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Early Learning Center Handbook 2023-2024

PURPOSE

Early childhood is when the journey for education begins and at the Early Learning Center (ELC) at Georgetown Community School (GCS) we feel honored to be a part of that journey with your family. We believe that children's early years build an important foundation for their future. Therefore our goal is to provide positive learning experiences through meaningful interactions with teachers, peers and the environment. We are an inclusive learning environment that celebrates the diverse needs of all children and their families. Overall we cherish the enthusiasm, curiosity and joy that young children inspire in the learning process!

Our *PRESCHOOL PROGRAM* uses an integrated curriculum approach to offer a learning environment that fosters emerging academic skills through play-based activities. A play-based approach provides children the tools to become creative thinkers and problem-solvers. Concepts such as reading, writing, math, and science are embedded into daily routines and activities.

Our *PREKINDERGARTEN PROGRAM* combines the approach of the preschool program and focuses on preparing students for Kindergarten by improving their pre-reading, pre-math skills, and adjusting to the routines of kindergarten.

MISSION

Our goal is to provide high quality, affordable early care and education for young children. We want all children and families to feel welcomed, accepted, safe, nurtured, and respected at our center.

VISION

"It's all about the kids". We ask ourselves "is this in the best interest of children?" to guide our decision making process.

PHILOSOPHY

Our philosophy is that young children thrive in the context of meaningful relationships and

interactions with one another, with teachers, and with their environment. Therefore we believe that young children learn best through active engagement and exploration of their environment. We perceive learning as a part of life that is not contained in any one person, place, or thing, but is the world all around us. Through empowering children to explore we believe we are building inquisitive minds, inspiring a hunger for knowledge, and enhancing one's capacity to *learn how to learn*. We want children to approach learning (and life) with joy, confidence, persistence, intention, curiosity, and resiliency.

Above all else, we acknowledge that a child's family is their first and forever teacher. Thus we partner with families to create a relationship founded upon mutual respect and genuine interest for their child's growth and development.

CURRICULUM

We use a combination of approaches that provides numerous opportunities for exploratory learning across a variety of developmental domains. Our curriculum is reflective of the individual strengths, needs, motivations, and interests of the children, families, and staff in our center. An early childhood educator's primary role is not to instruct; but rather to assist children's discoveries through environmental preparedness, observation, reflection, scaffolding, and adaptation.

Our curriculum is guided and influenced by the following:

- Preschool Core Knowledge Sequence
- Creative Curriculum
- Open-Court Literacy
- Saxon Math
- The Georgetown Community School K-6 curriculum
- Colorado Department of Education Building Blocks to Learning
- Developmentally Appropriate Practice as defined by the National Association of Education for Young Children
- Constructivist Theories of Vygotsky, Piaget, Froebel and Dewey

Interest in child development began in the early 20th century. These are a few of the theorists that gave us the foundation of how children develop to help optimize their learning.

Current Research and Evidence Based Practices

OUR FAMILY PARTNERSHIP PLAN

We believe that families are children's first and forever teachers. Thus our role is to partner with families to create a lasting impact on their child's educational journey. Our relationships with families are founded upon mutual respect and genuine interest for their child's growth and development. Research demonstrates "one of the most accurate predictors of achievement in school is the extent to which parents believe they can be key resources in their child's education" (DiNatale, 2002). Furthermore "parent involvement in education benefits not only

children and parents, but teachers and overall program quality” (DiNatale, 2002).

Benefits to children include higher levels of academic achievement, positive attitude about school, improved attendance, and strong work ethic (Eldridge, 2001).

Benefits to families include increased knowledge about child development, their child’s activities at school, how to best support their child’s learning, increased self-confidence in parenting, and an expanded understanding of the home as a learning environment (Eldridge, 2001).

Benefits to teachers include greater understanding of a child’s culture, increased appreciation for families’ needs, and a deeper respect of families’ abilities (Eldridge, 2001).

The work of Joyce Epstein (2004) has identified 6 key types of family involvement in Early Care and Education Programs: 1) Parenting, 2) Communicating 3) Volunteering 4) Learning at home 5) Decision-making and 6) Connecting with the community. Our program values and expected outcomes are reflective of these six types of family involvement.

