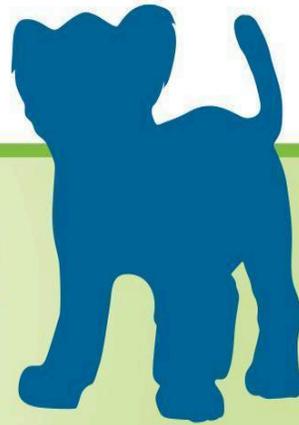


Pascual LeDoux Academy



1055 S. Hazel Court

Denver, CO 80219

2025-2026 Parent Handbook

Our Rules, Policies and Procedures

School Main: 720-423-9240

Attendance Line: 720-423-9250

Denver Public Schools
Pascual LeDoux Academy

This handbook is furnished annually to families enrolled at Pascual LeDoux Academy. It has been written to provide an additional parent education resource and as a supplement to the Denver Public Schools Department of Early Education “A – Z” Policies and Procedures. Pascual LeDoux Academy follows all DPS Board Policy and the Early Education Policies and procedures for every student enrolled at this site. Please retain this handbook for the entire year and refer to it often.

Sara Snyder-Poole

Principal
Pascual LeDoux Academy
1055 S. Hazel Court
Denver, CO 80219
(720) 423-9240

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PROGRAM DESCRIPTION

Mission

The Common Purpose of Pascual LeDoux Academy is to intentionally create a safe and inclusive community where community, students and staff belong. Everyone comes from a unique background and deserves a unique educational experience in which to thrive. We intentionally inspire curiosity, a love for learning, acceptance and compassion, and build student independence by providing the best first educational experience. Our community and world deserve it. We are better together!

Programming:

Full Day ECE Program Hours for 3&4 year olds:

Monday through Friday - 8:35 a.m. to 3:10 p.m.

Model I- Early Learning Program:

Monday through Friday - 8:35 a.m-3:10pm

Daily Operations:

Attendance: see Appendix, *DPS EE Licensing Policies and Procedures A-Z*.

Preschool is the ideal time to develop strong attendance habits that will last throughout your child's academic career. It is our goal that students attend school 95% of the year as well as arrive on time for school. We will be in touch with parents throughout the year to talk about how to improve attendance if it becomes an issue.

If your child will be absent, call the attendance line and leave a message letting us know why your child is out. Please also expect a call from your child's teacher or para to check-in. If we have not had any communication after 10 days then your child will lose their seat in our program.

Class Assignments:

We work hard as a staff to choose your child's classroom each year. The professional judgment of our staff, balanced class size and the specific needs of children are primary considerations. Parents will be notified if a change is being considered, and a conference will be held. Children will have the opportunity to visit other classrooms during the year to meet peers and other teaching staff around the school. Changes to teachers or paras only happen in the middle of the year when there is an emergency. Please expect your child to be with the same teacher and para all year.

Instruction:

Denver Public Schools Early Education programming is deeply committed to providing joyful, play-based learning experiences for all children. In our preschool settings, playful learning is at the heart of every experience, as it fosters creativity, problem-solving, and growth in all developmental areas. Teachers incorporate play into every learning experience students have daily. Daily schedules offer uninterrupted play blocks where students can freely engage in centers filled with purposeful, open-ended materials, and planned activities that blend structured learning with playful elements, such as using games to teach math concepts, practicing daily routines through play, storytelling to boost literacy, and building projects to foster teamwork and critical thinking. This approach ensures that children remain engaged, motivated, and active participants in their learning journey, with play serving as both a tool and a reward in the process.

Assessment:

In Denver Public Schools, we require that all ECE students are assessed using Teaching Strategies Gold. Through this research-based platform, observational-based assessments can take place authentically throughout the days in many modalities to suit all educators and students. Documentation is collected both individually and in small groups and by both the teacher and the paraprofessional. This documentation is used to build a body of evidence to both assess children throughout the year (with three standard checkpoints) but also to inform

instruction on a weekly if not daily basis, and help inform lesson plans that meet the needs and interests of all children. Documentation and assessment begins within the first two weeks of the school year.

The TS Gold tool is used to assess multiple developmental domains: Social-emotional, physical (including both fine and gross motor), language, and cognitive development and content in the areas of literacy, mathematics, and English-language acquisition.

Educators use reports directly from the TS Gold platform to create conference forms for families during both Fall and Spring conferences, to provide intentional, research-based feedback on a child's strengths and next steps. During these conferences, families are encouraged to ask questions about how the TS Gold tool is used to assess their child and bring up any concerns about how the assessment methods meet their individual child's needs.

