# ECE HANDBOOK 2018-2019

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https://dcfs.my.salesforce.com/sfc/p/#4100000012srR/a/410000000Gg4h/Yz0MXFeo6c6IeuCcu9lZH24_bvIHdTNbMI43gN01ls

SECTION 6 – General Rules for Child Care Facilities
https://dcfs.my.salesforce.com/sfc/p/#4100000012srR/a/410000000Gg4c/as0AfqSzVlxFquEBMi5bgD0Uku6wRWvqK3ywa8ZcjMA

SECTION 7 – Rules & Regulations Governing Health & Sanitation of Child Care Facilities
https://www.colorado.gov/pacific/sites/default/files/DEHS_ChildCare_6CCR1010-7_DistribCopy_Jan2016.pdf

SECTION 8 – Infectious Diseases in Child Care and School Settings
https://drive.google.com/file/d/12NzOSBRjN5s4rFCNKaCu2RCzELeUT5nC/view
THE MOST IMPORTANT PAGE IN THE ECE HANDBOOK!

To understand and comply with the most significant of licensing requirements, it is critical that everyone understand ratio, group size, and capacity.

RATIO
Minimum Ratio must be maintained at all times:

<table>
<thead>
<tr>
<th>AGES OF CHILDREN</th>
<th>NUMBER OF STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed age group 2-1/2 years to 6 years</td>
<td>1 staff member to 10 children</td>
</tr>
</tbody>
</table>

A “Mixed age group 2-1/2 years to 6 years”* is required to have a MINIMUM adult/child ratio of 1 staff member to 10 children, MAINTAINED AT ALL TIMES. Licensing regulations state: “All children must be under direct supervision of a responsible adult at all times.” And, “There must be assigned at least one qualified early childhood teacher supervising each group of children unless otherwise specified in rules.”

WARNING: The Colorado Dep. of Human Services’ General Rules for Child Care Facilities may set fines of not more than $100 per day to a maximum of $10,000 assessed for those violations they consider most serious. This would include, in addition to major safety issues, being out of ratio at any time.

GROUP SIZE
Maximum Group Size:

<table>
<thead>
<tr>
<th>AGES OF CHILDREN</th>
<th>MAXIMUM GROUP SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed age group 2-1/2 years to 6 years</td>
<td>20 children</td>
</tr>
</tbody>
</table>

The state Rules Regulating Child Care Centers allow a MAXIMUM group size of 20 children for a “mixed age group 2-1/2 years to 6 years.” Every ECE classroom in DPS is licensed for this standard. However, individual classrooms may have a maximum of (16), (17), (18), or (20) children, depending on funding sources. No classroom will have more than (20). (See below for Montessori’s**.)

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

- the minimum of 75 square feet per child
- AND each class is accompanied by two supervising adults, one being ECT qualified or Early Childhood Level Credential 3 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 for AND children may not move between groups.

DPS has been granted a waiver, which should be posted in all classrooms, allowing the maximum group size to be exceeded daily for 45 minutes for planning time by use of specials classes.

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. This is based on the total number of ECE classrooms at the school and a maximum of (20) children per classroom.

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.

*Montessori and ECE/Kindergarten split classrooms are licensed for "Mixed age group 2-1/2 years to 7 year**The 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 Teacher qualified.
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.
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:*


or contact the Office of Volunteer Services, 720-423-1817.

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.

Such 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.
SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION

CRITERIA FOR SELECTION OF PUPILS

DENVER PUBLIC SCHOOLS ECE CLASSROOMS ARE TUITION BASED, regardless of funding source (Head Start funded classes excepted). Family tuition is based on income information supplied by the family at the time of participation during the SchoolChoice process. For additional information about funding sources and how ECE is funded in DPS, please contact the Early Education department at 720-423-7627.

For more information about the qualification process for tuition assistance and the SchoolChoice application process for families, please contact the Office of Choice and Enrollment 720-423-3493 or email at schoolchoice@dpsk12.org.

CLASS SIZE/LAST DAY TO ENROLL

Teachers are encouraged to keep class size at maximum throughout the school year. The maximum number of students for a CPP-funded classroom is 16; ECARE is 16; Head Start is 17 (subject to variation annually); Mill Levy is 18; Tuition Supported Program (TSP)-funded classrooms are 20. HOWEVER, blended funding can alter the numbers AND there may be individual exceptions to these caps. Seats may be held to be filled by Child Find throughout the school year. Questions may be emailed to Andi Ives, ANDREA_IVES@dpsk12.org.

Ongoing funding of a program can be affected by class size.

When the classroom allocation is filled, additional qualifying children are placed on a waiting list by the school staff. Wait-listed children are enrolled during the school year as vacancies occur provided the application process is complete. For more information or questions, please call the Early Education office.

Last day to enroll ECE students for 2018-2019: April 19, 2019

Exceptions will be made for students transferring from another ECE if space is available or for 3-year-olds placed by Student Services.
Required Schedule Elements
Free choice – one-third of the day (approximately 2 hrs 20 min)
Outdoor/Gross Motor – 30 minutes for half day, 1 hour full day
ELD – See guidance on page 31.
Rest Time (for full day) – 20 minutes to 1 hour

We’re asking teachers to 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 2018-2019
All students stay all day (based on a 6 hour and 40 minute instructional day - minutes can be increased for extended day)

<table>
<thead>
<tr>
<th>Recommended Minutes</th>
<th>Schedule Elements (Not necessarily in this order)</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Breakfast/Interest Area Choice Arrival (at least one teacher or para should be sitting with students eating and interacting during breakfast.)</td>
</tr>
<tr>
<td>10</td>
<td>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)</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 60   | 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. |
| 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   | 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. |
| 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 2018-2019**

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

<table>
<thead>
<tr>
<th>Recommended Minutes</th>
<th>Schedule Elements (Not necessarily in this order)</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td><strong>Breakfast/Interest Area Choice Arrival</strong> (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.)</td>
</tr>
<tr>
<td>10</td>
<td><strong>Group Meeting/Teacher Led Gross Motor</strong>** (visual schedule, linear calendar, shared discussion and/or shared writing on curricular unit of study, mini lesson, read aloud)</td>
</tr>
<tr>
<td>50</td>
<td><strong>Interest Area Choice</strong> (recommended for all students to be in choice so teachers and paras can focus on interactions with students)</td>
</tr>
</tbody>
</table>
| 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**
<table>
<thead>
<tr>
<th>Recommended Minutes</th>
<th>Schedule Elements (Not necessarily in this order)</th>
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</thead>
<tbody>
<tr>
<td>50</td>
<td><strong>Breakfast/Interest Area Choice Arrival</strong> (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.)</td>
</tr>
<tr>
<td>10</td>
<td><strong>Group Meeting/Teacher Led Gross Motor</strong> (visual schedule, linear calendar, shared discussion and/or shared writing on curricular unit of study, mini lesson, read aloud)</td>
</tr>
<tr>
<td>50</td>
<td><strong>Interest Area Choice</strong> (recommended for all students to be in choice so teachers and paras can focus on interactions with students)</td>
</tr>
<tr>
<td>30*</td>
<td><strong>English Language Development</strong> (three 10 minute ELD sessions each day, can be embedded within Interest Area Choice and Language Small Groups)</td>
</tr>
<tr>
<td></td>
<td>*See <a href="#">ELD Instructional Sequence</a> for more details and ask your Early Ed Support Partner if you have questions</td>
</tr>
<tr>
<td>10</td>
<td><strong>Language Small Groups</strong> (Teacher Small Group - one 10 minute, can be ELD small group, Paraprofessional Small Group - one 10 minute, can be oral language small group)</td>
</tr>
<tr>
<td>40</td>
<td><strong>Outdoor Choice Time</strong> (Indoor Gross Motor during inclement weather)</td>
</tr>
<tr>
<td>25</td>
<td><strong>Lunch</strong> (Teacher and para should be sitting with students eating and interacting)</td>
</tr>
<tr>
<td>20</td>
<td><strong>Outdoor Choice Time</strong> (Indoor Gross Motor during inclement weather)</td>
</tr>
<tr>
<td>20-45</td>
<td><strong>Rest and Quiet Time</strong> (quiet activities provided to students not sleeping)</td>
</tr>
<tr>
<td>15</td>
<td><strong>Read Aloud/Teacher Led Gross Motor</strong></td>
</tr>
<tr>
<td>60</td>
<td><strong>Interest Area Choice and Small Groups</strong></td>
</tr>
<tr>
<td></td>
<td>50 min <strong>Interest Area Choice for all students</strong></td>
</tr>
<tr>
<td></td>
<td>10 min <strong>Small Groups</strong> (two 10 minute small groups)</td>
</tr>
<tr>
<td></td>
<td>* Students can be invited to attend one small group - ideally at the beginning or end of choice time to not interrupt student’s play</td>
</tr>
<tr>
<td></td>
<td>*Instruction planned for small groups can also be effectively pushed into interest areas.</td>
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<tr>
<td>15</td>
<td><strong>Snack</strong> (at least one teacher or para should be sitting with students and interacting)</td>
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<td>45</td>
<td><strong>Specials</strong> (if your school does not participate in specials, you can extend interest areas and outdoor learning)</td>
</tr>
<tr>
<td>10</td>
<td><strong>Group Meeting and Departures</strong> (community building, debrief play and social interactions)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>425</strong></td>
</tr>
</tbody>
</table>

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 2018-2019

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

<table>
<thead>
<tr>
<th>Recommended minutes</th>
<th>Schedule Elements (Not necessarily in this order)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Interest Area Choice and arrival</td>
</tr>
<tr>
<td>10</td>
<td><strong>Group Meeting/Teacher Led Gross Motor</strong> (visual schedule, linear calendar, shared discussion and/or shared writing on curricular unit of study, mini lesson, read aloud)</td>
</tr>
</tbody>
</table>
| 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 – 2018-2019

