

School District 11 Preschool Program Policies and Procedures



FAMILY HANDBOOK



WELCOME TO D11 PRESCHOOL!

We are excited to have your child in our program, and we look forward to collaborating with your family.

This handbook was designed especially for families of children participating in the District 11 Early Childhood Preschool Program. We ask that you read the information and keep the handbook in a place where you can refer to it throughout the year.

OTHER IMPORTANT NAMES AND PHONE NUMBERS

Early Childhood Office.....	719-520-2540
Director of Early Childhood Education	719-520-2538
Child Find Coordinator.....	719-520-2542
Executive Director Special Education.....	719-520-2148
Family and Community Engagement	719-520-2543

School office numbers

SCHOOL	MAIN PHONE		SCHOOL	MAIN PHONE
Adams	(719) 328-2900		Midland	(719) 328-4500
Audubon	(719) 328-2600		Monroe	(719) 328-7400
Chipeta	(719) 328-5500		Penrose	(719) 328-7500
Columbia	(719) 328-2700		Queen Palmer	(719) 328-3200
Edison	(719) 328-2800		Rogers	(719) 328-3300
Freedom	(719) 228-0800		Rudy	(719) 328-7600
Fremont	(719) 328-5600		Scott	(719) 328-6200
Henry	(719) 328-7200		Stratton	(719) 328-3400
Howbert	(719) 328-4200		Taylor	(719) 328-3500
Jackson	(719) 328-5800		Trailblazer	(719) 328-6300
Keller	(719) 328-5900		Twain	(719) 328-7700
King	(719) 328-6000		West	(719) 328-4900
Madison	(719) 328-7300		Wilson	(719) 328-7800
Martinez	(719) 328-6100			
McAuliffe	(719) 328-6100			

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DISTRICT 11 EARLY CHILDHOOD CORE VALUES

Vision Statement

As the premier early childhood education provider in the Pikes Peak region, we are elevating each child's unique journey toward a bright and promising future. With a deep commitment to children, our programming prioritizes highly trained staff, small class sizes, low student-teacher ratios, and remains grounded in play and social-emotional competence as the foundations for inspiring life-long learners.

Mission Statement

We provide each student with the highest quality preschool experience by emphasizing whole child learning, prioritizing the foundational skills that are the best predictors of future success, supporting each child as an individual worthy of thriving, and by balancing teacher-directed and child-directed learning through play.

Program Commitments:

1. We value and appreciate each child as a unique person, with individual journeys of growth and development.
2. We foster supportive and trusting relationships with each child, knowing these relationships are critical to enhancing learning and achievement, and to inspiring a lifelong love of learning.
3. We carefully curate ambitious learning experiences that reflect the needs and interests of students, and that honor individual differences and cultural and linguistic diversity among children.
4. We encourage active family involvement by cultivating partnerships of cooperation, open communication, and meaningful collaboration.
5. We center students and families in our decision-making.
6. We empower educators through intentional support, open communication, and recognition of their unique strengths, understanding that a thriving staff is foundational to high-quality early childhood experiences.

Program Philosophy

Childhood is a unique and amazing time in the human experience. Rich and nurturing experiences in the first 5 years of life can have a profoundly positive impact on all the years that follow. Progressing through developmental stages is unique to each individual and should be supported by a network of invested adults. Young children learn best when they engage in intrinsically motivated activities, have access to hands-on investigation, are interacting socially, and when they are in a focused and joyful state; this is PLAY. Play is how developing brains become wired for adulthood; it's how children develop language, motor, cognitive, social-emotional, regulation, problem-solving, resilience, and independence skills. The best early childhood education is enthusiastically rooted in playful learning opportunities.

In acknowledgement of the research regarding child and human development, we must carefully attend to both the content of, and the process of, instruction in our early childhood classrooms. To truly prepare young children for kindergarten (and beyond), our instructional emphasis must rest heavily on the skills that promote ongoing access to learning: attentional and self-regulation skills, social interaction and social competence skills, and fostering a pattern of successful learning experiences to set the tone for students as engaged learners. Preschool standards must be taught in ways that prioritize high engagement, foster internal curiosity, and empower students to learn how to learn.

Every child deserves access to enriching experiences in early childhood. The opportunity to participate in high-quality early childhood programming promotes equity, improves trajectories, and can positively shape outcomes well into adulthood. Children can thrive when they have access to secure social connections with adults, environments that foster curiosity and invite exploration, and scaffolding from adults and peers that help them progress in their development. When a community collaborates to nurture a child, the potential is endless.

PROGRAM OVERVIEW

The Colorado [Universal Preschool Program](#) (UPK), is a state-funded program that provides a minimum of 10 hours of free preschool for 4-year-old children (those who are attending the program 1 year prior to kindergarten). Acceptance in the program is contingent upon available space. Three-year-old children who have at least 1 qualifying factor may qualify for a UPK-funded spot in district programs. Special education services, for children who qualify, are provided in the UPK classroom.

- Morning preschool: Tuesday-Friday each week for at least 2.5 hours/day.
- Afternoon preschool: Monday- Friday each week for at least 3 hours/day.
- Full day preschool: Monday-Friday each week for at least 6 hours/day.

Each class session consists of up to 16 children. D11 staffs each classroom with 3 adults: one licensed teacher and 2 highly qualified paraprofessionals. All classrooms exceed or meet [CDEC Child Care Licensing](#) and [National Association of Young Children's \(NAEYC\)](#) ratios and group sizes (for ages 3-5, ratio of 1 adult per 10 children; group size does not exceed 20 children with 2 adults).

PROGRAM ELIGIBILITY

Children who have turned 3 or 4 years old by October 1 of the current school year are eligible for preschool. Children who turn 3 years old after October 1 AND qualify for special education services are also eligible to start on their third birthdays.

Program eligibility for Universal Preschool has been determined by the Colorado Department of Early Childhood (CDEC) and the Colorado Department of Education (CDE). These guidelines are in place for the current school year and are subject to change based on revised guidance from CDEC or CDE.

Students in their YEAR BEFORE KINDERGARTEN (commonly referred to as 4-year-olds)

These children have a birthday between October 2, 2021 and October 1, 2022. Through UPK, all children in this age group are eligible for 15 hours per week of preschool. In District 11, students in their year before kindergarten are age-eligible for any of the programs below (on a space-available basis); full day programming requires either tuition or additional eligibility criteria.

- **Part Time (10 Hours per week):** This is a morning preschool session, running 2.5 hours per day Tuesday-Friday.
- **Half Day (15 Hour Per Week):** This is an afternoon preschool session, running at least 3 hours per day Monday- Friday.
- **Full Day* (30 Hour Per Week):** This is a full day preschool session, running at least 6 hours per day Monday- Friday.
*Students must be in their year before kindergarten AND qualify for Full Day or pay tuition. For more information about qualifying factors, please visit <https://cdec.colorado.gov/colorado-universal-preschool/qualifying-factors>.

