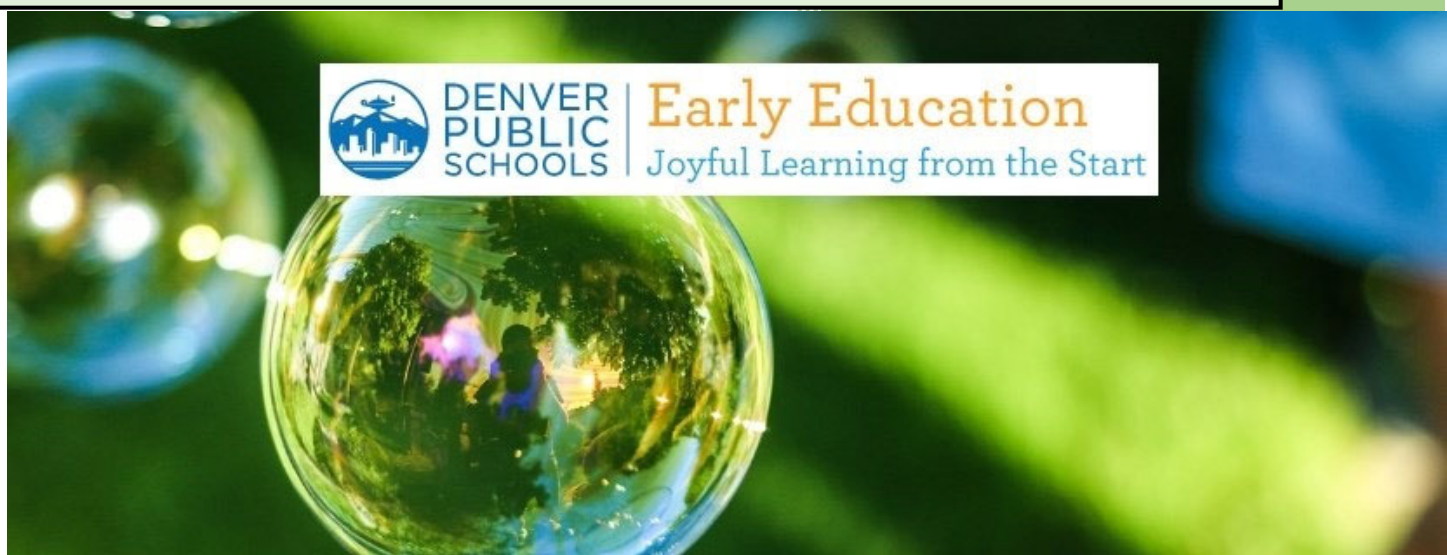


EARLY EDUCATION DEPARTMENT: ECE HANDBOOK



2019-2020

To: Denver Public Schools Early Education Partners
From: Lisa R. Roy, Ed.D., Executive Director
Priscilla Hopkins, M. A., Instructional Superintendent/Director
Date: June 1, 2019
Re: 2019-2020 Handbook

The Early Education Department is excited to continue our partnership within the new regional structure. As we continue to support our youngest learners, Priscilla and I thought it would be important to set the context for what Early Education Department does and what supports the Department offers:

- manages a \$55 million budget;
- oversees five funding sources;
- adheres to federal (Head Start), state (Colorado Preschool Program/ECARE, Colorado Shines, Licensing), and local (Denver Preschool Program, Licensing) regulations related to those funding sources;
- enables the District to serve approximately 1,500 three-year-olds and 3,500 four-year-olds with high quality preschool experiences,
- supports four early childhood center principals and their operations;
- provides several types of learning opportunities to 800 early childhood teachers and paras each year, including professional learning focused on language, literacy, mathematics, and child development;
- utilizes and disseminates aggregated data from preschool and kindergarten assessments to inform programming and to monitor results;
- collaborates with the City and County of Denver, Mile High United Way, Denver Public Library, the Children’s Museum, and more than 100 community partners to ensure that children birth to third grade have the language and literacy supports to succeed in school and in life;
- provides funding and support to 39 community providers at 64 sites in more than 200 classrooms for 2,000 half-day slots; and
- collaborates internally and externally to ensure that we have a diverse pipeline of paraprofessionals, teachers, family service employees, and principals.

Much of our funding is tied to licensing and the quality rating system. That is where you come in - We cannot operate without your buy-in, cooperation, and adherence to the federal, state, and local regulations that determine whether our Department receives financial support for the early education classrooms, teachers, and paras in your schools and centers. Please read the Handbook and commit to the responsibilities outlined in it. We cannot do this without you!!!

Much appreciation,

Dr. Lisa Roy and Priscilla Hopkins

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SECTION 1: LICENSING, PROCEDURES, AND GUIDELINES

Licensing

Ratio, Group Size, and Capacity

WARNING: The Colorado Dept. of Human Services' *General Rules for Child Care Facilities* may set fines of not more than \$100 per day to a maximum of \$12,000 assessed for those violations they consider most serious. This would include, in addition to major safety issues, *being out of ratio at any time*.

RATIO

Minimum Ratio must be maintained at all times:

AGES OF CHILDREN	NUMBER OF STAFF
4 year olds ONLY	1 staff member to 12 children
If any child in the group is under 4 years old	1 staff member to 10 children

In addition to the required number of adults, licensing rules state: "There must be assigned at least one qualified early childhood teacher supervising each group of children unless otherwise specified in rules."



GROUP SIZE

Maximum Group Size:

AGES OF CHILDREN	MAXIMUM GROUP SIZE
4 year olds ONLY	24 children (16 if CPP, or 17 if Head Start)
If any child in the group is under 4 years old	20 children (16 if CPP, or 17 if Head Start)



Based on regulations imposed by funding sources individual classrooms may be limited to a maximum group size of 16, 17, 18 or 20 children.

DPS has been granted a waiver, which should be posted in all classrooms, allowing the maximum **GROUP SIZE** to be exceeded twice daily for 45 minutes. Once for specials and once for lunch. Group size may not be exceeded during outdoor learning (recess). **Exceeding GROUP SIZE does not allow any site to be out of RATIO at any time.**

CAPACITY

The capacity ("Numbers and ages of children cared for at the licensed premises") listed on each Permanent Child Care License is the maximum number of children in all ECE classrooms at any one time.

While individual classroom capacity is determined by the square footage of the classroom space, (at least 30 square feet per child), not including bathrooms, offices, closets, etc., the capacity is also limited by **GROUP SIZE**. Group size must be maintained even if the room has additional capacity.

Licensing allows more than one class on a playground at one time AS LONG AS the area meets:

- the minimum of 75 feet square feet per child
- **AND** each class is accompanied by two supervising adults, one being ECT qualified or Early Childhood Level Credential or higher,
- **AND** each class is separated from the other(s) by a visual barrier such as a row of cones. The supervising adults must know specifically which children they are responsible **AND** children may not move between groups.

Montessori and ECE/Kindergarten split classrooms are licensed for "Mixed age group 2-1/2 years to 7 years." The overall capacity of individual Montessori classrooms may be as high as (30) 3-, 4-, and 5-year-old children. However, children must be separated into age-appropriate activities with no group exceeding the maximum group size of (20) children. Each classroom will be staffed by a teacher and no fewer than two paraprofessionals to meet ratios. The teacher and at least one of the paraprofessionals must be Early Childhood qualified.

ECE Personnel Changes

New personnel are required to meet Colorado State Child Care Licensing Regulations, therefore it is urgent that the department be advised of changes as soon as possible.

NAME Changes and **PERSONNEL** Changes should be communicated immediately to the DPS Licensing Specialist at the Early Education Department:

- Email: LicensingSpecialistECE@dpsk12.org
- Phone 720-423-2676

Fingerprinting and Background Checks

ECE Classrooms are licensed by the State of Colorado as Child Care Centers.

State licensing requires ECE teachers and paras to have a copy of their CBI and FBI fingerprint responses and CDHS TRAILS background check response in a confidential classroom licensing file available for state inspectors to view.

FINGERPRINTING

State databases cannot talk to each other so previous fingerprinting at DPS or another site will not work for Child Care Licensing.

- The Early Education Department must fingerprint all staff who are NEW to ECE each year – regardless of previous fingerprinting at DPS or external roles.
- ECE teachers and paras returning from the previous year do not need to be re-fingerprinted.
- As of 2018-19, licensing regulations require EVERYONE to be re-fingerprinted every five (5) years. You will be notified if this applies to you.
- CBI & FBI responses are portable between schools.
- Keep those documents with you if you move to a difference DPS ECE school.
- If the school where you were originally fingerprinted closed its licensed ECE program, you must be re-fingerprinted.

BACKGROUND CHECK

*State licensing requires, as of 2018-19, that the Background Investigation Inquiry form be completed **electronically**.*

- All staff NEW to ECE each year must complete a Background Investigation Inquiry form on-line.
- ECE teachers and paras returning from the previous year do not need to re-do this form.
- However, as of 2018-19, licensing requires EVERYONE to do a background check every five (5) years. You will be notified if this applies to you.
- Your CDHS background check response is portable between schools.
- Keep this document with you if you move to a different DPS ECE school.
- If the school where you originally worked closed its ECE license, you must do a new background check.

Fingerprinting is done by the security team at Emily Griffith Campus, 1860 Lincoln St., 1st Floor, Denver, CO 80203 by appointment. To schedule an appointment go to https://booknow.appointment-plus.com/6nkbq0zs/?&e_id=1776&service_id=2383

The DPS Licensing Specialist notifies teachers and paraprofessionals to arrange for fingerprinting and sends the link for the Background Inquiry form in advance. The Background Inquiry form is completed electronically and printed. The printed form is signed and dated then brought at the time of fingerprinting or scanned and emailed to LicensingSpecialistECE@dpsk12.org.

The CBI, FBI, and CDHS do not return original cards or documents. They will send letters of response to the Early Education Department. The Licensing Specialist scans and emails them to individuals with High Importance. The entire process may take several weeks.

Should your classroom have a licensing inspection before you receive your responses, either show copies of the originals to the inspector or you can request copies from Early Ed. by contacting the DPS Licensing Specialist, LicensingSpecialistECE@dpsk12.org at 720-423-2676.

Guest Paraprofessionals

Colorado Department of Human Services Child Care (CDHS) licensing requires that the adult/child ratio of no more than 1:10 be maintained **at all times**. Guest (substitute) paraprofessionals may be used when the classroom paraprofessional is absent. The guest paraprofessional works under the direct supervision of the ECE teacher at all times.

NOTE: *All ECE para substitutes must be qualified as ECE para substitutes and identified as such in Lawson. Special Education qualified para substitutes must also be qualified as ECE paras in order to take an ECE/ECSE para substitute job.*

Moving Classrooms or Changing Capacity

Prior to contacting the Early Education Department regarding the move of an ECE classroom within a school OR the addition of one or more ECE classrooms, the Office of Planning, Design & Construction must be consulted.

Contact the Director of Planning, Design & Construction **Jennifer Song Koepp**, jennifersong_koepp@dpsk12.org. That office must approve any move or increase of ECE classrooms OR any alteration of the school grounds, including playgrounds. If a change is approved, the following must take place to comply with state licensing regulations.

Moving an ECE Classroom

DPS/ECE classrooms are licensed Child Care Centers by the Colorado Department of Human Services (CDHS). Funding is contingent upon compliance with the state's *Rules Regulating Child Care Centers*. An elementary school that wishes to move their ECE classroom(s) from one location to another within the building should be aware of the following licensing requirements that include but are not limited to:

1. A \$62.00 change fee;
2. A letter, including a check for the fee, from the Early Education Department, notifying CDHS of the proposed change 60-90 days prior to the move;
3. The proposed new classroom must have 30 square feet per student; measurement may include furniture used for children's activities but may NOT include other furniture such as locked cabinets, teacher desk, etc.;
4. The room must be free of hazards such as loose carpeting or other tripping hazards, peeling paint, splintered furniture, open electrical outlets, unsecured window blind cords, etc.;
5. A minimum of one (1) lavatory and one (1) flush toilet is available for every 15 or fewer children;
6. If necessary, one designated diaper change area for every twenty-four (24) preschool age children;
7. A handwashing sink, separate from any in the rest room area, allowing visual supervision of children during handwashing activities; the sink must be at an appropriate height for the children or equipped with a stable, easily cleanable step;
8. An inspection and final approval of the space by a CDHS licensing representative.

Capacity Changes

To increase or decrease the capacity of the ECE program, licensing requires:

1. A \$62.00 capacity change fee;
2. A letter, including a check for the fee, from the Early Education Department, notifying CDHS of the proposed change 60-90 days prior to the increase or decrease and a request for the Permanent Child Care License to be re-issued with the updated capacity;
3. The licensing inspector visits the school to confirm the change in the program capacity; the inspector does a supervisory and health inspection of the furnished classroom and approves the change;
4. CDHS issues a new Permanent Child Care License for the site reflecting the new capacity.

Licensing Waivers

There are currently two (2) waivers that the Colorado Department of Human Services has granted for DPS ECE classrooms district-wide. Approval letters have been sent to ECE sites (each letter is linked to a Permanent Child Care License number so they are *not interchangeable*) and copies should be posted in all ECE classrooms. Copies of the waivers can be found in the “Documents to Print and Post in the Classroom” section of this handbook.

These exceptions to the State Licensing Rules and Regulations are as follows:

“Center Director requirement”

This waiver exempts DPS ECE from having a Large Center Director for every site thanks to the support personnel in place in the school district.

“Exceeding maximum group size for 45 minutes during planning time by use of ‘specials’ classes”

All ECE sites in DPS are licensed for a maximum group size of 20 children in a mixed age group 2-1/2 to 6 years old. This waiver allows maximum group size to be exceeded for specials classes. Exceeding group size does NOT mean the site can be out of ratio. And note that these times DO NOT INCLUDE RECESS!

The rules for Group Size Exceptions were changed by licensing so it is no longer necessary to request waivers for anything besides “specials”: “Group size for children in preschool and school age classrooms may be exceeded for circle time, meal and snack time, special occasions, school assemblies and activities. The room capacity must not be exceeded.”

Please be aware that waivers are granted *conditionally* and have an expiration date. If CDHS receives complaints or if accidents or injuries should occur as a result of the exception to any regulation, it will be rescinded immediately. Should ECE classrooms be found out of ratio, have no qualified staff, leave children unsupervised, or fail to submit required reports to CDHS (such as ROI responses), the waiver will be voided. Likewise, lack of compliance with applicable licensing rules and regulations may be grounds to rescind any and all waivers.

Common Licensing Violations: Items that Must Be Out of Reach in the ECE Classroom

Following is an alphabetical list of items for which DPS ECE classrooms have received licensing violations.

Please note that many of these things were in teacher desks, closed cabinets or drawers but if not locked could potentially be reached by children.

Acrylic gloss coating

Adult scissors

Ajax

Apple slicer

Candles

Children's scissors with sharp edges

Cough drops

Cup hooks

Dawn dishwashing liquid

Deodorant

Extension cords (not permitted!)

Eye drops

Floss

Germ-X

Glass jars

Hair brush

Hair dryer

Hand wipes

Hand lotion

Hand sanitizer

Hand soap-Gojo brand

Ibuprofen

Insect repellent

Knives

Liquid paper

Lighters

Maalox

Nails

Needles

Permanent markers

Personal items such

as purses, bags, coats (what's in YOUR pockets?)

Pine Sol

Perfume

Potato peelers

Razors

Rodent traps

Rubber cement

Safety pins

Screws

Screw drivers

Shaving cream

Staple pullers

Stick pins

Tacks

Tool box

Toothpaste

Vaseline

Vases

Vitamin B

Vitamin C

White board cleaner

Wire (any kind)

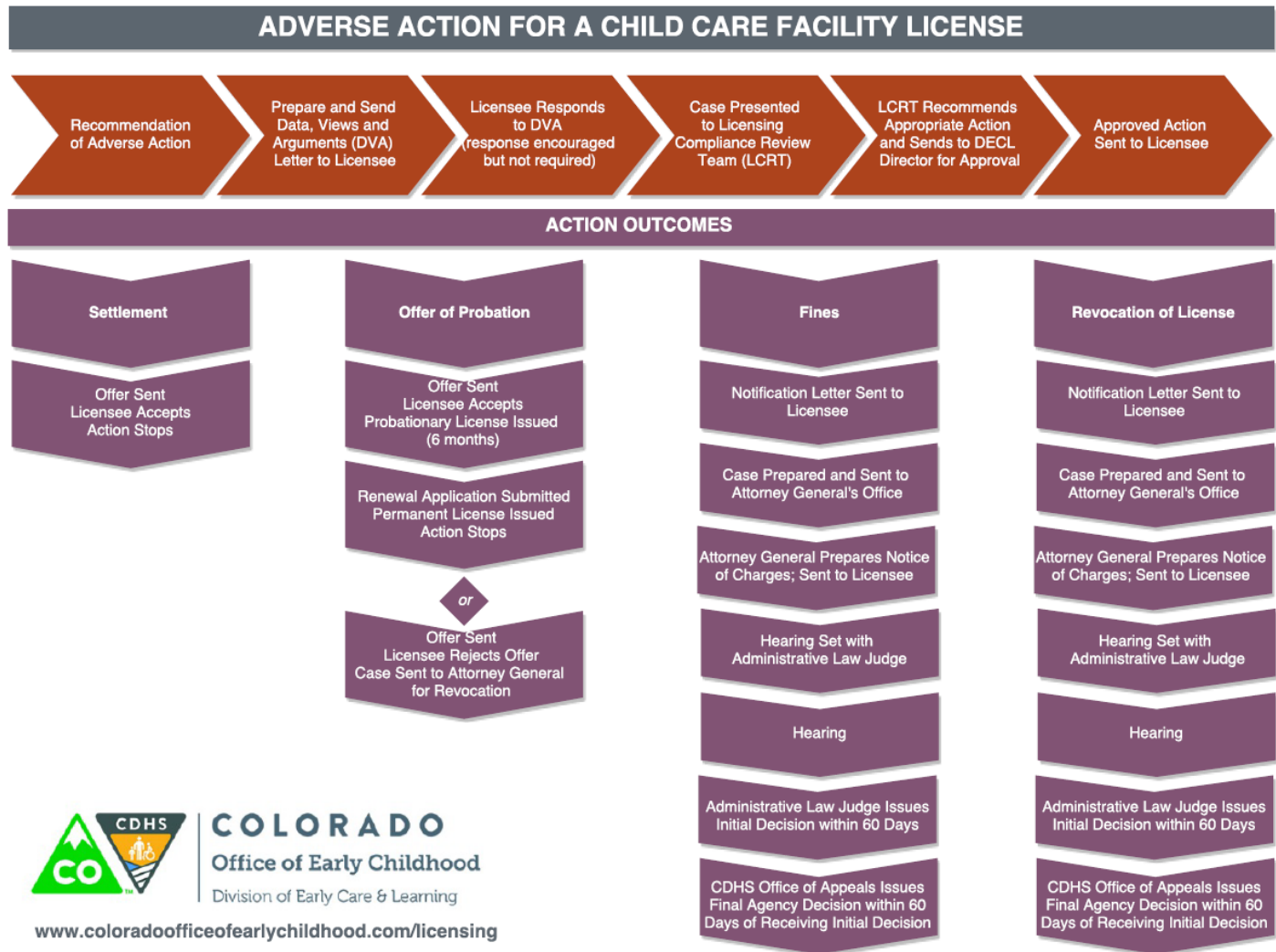
Wire hangers

Ziploc bags (must be filled and no bigger than a quart)



Using this list and common sense as a guideline, please either REMOVE any items from the classroom that might be considered a risk to children OR keep them under lock and key. And always look for **“Keep out of reach of children”** labelling!

Adverse Action Process



Licensing Inspection Response

ECE classrooms, as licensed child care centers, will be inspected a minimum of once per year by the **City and County of Denver Department of Environmental Health**. The same personnel conduct both the Supervisory Licensing Inspection and the Health Inspection. **There is no advance notice of pending visits.**

The inspector completes a *Report of Inspection (ROI)* on-site. The teacher will sign and date it and is given a copy. Email this report ASAP to your Early Ed Partner and DPS Licensing Specialist at LicensingSpecialistECE@dpsk12.org. *They will assist you with your responses if requested.*

Instructions for completing the response (see the following page):

1. List the **violation number** from the Inspection Report but **DO NOT** rewrite the entire violation.
2. State **HOW** the violation was corrected and **WHEN** (the date) the violation was corrected. If the violation is scheduled or contracted for correction, include that information. **You will need to send a follow-up response when the scheduled repair is completed.**

3. The Health Inspection response is separate from the Supervisory Inspection response.
4. **DO NOT WRITE:** “Did it,” “Done,” “Finished,” or similar for ANY response.
5. **Sign and date each page** of your response before sending to the address on the ROI response page.
6. Scan and email your inspection responses to DPS Licensing Specialist at LicensingSpecialistECE@dpsk12.org.

EXAMPLES OF VIOLATIONS

Supervisory Licensing ROI Violations:

- Violation:** 1. 1 out of 6 children’s files was missing written authority to arrange for emergency medical care.
Violation of: 7.702.52.B.2-The center must obtain written authority to arrange for medical care in the event of an emergency. This information must be on file the first day a child attends the center.
- Violation:** 2. The following items labeled “keep out of reach of children” were accessible to children at time of inspection: white out in unlocked drawer in room 113 as well as disinfectant bottles in unlocked storage closet in room 110.
Violation of: 7.702.81.O-Items labeled “keep out of reach of children” must be inaccessible to children.
- Violation:** 3. Uncovered outlet next to cubbies in room 109 and one uncovered outlet next to bathrooms in room 107.
Violation of: 7.702.81.G-In rooms used by children, all electrical outlets that are accessible to children must have protective covers, or safety outlets must be installed.

Health and Sanitation Inspection Response (Separate Response Required):

- Violation:** 8H 7.8.5.A.4 There was no soap next to the sink in the bathroom in room 125 and no paper towels by classroom sink in room 127.

Licensing Inspection Response Format

School Name
 School Address
 Denver, CO (Zip)
 School Phone Number

Response to Report of Inspection (ROI) of (Month/Day/Year)

License # _____
 Division Representative(s): _____
 Name of ECE staff member providing the response: _____

Supervisory Inspection Responses:

1. (7.702.52.B.2) Authority to arrange for emergency medical care form signed by parent and placed in student file on 11/6/17.
2. Corrected at time of inspection. No response needed.

3. (7.702.81.G) Plugs added to uncovered outlets on 11/1/17.

Health Inspection Response:

8H 7.8.5.A.4 Request placed with Facility Manager for soap and paper towels day of inspection. Both replaced on 11/2/17. FM agreed to check ECE classrooms a minimum of once per week to keep up with supplies.

Signature _____ Date _____

NOTE: *It is not necessary to re-write the text of each violation on your response.* Include the sequential number of the violation (1., 2., 3., etc.), the licensing reference of the violation cited (such as 7.702.81.G), and how and when the violation was corrected. The response must be signed and dated on each page before sending to the licensing inspector (Division Representative), copy to LicensingSpecialistECE@dpsk12.org

Mandated Licensing Visit Protocol

Step 1

- City of Denver Licensing Specialist conducts inspections and gives Supervisory and Public Health ROIs to Teacher

Step 2

- Teacher shares Supervisory and Public Health ROIs with principal and sends both to Early Ed Partner and DPS Licensing Specialist at LicensingSpecialistECE@dpsk12.org

Step 3

- Teacher completes responses to ROIs; principal signs responses as program director and makes a copy. The teacher sends the ROI responses to the City of Denver Licensing Specialist, Early Ed Partner and DPS Licensing Specialist.
- If the teacher or principal needs support, they can call their Early Education Partner and/or DPS Licensing Specialist -720-423-2676 or by email at LicensingSpecialistECE@dpsk12.org*

Step 4

- Principal shares ROIs and responses with Instructional Superintendent

Immunizations

State Rules Regulating Child Care Centers require that “within thirty (30) calendar days after admission, and within thirty (30) calendar days following the expiration date of a previous health statement, the parent(s)/guardian(s) or each child must submit a statement of the child’s current health status or written verification of a scheduled appointment with a health care provider”. Note: “the center has the right to refuse to admit the child if a statement from an approved health care professional is not submitted.”

The form in the Early Childhood Education Handbook, to be given to families at the time of registration, states that, per State Licensing Regulations, “This report is to be completed by a health care provider who has seen the child in the last

twelve months.” **The statement must include when the next visit is required by the health care provider.** If a child’s parent is a licensed physician, M.D. or O.D., it is legally acceptable for that parent to sign his or her own child’s form.

If the child has been seen within the last 12 months all that is necessary is for the parent or guardian to have the form filled out and signed by the provider; it is not necessary for the child to have another exam before starting ECE.

If the child has not been seen by a doctor within the last 12 months, the family must make an appointment for a physical to get the form completed. Should the appointment be set more than 30 days after admission, the parent or guardian must give you a written notice of the appointment date and return the signed form immediately after the appointment.

Children who have been in child care may have a physician signed form, dated within the last 12 months before admission, similar to the DPS *Child’s Statement of Health Status*. A copy of such may be filed in the student’s record as a substitute for the DPS form.

The *Child’s Statement of Health Status* form in each student’s file must be kept current, i.e., subsequent statements must be obtained at least annually for each child 2 to 6 years of age. **It is the ECE teacher’s responsibility to notify parents of pending deadlines to update their child’s Health Status form.**

Should a family be unable to comply for financial reasons, check with your school nurse to see what services may be available in your area.

Children who have not met this requirement may not attend until the form is completed or, if no appointment is made within 10 days of notification (or a period of time approved by your school principal and Collaborative School Committee), dropped and replaced with a child from your school’s wait list.

At the time of admission, parent(s)/guardian(s) must provide documentation of immunization status or exemption as required by Colorado Department of Public Health and Environment (CDPHE). Immunizations must be updated and recorded as specified on the certificate of immunization or alternate certificate of immunization as supplied and approved by the CDPHE. Colorado law requires proof of immunization prior to or on the first day of admission.

Snack

Due to the time and expense required to prepare and serve snacks that meet a high nutritional standard, snack is only served in full-day programs only. Full-day program snacks are provided through the school cafeteria, and are paid for by the Early Education Department. **Chocolate and flavored milk are not to be served to ECE children at any time.**

Half-day program are not required to serve a snack. The day is too short and licensing regulations require that: **“All meals and snacks provided by the center must meet current USDA child and adult care food program meal pattern requirements and be offered at suitable intervals. Children who are at the center for more than 4 hours, day or evening, must be offered a meal.”**

If your school takes part in a community nutrition program, ECE classrooms may participate, be sure to follow licensing and ECERS-R guidelines when preparing and serving the food.

The latest DPS policy on food and beverages for students can be found on the Food Service website under School Wellness Policy Update and Frequently Asked Questions at the following link:

http://foodservices.dpsk12.org/pdfs/20170824_Policy_ADF_FAQ_FINAL.pdf

Please note that food materials intended for use in art or science projects need to be labelled as “NOT FOR CONSUMPTION” or a similar message.

Rest Time

Children in full-day programs will be given the opportunity to rest, in a quiet, dim room, with soothing music playing. *Full-day classrooms must provide a rest period of at least 30 minutes each day and no more than one hour. Quiet activities are permissible during this period.*

The maximum amount of time allowed will depend on your program and the needs of your students. Most students will not nap for more than an hour, so classroom activities should be planned accordingly. If children are sleeping for more than an hour, we recommend the teacher talk with parents/guardians about whether the rest time schedule is working for the family. Some families will prefer that the child is awakened, so that an early bedtime can be maintained, while some families will prefer that the child rests as long as he or she needs to on any given day.

For students that do not regularly sleep (they must not be forced to sleep), please provide them with the opportunity to rest on a mat for 30 minutes, and then allow them to transition to other quiet activities, if other classmates are sleeping. Children must be allowed to leave their napping area within 10 minutes of waking.

Mats or cots must be spaced at least two feet apart on all sides as per licensing requirement. Best practice according to ECERS is 3 feet.

Because sleeping classmates may limit class access to free choice centers, provide access to quiet center activities in other parts of the room.

New sheets and bags are provided yearly by the Early Education Department and delivered directly to schools. **You must use the new bags and sheets each year. Used sheets and bags may be sent home with children at the end of the year OR thrown away.** Continue to store rest time sheets and *small* stuffed animals (if used) in the bags. Be sure that the tops of bags are secured so that items don't spill out. Because rest mats are stacked in most programs, continue to sanitize the mats before stacking them every day. Either send rest sheets home to be washed each week, or set up another system of weekly washing.