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

<table>
<thead>
<tr>
<th>Recommended minutes</th>
<th>Schedule Elements (Not necessarily in this order)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Interest Area Choice and arrival</td>
</tr>
<tr>
<td>10</td>
<td>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)</td>
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<tr>
<td>20*</td>
<td>English Language Development* (two 10 minute ELD sessions each day, embedded within Interest Area Choice and Small Groups)</td>
</tr>
<tr>
<td></td>
<td>*See ELD Instructional Sequence for more details and ask your Early Ed Support Partner if you have questions</td>
</tr>
<tr>
<td>60</td>
<td>Interest Area Choice / Snack</td>
</tr>
<tr>
<td>10</td>
<td>Small Groups</td>
</tr>
<tr>
<td></td>
<td>*Instruction planned for small groups can also be effectively pushed into interest areas.</td>
</tr>
<tr>
<td>30</td>
<td>Outdoor Choice Time (Indoor Gross Motor during inclement weather)</td>
</tr>
<tr>
<td>10</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>10</td>
<td>Group Meeting and Departures (community building, debrief play and social interactions)</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>3 Year Old Half Day</th>
<th>3 Year Old Full Day</th>
<th>4 Year Old Half Day</th>
<th>4 Year Old Full Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum of one 10 minute instructional period</td>
<td>Minimum 20 minutes, divided into two 10 minute instructional periods</td>
<td>Minimum 20 minutes, divided into two 10 minute instructional periods</td>
<td>Minimum 30 minutes, divided into three 10 minute instructional periods</td>
</tr>
</tbody>
</table>

- **One 10 minute instructional period**
  (Dedicated ELD following ECE ELD Instructional Sequence using Creative Curriculum Large Group Discussion, Shared Writing, or Read-Aloud Extension)
  
  - ELA-E - Based on morning Creative Curriculum content; clarify and extend language that was already introduced in English.
  - ELA-S - Based on morning Creative Curriculum content that was taught in Spanish; introduce language in English.

- **One 10 minute lesson**
  (focused language practice using Mighty Minutes)
  
  - ELA-E - Choose a Mighty Minute card with specific language support these groups need, not a repeat.
  - ELA-S - Based on morning Mighty Minute card that was taught in Spanish; introduce language in English.

- **One 10 minute lesson**
  (focused language practice using Intentional Teaching Card)
  
  - ELA-E - Choose an Intentional Teaching Card with the specific language support these groups need, not a repeat of Intentional Teaching Card.
  - ELA-S - Based on morning Intentional Teaching Card that was taught in Spanish; introduce language in English.
Sample Dedicated ELD Instructional Sequence
for Early Childhood Education

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min</td>
<td>Group Opening (I.1)</td>
</tr>
<tr>
<td></td>
<td>- Communicate language objective</td>
</tr>
<tr>
<td></td>
<td>- Set the stage (motivate students, establish purpose, assess prior knowledge) and make connections to previous lesson(s).</td>
</tr>
<tr>
<td>2 min</td>
<td>Explicit Teaching and Modeling of Language (I.4)</td>
</tr>
<tr>
<td></td>
<td>- Model and explicitly teach language functions and forms in whole group with visuals/manipulatives/realia.</td>
</tr>
</tbody>
</table>

- Check for understanding/Assessment (I.5)
  Adjust instruction as needed (I.6)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 min</td>
<td>Interactive Guided Language Practice (I.2, I.3, I.7, I.8)</td>
</tr>
<tr>
<td></td>
<td>- Students practice language through interactive activities in small groups/pairs in a meaningful context.</td>
</tr>
<tr>
<td></td>
<td>- Students’ language is expanded beyond current capability in complexity and/or quantity.</td>
</tr>
<tr>
<td></td>
<td>- Instruction is structured to allow for students to give and receive descriptive feedback on language.</td>
</tr>
</tbody>
</table>

- Check for understanding/Assessment (I.5)
  Adjust instruction as needed (I.6)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min</td>
<td>Application of Language (I.3, I.8)</td>
</tr>
<tr>
<td></td>
<td>- Students apply language stated in objective in order to develop mastery through language learning methods (i.e., cooperative structures, language learning games).</td>
</tr>
<tr>
<td></td>
<td>- Students apply oral language in free-choice learning centers as appropriate.</td>
</tr>
</tbody>
</table>

- Check for understanding/Assessment (I.5)
  Adjust instruction as needed (I.6)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min</td>
<td>Group Closure (I.1, I.2)</td>
</tr>
<tr>
<td></td>
<td>- Teacher intentionally supports students to make language functions and forms transferrable to other contexts, such as learning centers, outdoor play, and specials.</td>
</tr>
</tbody>
</table>
SNACK GUIDELINES

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 programs are not 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, just 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](http://foodservices.dpsk12.org/pdfs/20170824_Policy_ADF_FAQ_FINAL.pdf)
REST TIME GUIDELINES

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 three feet apart on all sides.**

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 (see page 30) 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.
SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION

TOILETING GUIDELINES

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 (following diaper changing procedures on page 20).

If an ECE classroom is not equipped with bathrooms, 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.

“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.
## SAMPLE TOILET TRAINING PLAN

Student _____________________________ Start Date ____________________________

Team Members

Objectives

### Materials

<table>
<thead>
<tr>
<th>Timer</th>
<th>Favorite Toy or Object</th>
<th>Extra underwear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Tape</td>
<td>Potty Chair</td>
<td>Extra clothing</td>
</tr>
<tr>
<td>Foot Stool</td>
<td>Adapted Toilet Seat</td>
<td>Pull-Ups</td>
</tr>
</tbody>
</table>

### Toilet Training Schedule

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

### Reinforcers

Reinforcement Schedule

_______________

### Procedure

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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

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.
A folder for State Licensing inspector review is maintained for each child enrolled in the program.

Each student file MUST contain:
- the signed Parent/Guardian Information and Permissions Form,
- the Child's Statement of Health Status for Enrollment Form,
- 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.

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

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).

*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.*
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
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 previous page contains two (2) half-page 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 (see pg. 22) 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.
ECE BUDGET

Each school year ECE teachers are given an amount to spend on materials and supplies for the classroom as well as individual professional development costs (cannot be used for travel expenses). A memo explaining spending and correct account codes e-mailed to school secretaries and ECE teachers in August. A copy of the latest memo follows.

Purchases are made through the school office on a requisition through the Lawson accounting system, or district/school credit card for CPP, ECARE, Mill Levy and TSP funded classes. The Early Education Department does not make reimbursements to ECE classrooms.

Head Start teachers will submit requisitions for their Head Start funds only to the Early Education Department on the form provided for them. Purchase of materials with their alternate funding source is handled as described in the previous paragraph.

Because the annual allocation of Materials and Supplies money is intended for the students in the current school year, it must be spent (or allocated for an upcoming event) by March 1, 2019, unless otherwise advised.

THE FOLLOWING MEMO IS SENT TO ELEMENTARY SECRETARIES AT THE BEGINNING OF AUGUST EACH YEAR.
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 2018

SUBJECT: Materials & Supplies Accounts for 2018-2019

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, 2019. The only exception would be any funds allocated for field trips taking place between March 2 and June 1, 2018. 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, Becka 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 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION

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.
STATEMENT OF HEALTH STATUS & IMMUNIZATION FORM EXPLANATION
FOR ECE STAFF USE ONLY!

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.

IMMUNIZATIONS

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.
TABLE WASHING PROCEDURE
– A 2-Step Process

1. To remove gross 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 use by different children. Sanitizing solution should not be sprayed while children are seated at the table.

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.

Active Ingredient:

- Sodium Hypochlorite …………8.25%
- OTHER INGREDIENTS …………91.75%
- TOTAL ……………………………100%

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.

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Amount of Bleach (8.25%)</th>
<th>Amount of Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 ppm</td>
<td>1 tsp</td>
<td>1 gallon (128 oz)</td>
</tr>
<tr>
<td>100 ppm</td>
<td>1/4 tsp</td>
<td>1 quart (32 oz)</td>
</tr>
<tr>
<td>100 ppm</td>
<td>1/8 tsp</td>
<td>1 pint (16 oz)</td>
</tr>
</tbody>
</table>

* To mix a 50ppm solution decrease the amount of bleach in half. To mix a 200 ppm solution double the amount of bleach.

After a surface is sprayed with the bleach solution it shall remain wet for 1-2 minutes and allowed to air dry. The working bottles should be labeled:

SANITIZER FOR TABLES/TOYS

For more information review the labeled instructions on the bleach bottle.
Disinfecting

The concentration and contact time for Clorox and other bleach products used as a DISINFECTANT differ from previous guidance given. The current Environmental Protection Agency (EPA) registration and labeled instructions require a much stronger concentration, a longer contact time, and a rinse step. See specific label of the product used for Instructions. The working bottle should be labeled:

DISINFECTANT FOR RESTROOMS/DIAPER CHANGING/BODY FLUIDS ETC.

Other Options

If the changes in the use of bleach do not meet the needs of your program, other disinfectants are approved for use. In determining if a DISINFECTANT is approved please verify the following information:

- The chemical is registered with the U.S. Environmental Protection Agency and has an EPA registration number.
- The chemical is a hospital grade DISINFECTANT.
- The use of the chemical must be in accordance with the EPA labeled instructions including:
  1. Concentration
  2. Contact Time
  3. Method and
  4. Surfaces

For more information:

http://www.colorado.gov/cdphe/dehs
(303) 692-3645

SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION
**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

---

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**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

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

---

**SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION**

**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

SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION

MANDATORY INJURY REPORTING
ONLINE INJURY REPORT: USER GUIDE

The new Online Injury Report is an updated, modernized system for reporting injuries when a child has received medical attention as the result of an injury. The new system requires the same information as the previous system, but in a simplified format. This User Guide is meant to ease your learning and application of the new system.

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. Additionally, 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 record.

Child Care Injury Prevention – Falls

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/#4100000012srR/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.

SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION
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.

**Emergency & Routine Medications**  
See *Medication Administration* information on page 79.

*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.
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 four-hour Medication Administration Training course regardless of whether or not the school nurse or school health para has it. 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. See Monthly Medication Log.

For additional details, see the “Rules & Regulations”, http://media.wix.com/ugd/97dde5_7dac6ed3163c45c1837391bebbc96c71.pdf

SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION

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**
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.

