

Woodburn School District Preschool Family Handbook



Woodburn School District Preschool Locations

Woodburn Preschool
1316 Meridian Drive
Woodburn, OR 97071

Heritage Elementary
440 Parr Rd.
Woodburn, OR 97071

971-983-3043

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Woodburn School District

Our Vision and Mission

The Woodburn School District is an exceptional, equitable, and multilingual district, where all students are motivated, empowered, and prepared to succeed. Our promise is to engage, inspire, and prepare all students to learn, lead and contribute toward a just community, both local and global.

Woodburn Values

- Accountability
- Civic Responsibility
- Cultural Diversity
- Equity
- Family and Community Partnerships
- Lifelong Learning
- Multilingualism



Non-Discrimination/Inclusion

At the WSD Preschool equal educational opportunities are available for all children, without regard to race, color, creed, national origin, language, gender, age, ethnicity, religion, disability, or parent/provider political beliefs, marital status, sexual orientation or special needs, or any other consideration made unlawful by federal, state or local laws. Educational programs are designed to meet the varying needs of all students. WSD Preschool in conjunction with other community partners will make every reasonable accommodation to encourage full and active participation of all children in our program based on their individual capabilities and needs.

WSD Preschool

Values And Philosophy

- We value the rich cultural and linguistic diversity in our children, families and community.
- We value collaborative partnerships between families, teachers and community to support the nurturing and education of our children.
- We value respect, integrity, and responsibility.
- We value the right of all children to have access to a quality education and be ready for success when they enter kindergarten.

Beliefs And Goals

Teachers

We believe the role of the teacher is critical in putting our values into action. The teacher's role is to create a learning environment in which all children feel welcome, safe and secure. This provides a social/emotional foundation from which teachers can guide and facilitate children's learning and development. Teachers promote thought processes and critical thinking skills as they ask children open-ended questions, scaffold their learning to the next level, and differentiate the instruction/curriculum for each child's needs. Teachers make connections with each child, to build a relationship with them, learn about their interests, unique needs, and use that knowledge to individualize their learning. The role of the teacher is also to form partnerships with families, to support them as their child's primary educator and involve them in the program.

Children

We believe the child is the center of the curriculum. The child's role is to be an active, engaged, curious learner: exploring, experimenting and discovering the world around them through child-initiated play and teacher-facilitated learning experiences. We want children to have fun as they learn about themselves and others and to discover the joy of learning as they engage in age-appropriate literacy, math, and science activities. We believe that all children can be served in a developmentally appropriate environment, inclusive of their special needs and abilities.

Families

We believe that partnerships with families are important for the success of the child. We collaborate with families to support children's development and learning at home and at school. We welcome families' involvement in every aspect of the program and actively support their role as parents. We believe that families are key to supporting children's home language and culture and providing a solid foundation for children to be bilingual and bi-literate.



Attendance Procedures

Arrival/Departure Procedures

- Drop off time is between 7:30-7:50 am (class starts at 8am)
- Dismissal time is at 2:20pm, pick up time is between 2:20-2:30 pm
- Please notify the teacher/secretary if your child will be arriving late on a particular day.
- If a new person is picking up your child, please notify the teacher/secretary in advance and make sure their name is on your approved emergency contacts.
 - We will not release your child without prior authorization and picture ID.

Late Pick-Up

- Due to staff schedules and after school duties, the preschool closes at 2:30 PM sharp.
- In the event that you will be late please notify the teacher as soon as possible.
- If your child has not been picked up by 2:45 pm and the parent has not communicated with the preschool staff we will take the following actions.
 1. Call parents (if no answer);
 2. Call emergency contacts (if no answer);
 3. Call Non-emergency Police/DHS

Absences

- If your child is going to be absent, please notify the teacher/office before 8:00 A.M. each day. If you call before staff arrive or your call is not answered, please leave a message with your child's absence information.
- Extended absences must be notified to the program secretary.
- WSD preschool requires students to be present and on time at least 85% of the school calendar days. WSD preschool staff will work with families to ensure students keep consistent attendance.
- If the program your child is enrolled in has a waiting list, your child may be dropped due to lack of attendance and/or tardiness.