Sanitizing Mats: Spray mats with sanitizing solution on both sides and leave to dry for two minutes before restacking.

Replacing Mats: Any mat that has become torn or too soiled to be adequately cleaned should be replaced using ECE classroom Materials & Supplies funds.

Media Use

Screen Time and Media Use

- All television, recorded media, computer, tablet and media devices are prohibited during snack or meal times.
- Television, recorded media and video time must be limited to thirty (30) minutes per week. That limit may be exceeded for a “special occasion” only.
- Computer and tablet time must be limited to non-consecutive fifteen (15) minute increments not to exceed thirty (30) minutes per day per student.
- There is no restriction for children using personal adaptive equipment.

Toileting

A child's need of toilet training **cannot** be the basis for denying enrollment to an Early Childhood Education student. Denver Public Schools early education teachers and paraprofessionals are committed to supporting children and families in the process of independent toilet use, in all classrooms. If a child is struggling with the process, teachers will work with families to implement appropriate support measures, including, but not limited to the following:

- Encouraging the student to use the bathroom at regular intervals
- Encouraging the student to independently clean him/herself and change into clean clothing
- Allow extra clothing to be stored in the classroom
- Allowing the use of pull-ups or training undergarments, per family preference
- Children must not be left in soiled clothing or diapers. A staff member must change or assist with changing clothing or diapers).

If a child is not toilet trained, teachers will coordinate with parents, other teachers, and other appropriate school personnel to create a toileting and cleaning/changing plan within the first two weeks of school, in order to maintain safe in-classroom ratios. A sample toilet training plan is included in the templates section of this handbook.

“Children develop differently socially, emotionally, and physically. All of these aspects will affect their ability to control their bodily functions. It is important that staffs are patient with children even when they have accidents, so that the children and their self-esteem do not suffer. Staff should encourage children to try to control their bodily functions and praise them when they do. This will instill pride and confidence in them, but if they do have accidents encouragement is still needed so that the children are not afraid or embarrassed, thus learning to hate bathroom time.”

– From ECERS-R, Cryer et al.

Diaper Changing

Check diapers for wetness or feces at least every two hours, or if a child indicates discomfort or exhibits behavior that suggests a soiled or wet diaper. As soon as a child is found to be wet or soiled, he or she will be changed.

- Supplies needed for diaper/pull-up changing need to be prepared before bringing the child to the changing area. This would include a clean diaper, wipes and plastic gloves.
- Place the child on a clean, disinfected, dry changing table or mat.
- Remove the soiled diaper/pull-up and clean the child, wiping from front to back with the readied wipes. If necessary, use a fresh wipe to clean other soiled areas on the child.
- Remove gloves. The soiled diaper/pull-up may be wrapped up in the gloves for disposal. Soiled clothing should be placed in a plastic bag for the parent/guardian to take home. Do not rinse!
- Throw away the diaper/pull-up in a covered, impervious, hands-free, plastic lined trash container.
- Put on clean gloves if a topical ointment is applied. Gloves should be removed before handling clean clothing and diapers/pull-ups.
- Wipe child's hands with a new wipe. Wipe changer's hands with a new wipe.

- Put a clean diaper/pull-up, and clean clothing if necessary, on the child. Send him or her to wash hands then on to play.
- The staff member will clean and disinfect the changing table or mat, any equipment or supplies touched during diapering and any other surfaces contaminated with urine or feces following disinfecting guidelines on page 85.
- The staff member will wash her/his hands and return to other duties.

Sanitation and Disinfecting

Follow the instructions on your bleach bottle to mix solutions appropriate for sanitation or disinfecting. The below is a guideline for sanitizing. Do not use splashless or scented bleach as licensing requires that, "Household bleaches used shall be free of compounds to enhance the scent or other compounds that may adversely affect it's used as a sanitizer."

Using Bleach in Child Care: Sanitizing

Clorox and other bleach products have increased the percentage of hypochlorite (the active ingredient) from 6% to 8.25%. Please check your bleach bottle to determine the percentage of hypochlorite in the product.

The use of bleach as a sanitizer for food contact surfaces, tables, and toys should be mixed and/or tested daily for a concentration of 50-200 ppm. The dilution instructions below assume 8.25% hypochlorite to create a sanitizing solution with a concentration of 100 ppm.

Amount of Bleach	Amount of Water
1 tsp	1 gallon (128 oz)
1/4 tsp	1 quart (32 oz)
1/8 tsp	1 pint (16 oz)

To mix a 50 ppm solution add half the amount of bleach listed above. To mix a 200 ppm solution double the amount of bleach listed above.

After a surface is sprayed with the bleach solution it shall remain wet for 1-2 minutes and allowed to air dry. The working bottle should be labeled **Sanitizer for Tables/Toys** (templates for bottle labels are in the template section of this handbook).

TABLE WASHING PROCEDURE – A 2-Step Process

1. To remove soil, spray the table with a soap-water solution and wipe dry with a disposable paper towel.
2. To sanitize the eating surface, spray the table/tray with bleach-water solution and wait at least 2 minutes before wiping with a disposable towel or allow to air dry, in order to allow the solution to kill germs. The surface cannot be sprayed and immediately wiped.

In case different children rotate through snack, each place must be cleaned and sanitized between uses by different children. Sanitizing solution should not be sprayed while children are seated at the table.

School Environment

Radon Testing

Every school in DPS is tested for radon by DPS Facility Management. The test results must be on file at each site, available for review by licensing inspectors. Reports were sent in school mail from the Early Education Department to every ECE site in August 2016. Contact Early Ed. if unable to locate this documentation.

Lead Paint

All painted surfaces in buildings erected before 1978 are assumed to contain lead unless a lead-based paint determination shows otherwise. **If paint is disturbed**, report to Facility Manager immediately; lead safe practices must be used unless it has been determined that the paint does not contain lead.

School Gardens and Sandboxes

If your ECE class participates in a school garden, students may eat the produce from it. Treat the garden produce the same as you would any fresh vegetables or fruits served in the classroom. This means it must be washed in an approved produce-washing sink in the school kitchen. Hand-washing sinks in the classroom are not acceptable for this purpose.

Indoor and Outdoor Sandboxes must be covered when not in use.

Prohibited Animals

Prohibited animals include:

- Psittacine birds (parrot family, including parakeets), ferrets, primates;
- Poisonous animals inclusive of spiders, venomous insects, venomous reptiles, including snakes and venomous amphibians
- Stray or wild animals and aggressive animals;
- Live poultry including adult birds, chicks, and ducklings;
- All reptiles and amphibians
- Rabbits should not roam free in the classroom

Classroom Products

Scent-enhancing products may not be used in ECE classrooms. This includes air fresheners, spray or wall-mounted, essential oils and candles. Proper ventilation, regular cleaning and disinfecting are recommended.

Soap and Handwashing

Anti-bacterial soaps are not appropriate for classroom use. Most non anti-bacterial soaps are safe for classroom use, but ensure that soap bottles are not labeled “keep out of reach of children”.

Handwashing Instructions:

1. wet hands
2. add soap
3. rub hands thoroughly (top, bottom, fingers) for 20 seconds
4. rinse
5. dry thoroughly

Illness Surveillance Form

ECE classrooms must complete the **Illness Surveillance Form** to record children’s symptoms. The log is to be maintained for two months and provided to licensing inspectors upon request. It is not necessary to record minor cuts and scrapes requiring only bandages.

DPS Board Policy states that students showing symptoms of a communicable disease, an infectious condition, or illness or disability of a serious nature shall be referred to the school nurse. The school nurse shall report the presence of a communicable disease, if action is advisable to protect the health of other students and staff.

Child Care Injury Prevention

Falls are the number one cause of injury requiring medical care in child care facilities. With this information in mind, the Office of Early Childhood developed a resource, **Injury Prevention – Falls: What Every Child Care Provider Should Know**, <https://dcfs.my.salesforce.com/sfc/p/#410000012srR/a/41000000Cfwi/NSZIUX1XLN39jPl6MI0GZq70h4ujiUQP986Bo8V1j0E>, to provide child care programs with tips and other information regarding how to prevent and minimize the amount of falls that occur in child care environments.

First Aid Fanny Pack

The minimum amount of materials in the ECE First Aid Fanny Pack:

- (10) Bandage strips
- Blunt-tip children's scissors
- Roll cloth tape
- (1) roll of gauze
- (1) 4X4 gauze pad
- (1) 3X3 gauze pad
- (1) 2X2 gauze pad
- (1) pair vinyl gloves
- (1) 4 oz. or smaller size bottle hand sanitizer*
- Instant cold compress



Optional but recommended:

- Clear plastic zipper bag
- Small water bottle, filled (use to rinse minor cuts and abrasions on the playground)

Replacement materials may be purchased with classroom Materials & Supplies funds.

Storage and Use

The ECE classroom First Aid Fanny Pack must be stored in a location easily accessible to teachers and paras **but out of reach of children**. Fire regulations do not allow them to be hung from the top of a door.

The First Aid Fanny Pack should be worn by either the teacher or para when students are away from the classroom, such as on the playground, field trips, etc.

*Hand Sanitizer

The use of hand sanitizers or wipes in place of hand washing is NOT approved for use in ECE classrooms. Hand sanitizers or wipes may be used for staff and children three years of age and older but **ONLY** at times and in areas where hand washing facilities are not available, such as while out of doors *in remote locations*. Hand sanitizers and wipes shall be stored out of reach of children.

Hand sanitizer is **NOT** to be used to cleanse wounds under any circumstances.

Mandatory Injury Reporting

The Online Injury Report is an online system for reporting injuries when a child has received medical attention as the result of an injury.

- Licensed programs must complete the **Online Injury Report**, <http://coloradoshines.force.com/injury>, within 24 hours of an incident when a child in care has received emergency medical attention away from the facility, emergency medical services responded to a call from a facility or has been hospitalized. Other injuries that did not result in medical attention can be documented using an accident/injury report form created by your program.
- If you are unable to access the system, you must use the **hard copy form**, http://media.wix.com/ugd/97dde5_c5a79b852e3b4d1b8981c02499022944.pdf, and submit the form to your licensing specialist within 24 hours of the incident.

Once the report is submitted, you will receive an automated e-mail containing a copy of the report and the Injury Identification Number. Please do not reply to the e-mail as it is automatically generated. At this point your licensing specialist will contact you. You may submit any new medical outcome information for 10 days from the date of injury. It is required that you keep a copy of the report in the child's printed or electronic record.

Medication

Medication Administration – Routine Emergency Medication

- If an ECE student requires routine emergency medication, including, but not limited to, an inhaler or an epi pen, make arrangements with your school nurse for you and your para to receive training and delegation to administer *those medications only*.
- Emergency medications must be stored in accordance with the school nurse's recommendation. They are not required to be stored in a locked area but may be stored where they are easily accessible and identifiable to staff but out of reach of children. Away from the classroom, staff must carry emergency medications in a bag on their person. *Expired emergency medications provided by parent/guardian must be replaced immediately.*

Medication Administration – Routine Medication, Prescription or Over-the-Counter

- If an ECE student requires routine medication, prescription or over-the-counter, to be given on an ongoing, long-term basis, the family must provide the school nurse with a current written order of a health care provider with prescriptive authority and written parental consent. *This authorization and consent form must be updated annually.*
- Licensing regulations require at least one staff member with current Department-approved medication administration training and delegation be on duty at all times. In order to meet this requirement, all ECE teachers must take the three-hour Part 1: Medication Administration Training (MAT) course PDIS on and have school-nurse delegation. This is regardless of whether or not the school nurse or school health para has this qualification. It is good for three (3) years. *NOTE: Current CPR, First Aid and Standard Precautions training are pre-requisites for taking Medication Administration Training and must be documented prior to delegation by your school nurse or administering medication.*
- **At least one of the ECE teachers** with the four-hour Medication Administration Training and Delegation must be an ECT qualified teacher whose availability allows them to accompany an ECE class on a field trip if needed. Should an ECE student "attending the field trip require routine medications be administered during the field trip or have special health needs, a staff member with current medication administration training and delegation must attend on the field trip" per licensing regulations.

- After taking this training, consult with your school nurse for delegation authorization. Your school nurse will need to observe you administering the medication and will review your training at your monthly Health Consultation.
- Routine medications must be kept in an area inaccessible to children but available to staff trained in administering medication. If refrigeration is required, the medication must either be stored in a separate refrigerator or a leak-proof container in a designated area of a food storage refrigerator, separate from food and inaccessible to children. *Expired routine medications provided by parents/guardians must be replaced immediately.*
- Controlled medications must be counted and safely secured. Specific policies regarding their handling require special attention in the center’s policies. Access to these medications must be limited.
- A written log must be kept for each ECE student requiring either emergency or routine medications.
- For additional details, see the “Rules & Regulations”,
http://media.wix.com/ugd/97dde5_7dac6ed3163c45c1837391bebbc96c71.pdf

DPS Policies and Procedures

ECE Drill Requirements

A record of all emergency drills held over the past twelve (12) months must be maintained by the facility or center, including date and time of drill, number of adults and children participating, and the amount of time taken to evacuate. Templates to track drills are in the template section of this handbook.

Fire Drills

DPS conducts **monthly** Fire drills through the entire school year. *These are recorded separately for ECE.*

Shelter-in-Place Drills

District-wide Shelter-in-Place drills are to be conducted within 30 days of the start of each semester. State Child Care Licensing requires child care centers to conduct these **three** times each school year. The suggested date to hold the third Shelter-in-Place drill for ECE classes only is **Friday, March 6, 2020**. *These are recorded separately for ECE.*

Tornado Drills

This is an additional drill added by licensing for 2019-2020. These must be held **monthly** from March to October. DPS ECE classrooms must hold and record them in **March, April, May, August, September and October**. These are the same as Shelter-in-Place Drills but the frequency requirements are different. **ECE teachers may write up the Shelter-in-Place Drills as Tornado Drills also when they coincide with the months listed for Tornado Drills. ECE teachers will then set their own dates for the additional three months of required Tornado drills.** *These are recorded separately for ECE.*

Lockdown Drills

District-wide Lockdown drills are to be conducted within 30 days of the start of each semester. State Child Care Licensing requires child care centers to conduct these **three** times each school year. The suggested date to hold the third Lockdown drill for ECE classes only is **Friday, May 8, 2020**. *These are recorded separately for ECE.*

Active Shooter on the Premises Drill

DPS holds Lockdown drills which licensing refers to as Active Shooter drills. State Child Care Licensing requires child care centers to conduct these **three** times each school year. The suggested date to hold the third Active Shooter drill for ECE classes only is **Friday, May 8, 2020**. *These are recorded separately for ECE.*

The “Active Shooter” drill will be conducted as a Lockdown drill for ECE children but LOGGED as an Active Shooter drill.

Important Note!

When a school holds a **Lockdown drill**, ECE teachers will record it as *both* a Lockdown drill *and* an Active Shooter drill. ***It is not necessary to explain “Active Shooter” to ECE students; they need only be familiar with the Lockdown drill.*** These extra drills will not be school-wide but contained only in ECE classrooms. Suggested dates to hold these are included above.

Classroom Visitors and Volunteers

Parents or guardians may visit their children at any time. Parent volunteers are encouraged to participate in classroom activities. Teachers will provide a sign-up sheet for daily and long-term volunteers (see State Licensing below).

The instructional staff will welcome all parents, visitors, observers, and Early Education administrative staff to the classroom.

Licensing regulations require visitors to sign in with name, address and purpose of visit. At least one piece of identification must be inspected for visitors who are strangers to ECE staff.

- The Visitor Sign-In Sheets must be kept on file in the ECE classroom for three years.

DPS Volunteer Services-Background Check Process

To comply with the district policy on Parent, Non-parent/Community, Teen, and Episodic Volunteers, open the following link to determine the correct process if needed:

- <http://volunteerservices.dpsk12.org/volunteer-at-dps/volunteer-process/>
- <http://volunteerservices.dpsk12.org/volunteer-forms/>

Contact the office of Volunteer Services at 720-423-1817 with questions.

State Licensing Regulations on Volunteers

Volunteers working more than 14 calendar days (112 hours) per calendar year and **are used to meet staff to child ratios at any time, must qualify** as an Early Childhood Teacher (ECT) or Early Childhood Level Credential 3, Assistant Early Childhood Teacher (AECE) or Early Childhood Level Credential 2, or Staff Aide, and have complete staff records including fingerprinting and the State TRAILS child abuse and neglect background check available for licensing.

Volunteers must be supervised and instructed in the ECE center Policies and Procedures.

ECE classroom volunteers between the ages of 12 and 16 must have a written purpose developed by the teacher for volunteering and may not volunteer more than two (2) hours per day.

Student Records / Attendance

*****The State of Colorado requires all student documents to be completed and submitted before a child begins school. These documents must be maintained in a folder (paper or electronic) and paperwork MUST be submitted prior to their first day of class. NO EXCEPTIONS*****

Each student file **MUST** contain:

- ✓ the signed Parent/Guardian Information and Permissions Form,
- ✓ the Child's Statement of Health Status for Enrollment Form,* (**within 30 days of enrollment**)
- ✓ copy or electronic access on demand of the child's Immunization Record on CDPHE-approved form,
- ✓ a copy or electronic access on demand of the child's Birth Verification,
- ✓ a copy or electronic access on demand of the child's District Registration Packet
- ✓ Special Diet and/or Health Care Plan, if applicable,
- ✓ a separate folder may be kept for bodies of evidence.

***Child's Status for Enrollment form must be reviewed. Determine if developmental screen indicated further evaluation needed. If yes, click on the following link to complete required reporting: <https://tinyurl.com/y2ec5qge>**

ECE student files may be SHREDDED after three (3) years

If a child is absent (recommendations):

- ✓ 3 consecutive days.....teacher calls the home
- ✓ 5 consecutive days.....refer to social worker
- ✓ 10 consecutive days..... the child may need to be dropped from the program and replaced with a child on the waiting list (based on Principal/CSC policy).

Early Childhood Center sites, Stephen Knight, Escalante-Biggs, Pascual LeDoux, Sandra Todd-Williams, may elect to keep all student records in the school office instead of classrooms. This is acceptable providing licensing and DPP inspectors are given full access immediately upon request.

Field Trips

High quality, educational field trips are encouraged in ECE! It is highly recommended the trips be tied to classroom areas of study. Be sure to make a plan and budget for field trips **with your entire ECE team** early in the school year. If you'll be traveling by bus, you will need to make arrangements with the transportation department in advance. You may also do walking field trips in your neighborhood, as well as inviting special presenters to come to your school. You are welcome to bring parent chaperones, and may help pay for parents with your classroom/materials funds.

The handbook template section contains an *ECE Excursion Permission Forms* for classroom use prior to every field trip per licensing regulations.

The following is just a partial list of some of the field trips you might consider. Make sure that your choices always include an educational component.

Field Trips Requiring Transportation (depending on your school location):

- The Children's Museum
- The Denver Zoo
- The Denver Art Museum
- The Museum of Nature and Science
- The Arvada Center (theater productions)
- The Botanic Gardens

Walking/Neighborhood Field Trips:

- Fire station
- Library
- Post Office
- Local restaurants
- Bakery
- Local parks or natural habitats

Programs that will present at your school:

- Denver Zoo
- Colorado Ballet
- Mizel Museum
- Opera Colorado

Bus Transportation

Buses for ECE field trips may be paid for through regular school transportation allocations or with classroom materials and supplies funds. Arrangements are made through your school office regardless of funding source.

Please be aware of the following (from the Transportation Department):

“Early Childhood Education (ECE) students require special equipment. You must identify the number of ECE students on your trip request. For planning, we have one bus type that seats 12 ECE students and 45 elementary size students or we have a few buses that can seat 35 ECE students and 12 elementary (or 8 adult) size students.”

Because the appropriate buses are limited, you will need to plan ahead, and have a back-up plan in place if transportation isn't available on the dates you requested.

On The Commons, open the link to Athletics and Excursions from: <http://thecommons.dpsk12.org/Page/562>
Trip Tracker can be found at: <http://thecommons.dpsk12.org/Page/1407>

The website will give you more details about who to contact, dates when buses are not available, and forms you will need to fill out for your excursion.

Permission Slip Licensing Requirement

In addition to the signed *Parent Permission for Excursion* page of the district registration packet, a copy of which must be in each student file, there must also be a **signed permission slip** in each student file **for every classroom field trip**. The permission slip must include the location, date and method of transportation for the trip and be signed and dated by the child's parent/guardian.

An exception covers a *regular* excursion such as a class walking to the local library every Tuesday from 9-10 a.m. In such cases, a single blanket form explaining the nature of the regular excursion and the intended schedule, signed and dated by the parent/guardian at the beginning of the school year, is kept in student files.

Denver Fire Department Policies for Cooking in Early Childhood Classrooms

In accordance with CDHS Licensing Health and Safety policies, the Denver Fire Department, and best practices in early education, classrooms should maintain the highest standard of safety during any cooking experiences with children.

Denver Public Schools Emergency Preparedness and Occupational Safety policy does not allow the use of cooking appliances in the classroom (including microwaves and hot plates).

The Creative Curriculum for Preschool Volume 2: Interest Areas provides specific health and safety considerations for cooking experiences (pp. 455-457). This section includes guidelines for good practices related to the prevention of burns, cuts, and foodborne illnesses.

Cooking experiences are referenced throughout *Creative Curriculum* (see below for a complete list of *Intentional Teaching Cards* and department safety recommendations). Teachers aren't required to use each *Intentional Teaching Cards*, therefore a teacher should use his or her best judgment in terms of what experiences are feasible for his or her classroom.

Creative Curriculum Cooking Experience Choices

Card Number	Cooking Experience	Cooking Appliances Used	Department Safety Recommendation
M08	Baggie Ice Cream	None	Supervise children when using Ziploc bags; do not leave bags unattended
M10	Biscuits	Oven	Use the oven in the school kitchen with permission, and follow all school safety precautions
M15	Playdough	None	Use Tupperware style boxes to store, rather than Ziploc bags
M24	Matzo Balls	Stovetop for boiling water	Use the stove in the school kitchen with permission, and follow all school safety precautions

Card Number	Cooking Experience	Cooking Appliances Used	Department Safety Recommendation
M27	Peach Cobbler	Oven	Use the oven in the school kitchen with permission, and follow all school safety precautions
M28	Applesauce	Stovetop	Use the stove in the school kitchen with permission, and follow all school safety precautions
M29	Apple Bread	Oven	Use the oven in the school kitchen with permission, and follow all school safety precautions
M33	Apple Oat Muffins	Oven	Use the oven in the school kitchen with permission, and follow all school safety precautions
M43	Pancakes	Stovetop	Use the stove in the school kitchen with permission, and follow all school safety precautions
M53	Black Bean Corn Salad	None	Use care with the can opener and the sharp edges of any cans
M54	Gingerbread Cookies	Oven	Use the oven in the school kitchen with permission, and follow all school safety precautions
M57	Yogurt Fruit Dip	None	N/A
M64	Five-Layer Dip	None	Use care with the can opener and the sharp edges of any cans
M65	Cornbread	Oven	Use the oven in the school kitchen with permission, and follow all school safety precautions
M67	Fruit Smoothies	Blender	Use care with the blender; ensure that the lid is on when the blender is running, and that use is supervised by an adult at all times
M68	Trail Mix	None	N/A
M69	Cream Cheese and Strawberry Snacks	None	N/A
M70	Egg Salad	None	Pre-boil eggs at home or in the school kitchen, with permission
M71	Flat Bread	Oven	Use the oven in the school kitchen with permission, and follow all school safety precautions
M72	Macaroni & Cheese	Stovetop	Use the stove in the school kitchen with permission, and follow all school safety precautions
M73	Oatmeal Raisin Cookies	Oven	Use the oven in the school kitchen with permission, and follow all school safety precautions
M74	Vegetable Stir Fry	Stovetop	Use the stove in the school kitchen with permission, and follow all school safety precautions

Card Number	Cooking Experience	Cooking Appliances Used	Department Safety Recommendation
M75	Sugar Cookies	Oven	Use the oven in the school kitchen with permission, and follow all school safety precautions
M76	Orange Banana Yogurt Pops	Blender	Use care with the blender; ensure that the lid is on when the blender is running, and that use is supervised by an adult at all times

Classroom Technology

Early Education Department protocol for Storage, Damage, Theft and Tracking of iPads distributed to DPS ECE/K classes for TS Gold data collection and documentation.

Storage – Care should be taken in the daily storage and use of your iPad minis. **Theft** of unattended iPads is possible and because of their small size are easy to conceal. When not in use, treat the iPad as you would any confidential personal possession (i.e. purse, etc.) and store the iPads in a locked classroom storage area or generally keep them out of sight in a reasonably secure area within your classroom (locked desk drawer, etc.).

Damage – Like any mobile device (laptop, smartphone, etc.), iPads are fragile and susceptible to damage (especially screens). Please handle them accordingly and, to minimize the potential for damage, PLEASE USE the Early Education distributed protective cases or cases provided by your school.

Theft – Theft in school is possible. When not in use, please store iPads appropriately to minimize the potential for theft. In the event that an iPad is missing, assume it has been stolen and contact **DPS Safety and Security** at **720-423-3911** to file a report and begin the investigative process. Please also contact the **Early Education Department Client Tech Support** at **720-423-3645** or email: max_panten@dpsk12.org / **720-425-3730** or email: darzelle_efferson@dpsk12.org / **720-425-3729** to determine the **DPS barcode number/serial number** of the missing iPad for the report to be filed. Any iPad in teacher/para possession that is lost or stolen outside of school property will be the responsibility of the individual and, per DPS policy regarding issued technology, reimbursement is considered the responsibility of the individual.

Tracking –The Department of Technology Services (DoTs) has implemented a Mobile Device Management (MDM) tool, which tracks any DPS issued Mobile Device (i.e. laptops, tablets). All DPS/Early Education Department barcoded/issued devices will be part of the DoTs MDM tracking tool.

SECTION 2: EARLY CHILDHOOD BEST PRACTICES

Schedules

Required Schedule Elements

- Free choice – one-third of the day (approximately 2 hrs. 20 min in a full day)
- Outdoor/Gross Motor – 30 minutes for half day, 1 hour full day
- ELD – See guidance located after the sample schedule below.
- Rest Time (for full day) – 20 minutes to 1 hour

Teachers should maximize the time they can allot to free choice interest areas and outdoor play. This is a quality recommendation from Early Childhood Environmental Rating Scale (ECERS) used as part of Colorado Shines and Colorado Preschool Program (CPP), but it is also a best practice for our work with 3- and 4-year-olds. While some direct instruction will still happen during whole group and small group work, instruction and learning are pivotal during free choice interest areas and outdoor play.

To take full advantage of the school day, whether a half-day or full-day program, teachers should minimize the number of transitions. Rather than taking children outside for three separate twenty minute sessions (thus adding 30 minutes total of transition time to your day!), it is suggested that children be taken outside for a full hour (which is only 10 minutes of transition time). Extended play periods results in higher-level play for children.

Email your Early Education Academic Partner if you have questions on behavior, schedule, or room arrangement. We're happy to work with teachers to brainstorm schedules that work the best for their individual circumstances and communities of learners.