Goals of our family partnership plan

1. Families are provided with information and opportunities that will positively impact their parenting practices. Examples include parent education workshops, information sheets, providing resources and referrals, lending libraries, or collaborating with community organizations.
2. Families have ample opportunity for effective communication regarding all aspects of the program. Examples include enrollment orientation, family handbook, family teacher conferences, communication notebooks, communication boards, informational handouts, newsletters, or suggestion box.
3. Families are welcomed and encouraged to volunteer in a variety of ways that meets their families’ needs/schedule. Examples include in classroom (reading with children, eating lunch with children, organizing special craft activity, etc) and out of classroom opportunities (making copies, repairing toys, calling families, prepping materials, organizing/attending fundraising events etc). Opportunities are provided during school hours and after school hours.

4. Families are provided with information regarding home activities to enhance their child's growth and development. Examples include workshops, information sheets regarding child development, modeling learning activities, lending library, or newsletters.

5. Families are invited to participate in decision making and leadership opportunities that impact the program. Examples include board of director meetings, suggestion box, or surveys.

6. Families are provided with information in the community at large to develop a support network and engage in social/recreational opportunities. Examples include picnics, potlucks, park days, providing community resources, partnering with other community organizations, or classroom parties.

AGES OF CHILDREN ACCEPTED

- Toddler Program: 18months to 3 years
- Prekindergarten Program 3 to 5 years

Please note the age ranges for each classroom act as a general guideline related to licensing standards and typical patterns of development. The decision to transition a child into an older room is a collaborative decision between staff and families. Individual child readiness and program availability will be factors influencing the transition process.

CHILDREN WITH SPECIAL NEEDS

We celebrate diversity and therefore welcome all children for whom we are able to provide appropriate services. Our policy for accommodating children with special needs is in compliance with ADA guidelines.

HOURS OF OPERATION

We provide care and education throughout the school year from 8:00 am to 3:30. If your child is going to be absent, please call the school to let us know. This is extremely important for appropriate staffing and ratios.

EXTREME WEATHER

In the event of inclement (excessively hot or cold) weather, children will be provided with an alternate indoor activity, rather than be allowed to play outside. In the event of a school closure it is announced on the morning news channels and KHOW AM 630, KYGO FM 98.5/AM 950, and KOA AM 85. Also check our school Website at www.georgetownschool.org.

The ShoutPoint system will automatically call parents phone numbers and/ or send emails for emergencies and other information. Please let us know whenever your contact information changes.

Clothing and Labeling

Remember that weather can change quickly in Colorado, so send your child with appropriate winter clothing: boots, mittens, hat, winter coat, and snow pants. If you cannot afford such items, please let us know. We may have some connections to get them for you.

Tennis shoes are the best shoes to wear, however because of our winter weather, boots may need to accompany the children when necessary. Dress shoes and cowboy boots can be dangerous on the playground because of the ice and rocks.

Children should dress in washable sturdy clothing. We encourage children to explore and immerse themselves in a variety of hands-on activities that may be messy. We do not want to inhibit their exploration, so we ask that they wear clothes that are safe to get dirty. Every child should bring a change of clothes to school, including socks and underwear.

PLEASE REMEMBER TO LABEL ALL OF YOUR CHILDREN'S ITEMS

REGISTRATION PROCEDURE

Parents or guardians potentially interested in enrolling their child(ren) in the program are encouraged to visit the center, tour classrooms, meet staff members, view written policies and procedures, and discuss various aspects of the program with the director to determine if the program meets the needs of their family. Child(ren) will be admitted to the school once all registration materials are submitted, an orientation with the director has been completed, and all corresponding enrollment fees have been paid.

FEE SCHEDULE

All rates reflect monthly fees. Assistance Applications are available at the Business Office.

TUITION INFORMATION

Ages 18 months-5 years			
Snack fee: \$150 per year	Full Time (Mon-Thursday) 4 days		Two Days
8:00 am - 3:30 pm	\$700		\$350

PROCEDURE FOR IDENTIFICATION OF CHILDREN AT ALL TIMES

A parent or another adult must accompany each child to the classroom as well as pick up the child each day. *Children are signed in and out of the school by the accompanying adult.* Once a student is signed into the school, the teachers are responsible for the location of the child. Attendance is taken at the beginning of each day as well as periodic counting of the children. During outside time, the children are required to stay inside the designated play area. Attendance and emergency cards are also taken outside on the playground and on walking field trips. At closing time, a staff member is required to review the sign out sheet and survey all areas of the classroom to ensure all children have left the building.

