



KSPE Family Handbook 2023-24

Address: 3400 W. Nevada Pl. Denver, CO 80219
Phone: (720)452-2572

2023-24 School Hours:
Monday-Thursday: 8:05 am-3:45 pm
Friday: 8:05 am-1:00 pm

2023-24 Office Hours:
Monday-Friday: 8:05 am-4:00 pm

Principal Welcome Letter

Dear KIPP Sunshine Peak Elementary Team & Family,

Welcome to the 2023-2024 school year! We are thrilled to collaborate with your KIPPster as they work towards pursuing their educational and social-emotional goals.

We thank you for entrusting us with your student's education and we take that responsibility seriously. Together, we will do whatever it takes to ensure your KIPPster builds the knowledge, character strengths, and habits to navigate and be successful in college and beyond.



We want to ensure everyone understands the procedures and policies in place at KIPP Sunshine Peak Elementary that help us to provide consistency, safety, and an excellent education for your KIPPster.

If you have additional questions, please call our front desk and we will be happy to assist you in any way that we can. We ask that you read through the handbook in its entirety and carve out space to discuss any big priorities with your student for the coming year.

In Partnership,
Darby West
Principal, KSPE
dwest@kippcolorado.org

(720)626-7979



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School Routines & Expectations

Arrival

Our arrival window is between 8:05 - 8:20 am for all KIPPsters.

ECE: Families of ECE KIPPsters must walk their child directly to their classroom door and sign in.

Kindergarten - 4th Grade: We offer both car line and walk-up options for families.

Dismissal

Dismissal is at 3:45 pm.

ECE: Families of ECE KIPPsters must pick up their child directly at their classroom door and sign out with a signature. **By Colorado law, ECE KIPPsters can only be picked up by adults 18 years of age or older.**

Kindergarten - 4th Grade: We offer both car line and walk-up options for families. For the safety of all students, all adults must produce their assigned placard in order to enter our dismissal area. All families will receive two placards. For Kindergarten-4th Grade, students may be picked up by siblings older than 14 years of age by signing the release of liability form.

Uniforms

Tops: All KIPPsters must wear a KSPE t-shirt or Polo shirt. KSPE sweatshirts are also available for purchase.

Bottoms: There is no dress code for bottoms. KIPPsters are free to wear any pants, shorts, skirts, or jumpers.

Shoes: For the safety of students, we ask all KIPPsters to wear sneakers to school.

Homework

Homework will be provided for all students in Kindergarten - 4th grade on a weekly basis. While homework is strongly encouraged in order to build strong study habits, it is not required. There will not be homework in ECE.

Grading

KSPE runs on a Trimester system.

Trimester 1	August 14 - November 10
Trimester 2	November 13 - February 23

Trimester 3	February 26 - May 31
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Kindergarten - 4th Grade: Each trimester, students will receive a standards-based report card where they will receive a score on how well they are mastering the Common Core State Standards. Grades are determined based on assessment and bi-weekly quiz scores.

4	Exceeding Expectations
3	Meeting Expectations
2	Approaching Expectations
1	Below Expectations

ECE: All ECE KIPPsters will receive their TS Gold Report, which captures where a child falls along a continuum of development, called 'Widely Held Expectations.'

Student Cubbies and Change of Clothes

We ask that all students bring at least one full change of clothes to school to keep in their cubby. We know accidents happen - from milk spills to bathroom accidents - and want to be sure we are prepared to support your child. All ECE KIPPsters should bring two full changes of clothes. These do not have to be uniform shirts.

Food and Nutrition Policies

Federal Free/Reduced Lunch Form

All families must fill out this form at Registration in August, even if you don't think you qualify. Families who qualify will receive a free/reduced pricing for lunch. Breakfast is free for all students.

Meals

KSPE serves breakfast, lunch, and afternoon snack every day. KIPPsters do not need to bring any food from home. However, you are welcome to feed your child breakfast before sending them to school and/or send cold lunch with your child. Please read below for details about our Healthy Food Policy.

KSPE Healthy Food Policy

At KSPE, we believe a healthy body is key to building a healthy mind. We also believe students need to learn to make choices about what to eat based on their own values and the values of their families and community. To provide clarity and to support our KIPPsters in making healthy choices, we have the KSPE Healthy Food Policy.