Below are sample schedules:

Option 1 - Sample ECE Full-Day Schedule 2019-2020

All students stay all day (based on a 6 hour and 40 minute instructional day - minutes can be increased for extended day)

Recommended Minutes	Schedule Elements (Not necessarily in this order)				
40	Breakfast/Interest Area Choice Arrival (at least one teacher or para should be sitting with students eating and interacting during breakfast.)				
10	Group Meeting/Teacher Led Gross Motor** (visual schedule, linear calendar, shared discussion and/or shared writing on curricular unit of study, mini lesson, read aloud)				
60	<p>Interest Area Choice and Small Groups</p> <table border="1"> <tbody> <tr> <td>50 min</td> <td>Interest Area Choice for all students</td> </tr> <tr> <td>10 min</td> <td> Small Groups* (two 10 minute small groups) *Students can be invited to attend one small group - ideally at the beginning or end of choice time to not interrupt student's play *Instruction planned for small groups can also be effectively pushed into interest areas. </td> </tr> </tbody> </table>	50 min	Interest Area Choice for all students	10 min	Small Groups* (two 10 minute small groups) *Students can be invited to attend one small group - ideally at the beginning or end of choice time to not interrupt student's play *Instruction planned for small groups can also be effectively pushed into interest areas.
50 min	Interest Area Choice for all students				
10 min	Small Groups* (two 10 minute small groups) *Students can be invited to attend one small group - ideally at the beginning or end of choice time to not interrupt student's play *Instruction planned for small groups can also be effectively pushed into interest areas.				
40	Outdoor Choice Time (Indoor Gross Motor during inclement weather)				

30*	English Language Development* (three 10 minute ELD sessions each day, can be embedded within Interest Area Choice and Small Groups) *See ELD Instructional Sequence for more details and ask your Early Ed Support Partner if you have questions						
25	Lunch (at least one teacher or para should be sitting with students and interacting)						
20	Outdoor Choice Time (Indoor Gross Motor during inclement weather)						
15	Read Aloud/Teacher Led Gross Motor**						
20-45	Rest and Quiet Time (quiet activities provided to students not sleeping)						
70	<table border="1"> <tr> <td colspan="2">Interest Area Choice and Small Groups</td> </tr> <tr> <td>60 min</td> <td>Interest Area Choice for all students</td> </tr> <tr> <td>10 min</td> <td>Small Groups* (two 10 minute small groups) *Students can be invited to attend one small group - ideally at the beginning or end of choice time to not interrupt student's play *Instruction planned for small groups can also be effectively pushed into interest areas.</td> </tr> </table>	Interest Area Choice and Small Groups		60 min	Interest Area Choice for all students	10 min	Small Groups* (two 10 minute small groups) *Students can be invited to attend one small group - ideally at the beginning or end of choice time to not interrupt student's play *Instruction planned for small groups can also be effectively pushed into interest areas.
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10 min	Small Groups* (two 10 minute small groups) *Students can be invited to attend one small group - ideally at the beginning or end of choice time to not interrupt student's play *Instruction planned for small groups can also be effectively pushed into interest areas.						
15	Snack (at least one teacher or para should be sitting with students and interacting)						
45	Specials (if your school does not participate in specials, you can extend interest areas and outdoor learning)						
10	Group Meeting and Departures (community building, debrief play and social interactions)						
Total 425	Total minutes add up to more than 400 minutes (6 hour 40 minutes) because ELD may be embedded into small groups, nap can be shortened and students go to interest areas earlier, and snack may be integrated into interest area choice.						

**Teacher Led Gross Motor Activities must occur every 3 hours

Option 2- Sample ECE Full-Day Schedule 2019-2020

All students stay all day (based on a 6 hour and 40 minute instructional day - minutes can be increased for extended day)

Recommended Minutes	Schedule Elements (Not necessarily in this order)
45	Breakfast/Interest Area Choice Arrival (at least one teacher or para should be sitting with students and interacting. Breakfast may continue for up to 30 minutes total. It is recommended for all students to be in choice so teachers and paras can focus on interactions with students.)
10	Group Meeting/Teacher Led Gross Motor** (visual schedule, linear calendar, shared discussion and/or shared writing on curricular unit of study, mini lesson, read aloud)

50	Interest Area Choice (recommended for all students to be in choice so teachers and paras can focus on interactions with students)
30*	English Language Development* (three 10 minute ELD sessions each day, can be embedded within Interest Area Choice and Language Small Groups) *See ELD Instructional Sequence for more details and ask your Early Ed Support Partner if you have questions
20	Small Groups (two 10 minute small groups - one can be ELD small group, one oral language small group) *Instruction planned for small groups can also be effectively pushed into interest areas.
40	Outdoor Choice Time (indoor Gross Motor during inclement weather)
25	Lunch (at least one teacher or para should be sitting with students and interacting)
20	Outdoor Choice Time (indoor Gross Motor during inclement weather)
20-45	Rest and Quiet Time (quiet activities provided to students not sleeping)
55	Snack / Interest Area Choice (snack can be a choice at a table with a para or teacher supervising and interacting)
15	Read Aloud/Teacher Led Gross Motor**
45	Specials (if your school does not participate in specials, you can extend interest areas and outdoor learning)
20	Small Groups (two 10 minute small groups - can be curricular content small group) *Instruction planned for small groups can also be effectively pushed into interest areas.
10	Group Meeting and Departures (community building, debrief play and social interactions)
Total 425	Total minutes add up to more than 400 minutes (6 hour 40 minutes) because ELD may be embedded into small groups, nap can be shortened and students go to interest areas earlier, and snack may be integrated into interest area choice.

**Teacher Led Gross Motor Activities must occur every 3 hours

Option 3- Head Start Sample ECE Full-Day Schedule - 2019-2020

All students stay all day (based on a 6 hour and 40 minute instructional day - minutes can be increased for extended day)

Recommended Minutes	Schedule Elements (Not necessarily in this order)
50	Breakfast/Interest Area Choice Arrival (both teacher and para should be sitting with every student and interacting. Breakfast may continue for up to 30 minutes total. It is recommended for all students to be in choice so teachers and paras can focus on interactions with students.)
10	Group Meeting/Teacher Led Gross Motor** (visual schedule, linear calendar, shared discussion and/or shared writing on curricular unit of study, mini lesson, read aloud)

50	Interest Area Choice (recommended for all students to be in choice so teachers and paras can focus on interactions with students)						
30*	English Language Development* (three 10 minute ELD sessions each day, can be embedded within Interest Area Choice and Language Small Groups) *See ELD Instructional Sequence for more details and ask your Early Ed Support Partner if you have questions						
10	Language Small Groups (Teacher Small Group - one 10 minute, can be ELD small group, Paraprofessional Small Group - one 10 minute, can be oral language small group)						
40	Outdoor Choice Time (Indoor Gross Motor during inclement weather)						
25	Lunch (Teacher and para should be sitting with students eating and interacting)						
20	Outdoor Choice Time (Indoor Gross Motor during inclement weather)						
20-45	Rest and Quiet Time (quiet activities provided to students not sleeping)						
15	Read Aloud/Teacher Led Gross Motor**						
60	<table border="1"> <thead> <tr> <th colspan="2">Interest Area Choice and Small Groups</th> </tr> </thead> <tbody> <tr> <td>50 min</td> <td>Interest Area Choice for all students</td> </tr> <tr> <td>10 min</td> <td>Small Groups (two 10 minute small groups) * Students can be invited to attend one small group - ideally at the beginning or end of choice time to not interrupt student's play *Instruction planned for small groups can also be effectively pushed into interest areas.</td> </tr> </tbody> </table>	Interest Area Choice and Small Groups		50 min	Interest Area Choice for all students	10 min	Small Groups (two 10 minute small groups) * Students can be invited to attend one small group - ideally at the beginning or end of choice time to not interrupt student's play *Instruction planned for small groups can also be effectively pushed into interest areas.
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50 min	Interest Area Choice for all students						
10 min	Small Groups (two 10 minute small groups) * Students can be invited to attend one small group - ideally at the beginning or end of choice time to not interrupt student's play *Instruction planned for small groups can also be effectively pushed into interest areas.						
15	Snack (at least one teacher or para should be sitting with students and interacting)						
45	Specials (if your school does not participate in specials, you can extend interest areas and outdoor learning)						
10	Group Meeting and Departures (community building, debrief play and social interactions)						
Total 425	Total minutes add up to more than 400 minutes (6 hour 40 minutes) because ELD may be embedded into small groups and nap can be shortened to go to interest areas earlier.						

**Teacher Led Gross Motor Activities must occur every 3 hours

Option 1 - Sample ECE Half-Day Schedule - 2019-2020

All students stay half-day (based on a 3 hour instructional day - minutes can be increased for extended day)

Recommended minutes	Schedule Elements (Not necessarily in this order)
30	Interest Area Choice and arrival
10	Group Meeting/Teacher Led Gross Motor** (visual schedule, linear calendar, shared discussion and/or shared writing on curricular unit of study, mini lesson, read aloud)

20*	English Language Development* (two 10 minute ELD sessions each day, embedded within Interest Area Choice and Small Groups) *See ELD Instructional Sequence for more details and ask your Early Ed Support Partner if you have questions
60	Interest Area Choice and Small Groups *Instruction planned for small groups can also be effectively pushed into interest areas.
10	Snack (at least one teacher or para should be sitting with students eating and interacting)
30	Outdoor Choice Time (Indoor Gross Motor during inclement weather)
10	Read Aloud
10	Group Meeting and Departures (community building, debrief play and social interactions)

**Teacher Led Gross Motor Activities must occur every 3 hours

Option 2 - Sample ECE Half-Day Schedule - 2019-2020

All students stay half-day (based on a 3 hour instructional day - minutes can be increased for extended day)

Recommended minutes	Schedule Elements (Not necessarily in this order)
30	Interest Area Choice and arrival
10	Group Meeting/Teacher Led Gross Motor** (visual schedule, linear calendar, shared discussion and/or shared writing on curricular unit of study, mini lesson, read aloud)
20*	English Language Development* (two 10 minute ELD sessions each day, embedded within Interest Area Choice and Small Groups) *See ELD Instructional Sequence for more details and ask your Early Ed Support Partner if you have questions
60	Interest Area Choice / Snack
10	Small Groups *Instruction planned for small groups can also be effectively pushed into interest areas.
30	Outdoor Choice Time (Indoor Gross Motor during inclement weather)
10	Read Aloud
10	Group Meeting and Departures (community building, debrief play and social interactions)

**Teacher Led Gross Motor Activities must occur every 3 hours



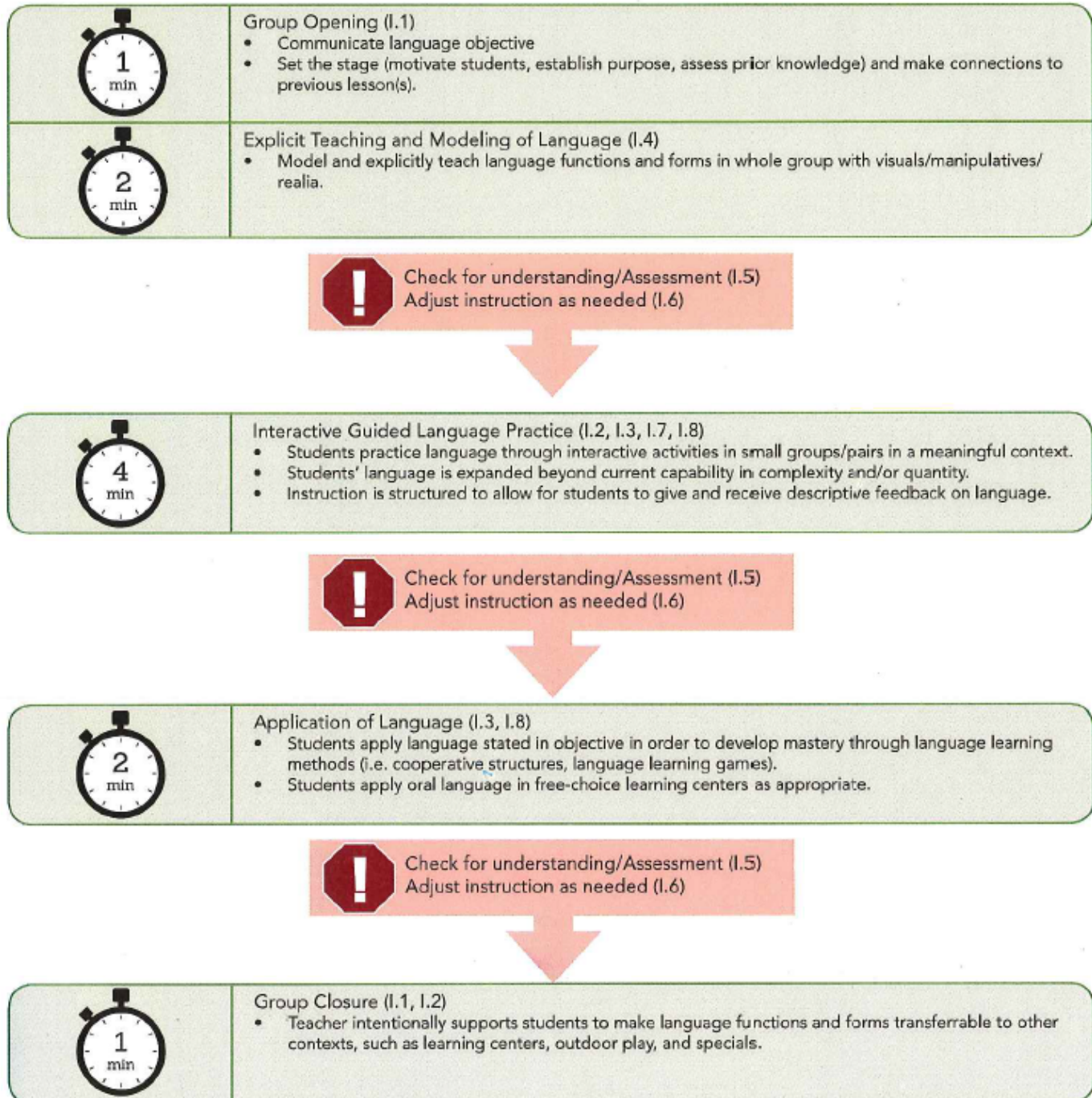
ELD Guidance for 3 and 4 Year-old, Full-day and Half-day Programs

Dedicated English Language Development: 10 minutes with a minimum of 50% student talk

	<u>3 Year Old Half Day</u> Minimum of one 10 minute instructional period	<u>3 Year Old Full Day</u> Minimum 20 minutes, divided into two 10 minute instructional periods	<u>4 Year Old Half Day</u> Minimum 20 minutes, divided into two 10 minute instructional periods	<u>4 Year Old Full Day</u> Minimum 30 minutes, divided into three 10 minute instructional periods
<p>One 10 minute instructional period (Dedicated ELD following ECE ELD Instructional Sequence using Creative Curriculum: Large Group Discussion, Shared Writing, or Read-Aloud Extension)</p> <p>ELA-E – Based on morning Creative Curriculum content, clarify and extend language that was already introduced in English.</p> <p>ELA-S -Based on morning Creative Curriculum content that was taught in Spanish, introduce language in English.</p>				
<p>One 10 minute lesson (focused language practice using Mighty Minutes)</p> <p>ELA-E - Choose a Mighty Minute card with specific language support these groups need, not a repeat.</p> <p>ELA-S - Based on morning Mighty Minute card that was taught in Spanish, introduce language in English.</p>				
<p>One 10 minute lesson (focused language practice using Intentional Teaching Card)</p> <p>ELA-E - Choose an Intentional Teaching Card with the specific language support these groups need, not a repeat of Intentional Teaching Card.</p> <p>ELA-S - Based on morning Intentional Teaching Card that was taught in Spanish, introduce language in English.</p>				

Sample Dedicated ELD Instructional Sequence for Early Childhood Education

ELD Guidance for 3 and 4 Year-old, Full-day and Half-day Programs:
Dedicated English Language Development 10 minutes with a minimum of 50% student talk



Transition to Kindergarten Information

Transition to kindergarten is an ongoing process occurring during the year prior to entering.

Kindergarten enrollment occurs at each Denver Public School (DPS) and through the district application and DPS School Choice Process.

District-wide events related to enrollment in Kindergarten and school choice are broadly advertised and posted on the district website www.dpsk12.org along with sites for specific programs including Advanced Kindergarten and language immersion programs, etc. Additionally, information is available during School Choice EXPO events held in multiple locations around the city.

Site-based information sharing events occur in November, December & January in the form of parent information meetings, school tours, and classroom observations. Parents are encouraged to visit the prospective kindergarten classrooms prior to their child transitioning in.

Parents are advised about the documents needed to complete their child's enrollment including birth certificate, physical, immunization record, and other pertinent information to be included in the child's CUM file.

SECTION 3: PROFESSIONAL LEARNING, ANNUAL REQUIREMENTS, AND NEW EDUCATORS

Professional Learning

Professional Learning Opportunities by Role

TITLE	ECE Teacher	ECSE Teacher	ECE Paraprofessional	SPED Model 1 Paraprofessional
<i>Days Worked</i>	187	187	186	180
Professional Learning Required Hours	15 hours of ECE specific PL required <i>3 hours must be social-emotional</i>	15 hours of ECE specific PL required <i>3 hours must be social-emotional</i>	15 hours of ECE specific PL required <i>3 hours must be social-emotional</i>	15 hours of ECE specific PL required <i>3 hours must be social-emotional</i>
Teal Days	ECE specific PL offered by Early Ed Dept.	ECE specific PL offered by Early Ed Dept.	ECE specific PL offered by Early Ed Dept.	<u>Optional</u> : Coordinate extra pay with your school leader
ECE Non-Student Contact Days	<u>Required</u> : ECE specific PL provided by Early Ed Dept.	<u>Required</u> : ECE specific PL provided by Early Ed Dept.	<u>Required</u> : ECE specific PL provided by Early Ed Dept.	<u>Required</u> : ECE specific PL provided by Early Ed Dept.

Professional Learning Dates for 2019-2020 School Year

Prior to start of school

- **August 9-August 16, 2019**: Teachers and paras should use some of this time for annual required trainings. It is recommended that August 13th be set aside for online pre-licensing training.
- ECE Paras are on a 186 calendar year so they should work with administrators to determine which of these days they do not attend.
- Special Ed ECE paras are on a 180 day calendar so they will not be available during this time but do need to complete the annual required training.
- New iPads that are compliant with the new version of TS Gold will be available for pickup during this week. Teachers will have to pick these up in person and attend a brief training session.

DPS Teal Days and ECE Non-Student Contact Days

- **September 20, 2019**: ECE Non-Student Contact Day – *session information TBD*
- **October 21, 2019**: DPS Teal Day - *session information TBD*
- **October 22, 2019** – DPS Teal Day, the Early Ed Dept. will not be offering Professional Learning on this day
- **January 6, 2020** – DPS Teal Day, the Early Ed Dept. will not be offering Professional Learning on this day
- **February 14, 2020**: DPS Teal Day - *session information TBD*
- **April 6, 2020** – DPS Teal Day, the Early Ed Dept. will not be offering Professional Learning on this day
- **March 13, 2020**: ECE Non-Student Contact Day - Rocky Mountain Early Childhood Conference – *Registration information TBD*

TS Gold Checkpoints

- **October 21, 2019, February 3, 2020, May 11, 2020**

Pre-Service Licensing Training

The following trainings are to be in place BEFORE working in an ECE classroom:				
ECE TEACHERS & LONG-TERM ECE GUEST TEACHERS	Standard Precautions Training (on-line, renewed annually)	Building/Premises Safety, Hazardous Materials Training (building specific on-site; only done once)	Child Abuse Prevention & Reporting (on-line, renewed annually)	FEMA Emergency & Disaster Preparedness (on-line; only done once)
ECE PARAS & LONG-TERM ECE GUEST PARAS	Standard Precautions Training (on-line, renewed annually)	Building/Premises Safety, Hazardous Materials Training (building specific on-site; only done once)	Child Abuse Prevention & Reporting (on-line, renewed annually)	FEMA Emergency & Disaster Preparedness (on-line; only done once)
The following are requirements for school nurses to have in place for ECE licensing inspectors to review:				
SCHOOL NURSES (Child Care Health Consultant/CCHC)	Copy of either current State of Colorado license or Colorado Dept. of Regulatory Agencies (DORA) verification	A brief biography highlighting knowledge, experience, and approximate dates worked as a school nurse or CCHC	Child Care Health Consultant (CCHC) Department-approved training (on-line; only done once)	Colorado Dept. of Public Health & Environment (CDPHE) immunization course (on-line; renewed annually)

For the 2019-2020 school year, ECE teachers and paras take the following trainings the week of August 12, 2019, or upon hire at any time during the year. Keep certifications in your Personal Licensing File.

FINGERPRINTING APPOINTMENT AND BACKGROUND CHECK https://booknow.appointment-plus.com/6nkbq0zs/?&e_id=1776&service_id=2383 fingerprints for CBI/FBI and Trails are required in **addition** to the fingerprinting completed as a DPS employee. These fingerprints are attached to the ECE program license. Scheduled fingerprints are conducted at Emily Griffith Campus: 1860 Lincoln St. Denver, CO 80203, safety and security. Please bring your signed background check form to the Early Education Licensing Specialist on the 9th floor after you are fingerprinted or scan and email it to LicensingSpecialistECE@dpsk12.org.

ECE Compliance & Quality 2019-20 (2 hours) Available in <https://schoolology.dpsk12.org>; once on Schoology search using the title or course code **DMPZD-RDJS**. You must log in with your **dpsk12.net** (Google) account. The course contains information on the following:

STANDARD PRECAUTIONS This is now available as an on-line course. Reach out to your early education partner for current link and payment code. Renew annually!

CPR/FIRST AID This is offered as a blended learning course. Reach out to your early education regional specialist for current link and payment code. Renew every other year. If the scheduled face to face compressions checks have already occurred for this school year, you must take the Introduction to First Aid/CPR course and print the certificate for your file: <https://ecpd.costartstrong.org/ets/store/item/?id=5fce4257-bc43-11e8-a99f-0683e33026b0>. The next year, when the full blended course is offered again, you will need to take the full course. This is not an alternative to the full course:

BUILDING & PREMISES SAFETY/HANDLING & STORAGE OF HAZARDOUS MATERIALS- Page 47 (30 minutes)

Tour your school building and grounds with your Facility Manager, if possible, and complete the *Building & Premises Safety/Handling & Storage of Hazardous Materials* form. If you already have this on file, you DO NOT need to do it again!

CHILD ABUSE PREVENTION & <https://ecpd.costartstrong.org/ets/store/item/?id=eaae74e4-1009-11e7-ba23-005056a02268> (2 hours) You need to have your PDIS login available to complete this session. Renew annually!

FEMA DISASTER PREP. & EMERG. RESPONSE <https://emilms.fema.gov/is36/index.htm> The link may mention a certificate error on your computer. As soon as you click ok, the course shows up. If you already have this on file, you DO NOT need to do it again! Below are steps for signing up and completing the FEMA training:

1. The first step is creating your FEMA SID number. You will use this to login to the system in order to get credit for the training.
 - a. Visit <https://cdp.dhs.gov/FEMASID>
 - b. Click “Register for a FEMA SID”
 - c. Once submitted, you will receive your SID number in an email.
2. Next, you will complete the training and then take the exam. Our training to meet licensing requirements is called “IS-36, Multihazard Planning for Childcare.”
 - a. Visit <https://training.fema.gov/is/courseoverview.aspx?code=is-36>
 - b. “Take this course” will be on the right side of the screen. Click the link and complete the interactive web based course.
 - c. Once you’ve watched the training, you can return to this page and click to “Take final exam online.” This is where you will enter your SID number in order to receive credit.
3. Once you’ve taken (and passed) the final exam, you will receive an email within 24 hours that contains a link for your certificate of completion.
 - a. This email will come from “IS-36” or “Independent Study 36,” not from FEMA, so be careful not to miss this in your inbox or junk mail.

PDIS SYSTEM: Enroll or update your information in PDIS. (1-3 hours)

CODE OF CONDUCT: Read pages the Code of Conduct, print and complete the form and add it to our Personal Licensing File.

School Nurses should access the CCHC and Immunization courses as soon as possible

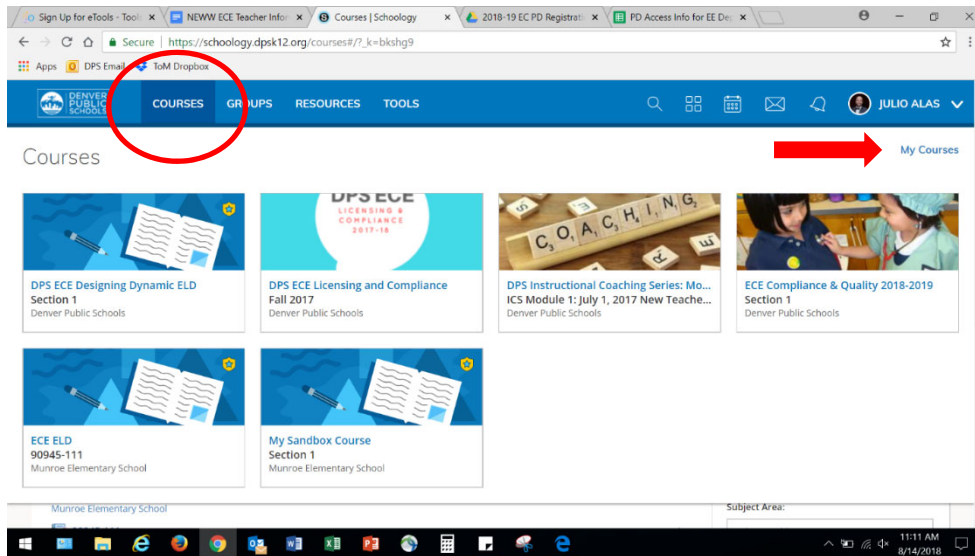
CCHC TRAINING <https://www.train.org/colorado/course/1003746/> If you already have this on file, you DO NOT need to do it again!

CDPHE IMMUNIZATION COURSE: <https://ecpd.costartstrong.org/ets/store/item/?id=72bde9b9-65b5-11e7-b7fa-005056a0372f> Renew annually!

DPS PRE-LICENSING TRAINING

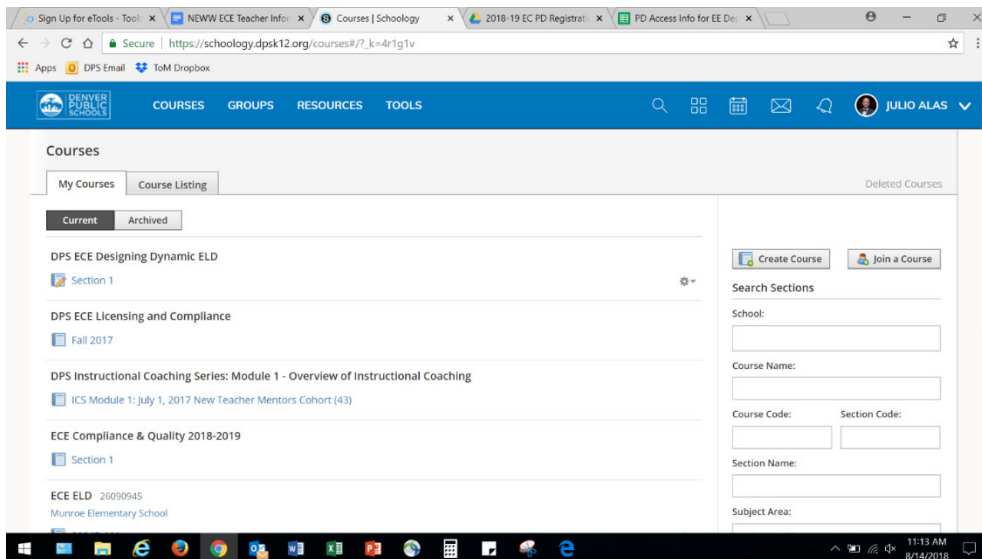
Please see the following instructions for accessing this course through Schoology: Schoology.dpsk12.org

Step 1: After logging in using your DPS gmail account: firstname_lastname@dpsk12.net and the passrord you use when accessing your email, select “courses” and click “my courses.”

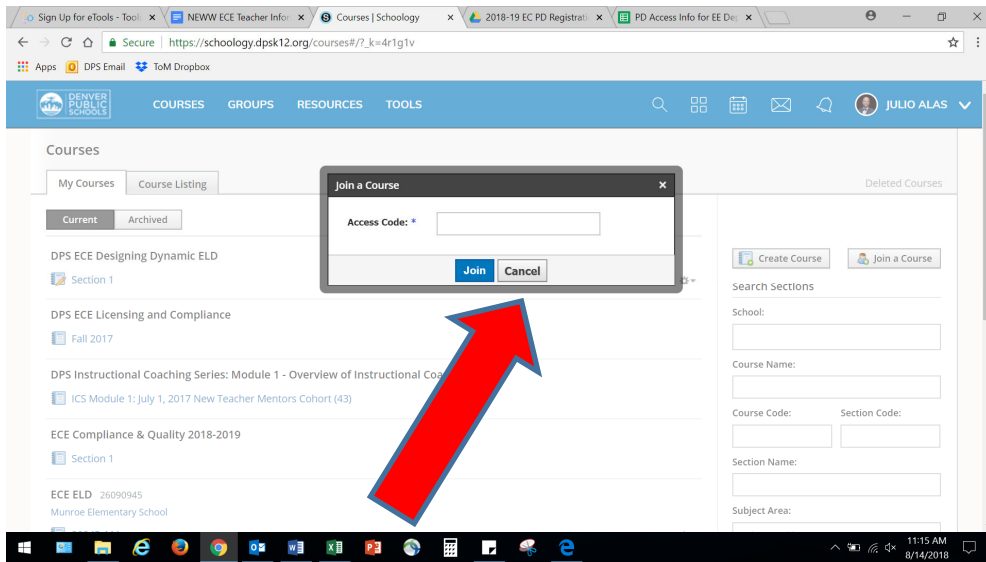


The screenshot shows the Schoology website interface. The top navigation bar includes 'COURSES', 'GROUPS', 'RESOURCES', and 'TOOLS'. The 'COURSES' link is circled in red. A red arrow points from the 'COURSES' link to the 'My Courses' link in the top right corner. Below the navigation bar, there are several course cards, including 'DPS ECE Designing Dynamic ELD Section 1', 'DPS ECE Licensing and Compliance Fall 2017', 'DPS Instructional Coaching Series: Mo... ICS Module 1: July 1, 2017 New Teache...', 'ECE Compliance & Quality 2018-2019 Section 1', 'ECE ELD 90945-111', and 'My Sandbox Course Section 1'.