Closures & Daily Schedule

Closures

- Any time Woodburn School District is closed or delayed for any reason the Preschool is also closed/ delayed.
- School closure information is broadcast on local radio stations beginning at 6:00 A.M. and is available on our district website and on Flash Alert.
- Parents are responsible for obtaining this information. If you need help learning how to access this information, please stop by the Welcome Center during business hours, which are 8AM-4:30PM, Monday-Friday.

Holidays

The Preschool operates in accordance with the Woodburn School District calendar. This calendar is provided at the time of registration and is also available on our website (www.woodburnsd.org). Please review the district calendar on a regular basis for information regarding holidays and closures.

Example of daily Schedule

7:30-7:55 am Arrival/Breakfast
8:00-9:00 am Circle time
9:00-9:30 am Fine motor and writing
9:30-9:50 am Free Play/student choice
9:50-10:10 am Snack Time
10:10-11:00 am Small group time
11:00-11:30 am Outdoor Play
11:30-12:00 pm Lunch Time
12:00-1:10 pm Nap/Rest time
1:10-1:40 pm English Language Development (ELD)
1:40-2:10pm Math Time
2:10-2:20 pm Closing Circle Time
2:20 pm Dismissal



Meals/Mealtime



Breakfast/Lunch/Snack

- Breakfast, lunch and mid-morning snacks are provided for children.
- Meals are prepared in a Woodburn School District school cafeteria and meet the Child and Adult Care Food Program (CACFP) requirements.
- Staff sit with students to encourage them to eat and engage in conversation.
- **Please list your child's food allergies on the medical form and/or inform us immediately (during registration).**

Mealtime

The WSD Preschool programs follow Child and Adult Care Food Program (CACFP), food guidelines. Food is prepared by the district

nutrition services staff at one of the WSD schools and is delivered to the site/classrooms daily. Food items are placed in the refrigerator (milk, juice, cheese, boiled eggs, fruit & vegetables etc.), cabinets (cookies, cereal, snacks, etc.) or food warmer (hot breakfast/lunches). Parents are **not** allowed to bring fast food meals for their children, however they are encouraged to send nutritious and balanced meals for their child if he/she does not like school provided meals. A printed copy of the menu is provided to families on a monthly basis, additionally the menu is also accessible in the WSD webpage.

Staff members encourage healthy eating habits in a variety of ways during mealtime. First, adults sit at the tables with children during each meal time. Children sit at child-sized tables that hold 5-7 children and 1 adult. Utensils are child sized and easy for children to grip and use. Adults encourage children to try foods, but do not force them. Children serve themselves and can have more than one serving if desired. When finished, children are encouraged to clean up their own areas and put the utensils and trash in the proper receptacles.

The adults talk about the nutritional value of the various foods served and how our bodies need good nutrition to grow strong and healthy. The Child and Adult Care Food Program (CACFP) guidelines are shown to children at the beginning of the year and staff explain what the guidelines mean. During mealtimes, adults use naturally occurring opportunities to discuss how certain foods help our bodies grow. In addition to the daily opportunities that present themselves, educators periodically plan cooking/nutrition activities. The monthly menu is posted, sent home, and displayed in the classroom, along with the Child and Adult Care Food Program (CACFP) guidelines, as a resource for parents.

Mealtimes are also a time of socialization. Adults engage children in conversation, asking about their families, their interests, and also following up topics that were discussed in class earlier. Adults also encourage children to interact with each other, bringing up topics that are of interest to children and that will be good conversation starters.