Prohibited items:

- =Gum or candy
- Any drinks other than water - we are a water only school.

Birthdays

We recognize the importance of birthdays in a child's life and will make sure every child feels honored on their special day. We also aim to restructure birthday celebrations by focusing on your child's amazing contributions to our school community.

- Families may bring treats to honor their child's birthday.
- Birthdays will be celebrated at the end of the day.
- Please ensure items shared are peanut-free.
- Please ensure all items are gender neutral.

You can support the school in honoring your child's birthday in the following ways:

- Donate a book to your child's classroom library in honor of your child's birthday with their name inside.
- Have your child bring in their favorite book to share and the teacher or child will read it to the class.
- Donate a recess item (ball, jump rope) either new or used to the classroom for recess.
- Provide each student in class with a colorful pencil, sticker, or eraser.
- Choose a favorite song or musical piece to sing or play for the class.
- Bring simple goodie bags for each child in the class with safe items (no balloons, pop rocks, etc).

Birthday Invitations

We cannot distribute personal birthday invitations unless all students in the classroom are invited.

Family Communications and Partnerships

We believe our KIPPsters' learning and development only grows stronger when we have strong partnerships with our families. Here are the systems we have in place to promote strong communication and family partnerships:

Bloomz: Bloomz will be our one-stop shop for KSPE-specific school, grade level, and classroom communications. You will receive an invitation via text and email.

Monthly Survey: Once a month, you will receive a short survey to rate your experience at KSPE from the past month and to offer feedback. This allows us to hear your feedback every month without waiting for once yearly DPS surveys.

Cafecitos for KIPP Family Association: KFA is held in the early evening on the second Thursday of each month. KFA is an opportunity to support school with event planning, fundraising, and more. KFA is a wonderful way to make your voice heard!

Collaborative Schools Committee: CSC is an elected position, voted on by fellow members of the KSPE community. In addition to family members, the CSC will also include a community member and staff member. Together, this group will work closely with the principal to provide input on key decisions around budget, student experience, and more.

Schedule

ECE: Our ECE program is play-based and 50% of their day is spent in play as teachers work with children individually and in small groups to offer play-based learning experiences that develop children holistically. ECE students also have a 60-minute built-in rest time every day.

Lower Elementary (Kindergarten - 2nd Grade): Our lower elementary children will experience both Morning Meeting and Team & Family Time to develop their social emotional skills and strategies, a 70 minute literacy foundational skills block (half in Spanish, half in English), 45 minutes of both English Language Development (ELD) and Spanish Language Development (SLD) instruction; 80 minutes of math, and a 60 minute intervention block. Children also have a 45 minute Arts class (rotates weekly between Movement & Dance and Music class), and 55 minutes for lunch and recess.

Upper Elementary (3rd Grade - 4th Grade): While many structures are similar to lower elementary, 3rd and 4th grades do not have a literacy foundational skills block, but instead a Close Reading and Fluency block to continue to work on their reading development as they grow.

KIPP Sunshine Peak Elementary Code of Conduct

At KSPE, we believe all children do well if they can. We do not believe in external rewards or punishments to learn behavior. Rather, we believe when a child demonstrates challenging behaviors, it is our job to teach them the skill that will support them in responding to triggers.

For all children, we follow our KSPE Habits of Heart Ladder. The table below can help our families understand exactly how we respond when a child does not follow through on expectations. The **Habits of Heart Ladder** is meant to align our team on implementing consistent language, feedback, and communication in response to misbehavior. It is meant to help us operationalize our guiding beliefs and to help our KIPPsters be successful through building new social, emotional, and executive skills. Success of the ladder is ultimately contingent on having built safety and connection through strong, trusting relationships with families and KIPPsters.