Students with TWO years before kindergarten (commonly referred to as 3-year-olds)

These children have a birthday between October 2, 2022 and October 1, 2023. Through UPK, District 11 children who meet qualifying factors in this age group are eligible for our 10-hour-per-week preschool program (sometimes referred to as “part day” programming).

GENERAL EDUCATION

Students who have turned 4 years old on or before October 1 of the school year are placed through the [Universal Preschool portal](#) and are required to submit a [District 11 Preschool Registration](#). Students who turn 3 years old on or before the current school year are placed from the wait list by submitting a [District 11 Preschool Registration](#).

SPECIAL EDUCATION

Children who are eligible for special education services will have an Individual Education Plan (IEP) created for them based on the results of a special education evaluation, either through the Child Find office or in their classroom. IEP services will be determined by the IEP team, which includes parents, and a Free and Appropriate Public Education (FAPE) will be guaranteed for students in any of the program models offered by District 11 (listed below). Program placement is determined through a combination of the Universal Preschool matching system and the Early Childhood Child Find Office.

Special Education Services are integrated into classroom routines and activities. If you have any concerns or questions about your child’s development, talking to your child’s teacher is a great first step. You can also contact our Child Find Office at 719-520-2542 to learn more about the evaluation process or to request an informal screening.

EXTENDED CARE

District 11 offers several options for extended care. Three-year-old students may access wrap-around care to supplement their UPK programming at two designated locations. Four-year-old students may access after-hours care at many schools, which can be paired with Half-Day (PM) or Full-Day UPK. More information about extended care options is available on the preschool website: www.D11.org/Preschool/care

TUITION AND FEES

For many families, D11 preschool is free! Low-cost tuition options are now available for families who qualify for 15 hours of UPK funding per week but would like to participate in full day preschool, or who need extended care/wraparound care. More information is available at www.d11.org/preschool/tuition .

UNIVERSAL SCREENING

Health screenings provide valuable information about your child’s development. Screening will help identify any hearing, vision, dental, social-emotional, or developmental needs your child may have. For many children, screenings can mean the difference between success and failure in school. If potential problems are detected in any of the screened areas, the child then has the opportunity to receive specialized help before entering kindergarten.

We have voluntary developmental screening services available to all students. This screening program includes resources and referrals and/or on-site screening for:

- Dental/oral health
- Vision
- Health
- Fine/Gross Motor development
- Social-Emotional development
- Cognitive development
- Language development

Referrals for children and families seeking specialized services, and translation services, are available upon request. Universal Screening Appointments are available. For more information, visit www.D11.org/preschool/ChildFind.

POTTY TRAINING/DIAPERING, AND TOILETING

Children do not have to be potty trained to attend the district’s preschool programs. Children that are toilet training will be monitored and have access to a bathroom. Every child that attends the program in diapers/pull-ups will be changed every 2 hours and as needed. If your child uses them, please provide diapers/pull-ups and wipes for your child and label them with your child’s full name. When you begin to potty train at home, please notify teachers so they can support your efforts!

PROGRAM TRANSITIONS

Moving from a familiar setting to a new learning environment is a meaningful milestone in a young child’s life. Those transitions, whether into our program or on to kindergarten, are important opportunities to celebrate each child’s strengths and support their continued growth. Our staff use intentional, family-centered practices to make these transitions smooth and positive. These may include open houses, school events, and personalized meetings where families and current or future educators come together to share insights, build relationships, and plan how best to support your child’s unique needs and successes.

LANGUAGE OTHER THAN ENGLISH SUPPORT

The primary language spoken at the school is English. If your family’s primary language is not English and you would like to have information translated into your home language, please let your child’s teacher know. We offer translation services so all families can access important information.

HOLIDAYS AND NON-STUDENT CONTACT DAYS

Preschool programming follows the district **preschool** calendar, which can be found in Appendix 2 of this handbook and on the district website. [D11 Preschool Calendar link](#)

GOING TO PRESCHOOL

Children should be dressed in clothes that can be worn for active and messy play. Children play outdoors every day, weather permitting. Please think about the changing Colorado weather and dress your child to be ready for any changing weather throughout the day. Children's names must be on all outer clothing (mittens, hats, boots, coats). Please include a change of clothes inside a 1-gallon Ziploc bag in your child's backpack or to be left at school. Closed-toed and properly fitting shoes are the safest option.

ATTENDANCE

Plan to bring your child to school every day and limit absences to illness. If it is necessary for your child to miss school, please call your child's teacher as soon as you can. If your child misses more than 3 days in a calendar month, your child's seat may be filled by another child who can attend on a regular basis. Consideration may be made for extended illnesses; please stay in communication with your child's teacher.

EXPECTATIONS OF PARENTS

1. Ensure your child regularly attends preschool.
2. Call the teacher when your child is going to be absent.
3. Read to your preschooler daily, encourage them to be responsible for their behavior, and foster self-help skills.
4. Attend scheduled conferences and/or meetings. Call if there needs to be a change.
5. Review all newsletters, notes, email, and other communications from staff.
6. Visit and/or volunteer in the classroom!
7. Attend "special days" at school to communicate the value of a home-school partnership.

Saying goodbye can be hard for both parent and child. It helps to establish a routine every day before you say goodbye. For example, you could tell your child "OK, it is time for me to go to work/you to go to school now. Let's have a kiss and hug and then you will be ready for preschool!" Many children cry during this time, but when you continue to smile and let them know they will be ok and that you will be back, it helps them feel safe. ***Children have a harder time if parents linger, show sad or negative emotions, do not leave after saying goodbye, or stay in response to pleas from the child.*** Give them a hug, kiss, and a wave, and then leave. If your child does not recover quickly, the teacher will call you to check in.

ARRIVAL AND DEPARTURE

Children MUST be dropped off and picked up on time. Children cannot be accepted until the classroom doors are opened. If a child is picked up more than 15 minutes late, the police department may be notified if parents, emergency contacts, or designated pick-up people cannot be reached. Repeated late pick-ups can result in being disenrolled from the preschool program. Children who are picked up more than 5 minutes late, more than twice in a month, will be required to meet with the program director and/or school principal.

By CDEC regulation, children must always be dropped off by a supervising adult who signs them in. The sign-in and sign-out sheet will have the time of arrival and departure and the authorized person's full signature. Depending on the individual school's procedure, parents are required to escort their child(ren) to the appropriate classroom or leave them with a classroom staff member in the designated area to aid the child's transition. Likewise, children are to be picked up at the preschool's designated location by an authorized person aged 16 or older. Teachers will confirm at the end of the class period/school day that all students have been picked up by verifying that each child was signed out by an authorized adult.