DISCIPLINE POLICY

To the greatest extent possible, we utilize a prevention model that proactively addresses challenging behaviors, thereby significantly decreasing the use of reactive strategies. Some of the proactive strategies we employ include but are not limited to the following:

- Develop positive, trusting, secure relationships with children, families, and staff.
- Provide a classroom environment that is comfortable, organized, supportive, and balanced.
- Provide stimulating, enriching, and accessible learning activities and materials.
- Continually and simply convey developmentally appropriate expectations to children in a variety of contexts. The basic expectation we have for children is to demonstrate respect for themselves, others, and the environment.
- Model desired behavior
- Foster development of emotional regulation, self-identity, and social skills
- Provide positive encouragement and praise when desired behaviors are exhibited
- Understanding the developmental needs and characteristics of each child will help us employ appropriate prevention strategies.

When challenging behavior does occur we view it as an opportunity for learning both on behalf of the teacher and the child. Reactive strategies will vary based on the function of the child's behavior. Some reactive strategies we employ include but are not limited to the following:

- Redirection
- Adult facilitation
- Encourage use of relaxation techniques (deep breathing, counting, and the like)
- Provide choices
- Natural consequences
- In extreme incidences, we will remove the child from the situation for an opportunity to calm down, reorganize, and rejoin the group as appropriate

ILLNESS, ACCIDENTS, AND INJURIES

In the event a child develops symptoms of illness while at school, a parent/guardian will be called to pick up their child. If we cannot reach you within a reasonable timeframe for the severity of the illness, staff will begin calling persons with written emergency authorization to pick up your child. We will call for fever 100 degrees or above, as well as when your child may be fever free but unable to actively participate in activities.

In the event of a non-emergency injury, trained staff will provide routine first aid. An incident report will be completed for all head injuries and injuries requiring more care than a minor bump, scrape, or bruise. The incident report will need to be signed and returned to school the following day. A copy will be placed in the child's file and a copy will be provided to the child's family.

Guidelines for Returning to School after Illnesses

It is up to the parent(s)/guardian to determine whether their child is well enough to be in school, with the ultimate deciding factors being the child's ability to participate fully in daily

activities and protection of other children from infection. For guidelines on when to return after particular illnesses, the following standards are offered:

- Fever of 100 degrees or more
- Inflammation, discharge or excessive redness of eyes
- Vomiting
- More than one incident of diarrhea
- Communicable disease
- Unknown rash
- Discharge from the nose that is green, yellow, or continual that may be related to an infection

If your child shows any of these symptoms please keep them home until he/she is symptom free for 24 hours.

STAFF ILLNESS POLICY

In addition to the children, staff should also be excluded from our preschool program under certain circumstances, including if they are unable to participate or perform the functions required for their position or if they are suffering from infectious diseases. A staff member or staff means any person working or volunteering to perform duties in our preschool program including teachers.

Supervisors are responsible for observing the staff for signs of illness throughout the day. Staff members have the responsibility of reporting to their supervisor any signs of infection or illness that may pose a hazard to the health of children and other staff. If a staff person is sent home, it's important to know when they can return to work. Contact your supervisor to help identify the conditions that require exclusion.

FOOD HANDLING STAFF EXCLUSION REQUIREMENTS

Special attention must be given to staff members that handle food because many illnesses can be spread through food from an infected person. Additionally, children under the age of five years old and those with weakened immune systems are at increased risk for foodborne illness. Food handling activities include preparation of any food (i.e. washing, cutting, cooking, and portioning) Food handling staff must notify the director or person in charge if they exhibit any of the following symptoms. 1. Vomiting 2. Diarrhea 3. Jaundice 4. Sore throat with fever 5. Any open or draining wound that is not covered with a waterproof bandage and is A. On the hands. B. On any exposed portions of the arms. C. On other parts of the body.

In addition to water proof bandages covering wounds single service gloves must be worn at all times when handling food.

Medical Emergencies

In case of a medical emergency, the most expedient procedure for the safety of the child will be followed, with immediate attempts to reach a parent/guardian. If the situation could be life threatening, 911 will be called first, and children will be transported to the hospital or medical clinic as determined by the paramedics. Any such incident will be documented on the appropriate form, and parent/guardian signature requested. If 911 or other county services do

not respond, the school will be responsible for transporting the child to the hospital or medical clinic.

RESPONDING TO EMERGENCIES

The school has a written emergency procedure that explains how the center will be evacuated in case of fire or other disaster requiring evacuation, how to function during a tornado alert, and the reporting of reportable communicable illnesses to the local health department pursuant to regulations of the State Department of Public Health and Environment. These procedures are practiced by our staff.

