



PRE-K OPERATIONAL PROCEDURE

BARTLETT CITY SCHOOLS
2020-2021

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BARTLETT CITY SCHOOLS PRE-KINDERGARTEN PROGRAM

Bartlett City Schools Early Childhood Pre-K program defines school readiness by focusing on the nature of 4-year-olds and how they learn. The definition encompasses families and how they live; communities and the services they provide; and schools and their readiness for children. Each of the following factors effect a child's school readiness:

- Health issues
- Physical or mental disabilities
- Level of enthusiasm toward learning
- Social and interpersonal skills
- Communication skills
- Early literacy skills

VISION

To provide a rich, child-centered, literacy focused program to ensure that all children enter kindergarten ready to learn. Quality instructional programs will be offered in a safe, healthy and nurturing environment. The program will encourage a cooperative partnership between the home and school to foster the development of lifelong learning while recognizing the individual needs of all children and their families.

MISSION

To provide high quality early education for all children that will maximize school readiness and empower children/families to become successful, lifelong learners and productive citizens.

GOALS

- To promote success in school readiness for four-year old children in the greatest educational need
- To provide high quality pre-k experiences for four year olds who reside in Bartlett City Schools zoned geographical area
- To maximize community participation and community "ownership" of the Pre-kindergarten program

THE COLLABORATION

A meaningful Partnership of Bartlett City Schools, Community Partners (SCEF) and Porter-Leath has been created to ensure school readiness by focusing on the nature of 4-year olds and how they learn. This partnership serves 60 students. A network of certified teachers and paraprofessionals provide a smooth transition from Pre-K into Kindergarten. The profile of educators includes:

- Certified Teachers
- Paraprofessionals
- Principals/Directors
- Pre-K Supervisor
- Family Liaison of Porter-Leath

BENEFITS OF THE COLLABORATION

The Pre-Kindergarten program fosters high quality and developmentally appropriate educational experiences where all children and their families will have the opportunity to perform at their full potential through the implementation of the following program of work:

- Assessments: Authentic, Standardized, District Level
- Blending (Inclusion of students with special needs)
- ELLCO (Early Language Literacy Classroom Observation)
- ECERS (Early Childhood Classroom Observation)
- Project Based Approach-Student Exhibitions
- Responsive Classroom
- Researched Based Curriculum: Second Steps (Talk About Touching), Growing with Mathematics, Let's Begin with the Letter People, & Connect 4 Learning
- Parent Engagement

SECTION ONE: PRE-K COLLABORATION OPERATING GUIDELINES

GENERAL PROGRAM OPERATIONS AND SERVICES

PURPOSE

The purpose of the Pre-K program is to provide Tennessee's at risk four-year-old children, an opportunity to develop school readiness skills in an environment that fosters the love and joy of learning. Additionally, promoting success in kindergarten and throughout the child's life.

The Community Pre-K Partner, in accordance with the state-approved grant proposal, will create an early childhood education program for "at risk" four-year-old children. The early childhood education program will provide quality early childhood education services in accordance with the Tennessee Early Childhood Education Plan as adopted by the State Board of Education and state in T.C.A. Section 49-6-101(49-1-302).

The purpose of the Pre-K Program is to provide a full day (5.5 hours of instructional services plus 1-hour rest time), five days per week, 180 days per year of appropriate educational/instructional services to eligible four-year-olds.

DATES OF SERVICES

Specific dates are based on the Bartlett City Schools yearly academic calendar.

DAYS OF SERVICE

The school year for the Pre-K program includes 180 days of services for children and families and 200 days for staff. Pre-K staff cannot be used to provide services unrelated to Pre-K during the 180-day school year.

HOURS OF SERVICE

The instructional component of the Pre-K program shall not begin before 7:30 a.m. It shall include a minimum of 5.5 hours of instruction and 1 hour of rest time.