PICK-UP AUTHORIZATION

A parent or legal guardian must complete the Pick-Up Authorization form upon enrollment. Each person permitted to pick up the child from school should be listed on the form with appropriate contact information. Without expressed written or verbal permission from a parent or guardian for a non-authorized person to pick up a child, the child will not be released in their care.

- Verbal or email permission from a custodial parent or legal guardian is required when a child needs to leave school with anyone not listed on the Pick-Up Authorization form. The parent/guardian will then need to add that person to the written Pick-Up Authorization form as soon as possible.
- The minimum age required for someone to bring a child to or pick up a child from preschool is 16.
- Teachers or designated staff will verify an unfamiliar person picking up a child by appropriate Identification (i.e.,

driver's license, other photo ID, or other form of Identification). Teachers or other designated staff may verify someone's identity by calling the parent or may ask parent to email the change in authorization. If that person is not authorized and a parent or guardian cannot be reached for a one-time verbal or email authorization, the child will not be released.

- Court documents that affect or describe existing parental rights (i.e., court custody order) must be kept on file at the school. If any changes occur regarding custody, the family or guardian must inform the teacher and administration.
- Each legal guardian can create their own list of authorized pick-up adults, and teachers are required to allow those authorized to drop off and pick up. Conflicts between guardians regarding pickup/drop off must be resolved privately and then parties should inform the school staff of their decision. School personnel will not participate in decision-making conflicts between parents.
- ❖ **Please note:** If a legal parent can prove that they are the biological parent, and no custody and/or restraining orders have been provided to the school, this parent can legally pick the child up.

A registered sex offender who is a parent and/or relative of a child enrolled is required to notify the school's administration. The school administration will confirm with the probationary officer or other official to determine authorization on premises.

- If staff believe that the adult arriving for pick-up is not in a condition to drive safely, they may take one or more of the following actions: contact another authorized adult to pick up the child, arrange a cab or ride-share option, or call 911. If an authorized adult other than the parent/guardian is picking up the child, the staff has the right to notify the parents of their concerns before releasing the child to the adult.
- When a child is left 15 minutes past the end of the preschool session, the staff will attempt to contact the parent, guardian, or other persons designated on the authorized Emergency Contact Form. If the response is inadequate, the police department or social services may be notified.
- All critical incidents must be reported to CDEC Child Care Licensing within 24 hours.

SNACKS /MEALS

The classroom teacher will explain how snacks and meals are managed in your school. For parents bringing food for consumption by the whole class, the [Colorado Department of Health and Environment](#) requires that the food is:

- Prepared from commercial sources (no homemade snacks)
- Prepackaged
- Received sealed at the facility
- No refrigerated dairy products (yogurt, cheese, etc.)
- Shelf stable
- Leftovers will be sent home
- No individual snacks are permitted unless prior arrangements have been made
- Do observe any classroom rules regarding allergies that exist in the classroom

School lunch will be provided in Half-Day (PM) and Full-Day sessions. Alternative meals can be arranged based on medical needs but not dietary preferences. If your child has a medically based dietary need, please request the proper form from your child's teacher to be filled out by a doctor.

REST TIME FOR FULL DAY PROGRAMS

It is a requirement of the CDHS Child Care Licensing that all children under 6 years old have a period of rest each day. Children who do not sleep after 30 minutes must be allowed to move to another area and be provided with quiet toys and materials, such as puzzles and books. Children are not forced to sleep and may leave their napping area within 10 minutes of waking. The children rest on cots with soft items sent from home, like a blanket. Soft items will be sent home on the last day of the school week for laundering. Shoes are to be kept on during rest time so that students can safely evacuate the building in the event of an emergency. We will not prevent children from falling asleep, even when requested by parents.

WITHDRAWING FROM PRESCHOOL

Preschool staff and the school's registrar should be informed immediately if a family intends to withdraw their child from the preschool program. Advanced notice is appreciated.

WEATHER POLICY/PROCEDURES

The decision to play outside is based on “Child Care Weather Watch” guidance. Preschool programs play outside every day unless the conditions present a health risk. Students will be assisted with putting on weather-appropriate clothing and sun protection before going outside. When inclement (excessively **cold or hot** weather) prevents outdoor activities, an indoor alternative will be provided.

Parents are expected to decide whether to send students to school during inclement weather. If schools are delayed or closed for the day, District 11 will make that decision no later than 5:30 a.m. and notify radio stations, TV stations and post on the D11 website: <https://www.d11.org/administration/schools/weather> . Parents should monitor these media sources on inclement mornings.

- In the event the school starting time is **DELAYED** for safety reasons, AM PRESCHOOL WILL **NOT MEET**.
- In the event an **EARLY DISMISSAL** is necessary because a storm develops or the weather changes unexpectedly, PM PRESCHOOL WILL **NOT MEET**.

PERSONAL TECHNOLOGY

Students may not use personal technology such as cell phones, tablets, or watches during the preschool session. Devices used for GPS tracking are allowed; however, District staff cannot manage, monitor, or maintain these devices. All one-way and two-way voice features must be turned off during school hours. Families who have unique needs or circumstances related to personal technology should communicate with their child’s teacher as soon as possible.

PERSONAL BELONGINGS AND MONEY

Your child may want to bring toys or other items from home to school; we ask that you prevent this. We cannot be responsible for toys that may get lost or damaged. Additionally, some items brought from home may violate childcare licensing rules by being breakable, brittle, or a choking hazard. Additionally, children may not bring on their person or pack any substance that they put into their mouth or on their body such as hand cream, lip balm, or makeup. This will be further addressed under Medication.

Money should be given directly to the teaching staff upon arrival if needed.

HEALTH AND SAFETY

CHILD SUPERVISION AND ACCOUNTABILITY PROCEDURES

Teachers will always know where children are. They monitor and track students throughout the day in the classroom, on the playground, and during any other transitions using a tracking form. At the end of each class session, the teacher reviews the sign-in sheets to ensure that all the children have been picked up. The staff will take the sign-in sheet and tracking form with them during drills or emergencies.

We follow CDEC guidance as described here:

Unsupervised children are incidents that occur within a licensed area (inside the fenced playground, classroom, bathroom, hallway, or other licensed area), where the child was not harmed, and where the facility followed its protocols to safely locate the missing child. For example, the facility conducted a name-to-face attendance verification during a transition and immediately identified that the child was not present. The child was only lost for a brief amount of time, the program’s protocol was immediately followed, and the child was retrieved and safe.