Rest/Nap Time & Attire

Rest/Nap Time

- Rest/nap time is from 12:15 to 1:15 each day.
- The school provides cots and a blanket for all children, which are spaced for safety and to allow easy staff access.
- Individual bedding is sanitized according to health guidance, and properly stored after use.
- Parents may also send a blanket and a small comfort item, such as a stuffed animal, from home to make rest time more comfortable for the child.
- Children are invited to put their cots away with the support of staff and/or peers.
- Children are not required to sleep but are encouraged to lie down and rest for 20-30 minutes.
- If the child has not fallen asleep during the 20-30 minutes a quiet activity will be provided by the teacher.

Toys

- We encourage you to keep toys at home, our classrooms are equipped with sufficient materials, manipulatives and toys for all children attending our program. When a child does bring a toy, it must be left in his/her cubby during the day or kept with the teacher
- The exception to this rule is a stuffed animal or doll which might make nap time more pleasant.

Attire

- Children should come to school dressed in appropriate clothing for the season (i.e. jackets, sweaters, mittens, caps, etc).
- Play clothes are the most appropriate for the preschool environment.
- Although we try to protect the child's clothes, some art and outdoor activities can be "messy".
- Each child is to have a complete change of clothing that has been clearly labeled with their name.



Health & Safety

Emergency Plan

- Fire drills are practiced monthly
- Other drills that are practiced routinely include:
 - Earthquake
 - Lockdown
 - Evacuations
- In the event of a real emergency, preschool staff will take appropriate emergency procedures and will notify parents or emergency contacts as soon as possible.

Injury Procedures

- All staff at the WSD Preschool has been trained in basic first aid and will administer first aid to any injured child.
- In the event of serious injury, an ambulance will be called and the child will be transported to the nearest emergency care facility.
- The child will be accompanied by a staff member. The parent will be notified immediately.

Illness

Your child should not attend school when he/ she is ill. Your child will not be admitted or will be sent home if he/she shows any of the following symptoms:

- 100 degree fever
- Diarrhea
- Vomiting
- Nausea
- Severe cough
- Unusual yellow color of skin or eyes
- Skin or eye lesions or rashes
- Stiff neck & headache
- Difficulty breathing or wheezing
- Complaints of severe pain

Sick Kids: When to Stay Home from School					
FEVER A temperature of 100° or higher	COUGHING THAT WON'T STOP Or other problems with breathing	DIARRHEA OR VOMITING Within the past 24 hours	RASH Body rash with itching and/or fever	HEAD LICE Itchy head, active head lice	EYE INFECTION Eye is red and oozing a yellow or green discharge
					
When to Return to School					
Fever free for 24 hours without the use of fever reducing medication such as ibuprofen or acetaminophen	Cough is mild and infrequent and evaluated by doctor if needed	Free from diarrhea and/or vomiting for at least 24 hours and evaluated by doctor if needed	Free from rash, itching or fever and evaluated by doctor if needed	After first head lice treatment	24 hours after starting antibiotic eye drops or ointment

The Preschool will notify you if your child becomes ill or is injured at school and needs to be picked up. Please be sure to have arrangements made for such emergencies if you will not be available to pick up and care for your child.

Also note the following requirements:

- **The student should be symptom-free for 24 hours prior to returning to school.**
- Please notify the preschool of any communicable or contagious illnesses in your family. We are required to provide notice in the event of the outbreak of certain diseases.

Health & Safety

Medications

Woodburn School District regulations allow staff members to administer most types of medication, including prescriptions, cough suppressants and cold medicine, under the following conditions:

- Prescription medication requires a physician's note or copy of the prescription.
- Medication must be in its original packaging.
- Medication must be intended for the child receiving it and not another family member.
- A medication authorization form must be completed by the parent prior to the administration of medication.



Medical authorization forms are available in the office. Any medication sent to school prior to filling out a medication authorization form will not be given to the child. This includes common over-the-counter (OTC) medications such as sunscreen, cough drops, Neosporin etc.

