elementary School
Lynndale Elementary School
Maplewood K-8



**Edmonds
School District**

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Contact Information

Main Office 425-431-7595

Attendance Line 425-431- 4923

B-3/Child Find Inquiries 425-431-7555

Early Childhood Education and Assistance Program (ECEAP)/Tuition Program Staff
425-431-4919

Transportation Department 425-431-7230

Fax 425-431-7591

Mailing address 2000 200th Place SW, Lynnwood, WA 98036

Website <https://aecc.edmonds.wednet.edu>

For ECEAP program and eligibility questions eceap@edmonds.wednet.edu

For Tuition Based program questions
edmondspreschool@edmonds.wednet.edu

Hours of Operation 8:00 AM-4:30 PM

Classroom, School or Class Hours: AM Session 9:25-12:10 PM Session 1:10-3:55

Program Description

The Edmonds School District's Inclusive Preschool Program provides high quality learning environments for children ages 3 through 5 years old in inclusive, multi-age classrooms in several locations across the district. Children who are 5 years old before August 31st will attend kindergarten. In the Edmonds Inclusive Preschool Program, staff partner with families to create a welcoming community for everyone.

The child to adult ratio is no greater than 10 to 1, and the classroom group size is no greater than 20. The Center follows the district vacation/break calendar. However preschool does have different specific start and end dates. Please refer to the preschool specific calendar that is provided at the beginning of each school year. Students attend Monday through Thursday. We offer two part day sessions, one in the morning and one in the afternoon.

Three Roads Lead to One Inclusive Program

Edmonds Preschool Program enrolls children in one of three ways. In keeping with our Vision and Mission, almost all of the classrooms in our program are assigned with a mix of students and staff from the three programs. The three avenues for entry are:

1. **Tuition-Based Program:** A tuition-based program that offers part day preschool (2.75 hours), 4 days/week. Families are charged monthly, September through May.
2. **ECEAP:** Early Childhood Education and Assistance Program funded by Washington State for preschool aged children. This program offers half day (2.75 hours), 4 days a week and provides comprehensive early childhood and family support services free of charge.
3. **Early Childhood Special Education (ECSE):** Serves children who qualify for special education services. Programming is based on the IEP team decision. Services are provided free of charge.

This Family Handbook includes information important to all children and families. Each program may also provide additional information throughout the year.

In Edmonds Inclusive Preschool, staff partner with families and children to create a welcoming community where everyone belongs.

Inclusive Education

Inclusion is the philosophy that every child belongs and is a full member of the community. In inclusive classrooms, teachers and therapists design the environment, curriculum and instruction to be accessible and engaging for all children. Teams develop individual accommodations and supports as well as extensions for children who need additional challenges so that every child can fully participate, develop friendships and learn. As an inclusive school community, we celebrate children's similarities as well as their different abilities, cultures and backgrounds.

Mixed Age Classrooms

All classrooms are mixed age classrooms. Mixed age classrooms are considered best practice in early learning and support children in developing at their own pace. Between the ages of 3 and 5, children's development is at its most diverse in all areas - language, cognitive, social-emotional, gross and fine motor - in addition to their diversity in terms of temperament, family culture and experience outside the home. Children learn from teachers and also in their play by learning and leading with peers. Mixed age groups also resemble family life - many children experience being the youngest, the middle and the oldest. Children who have the opportunity to learn and to teach between children, not exclusively from adults, retain more knowledge at the level of mastery, instead of just exposure.

Curriculum

Curriculum Philosophy

The curriculum philosophy in Edmonds Preschool Program is based on the following principles from the Washington State Early Learning and Development Guidelines:

- **Learning starts with families and communities.** Families are their child's first, most important and life-long teachers. Children build their identities from the people, communities and places in their lives.
- **Children learn through relationships, play and active exploration.** Nurturing relationships help children become secure, confident, curious and communicative people who are actively exploring and experimenting with their senses, creativity and observations.
- **Every child and family has unique gifts and abilities.**
- **Children learn best when they are healthy, safe and free of hunger.**
- **Learning and development are interrelated and build on prior learning and development.**
- **Young children can and do learn more than one language successfully.**
- **Developing "executive function" is crucial for learning and development.** Developing executive function helps children learn to:
 - Pay attention

- Reason logically
- Exercise judgment
- Control their impulses
- Plan, identify goals and work to achieve them, including making adjustments when needed.
- **Children learn in and through their environment.** A safe, organized environment creates a sense of belonging, inspires curiosity, allows children to use their senses while they explore and experiment.

Curricula Used

Every classroom uses two aligned and research-based curriculums:

1.) The Creative Curriculum® for Preschool is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. Teachers use hands-on, project-based investigations and have flexibility in enhancing or individualizing for their group every day, while building children's confidence, creativity and critical thinking skills. Classrooms will always be engaged in a Study which is a deep exploration of a wide topic for example: Trees, Buildings, Simple Machines.

The Creative Curriculum is aligned with Teaching Strategies Gold, our observational assessment tool.

What Are The Creative Curriculum® for Preschool Objectives for Development & Learning?

The 38 research-based objectives are the heart of the curriculum and define the path teachers take with children in their classroom. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines and the *Head Start Early Learning Outcomes Framework*.