Unsupervised child incidents that meet the criteria above must be reported to licensing; the licensing specialist will conduct a site visit to determine whether the program followed its protocols. If a program follows all protocols and the child is found unharmed within a reasonable timeframe, the program will not be cited for lack of supervision.

Childcare programs are required to track the number of incidents where a child was unsupervised over the past 3 years. If there is a pattern of 3 or more incidents of unsupervised child occurrences within the last 3 years, the program must report the 4th incident to Child Protective Services within 24 hours and inform Child Protective Services that the program

has had 3 previous unsupervised child occurrences in the last 3 years.

Lost Child/Report to Child Protective Services:

A program must report a lost child to Child Protective Services any time authorities have been contacted to locate a missing child, if a child is harmed while lost, or if the child is under the age of 18 months. A child is also considered a lost child, and the program must report the incident to child protective services, when the child has been separated from the group outside of the supervision of the assigned staff member for longer periods of time, including children 18 months to preschool age missing for more than 5 minutes, or a school-age child (5 years and older) missing for more than 10 minutes.

District 11 staff will work together to locate a missing child immediately and notify the front office of the school. If the child cannot be located immediately, the parent will be contacted along with applicable district personnel. They will also fill out an incident form for district use and inform parents of the situation.

HEALTH INFORMATION AND IMMUNIZATIONS

Within 30 calendar days of starting preschool, and within 30 calendar days following the expiration date of a previous health statement, you must submit a statement of the child’s current health status (“physical”) or written verification of a scheduled appointment with a health care provider. **The physical must be signed and dated by a health care provider who has seen the child within the last twelve (12) months** and must include when the health care provider requires the next visit. All physicals will be kept at school. If a child does not have a signed physical or it is out of date, the school will give you "direct personal notification." You will then have 30 days to get the physical done or show proof of a scheduled appointment as soon as possible. If a child does not receive the required physical or you did not follow up on the plan to get it after receiving the 30-day direct personal notification, that child will not be allowed to attend the preschool program until the physical is turned in to the teacher.

Children must have a complete certificate of immunization or a Certificate of Medical or Nonmedical Exemption in their academic file prior to starting school. If a child has an "incomplete" immunization record or needs to update the record, the school will give you "direct personal notification." Parents will then have 30 days to get the required shots for their child or to make a plan to accomplish that as soon as possible. If a child does not receive the required shot(s) or you do not follow up on the plan to get the shot(s) after receiving the 30-day "direct personal notification," that child will not be allowed to attend the preschool program.

There may be some children in preschool who are not immunized for health, personal, or religious reasons. “Colorado law requires all students attending Colorado schools and licensed child cares to be [vaccinated against certain diseases](#) unless they have a **Certificate of Medical or Nonmedical Exemption on file at the school**. You are responsible for filing a Certificate of Exemption with each school or childcare you/your child attends. Learn more about [SB 20-163, School Entry Immunization](#). **Students with an immunization exemption on file may be kept out of a childcare facility or school during a disease outbreak.** The length of time will vary depending on the type of disease and the circumstances of the outbreak. For example, if someone at your child’s school becomes sick with measles and your child has not received an MMR vaccine, they may need to stay home from their program for 21 days.

ACCIDENTS, ILLNESS, AND INJURIES

When children have accidents, illnesses, or injuries, the teacher assesses the need for medical attention and brings any child who needs further medical attention to the front office unless it is a critical situation. All significant accidents and injuries are documented and will be reported to you as soon as possible. Minor injuries that require basic first aid (ice pack, band-aid, etc.) and/or comfort from an adult will be reported to you the same day. Teachers maintain an Illness Log, as per the Colorado Department of Public Health & Environment (CDPHE). Any accident or injury requiring medical attention from a doctor will also be reported to CDEC.

All preschool teachers are trained in CPR and First Aid and are qualified to treat children in the case of a minor injury, illness, or accident. For a serious medical emergency, the staff will call 911. The hospital you designated on the Emergency Contact Form is the first choice for a provider, but medical personnel or paramedics make the final decision. You will be notified immediately, and a school staff member will accompany the child to the hospital. If you cannot be reached, people on the emergency contact list will be called. Please note that parents are required to respond to the school when contacted regarding a child’s illness or injury within no more than an hour after contact or after a message was left.

Preschool staff may apply over-the-counter topical substances like ointment, sunscreen, petroleum jelly, sunscreen, insect repellent, and other ointments only with written permission from a parent or guardian. These preparations may not be applied to open wounds or broken skin unless there is a written order by the prescribing health care provider. They should only be used preventatively or for mild rashes and must be provided by the family in its original container, not expired and labeled with the child's name.

SUNSCREEN APPLICATION

To protect your child from sunburn and other hazards of sun exposure all year round, we can apply sunscreen to children before outdoor play if it was not applied before school. The staff will reapply sunscreen before going outside if it was applied more than 2 hours before. If you choose not to authorize having sunscreen applied to your child's skin, you will need to dress your child in sun-protective clothing. As part of the parent agreement provided by your teacher, you will indicate your sunscreen preferences.

CURRICULUM

District 11 Preschool Programs use research-based and evidence-informed instructional practices that build school-readiness skills and the foundational knowledge shown to support strong long-term academic and developmental outcomes. Our curriculum addresses all state early learning standards, aligns with the Science of Reading, and emphasizes student agency, hands-on learning, and active, playful engagement.

All preschool classrooms use *The Creative Curriculum*, a comprehensive early childhood framework (birth–Grade 3) grounded in project-based, play-driven investigations. This curriculum supports whole-child development (cognitive, social-emotional, physical, self-help, and language) through hands-on exploration in thoughtfully designed, interest-based environments. The Creative Curriculum promotes individualized instruction so that each child progresses at an appropriate pace and aligns with the state-mandated assessment system.

Our instructional framework extends beyond standards-based content. Daily routines and classroom structures intentionally promote social-emotional growth, peer interaction, independence, confidence, and ongoing language and vocabulary development throughout the day. In addition to *The Creative Curriculum*, classrooms may also use supplemental instructional programs or practices that support specific areas such as self-regulation, social skills, or handwriting. All supplemental approaches are reviewed and approved by the District 11 Early Childhood Education Department.

FIELD TRIPS

During the school year, a preschool class may take up to 2 off-site field trips per year. Parents/guardians will transport their preschoolers and accompany them on field trips. **DISTRICT 11 DOES NOT TRANSPORT PRESCHOOL STUDENTS ON FIELD TRIPS.** If a child arrives while the class is away on a field trip, the front office will be aware of the class's location and can give that information to parents if they desire to join the class. A standard D11 Field Trip Parent Permission Form will be required for every field trip. A child may not go on a field trip without permission signed for each individual trip. Staff-child ratios will be maintained as per CDEC Child Care Licensing of 1 adult per 10 children ages 3-5.