ELIGIBILITY REQUIREMENTS

ELIGIBILITY CRITERIA

To be eligible for enrollment in Pre-K program in Bartlett City Schools, children must:

- Be four years of age on or before August 15th of the current school year
- Live in zoned Bartlett City Schools
- Qualify for Free/Reduced Meals

SELECTION CRITERIA

Selection of children from those eligible will be determined using the following criteria:

- Free/Reduced Lunch
- Preschool Brigance Screening Scores
- Identification of Other At-Risk Factors – Based on Parent Interview
 - Home language other than English
 - Public assistance
 - Disability/Illness
 - Age of Mother
 - Educational Level of Mother
 - Single Parent Home
 - Homeless
 - State Custody (Foster Care)
 - Parent Deployed
 - School Attendance Zone

ENROLLMENT PROCEDURES

1. Collect all Pre-K documents from parents. Documents include Pre-K application, physical and immunizations, birth certificate, social security card and proof of residency and income.
2. Schedule and screen all eligible children
3. Determine At-Risk Score by subtracting at-risk factors on Parent Interview from preschool screening score.
4. Rank order children's names in ascending order according to At-Risk Score.
5. Indicate all children whose family income qualifies them for Free/Reduced Lunch.
6. Notify families of assignment and registration process.
7. The mandatory parent meeting requires parents to sign for receipt of the policies and summary of requirements and an abuse prevention awareness program.

ENROLLMENT AND ATTENDANCE

Enrolling a child in the Pre-K Program requires parents to agree to follow specific attendance guidelines that help support the curriculum being taught and a child's transition into a structured quality program. Children who do not attend regularly, are routinely late, continually checked out early, and are picked up late on multiple occasions may be dismissed from the program, as approved by the Dept. of Ed. Please contact the Bartlett City Schools Supervisor of Pre-K for additional information.

The program has an attendance goal of maintaining an average daily attendance (ADA) of ninety-three (93) percent. The strategy to achieve and maintain a 93% ADA is to involve staff members and parents in a process of identifying reasons for class absences to improve the child's attendance and reduce the number of absent days.

VPK Attendance Procedure

Young children's growth and development is maximized through consistent participation in a high-quality environment. Establishing consistent attendance routines in Pre-K will increase students' chances of success in all future school experiences, K-12. With this in mind, the Pre-K program has adopted a Pre-K attendance procedure.

Excused Absences:

The following are acceptable reasons for excused absences:

1. The child is hospitalized;
2. The child is incapacitated due to a serious injury;
3. The child contracts a communicable disease (virus or flu);
4. The child has other ongoing health related ailments which temporarily prevent attendance (such as asthma);
5. There is a death in the family;
6. Limited medical/dental/therapy appointments, (these should be made around school hours unless absolutely necessary); and/or
7. Other circumstances which in the judgment of the principal create emergencies over which the student has no control (policy 6047)

Required Procedures:

1. Each site or district should have a contact person. This is the person with whom parents can address attendance concerns. Contact information should be distributed with the policy.

2. If a child has three or more consecutive absences, or three or more absences within a month—the site-level administrator must contact the family and determine the child's participation status. The site-level administrator must document attempts to contact the family and the outcome of those attempts and/or communications.

3. If a child misses five or more days in a three-month period, the site-level administrator will contact the family to develop an attendance plan.

a. The attendance plan will be designed to help the family establish regular attendance or, if necessary, to plan for alternative services. The attendance plan will be developed by the family and appropriate school personnel, including, but not limited to: the child's primary pre-k teacher; the site-level administrator; the IEP team (if applicable); and additional staff serving the school and family, which may include a counselor, social worker, family support personnel, teacher assistant, or other school staff supporting the child and family. The attendance plan must:

i. Identify the reasons for the absences;

ii. Include a specific plan and date for establishing regular attendance or alternative services that meet the child's educational goals; and

iii. Include documentation of services and student outcomes to determine effectiveness of the attendance plans.

4. Every effort will be made to ensure the child has access to a quality school program. However, these spots are made available through a state grant and are limited by funding. **Students who have more than five (5) days unexcused per month, or ten (10) days unexcused in a year, may be terminated from the program for failure to follow the attendance policy.** District-level personnel must submit required dismissal documentation to the Department of Education's VPK director for approval. **A district shall not dismiss a student without first implementing an attendance plan,** unless there are special circumstances to be considered, such as the family moving and being unreachable after multiple attempts by the district. In these cases, the state VPK director may grant approval due to special circumstances.

5. Once dismissal is approved, a waiting list applicant who meets eligibility determinations for the VPK program may fill the vacant position. Future eligibility for the terminated child to re-enter the program will depend upon vacancies after a 30-day waiting period and a parent conference to establish a faithful, binding Home/School Compact.