Field Trips

Field trips are planned periodically during the school year. You will need to give your consent prior to the field trip by returning a Permission Slip Form. Parents must be approved as volunteers in order to chaperone on field trips. When transporting children on field trips the Woodburn School District preschool will:

- Use school buses or vans that are in safe driving condition.
- Maintain the sufficient staff/child ratio in all vehicles.
- Only use approved drivers

Please note that transportation is provided **only** for field trips.

Instruction

Curriculum

WSD preschool implements the Creative Curriculum for Preschool in all of our classrooms. The curriculum is a comprehensive, research-based, developmentally appropriate curriculum that features exploration and discovery as a way of learning. The curriculum helps teachers create a high-quality learning environment to meet the needs of all children and build a thorough understanding of best practices. The curriculum offers a balance of teacher-facilitated activities and child initiated activities throughout the day.

Daily resources help teachers plan and manage every moment of their day to ensure all areas of children's development and learning are promoted. Through hands-on, project-based investigations, The Creative Curriculum for Preschool helps teachers build children's confidence, creativity and critical thinking skills as children learn about their community and the world around them.

The objectives of the curriculum ensure that teachers promote positive outcomes for children in all areas including:

- social-emotional development
- physical development
- language and literacy skills
- mathematical knowledge

Additionally WSD Preschool implements the Estrellita curriculum for the Spanish phenological and phonemic awareness instruction.

No religious instruction or practices occur during instructional hours. If religious symbols are present, staff respond naturally to children's questions.

Creative Work Artwork and other creative work your child has done during the day will be stored in his/her cubby or art folder. Your child's teacher will be sending home your child's work periodically. Parental appreciation of a child's work means a great deal to them.



Family Partnerships

Family Partnerships

We believe that positive family partnerships are key for supporting children's success at home and at school. We accomplish this through ongoing communication, involving families in the program, conducting family conferences either in the classroom or home setting, sharing assessment information about children's development and learning, and providing training opportunities and meetings for families throughout the year. These activities provide opportunities for staff and families to **build** strong, positive relationships. Communication takes place in English, Russian, and Spanish, depending on each family's home language.

Initial Meeting

Before the school year begins, teaching staff conduct an initial meeting with each child's family. Families will have the choice of completing the initial meeting via a home visit or in the child's classroom. The goal of the initial meeting is for teachers to learn about the families' cultures, languages, traditions and routines at home. Parents will be asked to fill out a brief questionnaire about their children's interests, likes and dislikes. Additionally, a home language survey is used to learn about the language(s) children hear and use at home. During the initial meeting, teachers will also share important information about the program, including volunteer opportunities.

Volunteers

Volunteers make it possible for us to enhance our program and provide further experiences for your children. We are grateful for those who are able to volunteer. If you wish to volunteer in your child's classroom or accompany us on field trips, please fill out a district volunteer application and complete required training. For assistance please contact the Preschool Program Secretary.

Parent Orientation

A parent orientation night is scheduled during the 2nd or 3rd week of September.

The goal of the orientation night is to share information about the curriculum, discuss Kindergarten readiness indicators, and review attendance guidelines and other program policies. This event will give parents an opportunity to meet all staff and ask questions about the program.

As with all parent meetings and workshops, light refreshments and child care are provided to help eliminate barriers families may have for attending.



Family Partnerships

Communication

Communication with families happens in multiple informal and formal ways. Informally, teachers and family members connect daily during drop-off and pick-up time. These quick greetings are used to share information about the child's day, learn from families any news or updates about the child from the day/night before, and share recent successes and accomplishments.

Formally, teachers send home monthly newsletters highlighting upcoming events or changes to programming. Additional communication is sent at the start of each new study topic, providing suggestions of how families can extend the learning at home and share opportunities for volunteering. Teachers also send home reminders about upcoming events and program updates. Other formal ways of communication may include, individual family meetings, parent/teacher conferences, and/or home visits.