SOCIAL-EMOTIONAL	
1. Regulates own emotions and behaviors	
a. Manages feelings	
b. Follows limits and expectations	
c. Takes care of own needs appropriately	
2. Establishes and sustains positive relationships	
a. Forms relationships with adults	
b. Responds to emotional cues	
c. Interacts with peers	
d. Makes friends	
3. Participates cooperatively and constructively in group situations	
a. Balances needs and rights of self and others	
b. Solves social problems	
PHYSICAL	
4. Demonstrates traveling skills	
5. Demonstrates balancing skills	
6. Demonstrates gross-motor manipulative skills	
7. Demonstrates fine-motor strength and coordination	
a. Uses fingers and hands	
b. Uses writing and drawing tools	



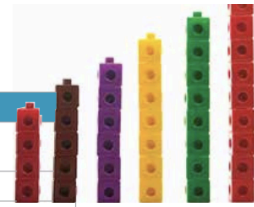
LANGUAGE	
8. Listens to and understands increasingly complex language	
a. Comprehends language	
b. Follows directions	
9. Uses language to express thoughts and needs	
a. Uses an expanding expressive vocabulary	
b. Speaks clearly	
c. Uses conventional grammar	
d. Tells about another time or place	
10. Uses appropriate conversational and other communication skills	
a. Engages in conversations	
b. Uses social rules of language	
COGNITIVE	
11. Demonstrates positive approaches to learning	
a. Attends and engages	
b. Persists	
c. Solves problems	
d. Shows curiosity and motivation	
e. Shows flexibility and inventiveness in thinking	
12. Remembers and connects experiences	
a. Recognizes and recalls	
b. Makes connections	
13. Uses classification skills	
14. Uses symbols and images to represent something not present	
a. Thinks symbolically	
b. Engages in sociodramatic play	



LITERACY	
15. Demonstrates phonological awareness, phonics skills, and word recognition	
a. Notices and discriminates rhyme	
b. Notices and discriminates alliteration	
c. Notices and discriminates discrete units of sound	
d. Applies phonics rules and knowledge of word structure to decode text	
16. Demonstrates knowledge of the alphabet	
a. Identifies and names letters	
b. Identifies letter-sound correspondences	
17. Demonstrates knowledge of print and its uses	
a. Uses and appreciates books and other texts	
b. Uses print concepts	
18. Comprehends and responds to books and other texts	
a. Interacts during reading experiences, book conversations, and text reflections	
b. Uses emergent reading skills	
c. Retells stories and recounts details from informational texts	
d. Uses context clues to read and comprehend texts	
e. Reads fluently	
19. Demonstrates writing skills	
a. Writes name	
b. Writes to convey meaning	
c. Writes using conventions	



MATHEMATICS	
20. Uses number concepts and operations	
a. Counts	
b. Quantifies	
c. Connects numerals with their quantities	
d. Understands and uses place value and base ten	
e. Applies properties of mathematical operations and relationships	
f. Applies number combinations and mental number strategies in mathematical operations	
21. Explores and describes spatial relationships and shapes	
a. Understands spatial relationships	
b. Understands shapes	
22. Compares and measures	
a. Measures objects	
b. Measures time and money	
c. Represents and analyzes data	
23. Demonstrates knowledge of patterns	
SCIENCE AND TECHNOLOGY	
24. Uses scientific inquiry skills	
25. Demonstrates knowledge of the characteristics of living things	
26. Demonstrates knowledge of the physical properties of objects and materials	
27. Demonstrates knowledge of Earth's environment	
28. Uses tools and other technology to perform tasks	
SOCIAL STUDIES	
29. Demonstrates knowledge about self	
30. Shows basic understanding of people and how they live	
31. Explores change related to familiar people or places	
32. Demonstrates simple geographic knowledge	
THE ARTS	
33. Explores the visual arts	
34. Explores musical concepts and expression	
35. Explores dance and movement concepts	
36. Explores drama through actions and language	
ENGLISH LANGUAGE ACQUISITION	
37. Demonstrates progress in listening to and understanding English	
38. Demonstrates progress in speaking English	



2.) Second Step: Social Emotional Skills for Early Learning Program is an evidence-based program to build self-regulation and social-emotional skills critical for success in kindergarten and beyond. Second Step lessons and classroom strategies help early learners harness their energy and potential by teaching them to:

- Listen
- Pay attention
- Manage their behavior
- Get along with others



Units of the Second Step Program include:

- **Skills for Learning:** Listening, Focusing attention, Self Talk, Following Directions, Asking for what you want or need
- **Empathy:** Identifying Feelings, Accidents, Caring and Helping
- **Emotion Management:** Strong Feelings, Naming feelings, Managing Disappointment/Anger/Waiting
- **Friendship and Problem Solving Skills:** Fair Ways to Play, Inviting and joining play, Being Assertive, Thinking of Solutions
- **Transitioning to Kindergarten:** How Kindergarteners learn, Riding the Bus, Making new friends
- **Child Protection Unit:** Ways to Stay Safe



Together, Creative Curriculum and Second Step prepare children for success in kindergarten and beyond. They each have family components, where your participation can enhance your child's learning as you integrate the skills into your daily home life.

Supplemental Curricula are also available for classroom use. Examples include Handwriting Without Tears, Heggerty Phonemic Awareness, Writing Foundations, and Early Childhood Hands-On Science (ECHOS).

In addition, classroom teachers bring their experience and training and regularly adapt or add to these curricula in response to children's strengths and interests.

Kindergarten Transition Plan

Once a child is ready to transition into kindergarten. Teachers will meet with kindergarten teachers to complete transitions. Files are then transferred from AECC to neighborhood schools. Then Transition Teams will decide which program is appropriate for transitioning children to attend (general or special Education). Families don't need to reapply to elementary school. Families will only contact the elementary school if they have additional questions or information in regards to the new school.

Multilingual Learning

Teachers are prepared to meet the needs of students who are learning their home languages and English. We promote positive experiences for these multilingual learners (MLLs) by holding high expectations and emphasizing their strengths, including cultural and linguistic strengths. Staff also provide children and their families with the individualized learning supports necessary to succeed in school.

Consistent Care and Staff Roles

The best learning happens when we plan for building long term trusting relationships between children, families and teachers. Whenever possible, staff will be assigned to work with a consistent group of children throughout the day and year.