Student Assessment results are also utilized to inform district wide yearly professional development and material purchasing to ensure programmatic growth based on data trends across ECE classrooms. Student assessment data from TS Gold, and classroom data from teacher surveys are used yearly to determine professional development pathways, offerings and speakers available during district wide professional learning days. Additionally, student assessment and classroom data are used to purchase quality improvement materials to address areas for district wide improvement and growth. This data is also used to drive family resources and community partnerships made available by the district to all ECE families participating in programming.

Dress Code:

At Pascual LeDoux Academy all students are required to wear a uniform shirt to school every day. These are available for purchase in the front office.

It is expected that students be in dress code at all times. Shoes should be suitable for active outdoor play, no open toes or sandals to school. Please send your child with shoes that can be easily removed and put on. The playground surface material gets inside shoes and they need to be cleaned out. Heelies are not allowed or will need to have the wheels removed. Flip-flops and dress shoes are discouraged. The teachers will keep you informed of any special apparel needs. Removable clothing such as sweaters, coats and boots should be labeled with your child's name.

Smocks are provided for messy activities; however, accidents can happen. Our paints are washable. Usually prompt attention with cold water and face soap takes care of any soiling.

Please send your child to school with a change of clothes appropriate for the weather. This should remain accessible EVERY day and all items should be labeled with your child's name.

Arrival and Dismissal:

You are required to sign your child in and out upon arrival and dismissal on a daily basis. Please remain with your child outside of the classroom doors outside until the doors open, or until you have had the opportunity to sign-in or sign-out your child with the classroom teacher and/or paraprofessional.

At the end of each session the teacher/para will complete a hand-to-hand drop-off and delivery to parents/ guardians. The parent/guardian will sign-out their child each day. At the end of each day the teacher/para will check the sign-in and sign-out log to determine if all children are accounted for. The teacher will only release students to an **adult over the age of 18** and that has been indicated on the Parent Permission Form for pickup according to state licensing regulations.

If students arrive late to school parents should come to the front entrance and then walk their child to the interior door of the classroom. You will be provided with a tardy slip in the main office and this should be handed to the teacher so they know parents and students have checked in.

Please observe class hours. Teachers need time to prepare their classrooms for the day and are not available to supervise children until class begins. **Please do not bring your child late on a regular basis.** A child may feel uncomfortable about arriving after everyone has become involved in class activities and they may miss breakfast in the classroom.

You must pick up your child on time. If you know you are going to be late, please notify the school office immediately so that we can reassure your child and staff can be with them until you arrive. If this becomes a problem then the principal will become involved and if needed will involve Safety and Security.

See Appendix, DPS EE Policies and Procedures A – Z, Item “P”

Field Trips:

Parents will be notified about field trips through the weekly newsletter, monthly calendar, reminder notes and in other classroom/school communications. One main permission slip will be filled out at the beginning of the school year to give your child permission to attend. Additional field trip specific permissions will come home prior to each event. Transportation will be provided for our planned field trips in the 2025-2026 school year. Classrooms may also conduct individual field trips in which transportation options may vary. Procedures and information will be available for parents who would like to volunteer on the field trips. Any parent wishing to attend a Field Trip with their child must complete the volunteer background check before attending. Due to limited space on the bus we will ask all parents to be prepared to drive or carpool and meet us at the field trip location. No younger siblings are allowed to ride on the bus. This includes babies or siblings that are in another classroom. If a child comes late to

school and misses going on a field trip, the child should return home with his/her parent/guardian. Because most of our field trips will be center-wide, please disregard: *Appendix, DPS EE Policies and Procedures A-Z, Item “P”*.

Fees for Field Trips:

Each student is required to pay, at the time of the field trip, a non-refundable fee for each field trip.

Appendix, DPS EE Policies and Procedures A-Z, Item “H”

Parties:

As a staff we are always working to come up with fun ways to celebrate your child’s birthday in the classroom and hope you will join us! In keeping with school district policies, parties for special events will be planned. Birthday parties may be held if prior arrangements are made with the classroom teacher. We encourage parents to join us for their child’s birthday during the last 20 minutes of the day, to celebrate their child with their teacher and friends.

Toys or books from Home:

Except for toys that are needed in the very opening days of school to help ease your child’s transition from home to school, we ask that you leave your child’s toys at home or in your car. This includes electronic devices. If an item is brought to school, we cannot be responsible for this item.

Children may bring a soft item (blanket or stuffed animal) with them for a nap as long as it fits into the nap bag with their sheet and blanket . The item will remain in the child’s nap bag in their cubby during the day and be returned to their nap bag after nap. All items must be labeled with your child’s name.