PROCEDURES FOR SUSPENSION OR WITHDRAWAL OF A CHILD FROM THE PROGRAM

Suspension or withdrawal requires PRIOR approval from the Pre-K Supervisor and ultimately the Tennessee Department of Education. Once a child has been enrolled, he or she cannot be dismissed or suspended from the Pre-K program unless it is determined that he or she is:

- Causing harm to himself or herself or others
- Chronically tardy or absent from the program
- Chronically disruptive
- Involves three (3) or more incidents of aggression (fighting, bullying, or threatening use of weapon that could cause serious injury), significant property damage or destruction, theft, or repeated violations of rules or right(s) of others
- Not enrolled in extended day program and is continually picked up late.

This determination can be made through information collected including; interventions to help the child benefit from the program, documentation of ongoing involvement of parents, and/or other support resources. Parents must be notified of potential - dismissal of the child from the program via written warnings. Dismissal of a child from the program is the last step taken after all other attempts to help the child has been exhausted. A student withdrawal form must be completed and submitted to the Early Childhood office no later than three days after the withdrawal.

DISMISSAL/DISENROLLMENT PROCEDURES

Submit the following information to the Pre-K Department prior to dismissal/disenrollment:

- Reason(s) why dismissal/disenrollment is being requested
- Attempted interventions used to help the child to benefit from the program, including suspension information
- Documentation of written correspondence and meeting notes showing ongoing involvement with the parents
- Behavioral and instructional observation of the child that support the reasons for requested dismissal/disenrollment
- Consultation with the Pre-K administrative staff, results of application of suggested interventions, and status of special education referral, if applicable

The Pre-K administrative staff and ultimately the Tennessee Department of Education shall make decisions about dismissal/disenrollment after a review of all requested documentation.

DISCIPLINE POLICY

Between the start of preschool and graduation from high school, a child will spend more than 16,000 hours in school. Those hours should be safe ones for every child, and we believe that each child should expect, and contribute to, a safe and orderly school environment. The work that takes place in our schools by teachers and their students is the most important work in the world- much too important to be disrupted by disorder, distractions or dangers of any kind. Student success is our top priority. Our schools and our students must be safe for learning to occur. The following procedures are directly aligned with Bartlett City Schools Student Code of Conduct and will be used in Pre-K programs across the district to maintain safe classroom environments for students and staff.

Persistent unacceptable behaviors that warrant intervention strategies and behavior incident reports include, but are not limited to, the following:

- Hitting and/or striking students or adults
- Destruction of property
- Blatant failure to follow rules
- Direct disrespect and/or defiance
- Disrespect of authority
- Throwing items to intentionally cause harm
- Aggressive behaviors, such as temper tantrums, biting, spitting, etc.
- Deliberate public toileting

A serious disciplinary action, such as those listed above, will result in a Behavior Incident Report being filed. This Behavior Incident Report Policy is inclusive of all children at the school and will be exhausted before a student is recommended for dismissal from the Pre-K program. If the staff and/or principal feels that a student is endangering the safety of themselves, other children, or staff, the Pre-K Department should be contacted to discuss possible interventions and support. The following procedures should be implemented by the Pre-K staff, to ensure the safety of all students and staff.

1ST BEHAVIOR INCIDENT REPORT - Parents/guardians and site staff will discuss the behavior to resolve the situation. Classroom intervention strategies will begin.

2ND BEHAVIOR INCIDENT REPORT – If behavior persists, parents/guardians will be contacted for a meeting to include parent/guardian, teacher and principal. The process continues should a parent/guardian refuse to attend a meeting. Continue classroom intervention strategies. Porter Leath caseworker will contact and support family. School can also support with site-based decision of Functional Behavior Assessment (FBA). Based on result write a behavior intervention plan (BIP).

3RD BEHAVIOR INCIDENT REPORT – If behavior persists, student will be referred to the guidance counselor for a consultation/observation. Parents/guardians will be contacted for a meeting to include parent, teacher, principal, and guidance counselor. Continue classroom intervention strategies. School-wide intervention strategies, such as conflict resolution, mentoring, Porter Leath family resources relayed, and parenting support techniques, will begin.