During other special activities where students are outside the classroom (field day, school assemblies, fire drills, etc.), teachers will carry a class roster of students attending the activity and periodically count them to ensure safety.

CHILD GUIDANCE AND PROSOCIAL LEARNING

D11 Preschool nurtures children's social and emotional growth using evidence-based practices from the [Center on the Social and Emotional Foundations for Early Learning](#) (CSEFEL). Our goal is to help children build the social skills they need to form friendships, manage emotions, solve problems, and stay ready to learn.

Young children are learning how to manage emotions, build relationships, and make sense of the world around them. Because these skills are still developing, we focus on guidance, teaching, and support rather than punishment or formal discipline. We

are committed to creating a safe, respectful, and welcoming environment where all children feel valued and supported. When children need help with behavior, we partner with families and use developmentally appropriate strategies to teach positive skills, support social and emotional growth, and promote skills that lead to long-term success.

PHILOSOPHY AND APPROACH

Our program is committed to creating a respectful, safe, and welcoming environment for all children and families. Each child is a unique individual, and we work to provide the support they need to thrive in the school setting. The preschool years are a critical time for learning social, emotional, and behavioral skills, including emotional regulation, communication, and problem-solving. Because these skills are still emerging, formal discipline practices and punitive consequences are not effective tools for long-term behavior change during early childhood.

Instead, we intentionally use guidance, direct teaching, and early intervention supports to help children learn positive behaviors and social skills. We view behavior as a form of communication and respond with consistency, respect, and developmentally appropriate instruction.

BEHAVIOR EXPECTATIONS AND POSITIVE GUIDANCE

Behavior expectations are developmentally appropriate and focus on safety, respect, and participation. Expectations are taught, modeled, and reinforced consistently across classrooms.

Positive guidance practices include:

- Teaching children what to do rather than focusing on what not to do
- Using clear, simple, and predictable expectations
- Supporting children in recognizing and managing emotions
- Encouraging problem solving, cooperation, and empathy
- Responding calmly and respectfully to challenging behavior
- Helping students identify the natural consequences of their actions
- Using proactive and preventative instructional strategies

The program does not use corporal punishment, humiliation, threats, or exclusionary discipline practices. Guidance is individualized and focused on helping children build the skills they need to be successful.

POSITIVE RELATIONSHIPS AND SUPPORTING CHILDREN'S MENTAL HEALTH AND EMOTIONAL WELLBEING

Strong relationships are foundational to children's learning and behavior development. The program promotes responsive and positive relationships among children, staff, and families by:

- Building warm, trusting relationships with each child
- Communicating regularly and collaboratively with families
- Valuing family knowledge about their child's strengths, needs, and experiences
- Modeling respectful and responsive interactions
- Supporting peer relationships through intentional group experiences and during daily routines
- Establishing predictable routines and consistent expectations
- Creating inclusive environments where children feel a sense of belonging
- Supporting emotional expression in developmentally appropriate ways
- Recognizing and responding to stressors that may impact behavior

TEACHING STRATEGIES THAT SUPPORT POSITIVE AND PROSOCIAL BEHAVIOR

Teaching strategies that promote positive behavior and social competence are embedded throughout the daily routine and include:

- Explicit teaching of social and emotional skills, such as sharing, turn taking, and self-regulation
- Modeling appropriate behavior and positive communication
- Using visual supports, cues, and social stories as appropriate
- Encouraging cooperative play and guided peer interactions
- Reinforcing effort, growth, and positive choices

INDIVIDUALIZED SUPPORT FOR CHALLENGING BEHAVIOR

Some children may need additional support to meet behavioral expectations. When challenging behavior occurs, staff focus on understanding the child's needs and identifying the skills that need support rather than responding with punishment.

Individualized supports may include:

- Observation and documentation to identify patterns, strengths, and triggers
- Consideration of environmental, developmental, and social factors
- Collaboration with families to share information and strategies
- Adjustments to routines, expectations, or classroom supports

When appropriate, a team based positive behavior support plan is developed in collaboration with families and relevant staff. Plans focus on:

- Identifying proactive and preventative interventions
- Teaching replacement skills
- Adjusting adult responses and environments
- Providing consistent, supportive strategies
- Monitoring progress and making adjustments over time

CONSULTATION AND SPECIALIZED SUPPORT

The program routinely consults with early childhood mental health providers and other specialists. Consultation occurs at the program, classroom, and individual student level to support:

- Understanding child behavior
- Strengthening classroom and individualized strategies
- Supporting staff and family collaboration
- Enhancing program practices that promote social and emotional development

PROCEDURES RELATED TO SUSPENSION, EXPULSION, OR WITHDRAWAL FROM CARE

D11 Preschool does not suspend, expel, or request that a child be withdrawn from care due to behavioral concerns. If a student is not making satisfactory progress in their behavioral skills, the team (including parents) will collaborate to review the positive behavior support plan and consider additional supports and learning environments, as appropriate.

FAMILY ENGAGEMENT AND RESOURCES

We believe that a strong family–classroom partnership is essential to every child’s success in early childhood. Young children thrive when the important adults in their lives work together, share information, and support each other. When families and educators collaborate, children experience greater consistency between home and school, feel more secure and confident, and develop stronger social, emotional, and early learning skills. We honor families as a child’s first and most important teachers, and we are committed to building warm, trusting, and respectful relationships that center the strengths, cultures, and goals of each family. Together, we create the foundation for a joyful and meaningful early learning experience.

PARTICIPATION OPPORTUNITIES

You will be offered a variety of participation/engagement opportunities throughout the school year. Here are some examples:

- | | |
|--|----------------------------|
| • Family Priorities and Practices Form | • School-wide Events |
| • Preschool Orientation | • Preschool Program Events |
| • Volunteer Opportunities | • Family Surveys |
| • Preschool Advisory Committee | • Transition Meetings |
| • Parent-Teacher Conferences | |

PARENT/ FAMILY VOLUNTEERS

In the District 11 preschool program, we encourage parent involvement. Although volunteering is not required, you may find it rewarding to participate in your child’s activities. All volunteers must register with the District via www.d11.org/Volunteer.

FAMILY RESOURCES

The Early Childhood office is here to support the whole family in the classroom and at home. We have a wide variety of resources and supports available to you including information on trauma, health insurance, child development, financial assistance, food and clothing assistance, and much more. Please reach out to your classroom teacher or our Family and Community Engagement Coordinator, Angela.Boucher@D11.org, if you have any questions or need any assistance.

ANNUAL FAMILY SURVEYS

Preschool families will be invited to complete two different annual surveys:

- Survey regarding Family Involvement conducted by the CDEC.
- Survey regarding preschool experiences and feedback conducted by the D11 Early Childhood Education Department.