Health

Accident or Illness: All staff at PLA are trained in First Aid and CPR along with Standard Precautions to keep all students safe. *See district registration packet – page 4 and Appendix, DPS EE Policies and Procedures A-Z, Item “I”*

Illness:

We ask that all our parents follow the “GOLDEN HEALTH RULE”. Place yourself in the role of other parents - - would you want your child exposed? Please do not send your child to school if they are ill. If your child has had a fever they need to be fever free and no medication for 24 hours before returning. Please use the “How Sick is Too Sick” guide below to determine if your child should attend school. Remember that the experience at school will not be as valuable for your child if he or she is not feeling well. If your child is sent to school ill, we will call to have a parent pick him/her up. ***For your child’s protection and to protect their schoolmates.***

If your child becomes ill at school, we will notify you. **It is very important that you keep your emergency numbers CURRENT!** If your child is sick and will not be attending school, please call the attendance line at 720-423-9250.



How Sick is Too Sick?

This document outlines guidance for routine decisions about when children and staff should stay home from school or child care. There may be situations where public health determines more stringent return-to-school requirements.

There are four main reasons for children and adults to stay home:

1. The child or staff member could infect others with a contagious illness, either because of symptoms, a diagnosis, or recent exposure to a contagious illness.
2. The child or staff member does not feel well enough to take part in usual activities. For example, a child is overly tired, fussy, or will not stop crying.
3. A child needs more care than teachers and staff can give while still caring for the other children.
4. The child or staff member has symptoms or an illness on this list, and staying home is required.

When to seek emergency medical attention:

- Trouble breathing

- Persistent pain or pressure in the chest
- Confusion
- Inability to wake or stay awake
- Pale, gray, or blue-colored skin, lips, or nail beds, depending on skin tone

These are not all possible indications of a medical emergency. Call 9-1-1 or your health care provider for any other symptoms that are severe or concerning to you.

Guidance for symptoms not due to a specific disease

| Symptom | Must the child or staff stay home? |
|--|---|
| <p>Severe or new cough, including croup</p> | <p>Yes — Severe cough is often present in people with infectious respiratory illness. A person with severe, uncontrolled coughing, wheezing, or rapid or difficulty breathing (if new or worsening from baseline) should not attend school or child care and should talk to a health care provider.</p> <p>If all symptoms are consistent with the usual symptoms of a known chronic condition and the person is otherwise well enough to return to school, no further evaluation is necessary.</p> <p>Students and staff may return to school, even if the cough is not fully resolved, as long as exclusion is not required for other symptoms or diagnosis.</p> |
| <p>Diarrhea</p> <p>Frequent, loose, or watery stools (poop) compared to normal ones that are not caused by food or medicine</p> | <p>Yes — Unless the diarrhea is related to an existing chronic condition, is explained by a diagnosed condition not requiring the person to stay home, or is consistent with the person's baseline.</p> <p>The child or staff member may return to school or child care 24 hours after their last episode of diarrhea unless the diarrhea is caused by an illness that requires them to stay home longer. If the diarrhea is explained by a specific illness, then the child or staff can return to school or child care following exclusion guidelines for that illness.</p> |

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| <p>Fever</p> <p>Fever is a temperature of 100.4°F or greater. Babies who are 3 months or younger need to see a health care provider right away for a fever of 100°F or higher. Call your health care provider for any fever in an infant aged 6 months or younger.</p> | <p>Yes – The child or staff member may return to school or child care if the fever has been resolved for 24 hours without fever-reducing medications unless the fever is caused by an illness that requires them to stay home longer.</p> <p>If the fever is consistent with the usual symptoms of a known chronic condition and the person is otherwise well enough to return to school, no further evaluation is necessary.</p> <p>A temporary, elevated temperature due to overexertion or overdress, without other symptoms of illness, should not be considered a fever.</p> <p>For more information about fever, read Children’s Hospital Colorado’s recommendations on fever care for children.</p> |
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| Symptom | Must the child or staff stay home? |
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| <p>Flu-like symptoms</p> <p>Fever with sore throat or cough. Other flu symptoms can include runny nose, congestion, fatigue, body aches, vomiting, and diarrhea.</p> | <p>Yes – Children and staff may return to school or child care as long as they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms are improving, unless the symptoms are caused by an illness that requires them to stay home longer. If the symptoms can be explained by a specific illness, then follow the exclusion guidelines for that illness.</p> <p>In consultation with a health care provider, additional evaluation for flu-like illnesses, sore throat, and upper respiratory symptoms may be appropriate, including evaluation for strep throat.</p> |

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| <p>Vomiting</p> | <p>Yes – Unless the vomiting is related to an existing chronic condition or is explained by a diagnosed condition not requiring the person to stay home. If the vomiting is unexplained and inconsistent with the person’s baseline state of health, the child or staff member may return 24 hours after their last episode of vomiting. If the vomiting can be explained by a specific illness, then follow the exclusion guidelines for that illness.</p> <p>If a child with a recent head injury vomits, seek medical attention.</p> |
|------------------------|--|