Parent Meetings/parent workshops

During the school year parents are invited and encouraged to participate in various parent meetings and educational workshops. Topics of the training/informational meetings emerge from parents' interest by completing a survey. Examples of past topics have included:

- Kindergarten readiness
- Positive guidance and discipline strategies for young children
- Online safety guidelines for children

Parent workshops offered in conjunction with KPI program include:

- Positive Solutions
- Making Parenting a Pleasure
- Ready for Kinder (Ready4K) ages 0-5
- Abriendo Puertas
- Abuela, Mam y yo



Additionally, parents are invited to participate in district educational opportunities such as Family University Symposium (FAMU), t, as well as other pertinent training offered through the Early Learning HUB, the Woodburn School District and other community partners.

Connecting To Resources

Community organizations, local business, and social service agencies are present at every parent event to share information, inform parents of the resources available in the area and answer questions. Teachers, assistants, and home school contacts also share information about social service agencies and organizations to connect parents to local resources.

Family Partnerships

Parent/Teacher Conferences

Twice a year, teachers hold conferences with family members at each preschool site. The conferences are held in the fall (October) and again in Spring (March). The goal of the conference is to share information about children's progress in their development and learning. Before each conference, teachers have completed an assessment, using Teaching Strategies GOLD. This provides a detailed look at how children are doing in each domain of development and learning. The assessment summary and next steps are recorded on the GOLD Family Conference Form. Families collaboratively set the goals and next steps with the teacher. During the fall conference teachers also share the Ages and Stages Questionnaire (ASQ) results and use that information to set student goals. Additionally, at the end of the year, after the 3rd and final assessment, teachers send home reports that show children's progress over the course of the year.



Confidentiality

At the Woodburn School District Preschool we follow the state privacy law to protect family's records and information. Families' private and confidential information will not be revealed without their written permission including pictures of children and their families. All records concerning children at our program are confidential, with access limited to authorized staff only and stored securely. In the event of a data breach, affected families and state partners will be notified according to district policy.

We also ask all families who have children enrolled in our preschool program to respect the privacy of other families by not sharing any private information with anyone.

Birthdays

Please inform the teacher about preparations should you wish to have a birthday celebration for your child at school. Health Department rules and school policy do not permit homemade treats.

Guidance

Guidance

We are committed to each child's success in learning within a caring, responsive and safe environment. Our center works to ensure that all children have the opportunity and support to develop to their fullest potential and share a meaningful bond with people in the school community. The WSD Preschools implement the Positive Behavior Intervention Supports (PBIS) as a tool to promote pro-social behavior while guiding students to become **Safe, Respectful and Responsible**. We also believe that building a positive, respectful, nurturing relationship with each child and their family forms the foundation for children to learn how to treat themselves and others respectfully.

Teaching clear expectations and planning ahead are used to prevent problems and encourage appropriate behavior. Communicating consistent, clear expectations and involving children in problem-solving help children develop their ability to self-regulate. We guide and encourage students to discuss challenges that arise in the group and come up with solutions together.

The following are examples of strategies that are implemented at the WSD preschool to guide student behavior.

1. Recognize The Positive

We focus on recognizing the positive behaviors displayed by the children. For example, during group time, a teacher may say, "I see that you are ready, your eyes are looking at me and your body is calm."

2. Clear Expectations

We have classroom expectations for children to follow. Expectations are posted in English/Spanish and English/Russian based on the language program, along with pictures to provide visual cues. Teachers are proactive by constantly reminding and modeling classroom expectations, particularly during transition times.

3. Natural Consequences

We believe that children learn from natural and logical consequences. For example, when a child knocks over his cup of milk, spilling it on the floor, a natural consequence is for the child to participate in cleaning up the milk or if a child tears a page in a book, a natural/logical consequence is for the child to help tape the page and repair the book.

4. Re-Direction

When needed, we use gentle redirection to guide children towards a more appropriate activity. For example, when a child throws a block in the block area, a teacher may say, "Blocks are for building. You can throw a ball when we go outside", then guide the student to find an activity he/she can do at that moment.