<p>The Habits of Heart Ladder is built with the assumption that we are first:</p> <ul style="list-style-type: none"> • Provide a structured and consistent environment with clear systems and procedures • Giving What To Do directions (MVP: how should students move? What voice level? What does participation look like?) • Precise positive narration 		
Step	Adult Actions	Examples
Step 1	<p><u>Use Non-Judgmental and Specific Praise and Proximity</u> Move closer to KIPPster not following through. Positive narrate/reward others who are meeting expectations. Use nonverbals, eye contact, intentional pausing, to redirect KIPPster.</p>	<p><i>"KIPPsters are pushing in their chairs and walking safely to the carpet." as you move closer to a child who has not yet followed through.</i></p>
Step 2	<p><u>Assertively Restate the Expectations: Name, Verb, Paint</u> Use child's name. Start your sentence with a verb. Paint a picture of what follow through looks like (demonstrate, use visuals)</p>	<p><i>"Jazmin, pick up your pencil and get started on question 1 (point to where to start)."</i></p> <p><i>[when you see the beginning of the follow through]; "You did it. You got started."</i></p>
Step 3	<p><u>Apply Empathetic Process in Private Conversation</u> Describe what you see in terms of emotional signals (face and body cues) and physical actions.</p>	<p><i>Your arm is going like this (demonstrate) and your face is going like this (demonstrate).</i></p> <p><i>[Download calm by STAR breathing]</i></p>

	<p>Name the feeling the child is communicating.</p> <p>Acknowledge the child's desire with positive intent.</p>	<p><i>You seem [feeling].</i> <i>You wanted ____ (or) You were hoping to ____.</i></p> <p><i>Your arm is going like this (demonstrate) and your face is going like this (demonstrate). You seem frustrated. You were hoping to be the first KIPPster on the carpet.</i></p>
Step 4	<p><u>Offer Two Positive Choices</u> Offer true, positive choices by voicing two options that are acceptable to you and ultimately leads to a child following through. Repeat the choice until follow through.</p>	<p><i>You have a choice! You can line up behind Jada or you can line up next to me. Which is better for you?</i></p>
Step 5	<p><u>Natural Consequence</u> Describe what could happen if behavior continues using "When/Then" language.</p>	<p><i>Natural consequence is learning a new social skill with teacher guidance</i></p> <p>Offer the positive consequence of meeting the expectation:</p> <p>When you use kind words with your friends, then they will feel safe being around you.</p>
	<p><u>Logical Consequence</u> Have a conversation with KIPPster to deliver the logical consequence using "When/Then" and "If/Then" language.</p>	<p><i>You have a choice. When you choose (helpful skill) then (positive consequence).</i></p> <p>If you choose to (hurtful skill) again then (negative consequence).....I can see by your actions you have chosen to (be</p> <p><i>When you stay focused on reading independently then you can stay in your spot.</i> <i>If you choose to continue talking to your teammate, then I will choose your spot for you.</i></p>
Step 6	<p><u>Recommitment Meeting</u> KIPPster spends time completing a Recommitment form with an adult, missed academic work, and restores safety to relevant teammates. The Refocus Meeting is meant to determine the next logical consequence and a more intensive coaching conversation. The KIPPster's family is called to communicate this consequence.</p>	<p>Live School Consequence Coding: RM</p> <p>Next Step: call home, send home completed Recommitment Form to get signed, determine re-entry plan</p> <p>If a child has 3 of these, we will schedule a more formal family meeting and engage in the Collaborative Problem Solving Process.</p>

Student & Family Policies

Attendance Policy

We expect all students to maintain a 96% or higher attendance rate (this calculates to a maximum of approximately 8 absences depending on the total number of days of school each year).

A student who misses a day of school for any reason is responsible for making up any missed classwork and homework. Since missing class affects learning time, repeated absences may be reflected in the student's grades and may have an impact on the student's ability to pass a class or promote to the next grade level.

Absences

Families should call or email the school as soon as they are aware their student will miss school. If an adult family member or guardian does not call to report an absence, it will be recorded as unexcused and counted towards truancy.

Excused Absences

All absences will be reported as unexcused absences unless the school receives the following documentation.

- Doctor's note specifying the excused day(s);
- Religious holidays with documentation by a religious official;
- Parent/guardian note or email indicating there is a family funeral;
- Parent/guardian note or email indicating there is a family emergency – emergencies include house fires, house floods, housing loss, etc.;
- Court documents mandating a court appearance – the student will be excused only for the day(s) indicated on the court documents; or
- School service absences (absences that occur as a result of participation in school activities that are authorized and pre-approved by the school leader).