Guidance for symptoms not due to a specific disease

| Illness | Must the child or staff stay home? |
|---|--|
| <p>Chicken pox</p> | <p>Yes – Exclude until the blisters have dried and crusted (usually 6 days), or in immunized people without crusting, until no new lesions within 24-hour period.</p> |
| <p>Conjunctivitis (pinkeye) Pink color of eye and thick yellow/green discharge</p> | <p>No – Children and adults do not need to stay home unless they have a fever or are not able to participate in usual activities. Practice good hand hygiene.</p> |
| <p>Fifth’s Disease (parvovirus)</p> | <p>No – The illness is no longer contagious once the rash appears.</p> |
| <p>Hand Foot and Mouth Disease (Coxsackie virus)</p> | <p>No – Exclusion is not necessary unless the child or adult meets other exclusion criteria, is drooling uncontrollably, and has mouth sores or is not able to take part in usual activities.</p> |
| <p>Head lice or scabies</p> | <p>Yes – Children and staff may stay at school or child care until the end of the day, but cannot return until after they have had the first treatment.</p> |
| <p>Hepatitis A, Salmonella, Shigella, or Shiga Toxin Producing E.</p> | <p>Yes – Children and staff may return to school or child care when cleared by the health department.</p> |

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| coli | |
| Herpes | No – Exclusion is not necessary unless there are open sores that cannot be covered or there is uncontrollable drooling. |
| Impetigo | Yes – Children and adults need to stay home until 24 hours after antibiotic treatment has started. |
| Norovirus | Yes – Exclude children and staff for at least 48 hours after their last episode of vomiting and/or diarrhea. During an outbreak of confirmed or suspected norovirus, exclusion may be increased to 72 hours after the last episode of vomiting and/or diarrhea. |
| Ringworm | Yes – Children may stay at school or child care until the end of the day, but cannot return until after they have had the first treatment. Keep the area covered for the first three days if participating in activities with person to person contact. |
| Roseola | No – Exclusion is not necessary unless there is a fever or behavior changes. |

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| Illness | Must the child or staff stay home? |
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| <p>Respiratory viruses COVID-19, influenza, RSV (Respiratory Syncytial Virus)</p> | <p>Yes – Children and staff should remain out of school or child care until they are fever-free for 24 hours without the use of fever-reducing medications and other symptoms have been improving for 24 hours.</p> <p>Additional precautions are recommended for at least five days following the return of anyone recovering from respiratory symptoms, including hand and respiratory hygiene, improved ventilation, masking, physical distancing, and testing.</p> <p>Refer to CDC’s Respiratory Virus Guidance for additional information.</p> <p>During an outbreak or when case rates are high, exclusion times may be increased to protect hospital capacity.</p> |
| <p>Strep throat</p> | <p>Yes – Exclude for 12 hours after starting antibiotics.</p> |
| <p>Other vaccine-preventable diseases Measles, Mumps, Rubella (German Measles), Pertussis (Whooping Cough)</p> | <p>Yes – Children and staff can return to school once they are no longer contagious (see Infectious Disease Guidelines). Public health consultation may be necessary.</p> |
| <p>Yeast infections Thrush or Candida diaper rash</p> | <p>No – Follow good hand washing and hygiene practices.</p> |
| <p>Other Symptoms or illnesses not listed</p> | <p>Contact the child care center director or school health staff to see if the child or staff member needs to stay home (see Infectious Disease Guidelines). Public health consultation may be necessary.</p> |

This document was developed in collaboration with pediatricians, medical epidemiologists and public health professionals. The information presented is intended for educational purposes only. It is not intended to take the place of your personal doctor’s advice and is not intended to diagnose, treat, cure or prevent any disease. The information should not be used in place of a visit, call or consultation or advice of your doctor or other health care provider.

Medication at School:

Please do not send medication to school with your child. All medications must be turned into the nurses office and include the proper documentation.

See Appendix, DPS EE Policies and Procedures A-Z, Item “Q”

Policy on Diapering and Toilet Training:

All children are accepted into the program regardless of toileting status. The staff at Pascual LeDoux Academy will work with you and your child towards their toileting goals and ensure the safety of your child while they attend our school.

If your child is wearing diapers or pull-ups we ask that you supply diapers or pull-ups as well as baby wipes when your child attends. In addition, please send an extra pair of clothes in case of an accident at school.

Please refer to Appendix, DPS EE Policies and Procedures A-Z, Item “T”

If you have questions or concerns regarding this process with your child, please contact your child’s teacher at (720) 423-9240.

Nutrition:

Since August 2023, breakfast and lunch is provided at no cost to all students. It is important for all families to complete a free and reduced meal application each school year to support our school receiving funds from the State of Colorado. The application is available now on www.MySchoolApps.com.