4TH BEHAVIOR INCIDENT REPORT – If behavior persists, parents/guardians will be contacted for a meeting to include the parent/guardian, teacher, principal and counselor. Documentation of a Behavior Intervention Plan (BIP) with input from parents, principal, pre-k advisor, guidance counselor and other staff who may have insight must be in place. School-wide intervention strategies will continue. Then P o r t e r L e a t h m a y be requested for an observation of student. If a student qualifies under IDEA (speech or language IEP), then the district psychologist, behavior interventionist or SPED coordinator must conduct an observation.

5TH BEHAVIOR INCIDENT REPORT – If behavior persists, parents/guardians will be contacted for a meeting to include the parent/guardian, teacher, principal, counselor and Dept. of Ed. School-wide intervention strategies (Pyramid Model and BIP) will continue. Parent/guardian will be notified in writing that the child will need to take a one-day leave of absence from the program with the next scheduled day.

6TH BEHAVIOR INCIDENT REPORT – Disruptive behavior with prior unsuccessful interventions will result in recommendation by the Bartlett City Schools Pre-K Supervisor to the Tennessee State Department of Education to begin implementation of an exit plan. Any action that causes serious injury to children or staff or severe damage to property will result in expulsion. The principal or supervisor may notify parent/guardian by telephone or in person that alternate care will be needed immediately. The child will not be allowed to return to the program until given clearance by the Tennessee State Department of Education

SUPPORTING DOCUMENTATION:

- Guidance Referrals
- Code of Conduct
- Behavior Plan

No employee shall use any form of corporal punishment (which includes but is not limited to paddling, striking, or hitting) as a method of discipline in the Voluntary Pre-K Program.

CURRICULUM & ASSESSMENTS

The Pre-K provider shall comply with the Pre-K curriculum, aligned with the Tennessee Early Childhood Education Early Learning Developmental Standards.

TENNESSEE DEVELOPMENTAL EARLY STANDARDS were developed to provide documentation of the curriculum of developmental milestones from birth through age five based on the research about the processes, sequences and long-term consequences of early learning and development.

CONNECT 4 LEARNING (C4L) is an interdisciplinary early childhood prekindergarten curriculum, funded by the National Science Foundation, which aims to synthesize research-based approaches in four domains of learning: literacy, mathematics, science, and social-emotional development. C4L uses an interdisciplinary approach to address growing concerns that the preschool instructional time is devoted to literacy at the expense of other content areas, particularly math and science.

LET'S BEGIN WITH THE LETTER PEOPLE is the name of a children's literacy program and the television series based on that program. The term also refers to the various characters depicted in the program and television show. Elayne Reiss-Weimann and Rita Friedman originally created the concept of Letter People to teach beginning readers how to decode or sound out the consonants and vowels that form words. They embodied the basic rules of phonics into stories about these make-believe characters called Letter People.

GROWING WITH MATHEMATICS provides lessons and activities to preview, review, practice, discuss critical math concepts and skills and build math understanding. It increases student engagement and motivation around mathematical concepts. This curriculum provides daily discussion opportunities to target and support learners at all levels of development and mastery.

SECOND STEP OR TALKING ABOUT TOUCHING/KEEPING KIDS SAFE is a program that creates a safe context for discussing traffic safety, gun safety and child sexual abuse with children and provides an easy lesson format. The program is based on research showing that teaching safety rules is more effective than using a feelings-based model.

ASSESSMENTS

A variety of assessments are used to evaluate instructional effectiveness of the Pre-K program. Throughout the year, the data derived from these assessments are used to drive instruction. The two major assessments tools that are utilized are Brigance Early Childhood Screener and I-Station Assessment.

EARLY CHILDHOOD BRIGANCE SCREENER is an individually administered test that evaluates the development of children as they progress through the district curriculum. Pre and Post Assessment Data is collected.

ISTATION ASSESSMENT - Students start with Istation's Indicators of Progress (ISIP), a computer-adaptive assessment. Captivating characters guide students through ISIP, which measures current skill levels and provides teachers data to drive instruction in [early](#) and [advanced](#) reading skills. The baseline goal is 85% at the end of the year.

REPORT CARD ASSESSMENT is individually administered to each student and reported every quarter to assess growth in alignment with the TN-ELDS.

TOOLS TO MONITOR PROGRAM QUALITY

EARLY LANGUAGE AND LITERACY CLASSROOM OBSERVATION (ELLCO) classroom assessment tool looks specifically at the language component of the early childhood classrooms. The ELLCO assessment serves as a good self-evaluation of a classroom in regards to the foundations of language and literacy skills.