5. First ...Then....Statements

These statements let children know what they need to do before moving on to the next activity. For example, a teacher may say, "First we put the art materials back on the shelf, then we line up to go outside."

These are some of the guidance strategies we use to help children learn self-regulation and learn pro-social behaviors.

Additionally, there are types of discipline that are not used at our center. Physical restraint is not permitted nor do we use time-out. Time-out alienates the child and excludes them from the group, which does not help them learn pro-social skills. Preschool age children benefit more from guidance and modeling of adults to help them gain the necessary social and emotional skills to regulate their behavior and interact positively with others.

Staffing

Staffing

Woodburn School District Preschool Programs follow all the district policies, rules and regulations. Positions are posted on the district web site, candidates are interviewed and selected based on the required qualifications and experiences. Staff are hired and contracted through the district Human Resources Department for the entire year with renewal options based on staff evaluation. Staff members are required to be on the Central Background Registry (CBR), as well as on the Oregon Registry Online (ORO). Each staff member is required to take a minimum of 24 hours of professional development per year to ensure a quality and fun educational experience for students.

In the event of staff absences, substitutes are placed in the preschool classrooms to maintain the ratio. All substitutes are hired by Edustaff agency through the Willamette Educational Service District (WESD) and are required to have First Aid and CPR training, as well as be on Oregon Central Background Registry.

The staff for each classroom consist of a full time teacher, a full time assistant with a ratio of nine/ten children to one adult. The staff members and the ratio in each classroom is maintained for the duration of the school year for stability in working with children, and connecting and supporting families. The instructional services program administrator supervises and supports all Preschool programs as needed (Preschool Promise, Title IC and Title 1A) along with a full time secretary and an Early Childhood Instructional Coach.

Preschool Program Staff Performance

Woodburn School District Preschool employees are hired through the district Human Resources Department and are considered district employees. Therefore, they belong to Oregon School Employees Association Woodburn OSEA Chapter 25. Classified employees are observed regularly, provided feedback based on observation and are formally evaluated annually. The evaluation provides employees an annual assessment of how well they are meeting the district performance standards and the responsibilities of their position. The supporting documents are:

- District Evaluation Policy
- Classified Evaluation Process
- Classified Standards of Performance (Personnel Performance Rating Tool) that addresses the criteria in Standard AB3.

In addition to the district annual evaluation process the following measures are incorporated into Preschool employees performance final evaluations:

- QRIS Family Survey: Parent evaluation of the program is an important factor in planning future improvements. Parents' feedback is sought regularly when they drop off or pick up their children. Additionally, parents are asked to provide feedback by completing the QRIS Family Survey form annually. The surveys are collected, data are tabulated, summarized and the results are incorporated into employees final evaluation review.
- Self-Assessment Tool will be used by staff members to evaluate their own job performance two times a year. The Director of Title and Special Programs will review the results of each staff member's self-assessment tool with them at their quarterly meeting and incorporate it into the final evaluation of the employee's performance.
- CLASS Observation Tool is used to evaluate personnel performance in terms of adult-child interactions. The observations are conducted by an outside CLASS evaluator twice a year and the results are incorporated in the employees' final performance evaluation.
- ECER's Observation: The Early Childhood Environment Rating Scale is an internationally recognized, research-based observational tool used to measure the quality of early childhood and preschool programs for children ages 3 to 5. Results are used to identify areas of improvement.

Interactions & Screen Time

Adult/Child Interaction

The role of the instructors is pivotal in facilitating children's development and learning. ECE educators create a positive social learning environment, maintain a well-organized classroom, use intentional teaching strategies to support children's inquiry, prompt their thinking, and nurture a love of learning. Educators are in close physical proximity to children. They are on the floor with them during free choice, at the table with them during journaling, and working with them side-by-side to give encouragement, extend their learning and engage in conversations with them. Educators acknowledge children's efforts and validate their emotions. They build positive relationships with each child and help children learn how to cooperate and interact positively with each other. Educators use children's interest as a starting point not only to learn about them but also to individualize the curriculum activities. They bring in books and activities related to children's interests and use those interests to tie in content learning about math, literacy, social studies and science. The more children are interested in a topic, the more engaged they will be! When observing children's free play during center time, instructors take the role of observer, looking for opportunities to support and extend children's development and learning in spontaneous and intentional ways. To promote children's language development while helping them learn about the world around them, instructors use a variety of strategies, such as self-talk and parallel talk to