Step 2: Click Join a course



The screenshot shows the Schoology website interface with the 'Join a Course' button highlighted. The 'COURSES' menu is selected, and the 'My Courses' tab is active. The 'Search Sections' form is visible, with the 'Join a Course' button highlighted. The form includes fields for 'School:', 'Course Name:', 'Course Code:', 'Section Code:', 'Section Name:', and 'Subject Area:'. The 'Create Course' and 'Join a Course' buttons are located at the top of the form.



ECE Teacher and Paraprofessional Annual Training

***ECE Teachers and Paraprofessionals are required to attend a minimum of 15 hours of ECE specific Professional Learning each year to meet CDHS licensing requirements.**

Non-Student Contact Days: Required for ECE Teachers and Paraprofessionals

Teal Days: Recommended for ECE Teachers and Paraprofessionals; courses are self-selected; sessions are half-day AM and PM (3 hours); locations may vary

***ECE paraprofessionals (NOT Special Education) work 186 days (NOT 187 days) including early start dates in August 2019.**

ECE Special Education paraprofessionals work 180 days as shown on the Work Year Calendar. **ECE Special Education paraprofessionals** must still meet the 15 hours of annual training per CDHS requirements. Pay for time worked outside of your contracted Work Year will be handled separately; please discuss with your supervisor. See the **180 Day Para** calendar on The Commons at <http://thecommons.dpsk12.org/Page/1129> and **read the notes on page 2.**

ECE Requirements Matrix

Please use this matrix as a checklist to ensure that you have completed all trainings and put proof of completion in your licensing file. (* Add to licensing file)

ECE/ECSE Teacher	ECE/ECSE Para	School Principal	Est. Time Commitment	Due Date
CBI/FBI & TRAILS Background Check: State fingerprinting/background check every 5 years, FBI- 1X, contact EE department licensing specialist when transferring to a new school.*	CBI/FBI & TRAILS Background Check: State fingerprinting/background check every 5 years, FBI- 1X, contact EE department licensing specialist when transferring to a new school.*	N/A	Must make appt. and come to fingerprinting location- 15 min for fingerprinting	Prior to working with children
First Aid/CPR: Must renew every 2 years with approved vendor. Online course with 1 hour in person skills component.*	First Aid/CPR: Must renew every 2 years with approved vendor. Online course with 1 hour in person skills component.*	N/A	Online course: 3-5 hours Skills: 40-60 min	Within 30 days of hire
Standard Precautions: Online course completed every year.*	Standard Precautions: Online course completed every year.*	N/A	1-2 hours	Prior to working with children
Medication Administration Training: Renewed every 3 years- offered online in PDIS – <i>Part 1: Medication Administration Training (MAT)</i>	DPS best practice (free training on PDIS)	N/A	4 hours	Within 30 days of hire
FEMA Training: One time only, no need for renewal. Offered online.*	FEMA Training: One time only, no need for renewal. Offered online.*	N/A	1 hour	Within 30 days of hire
ECE Quality and Compliance Training: Complete every year. Offered online.*	ECE Quality and Compliance Training: Complete every year. Offered online only.*	N/A	2 hours	Within 30 days of hire
N/A	N/A	ECE Quality and Compliance Training for School Leaders: Complete every year. Offered online only.	20 min	Prior to the start of each school year
Child Abuse Prevention & Reporting CDHS: Required each year. Offered online.*	Child Abuse Prevention & Reporting CDHS: Required each year. Offered Online.	N/A	1 hour	Within 30 days of hire

ECE/ECSE Teacher	ECE/ECSE Para	School Principal	Est. Time Commitment	Due Date
DPS Mandatory Reporting: Required each year. Offered online only.	DPS Mandatory Reporting: Required each year. Offered online only.	DPS Mandatory Reporting: Required each year. Offered online only	20 min	Within 30 days of hire
Building & Premises Safety: Tour your school building and grounds with your Facility Manager, and complete the <i>Building & Premises Safety/Handling & Storage of Hazardous Materials</i> form.*	Building & Premises Safety: Tour your school building and grounds with your Facility Manager, and complete the <i>Building & Premises Safety/Handling & Storage of Hazardous Materials</i> form.*	N/A	30 min	Within 30 days of hire
PDIS: Create PDIS account and update each year for years of experience, college transcripts, PL Certificates, Credentials/Endorsements. Complete Self-Assessment and update Professional Learning Plan each year.*	PDIS: Create PDIS account and update account each year for years of experience, college transcripts, PL certificates, credentials/endorsements. Self-Assessment and updated Professional Learning Plan.*	N/A	15 min-3 hours	Within 30 days of hire
Form- Physicians Statement of Good Health/Immunization Record: Signed by physician and up to date based on physician's decision for next date of physical exam.*	Form- Physicians Statement of Good Health/Immunization Record: Signed by physician and up to date based on physician's decision for next date of physical exam.*	N/A	Situational	Within 30 days of hire
Form- Signed & Initialed Child Abuse Reporting Memo: Completed each year.*	Form- Signed & Initialed Child Abuse Reporting Memo: Completed each year.*	N/A	5 min	Within 30 days of hire
Form- Signed Emergency Information & Statements Form: Completed/Updated each year.*	Form- Signed Emergency Information & Statements Form: Completed/Updated each year.*	N/A	10 min	Within 30 days of hire
Form- Signed CDHS Child Care Licensing Code of Conduct: Completed/Updated each year.*	Form- Signed CDHS Child Care Licensing Code of Conduct: Completed/Updated each year.*	N/A	5 min	Within 30 days of hire

ECE/ECSE Teacher	ECE/ECSE Para	School Principal	Est. Time Commitment	Due Date
Form- Letter(s) of Experience from Principal or Supervisor: Updated each year and Signed by Principal.*	Letter(s) of Experience from Principal or Supervisor: Updated each year and Signed by Principal.*	Sign Letters of Experience for ECE Staff	10 Min	Within 30 days of hire
PL Certificates: 15 hours of PL related to ECE.*	PL Certificates: 15 hours of PL related to ECE.*	N/A	Minimum 15 hours	Throughout each year

PDIS Checklist for Teachers and Paraprofessionals

The Professional Learning Information System (PDIS) is a web-based system supporting Professional Learning for Colorado's early childhood workforce run by Colorado Shines. It tracks training and education, provides access to high quality online Professional Learning (including the QRIS Level 2 E-learning Courses), and helps individuals choose Professional Learning according to their competency level, their Professional Learning goals, their job role and their geographic location.

DPS Early Education requires that all ECE teachers and paraprofessionals obtain and actively maintain their PDIS profile.

Completed	
	<p>1. Register in the PDIS</p> <ul style="list-style-type: none"> • Go to https://ecpd.costartstrong.org/ets/login.aspx • Click Register Now • Follow steps 1-5 on the left side of the page: <ol style="list-style-type: none"> 1. Account Details 2. Release Statement 3. Demographics 4. Current Employment <ol style="list-style-type: none"> a. Employer Type: Early Childhood Program b. County: Denver c. Early Childhood Program: DPS ECE (School Name) d. Position Title: Assistant Teacher (preschool) or Lead Teacher (preschool) 5. Professional Role: Add your role
	<p>2. Early Childhood Professional Credential 2.0</p> <ul style="list-style-type: none"> • Gather the following documents and put in a folder (could be your licensing file) • Scan all of the following documents from your licensing file: <ol style="list-style-type: none"> A. Official Transcripts *Scan each transcript separately B. Official Transcripts from any accredited university or college that did not lead to a degree *Scan each transcript separately C. Professional Learning Documentation - <u>NOT</u> CPR/First Aid *Scan all of your PL Training Certificates altogether in ONE document <ul style="list-style-type: none"> o Last 3 years o Certificates must include: <ol style="list-style-type: none"> a. Title of training, Your name, Date of the training, Number of Clock Hours or CEUs issues, Signature of the trainer

	<ul style="list-style-type: none"> • Upload all of the documents to your PDIS account <ol style="list-style-type: none"> 1. Go to My Profile (table on left side) 2. Under Profile Categories go to Early Childhood Credentials 3. From the Credential Type drop down, select Colorado Early Childhood Credential 2.0 4. Click Apply • Experience <ol style="list-style-type: none"> 1. Experience – Click Edit 2. Download, complete and save Experience Documentation Worksheet 3. Click Upload 4. Enter number on the upper right side of the Excel Experience Documentation Worksheet in years of experience text box 5. Click Save • Formal Education <ol style="list-style-type: none"> 1. Add New Degree 2. Select appropriate drop down boxes 3. Click Upload (find diploma/degree document on computer) 4. Click Save 5. Add New Academic Coursework 6. Select appropriate drop down boxes & write responses 7. Click Upload (select transcripts)* Upload each transcript from each different academic institution separately 8. Click Save • Professional Learning <ol style="list-style-type: none"> 1. Add New Qualifying Credential, License or Endorsement 2. Select appropriate drop down boxes & write responses 3. Click Upload (Select credential, license or endorsement) 4. Click Save • Professional Learning <ol style="list-style-type: none"> 1. Last 3 years of Professional Learning Certificates - <u>NOT</u> CPR/First Aid** Once Professional Learning Certificates are uploaded, you will NOT see a list of submitted training certificates. Once verified, credit for each training will appear in “My Learning Path” on your PDIS “My Transcript” 2. Click Upload (upload all certificates if scanned in one document or continue to upload each one at a time) 3. Click Save
	<p>3. Letter of Experience signed by your Principal</p> <ul style="list-style-type: none"> • Complete template given to you by your Early Ed Partner • Fill in all of your experience you have had working with children birth-8 years old, just like you did in the experience calculator in PDIS • Print and have it signed by your principal • Put in your licensing file
	<p>4. Complete Competencies Self-Assessment</p> <ul style="list-style-type: none"> • Go to My Learning Path and PL Plan (tab on left side) • Click on My Professional Learning Plan • Click Early Childhood Educator and Administrator, create Self-Assessment from the selected item

	<ul style="list-style-type: none"> • Click Update Self-Assessment • Click Expand All • Complete Self-Assessment • Once completed all 128 questions, click Exit
	<p>5. Individual Professional Learning Plan</p> <ul style="list-style-type: none"> • Go to My Learning Path and PL Plan (tab on left side) • Click My Professional Learning Plan (you will not see an Individual Professional Learning Plan until you complete the entire Competencies Self-Assessment) • Click Add a New Goal <ul style="list-style-type: none"> ○ Choose a goal statement ○ Add New Action (Create your own Action) ○ You can create multiple Goals by again clicking Add a New Goal



COLORADO
Office of Early Childhood
Department of Human Services



COLORADO SHINES
START EARLY
START STRONG
QUALITY EARLY LEARNING

SECTION 4: PERSONNEL AND BUDGETING

Licensing Qualifications

What is required for a teacher to work in ECE in DPS?

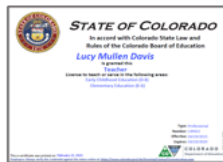
Teacher Qualifications for ECE: **Must meet 1 from column A & 1 from column B**

#A



Must meet **DPS** Requirement

- Colorado Teaching License in:
Early Childhood Education
OR
- Teaching license with Early Childhood Endorsement via passing the Praxis, test code 5024
- ***DPS Every Student Succeeds Act (ESSA) highly qualified requirement**



#B



Must meet **CDHS** Requirements

- College Degree in
 - Early Childhood or AA degree
 - Elementary Education
 - Family and Child Development
 - Child Psychology
 - Early Childhood Special Education**OR**
- **Complete 2 ECE specific courses prior to employment** (*options below*)
 - **2 college courses:** 1 must be ECE 101, 102, 103 & choice of an ECE course
 - **non-college 48 hour courses:** EQIT & Pyramid Plus**OR**
- **Minimum PDIS Leveled Credential III +**

Colorado Professional Learning Information System (PDIS): to get a Leveled Credential open an account and put in all work experience with children ages 0-8 years old, all college transcripts, and any pertinent training like EQIT or Pyramid Plus <https://ecpd.costartstrong.org/ets/login.aspx>

Colorado Community Colleges On-Line: good resource for ECE specific courses
<https://www.cconline.org/>

Denver Early Childhood Council (DECC) has registration for qualifying non-colleges classes at certain times of the year
<http://denverearlychildhood.org/our-work/professional-development/>

Expanding Quality for Infants and Toddlers (EQIT)

https://www.cde.state.co.us/early/eqinfant_toddler or Search on internet for Denver area courses being held to find classes

Pyramid Plus <http://www.pyramidplus.org/Current-Trainings> or Search on internet for Denver area courses being held to find classes

List of Colorado Universities with ECE specific online courses can be found
<http://www.affordablecollegesonline.org/online-colleges/colorado/>

**FOREIGN TRANSCRIPT/EQUIVALENCY SERVICES
RESOURCE LIST APPROVED BY CDHS AND QUALISTAR**

International Education Services

AACRAO

One Dupont Circle, NW #520
Washington, DC 20036-1135
Tel: 202-296-3359
Email: ies@aacrao.org
Web: <http://www.aacrao.org>
FAX: 202-822-3940

World Education Services

PO Box 745
Old Chelsea Station
New York, NY 10113-0745
Tel: 212-219-7330
Web: <http://www.wes.org/>

Globe Language Services

319 Broadway
New York, NY 10007
Tel: (212) 227-1994
Fax: (212) 693-1489
Email: info@globelanguage.com
Web: <http://www.globalanguage.com/>

Consultancy of International Education

PO Box 2792
Champaign, IL 61825
Tel: 217-359-9602
Email: <http://www.cie@international-education.com/>

Resources

College Course links:

Colorado Community Courses On Line <http://www.ccconline.org/>

To find the nearest community college and access its information: <http://www.ccs.edu>

Non-College Course links:

<http://denverearlychildhood.org/professional-development-training-overview/>

Paraprofessional Qualifications for ECE

REQUIRED by DPS

- High School Diploma or GED + proof of passing the **TABE D Adult Education Test for Reading and Math**
 - Testing is available at the Emily Griffith Testing Center for \$15.00 at 1860 Lincoln Street, Denver, CO 80203 - 6th Floor

DESIRED

- **AA degree in Early Childhood**
- **CDA non degree certification**
- **PDIS Level Credential III+**
- **2 college courses:** 1 must be ECE 101, 102, 103 & choice of an ECE course
- **Non-college 48 hour courses:** EQIT & Pyramid Plus
- Extensive experience working with children age 8 or younger and 3 years current ECE PD

AFTER HIRE

- Must complete required on-line course work prior to working with children.
- Must make an appointment for finger prints and TRAILS background check. *See page 54*
- For greater scheduling flexibility, and to meet ratio in all school site situations, paras should work towards one of the “desired” qualifications.
 - The Early Education Department provides courses that will get paras to a PDIS Leveled Credential III on some **TEAL** and ECE specific non-student contact days.

Guest Paraprofessionals

Colorado Department of Human Services Child Care (CDHS) licensing requires that the adult/child ratio of no more than 1:10 be maintained **at all times**. Guest (substitute) paraprofessionals may be used when the classroom paraprofessional is absent. The guest paraprofessional works under the direct supervision of the ECE teacher at all times.

NOTE: *All ECE para substitutes must be qualified as ECE para substitutes and identified as such in Lawson. Special Education qualified para substitutes must also be qualified as ECE paras in order to take an ECE/ECSE para substitute job.*

Guest paraprofessionals are available through SmartFindExpress. Paraprofessionals and school secretaries work together on the process of requesting a guest para on that system.

ECE Budgeting Memo

**DENVER PUBLIC SCHOOLS
EARLY EDUCATION DEPARTMENT
INTERDEPARTMENTAL COMMUNICATION**

TO: Early Childhood Education (ECE) Teachers
Requisition Secretaries

FROM: Andrea Ives, Early Education (EE) Department

DATE: July 2019

SUBJECT: Materials & Supplies Accounts for 2019-2020

This is to advise elementary schools of the account numbers for materials and supplies dollars available to ECE classrooms through various funding sources. These dollars are designated for support to children and families in these classrooms in your building.

ECE Materials & Supplies dollars **must be spent by March 1, 2020**. The only exception would be any funds allocated for field trips taking place between March 2 and June 1, 2020. This year, 100% of the dollars (based on capacity enrollment) will be available to you at the beginning of the school year. You will be advised of adjustments to this amount, which may reflect any under enrollment, FOLLOWING OCTOBER COUNT ADJUSTMENTS.

Please note: these funds do not apply to **Model 1** and **Autism** classrooms. Contact your school administrator for your center program supply dollars which are in your school's general fund.

COLORADO PRESCHOOL PROGRAM (CPP) FUNDED ECE CLASSROOMS:

Each .5 FTE in your school that is funded by CPP, whose maximum enrollment is **16** students, will receive \$48.25 for materials and supplies for each CPP-FUNDED student included in the October Pupil Count for your classroom.

If you have an **all-day ECE and your funding is blended with TSP or 2012 Mill Levy** (see below), you will receive funding for a maximum of 16 students for each .5 FTE. These funds can be accessed through account:

10-10XXXX0040-9610-0

TUITION SUPPORTED PROGRAM (TSP) (INCLUDES PARENTAL TUITION AND DPP FUNDING) FUNDED ECE CLASSROOMS:

The maximum enrollment for TSP is **20** students.

If you have a **half-day ECE funded by TSP** (.5 FTE), you will receive \$48.25 for materials and supplies for each TSP-FUNDED student included in the October Pupil Count for your classroom.

If you have a **full-day ECE funded by TSP** (each .5 FTE is funded by TSP and NOT BLENDED WITH ANOTHER FUNDING SOURCE), you will receive \$96.50 for materials and supplies for each full-day TSP funded student included in the October Pupil Count for your classroom.

If you have a **full-day ECE funded by TSP and your funding is blended with CPP** (one .5 FTE funded by CPP and one .5 FTE funded by TSP), you will receive \$48.25 for materials and supplies for a maximum of 16 students for your .5 TSP FTE. See CPP information above for account number and materials and supplies dollars for the .5 CPP FTE.

If you have a **full-day ECE funded by TSP and your funding is blended with 2012 Mill Levy** (one .5 FTE funded by Mill Levy and one .5 FTE funded by TSP), you will receive \$48.25 for materials and supplies (verify classroom capacity with your school administration as it may vary from school to school) for your .5 TSP FTE. See 2012 Mill Levy information below for account number and materials and supplies dollars for the .5 Mill Levy FTE.

TSP funds can be accessed through account:

10-10XXXX0040-9610-0

2012 MILL LEVY FUNDED ECE CLASSROOMS:

Each .5 FTE in your school that is funded by 2012 Mill Levy, whose maximum enrollment is **18** students, will receive \$48.25 for materials and supplies for each Mill Levy-FUNDED student included in the October Pupil Count for your classroom.

If you have an **all-day ECE and your funding is blended with CPP** (see above), you will receive funding for a maximum of 16 students for each .5 FTE.

If you have an **all-day ECE and your funding is blended with TSP** (see above), verify classroom capacity with your school administration as it may vary from school to school. These funds can be accessed through account:

10-10XXXX0040-9610-0

ECE 3-4 (Model #2 & Model #3) CLASSROOMS:

Each .5 FTE in your school that defined as an ECE 3-4 half-day (whether Model #2 or Model #3), whose maximum enrollment is **16** students, will receive \$48.25 for materials and supplies for each ECE 3-4-FUNDED student included in the October Pupil Count for your classroom.

10-10XXXX0040-9610-0

HEAD START CLASSROOMS:

Each .5 FTE in your school that is funded by Head Start will receive support for materials and supplies purchases directly from the Department of Early Education. All full-day Head Start classrooms have blended funding with CPP, TSP or 2012 Mill Levy. *Head Start dollars must be spent through the EE Department; CPP, TSP and 2012 Mill Levy funds are spent with your school requisition secretary as noted in this memo.* Please contact the Early Education Budget Analyst, Amar Vaanchig, 720-423-2119, AMAR_VAANCHIG@dpsk12.org, or Head Start Coordinator, Becca Eschel, 720-423-3577, BECKA_ESCHEL@dpsk12.org, with any questions.

KINDERGARTEN MATERIALS AND SUPPLIES ARE NOW ALLOCATED AS PART OF THE SCHOOLS' SBB; PLEASE CONTACT YOUR SCHOOL ADMINISTRATION FOR MORE INFORMATION.

SECTION 5: EARLY EDUCATION RESOURCES

Early Education School Year Calendar



DPS Early Childhood Education & Head Start 2019-20 School Year Calendar

First Day of School for DPS
First Day of School for Head Start



DPS Revised: Feb. 6, 2019
ECE & Head Start Revised: March 20, 2019

Month	2019	2019	2019	2019	2020	2020	
JULY	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	AUG/ST	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	SEPTEMBER	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	OCTOBER	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
NOVEMBER	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	DECEMBER	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JANUARY	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
MAY	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	JUNE	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30				

Last Day of School for DPS & Head Start

NON-STUDENT CONTACT DAYS

- Planning, assessment and professional days (no classes for students; 11.5 days total)**
Aug. 9, 12-16; Oct. 21, 22; Jan. 6; Feb. 14; April 6; May 29 (half day).
- Centrally offered professional learning days: Aug. 13; Oct 21; Feb. 14.**
Non-student contact days breakdown: Minimum of five days for teacher self-directed planning, distributed in meaningful increments; 2.5 days for school-district professional development (3 of which to be ST-Reflective); three days for data culture analysis.
- Notes:** ST to date memo which non-student contact days are planning vs. professional. Attendance at centrally offered professional learning is at school leader discretion, but some flexibility decisions will require teacher attendance on these days. Additional recommendations and guidance will be provided on the Professional Learning Center website at: plc.dps-k12.org.
- HALF DAYS**
Classes will release three hours early on May 29.
- END OF TERM -- TO BE FOLLOWED BY REPORT CARDS**
Elementary school, ECE-8 and middle school trimester: Nov. 8; Feb. 21; May 29.
6-12, high school nine weeks: Oct. 18; Dec. 20; March 6; May 29.
6-12, high school six weeks: Sept. 27; Nov. 1; Dec. 20; Feb. 21; April 10; May 29.

FAMILY CONFERENCE DAY

Oct. 18 (full day, no classes for students). Schools may modify the daily schedule for family conferences to meet the needs of the school community. S.T may determine if a second Family Conference Day in the spring is needed (but may not decrease overall student contact time).

ECE & Head Start Professional Learning Days: Sept. 20; Oct. 21; Feb. 14.

Rocky Mountain Early Childhood Conference (RMECC): March 13 & 14
TSGold Checkpoints: Oct. 21; Feb. 3; May 11.

SEMESTER DATES:

SEMESTER	BEGINS	ENDS	STUDENT REPORT DAYS	TOTAL DAYS
DPS ECE	1 BEGINS Aug. 19	ENDS Dec. 20	1 79	171.5
DPS ECE	2 BEGINS Jan. 7	ENDS May 29	2 91.5	170.5

MS/HS WALK-IN REGISTRATION

Aug. 17-8

VACATION/NO CLASSES

Aug. 17-8

HOLIDAY/NO CLASSES

Aug. 17-8

- Labor Day - Sept. 2
- Thanksgiving Day - Nov. 28
- Christmas Day - Dec. 25
- New Year's Day - Jan. 1
- Dr. Martin Luther King Jr. Day - Jan. 20
- Presidents' Day - Feb. 17
- Cesar Chavez Day - March 31
- Memorial Day - May 25

REPORT DAYS FOR ALL TEACHERS

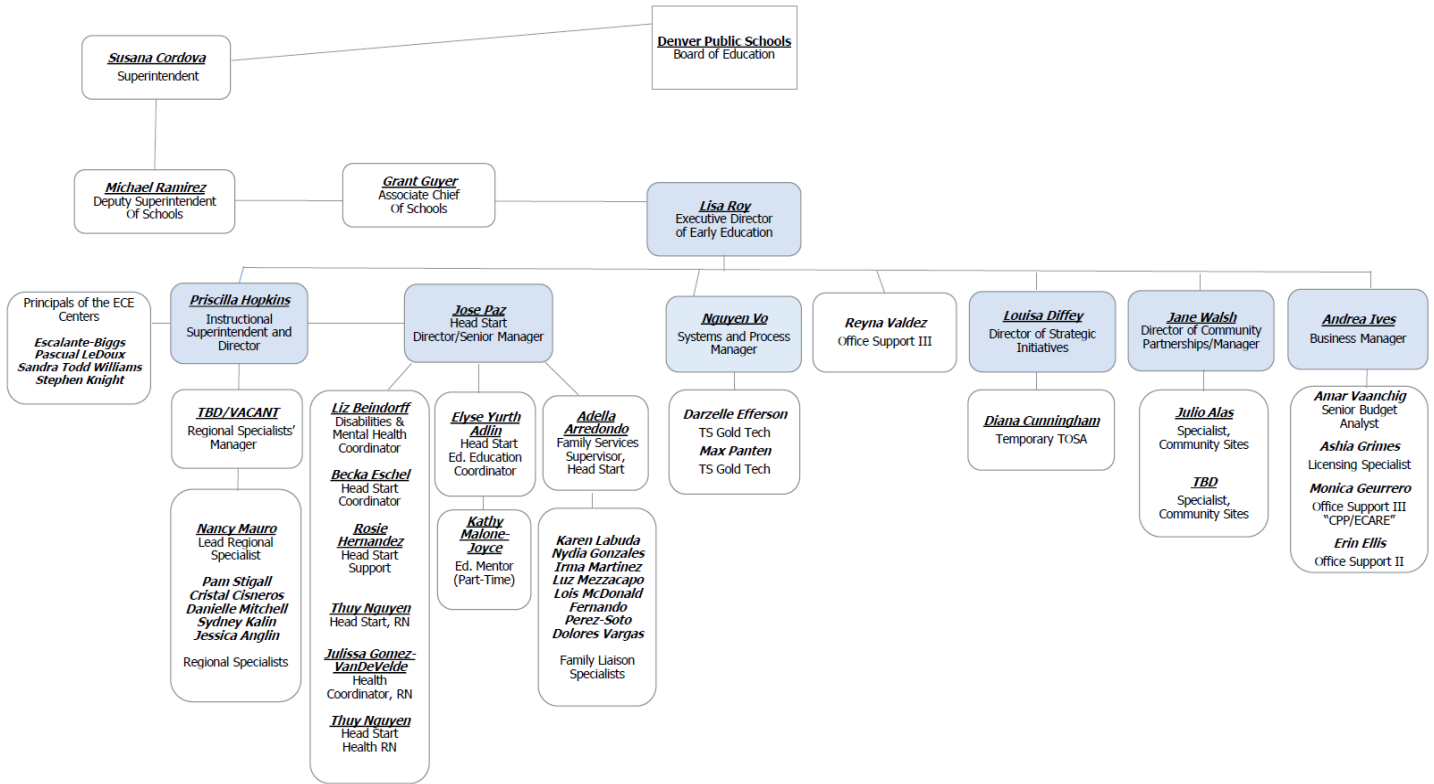
SEMESTER	BEGINS	ENDS	TOTAL DAYS
1	81	175	94
2	94	175	81

The calendar for the 2019-20 school year is adopted by the Board of Education subject to the provision that for any reason the school district must close schools for more than the time provided by the statute, the adopted 2019-20 calendar may be amended by the Board of Education to provide enough additional school days on Saturdays, during vacation, or at the end of the present calendar to meet legal requirements as required by the statute.