- Breakfast is free for ALL students, and will be served in the classroom each morning as students arrive.
- Each student will receive lunch for FREE each day or they can bring food from home.
- An afternoon snack and milk will be provided for all students.

If your child does not eat meat or pork products, accommodations can be made with advanced notice. **You can find the daily menu for what will be served at:** www.SchoolCafe.com/DPS

- Parents have the option to provide a “brought” lunch for their child. **Please refrain from bringing items that may need to be heated, cooked or microwaved during the lunch period.** Pre-warmed or needing to stay cooled, food items can be sent in your child’s lunch-box thermos.

- We also respectfully request that no unhealthy foods be packed in lunches. This includes candy, cookies, chips and soda. No fast food may be brought in for lunch.

Please send your child's "brought" lunch in a lunchbox with their name written on it and with any necessary utensils for their lunch. Healthy lunch item suggestions:

Graham crackers (with no sugar on top)
Meat sandwiches or peanut butter and jelly sandwiches
Fruit snacks (no sugar added)
Cereal (no sugar)
Fresh vegetables and dip
Crackers and cheese
Trail mix (no M&M's or chocolate chips)
Fresh Fruit
Small burritos
Yogurt
Granola
Hard boiled or deviled eggs
Pretzels
Raisins

Hydration

Children are asked to please bring labeled personal water bottles with them everyday for hydration during the school day. Please **only fill those bottles with water** and not other drinks. Please ask your child's teacher about the best place to leave the water bottle during the school day.

Safety

Door Use/ Locked Building:

The main door is accessible for arrival and pick-up. Access to the building during the day will be through the main-entrance. The front doors will remain closed in the morning from 8:20-8:35 so that we can prepare for the day and we will not check students out between 2:50 and 3:10 in the afternoon as it interrupts the end of the day procedures. If you need to speak to the main office please do so outside of these times.

Anyone arriving to the building after 8:45 a.m. MUST sign in at the front office.

All mid-day drop-off and pick-up takes place through the main entrance.

Unauthorized Pickup:

See Appendix, DPS EE Parent Permission Form and DPS EE Policies and Procedures A-Z, Item “N”

Please see the following policy for late pick up:

See Appendix, DPS EE Policies and Procedures A-Z, Item “O”

Enrollment Policy:

Please be aware that preschool/kindergarten education is not mandated in the State of Colorado, with the exception of children with disabilities.

1. Children must meet age requirements of being 3, 4 or 5 on or before October 1st of the year of enrollment.
2. Residents in Denver Public Schools boundaries will receive priority for enrollment.

FORMS: Required paperwork and forms for registration

1. Pupil Registration Form
2. Department of Health Certification of Immunization *****required by the first day of entrance into school**
3. Emergency Card
4. Physical Examination Documentation:

“Child’s Statement of Health Status for Enrollment” (ECE students only)-
EITHER THE FORM OR PROOF OF APPOINTMENT IS REQUIRED BEFORE CHILD CAN ENTER SCHOOL ON THE FIRST DAY.

***** This must be updated annually and kept current**

5. Birth Certificate
6. Parent Permission Form
7. Family Medical History Form
8. Proof of Residency
9. ECE State Licensing Paperwork

Denver Public Schools Early Education Programs are committed to maintaining the confidentiality of each student's personal and academic information in accordance with the Family Educational Rights and Privacy Act (FERPA). All information related to your child's enrollment, progress, and records will be kept private and shared only with authorized personnel, unless written consent is provided by the parent or guardian. We prioritize the protection of your child's privacy and are dedicated to ensuring that their educational experience remains secure and confidential.

If there is any change in the information during the year, please notify the office IMMEDIATELY!

Weather Emergency Procedures

We follow the school district policy on school closures. The closings are announced on local radio, local news programs and on the district web-site at www.dpsk12.org. Closings for the district are announced as "Denver Public Schools." Please use good judgment when deciding whether or not to drive your child to school. This year there will be only 3 options for weather. Either we will be open, delayed by two hours to 10:35 or closed completely. All schools in the district will follow this same procedure.

See Appendix, DPS EE Policies and Procedures A-Z, Item "D"

Cold Weather:

Children will go out to recess if the temperature is 32 degrees or higher. If it is actively raining or snowing, students will not go outside to recess and will engage in indoor play. If it is 32 degrees and sunny students will go outside so please send weather appropriate clothing, jackets, shoes, etc with them to school.

See Appendix, DPS EE Parent Permission Form for details regarding sunscreen.

Parking Lot Safety

The following instructions are for the safety of our children. Please follow these instructions at all times.