People that you may see in your child's classroom include:

- Principal
- Early Learning Coordinators
- Instructional Coaches
- Lead Instructors
- School Psychologists and Counselors
- Special Education Teachers
- Paraeducators
- Speech and Language Pathologists
- Family Support Workers
- Occupational & Physical Therapists

Daily Classroom Schedules

The daily classroom schedule is posted in each classroom. Although the timing and order may vary, children have an experience that includes:

- **Arrival** - Children in Special Education and ECEAP may qualify for district bussing services. Tuition students are transported by parents to preschool each day. *To create continuity and minimize disruptions in children's learning, students are expected to arrive on time at their scheduled start time.*
- **Large Group Time** - Children gather as a whole group to sing, read and explore the Question of the Day.
- **Choice Time** - Children choose from classroom interest centers such as art, dramatic play, blocks or science while teachers support and facilitate their explorations.
- **Story Time** - Teachers read to children, discuss the book and use props to retell the story.
- **Small Group Time** - Teachers work with four to ten children at a time on a shared learning activity. This intentional teaching time includes pre-math and pre-literacy activities.
- **Meal time** - Children come to the table and enjoy food and beverages served family style. Breakfast is served free of charge to all students in morning sessions and lunch is served free of charge to all students in afternoon sessions. Staff encourage and model development of healthy eating habits and positive table manners and conversation.
- **Gross Motor Time** - Children have daily structured and unstructured learning experiences outside and inside our gym, with a different play location each day of the week.
- **Departure** - Children gather their belongings and either walk to their bus with a teacher or wait for their caregiver to pick them up at our Parent Zone locations. *Caregivers must pick up at their scheduled pick up time so that staff can prepare for the next session, or take their scheduled break or planning time.*

Enrollment Requirements Checklist

Please complete the following items (electronic or hard copy) prior to your child's first day. Incomplete and/or missing items may cause a delay in your child's enrollment.

- ☐ District Enrollment Form
- ☐ Emergency Form
- ☐ Health Form
- ☐ Certificate of Immunization Form
- ☐ Child Health Plan, if required (including medication received and reviewed by nurse)
- ☐ Developmental Screening Forms (ASQ-3 and ASQ-SE)

It is very important to inform the Alderwood Early Childhood Center main office and classroom staff immediately of any changes in address, phone number, place of employment or health or emergency information.

Confidential Records

All records are held in accordance with FERPA ([Family Education Rights & Privacy Act](#)).

School Calendar and Closures

All preschool classrooms in the Edmonds School District follow the Edmonds School District School Year Calendar for school breaks. You can find the preschool specific calendar by clicking [HERE](#).

The office is open from 8:00am - 4:30pm.

School Closure for Adverse Conditions

Emergency Release—If school closures are necessary due to adverse conditions (snow, flooding, earthquake, power outage, etc) the following procedures will occur:

- ***If Edmond School District schools are closed***—All preschool classrooms are closed.
- ***If Edmonds School District schools start late***—Morning preschool is canceled.
- ***If Edmonds School District schools close early***—Edmonds Preschool school staff will remain at the school with children until parents/authorized pick-up person arrives to pick up the child. Staff will contact parents/guardians to inform them of adverse conditions.

Information will be announced on local radio and television stations, posted on the district's website, and posted via ParentSquare.

For families enrolled in the Edmonds tuition-based program - No credits in tuition will be given for short term school closures.

Child Guidance

In Edmonds, all schools implement **Positive Behavior Intervention and Supports** (PBIS) to increase student engagement, improve safety, decrease problem behavior, and establish a positive school culture. PBIS is a systemic, proactive approach to teaching school-wide behavioral expectations and includes a hierarchy of prevention and intervention strategies. **The Pyramid Model** provides a framework of practices specifically for implementing PBIS practices within early childhood classrooms and programs.

The Pyramid Model

Edmonds Inclusive Preschool Program uses the Pyramid Model to support the healthy social and emotional development of young children. The Pyramid Model emphasizes developing positive relationships between children, families and staff, the implementation of evidence-based, developmentally appropriate teaching practices, and the inclusion and participation of young children with disabilities in early childhood settings. The Pyramid Model provides families and staff with clear components of effective support and instruction to ensure all children succeed in school.



As part of the foundation of the Pyramid, clear, positive behavior expectations are taught to all children. The school-wide positive behavior expectations for Edmonds Preschool are:

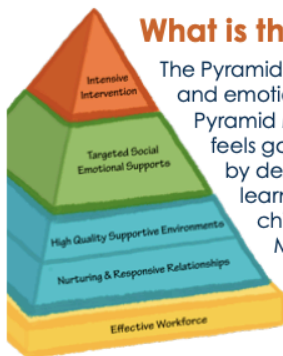


Children learn specific ways to be safe, kind and solve problems at school through explicit instruction, visual support, role play, and acknowledgement from staff.



Research¹ has shown that the skills your child needs to be successful in the future are social and emotional skills!

The more socially skilled children are, the more likely they are to succeed in school. Because this is so important for your child, we are using the Pyramid Model in our program.



What is the Pyramid Model?

The Pyramid Model is a framework for supporting the social and emotional development of our children. The goal of the Pyramid Model is to create an environment where every child feels good about coming to school. This is accomplished by designing classrooms that promote engagement in learning and by building positive relationships among children, families, and staff. In our use of the Pyramid Model, our classroom staff will work together to ensure that all children understand behavior expectations, receive instruction in social skills, and those who are struggling receive individual support.

The Pyramid Model illustrates that the foundation for helping children develop social and emotional skills is nurturing and responsive relationships and high quality environments. The middle of the Pyramid, teaching of social and emotional skills, is provided to all children with some children receiving additional teaching and support. The top of the Pyramid shows that a few children will need the foundation, the middle AND individualized intervention to address challenging behavior.