It is a parent/guardian's responsibility to bring all excuse notes into the school; it is not the school's responsibility to follow up. We recognize that not all illnesses require a trip to the doctor. We will excuse *up to two absences* for sickness without a doctor's note. Subsequent absences will not be excused without a note. Excused absences will not count against attendance incentives.

Unexcused Absences

Absences without documentation will be recorded as 'unexcused.' All work still needs to be made up by the student; however, it is a teacher's discretion as to whether or not he/she gives credit to the student for work from unexcused absences.

Excessive student absences are a serious issue. School staff closely monitors student attendance and will determine if and when a student's absences are affecting his/her academic success. We will send home a report of all absences and will respond to unexcused absences as follows:

- At 5 unexcused absences, the school will send a letter home informing the family of the attendance count.
- At 10 unexcused absences, the school will send a 2nd letter home and set up a parent meeting to develop an attendance contract. The student is considered a habitual truant and may not be promoted to the next grade. At this point, the school leader may make a referral to truancy court with a J-9 form.
- At 15 unexcused absences, the school will send a 3rd letter home and set up a parent meeting with the school leader to review the attendance contract. A student is considered habitually truant and may not be promoted to the next grade.
- At 20 unexcused absences, a student may not be promoted to the next grade level or may be required to retake academic coursework. A student will be referred to Truancy Court with a J-9 form. If the courts are no longer accepting J-9s for the remainder of the school year, we will file the J-9 at the very start of the next school year.

Students with unexcused absences of more than ten consecutive days for students under 17, or 30 consecutive days for students 17 and over, may be dropped from our enrollment, thus causing the student to lose all credits for the current semester.

Extended Absences

We highly discourage extended absences, as it often proves very difficult for students to catch up and get back on track. As such, the school leader must approve extended absences in advance. We require families to make these requests with at least two weeks' notice, so we can give teachers enough time to collect work for the student. Students are required to complete all assigned work during the absence and may be required to attend office hours or homework sessions to catch up on their work if it is not completed.

Early Release/Late Arrival and Appointment during School Hours

Every minute of school is crucial to a student's education. We strongly encourage all appointments for students to be made outside of school hours. If a student must attend an appointment during school hours, please try to schedule it in the afternoon on an early dismissal day. Please refer to our school schedule and calendar for early dismissal days and times.

Official documentation of the student's appointment during school hours should be submitted to the office the next day. Doctor's appointments or dentist appointments are not excused as full day absences. Please bring your child to school before or after his/her appointment, we will only excuse one hour before and one hour after an appointment. Surgeries and other in-patient procedures are excluded from this policy. Students are responsible for gathering and completing any missed classwork

and homework.

Tardies

In order to fully implement our rigorous educational program, we must make use of every minute. Students are considered tardy if they arrive in their classrooms after the scheduled start of the school day or class period. Tardy students must follow the tardy procedures set up at the school and make up all work that is missed. Every three tardies will be counted as one unexcused absence. Excessive tardies may result in retention.

- At 15 unexcused tardies (equivalent to 5 unexcused absences), the school will send a letter home informing the family of the tardy count.
- At 30 unexcused tardies (equivalent to 10 unexcused absences), the school will send a 2nd letter home and set up a parent meeting to develop an attendance contract.
- At 45 unexcused tardies (equivalent to 15 unexcused absences), the school will send a 3rd letter home and set up a parent meeting with the school leader to review the attendance contract.

KIPP Sunshine Peak Elementary Early Child Education Attachments

Attachment 1: Policies and Procedures per 7.702.31 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. KIPP Colorado's Preschool Program strives to create and uphold 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. Even from a young age, KIPP Colorado views graduation from college as our end goal, and within our preschool program, our young learners will develop skills to be students and grow to love education. We strive to provide a program of excellence that creates both opportunity and equity for all learners. KIPP Colorado Preschool Programs also work collaboratively with families in their role as nurturers and first teachers, and to meet the needs and financial abilities of Denver's working parents. The program will be centered on the school's main values.