**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

**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.

**Sanitizers and Disinfectants**
The bleach used in classroom sanitizer and disinfectant mixes must be EPA registered (see bottle label). Detailed information on mixing Sanitizing solution can be found on page 30. Labels on page 32 should be printed, cut out and taped onto the proper bottle.

**Disinfecting** solution is a custodial responsibility except in diapering situations; however, all ECE classrooms must have an empty spray bottle labeled for disinfectant available for licensing inspection. Details on Disinfecting solution are on page 31. Labels on page 33 should be printed, cut out and taped onto the proper bottle.
• 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 exceed 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.

Miscellaneous

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

• 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.

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

• Food materials intended for use in art or science projects need to be labelled as “NOT FOR CONSUMPTION” or a similar message.

Reporting a Critical Incident

Critical incidents that affect an ECE classroom such as an injury to a child or staff member that requires emergency medical attention, a fire, gas leak, a drug or alcohol related incident, etc. (for more details, see General Rules for Child Care Facilities 7.701.52, link in the Table of Contents), must be reported to the Colorado Department of Human Services (CDHS).

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

A description of the incident can be written up and either mailed to CDHS or emailed to your licensing specialist as soon as possible.

Adverse Action

See Adverse Action Flowchart in Appendix, pg. 125 for specific actions you will need to take.
In accordance with CDHS Licensing Health and Safety policies 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**

<table>
<thead>
<tr>
<th>Card Number</th>
<th>Cooking Experience</th>
<th>Cooking Appliances Used</th>
<th>Department Safety Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M08</td>
<td>Baggie Ice Cream</td>
<td>None</td>
<td>Supervise children when using Ziploc bags; do not leave bags unattended</td>
</tr>
<tr>
<td>M10</td>
<td>Biscuits</td>
<td>Oven</td>
<td>Use the oven in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M15</td>
<td>Playdough</td>
<td>None</td>
<td>Use Tupperware style boxes to store, rather than Ziploc bags</td>
</tr>
<tr>
<td>M24</td>
<td>Matzo Balls</td>
<td>Stovetop for boiling water</td>
<td>Use the stove in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M27</td>
<td>Peach Cobbler</td>
<td>Oven</td>
<td>Use the oven in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M28</td>
<td>Applesauce</td>
<td>Stovetop</td>
<td>Use the stove in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M29</td>
<td>Apple Bread</td>
<td>Oven</td>
<td>Use the oven in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M33</td>
<td>Apple Oat Muffins</td>
<td>Oven</td>
<td>Use the oven in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M43</td>
<td>Pancakes</td>
<td>Stovetop</td>
<td>Use the stove in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M53</td>
<td>Black Bean Corn Salad</td>
<td>None</td>
<td>Use care with the can opener and the sharp edges of any cans</td>
</tr>
<tr>
<td>M54</td>
<td>Gingerbread Cookies</td>
<td>Oven</td>
<td>Use the oven in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------</td>
<td>------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>M57</td>
<td>Yogurt Fruit Dip</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>M64</td>
<td>Five-Layer Dip</td>
<td>None</td>
<td>Use care with the can opener and the sharp edges of any cans</td>
</tr>
<tr>
<td>M65</td>
<td>Cornbread</td>
<td>Oven</td>
<td>Use the oven in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M67</td>
<td>Fruit Smoothies</td>
<td>Blender</td>
<td>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</td>
</tr>
<tr>
<td>M68</td>
<td>Trail Mix</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>M69</td>
<td>Cream Cheese and Strawberry Snacks</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>M70</td>
<td>Egg Salad</td>
<td>None</td>
<td>Pre-boil eggs at home or in the school kitchen, with permission</td>
</tr>
<tr>
<td>M71</td>
<td>Flat Bread</td>
<td>Oven</td>
<td>Use the oven in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M72</td>
<td>Macaroni &amp; Cheese</td>
<td>Stovetop</td>
<td>Use the stove in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M73</td>
<td>Oatmeal Raisin Cookies</td>
<td>Oven</td>
<td>Use the oven in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M74</td>
<td>Vegetable Stir Fry</td>
<td>Stovetop</td>
<td>Use the stove in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M75</td>
<td>Sugar Cookies</td>
<td>Oven</td>
<td>Use the oven in the school kitchen with permission, and follow all school safety precautions</td>
</tr>
<tr>
<td>M76</td>
<td>Orange Banana Yogurt Pops</td>
<td>Blender</td>
<td>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</td>
</tr>
</tbody>
</table>
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.

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 (see The Most Important Page in the ECE Handbook for details and exceptions). 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.
LICENSING REQUIREMENTS: Moving ECE Classrooms or Changing Program 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 Facility Planning must be consulted. Contact the Director of Facility Planning, Jennifer Song Koeppe, jennifersong_koeppe@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.
COMMON LICENSING VIOLATIONS OF ITEMS THAT MUST BE OUT OF REACH OR LOCKED UP 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 (labeled “Keep out of reach of children.”)

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!
SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION

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 (See response examples in the correct format on the following page.):

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.
SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION

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
## SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION

### EARLY EDUCATION MAIN OFFICE: 720-423-2678

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Lisa Roy</td>
<td>720-423-3299</td>
</tr>
<tr>
<td>Early Ed Instructional Superintendent</td>
<td>Priscilla Hopkins</td>
<td>720-423-2633</td>
</tr>
<tr>
<td>Director of Strategic Initiatives</td>
<td>Katherine Plog Martinez</td>
<td>720-423-2050</td>
</tr>
<tr>
<td>Program Manager</td>
<td>Kendra Wilhelm</td>
<td>720-423-3247</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Andi Ives</td>
<td>720-424-8161</td>
</tr>
<tr>
<td>Budget Analyst</td>
<td>Amar Vaanchig</td>
<td>720-423-2119</td>
</tr>
<tr>
<td>Licensing Specialist</td>
<td>TBD</td>
<td>720-423-2676</td>
</tr>
<tr>
<td>Office Support III</td>
<td>Rosie Nichols</td>
<td>720-423-2679</td>
</tr>
<tr>
<td>Office Support II</td>
<td>Erin Ellis</td>
<td>720-423-2678</td>
</tr>
<tr>
<td>Office Support III</td>
<td>Reyna Valdez</td>
<td>720-423-3468</td>
</tr>
</tbody>
</table>

### HEAD START PERSONNEL:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Head Start</td>
<td>Jose Paz</td>
<td>720-423-3047</td>
</tr>
<tr>
<td>Manager of Head Start Family Services</td>
<td>Stephanie David</td>
<td>720-423-2688</td>
</tr>
<tr>
<td>Health Coordinator</td>
<td>Diana Cunningham</td>
<td>720-423-2657</td>
</tr>
<tr>
<td>Health RN</td>
<td>TBD</td>
<td>720-423-2659</td>
</tr>
<tr>
<td>Disabilities Coordinator</td>
<td>Liz Beindoff</td>
<td>720-423-2689</td>
</tr>
<tr>
<td>Head Start Coordinator</td>
<td>Becka Eschel</td>
<td>720-423-2678</td>
</tr>
<tr>
<td>Head Start Support</td>
<td>Rosie Hernandez</td>
<td>720-423-2689</td>
</tr>
<tr>
<td>Family Liaison Specialist</td>
<td>Nydia Gonzalez</td>
<td>720-423-2682</td>
</tr>
<tr>
<td>Family Liaison Specialist</td>
<td>Karen Labuda</td>
<td>720-423-2684</td>
</tr>
<tr>
<td>Family Liaison Specialist</td>
<td>Irma Martinez</td>
<td>720-423-2685</td>
</tr>
<tr>
<td>Family Liaison Specialist</td>
<td>Lois McDonald</td>
<td>720-423-3506</td>
</tr>
<tr>
<td>Family Liaison Specialist</td>
<td>Luz Mezaacapo</td>
<td>720-423-2669</td>
</tr>
<tr>
<td>Family Liaison Specialist</td>
<td>Fernando Perez Solo</td>
<td>720-423-2687</td>
</tr>
<tr>
<td>Family Liaison Specialist</td>
<td>Dolores Vargas</td>
<td>720-423-2686</td>
</tr>
<tr>
<td>Teacher Mentor</td>
<td>Kathy Malone-Joyce</td>
<td>720-423-2658</td>
</tr>
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</table>

### EARLY EDUCATION ACADEMIC PARTNERS:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Supervisor</td>
<td>Lucy Davis</td>
<td><a href="mailto:LUCY_DAVIS@dpsk12.org">LUCY_DAVIS@dpsk12.org</a></td>
</tr>
<tr>
<td>Academic Partner</td>
<td>Susan Cooper-Smith</td>
<td><a href="mailto:SUSAN_COOPLERSMITH@dpsk12.org">SUSAN_COOPLERSMITH@dpsk12.org</a></td>
</tr>
<tr>
<td>Academic Partner</td>
<td>Elise Edwards</td>
<td><a href="mailto:ELISE_EDWARDS@dpsk12.org">ELISE_EDWARDS@dpsk12.org</a></td>
</tr>
<tr>
<td>Academic Partner</td>
<td>Nicole Carlson</td>
<td><a href="mailto:NICOLE_ENOMOTO-CARLSON@dpsk12.org">NICOLE_ENOMOTO-CARLSON@dpsk12.org</a></td>
</tr>
<tr>
<td>Academic Partner</td>
<td>Mira Killmeyer</td>
<td><a href="mailto:MIRA_KILLMEYER@dpsk12.org">MIRA_KILLMEYER@dpsk12.org</a></td>
</tr>
<tr>
<td>Academic Partner</td>
<td>Nancy Mauro</td>
<td><a href="mailto:NANCY_MAuro@dpsk12.org">NANCY_MAuro@dpsk12.org</a></td>
</tr>
<tr>
<td>Academic Partner</td>
<td>Hilary Rubin</td>
<td><a href="mailto:HILARY_RUBIN@dpsk12.org">HILARY_RUBIN@dpsk12.org</a></td>
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<tr>
<td>Academic Partner</td>
<td>Callan Quiram</td>
<td><a href="mailto:CALLAN_QUIRAM@dpsk12.org">CALLAN_QUIRAM@dpsk12.org</a></td>
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<tr>
<td>Academic Partner</td>
<td>Christy Ullery</td>
<td><a href="mailto:CHRISTINE_ULLERY@dpsk12.org">CHRISTINE_ULLERY@dpsk12.org</a></td>
</tr>
<tr>
<td>Academic Partner</td>
<td>Julio Alas</td>
<td><a href="mailto:JULIO_ALAS@dpsk12.org">JULIO_ALAS@dpsk12.org</a></td>
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<tr>
<td>Academic Partner</td>
<td>Marcela Yanez-Martinez</td>
<td><a href="mailto:MARCELA_YANEZ-MARTINEZ@dpsk12.org">MARCELA_YANEZ-MARTINEZ@dpsk12.org</a></td>
</tr>
<tr>
<td>Director of Community Partnerships</td>
<td>Jane Walsh</td>
<td><a href="mailto:JANE_WALSH@dpsk12.org">JANE_WALSH@dpsk12.org</a></td>
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### EARLY EDUCATION TS GOLD/TECH SUPPORT:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tech Specialist – NW &amp; SW</td>
<td>Darzelle Efferson</td>
<td><a href="mailto:DARZELLE_EFFERSON@dpsk12.org">DARZELLE_EFFERSON@dpsk12.org</a></td>
</tr>
<tr>
<td>Tech Specialist – NE &amp; SE</td>
<td>Max Panten</td>
<td><a href="mailto:MAX_PANTEN@dpsk12.org">MAX_PANTEN@dpsk12.org</a></td>
</tr>
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</table>
**SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION**