model language that match their actions and the children's actions. When responding to children, instructors often repeat back what children say and then expand it by filling in the missing words or by adding new vocabulary words and information. They also deepen children's knowledge about a topic by providing additional information and feedback. They ask children open-ended questions to encourage them to explain their thinking and make learning discoveries on their own. Scaffolding is a key component in the adult/child interactions. Instructors give support and assistance to the students to encourage them and challenge them to move to the next level of their learning and abilities, without overwhelming them.

Screen Time

WSD Preschool intentionally uses technology in increments of 15 minutes, no more than 30 minutes a day. Our program intentionally uses technology as a tool to expand children's learning. Children are not exposed to any forms of advertising, violent, inappropriate or non-educational content. Our program adheres to the guidelines outlined in the Technology and Interactive Media Tools in Early Childhood Programs Serving Children from Birth through Age 8 and the Fred Rogers Center for Early Learning and Children's Media.

As we know children learn best through active hands-on learning experiences therefore, our program uses technology to encourage children's active participation by allowing students to use the interactive functions of the Smartboard, and use individual iPad to access educational apps that are used during English Language Development time.

On special occasions and with parent consent a G rated movie may be shown.

Interactions & Screen Time

Screen Time Guidelines

The WSD preschool program prioritizes hands-on learning, active play, social interaction, and developmentally appropriate experiences. Screen time is used sparingly and only when it supports educational goals.

In accordance with Oregon Department of Early Learning and Care (DELIC) regulations, preschool-aged children will not be provided more than five (5) hours of screen time per week. Screen time includes the use of televisions, computers, tablets, phones, game consoles, and other electronic devices. Assistive and adaptive technology used to support children with disabilities is not considered screen time.

Any media used in the classroom will be:

- Developmentally and age appropriate;
- Non-violent;
- Culturally sensitive; and
- Directly connected to learning objectives and curriculum.

Screen time may occasionally be used for special events, educational projects, movement activities, virtual learning experiences, or other activities permitted under DELIC regulations.

Teachers provide children with daily opportunities for active indoor and outdoor play, creative expression, literacy, dramatic play, music and movement, fine and gross motor development, and social interaction. These experiences remain the primary focus of our program.

Families with questions about screen use in the classroom are encouraged to speak with their child's teacher or site administrator.

Screening & Assessment

Screening & Assessment

WSD Preschool uses screening and assessment tools that help us learn about each child's strengths and areas of need in all areas of development and learning. Gathering information about each child's developmental abilities helps us make decisions about how to differentiate and individualize the curriculum to meet the needs of all children in the classroom.

Screening

The Woodburn Preschool employs the Ages and Stages Questionnaire (ASQ) for screening as well as the ASQ-Social-Emotional. All students are screened within 45 days of entering the program and annually thereafter. If there is a concern after completing the screening, WSD preschool staff will communicate with parents to discuss results and initiate a referral process through the Willamette Educational Service District (WESD) if needed. The WESD will work with the parents to provide additional assessments and services, as needed. Additionally vision, hearing and dental screenings are offered three times a year for all participating students.



Classroom Assessment

Assessment allows teachers to gather more detailed, comprehensive information on each of the children. Our ongoing assessment is conducted all year long using the Teaching Strategies TSGold system. TSGold is an observation-based assessment tool, Instructors use to record and collect observations on children's development and learning beginning the first day they enter the program and throughout the year. Documentation includes written anecdotal observations, photos of children engaged in classroom experiences, and examples of children's artwork and writing. Documentation for each child is kept electronically in the TSGold online portfolio. Teachers review and analyze the documentation they have collected for each child three times each year.