EARLY CHILDHOOD ENVIRONMENT RATING SCALE (ECERS) assessment tool is designed to provide for both research and program improvement. It targets space and furnishing, personal care routines, language reasoning, activities, interaction, program structure, and parents and staff.

PORTFOLIO assessment tool is designed to growth measures of student outcome and teacher effectiveness.

CLASS an observation tool designed to measure teacher classroom environment and instruction.

All student assessments shall be used to inform and guide instruction, as well as interventions. The Early Childhood staff will assist teachers in interpreting the data.

PROFESSIONAL DEVELOPMENT TO GUIDE STUDENT AND PROGRAM IMPROVEMENTS

All Pre-K staff shall participate in district approved professional development opportunities, which may be inclusive of internal or external online courses, conferences, and workshops; job-embedded training; and credit(s) earned at an accredited post-secondary institution. The development and demonstration of knowledge and skills gained in such professional development should be transferrable and remain relevant over time. In the 2021 school year and beyond, teachers shall complete at least thirty hours of professional development. **Six hours shall be in developmentally appropriate literacy practices.**

PERFORMANCE EVALUATION

Teachers will be evaluated using the TEAM teacher evaluation and portfolio.

TEAM measures individual student growth and improvement rather than comparing student performance to a universal standard of achievement. Initially, this evaluation measure will be based on the Tennessee Value Added Assessment System (TVAAS) data for core subjects, and then augmented with data for non-core grades and subjects. Additionally, it will include student achievement data, to be selected jointly by individual teachers and their principals.

Teachers make huge contributions to our youth every day. They inspire students to learn and challenge them to continuously grow in knowledge. Teachers deserve that same commitment. Through the district's push to increase effective teaching, teachers will receive the support and development opportunities they need to evolve professionally.

The TEAM Model relies on a diverse set of criteria for evaluating teachers. It was developed by a working group comprised of teachers, principals, administrators, education experts, and stakeholders, and, is unique in its holistic approach to performance management.

TEAM benefits teachers by providing teachers:

- Greater opportunities to directly impact their own evaluations with the inclusion of information from three additional areas of consideration
- Immediate feedback and coaching from evaluators
- Professional development and support aligned to performance indicators
- Reward and recognition opportunities tied to performance

LESSON PLANS

Lesson plans should be completed weekly and made available to Early Childhood staff upon request. Written lesson plans containing specific instructional activities are required for a minimum of 5.5 hours per day. These plans should be based on the curriculum a TN Early Childhood Early Learning and Development Standards and include educational experiences in the areas of language/literacy, math, science, social studies, creative (music, art, and drama), social and emotional, and physical development. A corresponding learning goal should be included on the lesson plan with each of the planned activities. The remaining 1.5 hours of the instructional day, consisting of meals, rest time and/or outside play, should be posted in a prominent place inside the classroom.

RECORD KEEPING

Student records must be maintained at each Pre-K site for the previous five years. Updated records should be made available to supervisors, administrators, state monitors, Department of Health officials, and/or any entities requiring legal access to files. Teachers will receive an Early Childhood tentative schedule at the beginning of the school year for timely submission of files to the Early Childhood office. Files should be separate and include the following:

STUDENT FILES

- Pre-K Screening Application
- Enrollment Form
- Certified birth certificate (copy)
- Proof of social security number (copy of card)
- Current Physical & Immunizations TN school form
- Parent Permission Form
- Withdrawal Form (if applicable)
- Assessment information
- Early Childhood progress reports
- Parent orientation and conference documentation
- Any additional student information deemed necessary by school site

CLASSROOM MANAGEMENT FILE

- Enrollment Class Roster
- Parent Meeting Agendas

- Parent Sign-In Sheets
- Daily Schedule
- Transition Plan to K
- Lesson Plans
- Receipts and other financial records supporting expenses charged to Pre-K program
- Teacher license documentation
- Furniture and Equipment inventory form
- Attendance
- Field Trip Schedule
- Accident Log

Pre-K teachers shall maintain and update a portfolio for each child in the Pre-K program. The portfolio is a purposeful collection of student work samples and other documentation of performance collected over time to show the student's effort, progress, and achievements. The portfolio includes selected work samples as well as observation documentation, including but not limited to anecdotal notes, notes, audio or videotapes, and photographs. Current year records and student work portfolios should be maintained at the Pre-K site.