Parking lots are a source of danger to young children. We strongly suggest that you:

1. Enter and leave the parking lots with extreme caution. Be on the lookout for wandering children.
2. Please adhere to the "NO PARKING" signs on the front of the building and only park in designated parking spaces.

3. Please refrain from leaving your vehicle idling when in or away from the vehicle. Listed in the parking section.
4. Please reserve handicap spots for people that are truly handicap and are displaying their handicap placard in their front window.
5. Always hold your child's hand when going to and coming from an automobile. Do not let the child run ahead of you. Children can inadvertently run behind a car that is backing out.
6. Please do not stand in the parking lot conversing with other adults unless your child is seated safely in the car with the doors closed.
7. Never leave children unattended in the car while you are taking or picking up your enrolled child.
8. Staff will take walks to the parking lot with the children and discuss safety precautions with them.
9. **Do not speed through the parking lot or cul-de-sac.**

Street Safety

On our walks around the school neighborhood, we conduct an ongoing program of education for street safety. Children are taught:

1. To look both ways and make sure that no cars are coming before crossing a street.
(STOP, LOOK & LISTEN)
2. To stand on the curb, where it is easier to be seen by someone in a car, until it is safe to cross.
3. To obey traffic signals.

When we take the children on walks, we have very strict rules: The children must always wait for the teacher to tell them that it is safe to cross a street. When the group is near a busy intersection, no child is allowed to walk in front of the teacher, and there will be one or more of the adults at the rear of the group where they can see everyone at all times. You will also be asked to sign a permission slip for your child to participate in nature walks with their classroom.

Behavior Management Policies & Procedures:

At PLA, our primary goal is to create a nurturing and secure environment where your child can thrive as they grow and learn. To support your child's overall development and introduce them to the school environment, we employ a range of approaches that focus on building school readiness skills, promoting self-regulation, and ensuring students' first educational experience is positive and engaging.

We are committed to supporting children at various developmental levels and providing support for each student's unique needs. Our primary approach centers on positive reinforcement, where we recognize and celebrate positive behaviors to build self-regulation skills. By creating a supportive environment, we aim to help children develop the ability to manage their emotions, engage in respectful interactions, and solve problems.

We understand that school expectations for behavior may differ from those at home. We deeply respect the diverse cultures of our families and are committed to working together if a child needs assistance in adjusting to the school environment.

As a school, we've established a clear set of school-wide expectations for student behavior, which are designed to promote a positive and respectful learning environment. These expectations are posted in all classrooms, and your child will be learning and practicing them throughout the year. We encourage all students to be 'Super CUBS,' which stands for: Caring Friend, Use Your Words, Be a Good Listener, and Safe Bodies. Below are our school-wide expectations:

| | |
|----------------------------------|--|
| <u>C</u>aring friend | <ul style="list-style-type: none">➤ Respect others➤ Share toys and materials with others➤ Clean up after yourself |
| <u>U</u>se your words | <ul style="list-style-type: none">➤ Ask for what you need and want➤ Use nice, respectful words➤ Use inside voices |
| <u>B</u>e a good listener | <ul style="list-style-type: none">➤ Follow directions➤ Listen to friends➤ Use listening rules on the carpet |
| <u>S</u>afe bodies | <ul style="list-style-type: none">➤ Keep hands and feet to yourself➤ Use walking feet inside➤ Stay with your class |

At this age, children may use behavior as a form of communication, particularly if they haven't yet developed the verbal skills to express themselves. Children may express themselves through physical behaviors such as hitting, kicking, or biting when they lack the verbal skills to communicate their needs or feelings. While these behaviors are developmentally typical and

may occur, they are still inappropriate and will be responded to by teaching students more appropriate ways to communicate their wants and needs. It's important to remember that learning to regulate emotions and communicate effectively takes time, and our staff is committed to supporting each child through this process.

While behavior can often be a child's way of communicating, it's important to recognize that certain behaviors may disrupt the learning environment. These disruptions not only affect the child but also impact others in the classroom. As part of our commitment to creating a safe and productive learning space, we address these behaviors promptly and consistently. The following behaviors are considered disruptive: 1) Causing harm to other students, staff, or themselves (e.g., hitting, kicking, biting, scratching, pinching, spitting, throwing things, etc.); 2) engaging in unsafe behaviors (e.g., running away from staff, climbing on furniture, damaging materials/furniture, etc).

When these behaviors occur, staff will respond immediately to ensure the safety of all students and staff. The procedure outlined below will be followed, and students will receive ongoing support as needed to teach them to develop more appropriate ways to express themselves. Consistent communication with families is a priority, and we will work together to ensure the best support for your child.