Fire: In the event of a fire, children will be evacuated as practiced in periodic drills. The first adult gathers the children, gets the attendance log, and exits the building through the side door (or front if appropriate) and leads children to the designated safe location, helping the children to remain calm. The second adult counts the children, verifies the room is empty, and assists as needed to get children to the designated safe area.

Lost Children: We take attendance throughout the day, know where children are and maintain supervision. However, in the event a child becomes separated from their group on a field trip or at the school, staff will immediately search the area. If the child is not located, the parent/guardian will be notified, as well as local authorities if required (911).

Tornadoes: Go to the hallway and have older children kneel down with their hands and arms over their head. In the event we are elsewhere in the building, children will be moved to the most sheltered, accessible areas of the school as practiced in periodic drills.

Blizzard: Remain in the building until all parents are notified and children have been picked up.

Bomb Threat: Evacuate the classroom immediately and go to the Georgetown Community Center, where the police will be called. Parents will be notified as soon as possible if the building is not cleared for re-entry by authorities in a reasonable amount of time.

Chemical Spill: For a small spill, restrict the affected area until the spill can be contained and notify administrators. If needed, go to Georgetown Community Center. Notify parents if applicable. For a severe spill in a community, follow the evacuation plans as instructed by emergency personnel.

Earthquake: Take cover under the tables or in doorways.

Power failure: Gather all children in a contained area. Use flashlights on hand as needed. Administrators will call the power company to determine how long estimated until service can be resumed. If needed, parents will be called to pick up their children.

Intoxicated Parent/Adult: Remove children to another area. Offer alternatives to keep children in care or to call for transportation alternatives. Call the police and offer as much information as possible.

Intruder: Emergency LockDown and Shelter in Place: In the event of a dangerous situation inside or outside the school building, we will follow Clear Creek County School's procedures. This comprehensive information is available at the front desk.

General Emergency Evacuation Plan: Designated Safe Location: In the event we leave school premises for safety reasons, we will assemble at the Georgetown Community Center, located at 613 6th Street; 303-569-2888. If an alternate location is indicated, we will congregate at Georgetown's John Tomay Library, located at 605 6th Street; 303-569-2620. Parents will be notified as soon as possible to pick up their children.

Fire, Weapons, Illegal Substances, and Tobacco: Possession or use of fire, weapons of any kind, illegal substances or tobacco products within the school building, school facilities, or on school grounds or school buses by any individual, including school personnel, students, parents, and other volunteers is prohibited at all times. This policy applies to field trips as well.

Communicable Disease: GCS will send required Communicable Disease Reports to the Clear Creek County Human Services at P.O. Box 2000 Georgetown, CO 80444. For disease with a 24 hour reporting requirement, we call the Clear Creek County Human Services at 303-679-2300.

TRANSPORTATION AND FIELD TRIPS

The ELC does not provide transportation to and from school. The ELC does not provide transportation to or from any activities or events. One permission slip will cover walking excursions located within a one mile radius of the center for the year. We will post our whereabouts on the classroom door and inform the office of our walking plans.

SPECIAL ACTIVITIES, TRIP RATIOS, AND MEDIA USE

Staff and adult supervision will remain at or above the required ratio, regardless of what trip or special activity the children may be participating in. The ELC will periodically conduct walking field trips to provide cultural, scientific, social or educational experiences for the children. Some of these will be directly coordinated with an area of study or integrated into our emerging curriculum. Television, videos, and computers will only be viewed for educational content as related to the class activities, or an occasional special event. An alternate activity will be provided for children who are not interested in the program. Parent permission is required for media use.

CHILD SAFETY IN VEHICLES

Staff members will not be responsible for transporting children at any time. The school provides emergency transportation to a healthcare facility through the use of emergency 911 services.

PICK UP POLICY

Parents, guardians and those indicated on your emergency pick-up card are the only person(s) authorized to remove your child from school. People listed on this card may pick your child up at any time with or without you notifying the school. If a friend or relative other than those listed on your card will be picking up your child, you must provide a written and signed notification of such an amendment to the administration. All persons unfamiliar to the staff will be required to show photo identification at the time of pick up.