**DPS Early Education Academic Partners**

<table>
<thead>
<tr>
<th>North Regional Team</th>
<th>Central Regional Team</th>
<th>South Regional Team</th>
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</thead>
<tbody>
<tr>
<td>Susan CooperSmith</td>
<td>Marcela Yanez</td>
<td>Christy Ulley</td>
</tr>
<tr>
<td>Network 1 Liaison</td>
<td>Network 3 Liaison</td>
<td>Network 2 Liaison</td>
</tr>
<tr>
<td>Julio Alas</td>
<td>Callian Quiram</td>
<td>Mira Killmeyer</td>
</tr>
<tr>
<td>Network 4 Liaison</td>
<td>Network 5 Liaison</td>
<td>Elise Edwards</td>
</tr>
<tr>
<td>Beach Court</td>
<td>Amesse</td>
<td>Ashley</td>
</tr>
<tr>
<td>Brown</td>
<td>Columbine</td>
<td>Bradley</td>
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<tr>
<td>Centennial</td>
<td>DCIS Ford</td>
<td>Bronwell</td>
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<tr>
<td>Eagleton</td>
<td>Denver Language</td>
<td>Cole</td>
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<tr>
<td>Edison</td>
<td>School+</td>
<td>College View</td>
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<tr>
<td>Greenlee</td>
<td>Dora Moore</td>
<td>Denver Green</td>
</tr>
<tr>
<td>Highline*</td>
<td>Inspire+</td>
<td>Doull</td>
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<tr>
<td>KIPP Sunshine*</td>
<td>KIPP Montbello*</td>
<td>Grant Ranch</td>
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<td>MSLA+</td>
<td>Oakland</td>
<td>Kaiser</td>
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<td>Bryant-Webster</td>
<td>Palmer</td>
<td>Lowry</td>
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<tr>
<td>Cheltenham</td>
<td>Smith</td>
<td>RMP2*</td>
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<tr>
<td>CMS+</td>
<td>Stedman</td>
<td>Sabin</td>
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<tr>
<td>Columbian</td>
<td>Swansea</td>
<td>Samuels</td>
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<td>Fairview</td>
<td>University Prep-Steele</td>
<td>Southmoor</td>
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<td>Howell</td>
<td>St.*</td>
<td>Steck</td>
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<tr>
<td>Monarch Montessori*</td>
<td>Wyatt*</td>
<td>Teller</td>
</tr>
<tr>
<td>Trevista</td>
<td>Escalante-Biggs ★</td>
<td>Westerly Creek</td>
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<tr>
<td>University Prep-Arapahoe St.*</td>
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<td>Escalante-Biggs ★</td>
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<table>
<thead>
<tr>
<th>Nancy Mauro</th>
<th>Hilary Rubin</th>
<th>Nicole Enomoto-Carlson</th>
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</thead>
<tbody>
<tr>
<td>Archuleta+</td>
<td>Denison</td>
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<tr>
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<td>Vallerde</td>
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<tr>
<td>Place Bridge</td>
<td>Sandoval</td>
<td></td>
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<tr>
<td>Greenwood+</td>
<td>Omar D. Blair*</td>
<td></td>
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<tr>
<td>ROOTS*</td>
<td>Valdez</td>
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</tr>
<tr>
<td>Maxwell</td>
<td>Sandra Todd Williams Academy★</td>
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<tr>
<td>Slavens+</td>
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<tr>
<td>RMP3*</td>
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<tr>
<td>Waller</td>
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<td></td>
</tr>
<tr>
<td>Whittier</td>
<td>Roberts</td>
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</tbody>
</table>

**Key:**
- + No ECE
- * Charter
- ★ Early Childhood Center

Academic Manager: Lucy Davis
Director of Community Partnerships: Jane Walsh
DPS Early Education Tech Support

**East Region**

Name: Darzelle Efferson  
Email: darzelle_efferson@dpsk12.org  
Telephone: (720) 423-3314

- Highline Academy Northeast
- Highline Academy Southeast
- Horn
- Inspire Elementary School
- Isabella Bird Community School
- Joe Shoemaker School
- Lowry
- Marie L. Greenwood Academy
- Marrama
- Maxwell
- mGloine
- McKinley-Thatcher
- McMeen
- Monarch Montessori of Denver
- Montclair School of Academics & Enrichment
- Oakland
- Omar D. Blair
- Place Bridge Academy
- Rocky Mountain School of Expeditionary Learning
- Samuels
- Sandra Todd-Williams Academy
- Slavens
- Smith Renaissance School
- Soar at Green Valley Ranch
- Southmoor
- Steck
- Stelle
- Stephen Knight Center for Early Education
- Swigert International School
- The Odyssse School
- University
- University Preparatory School
- Westernly Creek
- Whittier
- William (Bill) Roberts
- Wyatt Academy Charter

**West Region**

Name: Max Panten  
Email: max_panten@dpsk12.org  
Telephone: (720) 423-3645

- Academia Ana Marie
- Sandovol
- Barnum
- Beach Court
- Brown International Academy
- Bryant Webster Dual Language
- Castro
- Centennial
- Cesar Chavez Academy
- Cheltenham
- CMS Community School
- Cole Arts & Science Academy
- Colfax
- College View
- Columbian
- Columbine
- Eagleton
- Edison
- Fairview
- Force
- Cowell
- DCIS at Fairmont
- Denison Montessori
- Dora Moore
- Dolli
- Downtown Denver Expeditionary
- Eagleton
- Edison
- Fairview
- Force
- Garden Place
- Godman
- Goldrick
- Garden Place
- Godman
- Goldrick
- Grant Ranch
- Greensea
- Gust
- Johnson
- Kaiser
- Knapp
- Kunsmiller Creative Arts Academy
- Academy ES
- Lincoln Elementary
- Math & Science Leadership Academy
- Munroe
- Newton Palmer
- Park Hill
- Pascual LeDoux Academy
- Polaris at Ebert
- Rocky Mountain Prep
- Southwest
- Roots Elementary
- Sabin World School
- Schmitt
- Stedman
- Swansea
- Teller
- Traylor Academy
- Trevista at Horace Mann
- Valdez
- Valverde
SECTION 1 – PROCEDURES, GUIDELINES & LICENSING INFORMATION

CLASSROOM TECHNOLOGY

Denver Public Schools
Early Education Department
Device/iPad Protocol

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 / 720-423-3314 or email: darzelle_efferson@dpsk12.org 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.
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
## LICENSING QUALIFICATIONS

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

**Teacher Qualifications for ECE:**

<table>
<thead>
<tr>
<th>#A</th>
<th>Must meet DPS Requirement</th>
</tr>
</thead>
</table>
|    | - Colorado Teaching License in:  
|    |   Early Childhood Education  
|    |   OR  
|    | - Teaching license with Early  
|    |   Childhood Endorsement via  
|    |   passing the Praxis, test code 5024  
|    |   OR Every Student Succeeds Act (ESSA)  
|    |   Highly qualified requirement |

<table>
<thead>
<tr>
<th>#B</th>
<th>Must meet CDHS Requirements</th>
</tr>
</thead>
</table>
|    | - 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 301, 302, 303 & choice of an ECE course  
|    | - non-college 48 hour courses: EQIT & Pyramid Plus  
|    |   OR  
|    | - Minimum PDIS Leveled Credential III +  

Colorado Professional Development 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](https://ecpd.costartstrong.org/ets/login.aspx)

Colorado Community Colleges On-Line: good resource for ECE specific courses [https://www.ccconline.org/](https://www.ccconline.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/](http://denverearlychildhood.org/our-work/professional-development/)

Expanding Quality for Infants and Toddlers (EQIT) [https://www.cde.state.co.us/early/eqinfant_toddler](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](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/](http://www.affordablecollegesonline.org/online-colleges/colorado/)
SECTION 2 – TEACHER & PARA REQUIREMENTS

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.globelanguage.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.cccs.edu

Non-College Course links:

http://denverearlychildhood.org/professional-development-training-overview/
SECTION 2 – TEACHER & PARA REQUIREMENTS

Paraprofessional Qualifications for ECE

REQUISITED

- 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.
WHY FINGERPRINTING?

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 will not work for Child Care Licensing.

- The Early Education Department must fingerprint all staff who are NEW to ECE each year.
- ECE teachers and paras returning from the previous year do not need to be re-fingerprinted.
- However, 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.