Early Education Department Contact List

EARLY EDUCATION MAIN OFFICE: 720-423-2678 FAX: 720-423-1596		
Executive Director	Lisa Roy	720-423-3299
Early Ed Instructional Superintendent	Priscilla Hopkins	720-423-2633
Director of Strategic Initiatives	Louisa Diffey	720-423-2050
Business Manager	Andi Ives	720-424-8161
Budget Analyst	Amar Vaanchig	720-423-2119
Project Manager	Nguyen Vo	720-423-3190
Licensing Specialist	Ashia Grimes	720-423-2676
Office Support II	Erin Ellis	720-423-2678
Office Support III	Reyna Valdez	720-423-3468
HEAD START PERSONNEL:		
Director of Head Start	Jose Paz	720-423-3047
Head Start Family Services Manager	Adella Arredondo	720-423-2688
Education Coordinator	Elyse Yourth-Adlen	720-423-2658
Health Coordinator	Julissa VanDeVelde	720-423-2659
Health RN	Thuy Nguyen	720-423-2671
Disabilities Coordinator	Liz Beindorff	720-423-2689
Head Start Coordinator	Becka Eschel	720-423-3577
Head Start Support	Rosie Hernandez	720-423-2378
Family Liaison Specialist	Nydia Gonzales	720-423-2682
Family Liaison Specialist	Karen Labuda	720-423-2684
Family Liaison Specialist	Irma Martinez	720-423-2685
Family Liaison Specialist	Lois McDonald	720-423-3506
Family Liaison Specialist	Luz Mezzacapo	720-423-2669
Family Liaison Specialist	Fernando Perez Soto	720-423-2687
Family Liaison Specialist	Dolores Vargas	720-423-2686
Teacher Mentor	Kathy Malone-Joyce	720-423-2658
EARLY EDUCATION REGIONAL SPECIALIST TEAM:		
Regional Specialist Team Lead ECE	Nancy Mauro	Nancy_Mauro@dpsk12.org
Regional Specialist ECE	Pamela Stigall	Pamela_Stigall@dpsk12.org
Regional Specialist ECE	Danielle Mitchell	Danielle_Mitchell@dpsk12.org
Regional Specialist ECE	Jessica Anglin	Jessica_Anglin@dpsk12.org
Regional Specialist ECE	Cristal Cisneros	Cristal_Cisneros@dpsk12.org
Regional Specialist ECE	Sydney Kalin	Sydney_Kalin@dpsk12.org
Director of Community Partnerships	Jane Walsh	Jane_Walsh@dpsk12.org
Specialist, Early Education Community Programs	Julio Alas	Julio_Alas@dpsk12.org
Specialist, Early Education Community Programs	TBD	TBD
EARLY EDUCATION TS GOLD/TECH SUPPORT:		
Tech Specialist – NE & SE	Darzelle Efferson	Darzelle_Efferson@dpsk12.org
Tech Specialist – NW & SW	Max Panten	Max_Panten@dpsk12.org







Early Education Organization Chart



DPS Early Education Regional Specialist



2019-2020 DPS Regional Specialists

Northwest	Southwest	Central	Southeast	Near Northeast	Far Northeast
 Cristal Cisneros CristaL.Cisneros@dpsk12.org	 Danielle Mitchell Danielle_Mitchell@dpsk12.org	 Sydney Kalin Sydney_Kalin@dpsk12.org	 Jessica Anglin Jessica_Anglin@dpsk12.org	 Nancy Mauro nancy_mauro@dpsk12.org	 Pam Stigall Pam_Stigall@dpsk12.org
<ol style="list-style-type: none"> Academia Ana Marie Sandoval Beach Court Brown Bryant-Webster Centennial Center for Talent Development at Greenlee Cheltenham Colfax Columbian Cowell DCIS at Fairmont Eggleton Edison Fairview Trevista 	<ol style="list-style-type: none"> Barnum Castro CMS College View Denison Doull Force Godsman Goldrick Grant Ranch Gust Johnson Kaiser Knapp Kunsmiller Math Science Leadership Academy Munroe Newlon Sabin Schmitt Traylor Valverde Pascual LeDoux Academy* 	<ol style="list-style-type: none"> Bromwell Columbine Dora Moore Garden Place Academy International Academy of Denver at Harrington Polaris Swansea Teller Whittier <p>iZone Schools</p> <ol style="list-style-type: none"> Ashley Cole C3 Denver Green School Swigert Valdez 	<ol style="list-style-type: none"> Asbury Bradley Cory Ellis Holm Joe Shoemaker Lincoln McKinley-Thatcher Samuels Slavens Southmoor Steele University Park Stephen Knight Center for Early Education* 	<ol style="list-style-type: none"> Carson Hallett Willow (High Tech) Inspire Isabella Bird Lowry McMeen Montclair Palmer Park Hill Place Bridge Smith Steck Stedman Westerly Creek William Roberts <p>Bold indicates no ECE programs in building</p>	<ol style="list-style-type: none"> DCIS at Ford Farrell B. Howell Florida Pitt-Waller Green Valley John H. Amesse Lena Archuleta Marie L. Greenwood Marrama Maxwell McGlone Oakland Sandra Todd Williams Academy* Escalante-Biggs Academy* <p>* Center Programs will be mainly supported by the ECE Academic Manager</p>

DPS Early Education Teaching Strategies Gold Tech Support

<h2>MyTeachingStrategies™ Support</h2>		<h2>West Region</h2>
		<p>Name : Max Panten Email : max_panten@dpsk12.org Telephone : (720) 423-3645</p>
<p>Academia Ana Marie-Sandoval Barnum Beach Court Brown International Academy Bryant-Webster Centennial Center for Talent Development at Greenlee Cheltenham CMS Community School Cole Arts & Science Academy Colfax College View Columbian Columbine Cowell DCIS Fairmont Denison Montessori</p>	<p>Doull Dora Moore Eagleston Edison Fairview Force Garden Place Godsman Goldrick Grant Ranch Gust Johnson Kaiser Kipp Sunshine Peak Elementary Knapp Lincoln Elementary Munroe Newlon</p>	<p>Palmer Park Hill Pascual LeDoux Academy Rocky Mountain Prep Berkeley Rocky Mountain Prep Southwest Roots Elementary Sabin World School Schmitt Stedman Stephen Knight Center for Early Education Swansea Teller Traylor Academy Trevista at Horace Mann Valdez Valverde</p>

<h2>MyTeachingStrategies™ Support</h2>		<h2>East Region</h2>
		<p>Name : Darzelle Efferson Email : darzelle_efferson@dpsk12.org Telephone : (720) 423-3314</p>
<p>Academy 360 Archuleta Asbury Ashley Bradley International School Bromwell Carson Creativity Challenge Community (C3) DCIS at Ford Denver Green School Denver Language School Ellis Green Valley Escalante-Biggs Academy Farrell B. Howell Florida Pitt Waller Green Valley Hallett Fundamental Academy Harrington Academy</p>	<p>Highline Academy Northeast Highline Academy Southeast Holm Insipre Elementary School Isabella Bird Community School Joe Shoemaker School Lowry Marie L. Greenwood Academy Marrama Maxwell McGlone McKinley-Thatcher McMeen Monarch Montessori of Denver Montclair School of Academics & Enrichment Oakland Odyssey School of Denver Omar D. Blair Place Bridge Academy</p>	<p>Rocky Mountain School of Expeditionary Learning Samuels Sandra Todd-Williams Academy Slavens Smith Renaissance School Southmoor Steck Steele Swigert International School The Odesse University University Preparatory School Westerly Creek Whittier William (Bill) Roberts Willow Elementary Wyatt Academy Charter</p>

Useful Links

Rules Regulating Child Care Centers

https://dcfs.my.salesforce.com/sfc/p/#410000012srR/a/41000000Cg4h/Yz0MXFeo6c6IeuCcu9IZH24_bvIHdxTNbMI43gNOIIs

General Rules for Child Care Facilities

<https://dcfs.my.salesforce.com/sfc/p/#410000012srR/a/41000000Cg4c/as0AfqSzVlxFquEBMi5bgD0Uku6wRWvqK3ywa8ZcjMA>

Rules & Regulations Governing Health & Sanitation of Child Care Facilities

https://www.colorado.gov/pacific/sites/default/files/DEHS_ChildCare_6CCR1010-7_DistribCopy_Jan2016.pdf

Infectious Diseases in Child Care and School Settings

<https://drive.google.com/file/d/12NZoSBRjN5s4rFCNKaCu2RCzELeUT5nC/view>



SECTION 6: TO PRINT FOR TEACHER, PARAPROFESSIONAL, AND CLASSROOM USE



Required Documentation for Teacher Files

Licensing Required Documentation Checklist for Teachers and Paraprofessionals

This section contains forms and descriptions of documentation ECE teachers and paras are required to complete and keep in a confidential licensing file in the classroom available for state licensing inspectors. *This file may be printed or in electronic format, but needs to be easily and readily available upon licensing request.*

Date this form was completed: _____ PDIS Registration or Update done by September 16, 2019
 YES NO
 Name _____ Current School _____
 Room Number _____
 Position (check one) Teacher Paraprofessional Date of Hire _____

MONTH/YEAR CLASS TAKEN:	MONTH/YEAR OF EXPIRATION:	FILE CHECK:
CPR/AED Class _____	Expiration Date _____	On file <u>and</u> I have a copy _____
First Aid Class _____	Expiration Date _____	On file <u>and</u> I have a copy _____
Standard Precautions Class _____	Expiration Date _____	On file <u>and</u> I have a copy _____
Medication Administration Class _____	Expiration Date _____	On file <u>and</u> I have a copy _____

DOCUMENTATION IN PERSONAL LICENSING FILE

	DATE FILED
CBI Fingerprint Response <i>(emailed from Early Ed. Dept.)</i>	_____
FBI Fingerprint Response <i>(emailed from Early Ed. Dept.)</i>	_____
TRAILS Child Abuse/Neglect Response <i>(emailed from Early Ed. Dept.)</i>	_____
Physicians Statement of Good Health/Immunization Record	_____
Signed & Initialed <i>Child Abuse Reporting</i> Memo	_____
Certificate Documenting <i>Child Abuse Prevention & Reporting</i> Training	_____
*Certificate Documenting <i>FEMA Disaster Prep. & Emergency Response</i> Training	_____
Signed Form Documenting <i>Building & Premises/Hazardous Mat.</i> Training	_____
Signed <i>Emergency Information & Statements</i> Form	_____
Signed <i>CDHS Child Care Licensing Code of Conduct</i>	_____
Verification of Qualifications (College Transcripts and/or printed PDIS certificate)	_____
Certificate Documenting <i>Medication Administration Training & Delegation</i>	_____
Certification of <i>Emergency Medication Training & Delegation</i>	_____
Letter(s) of Experience from Principal or Supervisor	_____
PDIS Credential level <i>(DPS requirement)</i>	_____

ANNUAL TRAINING HOURS

(15 hours each year; does not include CPR/AED, First Aid or Standard Precautions training)

Class Description	Date of Class	Hours Attended	Certificate on File

**If the FEMA training certificate does not include the hours of the on-line class, licensing will accept a time written on it (between 1 and 3 hours).*



Physician's Statement of Good Health

Date of Physical Exam _____

Patient _____

School _____
NAME POSITION

Health Facility _____
NAME PHONE NUMBER

Address _____
STREET CITY STATE ZIP

Does this patient have any physical condition which would pose a significant risk to the health or safety of others?

YES NO

If YES, please specify:

Next physical exam is due: _____ (A date *MUST BE* entered!)

I hereby certify that the above-named employee is current for all immunizations currently recommended for adults and that he/she is in good mental, physical and emotional health appropriate for the position for which they have been hired.

Health Care Provider's Signature _____ Date _____

FOR HEAD START STAFF ONLY:

Tuberculin Test Screening (Required every 5 years):

Date Test Done: _____

Results: _____

Date Test Read: _____



Child Abuse Reporting

_____(Initial) Under the “Child Protection Act of 1987” (C.R.C. 19-3-301) in the Colorado Children’s Code, child care center workers are required to report suspected child abuse or neglect. The law at 19-3-304 states that if a child care worker has “reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect shall immediately report or cause a report to be made of such fact to the county department or local law enforcement agency.”

_____(Initial) “Abuse” or “child abuse or neglect” means an act or omission in one of the following categories which threatens the health or welfare of a child: skin bruising, tissue swelling, or death; any case in which a child is subjected to sexual assault or molestation, sexual exploitation, or prostitution; any case in which a child is in need of services because the child’s parents, legal guardian, or custodian fails to take the same actions to provide adequate food, clothing, shelter, medical care, or supervision that a prudent parent would take.

_____(Initial) If at any time a staff member reasonably suspects child abuse, it is the responsibility of that staff member to report or to cause a report to be made of this suspicion to the local county department of social or human services at **720-944-3000** or the police department. It is not the staff’s role to investigate suspected abuse, only to report it. Persons who make a good faith report are immune from civil and criminal liability. Additionally, the law provides for the protection of the identity of the reporting party.

_____(Initial) A child care worker who fails to report suspected child abuse or neglect commits a class 3 misdemeanor and will be punished as provided in section 18-1-106, C.R.S. The staff person could also be liable for damages “proximately caused thereby.”

I have read and understood the above requirement concerning my responsibility regarding child abuse reporting.

Signature

Date

All cases of Child Abuse or Neglect must be immediately reported. In doubtful cases, a mandated reporter may confer with a Director or supervisor to see if they have “reasonable cause to know or suspect” that child abuse or neglect has occurred. Ultimately, however, the mandated reporter has personal responsibility for making the report, and the mandated reporter cannot avoid that responsibility by asking a supervisor or employee to determine whether the report should be made. The law provides that, if a person does not make a required report, the person may be prosecuted for a class 3 misdemeanor and may be liable for any damages proximately caused by the failure to report. 19-3-304 (a) and (b), C.R.S. (2005).

Facility Name: _____ License # _____



Building and Premises / Hazardous Materials Training

SCHOOL:

NAME Print:

TRAINER (FM) Print name:

NAME Signature:

TRAINER Signature:

↓ Initial in first column when observed or read for future reference.	Comments
PLAYGROUND SAFETY	
Proper playground surfacing materials are in good shape; no tripping hazards noted	
Playground equipment has no sharp edges, protruding screws or bolts	
No low or broken hanging tree branches; report immediately if found	
Playground shrubs and bushes are not taller than the children; report if trimming needed	
No toxic plants; remove if they appear	
Playground is free of graffiti; report as necessary	
Neither animal feces nor wild animals are present; report as necessary	
No trash cans or other containers have sharp edges	
WATER SAFETY	
No standing water containing mosquitos or bugs; report as necessary	
Report slippery conditions such as wet, snowy or icy surfaces as soon as possible	
No wet floors or spills; report immediately for assistance	
Hot water in classrooms is between 90 and 120 degrees; report if necessary	
DOORS	
All doors have adjustable closers and should never slam shut; report if broken	
Cabinet doors are locked and secured	
Closet and store room doors are locked and secured	
No exterior doors are propped open	
ELECTRICAL HAZARDS	
Outlets in classrooms, halls, lunchroom, anywhere ECE students go, have protective covers	
Electrical cords are safely secured and bundled	
PARKING LOT / TRAFFIC SAFETY	
Know the traffic flow around the school building and in the school parking lot(s)	
Are cones and/or caution tape are used to control traffic? Where?	
There is no child access from playground to parking lot or street; gates are closed	
BIO - HAZARDS	
Know the location of hazardous materials collection bin	
Know procedures for the disposal of bodily fluids and/or medical waste	

Notes:

Emergency Information and Statements

Employee Name: _____

Date of Birth: _____ Phone Number: _____

Employee Address: _____

Date of Hire: _____ Position/Classroom: _____

#1 Emergency Contact Name: _____ Relationship: _____

Emergency Contact Address: _____

Emergency Contact Phone Number: _____

#2 Emergency Contact Name: _____ Relationship: _____

Emergency Contact Address: _____

Emergency Contact Phone Number: _____

PERJURY STATEMENT:

“Any applicant who knowingly or willfully makes a false statement of any material fact or thing in the application is guilty of perjury in the second degree as defined in section 18-8-503, C.R.S., and upon conviction thereof, shall be punished accordingly.”

Employee Signature

Date

IMMUNIZATION STATEMENT:

To the best of my knowledge, I am fully immunized.

Employee Signature

Date

POLICY STATEMENT:

I have read and understand the policies and procedures for this facility.

Employee Signature

Date

EMERGENCY TRAINING:

I verify that I have been trained in emergency procedures for this facility.

Employee Signature

Date

LICENSING RULES AND REGULATIONS:

I have read, been instructed in, and am familiar with the Rules Regulating Child Care Centers, General Rules for Child Care Facilities and Rules and Regulations Governing the Health and Sanitation of Child Care Facilities.

Employee Signature

Date



CDHS Child Care Licensing Code of Conduct

CODE OF CONDUCT

- All personnel must demonstrate knowledgeable decision-making, judgment, and concern for the proper care and well-being of children.
- Staff, substitutes, or volunteers must not consume or be under the influence of any substance that impairs their ability to care for children.
- Illegal drugs, drug paraphernalia, marijuana and marijuana infused products, and alcohol must never be present on the premises of the center during operating hours.
- When caring for children, staff must refrain from personal use of electronics including, but not limited to, cell phones and portable electronic devices.

1. *Read the Code of Conduct rules above.*
2. *Sign and date below acknowledging that you have read, received, understand and have a copy of this signed page.*
3. *Keep this page in your classroom file with your other personal licensing information.*

Teacher or paraprofessional signature

Date



Letter of Experience from Principal or Supervisor

Letter must contain:

Employee’s name, center’s address, phone number, license number, employee’s start and end date (month/day/year) and the total number of hours worked with children; hours worked with infants and toddlers must be documented separately from hours worked with other age groups; letter must be signed by a director, owner or human resources agent of the center or governing body. A teacher or para who has worked at more than one school would need a similar letter from the principal or supervisor for each situation.

If the employee worked out of the state or out of the country, as a nanny, or in an unlicensed child care home, he or she may not have a Child Care License number. In these cases, provide as much detail about the previous work as possible using the above listed content.

Within 30 days of the last day of employment, an ECE staff member must be provided with a current letter verifying their experience at the center and containing this same information.

School Name, Address **(use DPS Letterhead)**

Phone Number: _____

State Permanent Child Care License #: _____

Employee’s Name: _____

Employee’s Start Date in Classroom: _____ (M/D/Y)

Employee’s End Date in Classroom: _____ (M/D/Y)

Total number of hours worked with children: _____ (total days worked X daily hours; accounts for sick days and vacation days)

Signature of Director/Principal: _____

Date: _____

Licensing Required Documentation Checklist

This section contains the information and forms ECE classrooms must post, maintain or reference to be in compliance with state licensing requirements.

Post the following:

- _____ Current State of Colorado Permanent Child Care License
*One classroom MUST POST the original license, **no copies** can be posted (original mailed only when needed; new date stickers mailed annually from Early Education Dept.)*
- _____ Current City & County of Denver Business-Professional License *(mailed from Early Education Dept.)*
- _____ Daily Parent/Guardian Sign-in/out Sheets
- _____ Reports of Inspection
- _____ Emergency (Phone) Numbers (posted near classroom telephone)
- _____ Licensing Capacity notice
- _____ Immunization Notification
- _____ To File a Complaint
- _____ Parents and Visitor Welcome Policy

Maintain the following:

- _____ ECE Classroom Safety Checklist-DAILY-REQUIRED
- _____ ECE Classroom Licensing Checklist-DAILY-Optional-Highly Recommended
- _____ Current Licensing Report of Inspection (ROI) and responses *(scan to your Early Education Partner)*
- _____ Radon Test Certificate for school *(mailed from Early Education Dept. August 2016 to ALL sites)*
- _____ Visitors Sign-in sheet
- _____ Health Consultant Log *(completed monthly throughout school year)*
- _____ Fire Drill Log *(completed monthly throughout school year)*
- _____ Tornado Drill Log *(completed March, April, May, August, September & October)*
- _____ Shelter-In-Place Drill Log *(completed once per quarter, 3 times per school year)*
- _____ Lockdown Drill Log *(completed once per quarter, 3 times per school year)*
- _____ Active Shooter on Premises Drill Log *(completed once per quarter, 3 times per school year)*
- _____ Copy of School Nurse's License or DORA Verification
- _____ Illness Surveillance Log
- _____ Monthly Medication Log (if required)
- _____ Student Special Diet/Allergy/Health Care Plan discretely posted (e.g. labeled file folder attached to wall)

Reference the following:

- _____ Licensing Policies & Procedures A-Z
- _____ Common Licensing Violations List
- _____ How to Respond to a Licensing Inspection Violation

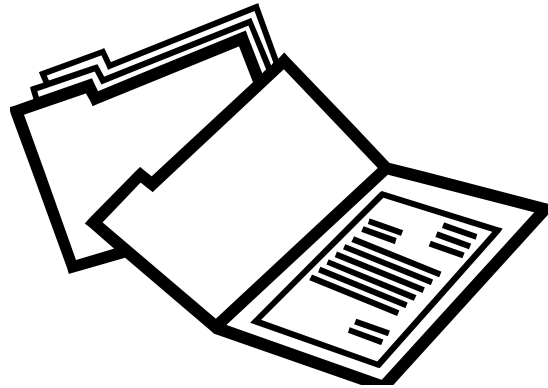


Documents to Print and Post in the Classroom

Reports of Inspection

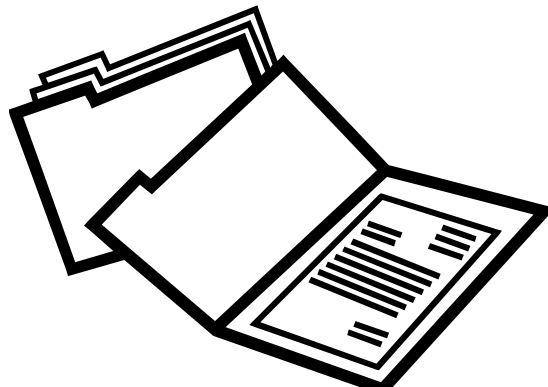
Available upon request for review are the following Reports of Inspection:

- **Fire Department**
- **Health Department**
- **Human Services**



Los siguientes Informes de Inspección están disponibles a petición de los interesados:

- **Cuerpo de Bomberos**
- **Ministerio de Salud**
- **Servicios Humanos**



Emergency Numbers

EMERGENCY - 911

Local Police: (720) 913-2000

Local Fire: (720) 913-2400

Nearest Hospital/Phone Number:

Poison Control Metro Area: (303) 739-1123

Outside Metro Denver: (800) 332-3073

Health Department: 311 or (720) 913-1311

Emergency Substitute Phone Number:

County Social Services: (720) 944-3666

Child Care Licensing Metro Area: (303) 866-5958

Outside Metro Denver: (800) 799-5876

Licensing Supervisor Phone Number: (720) 865-2892

Family Support Line Metro Area: (303) 695-7996

Outside Metro Denver: (877) 695-7996

Medication Administration Nurse Hotline Metro Area: (303) 739-1125

Outside Metro Area: (800) 513-0215

Abuse and Neglect Hotline: 1-844-264-5437

Licensing Capacity Notice

***The licensing capacity of this classroom is
20 children.***

**State Regulations for adult/child ratios are
1 adult for every 10 children
mixed age group 2-1/2 years to 6 years.**

**Our classroom adult/child ratios are
1 adult for every _____ children
mixed age group 2-1/2 years to 6 years.**



***La capacidad autorizada de este salón de clase
es de 20 niños.***

**Reglamentos del Estado par las proporciones de adulto/niño son:
1 adulto por cada 10 niños
edades de 2-1/2-6 años**

**Nuestras proporciones de adulto/niño del salón de clase son:
1 adulto por cada _____ niños
edades de 2-1/2-6 años**

Immunization Notification

IMMUNIZATION NOTIFICATION

Denver Public Schools accepts children that may not be fully immunized.

AVISO DE VACUNACIÓN

Las Escuelas Públicas de Denver aceptan niños que pueden no tener las vacunas completas.

To file a complaint about this State Licensed Program

The Colorado Dept. of Human Services Division of Child Care
1575 Sherman St.
Denver, Colorado 80203-1714
311 or 303-866-5958

To file a report about suspected child abuse contact:

The Colorado Dept. of Human Services – Abuse Hotline
1-844-CO-4-Kids (1-844-264-5437)

Para entablar una querrela sobre este Programa con Licencia del Estado:

El Departamento de Servicios Humanos, División de Cuidado Infantil de Colorado
1575 Sherman St.
Denver, Colorado 80203-1714
tel. 311 o 303-866-5958

Para poner una denuncia sobre la sospecha de abuso infantil, contactar:

El Departamento de Servicios Humanos de Colorado-Línea Directa de Abuso
1-844-CO-4-Kids (1-844-264-5437)

Parents and Visitor Welcome Policy

**Parents and visitors are welcome in this
Early Childhood Education classroom.**



Please fill out our Visitors Sign-In Sheet.

***If you are a visitor unknown to us, we will need to see at least
one piece of identification.***

Thank you!

**Padres y visitantes son bienvenidos en este salón de clases de
Educación de la Primera Infancia.**

Vengan a unírse nos



**Por favor, llenen nuestra Hoja de Firmar de Entrada de los
Visitantes.**

***Si es un visitante al que no conocemos, necesitaremos ver por lo
menos una pieza de identificación.***

¡Muchas gracias!

Early Education Emergency Response Policy

Denver Public Schools (DPS) Early Childhood Education (ECE) classrooms follow Board Policy KDE, *Crisis Management*, covering Emergency Response and Crisis Management (ERCM).

This Board Policy directs schools to conduct fire drills on a monthly basis and to “practice other types of drills as directed by the ERCM program.” In addition, “Site Administrators and school staff shall take every opportunity to inform parents of emergency response procedures.”

EVACUATION PROCEDURES

- A Directed Evacuation is a non-fire evacuation directed by the Site Administrator. The fire alarm is NOT activated, as it will lock out the elevators.
- Fire Exit Evacuation is activated by the fire alarm
- In an Off-Site Evacuation all students and staff are directed away from the school to an evacuation location by emergency personnel.
- All school personnel must be notified

Action

1. Follow the Site Administrator’s directive announcement or fire alarm signal.
2. The assigned adult(s) will accompany any individuals with disabilities needing assistance to the closest safe Evacuation Staging Area. If necessary, medications, adaptive equipment, and special food will be brought as well.
3. Teachers take an updated attendance roster.
4. Leave the building immediately in a calm, orderly manner, using only the exit routes indicated or the directions given by the Site Administrator.
5. Ensure students quietly exit the building.
6. Direct students to the predetermined Outside Assembly Locations a minimum of 100 feet from the building.
7. Account for all students by taking attendance. Report all missing or additional individuals to the Site Administrator.
8. Re-enter building ONLY when an “All Clear” announcement has been made.
9. If it is necessary to leave school grounds, students and staff will go by bus to the designated off-site evacuation locations.
10. Students will be released to parents or guardians who are listed on the emergency card and have proper ID.

LOCKDOWN/LOCKOUT AND SHELTER-IN-PLACE PROCEDURES

- Lockdown: School business and classroom activities cease; everyone is down, quiet, and out of sight.
- Lockout: School activities may continue as normal with students securely moving within the school.
- Shelter-in Place: Move everyone from rooms on the perimeter to designated safer locations, such as hallways or basements.

Action

Lockdown/Lockout

1. Follow the Site Administrator’s directive announcement.
 - For Lockdown, cease all activities, lock classroom doors, get students and staff down, quiet, and out of sight
 - For Lockout, bring students into the building. Students, staff, and visitors are allowed to move within the building.
2. Do not pull blinds or shut shades.

3. Exterior doors will be locked and no one is allowed in or out of the building.

Shelter-in-Place

1. The Site Administrator directs students and staff to Shelter-in-Place
2. Students and staff move away from rooms on the perimeter of the building, glass-walled rooms, or rooms with skylights and go to designated Inside Safe Assembly Locations.
3. Teachers take an updated attendance roster.
4. Make sure the classroom door is closed after the last person has left the room.
5. Make sure all students are out of bathrooms.
6. Direct students to take the protective kneeling position if indicated.

Communication

The Site Administrator may consider using announcements, telephone, or email to communicate with classrooms as a Lockdown/Lockout or Shelter-in-Place situation indicates.

Reuniting Students and Parents

Release students to parents by following the school’s student-parent reunification plan.

In an Emergency When you hear it. Do it.