Procedures for Disruptive Behavior

The following procedure will be followed to address disruptive behaviors, ensure safety, and create plans for ongoing support:

1. Staff will use clear and calm language to redirect the student and guide them towards more appropriate behaviors.
2. Staff will reteach behavior expectations and engage the student in a restorative conversation to discuss behavior, its impact, and ways to make things right.
3. In cases where safety is a concern, staff may briefly and gently redirect the child physically to prevent harm, ensuring that the child remains safe and calm.
4. If necessary, students may be moved to a separate, calm space to ensure the safety of all students and allow the child time to regulate their emotions.
5. Parents will be notified promptly about disruptive behaviors and the steps taken to address them, ensuring ongoing communication and collaboration to support the student's needs.
6. Teachers will consult with their instructional coach, the student support team, and the school psychologist as needed in order to put interventions and behavior plans into place.

Parent & Family Support

We are committed to supporting both students and families in managing and improving behavior. If your child needs additional support, we can provide resources for behavior management, information about community services, and other helpful tools. Please reach out to your child's teacher to be connected to these resources. We are here to work together and ensure your child's success.

Reporting Child Abuse:

The Colorado Children's Code requires that all staff employed by public schools report incidents or information of "suspected" abuse and/or neglect. Any follow-up regarding these reports is the responsibility of the Denver County Department of Social Services.

Please see Appendix, DPS EE Policies and Procedures A-Z, Item "X" as well as Reporting Abuse/Making a Complaint Parent Letter. There are also signs posted in every classroom regarding reporting child abuse.

Home /School Connections

Communication and Collaboration:

Two-way communication between each child's school and family is of utmost importance for all DPS Early Childhood Programs. All DPS ECE programs welcome feedback from families, and wish to hear any questions or concerns families have about the care of their children or program at large. School administration teams are available to hear concerns, questions or feedback at any time via their district email or phone number as listed in the family handbook. Teachers and administrators are also available to hold meetings with families as requested by calling the school's mainline or using the email as listed in the family handbook. ECE Centers within DPS also host monthly coffee chats where families can submit questions and engage with the school principal on questions, concerns, or feedback they may have. Please see your child's individual school calendar for these dates.

Our school believes in fostering open communication and maintaining positive relationships with parents. We understand that conflicts may arise from time to time, and we are committed to resolving these conflicts in a fair and efficient manner. Our school values the collaboration

and partnership between parents and school staff, and we are committed to maintaining a healthy and supportive learning environment for all students.

Parents should first address any concerns or conflicts directly with the teacher involved. We believe in open dialogue and the opportunity to resolve matters at the school level. This can be done through face-to-face meetings, phone calls, or written communication. If the situation can not be resolved directly with the teacher, we encourage parents to speak with the principal.

If the resolution is not achieved through the school-level mediation process, parents have the option to involve the [Family and Community Engagement \(FACE\) Department](#). FACE aims to promote cooperation and understanding between parents and the school. Parents can reach out to the designated contact person in the FACE Department, who will review the case, conduct necessary investigations, and facilitate further discussions between the involved parties.

Family communication is a vital part of early education and leads to better outcomes for students when it is frequent, predictable, and responsive to individual family needs. Families enrolled in ECE programs can expect communication to come in the following forms from their child's school:

1. **Daily Check-ins at Arrival and Dismissal:** in ECE Programs, arrival and dismissal takes place at the classroom doorway or at the exterior school door. Teachers are available for quick check-ins during this time as families sign their child in and out for the day.
2. **Weekly/Monthly Newsletters from Schools and Teachers:** Schools providing ECE programming send out weekly and/or monthly newsletters regarding activities at the school and classroom specific updates.
3. **As Requested by Families:** Families can request a meeting, phone call, or other form of communication from both administration and teachers at any time.
4. **Yearly Conferences:** Conferences take place in the fall and spring semesters, during which families are updated on student progress.
5. **Email Communication from Denver Public Schools:** These emails contain information regarding district wide updates, specifically around enrollment and policy

Pascual LeDoux Academy will communicate important announcements, primarily by sending them out on ClassDojo as well as Facebook and the Website. Please make sure that you are signed up for ClassDojo as soon as possible. School-wide newsletters and video messages “from the principal's office” will be sent on ClassDojo and Facebook. It is your responsibility to check your child's ClassDojo on a regular basis for important school and classroom information. Parents can also communicate with their child's teacher about any questions, concerns or noticings through ClassDojo using individual messages.

If you cannot be reached electronically and need paper copies of Pascual LeDoux Academy communications, please contact the office.

Parent Conferences:

Parent-teacher conferences will be scheduled with each family in October and February. An in-person conference will be arranged by your child's teacher. During these conferences teachers will review assessment data with parents and ask for parent input into their child's progress. If you have a special concern, please contact your child's classroom teacher.