To use the Pyramid Model, our program established a leadership team that will provide ongoing support to our staff and families. Our leadership team looks forward to sharing some of the important work we are doing, including teaching program-wide expectations, partnering with families, training staff in teaching strategies, providing classroom coaching to help teachers implement, and using data for decision-making. Stay tuned for ongoing updates about the Pyramid Model in our program!

¹ Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105, 2283-2290.

What is gained by using the Pyramid Model?

FAMILIES

- Receive information on how to help promote children's social and emotional skills
- Team with teachers to help children grow and learn
- Receive support for preventing and addressing behavior problems

TEACHERS

- Are effective in helping children learn social and emotional skills
- Strengthen classroom management skills
- Have information and resources to support families

CHILDREN

- Increase their social and emotional skills
- Improve in their readiness for kindergarten



National Center for Pyramid Model Innovations

ChallengingBehavior.org

Individual Behavior Problem Solving

Teaching children skills to manage their behavior and to be successful in a group setting is a key goal in preschool. A variety of approaches to the development of social and emotional skills that are required for success in the classroom and life are taught, modeled, and encouraged. It is our goal to keep children safe, engaged in learning and play, and to respect the rights and needs of every child attending our programs.

All teachers of young children expect to encounter some amount of challenging behavior in their classrooms because young children are in the early stages of social development. Preschool age children are learning how to be members of a group, understand and express emotions appropriately, and engage in social problem solving. In the event that a child's behavior becomes a danger to themselves or others, or is repeatedly disruptive to the classroom experience overall, staff will get input from the child's family to learn more about why the child may be struggling and find out if there are certain strategies that are helpful at home. A Student Support Team meeting will be scheduled to problem solve (see details below on Guidance Team meetings).

Edmonds Preschool Program does not suspend or expel children. If a child requires special education services in order to meet their needs and does **not** live in the Edmonds School District, staff will support the family in seeking services in their home district.

Student Support Team and Child Find Team

The Guidance Team (GT) is a group of staff lead by the School Counselor that meet to discuss the needs of an individual child and partner with families to create a plan of action to better meet those needs. The team engages in a process that promotes understanding and cooperative effort to provide the best possible education for each child. Before convening a GT meeting, the child's teacher will contact the child's family. During the meeting, the team will choose supports to implement and/or changes to make in order to support the child's needs. These may include shifting the class schedule, providing access to a calming object, or teaching the child how to ask for a break. Depending on the outcomes from previous interventions, the GT may decide to refer to the Child Find Team which includes a school psychologist, the student's family, the general education teacher and others such as a speech and language pathologist or family advocate. The Child Find team will determine whether a special education evaluation is recommended to determine whether a child needs more intensive instruction to meet their needs.

No Corporal Punishment Policy

At no time will corporal punishment in any form be allowed on the premises by anyone, including parents/guardians. Physical restraint and isolation of students is not allowed except in cases where a student presents an imminent danger to themselves or others. The district's Restraint and Isolation Policy #3246 is followed. Staff are trained by Right Response (or other OSPI recommended trauma informed crisis intervention program) and must maintain their certification yearly.

Family Engagement and Partnership Plan

Families are their child's first, most important and lifelong teachers. Teachers in Edmonds Preschool Program partner with all families throughout their preschool years by:

- Asking in a variety of ways to share information about their unique child. These will include:
 - Ages & Stages Screening Questionnaires (ASQ)
 - Home to School Projects like "All About Me"
 - Formal and Informal Teacher and Family conversations
 - Parent-Teacher conferences throughout the year
- Invitations to participate in a range of classroom and school activities scheduled throughout the year.
- Providing access to community resources for services helpful to families with young children.
- Sharing program information including menus, district and program family handbook, and program policies.
- Having student and family confidentiality maintained.
- Encouraging the sharing of ideas and suggestions for their child and for the program.
- Inviting them to participate in parent groups.
- Sharing information about transitioning to kindergarten.

Family Communication

Families have multiple opportunities to ask questions and give feedback. Family Welcome events and program events will be held throughout the year. Program information is kept current on the program website. Parents receive communication from the program:

- Classroom and Program Newsletters through ParentSquare
- Parent Teacher Meetings, by phone or in person, to share with each other information about the student's strengths, interests and development
- A written description if your child becomes ill or injured at school describing what happened and what care was provided
- School communication app: ParentSquare



- Transportation app: Edulog Parent Portal
[Transportation Services - Edmonds School District](#)

Family Participation Options

Families are encouraged to participate throughout the year in the ways that best match their strengths, interests and availability:

- engaging with your child about their current interests and friendships at school,
- volunteering in the classroom and/or at program wide events
- attending parent teacher conferences
- participating in parent organizations including the Edmonds Preschool Parent Advisory Council (PAC) and the Edmonds School District Special Education PTA.

Family Concerns, Questions and Suggestions

If you have concerns, questions or suggestions about your child or the program, please ask at the front desk to schedule a time with a teacher or program administrator. Your feedback and perspective is welcome and appreciated.

Photography and Videotaping Opt Out

Families who do not want their child's school directory information or other photographs or video released, can complete a FERPA Opt-Out form, indicating they do not want their child identified, video-taped or photographed.