FAMILY AND COMMUNITY INPUT

District 11 Preschool is committed to supporting the growth and development of all children, and we deeply value the insight, perspectives, and ideas that families and community members bring to this work. Because strong collaboration helps us build a responsive, high-quality program, families are invited to participate in our **Preschool Advisory Committee (PAC)**. This committee offers a meaningful opportunity for families to shape program decisions, share feedback, and partner with us in continuous improvement. Childcare is provided during meeting times to support family participation.

PROBLEM SOLVING AND FEEDBACK

We encourage families to reach out with questions, concerns, or suggestions at any time. Open communication helps us create the best possible experience for your child.

If you have a concern about your child or the program, we ask that you first speak directly with your child's teacher. Most questions can be resolved through these important conversations. If you still have questions or concerns after that conversation, please reach out to the school principal or the Director of Early Childhood Education at 719-520-2538. Addressing concerns early helps us find solutions more effectively. We're here to support you and your child, and we value your partnership in creating a positive preschool experience.

ASSESSMENT, PROGRESS, AND PARENT TEACHER CONFERENCES

STUDENT ASSESSMENT

All children have Individual Learning Plans (ILPs) that document growth and development using the [Teaching Strategies GOLD](#) (GOLD) Assessment System. GOLD is an authentic, ongoing observational system for assessing preschool children in the context of everyday experiences, which is an effective way to learn what they know and can do. This system is a way to look at a child's performance and progress through the [developmental areas of Social Emotional, Physical, Cognitive, Language, Literacy, and Math](#). To assess students we use notes, photographs, and videos to document learning in the Teaching Strategies GOLD Online Portfolio of Learning assessment system. There will be two conferences about your child's progress: one in the fall and the other in the spring. You can meet informally with your child's teacher to discuss his/her progress at any time that is convenient for you and the teacher.

PARENT-TEACHER PARTNERSHIP

We believe that a child's learning and development thrives when families and educators work together. As your child's first and most influential teacher, you play a vital role in their early education. Our goal is to build a strong, respectful partnership with you; one that supports your child's growth and lays the foundation for lifelong learning and responsible citizenship.

To encourage true partnership, families are asked to complete a *Family Priorities and Practices* Form. The questions are designed to help us ensure that your child's preschool experience reflects your priorities, interests, daily routines, and cultural and social practices as closely as possible.

We encourage open communication and active collaboration between parents and teachers. Together, we can create meaningful experiences and provide resources that help your child achieve important developmental milestones. You are always welcome to participate in classroom events, to observe, or to volunteer. Seeing your child in the classroom setting is one of the best ways to understand and feel confident in the care and education they receive.

You can also support your child's success by ensuring they arrive at school ready to learn and by continuing their learning at home. Reinforcing classroom activities and reading with your child every day are simple yet powerful ways to support their development. Specifically, daily reading has been shown to *significantly* boost long-term educational outcomes.

A strong partnership is built on consistent, respectful communication. We encourage brief daily check-ins at drop-off and pick-

up times, and we welcome scheduled conversations for more in-depth discussions. Please don't hesitate to bring questions, suggestions, or concerns to your child's teacher. Be sure to review classroom communications, notices from staff, and your child's work regularly.

Classroom updates, menus, newsletters, and weekly lesson plans are posted in each classroom and on the Parent Resource Bulletin Board. Monthly calendars provide information about upcoming events, holidays, and school closures. Email is also a great way to stay connected with your child's teacher.

PARENT/TEACHER CONFERENCES

Twice each year, the teachers will ask parents or guardians to participate in conferences. This is another opportunity for families to stay in contact with their child's teacher, develop goals for their child's learning, build a good relationship with the teacher, and discuss their child's development. The conference is a time for the teacher and parent to share the results of the latest developmental assessment and the child's developmental successes and challenges.

TRANSPORTATION

Students enrolled in the D11 Preschool Program are not eligible for transportation services, except under the following circumstances:

1. The student has special education transportation to/from their neighborhood school as a related service, documented in the student's Individualized Education Plan (IEP).
- OR
2. The student is eligible for special education services and preschool placement can only be offered outside of their neighborhood school designation.

If your child rides the bus, please follow these rules to keep the bus running on schedule. All transportation provided by D11 meets all applicable transportation standards; this includes vehicle safety seating, supervision and emergency procedures on the road.

1. Have your child ready and waiting to be picked up.
2. Please do not let your child bring food, drinks, or gum on the bus.
3. For their safety, children are to remain seated with their seatbelt fastened or in their car seat.
4. When the child is returned home, a designated adult (age 16 or older) must be present at the predetermined drop-off time. If no adult is present, the child will be returned to the Transportation Office (880 Babcock Road). After repeated attempts to reach the parent, the Department of Social Services will be contacted.
5. **Please call Transportation (719-520-2940) if your child will not be riding the bus on a scheduled day.**
6. If you need to make changes to your child's bus schedule, please let your child's teacher know and they will inform the Transportation office.

LICENSING AND REGULATIONS

Each school's preschool program has a current and valid childcare license to care for and educate children ages 3-5 years as required by the [Colorado Department of Early Childhood Child Care Licensing \(CDEC\)](#). All early childhood programs must be compliant with all rules under 2.100 GENERAL RULES FOR CHILD CARE FACILITIES and 2.200 RULES REGULATING CHILD CARE CENTERS. Additionally, all early childhood programs must be in compliance with the [Colorado Department of Physical Health and Environment Child Care Rules and Regulations \(CDPHE\)](#).

CONFIDENTIAL STUDENT RECORDS

Records pertaining to children's education programs are considered confidential. The confidential file contains information obtained or used in the process of referral, evaluation and placement of students, as well as all official correspondence with the child's parents, all forms signed by the parents, other agency reports, or other personal or sensitive information. Parents have the right to inspect any records related to their child.

VISITOR GUIDELINES

All visitors will need to sign in and out and present a valid identification. If a non-family member wishes to observe the preschool program, we request that any visitors contact the Early Childhood office to arrange a visit. If a child has outside therapies and the therapists want to observe the program, the parent should contact the Early Childhood office to discuss the observation procedure.

STANDARD PRECAUTIONS

The Preschool staff takes extensive precautions to maintain a healthy environment for the children. All staff are required to present evidence of a recent physical examination prior to hiring. Teachers and staff attend a Universal Precautions Class and practice frequent handwashing and required cleaning of classroom surfaces and bathrooms with sanitizing and disinfectant solutions during the school day.