WHEN A CHILD IS NOT PICKED UP ON TIME

If your child has not been picked up by the end of scheduled pick up, a late fee will be charged and will be added to the next month of tuition. In the event that the child is not picked up within 20 minutes of the scheduled pick up time, we will attempt to reach parents/guardians by phone. If no one can be reached, we will begin to notify the emergency contacts you have listed. In the event of an emergency, the child may also be released to an adult for whom the child's parent or guardian has given verbal authorization. If no one is able to pick up your child within the hour we must then call the Clear Creek County Sheriff's Department and Social Services, who will assume custody of the child. At closing time, a staff member is required to review the sign out sheet and survey all areas of the classroom and bathrooms to ensure all children have left the building.

If an unauthorized person arrives to pick up the child, the teacher, vice principal or principal shall make a reasonable effort to clarify the situation before the child is released after obtaining information such as the name, relationship to the child, and description of the individual from the parent/guardian by phone. Verification of the information with a driver's license is also required, for those persons the staff is not familiar with.

In the event the parent/guardian does not authorize pick-up, the person will be denied access to the child. If there is a problem, procedure will be followed for an intruder alert, according to Clear Creek County School District RE-1 emergency policies and procedures.

CHILDREN WHO ARRIVE LATE OR MISS AN OUTING

If your child is going to be arriving late to school, PLEASE call and inform the school. If a child arrives after their class has left for an outing, the parent/guardian may transport the child to and from the trip. Alternatively, the parent/guardian may remain on site until the class returns from the trip. If the vice principal or another staff member is available to supervise the child, the child may remain in the staff member's care until the class returns; however this will be at the discretion of the vice principal on an as needed basis.

STORING, ADMINISTERING, AND DELEGATION OF MEDICATION

Our staff meets monthly with a Healthcare Consultant to address health concerns of the children in our licensed child care program. Our medication policy is aligned with the procedures 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." Parents/guardians are encouraged to make an effort to avoid their child needing medication while at school. If this is unavoidable, medication may be dispensed during the school day under the following conditions:

- No medicines, including Tylenol or Motrin, can be given to a child unless it is authorized in writing by a doctor. The authorization must be on a medicine agreement form. Medicines must be sent to school in the original container or prescription bottle.
- Children are not allowed to carry medicines in their backpacks or coats. A responsible adult must hand all medicines to a staff member directly.

Medical Health Forms

At the beginning of each school year, a health form is sent home to be completed with all updated health information, including allergies, medicines to be taken prior to and during school and recent illnesses or medical conditions. A physical examination is necessary for each student. Updated health information and emergency contacts will ensure quick medical treatment in the event of an emergency.

CHILDREN'S PERSONAL BELONGINGS AND MONEY

Each child is provided with "cubby" space in which to store their personal belongings. Clothing and personal items labeled with a child's name is helpful. Unclaimed lost articles will be kept for a reasonable length of time and then donated to charity. We request that children do not bring money to school.

MEALS AND SNACKS

Toddlers and Preschool

A nutritious AM and PM snack will be provided. We will have a new kitchen this year and lunch will be provided. This year it will be free to students. The ELC will provide milk during lunch for children in the toddler, preschool, and prekindergarten programs. If packing a lunch for your toddler PLEASE pre-cut any foods that may be a choke hazard, and peel any fruits.

DIAPERING AND TOILET TRAINING

Regardless of age, all children will be required to have a seasonally appropriate change of clothes, including undergarments at school at all times. Children who are in diapers or pull ups will need to have an adequate amount of diapers/pull ups and wipes available at all times supplied by the child's family. Teachers will follow standard diapering procedures with younger children and assist as needed with older children in the event of an accident.

When a child exhibits signs of readiness, a great deal of care and effort will be used to develop a collaborative plan of action with families regarding toilet training. We recognize each child develops personal care habits in their own time and therefore we do not exclude any child from

any aspect of our program based on toilet training needs.

VISITORS TO THE SCHOOL

Visitors to the ELC (non-parents, guardians, or volunteers) must have prior principal or vice principal approval. Visitors sign in both at the front office and in the classroom they are visiting. Visitors are never left alone with the children. A written policy regarding visitors to the center is posted, and a record maintained daily by the center that includes at a minimum the visitor's name, time, and the purpose of the visit. At least one piece of photo identification must be inspected for individuals who are strangers to personnel at the center.