B: The ages of children accepted. The program is licensed to accept children ages 2 years, 10 months- 6 years of age. Any children accepted in KIPP Colorado's Preschool Program must be three (3) or four (4) years of age on or before October 1 of the year of enrollment to meet the income qualification guidelines and classroom models.

C: The hours the center is open, specific hours during which special programs are offered, holidays when the center is closed. The preschool program at KIPP Sunshine Peak Elementary will be a total of 8 hours from 7:40-3:45 pm. The school will open its doors at 7:40 am for breakfast, and classes will begin promptly at 8:00 am. The school will be open except for predetermined days for Professional Development and any snow days as determined by the Denver Public Schools closure system. Holidays and planning days will be determined by the school 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 students will not go outside.

E: Procedure concerning admission and registration of children. Children must be three (3)/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 application 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 signatures including a parent/guardian's full first/last name 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 through positive and respectful communication. KIPP staff make yearly home visits to the child’s home in order to form strong relationships with families and to lay the groundwork for open and constant communication. Other opportunities for collaboration include phone and in-person conferencing, classroom volunteering, and extracurricular activities.

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. At KIPP Colorado Public Schools, we view social emotional development as an integral and vital part of child development. We support students’ growth and development through the use of Second Step curriculum and positive behavior supports.

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.

KIPP Colorado Preschool Programs follow the school code of conduct, including the ladder of discipline and system of behavior checks, in alignment with Board of Education policy JK-R. The program 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 behavioral, speech language, or academic needs of ECE students. Providers are assigned to each school and support

classrooms as needs arise.

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. ECE classrooms follow *Denver Public Schools Policy JLCE* regarding First Aid and Emergency Medical Care.

J: The procedures for responding to emergencies such as lost children, tornadoes, and fires. Staff 43 attempts to locate a missing child, informing appropriate authorities, including police, sheriff, etc., based on the location from which the 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 no less than 3 times per year.

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 at each field trip to accompany the trip. Parents/guardians are notified prior to all field trips requiring transportation of children. District transportation procedures (see *Denver Public Schools Policy JICC-R*) 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 school leader 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. Students with parent permission are permitted to ride the *Success Express* to and from

school, only if an adult over the age of 18 years remains with the child until he or she enters the bus, and is at the bus stop upon arrival at drop-off. School staff will be waiting outside at the school for any student arriving via bus, and will walk students onto the bus at dismissal.

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 prior parent/guardian approval and as noted in the school's Infinite Campus system. 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 will remain in the care of administration for one hour past dismissal. Attempts will be made to contact an authorized adult by the administrator on duty. After one hour, 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." Per *Denver Public School Policy JLCD*, 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 designated to administer medications to ECE students will be specified in the school nurse's planning book. Only those ECE classrooms trained and designated 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. KIPP Colorado values healthy eating habits. 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 any KIPP Preschool Program 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 and as needed. Home visits are conducted yearly as well. Home visits will be conducted as part of the Kindergarten Transition process as students exit ECE-4. As part of KIPP philosophy, teachers are readily available on their cell phone, the number of which will be provided to parents at enrollment.

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 each school’s code of conduct and will be 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 behavioral 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.

Reporting Abuse / Making a Complaint

Dear Parent,

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

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

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

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

If you wish to make a complaint or have a concern regarding your provider you may call: Colorado Division of Child Care
303-866-5958 Denver Public Health Inspection Division
720-865-5485

Your provider's State Child Care License and Denver Department of Business and Excise License should be posted and available for you to



see at your request. You may also review inspection reports at the facility upon request.

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

Resources for Families and Referral to Service Providers

Each ECE classroom has a family resource binder containing phone numbers, addresses, and other contact information for community resources. Community resources include mental health agencies, health clinics, dental clinics, housing and clothing resources. At the start of each program year, family survey results are compiled to determine if there is a need for any other type of resource to be provided to families. If a need arises, information will be added to the classroom binder and families will be notified.