HANDWASHING PROCEDURE

Handwashing can prevent infection and illness from spreading. All staff are trained to wash their hands and to supervise/assist children in washing their hands numerous times throughout the day. Staff work hard to minimize the occurrence of outside germs coming into the classroom and prevent classroom germs from going home with you and your child. To do that, we require that parents, siblings, and all other visitors wash their hands when coming into the classroom for more than a moment for drop-off or pick-up.

We follow The Children’s Hospital and the CDC’s procedure for hand washing. For more information see www.cdc.gov/clean-hands/about/.

The correct way to wash hands:

1. Wet your hands with clean running water and apply soap. Use warm water if it is available.
2. Out of the water, rub hands together to form lather, and scrub all surfaces.
3. Continue rubbing hands for 20 seconds. The Alphabet Song lasts about that long.
4. Rinse hands well under running water.
5. Dry your hands using a paper towel and use your paper towel to turn off the faucet.

ILLNESS POLICY

We immediately notify you if your child becomes ill. Regular school attendance is important, but a sick child needs to be kept at home to get well. Remember, a child not feeling well is not able to benefit from the experiences gained at preschool. It is advised that children be kept at home if any of the following symptoms are present:

- | | |
|-------------------------|---|
| ➤ skin rash or sores | ➤ chills |
| ➤ stomachache or nausea | ➤ earache |
| ➤ vomiting | ➤ constant coughing |
| ➤ flushed face | ➤ fever |
| ➤ inflamed eyes | ➤ taking an antibiotic for less than 24 hours |
| ➤ sore throat | ➤ heavy nasal discharge |
| ➤ diarrhea | |

For more detailed information refer to the CDPHE’s [How Sick is Too Sick guidance](#) or [¿Qué tan enfermo es demasiado enfermo?](#)

Please be sure to keep your phone number up to date at school. A child who is released from school due to fever or vomiting may not return to school the following day, as children must be symptom-free without medication for a full 24 hours before returning. Any communicable illness including, but not limited to COVID-19, hepatitis, measles, mumps, meningitis, diphtheria, rubella, salmonella, tuberculosis, giardia, or shigella must be **immediately reported to CDPHE** by a healthcare professional. Children who are exposed to communicable illnesses outside the school may be excluded from the preschool program for the period prescribed by the local health department or the child’s doctor.

MEDICATIONS

Every effort should be made to administer medication outside of school hours. If your preschooler needs to take medication at school, arrangements must be made with the preschool teaching staff ahead of time. There is a person in the classroom and the front office delegated to give medication. Any routine medication, prescription or non-prescription (including lip balm, diaper cream, and hand cream), can be administered only with a current written order by a health care provider with

prescriptive authority, and with written parental consent. Home remedies, homeopathic medication, vitamins, and supplements may never be given to children in preschool.

Medications must be kept in their original container with the original label and the child's name. Medications are kept in a locked cabinet and will be administered by a preschool staff member or secretary who has had the required training. The school accepts no responsibility for reactions when medication is dispensed in accordance with the licensed prescriber's directions.

ALLERGIES/HEALTH HISTORY/ HEALTH PLANS

Notify your child's teacher of any food or other allergies and any health risks (asthma, seizures, etc.). Also let the teacher know of any changes in your child's health related to allergies or health risks. When needed, a Health Care Plan will be developed with the school nurse.

RECALLED ITEMS

District 11 Preschool classroom staff will immediately be notified by their instructional coach or the Early Childhood office when a recall notice is received about an item in their classroom including toys, equipment, furnishings and food. Recalled items will be removed promptly from the classroom and replaced with a safe item.

EMERGENCY DRILLS

Each building conducts safety drills to ensure that staff and children are familiar with the drill procedures in case of a real emergency. This includes plans for children with disabilities and those with access and functional limitations. All drills are documented and available for review of CDEC Licensing. For more specific information about emergency drills at your school, please contact your child's teacher.

- Evacuation: Leaving the classroom to go to a safer location. A fire drill is an example of an evacuation drill.
- Shelter-in-Place: Students move to a designated safe place within the building. This procedure may be necessary during a weather emergency like a tornado.
- Lockout/Secure: If there is a hazard or threat outside of the building, students and staff would stay inside and continue their educational activities as usual. This may occur if there is possible criminal activity in the neighboring community.
- Lockdown: This is called when there is a possible threat in the building. Staff bring students inside the classroom and lock the door. Students are taught to go to a safe space in their classroom and remain quiet until first responders give the "all clear."
- Hold All Classes: Students remain in their classrooms while staff and/or first responders attend to an emergency that will not impact them in their classrooms. This might be used to keep the halls clear if an ambulance is called for someone in the building.

REUNIFICATION PROCEEDURE AFTER A DISASTER

In the unlikely event of a disaster, reunification procedures are determined by school building. You may request this information through your child's teacher or the school principal. Emergency pick-up information will be communicated to families through the school's mass communication system and/or other channels like phone calls.

CONTINUITY OF OPERATIONS AFTER A DISASTER

Each school has a safety committee with a member assigned to help in the event of a large-scale emergency. Student information, including confidential student files and financial records, are stored digitally and accessible online by approved staff members. Staff will keep you informed about the status of our operations.

SCREEN TIME LIMITS

The CDEC Child Care Rules and Regulations provide the following for children 2 years and older:

- Computer/tablet time must be limited to non-consecutive 15-minute increments, no more than 30 minutes per day.
- Television, recorded media, computer, tablet, and media device time may only exceed 30 minutes per week for a special occasion. There is no restriction for children using personal adaptive equipment.

District 11 preschool prioritizes hands-on learning and opportunities for social interaction. Therefore, our screen time expectations are lower than childcare regulations. We allow the following:

- Screen time must be limited to no more than 10 minutes, 2 times per week.
- Use of the smart board must be connected to highly intentional teaching. Examples of intentional teaching would include: activities as a part of teacher-led instruction (such as Mat Man, counting, vocabulary, rhyming, writing, etc.). Using the smart board during center time is not permitted.

REPORTING CHILD ABUSE/NEGLECT

Colorado law requires that teachers and administrators report all cases of suspected child abuse to the county’s Child Protective Services unit immediately. The school staff’s job is only to report, not to investigate. Criminal penalties can and have been applied when school staff do not follow this law by reporting suspected cases of abuse. Likewise, they cannot discuss anything they have reported to anyone other than those doing the investigation by CDEC Child Care Licensing and the county’s Child Protective Services unit.