DELIVERY OF SERVICES

STAFFING

Each Pre-K site shall provide sufficient qualified staff. The adult to child ratio should be 1:10 for four-years-olds at all times except for scheduled nap times. Naptime ratios are 1:20 for four years old. Field trip ratio is 4:20. The maximum class size is 20 children.

Each Pre-K classroom shall be staffed by a teacher who is state licensed and endorsed for Early Childhood Education or who is teaching under an approved alternative licensure (Alternative License a Type I or Type II, Alternative License C, or Alternative License E).

Teachers who are teaching on an alternative license or waiver must complete six semester hours of college credit courses during each year of service until teacher licensure in early childhood education is achieved.

Teacher assistants should hold at least a CDA or Associate Degree in Early Childhood or be actively working toward these credentials. If no person is available who holds these credentials, then a high school diploma and relevant experience in early childhood education is acceptable for employment. However, teacher assistants who do not hold any credentials in early childhood education will be encouraged to work towards a CDA or college courses leading to either an Associate Degree or a four-year degree in early childhood education.

Teacher and teacher assistant vacancies must be reported to the Early Childhood office within 5 working days. Positions must be filled within 20 days.

ORIENTATION

- Pre-K staff shall provide orientation to directors and principals prior to the first day of school.
- Parent orientation shall be provided within 20 working days of the beginning of Pre-K services for children. Parents will receive written information concerning pertinent information, such as program policies and procedures, teacher, parent and child expectations, etc.

Documentation of all orientation sessions should be kept in on-site program files.

CRIMINAL BACKGROUND CHECKS

Criminal background checks are required of substitute teachers and records are maintained at Central Office.

Volunteer parents must not be left in the classroom unsupervised by classroom personnel.

LICENSING

The facility shall meet the licensing requirements of the appropriate licensing agencies. At a minimum, the license shall cover the 5.5-hour instructional program. Documentation should be provided to the Pre-K office upon request.

SUBSTITUTES

In the event of a teacher or teacher assistant absence, the Pre-K Principal/Director provider shall ensure that a substitute is present and working in the Pre-K classroom. For any extended absences (three days or longer) that a lead teacher and/or teacher assistant is absent, whether due to illness, required training, personal leave, etc., the director or principal must notify the Pre-K Supervisor. Substitute teachers shall comply with the same orientation requirements defined by the standards for school-administered child-care programs.

REST TIME

To maximize instructional activities, rest time must not exceed one hour per day except when necessary to address specific needs of individual children. Children who do not rest should be given quiet activities such as books and puzzles. All children shall have a covering (sheet) on their individual rest equipment (mat or cot) as well as a covering (blanket) for themselves. During the scheduled rest or sleeping period, a ratio of one adult providing direct supervision to 20 children is acceptable.

TOILET TRAINING

Ideally, children should be potty-trained when they enter the program. However, children cannot be denied enrollment into the program if they are not potty-trained. Teachers and teacher assistants should keep the following in mind as they are assisting children with toilet training:

- Is there any physical or medical reason the child might have which results in difficulty learning toileting skills?
- Does the child know how to communicate the need to go to the toilet in some recognizable way?
- Has the child learned how to unfasten/unzip and pull down/pull up pants or underwear?
- What ways can clothing be modified to make this easier?
- What needs to be done to ensure that toileting experiences are consistent in each environment throughout the child's day?

PROGRAM/STAFF HOURS

Pre-K day should consist of 5.5 instructional hours, meals, snacks and rest. Instructional time shall begin no earlier than 7:30 a.m. with hours of operation as described in the original approved application. The lead teacher and teacher assistant eight-hour day should use activities such as parent conferences, meetings, with administrators, instructional planning, etc. Using Pre-K staff during the 7.5 hour Pre-K day to supervise children not enrolled in the Pre-K Collaborative Program is unacceptable.

EXTENDED DAY (BEFORE AND AFTER SCHOOL CARE)

The Voluntary Pre-K does not require or provide extended day services. Extended day services for Pre-K children may be provided at the parents' expense and choice. Fees for all Pre-K children participating in extended day services should be reasonable.

NUTRITION AND MEALS

All children will be provided a nutritious breakfast and lunch. Schedule and menu is posted online and at each Pre-K site.