Guidelines for Your Child's First Day

This information will help your child and the preschool program:

- **Prepare your child** by talking to them about what will happen in their school day and their feelings about this new experience.
- If your child has **special health needs**, meet with the Nurse well before the first day of school. Health plans and medication are required to be in place prior to any child starting.
- **Please send** a backpack to bring to school, with an extra change of clothes(pants, shirt, socks, underwear, and if feasible an extra pair of shoes) to go inside it. And diapers or pullups if needed.
- **Label everything** - backpack, blanket, coats, water bottles, etc. with your child's name.
- **Do not send** toys, electronics, weapons or other personal belongings, unless requested specifically by your child's teacher for a specific class project. These items can be lost or broken and are not easily found or replaced.
- **Decide ahead on a simple, brief good-bye ritual.** For example: blowing a kiss, "see you soon", a wave or thumbs up.
- **Dress your child in clothes and shoes made to play and learn.** Preschool can be messy and include painting and outdoor play in all kinds of weather!
- **Arrive at your scheduled time for your class session. If a child is left alone in a car for any length of time, we are required to make a CPS report as mandated reporters.**
- **Do not use your cell phone during pick up or drop off** - children need your attention for safety and support during these transitions.
- **Partner with us to teach and require children to walk (not run) beside an adult on the sidewalks and the outdoor paths at school.** Children are expected to hold the hand of an

adult as they walk through the parking lot. Throughout the year, follow this practice when picking up or dropping off your child at school.

- **Help your child learn at least two other children's names** as soon as possible. It will build your child's confidence and make a difference for others in the classroom community too.
- Even if your child is feeling sad at your departure, **let your child know when you are leaving.** Please do not "sneak out" of the room. Your child's feelings are normal and teachers can provide comfort and assurance. It will help your child to grow to trust you, staff, and themselves!
- **Make sure every day that your last words to your child are positive, encouraging and kind!**
- **Plan to be on time.** Children can grow anxious as other children leave. They often remember the end of the day the most. We want it to be especially positive, so they will look forward to coming back!

Student Attendance and Absences

Regular and timely attendance is important for children to develop a sense of belonging in the classroom, familiarity with school staff, friends, expectations and routines, and to stay engaged in the flow of the curriculum. **If your child is going to be absent or late due to illness or any other reason, please contact the attendance line at 425-431-4923.**

Volunteering

Families are invited to participate in Parent Groups/Committees. Volunteering can occur outside of the classroom, for special projects or activities inside the classroom, or classroom support through materials and projects you can work on from home. These may include:

- reading books in the book corner,
- working with children in a small table top activity, or
- sharing a family hobby, tradition or experience.

No adults, other than Edmonds School District employees, may have unsupervised or regular access to children in our programs. Any person wishing to volunteer must follow specific State and District regulations applicable to working with children and will undergo a criminal background check through the Washington State Patrol, and complete a Volunteer Orientation. Building volunteers serve at the discretion of the building administrator. Classroom volunteers serve at the discretion of the classroom teacher.

Events, Celebrations and Holidays

Families may want to be involved in the planning for special events and celebrations at school. In keeping with our mission and vision, we want to include everyone in all school activities we plan so that all children and families can participate without conflicting with their families' values or beliefs. We refrain from any kind of religious observation, such as prayer, songs, posters or symbols and instead focus on shared experiences that include everyone. Although we listen and learn from children

and families as they share stories about their family religious and cultural celebrations, we do not observe or highlight any specific commercialized or religious holiday as a focus of our daily curriculum.

Here are some of the ways we celebrate together:

- **Classroom Events** Creative Curriculum Studies offer opportunities for “Wow! Experiences” and learning celebrations. These are planned by the lead teacher and provide fun, unique experiences that are related to the topic of the study.
- **Program-Wide Events** There will also be program wide events regularly over the year. Examples include the Family Welcome Event, a daytime Fall Harvest Party, Friday Play Dates in the Park.
- **Parent/Family Group Events** - There will also be Parent Advisory Council planned events and activities. Family events are planned and scheduled outside the school day. They are optional and may include a wide variety of celebrations.

Health and Safety

Health and safety are always the highest priority in the Edmonds Preschool Program.

Student Release Requirements

Children will be released only to authorized adults. Staff will ask for verification of identity before releasing a child. If your child is to be picked up from preschool, they will only be released to persons listed on the Emergency Contact Form. No child will be released to a person under the age of 18. A copy of court ordered legal documents that prohibit or limit non-custodial parents from having their children released to them will be kept on file.

Emergency Pick-Up Plans

It may happen that an unavoidable situation occurs that may impact your ability to arrive at preschool to pick-up your child before closing time. Preparing your child with your family plan in advance will help reduce their anxiety and worry when you have not yet arrived and their class has ended. Other important practices:

1. Be sure to give complete information about the people authorized to pick up your child on your child’s Emergency Form. After your child’s scheduled class has ended, the staff will first attempt to contact you. However, if you cannot be reached or are unable to pick-up your child, staff will contact any other adults authorized to pick-up your child and tell them that they have not been picked-up and that according to our records, they are the designated emergency contact for child pick-up.
2. Contact the main office as soon as possible to let them know that you will not be picking-up your child and that an emergency contact or other authorized adult will be at the center for your child. Children who are expecting and waiting for their parent/guardian to arrive can become anxious when they realize it is past their regular departure time. Contacting us as soon

as you know you may be late allows us to prepare your child for the change in routine and assure them that their parent/guardian is “okay”.

Safe Pick Up

For the safety of your child, we will make other arrangements for anyone who appears to be under the influence of drugs and/or alcohol. We will contact 911 if there is reason to believe that the child is in danger.

Prohibited Substances and Animals

No drugs, narcotics, alcohol, cannabis and/or the use of tobacco products shall be permitted in school facilities or on school property at any time. Dogs are not allowed on campus during student time.

Child Custody

Families may be experiencing divorce or custody issues. In some circumstances, there are court ordered documents that restrict access to a child/children while on Edmonds School District property. If so, please provide the office with a copy of the legal documents stating the conditions of the restrictions. When there is a court order on file with the district that restricts and/or prohibits any parent or other person from contact with a student at school or picking up a student from school, then the program will not permit the student to visit with or be released to that parent, or other person. A child may be released to either parent/guardian or anyone they have authorized if no current court issued order is on file.