The Early Education Department will do the fingerprinting either at a staff development meeting early in the school year or by appointment at their downtown office at the Emily Griffith Campus, 1860 Lincoln St., 9th Floor, Denver, CO 80203.

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.

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.
SECTION 2 – TEACHER & PARA REQUIREMENTS

PROFESSIONAL LEARNING DATES & REQUIREMENTS 2018-2019

<table>
<thead>
<tr>
<th>IMPORTANT ECE DATES</th>
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<tbody>
<tr>
<td><strong>August</strong></td>
</tr>
<tr>
<td>Week of 13th: Complete licensing compliance training on-line</td>
</tr>
<tr>
<td>November</td>
</tr>
<tr>
<td>16th: Non-Student Contact Day - All ECE Teacher &amp; Para PD</td>
</tr>
<tr>
<td>March</td>
</tr>
<tr>
<td>1st: Non-Student Contact Day – Rocky Mountain Early Childhood Conference</td>
</tr>
</tbody>
</table>

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 2018.

ECE Special Education paraprofessionals work 183 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 calendar at this link: http://payroll.dpsk12.org/wp-content/uploads/2013/01/180-DAY-PARA-3.pdf and read the notes on page 2.
## SECTION 2 – TEACHER & PARA REQUIREMENTS

### CHART - PROFESSIONAL LEARNING OPPORTUNITIES 2018-2019

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<tr>
<th>TITLE</th>
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<th>ECSE Teacher</th>
<th>ECE Paraprofessional</th>
<th>SPED Paraprofessional</th>
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</thead>
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<tr>
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<td>187</td>
<td>186</td>
<td>183</td>
</tr>
<tr>
<td><strong>Professional Development Required Hours</strong></td>
<td>15 hours of ECE specific PD required</td>
<td>15 hours of ECE specific PD required</td>
<td>15 hours of ECE specific PD required</td>
<td>15 hours of ECE specific PD required</td>
</tr>
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<td><strong>Teal Days</strong></td>
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<td>Optional: Coordinate extra pay with your school leader</td>
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<tr>
<td><strong>ECE Non-Student Contact Days</strong></td>
<td>Required: ECE specific PD provided by Early Ed Dept.</td>
<td>Required: ECE specific PD provided by Early Ed Dept.</td>
<td>Required: ECE specific PD provided by Early Ed Dept.</td>
<td>Required: ECE specific PD provided by Early Ed Dept.</td>
</tr>
</tbody>
</table>
### SECTION 2 – TEACHER & PARA REQUIREMENTS

#### PRE-SERVICE LICENSING TRAINING

The following trainings are to be in place **BEFORE** working in an ECE classroom:

<table>
<thead>
<tr>
<th>ECE TEACHERS &amp; LONG-TERM ECE GUEST TEACHERS</th>
<th>Standard Precautions Training (on-line, renewed annually)</th>
<th>Building/Premises Safety, Hazardous Materials Training (building specific on-site; only done once)</th>
<th>Child Abuse Prevention &amp; Reporting (on-line, renewed annually)</th>
<th>FEMA Emergency &amp; Disaster Preparedness (on-line; only done once)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE PARAS &amp; LONG-TERM ECE GUEST PARAS</td>
<td>Standard Precautions Training (on-line, renewed annually)</td>
<td>Building/Premises Safety, Hazardous Materials Training (building specific on-site; only done once)</td>
<td>Child Abuse Prevention &amp; Reporting (on-line, renewed annually)</td>
<td>FEMA Emergency &amp; Disaster Preparedness (on-line; only done once)</td>
</tr>
</tbody>
</table>

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 2018-2019 school year, ECE teachers and paras take the following trainings the week of August 13, 2018, or upon hire at any time during the year. Keep certifications in your Personal Licensing File.*

**ECE Compliance & Quality 2018-19** (2 hours) Available in [https://schoology.dpsk12.org](https://schoology.dpsk12.org); once on Schoology search using the title or course code DMPZD-RDJS. The course contains information on the following:

**STANDARD PRECAUTIONS** (1.5 hours) This is now available as an on-line course. **Renew annually!**

**BUILDING & PREMISES SAFETY/HANDLING & STORAGE OF HAZARDOUS MATERIALS** Pages 82-83 (1 hour)

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 & REPORTING** [https://ecpd.costartstrong.org/ets/store/item/?id=eaae74e4-1009-11e7-ba23-005056a02268](https://ecpd.costartstrong.org/ets/store/item/?id=eaae74e4-1009-11e7-ba23-005056a02268) (2 hours) This training meets the DPS-required child abuse training as well. **Renew annually!**

**FEMA DISASTER PREP. & EMERG. RESPONSE** [https://training.fema.gov/is/courseoverview.aspx?code=IS-36](https://training.fema.gov/is/courseoverview.aspx?code=IS-36) (2 hours) If you already have this on file, you DO NOT need to do it again!

**PDIS SYSTEM:** See page 58. Enroll or update your information in PDIS. (1-3 hours)

**CODE OF CONDUCT:** Read pages 17 & 18, complete the form on page 17 and add to Personal Licensing File.

*School Nurses can access the CCHC and Immunization courses as soon as possible at the following sites:*

**CHILD CARE HEALTH CONSULTATION TRAINING** [https://qualistar.org/event/child-care-health-consultation-101-3/](https://qualistar.org/event/child-care-health-consultation-101-3/) (4.5 HOURS) 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](https://ecpd.costartstrong.org/ets/store/item/?id=72bde9b9-65b5-11e7-b7fa-005056a0372f) Renew annually!
## SECTION 2 – TEACHER & PARA REQUIREMENTS

### PDIS TO DO CHECKLIST FOR TEACHERS AND PARAPROFESSIONALS

**Deadline to Complete:** ____________________________

<table>
<thead>
<tr>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Register in the PDIS</strong></td>
</tr>
<tr>
<td>• Go to <a href="https://ecpd.costartstrong.org/ets/login.aspx">https://ecpd.costartstrong.org/ets/login.aspx</a></td>
</tr>
<tr>
<td>• Click Register Now</td>
</tr>
<tr>
<td>• Account Details * Only information with red asterisks are required</td>
</tr>
<tr>
<td>• Release Statement - accept</td>
</tr>
<tr>
<td>• Demographics</td>
</tr>
<tr>
<td>• Current Employment</td>
</tr>
<tr>
<td>o Employer Type: Early Childhood Program</td>
</tr>
<tr>
<td>o County: Denver</td>
</tr>
<tr>
<td>o Early Childhood Program: DPS ECE (School Name)</td>
</tr>
<tr>
<td>o Position Title: Assistant Teacher (preschool) or Lead Teacher (preschool)</td>
</tr>
<tr>
<td>• Professional Role: Add your role</td>
</tr>
</tbody>
</table>

| **2. Early Childhood Professional Credential 2.0** |
| • Gather the following documents and put in a folder (could be your licensing file) |
| • Scan all of the following documents from your licensing file and save to your computer in a location you can easily find |
|   **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 Development Documentation - NOT CPR/First Aid** *Scan all of your PD Training Certificates altogether in ONE document* |
|   o Last 3 years |
|   o Certificates must include: |
|     a. Title of training |
|     b. Your name |
|     c. Date of the training |
|     d. Number of Clock Hours or CEUs issues |
|     e. Signature of the trainer |
• **Upload** all of the documents to your PDIS account
  o Go to My Profile (table on left side)
  o Under Profile Categories go to Early Childhood Credentials
  o From the Credential Type drop down, select Colorado Early Childhood Credential 2.0
  o Click Apply

• **Experience**
  o Experience – Click Edit
  o Download, complete and save [Experience Documentation Worksheet](#)
  o Click Upload
  o Enter number on the upper right side of the Excel Experience Documentation Worksheet in years of experience text box
  o Click Save

• **Formal Education**
  o Add New Degree
  o Select appropriate drop down boxes
  o Click Upload (find diploma/degree document on computer)
  o Click Save
  o Add New Academic Coursework
  o Select appropriate drop down boxes & write responses
  o Click Upload (select transcripts)* Upload each transcript from each different academic institution separately
  o Click Save

• **Professional Development**
  o Add New Qualifying Credential, License or Endorsement
  o Select appropriate drop down boxes & write responses
  o Click Upload (Select credential, license or endorsement)
  o Click Save

• **Professional Development**
  o Last 3 years of Professional Development Certificates - **NOT CPR/First Aid**
  ** Once Professional Development 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”
  o Click Upload (upload all certificates if scanned in one document or continue to upload each one at a time)
  o Click Save
3. **Letter of Experience signed by your Principal**
   - 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

4. **Complete Competencies Self-Assessment**
   - Go to My Learning Path and PD Plan (tab on left side)
   - Click on My Professional Development Plan
   - Click Early Childhood Educator and Administrator, create Self-Assessment from the selected item
   - Click Update Self Assessment
   - Click Expand All
   - Complete Self-Assessment (128 questions, takes about 1 ½ hours-you do NOT need to complete all of these in one sitting)
   - Once completed all 128 questions, click Exit

5. **Individual Professional Development Plan**
   - Go to My Learning Path and PD Plan (tab on left side)
   - Click My Professional Development Plan (you will not see an Individual Professional Development Plan until you complete the entire Competencies Self-Assessment)
   - Click Add a New Goal
     - Choose a goal statement
     - Add New Action (Create your own Action)
     - You can create multiple Goals by again clicking Add a New Goal
   - **Print** PDIS Self-Assessment PD Plan and put in your file folder of documentation and give copy to your Early Ed Partner

---

**CDHS**
Office of Early Childhood
Department of Human Services

**COLORADO SHINES**
Start Early
Start Strong
Quality Early Learning
SECTION 3 – TO PRINT FOR TEACHERS AND PARAS

LICENSING REQUIRED DOCUMENTATION CHECKLIST-TEACHERS AND PARAS

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.