TRANSPORTATION

The Voluntary Pre-K program does not provide transportation and VPK funds may not be used for transportation with the exception of field trips. Note: Field trips are considered part of the instructional program and are not considered transportation for purposes of reporting of funding.

SCHOOL UNIFORMS

Schools may require school uniforms. However, eligible children cannot be denied access to the Pre-K program for failure to meet the request.

INTRODUCTIONS

Staff at each Pre-K site will implement a transition plan to introduce each child and family to the Pre-K program.

At the completion of the Pre-K program, staff at each Pre-K site will share information to enhance promotion and smooth transition for each child and family into the kindergarten setting. (All BCS schools provide a Kindergarten preview/registration event.)

GRADUATION

Bartlett City Schools Pre-K programs have End of the Year Celebrations in lieu of graduations. Families and community partners are invited.

FAMILY ENGAGEMENT

At each Pre-K site, staff will provide a family engagement component that includes, but is not limited to, family consultation, parenting skills training, teacher/parent conferences, and opportunities for parents/ family members to volunteer in the program component. These services may be provided through a collaborative effort with other local agencies serving children and families. Staff at each Pre-K site will conduct teacher/parent or teacher/family conferences regarding each child at least twice yearly.

OTHER PROGRAM COMPONENTS

Lunch, snacks, and supervised outdoor play are part of the Pre-K program. No part of the Pre-K day may be religious in nature. A "moment of silence" is acceptable.

SUPPORT SERVICES

OBJECTIVES

Support services are a virtual component to the success of the Pre-K program. The following objectives should serve as a guide for activities Pre-K providers should provide to all Pre-K children and their families:

SUPPORT SERVICES

- Services that will be coordinated for children and their families by Pre-K providers include:
- Porter Leath Family Service Worker
- Health
- Child Development
- Community Resources, upon request
- Kindergarten Transition Activities
- Department of Exceptional Children (DEC)
- Health- No child should exit the Pre-K program with an undetected condition that could hinder his/her ability to learn. Any child with identified needs will be referred to the proper source or agency for access to and coordination of services.
- Documentation of referrals will be kept on site.
- Child Development-Family knowledge of the child's development and involvement in their educational experience will be enhanced through a variety of informational seminars, volunteer opportunities at the center/school, parent/center conferences, etc. Families are encouraged to read to their children daily and complete activities with their children.
- Community Resources-Upon request, families will be provided information about community resources such as GED and help in obtaining extended day services, etc.
- Kindergarten Readiness Initiative- Help will be provided to obtain all necessary documentation and health related requirements form Kindergarten registration before the end of the Pre-K school year.

EXCEPTIONAL CHILDREN

A child who is eligible for the Pre-K program and is identified for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to the Pre-K program. The child's Individualized Educational Program (IEP) determines appropriate special education and related services.

Any child suspected of having a disability should be referred to Department of Exceptional Children.

PROGRAM FEES

EXTRACURRICULAR ACTIVITIES

Families will choose whether or not to participate in “additional purchases” such as school photographs, T-shirts, etc. Families may be charged fees for these additional purchases.

- The Voluntary Pre-K program will provide supplies and materials.

FEE STRUCTURE

Written documentation explaining the fee structure for non-Pre- K program days (holidays, vacation times), transportation (optional), and/or food services shall be given to each family. Copies of this documentation should be kept on file. Bartlett City Schools may request copies of individual Pre-K provider fee structure policies. While not required, it is recommended that providers explain and have parents sign a statement that they understand charges for non-Pre-K program days.

THE FOLLOWING ATTACHMENTS ARE FORMS REQUIRED FOR COMPLETION BY THE STATE DEPARTMENT OF EDUCATION AND MUST BE ADHERED TO BY ALL PRE-K SITES.