Child Abuse Reporting Law Requirements

All Edmonds School District staff members are required by Washington State law to report immediately to the police or Child Protective Services any instance where there is reason to suspect the occurrence of physical, sexual, or emotional child abuse, child neglect or exploitation. We may not notify parents/guardians if a report has been made except upon the recommendation of Child Protective Services or the police. The program director will be notified per Washington State law. All staff are required to take training yearly in the recognition and reporting of child abuse in accordance with RCW 26.44.030.

Walking Expectations, Outdoor Path and Parking Lot Safety

Please teach and follow these practices when picking up or dropping off your child at school:

- Teach and require children to walk together (not run) with an adult at school.
- Children are expected to hold the hand of an adult or travel safely on a class rope before they leave the building or the outdoor path. Children must hold the hand of an adult as they walk through the parking lot.



- **Do not leave any child in a car alone for any length of time. As mandated reporters, staff are required to notify CPS if a child is left alone in a vehicle.**

Meals

Children in Edmonds Preschool Program who attend during the morning session are offered breakfast daily free of charge. All children in Edmonds Preschool Program who attend during the afternoon session are offered lunch free of charge. All meals are served family style and are provided by Edmonds School District Food Services. Menus are prepared at least one month in advance and are posted on the Edmonds School District website.

Any dietary restrictions for a child must be listed on the emergency card and health information form. A “Request for Special Dietary Accommodations” form is required for allergies, intolerances, or other health related needs. This form may be requested by contacting your teacher or the main office and needs to be signed by a licensed medical professional.

For safety for all children, including those who have life threatening allergies, we are a nut-free facility.

Food and food service will meet District, National School Lunch and Department of Early Learning guidelines. For example, food will not be used as a reward or punishment, children will serve themselves when possible, and will choose how much to eat without coercion.

Tooth Brushing

Preschool children will have at least one opportunity daily for tooth brushing and gum cleaning to remove food and plaque. Child-size toothbrushes labeled with their name will be provided. Each classroom will have a sanitary toothbrush rack.

Medication

Whenever possible, the scheduling and administration of medication should occur at home. If medication is required at preschool or If your student requires medication during the school day, a medication authorization form must be completed by both the parent/guardian and the student's physician. This applies to both prescription and over-the-counter medications. The completed form must be submitted to the school nurse before any medication can be administered at school.

Life Threatening Conditions

If a child has a life-threatening condition (for example an allergy that requires an epinephrine auto-injector, asthma that has required hospitalization in the past year or unstable asthma, seizures that require emergency medication, diabetes, or other serious health condition) families must provide a completed medication authorization form and the required medication before the child can attend. A nursing care plan may also be required. Forms and help with this requirement are available from the nurse at Alderwood Early Childhood Center.

Immunizations

Parents/Guardians must provide a signed and completed Certificate of Immunization (CIS) form. Children must be fully immunized as outlined by the Washington State Department of Health for current age or have documented immunity or have a physician-signed Certificate of Exemption (COE). If this requirement is not met by the first day of attendance, the child is not allowed to attend until immunizations are up-to-date. . Parents/guardians are advised to check with their physician or the nurse at Alderwood Early Childhood Center.

Practices Concerning a Sick Child

Edmonds Preschool Program is committed to providing a safe and healthy environment for all children and follows Snohomish County Guidelines:



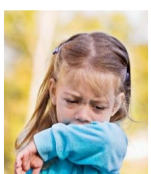
KEEP ME HOME IF...

I have a temperature of 100.4°F or higher



- I'm younger than 2 months; OR
- I'm older than 2 months **AND have other illness symptoms** (rash, sore throat, earache, headache, vomit, diarrhea) or are **just not feeling well**

I'm vomiting



2 or more times in 24 hours

I have diarrhea



- 2 loose/watery stools more than normal for child in 24 hours; OR
- Any blood or mucus in stool

I have a rash, sores, lice, ringworm, or scabies



- Body rash (not related to allergic reaction, diapering, or heat)
- Oozing open sores or wounds
- Mouth sores with drooling
- Untreated head lice, ringworm, or scabies

I'm not feeling well



- Unusually tired
- Low activity level
- Lack of appetite
- Cranky/fussy
- Crying more than normal
- Unable to keep up with program activities

Please note: As of 2022, American Academy of Pediatrics defines fever as a temperature of 100.4°F or higher.

COVID-19 is not the only illness in the community. Child care and early learning programs are required to follow Washington Administrative Code (WAC) 110-300-0205 and send children and staff home when they are sick.

Programs are allowed to have sickness policies that are more cautious than WAC requirements. For example, a program may require children be symptom-free for 24 hours before returning to care, or they may choose to exclude for COVID-19 symptoms and require a negative test before a child can return. **Please follow your child care program's sickness policy.**

Nobody likes to get sick. Keeping your child home when they are sick helps teachers, children, and other families from getting their germs. Other things you can do to stay healthy:

- Wash your hands
- Stay up to date on your vaccinations, including COVID-19 and flu
- Consider wearing masks when you are in a crowded public setting

Supported by:

Public Health
Seattle & King County



2/2023

If your child has a fever, diarrhea or vomiting, they must remain home until they have been symptom free, without medication, for at least 24 hours before returning to preschool. Please contact the School Nurse for specific questions regarding illness and school attendance.

Program staff will observe each child upon arrival. You will be called and asked to pick up your child if we determine that your child is not well enough for school as evidenced by:

- Any of the above symptoms, especially if the child has an illness or condition that can spread to others
- Not being able to participate comfortably in program activities
- Requiring care or monitoring beyond what staff can provide

Please be sure to have a back up plan for your child in case they become ill during the school day. When your child needs to stay home due to illness, please call the attendance line at 425-431-4923.