Date this form was completed_________________ PDIS Registration or Update done by September 30, 2018: □ 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 and I have a copy ______
First Aid Class __________________________ Expiration Date __________________ On file and I have a copy ______
Standard Precautions Class________________ Expiration Date __________________ On file and I have a copy ______
Medication Administration Class__________ Expiration Date __________________ On file and I have a copy ______

DOCUMENTATION IN PERSONAL LICENSING FILE DATE FILED
CBI Fingerprint Response (emailed from Early Ed. Dept.) __________________________
FBI Fingerprint Response (emailed from Early Ed. Dept.) __________________________
TRAILS Child Abuse/Neglect Response (emailed from Early Ed. Dept.) __________________________
Physicians Statement of Good Health/Immunization Record __________________________
Signed & Initialed Child Abuse Reporting Memo __________________________
Very Important Policies (VIP)-Acknowledgement Form __________________________
Certificate Documenting Child Abuse Prevention & Reporting Training __________________________
*Certificate Documenting FEMA Disaster Prep. & Emergency Response Training __________________________
Signed Form Documenting Building & Premises/Hazardous Mat. Training __________________________
Signed Emergency Information & Statements Form __________________________
Signed Very Important Policies (VIP) Acknowledgement of Receipt Form __________________________
Signed CDHS Child Care Licensing Code of Conduct __________________________
Verification of Qualifications (College Transcripts and/or printed PDIS certificate) __________________________
Certificate Documenting Medication Administration Training & Delegation __________________________
Certification of Emergency Medication Training & Delegation __________________________
Letter(s) of Experience from Principal or Supervisor (see form on following page for content) __________________________

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

<table>
<thead>
<tr>
<th>Class Description</th>
<th>Date of Class</th>
<th>Hours Attended</th>
<th>Certificate on File</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Date of Physical Exam</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patient</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Facility</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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._

<table>
<thead>
<tr>
<th>Health Care Provider’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FOR HEAD START STAFF ONLY:**

**Tuberculin Test Screening (Required every 5 years):**

- Date Test Done: ________________
- Results: _________________________
- Date Test Read: ________________
SECTION 3 – TO PRINT FOR TEACHERS AND PARAS

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).
### BUILDING AND PREMISES SAFETY

<table>
<thead>
<tr>
<th>SCHOOL:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME Print:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME Signature:</td>
<td>TRAINER (FM) Print name:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TRAINER Signature:</td>
<td></td>
</tr>
</tbody>
</table>

**Initial in first column when observed or read for future reference.**

### 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

Comments

---

Facility Name: ________________________________ License # __________________
## 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 FORM

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

LICENSED 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
VERY IMPORTANT POLICIES (VIP) – ACKNOWLEDGEMENT OF RECEIPT

I acknowledge that I have read and understand the following:

<table>
<thead>
<tr>
<th>Heading</th>
<th>Page(s)</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Most Important Page in the ECE Handbook</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ECE Personnel/Staff Changes</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Procedures, Guidelines and Licensing Information</td>
<td>4-49</td>
<td></td>
</tr>
<tr>
<td>Licensing Inspection Response Procedure</td>
<td>44-45</td>
<td></td>
</tr>
<tr>
<td>ECE Drill Information</td>
<td>87</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 3 – TO PRINT FOR TEACHERS AND PARAS

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.
1. 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

Drugs & Alcohol

No

No
SECTION 3 – TO PRINT FOR TEACHERS AND PARAS

Letter of Experience from Principal or Supervisor

Printed on DPS Letterhead

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:________________

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.
**SECTION 4 – TO READ & PRINT FOR CLASSROOM**

### PROFESSIONAL LEARNING DATES & REQUIREMENTS 2018-2019

#### IMPORTANT ECE DATES

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>13th &amp; 14th: Complete licensing compliance training on-line</td>
<td>4th: Non-Student Contact Day - All ECE Teacher &amp; Para PD</td>
<td>22nd: Teal Day 22nd: TS GOLD Fall Checkpoint</td>
</tr>
<tr>
<td>November</td>
<td>28th: TS GOLD Winter Checkpoint</td>
<td>1st: Teal Day</td>
</tr>
<tr>
<td>16th: Non-Student Contact Day - All ECE Teacher &amp; Para PD</td>
<td>28th: TS GOLD Winter Checkpoint</td>
<td>1st: Teal Day</td>
</tr>
</tbody>
</table>
| March                                       | 29th: Participants of Early Ed Department PDUs and PLCs Required | 6th: TS GOLD Spring Checkpoint

**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 2018.

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 calendar at this link: [http://payroll.dpsk12.org/wp-content/uploads/2013/01/180-DAY-PARA-3.pdf](http://payroll.dpsk12.org/wp-content/uploads/2013/01/180-DAY-PARA-3.pdf) and read the notes on page 2.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>ECE Teacher</th>
<th>ECSE Teacher</th>
<th>ECE Paraprofessional</th>
<th>SPED Paraprofessional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days Worked</td>
<td>187</td>
<td>187</td>
<td>186</td>
<td>180</td>
</tr>
<tr>
<td>Professional Development Required Hours</td>
<td>15 hours of ECE specific PD</td>
<td>15 hours of ECE specific PD</td>
<td>15 hours of ECE specific PD required</td>
<td>15 hours of ECE specific PD</td>
</tr>
<tr>
<td>Teal Days</td>
<td>ECE specific PD offered by Early Ed Dept.</td>
<td>ECE specific PD offered by Early Ed Dept.</td>
<td>ECE specific PD offered by Early Ed Dept.</td>
<td>Optional: Coordinate extra pay with your school leader</td>
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<tr>
<td>ECE Non-Student Contact Days</td>
<td>Required: ECE specific PD provided by Early Ed Dept.</td>
<td>Required: ECE specific PD provided by Early Ed Dept.</td>
<td>Required: ECE specific PD provided by Early Ed Dept.</td>
<td>Required: ECE specific PD provided by Early Ed Dept.</td>
</tr>
</tbody>
</table>
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
### THE SECOND MOST IMPORTANT PAGE IN THE ECE HANDBOOK!

#### ECE Classroom Safety Checklist – DAILY-Required

<table>
<thead>
<tr>
<th>School</th>
<th>Room#</th>
<th>Week of</th>
<th>Teacher (Print Name)</th>
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</thead>
<tbody>
<tr>
<td>Para 1 (Print Name)</td>
<td>Para 2 (Print Name)</td>
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**Action:** designated responsible staff member must initial **DAILY** for accountability

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</table>

- 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.
- 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

<table>
<thead>
<tr>
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</table>

**Action:** designated responsible staff member must initial **DAILY** for accountability

### DAILY: Monday to 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 **ACTIVELY SUPERVISED** when outside.

## ECE Classroom Licensing Checklist – WEEKLY-Optional/Recommended

**Action:** designated responsible staff member must initial **WEEKLY** for accountability

### WEEKLY: Monday to Friday

- **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.
SECTION 4 - TO READ & PRINT FOR CLASSROOM

DAILY PARENT/GUARDIAN SIGN-IN/OUT SHEETS

The ECE student sign-in/out form is **required** for all ECE classrooms. The pages, in English and Spanish, can be printed from The Commons at [https://drive.google.com/drive/folders/0B4hhv5R2axS4eDh6RmNyZ2l1R3M](https://drive.google.com/drive/folders/0B4hhv5R2axS4eDh6RmNyZ2l1R3M).

- The form, in English and Spanish, is the ONLY acceptable form to use.
- 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.
- It must include for each child: the date, the child’s name, the time when the child arrived at and left the center, and the parent or guardian’s signature or other identifier and may also determine student attendance.

*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 | 3:30 Potter
- **YES** = Harry Potter (Printed)
- **YES** = Harry Potter (Cursive)
- **YES** = [unreadable scribble]
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
SECTION 4 - TO READ & PRINT FOR CLASSROOM

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

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.
SECTION 4 - TO READ & PRINT FOR 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
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 querella 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. 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 unírenos

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!
### VISITORS SIGN-IN SHEET

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

<table>
<thead>
<tr>
<th>VISITOR’S NAME</th>
<th>DATE</th>
<th>ADDRESS</th>
<th>PHONE</th>
<th>PURPOSE OF VISIT</th>
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## 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.

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<tr>
<th>NOMBRE DEL VISITANTE</th>
<th>FECHA</th>
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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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Consultant Signature</th>
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</table>
 SECTION 4 - TO READ & PRINT FOR CLASSROOM

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 if 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 and 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.

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.
SECTION 4 - TO READ & PRINT FOR CLASSROOM

ECE DRILL REQUIREMENTS EXPLANATION

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. Forms are on the following pages.

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 Thursday, March 7, 2019. These are recorded separately for ECE.

Tornado Drills
This is an additional drill added by licensing for 2018-2019. 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 Thursday, May 9, 2019. 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 Thursday, May 9, 2019. These are recorded separately for ECE.

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.

Remember that the “Active Shooter” drill will be conducted as a Lockdown drill for ECE children but LOGGED as an Active Shooter drill.
## 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 ________________________________________

<table>
<thead>
<tr>
<th>Date/Time of Drill</th>
<th>Room #</th>
<th>Time to evacuate</th>
<th>Number of Children</th>
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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________________________________

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<th>Date/Time of Drill</th>
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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 __________________________

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<th>Date</th>
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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____________________ Time to Shelter-in-Place_________
Room #____________________ Number of Children_________
Number of Adults_____________

Date____________________ Time to Shelter-in-Place_________
Room #____________________ Number of Children_________
Number of Adults_____________

Date____________________ Time to Shelter-in-Place_________
Room #____________________ 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_________________ Time to Shelter-in-Place__________
Room #_________________ Number of Children__________
Number of Adults__________

Date_________________ Time to Shelter-in-Place__________
Room #_________________ Number of Children__________
Number of Adults__________

Date_________________ Time to Shelter-in-Place__________
Room #_________________ Number of Children__________
Number of Adults__________
SECTION 4 - TO READ & PRINT FOR CLASSROOM

MANDATED LICENSING VISIT PROTOCOL

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

Date Completed

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

Date Completed

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.