The three assessment periods are as follows:

- **Fall:** September -November
- **Winter:** December-Mid-March
- **Spring:** Mid-March-June

After completing the GOLD assessment online, teachers generate an Individual Child Report for each child. This allows the teacher to see how each child is developing and learning in comparison to the widely held expectations for his/her age range. A copy of the The Individual Child Report is kept in the child's file. TSGold results are shared with family during parent/teacher conferences.

Screening & Assessment

When teachers meet with the family members to share assessment information, they start by sharing samples of work and observations they have collected over time. This is a concrete way to begin talking about the child's development and learning and as well as to share progress.

Teachers encourage families to further participate by asking them to share observations about their child from home. Teachers let families know how they can help support their child's growth and development by also bringing in pictures or written observations to be included in the child's portfolio. Together, the teacher and the family will develop goals for the child, based on the child's strengths and areas that need strengthening. This will be documented on the Family Conference Form.

Teachers bring their copy of the Objectives for Development and Learning (ODL) with them when meeting with families, using it to help with planning to explain assessments. Teachers will also provide several

TSGold recommended activities for each child to help extend learning at home and support parents as their children's teachers.

For individual planning, teachers will use the Individual Child Report, to provide targeted instruction based on children's area(s) of need. This individualization can be done during free choice and during other times of the day when teachers interact one-on-one with children. Teachers will also use the Classroom Profile, which provides an overview of where all of the children are in relation to each objective and dimension. This is key for planning small group experiences to meet each child's needs and scaffold learning. Weekly plans will be developed and modified based on individual learning goals established for each child.



Pre-School Policies

The Woodburn School District Pre-School follows district & DELC policies.

Potty Training

Toilet Learning Policy

WSD Preschool supports each child's developmental readiness for toilet learning in a positive, non-punitive, and encouraging environment. Children are never shamed or pressured, and accidents are treated as a normal and expected part of the learning process.

WSD Preschool staff understand that children develop at different rates. We partner closely with families to determine the most appropriate time to begin toilet learning, ensuring consistency between home and school.

Signs of Readiness

Your child may be ready to begin toilet learning when they demonstrate some of the following:

- Staying dry for longer periods (approximately 1–2 hours)
- Communicating the need to use the toilet (verbally or nonverbally)
- Showing interest in toileting routines
- Following simple directions
- Beginning to manage clothing independently

Student Discipline

Woodburn School District Preschool is committed to providing a safe, inclusive, nurturing, and equitable learning environment where every child belongs. We recognize that challenging behaviors are a form of communication and that young children learn social-emotional skills through supportive relationships and developmentally appropriate guidance.

Consistent with requirements of the Oregon Department of Early Learning and Care (DELC) and the Every Child Belongs framework, our program prioritizes prevention, relationship-based practices, and collaborative problem-solving to support children's success. We are committed to using individualized, supportive strategies that promote children's continued participation and belonging within the program whenever possible.

When behavioral concerns arise, staff will partner with families and appropriate support teams to understand the child's needs, identify contributing factors, and implement supportive strategies that promote safety, inclusion, and meaningful participation. The program will seek solutions that maintain the child's environment while ensuring a supportive learning environment for all children and staff.

Pre-School Policies

Attendance:

The Woodburn School district strongly values consistent attendance of students. The pre-school years are formative years in establishing the habit of consistent attendance which supports students in their learning and academic success. As such we expect students to sustain consistent attendance. Additionally, the following policies will be implemented for students that do not sustain consistent attendance.

- Absences beyond 15 consecutive instructional days require program approval
- After 15 consecutive non-approved absences and multiple contact attempts, the program may disenroll the child; children in the Preschool Promise (PSP) program, remain eligible and may re-enroll if a slot opens

WSD Preschool



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Program Adinistrator.....Martha Torres
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