COLORADO CHILD ABUSE AND NEGLECT HOTLINE

Anyone witnessing a child in a life-threatening situation should call 911 immediately. For a non-emergency, call 1-844-CO-4-Kids or 1-844-264-5437 to report all concerns for a child's safety and well-being. The purpose of the Colorado Child Abuse and Neglect hotline is to promote greater safety for Colorado’s children. Everyone in the community plays a role in the prevention of child abuse and neglect. The hotline is designed to provide one statewide, easy-to-remember phone number for reporting suspected child abuse and neglect 24/7, 365 days a year. All hotline calls will be routed to the county where the child resides. [To learn more about the Colorado Child Abuse and Neglect Hotline, please visit their website.](#)

A witness or someone who has first-hand knowledge of possible abuse must make a complaint. An anonymous complaint can be made only if the complaint is about an unlicensed childcare provider. All information about parents and children in care is kept confidential; the facility will never know who made the complaint.

CHILD CARE COMPLAINT POLICY

The [Colorado Department of Early Childhood Child Care Licensing and Administration](#) requires D11 preschool sites be licensed by the department. To file a complaint concerning suspected licensing violations, use the information below:

Call 303-866-5958 Monday through Friday between 8 a.m. and 5 p.m. If calling outside of business hours, you may leave a message. Provide your name, telephone number and mailing address. This information is required for the following reasons:

- To call you back if the investigator needs more specific information about the complaint,
- To call you back if the investigator received contradictory or unclear information during the investigation, and
- To call you to let you know the results of the investigation.

➤ **Call 911 immediately if you witness a child in a life-threatening situation.**

NONDISCRIMINATION STATEMENT

School District 11 is committed to a policy of nondiscrimination in relation to race, creed, color, sex (gender), ancestry, sexual orientation, religion, national origin, age and/or disability. Discrimination and /or harassment based on the aforementioned areas will not be tolerated and must be brought to the immediate attention of the school principal or D11 nondiscrimination compliance coordinator: Office of Equal Opportunity Programs and Ombuds Services, 1115 N. El Paso Street, Colorado Springs, CO 80903, Phone: 520-2271, EMAIL: Natasha.Kaonohi@D11.org .

District 11 Early Childhood Education
1115 N. El Paso St
Colorado Springs, CO 80903



Appendix 1: Preschool Sites and Hours

SITES:	PART TIME T-F	HALF DAY M-F	FULL DAY M-F
Adams	7:30-10:15	11:35-2:35	7:30-2:35
Audubon	7:45-10:30	11:50-2:50	7:50-2:50
Chipeta	7:45-10:30	11:50-2:50	7:50-2:50
Columbia	7:45-10:30	11:50-2:50	
Edison	7:45-10:30	11:50-2:50	
Freedom	7:45-10:30	11:40-2:40	
Fremont	7:45-10:30	11:50-2:50	7:50-2:50
Henry	7:45-10:30	11:50-2:50	
Howbert	7:45-10:30	11:50-2:50	
Jackson	7:45-10:30	11:50-2:50	7:50-2:50
Keller	7:45-10:30	11:50-2:50	7:50-2:50
King	7:45-10:30	11:50-2:50	
Madison	7:45-10:30	12:00-3:00	
Martinez	7:45-10:30	11:50-2:50	
McAuliffe	7:45-10:30	11:50-2:50	
Midland		7:50-10:50	7:50-2:50
Monroe	7:45-10:30	11:50-2:50	7:50-2:50
Penrose	8:25-11:10	12:15 -3:15	8:30-3:30
Queen Palmer		8:30-11:30	8:30-3:30
Rogers	7:55-10:40	12:05-3:05	
Rudy	7:45-10:30	11:50-2:50	
Scott	7:45-10:30	11:50-2:50	
Stratton	7:45-10:30	11:50-2:50	
Taylor	7:45-10:30	11:50-2:50	
Trailblazer	7:45-10:30	11:45-2:45	7:50-2:50
Twain	7:45-10:30	11:50-2:50	
West		8:00-11:00	7:50-2:50
Wilson	8:25-11:10	12:35-3:35	8:30-3:30

Appendix 2: District 11 Student Calendar 2026-27

Colorado Springs School District 11 2026-27 District Calendar



Adopted February 4, 2026

2026



2027



- No Students
- Staff PD - No Students
- District Closed
- Work Day - No students
- PreK PD - No PreK Students
- Evening P/T Conferences
- Jump Start (Grades K,6,9 only)
- P/T Conferences
- First and Last Day of School K-12
- New Teacher Orientation

- July**
- 3 District Closed (4th of July)
- 29-31 New Teacher Orientation
- August**
- 3 New Teacher Orientation
- 4 Building/District Meeting Day - Teachers return
- 5 Teacher Work Day
- 6-7 Professional Learning Day
- 10 Teacher Work Day
- 11 Jump Start (K,6,9 only)
- 12 First Day of School (K-12, all grades)
- 19 First Day of PreK
- September**
- 7 District Closed (Labor Day)
- 8 PreK PD - No PreK Students
- October**
- 9 Teacher Work Day - No PreK Students
- 13-15 Evening P/T Conferences
- 16 P/T Conferences - No Students
- 19-23 No School (Fall Break)
- November**
- 6 PreK PD - No PreK Students
- 9 Professional Learning Day - No PreK Students
- 23-27 No School/District Closed (Thanksgiving Break)
- December**
- 11 PreK PD - No PreK Students
- 21-31 No School (Winter Break)
- 24-25 District Closed (Christmas)
- 31 District Closed (New Year's)
- January**
- 1 District Closed (New Year's)
- 4 Teacher Work Day - No PreK Students
- 5 Professional Learning Day - No PreK Students
- 6 Students Return
- 15 PreK PD - No PreK Students
- 18 District Closed (MLK Day)
- February**
- 12 PreK PD - No PreK Students
- 15 District Closed (President's Day)
- 16 Professional Learning Day - No PreK Students
- March**
- 12 PreK PD - No PreK Students
- 22-26 No School (Spring Break)
- April**
- 28 PreK PD - No PreK Students
- 29 Teacher Work Day - No PreK Students
- 30 P/T Conferences - No Students
- May**
- 25 Last Day of School
- 26 Teacher Work Day - No PreK Students
- 27 Summer Break Begins
- 31 District Closed (Memorial Day)
- Graduations**
- D11 graduation ceremonies noted below are held at Ed Robson Arena, Colorado College, unless otherwise noted.
- Dates and Times TBD
- 187 Contract Days
- 172 Student Days

Preschool Parent Handbook Acknowledgement
Program copy

My/our signature(s) below indicates that I/we have received a copy of the Colorado Springs District 11 Early Childhood Program Parent Handbook that outlines the policies and procedures of the D11's preschool program and have had an opportunity to have all questions addressed. I/we acknowledge by signing this policies and procedure document, I/We agree to follow, accept the conditions of, and give authorization and approval for activities described in the policies and procedures.

Student Name (please print)

Parent Name (please print)

Parent Name (please print)

Parent Signature

Parent Signature

Date