As a part of Denver Public Schools, if a concern arises around mental health, health, behavioral, speech language, physical, or educational development, the school will notify the district/school special education team to begin the intervention process and connect the team with the family and classroom teachers. If through intervention and partnership with families no improvement is made in a given developmental area, the team, with permission from the family, may evaluate the child for special education services. If a child qualifies, they will receive an Individualized Education Plan (IEP), through which they can receive occupational therapy, physical therapy, speech language therapy, special education and mental health services at the school, through Denver Public Schools and KIPP Colorado Public Schools staff at no cost to the family. These plans will also include information regarding best practices for learning environments for each child, and specific goals to help support developmental and growth.

KIPP Colorado Early Childhood Policy for Health Screenings and Resources

Each child at KIPP Colorado is screened yearly for hearing and vision at the school of attendance. The school nurse collaborates with a health team to obtain screening results for all children. If a child is to fail a developmental screening, the health team provides the family with a referral to a local optometrist, dentist or an audiologist to conduct further testing, and to determine if there is a need for further evaluation or

assessment or intervention.

KIPP Colorado Early Childhood Education Procedure for Referral to Service Providers and Special Education Evaluation

1. Child need is identified by classroom team
2. Child is referred to Multi-Tiered Intervention Support System (MTSS) for further discussion/intervention planning with the school special education team
3. At MTSS meeting, classroom teacher, other school teachers, and school special education staff create intervention plan and data collection system to target area of need
4. Parents are notified and involved in intervention process.
5. Interventions are put in place for 3 weeks, and data is reviewed with MTSS team. Team will decide to continue with plan or make adjustments as needed.
6. After 2-3 rounds of intervention (6-8 weeks on average) if inadequate progress is made, school special education team meets with classroom teacher and family to determine if evaluation is warranted
7. If evaluation is warranted, permission for special education evaluation is signed, and the assessment process begins.
8. Providers (speech language pathologist, special education teacher, nurse, psychologist, social worker, physical therapist, occupational therapist) evaluate child in targeted areas of need.
9. Within 60 days, the family and service providers will meet to discuss evaluation results and determine if a child will benefit from an Individualized Education Plan (IEP)
10. If the child qualifies for an IEP, the team will meet to create goals, accommodations, and a learning plan individualized to the child's given area of need.

KIPP Colorado Early Childhood Policy for Developmental Screenings and Resources

If a parent or teaching team has a concern regarding a child's development, the classroom team will notify the special education team at the school to undergo a developmental screening. Screenings can be used to determine if a child can benefit from further evaluation for specialized supports and services. If a child fails a given developmental screener, the family can consent to a special education evaluation

through which a child will be assessed and evaluated for qualification for an individualized education plan and special education services (motor, speech, education, health, vision, mental health).

KIPP Colorado Early Childhood Program Staff to Student Ratio

KIPP Colorado values low student to teacher ratios, and feels that students in early childhood programming learn best when lower student to teacher ratios are maintained. KIPP Colorado's ECE program follows the following ratio:

Appropriate group sizes and ratios of teaching staff to children are maintained (for example, infants—no more than 8 children in a group, with 2 teaching staff; toddlers—no more than 12 children in a group, with 2 teaching staff; and 4-year-olds—no more than 20 children in a group, with 2 teaching staff).

Each early childhood classroom is capped at 16 students, and a student to teacher ratio of 1:8 is maintained at all times.

KIPP Colorado Early Childhood Continuity of Care Practices

KIPP Colorado values the secure relationship that students need with teaching staff in order to feel safe to explore their educational environment and take risks in learning. In order to support the formation of this relationship and emotional bond between teaching staff and students, KIPP Colorado Early Childhood teaching teams (1 teacher/1 teaching fellow) spend the entire year with one group of 16 children. Learning specialists and floater paras are used throughout the week to spend time in classrooms to maintain ratio and provide breaks/plan time to teachers, however children are cared for consistently by the same two staff members throughout the entire year of early childhood programming.

Policy regarding Use of Interpreters for Sharing Information

KIPP Colorado values our families and their partnership in each child's education. A commitment we make to all families is to provide live interpretation and translation of documents into home languages for families to the maximum extent possible. During family conference time or educational family nights, interpreters are utilized to share information with families who request the need for this service. All documents, both



those sent home and those posted inside of the school, are translated into Spanish and English, and can be translated into other languages at the request of our families through Denver Public Schools Multicultural Office.