FAMILY-TEACHER CONFERENCES

Family-Teacher Conferences are scheduled twice annually. These are conferences with your child's teacher to learn about your child's progress and collaboratively develop goals for your child. You will be notified of your schedule options during designated conference dates. If a teacher has a particular concern about your child, they will contact you directly to discuss the situation. Likewise, if a parent/guardian has a particular concern about their child, it is expected that the parent/guardian will contact the child's teacher to discuss the issue, and may also choose to contact the Child Find coordinator.

VOLUNTEER POLICY

Our volunteer policy is reflective of the GCS volunteer policy in that we strongly encourage family volunteer hours. We ask that parents/guardians volunteer 30 hours a year. We will provide ample volunteer opportunities in effort to maximize the talents, interests, and availability of family members.

FORMAL PROGRAM EVALUATION

Your input is always welcomed and encouraged, however we provide an annual opportunity to formally evaluate our program. At the conclusion of the school year, the board of directors will develop and distribute a survey for you to complete. Your survey answers will remain confidential. They will be summarized and presented to the staff by the board of directors. Your input will help us make improvements in our program. We encourage you to be honest, respectful, and constructive in your feedback.

TO FILE A COMPLAINT

It is the policy of the GCS Board of Directors that all grievances shall be resolved as close to their source as possible. All members of the school community and all outside parties involved in a dispute are encouraged to deal directly with the other parties involved. Any grievance should only move to a higher level of authority after direct communication between those initially involved has failed to produce a resolution.

The GCS board further holds that any party with a valid grievance should be able to find satisfaction in the resolution of their grievance. All members of the school community, as well as the Board of Directors, will be expected to make all reasonable efforts to reach a solution that is acceptable to all parties involved. Any party bringing a grievance to the Board of Directors will be made aware of all requirements for filing a grievance, as well as all avenues

for resolving a grievance.

In the event a parent or guardian has a complaint about the Early Learning Center, we request that you discuss the matter with the administration. Additionally, you have the right to report a complaint by contacting the following agency:

The Division of Child Care
Colorado Department of Human Services
1575 Sherman Street, 1st Floor
Denver, Colorado 80203-1714 Phone number 303-866-5958

REPORTING OF CHILD ABUSE

According to Colorado state law, any staff member in a child care facility who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions that would reasonably result in abuse or neglect, must immediately report or cause a report to be made of such fact to the county department of social services or local law enforcement agency. Other members of the school community may also report suspected abuse by contacting local law enforcement or Clear County Child Protection Services: 303-679-2365.

WITHDRAW OR TERMINATION OF SERVICES

In the event a family needs to withdraw their child from active status at the ELC, a two-week notice is required. Discretion will be used in emergency situations. In the event that tuition is prepaid, the tuition may not be reimbursed if the child is withdrawn early. The remainder of the tuition due will be prorated through the last day of the child's attendance at ELC, or notice of withdrawal, whichever is later.

Every child's well-being while at ELC is important to us. We make consistent efforts to reasonably accommodate the special care concerns of each child on an individual basis, while striving to maintain a safe and appropriate learning environment for the center as a whole. When significant behavioral issues do arise, a conference involving the parents or guardians, the teacher and the administration will be scheduled. During the conference, a written plan of action will be developed. Teachers and parents/guardians will continue to stay in contact regarding the child's progress, and to make adjustments to the plan as needed. A follow-up conference will be scheduled to determine if the ELC is able to reasonably accommodate the child's needs. If for any reason we are unable to adequately meet the emotional or physical needs of a child or family, we reserve the right to ask parents to find alternative care. In this situation, we will assist families in finding alternative, appropriate care for their child.

FINAL THOUGHTS

We would like to thank you for entrusting us to provide care and education for your child. We want to provide the highest quality learning and growing experience for your child and your family. We can best do this through positive partnerships with families. Open and frequent communication is our best tool to develop a strong connection with your family. Therefore please know that we deeply appreciate you bringing any concerns, ideas, and/or questions you have to our attention. We promise to listen and reply with the utmost respect and integrity.

REFERENCES

- DiNatale, L. 2002. *Developing high quality family involvement programs in early childhood settings*. *Young Children*. 92-93
- Eldridge, D. 2001. Parent involvement: it's worth the effort. *Young Children*. 65-69.
- Epstein, J. & Salinas, K. (2004). Partnering with families and communities. *Educational Leadership*. 61 (8). 12-18.

THANK YOU FOR BEING A PART OF THE EARLY LEARNING CENTER AT
GEORGETOWN COMMUNITY SCHOOL FAMILY!
WE ARE EXCITED TO LEARN AND GROW WITH ONE ANOTHER!