Lockout! Secure the Perimeter.	
Students Return inside Business as usual	Teachers Bring students into the building Increase situational awareness Take roll Business as usual
Lockdown! Locks, Lights, Out of Sight.	
Students Move away from sight Maintain silence	Teachers Lock classroom door Turn out the lights Move away from sight Maintain silence Wait for responder to open door Take roll
Evacuate! (Directions to Follow.)	
Students Leave your stuff behind Form a line Hand in hand	Teachers Lead evacuation to location Take roll Notify if missing, extra or injured students
Shelter! (Directions to Follow.)	
Students Shelter types: 1. For tornado 2. For bomb 3. For hazard Shelter methods: 1. Drop, cover and hold 2. Aird seal 3. In silence	Teachers Shelter type Shelter method Take roll

Call 911 and DPS Safety and Security Dispatch at 720-423-3911 or Ext. 33911

© Copyright 2006, All Rights Reserved. The "1 Lock-1 Drop" Foundation, Watley, CO. More info at <http://1lock1drop.org>. The Standard Response Protocol and Logo are Trademarks of The "1 Lock-1 Drop" Foundation and may be registered in certain jurisdictions.

REPORTING COMMUNICABLE ILLNESS TO THE HEALTH DEPARTMENT

A link to the INFECTIOUS DISEASES IN CHILD CARE AND SCHOOL SETTINGS, Guidelines for Child Care Providers, is included in the Table of Contents in the ECE Handbook, accessible to all ECE teachers.



ECE Classroom Safety Checklist: Daily Required

School	Room#	Week of	Teacher (Print Name)
Para 1 (Print Name)	Para 2 (Print Name)		Para 3 (Print Name)

Action: <i>designated responsible staff member must initial</i> DAILY for accountability	Monday	Tuesday	Wednesday	Thursday	Friday
Classroom is staffed to maintain ratio for the day; notify appropriate person to receive IMMEDIATE COVERAGE if out of compliance due to staff absence.					
Classroom staff know how many and who is in attendance with regular head counts throughout the day especially at transition times.					
All products labeled "Keep Out of Reach of Children" and other hazardous objects (plastic bags) are in locked cabinets, closets, or drawers.					
Electric cords secured; window-covering cords are out of children's reach; electric outlets covered; trip hazards are removed or repaired.					
Playground gates are locked (truck gates) and pedestrian gates secured immediately when children are on playground. <i>Initials of designated staff member for each outdoor session.</i>	AM	AM	AM	AM	AM
	PM	PM	PM	PM	PM
Loose resilient surface (wood chips/sand) is 9" deep under all fall zones and is raked to redistribute when needed.					

This checklist is *REQUIRED* for all ECE classrooms to promote awareness and assign accountability for the rules that seriously impact child safety. It was created in response to very serious violations that have occurred in our DPS ECE classrooms. Our DPS legal team has determined this form must be part of our ECE daily rituals and routines.



ECE Classroom Licensing Checklist: DAILY-Optional/Highly Recommended

School	Room#	Week of	Teacher (Print Name)				
Para 1 (Print Name)	Para 2 (Print Name)		Para 3 (Print Name)				
Action: designated responsible staff member must initial DAILY for accountability			Monday	Tuesday	Wednesday	Thursday	Friday
Soap and disposable towels available at all sinks (no hand sanitizer)							
Children and staff wash hands at appropriate times.							
Rest mats are at least 2 feet apart (3 feet for ECERS).							
Trash is covered if containing food or diapers.							
Sanitizing solution is prepared or tested daily: chlorine test strip should read between 50-220 ppm.							
Classroom has an empty spray bottle labeled for disinfectant available for licensing inspection. If disinfecting solution is used, see ECE Handbook for directions; must be prepared or tested daily.							
The water table is emptied after use by each group of children or at least once daily.							
Complete first aid fanny pack is worn by staff outside and on field trips; must be out of reach of children when stored.							
Playground is free of trash, animal waste, and any other safety issues.							
Sandbox is covered when not in use.							
Children have access to water at all times of the day including recess.							
Children are <i>ACTIVELY SUPERVISED</i> when outside.							

ECE Classroom Licensing Checklist - WEEKLY-Optional/Recommended

Action: designated responsible staff member must initial WEEKLY for accountability	DATE	DATE	DATE	DATE	DATE	DATE
Cover all unused electrical plugs in halls, gym, cafeteria and rooms ECE children visit or travel through incl. power strips						
Water temperature in sinks used for handwashing is between 90-120 degrees Fahrenheit.						
Classroom refrigerator temperature is below 40° F.						
Emergency phone numbers are posted by classroom phone.						
Toys are sanitized weekly.						
If used in water table, discard organic materials weekly.						
Soap or other cleaning products are used to clean soiled hard surfaces, NOT sanitizer.						
All edible consumables, including pet food, are in closed plastic or metal containers stored at least 6" above the floor.						
Cleaning supplies are stored separately from edible consumables and pet food and are inaccessible to children.						
Children are NOT ALLOWED on any equipment 6' or higher.						
The classroom has a working flashlight.						
A separate sink is used for hand washing after toileting that is NOT used for any cooking activity.						



Waivers



COLORADO
Office of Early Childhood
Division of Early Care & Learning

Child Care Licensing Administration

Maddie Henninger

November 02, 2017

1860 Lincoln St Fl 9
Denver, Co 80203

AGENCY DECISION - License

Dear Ms Henninger:

Based on the information you provided, your request to exceed maximum group size for 45 minutes each day, during "specials" classes is conditionally approved until January 1, 2023. Paraprofessionals and specials teachers must maintain appropriate supervision and ratios as described in your request. This approval is for this situation only and cannot be transferred to any other situation. However, should there be any complaints, accidents or injuries as a result of this approval, the approval will be rescinded immediately and this waiver will be null and void. This waiver may also be considered null and void immediately at any time the facility is found to be out of ratio, children are left unsupervised, or the facility fails to submit reports as required to the Department. In addition, it is our expectation that you are in compliance with all applicable licensing rules and regulations pertaining to Child Care Center.

Therefore, it is the decision of the State Department of Human Services that your request for waiver is as stated above. If you feel aggrieved by this decision, you have the right to a formal hearing pursuant to Section 24-4-105. C.R.S. If you desire such a hearing, you must petition this office, in writing, within thirty business days of the date of this letter.

If your appeal is approved, you must operate in compliance with local zoning requirements of the city, community, or county in which the facility is located, and any change in your program that impacts the terms under which it was approved will require the submission of another request. If you have any questions, please contact your licensing specialist.

Sincerely,

Karen Sparacino, Licensing Supervisor

cc: Caitlin Dunbar

Rule 7.701.13 E - Written decisions of the appeal panel must be posted beside the child care license.





STATE OF COLORADO



Colorado Department of Human Services

people who help people

OFFICE OF EARLY CHILDHOOD
Mary Anne Snyder, Director

DIVISION OF EARLY CARE AND LEARNING

David A. Collins, Director
1575 Sherman Street, 1st Floor
Denver, Colorado 80203
Phone (303) 895-6948
FAX (303) 898-4453

<http://www.cdhs.state.co.us/childcare/>



John W. Hickenlooper
Governor

Reggie Bicha
Executive Director

December 05, 2013

Maddie Henninger
Dps Ece Cheltenham Elementary School
1330 Fox St
Denver, Co 80204

RE: AGENCY DECISION - License # 85098 - PRS

Dear Ms Henninger:

Based on the information you provided, your request to allow: 1. Not having a director qualified staff person at each site. 2. Paraprofessionals acting as Assistant Early Childhood Teachers. 3. Exceeding maximum group size for 45 minutes during lunch and 45 minutes for planning time by use of "specials" classes, are conditionally approved until 1/1/2018. This approval is for these situations only and cannot be transferred to any other situation. However, should there be any complaints, accidents or injuries as a result of this situation, this approval will be rescinded immediately and the appeal will be null and void. In addition, it is our expectation that you are in compliance with all applicable licensing rules and regulations pertaining to Preschool.

Therefore, it is the decision of the State Department of Human Services that your request for waiver is as stated above. If you feel aggrieved by this decision, you have the right to a formal hearing pursuant to Section 24-4-105, C.R.S. If you desire such a hearing, you must petition this office, in writing, within thirty business days of the date of this letter.

If your appeal is approved, you must operate in compliance with local zoning requirements of the city, community, or county in which the facility is located, and any change in your program that impacts the terms under which it was approved will require the submission of another request. If you have any questions, please contact your licensing specialist.

Sincerely,

Kathi Wagoner, Licensing Supervisor
Division of Early Care and Learning

cc: Nicole Hogg

Rule 7.701.13 E - Written decisions of the appeal panel must be posted beside the child care license.



Templates

Daily Parent/Guardian Sign-in/out Sheets

The ECE student sign-in/out form is required for all ECE classrooms. The pages can be printed in English or Spanish at:

- English: <https://docs.google.com/spreadsheets/d/14OZqUZEUwiRTpnp97AwZY0ylbSmi3FeQv-3YLyFPuIQ/copy>
- Spanish: <https://docs.google.com/spreadsheets/d/1jVvg6XgtUdl3awc0wZitv8g2iHmTf9m3TZuKTFkkRoY/copy>
- The form, in English and Spanish, contains all the information required on a sign in/out sheet.
- It must include for each child:
 - the date,
 - the child's name,
 - the time when the child arrived at and left the center,
 - the parent or guardian's signature or other identifier
- It is legal size and has an added column where the designated staff member who witnesses the FULL parent signature MUST initial at sign-in and sign-out every day.
- For an example of acceptable signatures, see below.
- A legal document required by State Child Care Licensing, for security purposes this form must be maintained daily by the center. Records are kept for three (3) years.
- Blank spaces, initials, quotation marks and/or unreadable time numbers on the sign-in/out sheets are not acceptable.

Sign-in/out sheets are date-continuous. It is not necessary to start a new sheet on the first of the month.

The key to meeting licensing requirements is to:

- provide parents with clearly printed sign-in/out sheets
- explain the importance of times and full signatures
- follow up in a timely manner on any necessary corrections

It is a significant licensing violation to have students in the classroom who are not signed in!

WHAT IS A FULL SIGNATURE?

NO = H. Potter

NO = Harry

NO = Harry P.

NO = Potter

NO = H.P.

NO =

8:00	Harry
3:30	Potter

YES = Harry Potter (Printed)

YES = Harry Potter (Cursive)

YES = ~~Harry Potter~~ (Unreadable scribble)



ECE Excursion Permission Form

School Name _____

Teacher Name _____ Paraprofessional Name _____

We will be taking a field trip on _____ to _____.

Date Location

- If you give your permission for your child to attend, check here:
- If you DO NOT give your permission for your child to attend, check here:
- If you would like to accompany the class on this upcoming trip, please check here:

Please sign, date this form, and return it no later than _____.

Date

Thank you!

Parent/Guardian Signature Date Signed

ECE Excursion Permission Form

School Name _____

Teacher Name _____ Paraprofessional Name _____

We will be taking a field trip on _____ to _____.

Date Location

- If you give your permission for your child to attend, check here:
- If you DO NOT give your permission for your child to attend, check here:
- If you would like to accompany the class on this upcoming trip, please check here:

Please sign, date this form, and return it no later than _____.

Date

Thank you!

Parent/Guardian Signature Date Signed



Visitors Sign-in Sheet

SCHOOL _____

TEACHER _____

At least one (1) piece of identification must be inspected for visitors who are unknown to ECE staff.

VISITOR'S NAME	DATE	ADDRESS	PHONE	PURPOSE OF VISIT



Hoja de Firmar Para Los Visitantes

ESCUELA _____

MAESTRO _____

Por lo menos una (1) pieza de identificación debe inspeccionarse de los visitantes que el personal de Educación de la Primera Infancia o ECE no conoce.

NOMBRE DEL VISITANTE	FECHA	DOMICILIO	TELÉFONO	PROPÓSITO DE LA VISITA



Child Care Health Consultant Log

ALL ECE CLASSROOMS, FULL OR HALF-DAY: Record on this form the date and content of your monthly consultation with your school nurse (licensed and registered in Colorado). It must include information from one or more of the following topics: training, special health procedures, health care, hygiene, disease prevention, equipment safety, nutrition, interaction between children and adult caregivers and normal growth and development.

Date	Content	Consultant Signature



Sample Toilet Training Plan

Student _____ Start Date _____

Team Members

Objectives

Materials

- | | | |
|-------------------------------------|---|--|
| <input type="checkbox"/> Timer | <input type="checkbox"/> Favorite Toy or Object | <input type="checkbox"/> Extra underwear |
| <input type="checkbox"/> Audio Tape | <input type="checkbox"/> Potty Chair | <input type="checkbox"/> Extra clothing |
| <input type="checkbox"/> Foot Stool | <input type="checkbox"/> Adapted Toilet Seat | <input type="checkbox"/> Pull-Ups |

Toilet Training Schedule

Reinforcers

Reinforcement Schedule

Procedure

Adapted for DPS Early Education Department from Cynthia Rose and Nancy Greenbaum



Monthly Medication Log

Student Name:
Medication:
Dosage:
Route:
Time to be given:
Special Instructions:

	Date:	Time:	Initials:	Note if medication was not given and reason:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

	Date:	Time:	Initials:	Note if medication was not given and reason:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

	Date:	Time:	Initials:	Note if medication was not given and reason:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

	Date:	Time:	Initials:	Note if medication was not given and reason:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

	Date:	Time:	Initials:	Note if medication was not given and reason:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Name & Initials of individual giving the medication:
Name & Initials of individual giving the medication:



Dedicated to protecting and improving the health and environment of the people of Colorado

ILLNESS SURVEILLANCE FORM

Child Care Facility Name: _____ Contact Person: _____ Phone #: _____

NAME	AGE	CLASS/ GROUP	ONSET DATE/TIME	SYMPTOMS*	SYMPTOM DURATION (HOURS)	TREATMENT/ACTION†	DATE & TIME RETURNED TO GROUP CARE

* Symptoms: V = Vomiting, D = Diarrhea, F = Fever (provide temperature), M = Muscle Aches, R = Rash, O = Other (please list)
 † Treatment/Action: Specific treatment provided (first aide, administered medication, etc.), sent home, sent back to group care, excluded for 48 hours, isolated, hospitalized, etc.

Reviewed by Person in Charge: _____ Date: _____

Sanitizer Labels

SANITIZER FOR TABLES/TOYS

1/4 Teaspoon Bleach (8.25% hypochlorite) per Quart of Water

For Sanitizing Tables, Hard Surfaces & Toys



- Solution must be mixed or tested daily, 50-200 ppm
- Do not use instead of soap or cleaners to remove soil
- Use on surfaces commonly in contact with food and exposed skin of children and staff
- Disinfecting is a custodial responsibility unless diapering

MIX 1/4 TEASPOON BLEACH
PER QUART OF WATER

SANITIZER FOR TABLES/TOYS

1/4 Teaspoon Bleach (8.25% hypochlorite) per Quart of Water

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- Solution must be mixed or tested daily, 50-200 ppm
- Do not use instead of soap or cleaners to remove soil
- Use on surfaces commonly in contact with food and exposed skin of children and staff
- Disinfecting is a custodial responsibility unless diapering

MIX 1/4 TEASPOON BLEACH
PER QUART OF WATER

Disinfectant Labels

DISINFECTANT FOR RESTROOMS/DIAPER CHANGING/BODY FLUIDS, ETC.

See label of bleach product used for instructions!



- Use on diapering surfaces
- Solution must be prepared or tested at least once per day.
- Do not use instead of soap or cleaners intended to remove soil
- Disinfecting is a custodial responsibility in all other high hazard body fluid situations

DISINFECTANT FOR RESTROOMS/DIAPER CHANGING/BODY FLUIDS, ETC.

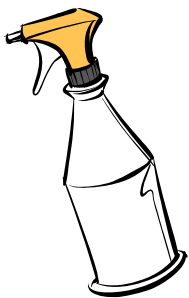
See label of bleach product used for instructions!



- Use on diapering surfaces
- Solution must be prepared or tested at least once per day.
- Do not use instead of soap or cleaners intended to remove soil
- Disinfecting is a custodial responsibility in all other high hazard body fluid situations

DISINFECTANT FOR RESTROOMS/DIAPER CHANGING/BODY FLUIDS, ETC.

See label of bleach product used for instructions!



- Use on diapering surfaces
- Solution must be prepared or tested at least once per day.
- Do not use instead of soap or cleaners intended to remove soil
- Disinfecting is a custodial responsibility in all other high hazard body fluid situations

DISINFECTANT FOR RESTROOMS/DIAPER CHANGING/BODY FLUIDS, ETC.

See label of bleach product used for instructions!



- Use on diapering surfaces
- Solution must be prepared or tested at least once per day.
- Do not use instead of soap or cleaners intended to remove soil
- Disinfecting is a custodial responsibility in all other high hazard body fluid situations

Fire Drill Log for ECE

Fire drills must be held monthly and be consistent with local fire department procedures. A record of all emergency drills held over the past 12 months, including date and time of drill, number of adults and children participating, and the amount of time taken to evacuate, must be maintained by the center.

School Name _____ Address _____

Date/Time of Drill _____
Room # _____
Time to evacuate _____
Number of Children _____
Number of Adults _____

Date/Time of Drill _____
Room # _____
Time to evacuate _____
Number of Children _____
Number of Adults _____

Date/Time of Drill _____
Room # _____
Time to evacuate _____
Number of Children _____
Number of Adults _____

Date/Time of Drill _____
Room # _____
Time to evacuate _____
Number of Children _____
Number of Adults _____

Date/Time of Drill _____
Room # _____
Time to evacuate _____
Number of Children _____
Number of Adults _____

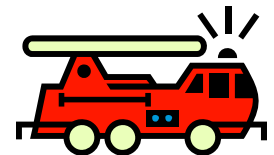
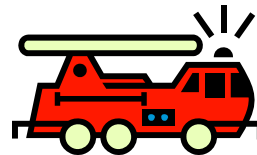
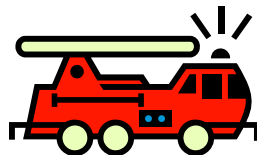
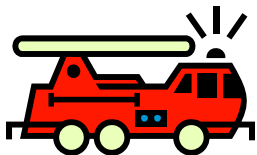
Date/Time of Drill _____
Room # _____
Time to evacuate _____
Number of Children _____
Number of Adults _____

Date/Time of Drill _____
Room # _____
Time to evacuate _____
Number of Children _____
Number of Adults _____

Date/Time of Drill _____
Room # _____
Time to evacuate _____
Number of Children _____
Number of Adults _____

Date/Time of Drill _____
Room # _____
Time to evacuate _____
Number of Children _____
Number of Adults _____

Date/Time of Drill _____
Room # _____
Time to evacuate _____
Number of Children _____
Number of Adults _____





Tornado Drill Log for ECE

Tornado drills must be held monthly from March to October. DPS/ECE will record drills in March, April, May, August, September and October. A record of all emergency drills held over the past 12 months, including date and time of drill, number of adults and children participating, and the amount of time taken to evacuate, must be maintained by the center.

School Name _____ **Address** _____

Date/Time of Drill _____
 Room # _____
 Time to evacuate _____
 Number of Children _____
 Number of Adults _____

Date/Time of Drill _____
 Room # _____
 Time to evacuate _____
 Number of Children _____
 Number of Adults _____

Date/Time of Drill _____
 Room # _____
 Time to evacuate _____
 Number of Children _____
 Number of Adults _____

Date/Time of Drill _____
 Room # _____
 Time to evacuate _____
 Number of Children _____
 Number of Adults _____

Date/Time of Drill _____
 Room # _____
 Time to evacuate _____
 Number of Children _____
 Number of Adults _____

Date/Time of Drill _____
 Room # _____
 Time to evacuate _____
 Number of Children _____
 Number of Adults _____



Shelter-in-Place Drill Log for ECE

Shelter-in-Place drill means a drill in which the occupants of a building seek shelter in the building from an external threat. For DPS/ECE, they are conducted three times each school year (quarterly) as required by the Colorado Office of Early Childhood. A record of all emergency drills held over the past 12 months, including date and time of drill, number of adults and children participating, and the amount of time taken to evacuate, must be maintained by the center.

School Name _____ Address _____

Date _____
Room # _____

Time to Shelter-in-Place _____
Number of Children _____
Number of Adults _____

Date _____
Room # _____

Time to Shelter-in-Place _____
Number of Children _____
Number of Adults _____

Date _____
Room # _____

Time to Shelter-in-Place _____
Number of Children _____
Number of Adults _____





Lockdown Drill Log for ECE

Lockdown drill means a drill in which the occupants of a building are restricted to the interior of the building and the building is secured. For DPS/ECE, they are conducted three times each school year (quarterly) as required by the Colorado Office of Early Childhood. A record of all emergency drills held over the past 12 months, including date and time of drill, number of adults and children participating, and the amount of time taken to evacuate, must be maintained by the center.

School Name _____ Address _____

Date _____
Room # _____

Time to Shelter-in-Place _____
Number of Children _____
Number of Adults _____

Date _____
Room # _____

Time to Shelter-in-Place _____
Number of Children _____
Number of Adults _____

Date _____
Room # _____

Time to Shelter-in-Place _____
Number of Children _____
Number of Adults _____





Active Shooter on Premises Drill Log for ECE

Active Shooter on Premises drill means a drill to address an individual actively engaged in killing or attempting to kill people in a confined space or other populated area. For DPS/ECE, they are conducted three times each school year (quarterly) as required by the Colorado Office of Early Childhood. A record of all emergency drills held over the past 12 months, including date and time of drill, number of adults and children participating, and the amount of time taken to evacuate, must be maintained by the center.

School Name _____ **Address** _____

Date _____
Room # _____

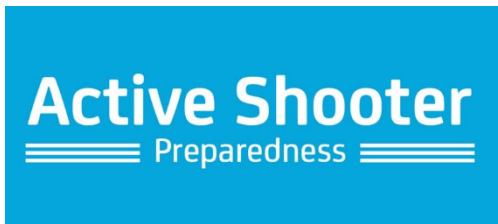
Time to Shelter-in-Place _____
Number of Children _____
Number of Adults _____

Date _____
Room # _____

Time to Shelter-in-Place _____
Number of Children _____
Number of Adults _____

Date _____
Room # _____

Time to Shelter-in-Place _____
Number of Children _____
Number of Adults _____





SECTION 7 – TO PRINT FOR PARENTS AND FAMILIES

Licensing Required Documentation Checklist for Parents/Guardians

This section contains the forms (and some explanations) parents need to complete and return to the ECE teacher at enrollment, which are filed in ECE classroom student files, as well as some that the ECE teacher gives to the parents to keep. Prior to your child attending school, **ALL** of the documents listed below **MUST** be completed and submitted.

These are the forms parents/guardians complete and return to ECE:

- Preschool Child Interest Survey (*REQUIRED for Colorado Shines*)
- DPS Early Childhood Family Survey (*REQUIRED for Colorado Shines*)
- Parent/Guardian Information and Permissions (*REQUIRED by State Child Care Licensing*)
- Child's Statement of Health Status for Enrollment (*REQUIRED BEFORE ATTENDING*)

These forms are given to parents/guardians to keep:

- Licensing Policies & Procedures
- Reporting Abuse/Making a Complaint letter
- Copy of their completed, signed, and dated Parent/Guardian Information and Permissions Form
- CDPHE Recommended Immunizations (*Optional*)
- CDPHE Colorado Health Care Provider Letter (*Optional*)
- Separation Anxiety information (*Optional*)



Preschool Child Interest Survey/Interview

1. Please identify any child care programs/settings that your child participated in last year

- Family or Friend Care
- Babysitter
- Preschool
- Play groups
- Church Group
- Head Start
- Stay at home parent
- Other _____

2. How does your child enjoy spending a typical day?

3. When your child is upset how do you calm him/her down?

4. What help does your child need with self-care skills? (Toileting, feeding, getting dressed, hand washing, etc.)
What word(s) does your child use to communicate their need to use the restroom?

5. List any holidays, family related traditions or customs your family participates in:

6. List a few book titles or authors and/or types of books your child enjoys:



7. List your child's favorite toys, games, TV shows, movies, and video games:
8. Is there anything additional you would like us to know about your child or family that will guide us in understanding your child?
9. What are your hopes and dreams for your child in our program?



Encuesta/Entrevista de Información Sobre el Niño

1. Por favor identifique cualquier programa de cuidado de niños en el que su hijo participó durante el año pasado
 - Estaba al cuidado de un familiar o amigo
 - Niñera
 - Preescolar
 - Grupos de juego
 - Grupo de la Iglesia
 - Head Start
 - Mamá/papá se quedó en casa
 - Otros programas _____

2. ¿Cómo disfruta su hijo pasar un día típico?

3. Cuando su hijo está molesto, ¿cómo lo ayuda a calmarse?

4. ¿Qué ayuda necesita su hijo con las habilidades de autocuidado? (Ir al baño, alimentarse, vestirse, lavarse las manos, etc.) ¿Qué palabra(s) usa su hijo para comunicar su necesidad de usar el baño?

5. Mencione las fiestas, tradiciones o costumbres relacionadas con la familia en que participa su familia:

6. Nombre un par de títulos de libros o autores y/o tipos de libros que le gusten a su hijo:



DPS Early Education Family Survey

During the year we will be having family meetings. The following topics are ideas that we can explore during our meetings. On a scale of 1 (I **don't** want this) to 5 (I **really** want this) rate these topics and please add any additional ideas and information.

1. Child Growth and Development: (Brain development, social and emotional development, language development, etc.)

1 2 3 4 5

(Please explain) _____

2. Preschool Learning: (Reading, writing, math, science, social studies, etc.)

1 2 3 4 5

(Please explain)

(Please explain) _____

3. School and District Services: (School choice, moving to kindergarten, English Language Acquisition, Special Education, etc.)

1 2 3 4 5

(Please explain) _____

4. Health and Safety: (nutrition, sleep, exercise, etc.)

1 2 3 4 5

(Please explain) _____

5. Social events to connect with other families: (Parties, carnivals, fundraisers, etc.)

1 2 3 4 5

(Please explain) _____



Other topics and ideas:

6. We encourage family members to share their knowledge and skills with others in our school community. How would you like to support our classroom and school? (Make phone calls to other families, wash rest sheets, teach something to other families, plan events, prepare materials at home, etc.)

7. How would you like to receive communication from our classroom? _____

Encuesta familiar del Departamento de Educación Preescolar

Durante el año vamos a tener reuniones familiares. Los siguientes temas son ideas que podemos explorar durante nuestras reuniones. En una escala de 1 (**no** tengo interés en esto) a 5 (tengo **mucho** interés en esto) evalúe estos temas y por favor añada cualquier ideas e información adicional.

1. Crecimiento y desarrollo infantil: (desarrollo del cerebro, desarrollo social y emocional, desarrollo del lenguaje, etc.)

1 2 3 4 5

(Explique) _____

2. Aprendizaje preescolar: (lectura, escritura, matemáticas, ciencias, estudios sociales, etc.)

1 2 3 4 5

(Explique) _____

3. Escuela y Servicios del Distrito: (La elección de escuela, moviéndose al kinder, Adquisición del Idioma Inglés, Educación Especial, etc.)

1 2 3 4 5

(Explique) _____

4. Salud y Seguridad: (Nutrición, dormir, ejercicio, etc.)

1 2 3 4 5

(Explique) _____

5. Eventos sociales para conectar con otras familias: (fiestas, carnavales, recaudación de fondos, etc.)

1 2 3 4 5

(Explique) _____



Otros temas e ideas: _____

6. Animamos a los miembros de la familia para compartir sus conocimientos y habilidades con otros en nuestra comunidad escolar. ¿Cómo le gustaría apoyar a nuestra clase y la escuela? (Realizar llamadas telefónicas a otras familias, lavar las sábanas de descanso, enseñar algo a otras familias, planificar eventos, preparar materiales en casa, etc.)

7. ¿Cómo le gustaría recibir la comunicación de nuestra clase? _____



Parent/Guardian Information and Permissions

Child's Full Name _____ Date of Birth _____

Child's Home Address _____ City & Zip _____

Date of Enrollment _____

Parent/Guardian Full Name _____

Home Address _____ Phone (Home) _____

City & Zip _____ Phone (Other) _____

Email Address _____ Okay to text? Yes ___ No ___

Place of Employment _____

Employment Address _____

City & Zip _____ Phone (Work) _____

Any special instructions on how to reach parent/guardian during the hours the child is at the center?