At our program, we value the partnership between families and educators and recognize the importance of family observations in understanding each child's development. Families are encouraged to contribute in the following ways:

1. **Family Observation Forms:** Families can share observations of their child's behavior, skills, and milestones at home by completing a provided observation form. These forms may focus on specific developmental domains, such as language or social skills, and are reviewed by teachers to incorporate into the child's overall assessment.
2. **Parent-Teacher Conferences:** During scheduled conferences, families have the opportunity to discuss their child's development and share examples of progress, interests, or concerns observed at home. This collaborative dialogue helps teachers better understand the whole child and tailor instruction to meet their unique needs.

By sharing observations, families play an active role in creating a complete picture of their child's growth and learning, ensuring that assessments are meaningful and comprehensive.

Classroom Visitation/Volunteering:

Research proves parent engagement is important to a child's growth and development!

How To Get Involved:

- Collaborative School Committee (CSC)
- Chaperone field trips
- Volunteer in school Activities (picture day, field trips, classroom parent, etc.)
- Complete Denver Public Schools Volunteer Application at <http://face.dpsk12.org/volunteer-services/>

All visitors to Pascual LeDoux must come to the front office and sign-in. Please bring a valid ID as it will be scanned and checked before a visitors badge is printed for you. Parents and adult relatives (with parent/guardian permission) that are listed on the emergency card are welcome to visit our classrooms. Please contact the teacher to arrange a time to visit. If you would like to volunteer in your child's class on a regular basis please come to the front office to fill out a volunteer application form. Or call our parent liaison Yvette Luna.

(See Appendix, DPS EE Policies and Procedures A-Z, Item “U”.)

Home Visits:

Pascual LeDoux Academy Staff believe in building a positive connection with parents. Staff members will schedule a time to visit with your family, if you so choose. This informal visit will be to get to know your child and build a positive relationship with the parents. Our hope will be that all families will be open to a visit.

Appendix

DENVER PUBLIC SCHOOLS EARLY EDUCATION DEPARTMENT LICENSING POLICIES & PROCEDURES

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

- A. The center's purpose and its philosophy on child care.** Denver Public Schools Early Education Department Mission Statement: To create an integrated and comprehensive system of diverse, high quality early childhood education and care services that enhances the development of young children so they are "ready to succeed" when they enter school; to support families in their role as nurturers and first teachers; and to meet the needs and financial abilities of Denver's working parents.
- B. The ages of children accepted.** 2 years, 10 months-6 years. Children must be three (3) or four (4) years of age on or before October 1 of the year of enrollment and, for Head Start classrooms, meet the income qualification guidelines.
- C. The hours the center is open, specific hours during which special programs are offered, holidays when the center is closed.** Half-day Early Childhood Education (ECE) classes are typically 2 hours/40 minutes per day and full-day ECE classes are typically 6 hours/30 minutes per day Monday through Friday except for predetermined days for Professional Learning. Specific hours of operation are determined by the individual school. Holidays and District Planning Days are determined by the district calendar.
- D. The policy regarding inclement or excessively hot weather.** If the school administrator determines the outdoor weather to be too extreme, either due to heat, cold or other conditions, for children to participate in outdoor activities, ECE children will not go outside.
- E. Procedure concerning admission and registration of children.** Children must be three (3) or four (4) years old on or before October 1 of the year of enrollment. A legal birth certificate or other acceptable record shall be required for enrollment age verification. Payment of tuition at various levels or tuition-free status is based on family income provided at the time of application. Residents of the city and county of Denver will have priority in filling available classroom slots. Families living outside the city and county of Denver may be accepted at non-Denver resident tuition levels if space is available. Additional income requirements must be met in Head Start classrooms. ECE children register according to DPS registration and Colorado state child care licensing requirements.
- F. Itemized fee schedule.** ECE student tuition is determined by a sliding fee scale based on family size and income. Each applicant is given a copy of the fee scale at the time of application.

G. Procedure for identifying where children are at all times. Children are signed in and out at the start and end of each class by the parent/guardian or other adult 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, which means students are supervised by sight and sound with allowances for children to be out of sight for brief periods of time.

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 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; tornado drills are held monthly from March -

October; shelter-in-place, lockdown, and active shooter drills are held three times per year/each school year to ensure students become familiar with the procedure.

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 and state child care licensing 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 the 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. If ECE children are not picked up on time and then escorted to the office, there should be a fully background checked person (Licensing Trails, CBI, FBI) caring for them in the office and that person should have ECT or AECT qualifications on file. If it is office staff that are caring for the children, then either DPS has to background check those office staff under the ECE license and keep qualifications for them on file, or children can be cared for in the classroom by a qualified ECE staff member until parents can be reached.

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 the 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 for 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 Blvd.
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 support 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.