Date Completed

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

Principal shares ROIs and responses with Instructional Superintendent

Date Completed
### Monthly Medication Log

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Medication:</td>
<td></td>
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<tr>
<td>Dosage:</td>
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<tr>
<td>Route:</td>
<td></td>
</tr>
<tr>
<td>Time to be given:</td>
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<tr>
<td>Special Instructions:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Initials:</th>
<th>Note if medication was not given and reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Date:</td>
<td>Time:</td>
<td>Initials:</td>
<td>Note if medication was not given and reason:</td>
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<td>Date:</td>
<td>Time:</td>
<td>Initials:</td>
<td>Note if medication was not given and reason:</td>
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<tr>
<td>Friday</td>
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</tbody>
</table>

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

*For more information, see Health & Sanitation Regulations 2018-2019.*
ILLNESS SURVEILLANCE FORM

For more information, see Health & Sanitation Regulations 2018-2019
SECTION 5 – TO PRINT FOR PARENTS/FAMILIES

**LICENSING REQUIRED DOCUMENTATION CHECKLIST - 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.

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 or within 30 days of enrollment)*

These forms are given to parents/guardians to keep:

- Licensing Policies & Procedures *(Found in Section 4 of this handbook)*
- Reporting Abuse/Making a Complaint letter
- Copy of their completed, signed, and dated Parent/Guardian Information and Permissions Form
- CDPHE Recommended Immunizations, pages 111-112 *(Optional)*
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 programs/settings

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

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:

7. Mencione los juguetes favoritos de su hijo, juegos, programas de televisión, películas y juegos de video:

8. ¿Hay algo adicional que le gustaría compartir acerca de su hijo o familia que nos ayude conocer un poco más a su hijo?

9. ¿Qué esperanzas e ilusiones tiene para su hijo en nuestro programa?
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.)

(Please explain)

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

(Please explain)

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

(Please explain)

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

(Please explain)

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

(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?
SECTION 5 – TO PRINT FOR PARENTS/FAMILIES

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.)

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

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

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

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

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?
SECTION 5 – TO PRINT FOR PARENTS/FAMILIES

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.

# Parent/Guardian Information and Permissions

<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Child’s Full Name</td>
<td>_________________________________________________________________</td>
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<tr>
<td>Date of Birth</td>
<td>_________________________________________________________________</td>
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<tr>
<td>Child’s Home Address</td>
<td>_________________________________________________________________</td>
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<tr>
<td>City &amp; Zip</td>
<td>_________________________________________________________________</td>
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<tr>
<td>Date of Enrollment</td>
<td>_________________________________________________________________</td>
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<tr>
<td>Previous Educational Experience (if applicable)</td>
<td>________________________________________________________________</td>
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<tr>
<td>Does your child have health insurance?</td>
<td>___Yes ___No</td>
</tr>
<tr>
<td>If not, do you want information on health insurance?</td>
<td>___Yes ___No</td>
</tr>
</tbody>
</table>

*(Teacher: for a list of resources, visit the Early Ed. website, [http://earlyeducation.dpsk12.org/resources-for-staff/](http://earlyeducation.dpsk12.org/resources-for-staff/))

## For classroom use only:

- [ ] Birth Certificate (Copy or electronic access on demand)
- [ ] District Registration Packet (Copy or electronic access on demand)
- [ ] Significant observations of child’s development (TS GOLD)
- [ ] Special Diet and/or Health Care Plan (if applicable)
- [ ] Current Child’s Statement of Health Status Form
- [ ] Individual Child’s Profile
- [ ] Immunization Record on CDPHE approved form (Copy or Electronic access on demand)
- [ ] Record of minimum of 2 parent conferences including dates, names of staff involved

## Parent/Guardian Full Name

- [ ] Home Address
- [ ] Phone (Home)
- [ ] City & Zip
- [ ] Phone (Other)
- [ ] Email Address
- [ ] Okay to text? Yes ____ No____
- [ ] Place of Employment
- [ ] Employment Address
- [ ] Phone (Work)

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

_________
SECTION 5 – TO PRINT FOR PARENTS/FAMILIES

Child’s Name_________________________________________ Nickname (if applicable) ____________________________

PARENT/GUARDIAN PERMISSIONS

1. 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 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.

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>PHONE NUMBER</th>
<th>RELATIONSHIP TO CHILD</th>
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<tbody>
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</table>

2. In accordance with Colorado Department of Human Services child care licensing requirements, I and any adults I have designated will sign my child in and out each day with both the correct time and a complete signature including both first and last name.

3. In the event that a parent or guardian cannot be reached in an emergency, please list at least two adults who will assume responsibility for your child in an emergency situation.

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>PHONE NUMBER</th>
<th>OKAY TO TEXT? Yes or No</th>
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</table>

4. I give my permission for my child to share in food tasting experiences.

   YES □  NO □

   Food Allergies/Restrictions __________________________________________________________

5. If I provide my child with a home-made lunch, it will contain only age-appropriate, nutritious foods which do not pose a choking hazard.

6. In compliance with Colorado Department of Human Services child care licensing requirements, I will not send any food or other items with my child to school in a plastic bag of any size.

7. I understand that food prepared at home may not be served to anyone other than my child. I also understand food prepared at home may not be offered for sale.

8. I understand that state licensing regulations limit television, recorded media, video, computer, tablet, and media device time for preschool age children and that those limits may only be exceeded for a special occasion.

9. I have been advised that Early Childhood Education classrooms in Denver Public Schools accept children that may not be fully immunized.

10. I have received, read and understand the Denver Public Schools Early Education Department Licensing Policies & Procedures.
SECTION 5 – TO PRINT FOR PARENTS/FAMILIES

Child’s Name________________________________ Nickname (if applicable)____________________

11. I realize my active involvement in my child’s education is very important. Therefore, I agree to:
   • support my child’s education
   • attend parent/teacher meetings and conferences this year and
   • send my child to school every day that he or she is not ill.

_I have read, understand, and agree to items 1 through 11 as indicated by my signature._

_____________________________________________ _____________________
Parent/Guardian Signature Date

EMERGENCY MEDICAL AUTHORIZATION

<table>
<thead>
<tr>
<th>Child’s Physician</th>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s Dentist</td>
<td>Name</td>
<td>Address</td>
<td>Phone</td>
</tr>
<tr>
<td>Hospital of Choice</td>
<td>Name</td>
<td>Address</td>
<td>Phone</td>
</tr>
</tbody>
</table>

_In an emergency situation, the student will be transported to the hospital determined by the Emergency Personnel._

If a parent or legal guardian cannot be notified and immediate medical care is indicated, the school will call 911. However, the Denver Public Schools will in no case accept financial responsibility for care.

_____________________________________________ _____________________
Parent/Guardian Signature Date

PARENT/GUARDIAN PERMISSION TO APPLY SUNSCREEN

State licensing requires a parent or guardian’s written authorization for applying sunscreen or another form of approved sun protection to their child’s exposed skin prior to outdoor play. Sunscreen may be applied by the center staff 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

<table>
<thead>
<tr>
<th>Nombre completo del niño/a</th>
<th>Fecha de nacimiento</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domicilio del niño/a</td>
<td>Ciudad y código postal</td>
</tr>
<tr>
<td>Fecha de inscripción</td>
<td></td>
</tr>
<tr>
<td>Previa experiencia educativa (si es pertinente)</td>
<td></td>
</tr>
<tr>
<td>¿Tiene su hijo/a seguro (aseguración) de salud?</td>
<td>Sí / No</td>
</tr>
<tr>
<td>En caso de que no tiene, ¿quiere información sobre el seguro de salud?</td>
<td>Sí / No</td>
</tr>
</tbody>
</table>

(Maestros/a: para una lista de recursos, hay que visitar el sitio de la red de Early Ed. que es Educación de la Primera Infancia, [http://earlyeducation.dpsk12.org/resources-for-staff/](http://earlyeducation.dpsk12.org/resources-for-staff/))

### Para uso del salón de clases solamente:

- Acta de Nacimiento (copia o acceso electrónico cuando se solicite)
- Paquete de Inscripción del Distrito (copia o acceso electrónico cuando se solicite)
- Observaciones importantes del desarrollo infantil (TS GOLD)
- Plan de Dieta Especial y/o Cuidado de Salud (si es pertinente)
- Formulario del Estado de Salud de la Actual Declaración del Niño/a
- Perfil individual del niño
- Cartilla de Vacunas en el formulario aprobado de CDPHE (copia o acceso electrónico cuando se solicite)
- Registro de un mínimo de 2 conferencias para padres, incluyendo fechas, nombres del personal involucrado

### Nombre completo del padre o madre/apoderado

<table>
<thead>
<tr>
<th>Domicilio</th>
<th>Teléfono (casa)</th>
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</thead>
<tbody>
<tr>
<td>Ciudad y código postal</td>
<td>Teléfono (otro)</td>
</tr>
<tr>
<td>Dirección de correo electrónico</td>
<td>¿está bien enviar texto? Sí / No</td>
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<tr>
<td>Lugar del empleo</td>
<td>Dirección del empleo</td>
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<tr>
<td>Ciudad y código postal</td>
<td>Teléfono (empleo)</td>
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<tr>
<td>¿Cualquier instrucción especial de cómo contactarse con los padres/tutor durante las horas cuando el niño/a está en el centro?</td>
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</tbody>
</table>

### Nombre completo del padre o madre/apoderado

<table>
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<tr>
<th>Domicilio</th>
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<tbody>
<tr>
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<td>Teléfono (otro)</td>
</tr>
<tr>
<td>Dirección de correo electrónico</td>
<td>¿está bien enviar texto? Sí / No</td>
</tr>
<tr>
<td>Lugar del empleo</td>
<td>Dirección del empleo</td>
</tr>
<tr>
<td>Ciudad y código postal</td>
<td>Teléfono (empleo)</td>
</tr>
<tr>
<td>¿Cualquier instrucción especial de cómo contactarse con los padres/tutor durante las horas cuando el niño/a está en el centro?</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 5 – TO PRINT FOR PARENTS/FAMILIES

Nombre del niño/a___________________________________ Cómo prefiere que lo/la llamen: ________________________________

PERMISOS DE LOS PADRES Y A LOS TUTORES

1. Indique una lista de los nombres, domicilios, números telefónicos, y relación con su hijo/a, de los adultos (más de 18 años) con las que podemos dejar ir a su hijo/a durante el año escolar. SOLAMENTE DEJAREMOS ir a los niños con los adultos designadas por escrito.