Parent/Guardian Full Name _____

Home Address _____ Phone (Home) _____

City & Zip _____ Phone (Other) _____

Email Address _____ Okay to text? Yes ___ No ___

Place of Employment _____

Employment Address _____

City & Zip _____ Phone (Work) _____

Any special instructions on how to reach parent/guardian during the hours the child is at the center?

PARENT/GUARDIAN EMERGENCY PERMISSIONS

- List the names, addresses, phone numbers and relationship to your child of adults (18 or over) to whom we may release your child during the school year. Children ***WILL ONLY*** be released to individuals designated in writing.
- In the event that a parent or guardian cannot be reached in an emergency, please provide **at least two adults** on the list below who will assume responsibility for your child in an emergency situation.
- *In an emergency* situation, your child may be released to an adult for whom you, as parent/guardian, have given verbal authorization. If this person is unknown to the classroom staff, picture identification will be required.

NAME	ADDRESS	PHONE NUMBER	RELATIONSHIP TO CHILD	CAN CONTACT BY PHONE IN EMERGENCY, IF PARENT/GUARDIAN IS NOT REACHABLE?



--	--	--	--

Child's Name _____ Child's Date of Birth _____

EMERGENCY MEDICAL AUTHORIZATION

Child's Physician	_____		
	Name	Address	Phone
Child's Dentist	_____		
	Name	Address	Phone
Hospital of Choice	_____		
	Name	Address	Phone

Please read the statements below and acknowledge that you understand them, by signing and dating below:

- In an emergency, the student will be transported to the hospital determined by the Emergency Personnel.
- If a parent/legal guardian cannot be reached and immediate medical care is needed, the school will call 911. However, Denver Public Schools **not** accept financial responsibility for care, in any case.

Parent/Guardian Signature

Date

PARENT/GUARDIAN PERMISSION TO APPLY SUNSCREEN

State licensing requires a parent/guardian to provide written authorization for applying sunscreen or another form of approved sun protection to their child's exposed skin prior to outdoor play. The center staff may apply sunscreen or, if a child is over four (4) years of age, by the child him/herself under the direct supervision of a staff member. *Special instructions for sunscreen application, or another form of sun protection, if necessary, must be given to the teacher in writing.*

PLEASE SIGN ONE OF THE FOLLOWING STATEMENTS:

• *This classroom provides sunscreen for ECE students. I agree to allow this product to be applied to my child. I understand that children who have turned 4 years old may apply sunscreen to themselves under the direct supervision of a staff member.*

Parent/Guardian Signature

Date

• *Instead of using the sunscreen provided by this classroom, I agree to provide a labeled container of sunscreen for my child, named above, to be applied prior to outdoor play. I understand that children who have turned 4 years old may apply sunscreen to themselves under the direct supervision of a staff member.*

Parent/Guardian Signature

Date



Información y Permisos de los Padres y a las Tutores

Nombre completo del niño(a) _____ Fecha de nacimiento _____

Dirección de Casa del niño(a) _____ Ciudad y código postal _____

Fecha de Inscripción _____

Nombre completo del Padre/Tutor _____

Dirección de Casa _____ Teléfono (Casa) _____

Ciudad & Código postal _____ Teléfono (Otro) _____

Correo electrónico _____ ¿Acepta textos? Si ___ No ___

Lugar de Empleo _____

Dirección de Empleo _____

Ciudad & Código postal _____ Teléfono (Empleo) _____

¿Existe alguna instrucción de cómo localizar al padre/tutor durante las horas que el niño(a) este en el centro?

Nombre completo del Padre/Tutor _____

Dirección de Casa _____ Teléfono (Casa) _____

Ciudad & Código postal _____ Teléfono (Otro) _____

Correo electrónico _____ ¿Acepta textos? Si ___ No ___

Lugar de Empleo _____

Dirección de Empleo _____

Ciudad & Código postal _____ Teléfono (Empleo) _____

¿Existe alguna instrucción de cómo localizar al padre/tutor durante las horas que el niño(a) este en el centro?

PERMISOS DEL PADRE/TUTOR EN CASO DE EMERGENCIA

- Indiqué los nombres, direcciones, números de teléfono y relación con su niño(a) de los adultos (mayores de 18) a quienes dejemos llevar su niño(a) durante el año escolar. Los niños **SOLAMENTE** se entregarán a individuos designados por escrito.
- Si no se puede localizar a los padres o tutores en caso de emergencia, por favor indique en la siguiente lista **por lo menos a dos adultos** que asumirían responsabilidad de su niño(a) en una situación de emergencia.
- *En caso de emergencia*, su niño(a) será entregado a un adulto, a quien usted, como padre/tutor, ha dado su autorización verbal. Si nuestro personal no conoce a esta persona, se requerirá que presente una identificación con fotografía.

NOMBRE	DIRECCIÓN	NÚMERO DE TELÉFONO	RELACIÓN CON EL Niño(a)	¿SE LE PUEDE LLAMAR POR TELÉFONO EN CASO DE EMERGENCIA, SI EL PADRE/TUTOR NO SE LOCALIZA?

--	--	--	--

Nombre del Niño(a) _____ Fecha de Nacimiento del Niño (a) _____

AUTORIZACIÓN DE EMERGENCIA MÉDICA

Médico del Niño(a)		
	Nombre Dirección Teléfono	
Dentista del Niño(a)		
	Nombre Dirección Teléfono	
Opción de Hospital		
	Nombre Dirección Teléfono	

Por favor lea las siguientes declaraciones y admita que las entiende, firmándolas e incluyendo la fecha:

- En caso de emergencia, el estudiante será transportado al hospital determinado por el Personal de Emergencia.
- Si no se puede localizar inmediatamente al padre/tutor y se requiere atención médica inmediata, la escuela llamará al 911. Sin embargo, las Escuelas Públicas de Denver **no** aceptan la responsabilidad financiera por las atenciones que ocurran.

Firma Del Padre/Tutor

Fecha

PERMISO DEL PADRE/TUTOR PARA APLICAR PROTECTOR SOLAR

Las licencias estatales requiere que los padres/tutores den autorización por escrito para aplicar protector solar u otra forma de protección solar aprobada a la piel de los niños expuesta al sol antes de salir al aire libre. El personal del centro aplicará el protector solar, o si el niño(a) tiene más de cuatro (4) años de edad, el niño(a) por si solo(a) se lo aplicará bajo la supervisión de un miembro del personal. Indicaciones especiales para la aplicación del protector solar, u otra forma de protección solar, si es necesario, serán entregadas al maestro(a) por escrito.

POR FAVOR FIRME UNA DE LAS SIGUIENTES DECLARACIONES:

• *Esta aula brinda protector solar a los estudiantes de educación temprana (ECE, por sus siglas en inglés). Estoy de acuerdo de que este producto se le aplique a mi niño(a). Entiendo que los niños que ya cumplieron 4 años pueden aplicarse el protector solar por si mismos bajo supervisión directa de un miembro del personal.*

Firma Del Padre/Tutor

Fecha

• *En lugar de usar el protector solar que brindan en el aula, estoy de acuerdo en brindar un bloqueador etiquetado para que se le aplique a mi niño(a), arriba mencionado, antes de salir a jugar al aire libre. Entiendo que los niños que ya cumplieron 4 años pueden aplicarse el protector solar por si mismos bajo supervisión directa de un miembro del personal.*

Firma Del Padre/Tutor

Date



Child's Statement of Health Status for Enrollment

Children in ECE must submit a signed and dated statement of the child's current health status upon admission which indicates the child's ability and/or limitations to participate in a regularly scheduled program in a group of young children. Parents may use this form, or a statement of health status with the same information as provided by their child's health provider. *This report is to be completed by a health care provider who has seen the child in the last twelve months.*

No later than 30 days after admission, this report or a written verification of a scheduled appointment with a health care provider must be given to the ECE teacher. The ECE program may refuse to admit a child if a statement from an approved health care professional is not submitted.

Child's Name _____ Gender _____ Birth Date _____

Address _____ City & Zip _____

- Date of child's most recent examination: _____ Date next visit is required: _____
- Known allergies _____
- Medications being taken and possible side effects: _____

• Prescribed routine: _____

- Past Illnesses - Check those the child has had and give approximate dates:

Chicken Pox _____	Rubeola _____	Rubella _____
Rheumatic Fever _____	Asthma _____	Hay Fever _____
Diabetes _____	Mumps _____	Epilepsy _____
Whooping Cough _____	Poliomyelitis _____	Other _____

• If tuberculin test given: Date _____ Result _____

• If chest X ray taken: Date _____ Result _____

• Date of screening for: Vision _____ Hearing _____ Dental _____ Developmental _____
 o Was child referred for further evaluation (circle one)? Yes / No

• Surgery/Accidents/Illnesses/Chronic or Handicapping Problems: _____

• Describe any physical condition requiring special attention by staff: _____

• This child is _____ is not _____ physically and/or emotionally able to participate in the DPS ECE program.
 Comments: _____

Health Provider Name _____ Phone _____

Address _____ City & Zip _____

Signature of licensed physician or licensed nurse practitioner **Date**



Declaración del Estado de Salud Del Niño Para Su Inscripción

Los niños en ECE o Educación de Primera Infancia deben entregar una declaración firmada y fechada del actual estado de salud del niño para ser admitidos al programa que indique la capacidad y/o limitaciones del niño para participar de un programa regularmente programado en un grupo de niños pequeños. Este informe debe ser completado por un médico con licencia o una enfermera profesional con licencia que ha visto al niño en los últimos doce meses.

A más tardar 30 días después de la admisión, a la maestra de ECE debe darse este informe o una verificación escrita de una cita programada con un proveedor de cuidado de salud. El programa de Educación de Primera Infancia o ECE puede rehusar admitir a un niño si no se entrega una declaración de un aprobado profesional de cuidado de salud.

Nombre del niño _____ Género _____ Fecha de nacimiento _____

Domicilio _____ Ciudad y Código Postal _____

• Fecha del más reciente examen del niño: _____ Fecha de la próxima visita se requiere: _____

• Alergias conocidas _____

• Medicinas que se están tomando y los posibles efectos secundarios: _____

• Rutina prescrita: _____

• Enfermedades pasadas – Marcar aquéllas que el niño ha tenido y dar fechas aproximadas:

Sarampión _____	Varicela _____	Rubéola _____
Fiebre reumática _____	Asma _____	Fiebre del heno _____
Diabetes _____	Paperas _____	Epilepsia _____
Tos ferina _____	Poliomielitis _____	Otra _____

• Si se da la prueba de tuberculina: Fecha _____ Resultado _____

• Si se toma la radiografía del pecho: Fecha _____ Resultado _____

• Fecha del examen preliminar de: Visión _____ Auditivo _____ Dental _____ Desarrollo _____
 o ¿Se recomendó al niño para una evaluación adicional (marque uno)? Si / no

• Cirugía/Accidentes/Enfermedades/Crónicas o de Problemas de deficiencias motoras, físicas o mentales: _____

• Describir cualquier condición física que requiere atención especial del personal: _____

• Este niño puede _____ no puede _____ físicamente y/o emocionalmente participar del programa de Educación de Primera Infancia o ECE de DPS o las Escuelas Públicas de Denver.

Comentarios: _____

Nombre del Proveedor de Salud _____ Teléfono _____

Dirección _____ Ciudad y Código Postal _____

Firma del médico con licencia o la enfermera profesional con licencia

Fecha

Licensing Policies and Procedures A-Z

A written statement of the center's policies and procedures must be made available to parents and guardians and to staff and must include the following:

- A. The center's purpose and its philosophy on child care.** Denver Public Schools Early Education Department Mission Statement: To create an integrated and comprehensive system of diverse, high quality early childhood education and care services that enhances the development of young children so they are "ready to succeed" when they enter school; to support families in their role as nurturers and first teachers; and to meet the needs and financial abilities of Denver's working parents.
- B. The ages of children accepted.** 2 years, 10 months-6 years. Children must be three (3) or four (4) years of age on or before October 1 of the year of enrollment and, for Head Start classrooms, meet the income qualification guidelines.
- C. The hours the center is open, specific hours during which special programs are offered, holidays when the center is closed.** Half-day Early Childhood Education (ECE) classes are typically 2 hours/40 minutes per day and full-day ECE classes are typically 6 hours/30 minutes per day Monday through Friday except for predetermined days for Professional Learning. Specific hours of operation are determined by the individual school. Holidays and District Planning Days are determined by the district calendar.
- D. The policy regarding inclement or excessively hot weather.** If the school administrator determines the outdoor weather to be too extreme, either due to heat, cold or other conditions, for children to participate in outdoor activities, ECE children will not go outside.
- E. Procedure concerning admission and registration of children.** Children must be three (3) or four (4) years old on or before October 1 of the year of enrollment. A legal birth certificate or other acceptable record shall be required for enrollment age verification. Payment of tuition at various levels or tuition-free status is based on family income provided at the time of application. Residents of the city and county of Denver will have priority in filling available classroom slots. Families living outside the city and county of Denver may be accepted at non-Denver resident tuition levels if space is available. Additional income requirements must be met in Head Start classrooms. ECE children register according to DPS registration and Colorado state child care licensing requirements.
- F. Itemized fee schedule.** ECE student tuition is determined by a sliding fee scale based on family size and income. Each applicant is given a copy of the fee scale at the time of application.
- G. Procedure for identifying where children are at all times.** Children are signed in and out at the start and end of each class by the parent/guardian or other person for whom written authorization has been given by the parent/guardian. Only full signatures are acceptable on the sign-in/out forms, *not initials*. Teachers do regular roll-calls and head counts at daily transition times, such as returning from the playground, lining up for a trip to the library, etc. Children are not allowed to leave the classroom or group unaccompanied at any time. Teachers are expected to use reasonable accountability procedures at all times.
- H. The center's procedure on guidance, positive instruction, supporting positive behaviors, discipline and consequences, including how the center will:**
- 1. Cultivate positive child, staff and family relationships.** ECE staff work to develop a personal relationship with each student during daily classroom interactions and with the student's family by positive and respectful communication. Opportunities include phone and in-person conferencing, classroom volunteering, extracurricular activities, and, in some cases, home visits.

2. Create and maintain a socially and emotionally respectful early learning and care environment. Positive social and emotional behaviors are taught in the ECE classroom and students are given scaffolded support to understand, practice and develop these skills.

3. Implement teaching strategies supporting positive behavior, pro-social peer interaction, and overall social and emotional competence in young children. Individual district schools use various approaches to support social/emotional competence including CLASS, No Nonsense Nurturing, Dinosaur School, and Pyramid Plus.

4. Provide individualized social and emotional intervention supports for children who need them, including methods for understanding child behavior; and developing, adopting and implementing a team-based positive behavior support plan with the intent to reduce challenging behavior and prevent suspensions and expulsions. ECE programs follow their respective school's code of conduct and Board of Education policy JK-R. DPS prioritizes guidance strategies that are rooted primarily in therapeutic interventions or restorative practices.

5. Access an early childhood mental health consultant or other specialist as needed. The DPS Division of Student Services provides school partners that can assist with helping to address significant behavior needs of ECE students. Head Start funded sites include direct consultation with Denver Health staff.

I. The procedure, including notification of parents and guardians, for handling children's illnesses, accidents and injuries. Parents are informed in writing of all illnesses, accidents and injuries on the day of occurrence unless the incident warrants immediate attention in which case appropriate procedures are initiated and the parents are contacted.

J. The procedures for responding to emergencies such as lost children, tornadoes, and fires. Staff attempts to locate a missing child, informing appropriate authorities, including police, sheriff, etc., based on location from which child is missing. After 15 minutes, emergency procedures, as defined in G, I, and any other related procedures, apply. Fire drills are held at schools monthly; shelter-in-place drills (for severe weather or tornados) are held at schools often enough for students to be familiar with the procedure but no less than once each semester.

K. The procedure for transporting children, if applicable, including transportation arrangements and parental permission for excursions and related activities. Parent/guardian permission for excursions is signed upon enrollment. Parents/guardians are notified prior to all field trips requiring transportation of children. District transportation procedures are used for field trips and in cases of scheduled transportation of children to and from school in compliance with Colorado Department of Transportation regulations.

L. The procedure governing field trips, television and video viewing and special activities, including staff responsibility for the supervision of children. Parent/guardian permission for excursions, media and internet use is required annually in Denver Public Schools and is furnished at registration. TV, recorded media, and video use is NOT encouraged in Early Childhood Education classrooms. However, if such use is believed to be relevant by an ECE teacher, school policies, as determined by the principal and Collaborative School Committee, will apply and will be limited to 30 minutes per week. Computer and tablet use in the ECE classroom is designed to support and enhance children's skills in alignment with curriculum goals but is limited to non-consecutive fifteen (15) minute increments, not to exceed 30 minutes per day.

M. The policy on children's safety related to riding in a vehicle, seating, supervision, and emergency procedures on the road. Public school transportation guidelines in compliance with Colorado Department of Transportation regulations are followed. No enrolled preschool child in Denver Public Schools may ride a district bus to and from school on a daily basis unless their parent/guardian applies for and is granted an exception by the DPS Department of Transportation.

N. The procedure for releasing children from the center only to persons for whom the center has written authorization. Parents/guardians are required to complete a *Parent/Guardian Information and Permissions* form when enrolling their ECE child that lists only those adults to whom their child may be released. Children may be released to other adults with written parent/guardian approval. At least one piece of identification must be inspected (and a copy

kept in the child's file) for individuals who are strangers to ECE staff. Per state licensing requirements, parents, guardians or others authorized in writing by parent or guardian are required to sign children in and out of the classroom daily.

O. The procedures followed when a child is picked up from the center after the center is closed or not picked up at all, and to ensure that all children are picked up before the staff leave for the day. Parents/guardians are expected to advise the school in advance if they know they are going to be late so that arrangements can be made and explanations given to the child. Children not picked up after class is over will be left with the school office staff and emergency numbers called. If a designated adult cannot be located, the school will follow district guidelines and contact the Department of Human Services.

P. The procedure for caring for children who arrive late to the center and their class/group is away from the center on a field trip or excursion. All children will be taken care of upon arrival by school personnel. A plan is in place at each school that meets the needs of their community.

Q. The procedure for storing and administering children's medicines and delegation of medication administration in compliance with Section 12-38-132, C.R.S., of the "Nurse Practice Act." In DPS, each school's procedure for storage and administration of medication as designated by the "Nurse Practice Act" is applicable to the Early Childhood classrooms. School staff trained and delegated to administer medications to ECE students will be specified in school nurse's planning book. Only those ECE classrooms trained and delegated to administer emergency or routine medications will store required medications in the classroom.

R. The procedure concerning children's personal belongings and money. A limited space is provided for each child's personal belongings. Parents/guardians are advised that children do not bring money or valuables to school. Should a child bring money or valuables or when special event purchases occur, classroom staff collects the money or valuables at the beginning of the session for safekeeping. Valuable items and cash for non-specific uses are returned at the end of the day.

S. Meals and snacks. Meals and snacks are nutritious and either determined by program requirements, or can be site-based choices.

T. Diapering and toilet training. Children enrolling in Denver Public Schools ECE will be supported in becoming independent in their toileting routine. In case an accident occurs, the staff will treat the child with care and respect. Parents will be notified. A child's need of toilet training **cannot** be the basis for denying enrollment to an Early Childhood Education student. In classrooms where diapering is required, CDHS regulations from Personal Hygiene and Space Requirements will be followed in addition to CDPHE diapering regulations.

U. Visitors to the center. Per *Denver Public Schools Policy KI*, visitors must report to the school office when entering, receiving authorization before visiting elsewhere in the building. In the ECE classroom, visitors will sign in with name, date, address, phone number and purpose of their visit. At least one piece of identification must be inspected for individuals who are unknown to ECE staff.

V. Parent and staff conferences to inform the parents or guardians of the child's behavior, progress, and social and physical needs. Conferences are held twice a year or as needed.

W. The procedure for filing a complaint about childcare (see 7.701.5, General Rules for Child Care Facilities).

Posted in each classroom:

To file a complaint about this state licensed program, contact:

The Colorado Dept. of Human Services Division of Child Care

1575 Sherman St.

Denver, Colorado 80203-1714

303-866-5958

OR by dialing 311, Denver City Information system.

X. Reporting of child abuse (see 7.701.5, General Rules for Child Care Facilities). Posted in each classroom:

To report suspicion of abuse or neglect, contact:
The Colorado Dept. of Human Services – Abuse Hotline
1200 Federal
Denver, Colorado 80204
720-944-3000

Y. Notification when childcare service is withdrawn and when parents or guardians withdraw their children from the center. In order to withdraw a child from an ECE classroom, parents/ guardians are required to inform the teacher and school office staff. Individual school procedures for withdrawal are implemented. In extreme cases, withdrawal of childcare services may occur after parents/guardians have been informed of steps necessary to maintain services and compliance has not been achieved within a specified time period.

If a child is absent: 3 consecutive days.....teacher calls the home
 5 consecutive days.....refer to social worker
 10 consecutive days..... the child may need to be dropped from the program
 and replaced with a child on the waiting list (based on Principal/CSC policy).

Z. How decisions are made and what steps are taken prior to the suspension, expulsion or request to parents or guardians to withdraw a child from care due to concerns about the child’s behavioral issues. These procedures must be consistent with the center’s policy on guidance, positive instruction, discipline and consequences, and include documentation of the steps taken to understand and respond to challenging behavior. ECE classrooms follow the respective school’s code of conduct, made available to parents/guardians, to the maximum extent possible in the preferred language of the parent/guardian, and Board of Education policy JK-R. The Office of Social Emotional Learning provides supports to help answer questions related to the Board Policy. Division of Student Services provides school partners who can assist in helping to address significant behavior needs of ECE students. Prior to any out of school suspension, principals are required to consult the appropriate district Instructional Superintendent. Expulsion for ECE students is exceedingly rare and only done through a formal request by the school principal to the Office of Social Emotional Learning. See H., above, for additional details.

Normas y Procedimientos de Licencia A-Z

Una declaración escrita de las normas y procedimientos del centro debe darse a los padres y a los tutores y al personal, y debe incluir lo siguiente:

A. El propósito del centro y su filosofía sobre la atención infantil. La Declaración de la Misión del Departamento de Educación Temprana de las Escuelas Públicas de Denver: Con el fin de crear un sistema integrado y amplio de servicios de diversa y alta calidad de educación y cuidado de la primera infancia, que mejore el desarrollo de los niños pequeños, de modo que estén “listos para tener éxito” cuando entren a la escuela; apoyar a las familias en su papel de educadores y primeros maestros; y satisfacer las necesidades y la capacidad financiera de los padres de Denver que trabajan.

B. Edad de los niños aceptados: 2 años, 10 meses – 6 años. Los niños deben tener 3 ó 4 años de edad el 1º de octubre, o antes, del año de su inscripción, y para los salones de clase de Head Start, llenar las normas para calificar según los ingresos familiares.

C. Las horas en que el centro está abierto, las horas específicas durante las cuales se ofrecen programas especiales, los feriados cuando el centro está cerrado. Las clases de medio día de Educación de la Primera Infancia (ECE) son de 2 horas y 40 minutos al día, y las clases de todo el día de ECE son de 6 horas y 30 minutos al día de lunes a viernes, con excepción de los días predeterminados para las reuniones de padres y para la Capacitación Profesional. Las horas específicas de operación las determina la escuela específica (**ver lo adjunto**). Los feriados y los días de Planificación del Distrito los determina el calendario del distrito.

D. Las normas sobre el clima inclemente o de excesivo calor. Si el administrador de la escuela determina que la temperatura afuera es extrema, ya sea debido al calor o al frío para que los niños participen en actividades al aire libre, los niños de ECE no irán afuera.

E. Procedimiento sobre admisión e inscripción de niños. Los niños deben tener 3 o 4 años de edad el día 1º de octubre, o antes del año de inscripción. Se requerirá presentar un acta legal de nacimiento u otros documento aceptables para verificar la edad de inscripción. El pago de colegiatura en varios niveles o el estado sin el pago de colegiatura se basan en los ingresos de la familia proporcionados cuando se presenta la solicitud. Los residentes de la Ciudad y Condado de Denver tendrán prioridad para ocupar los lugares disponibles en los salones de clase. Podrá aceptarse a los que no residen en Denver, pagando el total de la colegiatura, si hay lugar disponible. Deben reunirse requisitos adicionales de ingreso económico para los salones de clase de Head Start. Los niños de ECE se inscriben de acuerdo con los requisitos de inscripción de las Escuelas Públicas de Denver (DPS) y los requisitos de licencia de guardería infantil del Estado de Colorado.

F. Desglose de cuotas. Se determina el pago de colegiatura de estudiantes de ECE en base a la siguiente tabla del número de personas en la familia e ingresos económicos. Al tiempo de la inscripción se entrega a cada solicitante una copia de la escala de cuotas.

G. Procedimiento para identificar en todo momento dónde están los niños. El padre o la madre/el tutor u otro adulto a quien se le ha dado autorización escrita traen y recogen a los niños al comienzo y al final de cada clase. Los hermanos menores de 18 años de edad pueden traer y recoger a un niño/a solamente si previo permiso por escrito del director de la escuela está en el expediente del niño/a. Se aceptan solamente firmas en los formularios de firma para traer y recoger al niño/a, *no aceptándose iniciales*. Los maestros pasan lista y hacen un recuento regular contando cada uno en los momentos de transición diaria, tales como al regresar del patio de recreo, al ponerse en fila para una visita a la biblioteca, etc. No se permite a los niños dejar el salón de clases o el grupo sin estar acompañados en ninguna ocasión. Se espera que los maestros usen procedimientos razonables de rendición de cuentas todas las veces.

H. El procedimiento del centro sobre la orientación, la instrucción positiva, las conductas positivas de apoyo, la disciplina y las consecuencias, incluyendo cómo el centro:

1. Cultiva las relaciones positivas del niño, el personal y la familia. El personal de la Educación de la Primera Infancia o ECE trabaja para desarrollar una relación personal con cada estudiante durante las interacciones diarias en el salón de clases y con la familia del estudiante mediante la comunicación positiva y respetuosa. Las oportunidades consisten de conferencias telefónicas y en persona, de voluntariados en el salón de clases, de actividades extraescolares, y en ciertos casos, de visitas a la casa.

2. Crea y mantiene un entorno de enseñanza y cuidado de primera infancia que sea respetuoso en el campo social y emocional. Se enseñan positivas conductas sociales y emocionales en el salón de clases de la Educación de Primera Infancia o ECE y los alumnos cuentan con apoyo afianzado para entender, practicar y desarrollar estas habilidades.

3. Implementa las estrategias de enseñanza apoyando la conducta positiva, la interacción pro-social con compañeros, y en general el dominio social y emocional en los niños pequeños. Las escuelas individuales de los distritos utilizan varios enfoques para apoyar el dominio social/emocional, incluyendo CLASE (CLASS), la Formación sin Tonterías (No Nonsense Nurturing) (Formación sin Tonterías), la Escuela de Dinosaurios (Dinosaur School), y la Pirámide Más (Pyramide Plus).

4. Proporciona apoyos individualizados de intervención social y emocional para los niños que los necesitan, incluyendo métodos para entender la conducta infantil; y desarrolla, adopta e implementa un plan de apoyo de conducta positiva basado en el equipo con la intención de reducir la conducta desafiante y prevenir suspensiones y expulsiones. Los programas de ECE siguen el código de conducta de la respectiva escuela y la norma del Consejo de Educación JK-R. Las Escuelas Públicas de Denver priorizan las estrategias de orientación que tienen origen principalmente en las prácticas de intervención o restauración.

5. Accede a un consultor de salud mental de primera infancia u otro especialista, según sea necesario.

La División de Servicios Estudiantiles de las Escuelas Públicas de Denver provee socios escolares que pueden servir de asistencia en ayudar a abordar necesidades importantes de conducta de los alumnos de ECE. Los sitios financiados por Head Start incluyen la consulta directa con el personal del Centro de Salud de Denver (Denver Health).

I. El procedimiento, incluyendo la notificación a padres y tutores, para el manejo de las enfermedades, los accidentes y las lesiones de los niños. Se informa por escrito a los padres de cualquier enfermedades, accidente y lesión que ocurren en el día a menos de que el incidente requiera de inmediata atención, en cuyo caso se inician los procedimientos apropiados y se hace contacto con los padres.