BARTLETT CITY SCHOOLS PRESCHOOL AND SCHOOL-AGED CHILD CARE PROGRAM EVALUATION

Observation Guide

THINGS TO BE POSTED

CERTIFICATE (CURRENT)

SUMMARY OF CHILDCARE APPROVAL REQUIREMENTS

EMERGENCY NUMBERS POSTED

LOCAL NUMBERS (911, local emergency room, sheriff' office, fire department)

POISON CONTROL

LOCAL EMERGENCY MANAGEMENT 1-901-515-2525

DHS COMPLAINT HOTLINE – 1-800-462-8261

CHILD ABUSE HOTLINE – 1-877-237-0004

EVACUATION PLAN / PROCEDURES

DRILLS DOCUMENTED

NO SMOKING SIGN

SCHEDULE

MENU

ALLERGIES and/or MED AERTS (BCS SACC Programs can place at the front of their notebook if they use a commonly used area)

FIRE INSPECTION (BCS SACC Programs, BCS Pre-K place in notebook)

HEALTH INSPECTION (BCS SACC Programs, BCS Pre-K place in notebook)

CHILD PLANT HEALTH INSPECTION (BCS SACC Programs, BCS Pre-K place in notebook)

PLAYGROUND RULES (either on playground or a door leading out to playground)

MAKE SURE SIGN IN/OUT ROSTER IS ACCESIBLE AND ACCURATE TO THE RATIO THAT WILL BE COUNTED

THINGS TO BE PLACED IN NOTEBOOK

SCHOOL'S NAME and/or PROGRAM INFORMATION

DIRECTOR, TEACHER(S) or SITE COORDINATOR'S NAME, CONTACT NUMBER(S), EMAIL ADDRESS

MISSION AND VISION STATEMENT

COMPLETE COPY OF THE DEPARTMENT OF EDUCATION:

STANDARDS FOR INFANT/TODDLER, PRESCHOOL AND SCHOOL-AGE EXTENDED CARE PROGRAMS RULES

SIGNATURE PAGE THAT STAFF HAS READ ABOVE RULES

SUMMARY OF CHILDCARE APPROVAL REQUIREMENTS

SIGNATURE PAGES THAT PARENT(S) HAS RECEIVED A COPY (can be placed in child's file)

CURRICULUM or TUTORING

PLAN OF ACTION/Lesson Plans (CURRENT)

CHILD ABUSE AWARENESS CURRICULUM

DOCUMENTATION OF WHAT IS TAUGHT TO THE CHILDREN

DOCUMENTATION OF WHAT IS PROVIDED TO THE PARENTS

HANDBOOK FOR PARENTS

MEDICINE LOG (BLANK COPY) actual log should be kept in the office, nurse's station or child's file

PLAYGROUND Maintenance plan

PLAYGROUND Supervision plan

TRANSPORTATION PLAN

FIELD TRIP PERMISSION SLIP (BLANK COPY) actual copies should be in the emergency contact folder and/or field trip notebook

ACCIDENT REPORT (BLANK COPY) actual copies should be in child's file)

TEACHER(s) and ASSISTANT(s) RECORDS: (**COMPLETED** Staff Record Sheets)

CPR / FIRST AID TRAINING – Copy of cards or list of staff on hallway with certification

TRAINING HOURS / IN-SERVICE

TEACHERS' CREDENTIALS / EDUCATION

PHYSICALS (must have one every three years)

BARTLETT CITY SCHOOLS PRE-K DEPARTMENT
PLAYGROUND AND EQUIPMENT MAINTENANCE
PLAN

Name of School: _____

Playground / Equipment owned and operated by:

i.e. Name of School, Name of School Gymnasium / Equipment or Shelby Park Commission

Type of Equipment Used if no Playground available:

i.e. Pre-K tricycles, gymnasium balls, hula hoops, etc.

Accessed and Used by:

i.e. Pre-K and School-aged children, only Pre-K, not age-appropriate for Pre-K

Condition of Recess Area:

(Daily Playground Visual / Safety Inspection Checklist)

Plan to report damaged playground material or equipment/ unanchored climbing items / replenishment of resilient surface:

BARTLETT CITY SCHOOLS PRE-K DEPARTMENT
RECESS SUPERVISION PLAN

Name of School _____

Arrival Procedures:

Departure Procedure:

Supervision Assignments:

(diagram of playground or gymnasium identifying teacher/assistant positions can be used)

Emergency Plans:

Child Injury –

Orange Alert –

Severe Weather –

Fire Alarm –

Toileting and personal care –

Other emergencies -

Communication Link

Emergency Phone Numbers
IN CASE OF EMERGENCY DIAL 9-1-1

Hospital

Fire Department

Police Department

Poison Control 1-800-222-1222

Local Emergency Management 1-901-515-2525

DHS Complaint Hotline 1-800-462-8267

Child Abuse Hotline 1-887-237-0004

*A Child Abuse designee is assigned at each school.