En situación de emergencia, pueden dejar ir a su hijo/a con un adulto a la que ustedes, como padre o madre/tutor, han dado autorización verbal. Si el personal del salón de clases no conoce a esta persona, se requerirá identificación con foto.

<table>
<thead>
<tr>
<th>NOMBRE</th>
<th>DOMICILIO</th>
<th>NÚMERO TELEFÓNICO</th>
<th>RELACIÓN CON EL NIÑO/A</th>
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<tbody>
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2. De acuerdo a los requisitos de licencia de cuidado infantil del Departamento de Servicios Humanos de Colorado, yo y cualesquiera adultos que he designado firmarán cuando lleven y recojan a mi hijo/a de la escuela cada día tanto con la hora correcta como con la firma completa, incluyendo tanto el nombre como el apellido.

3. En caso de que no se pueda encontrar al padre o la madre o el tutor en una emergencia, por favor, hay que hacer una lista de por lo menos dos adultos que se harán responsables de su hijo/a en una situación de emergencia.

<table>
<thead>
<tr>
<th>NOMBRE</th>
<th>DOMICILIO</th>
<th>NÚMERO TELEFÓNICO</th>
<th>¿ESTÁ BIEN ENVIAR TEXTO? Sí o No</th>
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</tbody>
</table>

4. Doy permiso para que mi hijo/a participe en las experiencias de probar alimentos.

SÍ ☐ NO ☐

Alergias/Restricciones de Alimentos____________________________________________________

5. Si doy a mi hijo/a un almuerzo preparado en la casa, contendrá solamente alimentos nutritivos, apropiados para su edad que no tengan ningún peligro de que se atragante.

6. En cumplimiento con los requisitos de licencia de cuidado infantil del Departamento de Servicios Humanos, no enviaré ningún alimento o ningún otro artículo con mi hijo/a a la escuela en una bolsa plástica de cualquier tamaño.

7. Entiendo que el alimento preparado en la casa no puede servirse a nadie más que a mi hijo/a. También entiendo que el alimento preparado en la casa no puede ofrecerse a la venta.

8. Tengo entendido que las regulaciones para licencias del estado limitan el tiempo de televisión, medios grabados, video, computadora, tablet, y aparatos de medios para los niños de edad preescolar y que se puede sobrepasar estos límites solamente en una ocasión especial.

9. He sido informado/a que los salones de clases de Educación de la Primera Infancia en las Escuelas Públicas de Denver aceptan niños que no tienen todas las vacunas.

10. He recibido, leído y entiendo las Normas y los Procedimientos de Licencia del Departamento de Educación de la Primera Infancia de las Escuelas Públicas de Denver.
SECTION 5 – TO PRINT FOR PARENTS/FAMILIES

Nombre del niño/a___________________________________ Cómo prefiere que lo/la llamen: ________________________________

11. Me doy cuenta de que mi participación activa en la educación de mi hijo/a es muy importante. Por consiguiente, estoy de acuerdo en:
   • apoyar la educación de mi hijo/a
   • asistir a reuniones y conferencias de padres/maestro este año y
   • enviar a mi hijo/a a la escuela cada día cuando no se encuentre enfermo/a.

He leído, entiendo, y estoy de acuerdo con los puntos del 1 al 11 como mi firma indica.

__________________________________ _____________________
Firma del padre o madre/tutor Fecha

AUTORIZACIÓN MÉDICA DE EMERGENCIA

Médico del niño/a_____________________________________________________________________
Nombre Dirección Teléfono

Dentista del niño/a_____________________________________________________________________
Nombre Dirección Teléfono

Hospital escogido_____________________________________________________________________
Nombre Dirección Teléfono

En caso de emergencia, el estudiante será transportado a un hospital que será determinado por el personal de emergencia.

Si el padre o la madre o el tutor legal no puede ser notificado y se requiere inmediato cuidado médico, la escuela llamará 911. Sin embargo, las Escuelas Públicas de Denver en ningún caso aceptarán responsabilidad financiera por el cuidado médico.

____________________________________________________ _____________________________
Firma del padre o la madre/el tutor Fecha

PERMISO DE LOS PADRES PARA APLICAR FILTRO SOLAR

La licencia estatal requiere la autorización por escrito de uno de los padres o apoderado para aplicar el protector solar o cualquier otra forma de protección solar aprobada a la piel expuesta de su hijo/a antes de ir a jugar al aire libre. El protector solar puede también ser aplicado por el personal del centro o, si un niño/a tiene más de cuatro (4) años de edad, por el mismo niño o niña bajo la supervisión de un miembro del personal. Instrucciones especiales para la aplicación del protector solar, o cualquier otra forma de protección solar, si fuera necesario, deben darse al maestro/a por escrito.

POR FAVOR, FIRME UNA DE LAS SIGUIENTES OPCIONES:

• Este salón de clases suministra protector solar a los alumnos de Educación de Primera Infancia. Estoy de acuerdo en permitir que este producto se aplique a mi hijo/a. Tengo entendido que los niños que han cumplido 4 años de edad pueden aplicarse este protector solar ellos mismos bajo la directa supervisión de un miembro del personal.

____________________________________________ _________________________
Firma del padre o madre/apoderado Fecha

• En lugar de utilizar el protector solar provisto por este salón de clases, estoy de acuerdo en suministrar un recipiente de protector solar con su respectiva etiqueta para mi hijo/a, cuyo nombre aparece arriba, para que se le aplique antes de ir a jugar afuera. Tengo entendido que los niños que han cumplido 4 años de edad pueden aplicarse ellos mismos el protector solar bajo la directa supervisión de un miembro del personal.

____________________________________________ _________________________
Firma del padre o madre/apoderado Fecha
### CHILD’S STATEMENT OF HEALTH STATUS FOR ENROLLMENT

Denver Public Schools (DPS) Early Childhood Education (ECE) Program

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. *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.

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Gender</th>
<th>Birth Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>City &amp; Zip</td>
<td></td>
</tr>
</tbody>
</table>

- **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 ___________

- **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:** ____________________________________________

<table>
<thead>
<tr>
<th>Health Provider Name</th>
<th>Phone</th>
<th>Address</th>
<th>City &amp; Zip</th>
</tr>
</thead>
</table>

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

**Date**
DECLARACIÓN DEL ESTADO DE SALUD DEL NIÑO PARA SU INSCRIPCIÓN
Programa de ECE (Early Childhood Education) o Educación de Primera Infancia de DPS (Denver Public Schools) o las Escuelas Públicas de Denver

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______________
• 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
Child Care/Preschool/Head Start Required Immunizations - 2018-19 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)
  - haemophilus influenzae type b (Hib)
  - polio (IPV)
  - pneumococcal (PCV)
  - measles, mumps, rubella (MMR)
  - varicella (chickenpox)
  - hepatitis B (HepB)
  - varicella (chickenpox)
  - rotavirus
  - hepatitis A
  - influenza

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](http://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](http://www.colorado.gov/vaccineexemption).
- If you choose not to get your student vaccinated according to the current ACIP schedule for religious or personal belief 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. You can either submit the state health department’s non-medical form (online or paper copy) for inclusion in the Colorado Immunization Information System (CIIS), provide a paper copy of the state health department’s non-medical exemption form to your student’s school, or submit a signed non-medical statement of exemption to your student’s school. Such a statement should include the following information: student’s full name, age or date of birth, date the exemption was submitted, the vaccines declined, and which type of non-medical exemption is being taken (personal belief or religious). If you choose to include your student’s information in CIIS, you may opt your student out of CIIS at any time. Your student’s school may ask you to also provide them with a paper copy of the non-medical exemption if you submit online. You can get online and downloadable versions of the state health department’s non-medical exemption form at [www.colorado.gov/vaccineexemption](http://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 vaccination and exemption numbers (but not student names or birth dates) to the state health department by December 1 every year. Vaccination and exemption rates will be posted on the state health department website in Spring 2018.
- 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](http://www.ImmunizeForGood.com) and [www.colorado.gov/cdphe/immunization-education](http://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](http://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
SECTION 5 – TO PRINT FOR PARENTS/FAMILIES

Dear Colorado health care provider:

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:

- 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.
- 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.
- 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 http://www.cdc.gov/vaccines/default.htm
- The Immunization Action Coalition: Ask the Experts http://www.immunize.org/askexperts/
- CDC Experts at the National Immunization Program nipinfo@cdc.gov or 1-800-CDC-Info (1-800-232-4636)

Sincerely,
Colorado Immunization Branch | Colorado Department of Public Health & Environment
303-692-2700 | cdphe.dcdimmunization@state.co.us
SECTION 5 – TO PRINT FOR PARENTS/FAMILIES

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-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-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 pedirlas. Asimismo, pidiéndolos puede Ud. revisar los informes sobre la inspección que están fijados en la pared del plantel.
The ECE student sign-in/out form is required for all ECE classrooms. The pages, in English and Spanish, can be printed from The Commons at https://drive.google.com/drive/folders/0B4hhv5R2axS4eDh6RmNyZ2l1R3M.

- The form, in English and Spanish, is the ONLY acceptable form to use.
- 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.
- It must include for each child: the date, the child’s name, the time when the child arrived at and left the center, and the parent or guardian’s signature or other identifier and may also determine student attendance.

**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 = [unreadable scribble] (Unreadable scribble)
DENVER PUBLIC SCHOOLS
EARLY EDUCATION DEPARTMENT

LICENSE ING POLICIES & 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 Development. 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 tornadoes) 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 conductas sociales y emocionales positivas a los alumnos de la Educación de Primera Infancia o ECE y los alumnos cuentan con apoyo 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 enfermedad, 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 transporte del distrito (ver la Norma JICC-R de las Escuelas Públicas de Denver) se usan para las excursiones y en casos de transporte 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/apoderados 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 cuenten 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 querella 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 querella 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 querella 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.
Resources - APPENDIX

This is the process that will occur should an ECE program site or classroom be involved in an adverse action.