J. Los procedimientos para responder a emergencias, tales como niños desaparecidos, tornados e incendios. El personal intenta encontrar un niño desaparecido, informando a las autoridades apropiadas, incluyendo la policía, el alguacil, etc. según el lugar de donde ha desaparecido el menor. Después de 15 minutos, los procedimientos de emergencia, según su definición en G, I y cualquier otro procedimiento relacionado, se aplican. Los simulacros de incendio se realizan en las escuelas cada mes; los simulacros para encontrar refugio en el lugar (debido a tiempo climático severo o tornados) se realizan en las escuelas con bastante frecuencia para que los alumnos estén familiarizados con el procedimiento pero por lo menos una vez cada semestre.

K. El procedimiento para el transporte de niños, si es pertinente, incluyendo los arreglos de transporte y el permiso de los padres para excursiones y actividades relacionadas. Se firma el permiso de los padres en la inscripción. Se notifican a los padres antes de cualquier excursión que requiera transportar a los niños. Los procedimientos de transportación del distrito (ver la *Norma JICC-R de las Escuelas Públicas de Denver*) se usan para las excursiones y en casos de transportación con horario de los niños a y de la escuela en cumplimiento de los reglamentos del Departamento de Transporte.

L. El procedimiento que rige las visitas de observación, los programas de televisión y video, y las actividades especiales, incluyendo la responsabilidad del personal en la supervisión de los niños. Se requiere el permiso de los padres/apoderado para las excursiones, el uso de medios y de internet anualmente en las Escuelas Públicas de Denver y es suministrado durante la inscripción. NO se recomienda el uso de televisión, medios de grabación, y de video en los salones de clases de la Educación de la Primera Infancia o ECE. Sin embargo, si un maestro de ECE cree que su uso es pertinente, o también si su uso se encuentra permitido por las normas de la escuela determinadas por el director y el

Comité Escolar de Colaboración, será aplicado y tendrá un límite de 30 minutos por semana. El uso de computadora y tablet en el salón de clases de ECE está designado a apoyar y aumentar las habilidades de los niños en conformidad con las metas del programa de estudios pero está limitado a incrementos de quince (15) minutos no consecutivos, y no puede exceder 30 minutos por día.

M. Las normas sobre la seguridad de los niños en relación a ir en un vehículo, el asiento, la supervisión, y los procedimientos de emergencia en el camino. Se siguen las pautas de guía de transportación de las escuelas públicas en cumplimiento de los reglamentos del Departamento de Transporte de Colorado. Ningún niño preescolar en las Escuelas Públicas de Denver puede ir en el autobús del distrito a y de la escuela diariamente a menos que su padre/tutor solicite el transporte y que el Departamento de Transporte de las Escuelas Públicas de Denver le conceda una excepción.

N. El procedimiento para dejar a ir a los niños del centro solamente con las personas para las cuales el centro tiene autorización escrita. Se requiere que los padres llenen un *formulario de Información y Permiso del Padre/Apoderado* al inscribir a su hijo en ECE que enumera solamente a aquellas adultos con las que se puede dejar ir al niño. Se puede dejar ir a los niños con otras adultos con aprobación ya sea verbal o escrita. Según los requisitos de licencia del estado, se requiere que los padres o tutores firmen cuando sus hijos entren y salgan del salón de clase diariamente.

O. Los procedimientos seguidos cuando se recoge a un niño del centro después de que se cierra el centro o que no se haya recogido al niño, y para cerciorarse de que se recojan a todos los niños antes de que el personal se vaya. Se espera que los padres informen a la escuela con antelación si saben que van a llegar tarde, de modo que se puedan hacer arreglos y dar explicaciones al niño. Los niños que no son recogidos después de clases se quedarán con el personal de la oficina de la escuela y se llamarán a los números de emergencia. Si un adulto autorizado no puede ser ubicado, la escuela seguirá las pautas de guía del distrito y se pondrá en contacto con el Departamento de Servicios Humanos.

P. El procedimiento para cuidar de los niños que lleguen tarde al centro y que su clase/grupo esté lejos del centro en una excursión o visita. El personal de la escuela cuidará de todos los niños en cuanto lleguen. Se tiene un plan vigente en cada escuela que satisface las necesidades de su comunidad (**ver lo adjunto**).

Q. El procedimiento para guardar y administrar los fármacos o medicamentos y la delegación de la administración de la medicación de acuerdo con la Sección 12-38-132, C.R.S. de la “Ley de enfermeras especializadas en atención primaria de la salud.” Cada procedimiento de la escuela para guardar y administrar los medicamentos tal cual se encuentra designada por la “Ley de enfermeras especializadas en atención primaria de la salud” se aplica a los salones de clases. Se especificará el personal de la escuela capacitado y designado para administrar los medicamentos a los alumnos de Educación de la Primera Infancia en el libro de planificación de la enfermera de la escuela. Solamente en aquellos salones de clases de Educación de Primera Infancia que cuentan con la debida capacitación y designación para administrar la medicación de emergencia o de rutina se guardarán las medicinas requeridas en el salón de clases.

R. El procedimiento sobre las pertenencias personales y el dinero de los niños. Se provee un espacio limitado para las pertenencias personales de cada niño. Se informa a los padres que los niños no deben traer dinero a la escuela. En caso de que un niño traiga dinero u objetos de valor o en caso de que haya eventos especiales en los cuales se puede comprar, el personal del salón de clase recolecta el dinero o los objetos de valor al comienzo de la sesión para guardarlos en un lugar seguro. Se devuelven los objetos de valor y el dinero en efectivo para usos no específicos al final del día.

S. Comidas y refrigerios. Las comidas y los refrigerios son nutritivos y están determinados ya sea por requisitos del programa o pueden ser seleccionados según el lugar.

T. Pañales e independencia de los niños en sus necesidades de aseo. Los niños que se inscriban en la Educación de Primera Infancia de las Escuelas Públicas de Denver recibirán apoyo para que sepan cómo usar el inodoro independientemente. En caso de ocurrir un accidente, el personal tratará al niño con cuidado y respeto. Se notificará a los

padres. En los salones de clases donde se requiere el cambio de pañales, los reglamentos CDHS de los Requisitos de Higiene y Espacio Personal serán acatados además de los reglamentos CDPHE del uso de pañales.

U. Visitantes al centro. Según la *Norma KI de las Escuelas Públicas de Denver*, todos los visitantes deben decir el propósito de su visita y firmar al entrar en la oficina de la escuela. En el salón de clase de ECE, los visitantes firmarán con su nombre, fecha, domicilio, número telefónico y propósito de la visita antes de visitar cualquier lugar en el plantel. Por lo menos se debe pedir una identificación para su inspección a los visitantes que el personal de ECE no conoce.

V. Conferencias de padres y personal para informar a los padres o apoderados sobre la conducta del niño, su progreso, y sus necesidades sociales y físicas. Las conferencias tienen lugar dos veces al año o según fuera necesario.

W. El procedimiento para entablar una querrela sobre el cuidado o guardería infantil (ver 7.701.5, Reglas Generales para las Instalaciones de Cuidado Infantil). Está a la vista en cada salón de clase:

Para entablar una querrela sobre este Programa con Licencia del Estado, contactar:
El Departamento de Servicios Humanos, División de Cuidado Infantil de Colorado
1575 Sherman St.
Denver, Colorado 80203-1714
tel. 303-866-5958

O llamar 311, Sistema de Información de la Ciudad de Denver

X. Denuncia de abuso infantil (ver 7.701.5, Reglas

Generales para las Instalaciones de Cuidado Infantil). Está a la vista en cada salón de clase:

Para entablar una querrela sobre este Programa con Licencia del Estado, contactar:

El Departamento de Servicios Humanos de Colorado – Línea Directa de Abuso
1200 Federal
Denver, Colorado 80204
Tel. 720-944-3000

Y. Notificación cuando el servicio de cuidado o guardería infantil ha sido eliminado y cuando los padres o apoderados retiran a sus hijos del centro. Con la finalidad de retirar a un niño de un salón de clase de ECE, se requiere que los padres informen al profesor y al personal de oficina de la escuela. Procedimientos individuales de la escuela para retiro están puestos en práctica (**ver lo adjunto**). En casos extremos, el retiro de los servicios de cuidado infantil puede ocurrir después de que los padres hayan sido informados de que no se han logrado las medidas necesarias para mantener los servicios y el cumplimiento dentro de un período específico de tiempo.

Si el niño se ausenta: 3 días consecutivos ... el profesor llama a la casa del niño

5 días consecutivos ... se refiere el niño a la trabajadora social

10 días consecutivos ... puede necesitarse retirar al niño del programa y reemplazarlo con un niño de la lista de espera (según la norma del Director/Comité de Colaboración de la Escuela o CSC)

Z. Cómo se toman las decisiones y cuáles medidas se toman antes de la suspensión, la expulsión o el pedido a los padres o apoderados para que retiren a un niño del cuidado o guardería infantil debido a preocupaciones acerca de los problemas de comportamiento del niño. Estos procedimientos deben estar en conformidad con la norma del centro sobre la orientación, la instrucción positiva, la disciplina y las consecuencias, y deben incluir la documentación de las medidas tomadas para entender y responder a la conducta desafiante. Los salones de clases de ECE acatan el código de conducta de la respectiva escuela, que se pone a disposición de los padres/apoderados, haciendo lo máximo en este respecto dentro de lo posible, en el idioma preferido de los padres/apoderados, y la norma del Consejo de Educación JK-R. La División de los Servicios Estudiantiles provee a los socios escolares que pueden asistir en ayudar a abordar las importantes necesidades de los alumnos de ECE. Antes de que haya cualquier suspensión fuera de la escuela, se requiere

que los directores consulten con el apropiado Superintendente de Instrucción del distrito. La Oficina de Aprendizaje Social Emocional provee apoyos para ayudar a contestar preguntas relacionadas con la Norma del Consejo. La División de los Servicios Estudiantiles provee a los socios escolares quienes pueden asistir en ayudar a abordar las importantes necesidades de conducta de los alumnos de ECE. Antes de cualquier expulsión de la escuela, se requiere que los directores consulten con el apropiado Superintendente de Instrucción del distrito. La expulsión de alumnos de ECE es extremadamente rara y se hace solamente a través de una petición formal de parte del director de la escuela a la Oficina de Aprendizaje Social Emocional. Ver H., arriba, para detalles adicionales.

Reporting Abuse / Making a Complaint

Dear Parent,

Your child is enrolled in a child care program licensed by the Colorado Department of Human Services and by the Department of Excise and Licenses. These licenses indicate that at the time of inspection the provider has met standards needed to operate either a licensed Family Child Care Home, Child Care Center, or School-Age Child Care program. These standards include:

- Written policies and procedures
- Communications, emergency, and security procedures
- Personnel requirements for education, experience, training, and supervision
- Requirements including procedures for admissions: health care; personal hygiene; physical care; food and nutrition; discipline; overnight care; field trips and transportation; holiday schedules; and fee policies
- Activities
- Equipment and materials
- Facility requirements
- Fire and other safety requirements
- Maintaining children’s records
- Administrative reports and records

In addition to the above standards, all licensed child care providers are required to report suspected physical, emotional, or sexual abuse of any of the children in their care.

As a parent of a child/children in licensed child care, you may report any suspected abuse by calling:
Child Abuse Hotline at 1-844-264-5437 (1-844-CO-4-KIDS).

If you wish to make a complaint or have a concern regarding your provider you may call:

Colorado Division of Child Care

303-866-5958

Denver Public Health Inspection Division

720-865-5485

Your provider’s State Child Care License and Denver Department of Business and Excise License should be posted and available for you to see at your request. You may also review inspection reports at the facility upon request.

We hope the services you and your child/children receive in this licensed child care facility will be both positive and productive.

Denunciando Abuso / Presentando una Queja

Apreciados padres,

Su hijo(a) está inscrito en un programa de cuidado infantil autorizado por Colorado Department of Human Services (servicios humanos) y por Department of Excise and Licenses (licencias e impuestos indirectos.) Estas licencias indican que en el momento de la inspección, el proveedor de este servicio cumplió con las normas necesarias para operar, ya sea un hogar familiar para el cuidado infantil, un centro de cuidado infantil o un programa de cuidado de niños de edad escolar. Estas normas incluyen:

- Políticas y procedimientos escritos
- Comunicaciones, emergencias y procedimientos de seguridad
- Requisitos del personal en cuanto a educación, experiencia, capacitación y supervisión
- Requisitos incluyendo procedimientos para la admisión: cuidado de salud, higiene personal, cuidado físico; alimentos y nutrición; disciplina; cuidado de la noche a la mañana; excursiones al campo y transporte; horarios con los días feriados; y reglas pertinentes a las cuotas.
- Actividades
- Equipo y materiales
- Requisitos de las instalaciones
- Requisitos contra los incendios y otros requisitos de seguridad.
- Mantenimiento de los expedientes de los niños
- Informes y expedientes administrativos

Además de las normas arriba mencionadas, toda persona con autorización para proveer cuidado infantil tiene la obligación de denunciarlo si sospecharan algún abuso físico, emocional o sexual de cualquiera de los niños a su cargo.

Como padres de niños que están bajo la tutela de un centro autorizado de cuidado infantil, pueden denunciar cualquier abuso llamando a la línea de emergencia 1-844-264-5437 (1-844-CO-4-KIDS) en caso de abuso infantil.

Si desea Ud. presente alguna queja o tiene alguna preocupación relacionada a su proveedor, puede Ud. llamar al:

Colorado Division of Child Care

303-866-5958

Denver Public Health Inspection Division

720-865-5485

La licencia estatal para cuidar niños y la licencia para operaciones comerciales e impuestos indirectos de su proveedor deberían estar a su disposición para verlas con sólo pedir las. Asimismo, pidiéndolos puede Ud. revisar los informes sobre la inspección que están fijados en la pared del plantel.

Child Care/Preschool/Head Start Required Immunizations for the 2019-20 School Year

Dear parents and guardians of students in Colorado child cares, preschools and Head Start programs:

- Colorado law requires students who attend a licensed child care, preschool or Head Start program to be vaccinated against many of the diseases vaccines can prevent. Your student must be vaccinated against:
 - diphtheria, tetanus & pertussis (DTaP, DTP)
 - polio (IPV)
 - measles, mumps, rubella (MMR)
 - hepatitis B (HepB)
 - haemophilus influenzae type b (Hib)
 - pneumococcal (PCV)
 - varicella (chickenpox)

Vaccines are recommended for rotavirus, hepatitis A and influenza, but are not required.

- The number, timing and spacing of the required vaccine doses is set by the Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices (ACIP). You can view a parent-friendly version of the current ACIP vaccine schedule for children 0 - 6 years of age at www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf.
- Please take your student's updated vaccine record to school every time he or she receives a vaccine.
- If your student cannot get vaccines because of medical reasons, you must submit an official *Immunization Medical Exemption Form* to your school, signed by a health care provider licensed to give vaccines. You can get the form at www.colorado.gov/vaccineexemption. If you choose not to have your student vaccinated according to the current ACIP schedule for personal belief or religious reasons, you must submit a non-medical exemption to your school. Non-medical exemptions must be submitted at ages 2 months, 4 months, 6 months, 12 months and 18 months. Multiple options are available at www.colorado.gov/vaccineexemption.
- Some parents, especially those with students who have weakened immune systems, may want to know which child cares, preschools and Head Start programs have the highest percentage of vaccinated children. Schools must report immunization and exemption numbers (but not student names or birth dates) to the state health department by December 1 every year. Immunization and exemption rates can be found at www.colorado.gov/pacific/cdphe/school-and-child-care-immunization-data.
- You may want to talk to a health care provider licensed to give vaccines or a local public health agency (LPHA) about which vaccines your student needs or if you have questions. You can read about the safety and importance of vaccines at www.ImmunizeForGood.com and www.colorado.gov/cdphe/immunization-education.
- If you need help finding a health care provider, or finding free or low-cost vaccines, contact your LPHA, or call the state health department's Family Health Line at 1-303-692-2229 or 1-800-688-7777. You can find your LPHA at www.colorado.gov/pacific/cdphe/find-your-local-public-health-agency.
- Please share Page 2 of this letter with your student's health care provider as it provides helpful information about vaccines required for school entry per Colorado law.

Sincerely,

Colorado Immunization Branch | Colorado Department of Public Health & Environment
303-692-2700 | cdphe.dcdimmunization@state.co.us



Vacunas obligatorias para el ingreso en Guardería/Preescolar/Head Start para el año escolar 2019-20

Estimados padres y tutores legales de estudiantes que asisten a guarderías, preescolares y programas Head Start de Colorado:

- La ley de Colorado exige que los estudiantes que asisten a una guardería, preescolar o un programa Head Start autorizados estén vacunados contra muchas de las enfermedades que las vacunas pueden prevenir. Su hijo debe estar vacunado contra las siguientes enfermedades:
 - Difteria, tétanos y tos ferina (DTaP, DTP)
 - Polio (IPV)
 - Sarampión, paperas, rubeola (MMR)
 - Hepatitis B (HepB)
 - Haemophilus influenzae tipo b (Hib)
 - Neumococo (PCV)
 - Varicela
- Se recomiendan las vacunas contra el rotavirus, la hepatitis A y la influenza, pero no son obligatorias.
- La cantidad, el cronograma y el lapso entre las dosis de las vacunas obligatorias están determinados por el Comité Asesor de Prácticas de Vacunación (ACIP, por sus siglas en inglés) de los Centros de Control y Prevención de Enfermedades. Puede ver una versión para padres del calendario de vacunación actual del ACIP para niños de 0 a 6 años en <https://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs-sp.pdf>
- Lleve el registro de vacunas actualizado de su hijo a la escuela cada vez que su hijo reciba una vacuna.
- Si su hijo no puede recibir vacunas por motivos médicos, debe presentar en la escuela un *Formulario de exoneración médica para vacunas* oficial, firmado por un proveedor de atención médica autorizado para administrar vacunas. Solo debe presentar este formulario una vez, a menos que cambie la información o la escuela de su hijo. Puede obtener el formulario en www.colorado.gov/vaccineexemption.
- Si no desea que se vacune a su hijo según el calendario actual del ACIP por creencias personales o razones religiosas, debe presentar una exoneración no médica ante la escuela. Las exoneraciones no médicas deben presentarse a los 2, 4, 6, 12 y 18 meses de edad. Puede encontrar varias opciones disponibles en www.colorado.gov/vaccineexemption.
- Para algunos padres, especialmente aquellos cuyos hijos tienen el sistema inmunitario debilitado, es recomendable que consulten qué guarderías, preescolares y programas Head Start tienen el mayor porcentaje de niños vacunados. Las escuelas deben informar las cifras de estudiantes vacunados y exentos (aunque no los nombres y fechas de nacimiento de los estudiantes) al departamento de salud del estado antes del 1 de diciembre, cada año. Las tasas de vacunados y exentos pueden consultarse en www.colorado.gov/pacific/cdphe/school-and-child-care-immunization-data.
- Es recomendable que consulte a un proveedor de atención médica autorizado para administrar vacunas o a una agencia de salud pública local (LPHA, por sus siglas en inglés) sobre las vacunas que necesita su hijo o si tiene alguna pregunta. Puede leer sobre la seguridad y la importancia de las vacunas en www.ImmunizeForGood.com y www.colorado.gov/cdphe/immunization-education.
- Si necesita ayuda para encontrar un proveedor de atención médica o acceder a vacunas gratuitas o a precios reducidos, comuníquese con su LPHA o llame a la línea de salud familiar del Departamento de Salud del estado al 1-303-692-2229 o 1800-688-7777. Puede encontrar su LPHA en www.colorado.gov/pacific/cdphe/find-your-local-public-health-agency.
- Comparta la página 2 de esta carta con el proveedor de atención médica de su hijo, ya que contiene información útil sobre las vacunas obligatorias para el ingreso escolar, en virtud de las leyes de Colorado.

Atentamente.

División de Vacunaciones de Colorado | Departamento de Salud Pública y Medio Ambiente de Colorado
303-692-2700 | cdphe.dcdimmunization@state.co.us



COLORADO
Department of Public
Health & Environment



Colorado Health Care Provider Letter

Colorado School Entry Immunization Law (25-4-901 et seq, C.R.S) and Colorado Board of Health rule (6 CCR 1009-2) require students who attend a public, private or parochial K - 12 school, licensed child care, preschool or Head Start program to be vaccinated against many of the diseases vaccines can prevent. Students must be vaccinated against:

- diphtheria, tetanus and pertussis (DTaP, DTP, Tdap)
- polio (IPV)
- measles, mumps, rubella (MMR)
- hepatitis B (HepB)
- haemophilus influenzae type b (Hib)
- pneumococcal (PCV13)
- varicella (chickenpox)

The number, timing and spacing of the required vaccine doses is set by the Centers for Disease Control and Prevention’s (CDC) Advisory Committee on Immunization Practices (ACIP). To be considered valid, a dose of vaccine must meet both the minimum age and minimum intervals as defined by ACIP. You can view the current ACIP vaccine schedule for persons 0 - 18 yrs of age at www.cdc.gov/vaccines/schedules/downloads/child/0-18yrs-child-combined-schedule.pdf. Vaccines are recommended for rotavirus, hepatitis A, influenza, meningococcal disease and human papillomavirus, but are not required.

Colorado schools are required to review immunization records for school entry and can only accept valid doses of vaccine. Your patients may receive notification of noncompliance if a dose of vaccine does not meet the minimum age or minimum interval requirements, per the ACIP schedule. There are three ways a student can meet the compliance requirements established by Colorado law:

1. A student is considered fully immunized if he or she has received all doses of school-required vaccines according to the current ACIP schedule. Note: students are required to receive their final doses of DTaP, IPV, MMR and Varicella by kindergarten entry and their Tdap by 6th grade entry, even if the student is 10 years of age.
2. A student is in the process of getting up-to-date on required vaccines and has a written plan from a parent/guardian on file with the school.
3. The student’s health care provider (medical doctor, doctor of osteopathic medicine, advanced practice nurse or delegated physician assistant) has signed an official Immunization Medical Exemption Form because of a condition that precludes a patient from receiving vaccine(s) or the student (emancipated or 18 years of age or older) or student’s parent/guardian has submitted a signed non-medical exemption (religious or personal belief).

If students do not meet at least one of the compliance criteria, they are not permitted to attend school. If you have questions about the student’s school immunization requirement, please communicate with the student’s school nurse or school representative.

If you have questions about the ACIP immunization schedule, vaccines marked as invalid in your patient’s immunization record, or about Colorado School Entry Immunization Law, please contact us from 8:30 a.m. to 5 p.m., Monday - Friday at 303-692-2700 or cdphe.dcdimmunization@state.co.us. If you have questions about the Colorado Immunization Information System (CIIS), please contact us 8:30 a.m. to 5 p.m., Monday - Friday at 303-692-2437 (press 2), 1-888-611-9918 (press 1) or cdphe.ciis@state.co.us.

Other reliable clinical resources include:

- CDC Vaccines & Immunizations - www.cdc.gov/vaccines/default.htm
- CDC’s 13th edition (2015) of the Epidemiology & Prevention of Vaccine-Preventable Diseases - www.cdc.gov/vaccines/pubs/pinkbook/index.html or the 13th edition supplement (2017) -
- The Immunization Action Coalition: Ask the Experts - www.immunize.org/askexperts/
- CDC Experts at the National Immunization Program - <mailto:mnipinfo@cdc.gov> or 1-800-CDC-Info (1-800-232-4636)

Sincerely,
Colorado Immunization Branch | Colorado Department of Public Health & Environment
303-692-2700 | <mailto:mcdphe.dcdimmunization@state.co.us>



COLORADO
Department of Public
Health & Environment

Separation Anxiety

Separation anxiety is a concern for many children and families. Work with parents/guardians by keeping an open channel of communication. Consider sharing the following information with parents (from www.kidshealth.org):

Making Goodbyes Easier

These strategies can help ease kids and parents through this difficult period:

Practice. Practice being apart from each other, and introduce new people and places gradually. If you're planning to leave your child with a relative or a new babysitter, then invite that person over in advance so they can spend time together while you're in the room. If your child is starting at a new day care center or preschool, make a few visits there together before a full-time schedule begins. Practice leaving your child with a caregiver for short periods of time so that he or she can get used to being away from you.

Be calm and consistent. Create an exit ritual during which you say a pleasant, loving, and firm goodbye. Stay calm and show confidence in your child. Reassure him or her that you'll be back — and explain how long it will be until you return using concepts kids will understand (such as after lunch) because your child can't yet understand time. Give him, or her, your full attention when you say goodbye, and when you say you're leaving, mean it; coming back will only make things worse.

Follow through on promises. It's important to make sure that you return when you have promised to. This is critical — this is how your child will develop the confidence that he or she can make it through the time apart.

As hard as it may be to leave a child who's screaming and crying for you, it's important to have confidence that the caregiver can handle it. It may help both of you to set up a time that you will call to check in, maybe 15 to 20 minutes after you leave. By that time, most kids have calmed down and are playing with other things. Don't let yourself give in early and call sooner!

If you're caring for another person's child who's experiencing separation anxiety, try to distract the child with an activity or toy, or with songs, games, or anything else that's fun. You may have to keep trying until something just clicks with the child.

It's Only Temporary

Remember that this phase will pass. If your child has never been cared for by anyone but you, is naturally shy, or has other stresses, it may be worse than it is for other kids.

(see full text at http://kidshealth.org/parent/emotions/feelings/separation_anxiety.html#)

Transitions

Get Ready for Kindergarten

What you need to know

First, check your school's web site:

- ✓ Check for welcome events before school starts! Many schools hold Back to School nights, or daytime playdates and Meet the Teacher events before the first day of school.
- ✓ Sign up for the newsletter, Facebook page, twitter account or downloadable app to get all announcements
- ✓ Check for the school supply lists so you know what your child will need
- ✓ Check the school's handbook for any information about bell times, pickup and drop off procedures, snack and lunch policies, and other important information.
- ✓ Does your school require a uniform?

Label everything! You can buy name stickers, or just use a sharpie

Read about it! The public library has a lot of books to explore about starting school.

Send a water bottle, a snack, and pack an extra set of clothes in their backpack.

Be patient. It can take anywhere from a few weeks to months for your child to get used to school.

Sleep. Kindergarten is exhausting! Expect your child to need a lot more sleep than usual.

Check it out. Are there any events at your school before it starts so they meet their teacher or other staff? Go try out the playground so the school is a familiar place

Health concerns? If your child has allergies or medications reach out to the staff even if you included it on your registration forms

Once school starts. Ask your child questions about his or her day that will encourage more than a yes or no answer. Who did you play with at recess? What was the most fun (or frustrating) thing that happened today?



Advice from DPS Kindergarten Parents

"Get a big enough backpack, put change of clothes in there in case, look on the neighborhood Facebook page for people starting at the same time to get together on the playground before school"

"To be active in the beginning, especially if there may be worries about behavior or how the kids are doing academically."

"Don't make any weekend plans, kids are exhausted by the end of the week"

"Get to know families, get involved, ask questions"

"Familiarize yourself with the school ahead of time, go walk around toward the end of the year, don't stress too much."

"Keep close contact with your teacher (have to be initiated by the parent) and feel comfortable advocating for your kids."

What your child needs to ...

...know how to do.

- ✓ Put on their shoes and coat only a little help
- ✓ Go to the bathroom and wash their hands independently
- ✓ Open the containers in their lunch box (if you plan to pack lunch) Carry a food tray, use a fork effectively, and open a milk carton (if they get hot lunch)
- ✓ Be learning to take responsibility for their own stuff and carry their own backpack or bag.
- ✓ Know they can ask the teacher for help when they need it and use words to talk about their thoughts, wants, needs and feelings.
- ✓ Follow one and two step directions

...know to expect.

- ✓ Listening to directions from the teacher is important
- ✓ There may be different rules at school than there are at home, the teacher will explain
- ✓ How they are getting to and from school
- ✓ There won't be any naps, and leave their toys or other comfort items at home
- ✓ Practice getting out the door successfully in the morning and the route you'll take to school
- ✓ School is fun! You'll get to spend all day learning new things and making new friends

Working with your teacher

- ✓ Introduce yourself to your child's teacher and check in often. Ask how your child is doing and how you can help.
- ✓ Ask your teacher how and when they prefer to communicate. (Make an appointment with them, email them, text them, catch them at the beginning or end of the day?)
- ✓ Reaching out to your teacher if you have questions or concerns.
- ✓ Get to know the other children and parents in your child's class. Get involved and attend school events.
- ✓ Read everything your child brings home from the school and teacher. If you have questions let your teacher know! If you need an interpreter to make communication easier the school can provide one.