Any identified communicable disease will be reported to the Snohomish County Health Department. Parents/guardians at the site will be notified so that they can take appropriate action to protect their child.

Procedure in Case of a Medical Emergency

- The ill or injured child is given First Aid/CPR treatment according to Red Cross standards by an adult holding current certification.
- The child's folder is pulled immediately for medical references (allergies, seizures, etc.)
- While immediate First Aid/CPR is given, a staff person calls 911 (depending on severity of situation) and parents are called.
- The child is not moved if they have a head, neck or back injury, trouble breathing, or there is risk of further injury.

Disaster Plan and Drills

All staff have received training on what to do in case of an emergency including a natural disaster (i.e. earthquake, flood, power outage), lock out or lock down situations, etc.. Immediately following an emergency incident, teachers will be responsible for following the appropriate Edmonds School District emergency policies and procedures as outlined in the [ESD Comprehensive Safety Plan](#). Staff and children participate in monthly drills to practice safe responses to a range of emergencies.

Edmonds School District Nondiscrimination Policy

Edmonds School District does not discriminate in any program or activities on the basis of sex, race, creed religion, color, national origin, age veteran or military status, sexual orientation, gender expression or identity, disability or the use of a trained dog guide or service animal and provides equal access to the Boy

Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

- Title IX Coordinator: Rob Baumgartner, Assistant Superintendent for Human Resources, Payroll, and Benefits, 20420 68th Avenue W., Lynnwood, WA 98036, 425-431-7020, baumgartnerr@edmonds.wednet.edu
- Section 504 Coordinator: Jon Bell, Executive Director of Student Services, 20420 68th Avenue W., Lynnwood, WA 98036, 425-431-7047, bellj802@edmonds.wednet.edu
- Civil Rights Compliance and ADA Coordinator: Rob Baumgartner, Assistant Superintendent for Human Resources, Payroll, and Benefits, 20420 68th Avenue W., Lynnwood, WA 98036, 425-431-7023, baumgartnerr@edmonds.wednet.edu

Edmonds Inclusive Preschool Program

ECEAP Preschool Handbook Addendum

ECEAP Attendance Policy (Edmonds School District Policy 3122)

All children are expected to be at preschool every day with exceptions for illness and appointments. If your child is absent due to illness or appointments, you need to contact the program attendance line: 425-431-4923. You will be asked to leave a message with your child's FULL name, teacher name, reason for absence, and date.

If a child is absent without communication from the parent, the ECEAP Family Support Specialist will contact parents. If a child has frequent absences, ECEAP staff will work with parents to try to resolve attendance issues, and when appropriate, make referrals to another program that may better meet the needs of the family.

Please make sure to inform the teachers or Family Support Specialists for any changes in your phone, email, and/or home address to facilitate communication.

Extended Absences

Students who miss three consecutive weeks of class time (15 days), for vacation or other reasons, will be withdrawn, placed on the waiting list and their spot filled with another child. Please plan family trips during our scheduled breaks.

ECEAP Attendance Timeline and Procedure

Timeline	Action	Responsibility
Daily Attendance In Skyward	Family Call or Teacher Call *Use Reason Codes in Skyward	Lead Teacher
Five (5) Consecutive Days Absent	Phone Follow Up with Family	Family Support Specialist
Ten (10) Consecutive Days Absent	Email Informal Letter to Family	Family Support Specialist
Twelve (12) Consecutive Days Absent	Mail Formal Letter to Family	Program Manager
Fifteen (15) Consecutive Days Absent	Withdraw and Place on Wait List	Program Manager

Parent Teacher Conferences

ECEAP teachers provide regular ongoing parent-teacher conferences as needed with a minimum of one for each enrolled child per quarter. For our Part Day program, contractors this is three conferences per year. Teachers may provide additional conferences based on family requests or individual child needs. To count as one of the required parent-teacher conferences, each conference must be: (a) A minimum of 30 minutes. (b) Scheduled based on individual family needs. (c) In a location agreed upon with the parent. (d) Face-to-face in person or online with the parent. (e) Be planned with individualized content for each child.

Family Support Services

ECEAP family support staff provide comprehensive and integrated family support services to enrolled families. Family support staff maintain flexible hours to provide services when parents are available.

Family Support Visits

ECEAP family support staff must provide a minimum of one family support visit per family, per quarter. For our Part Day program, this is three visits per year. To count as one of the required formal family support visits, each visit must be: (a) A minimum of 30 minutes. (b) Scheduled based on individual family needs. (c) In a location agreed upon with the parent. (d) Face-to-face in person or online with the parent. (e) Planned with individualized content for each family for each visit.

Mobility Mentoring

ECEAP family support services use Mobility Mentoring® which is a 2Gen approach based on the principle that children thrive when their parents do and vice versa. Using a coaching model, family support staff provide families with resources and guidance from someone who wants to offer a listening ear. These services intend to empower families in decreasing stress and increasing interconnectedness with others.

Mobility Mentoring® uses a metaphor of a bridge to achieve economic stability. The bridge provides a strong foundation that helps families navigate their way as they move toward and strengthen their economic stability. This strengths-based approach is intended to meet families where they are, follow their lead, use culturally competent approaches, and work collaboratively with each family as they journey across their pathway to self-reliance.

Comprehensive Health Coordination

ECEAP follows a medical home model which provides comprehensive health services, coordinates needed services, and helps families learn the best way to help their child grow up healthy. It is crucial to link families to a medical home that best serves children's needs by providing continuous, accessible medical care. ECEAP also works to ensure children have hearing, vision, and dental screenings and are up to date on well-child examinations and immunizations.

Parent Complaint

Parent opinions and ideas are important! ECEAP is a large organization with a wide variety of individual values, opinions, and personalities. Occasionally, disagreements or conflicts may arise. Therefore, we have set up a communication procedure which applies to all staff, parents, and volunteers. If you have a problem, these are the steps to follow:

- Talk directly to the person involved to work out the problem. Your Family Support Staff, Teacher or other staff can help you with this if you need assistance.
 - Fill out the Snohomish County ECEAP Parent and Community Complaint Resolution Form, available at your ECEAP site and give it to an ECEAP staff member.
- If the problem cannot be resolved at this level go to the ECEAP Program Coordinator. A meeting can be set up with the parties involved.
- If the problem is still not resolved contact the Director of Early Learning Programs and a meeting/contact will be made to assist with the problem.
- If the problem persists after these efforts, your ECEAP Program will notify the ECEAP Education & Family Support Coordinator at Snohomish County Human Services.

We believe open communication is the healthiest way to work out problems. We encourage all parents to speak up and share ideas, opinions, and concerns. Parents should feel comfortable providing suggestions at any time!

Edmonds Inclusive Preschool Program

Tuition-Based Preschool Addendum

The following information applies to students who are enrolled in Edmonds Inclusive Preschool through the Tuition-Based Program.

Program Options

At this time, we only offer part day preschool. Each child can be enrolled in only one session.

- **Part Day Preschool:** 2.75 hours per day schedule; 4 days a week in the AM or PM

Program Eligibility

Families who live in Edmonds School District receive priority enrollment. Each child can be enrolled in only one session. To enroll, children must be 3 years old. Students who are 5 years old as of September 1 are eligible for kindergarten.

Toileting

We encourage families to be well on their way to being completely potty trained before enrolling; however, successful potty training is not a requirement of or barrier to children's attendance.

Registration and Tuition Information

Current information about registration, including enrollment timelines and tuition is available on our website:

Rates are presented to and approved by the Edmonds School District School Board annually.

Tuition is charged from September through May, regardless of the number of actual days of service per month. Children enrolled in any program are reserving time, space, supplies and staffing whether or not your child attends. Days missed cannot be deducted from your monthly fee.

Tuition for the next month is due in full upon receipt of the invoice. Monthly payments are only accepted via auto withdrawal.

The monthly fee is invoiced 10 times for the day school year. When a child is enrolled for less than the whole school year, a prorated daily cost for days attended is used. No credits will be given for school closures that are due to weather, however programs will follow district calendar decisions and may be extended to match any changes in the school calendar.

Payment Options for Tuition Based

Pay via Edmonds School District Website

You may use credit cards or debit cards to make ESD payments. To stop having your child attending a written notice must be received at least 15 business days prior to the tuition due date. This will help not to be billed for the following month that your child will not be attending school. Below is the link in which you can submit payment.

<https://wa-edmonds.intouchrecepting.com/>

Payment Responsibility and Past Due Accounts

The Edmonds Preschool Program has a business relationship with the parent/guardian who has registered the child and who makes payments as indicated on the Contract for Services. The business relationship parent/guardian is responsible for the full amount of tuition.

If your account is past due, your child will be withdrawn from the program and will not be able to attend. Your account may be referred to the District collection agency; you are liable for all collection fees incurred. Account questions or adjustments can be answered by calling the Business Office at (206) 393-4229.

Late Pick-Up Practice

If a child is left within our care after their program has ended, staff will make every attempt to contact the parent, guardian, and all other adults who are listed and authorized to pick-up the child. If we are unable to contact someone to pick-up the child, within the hour that follows, we reserve the right to contact Child Protective Services (CPS).

Withdrawal from the Tuition Program

To withdraw from the tuition program, written notification, via e-mail to the Early Learning Program Coordinator, must be received at the Early Learning office 30 days prior to your child's last day. You will be charged for those last 30 days. The monthly fee is invoiced 9 times for the 124 day preschool year. When a child does not attend the whole school year, a prorated daily cost for days attended is used. Please email Barbara Coleman at colemanb573@edmonds.wednet.edu

Tax ID# Information

Edmonds School District Tax ID number is 91-6001871. Please keep payment/statements for tax purposes; we do not issue year end statements.

Program Hours, Calendar and Closure Dates

All preschool classrooms in the Edmonds School District follow the Edmonds School District School Year Calendar for school breaks. You can find the preschool specific calendar [HERE](#). The office is open from 8:00am - 4:30pm.

District Family Handbook

Click [HERE](#) for link to District Family Handbook.

Edmonds Inclusive Preschool Program

Preschool Addendum for Students with IEP Services

The following information applies to students who are enrolled in Edmonds Preschool as students with Special Education Services.

Program Options

At this time, we only offer part day preschool. Each child can be enrolled in only one session.

- **Part Day Preschool:** 2.75 hours per day schedule; 4 days a week in the AM or PM

IEP Teams make decisions about student placement in the Least Restrictive Environment. The majority of our students are placed in inclusive classrooms but we do offer a self-contained option for students who need additional support or a smaller classroom environment.

Program Eligibility

Families who live in Edmonds School District receive priority enrollment. Each child can be enrolled in only one session. To enroll, children must be 3 years old. Students who are 5 years old as of September 1 are eligible for kindergarten.

Toileting

Independent toileting **is not** a requirement of or barrier to children's attendance.

Registration and Information for Preschool

Current information about preschool registration is available on our website: [HERE](#)

Program Hours, Calendar and Closure Dates

All preschool classrooms in the Edmonds School District follow the Edmonds School District School Year Calendar for school breaks. You can find the preschool specific calendar [HERE](#).

Our school's main office is open from 8:00am - 4:30pm.

Additional Resources

[ACRONYMS SHEET](#): Special Education Acronyms and Terms

[Link to Procedural Safeguards document](#): Notice of Special Education Procedural Safeguards for Students and Their Families