

# Bertie County Schools NC Pre-Kindergarten Program

**"Every Student Counts! Every Moment Matters!"**

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Bertie County Schools***

***121 Askewville Street, Windsor, NC 27983 (NC Pre-K Office)***

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***Title I Supported***

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***Superintendent: Dr. Catherine Edmonds  
Bertie County Schools***



Bertie County Schools NC Pre-K Program vision is to provide a safe, nurturing, and mutually respectful environment where children will have engaging, creative, and challenging activities so they can become lifelong learners, with unlimited possibilities.

# Mission and Vision Statements

## The Mission of Bertie County Schools

Guided by innovative, effective leaders in partnership with parents and community members, Bertie County Schools will provide high quality, rigorous, student-centered learning opportunities that will prepare our students for life in our ever-changing world.

## The Vision of Bertie County Schools

**ENGAGED** Students + **QUALIFIED** Personnel + **INVOLVED PARENTS** + **SUPPORTIVE** Community = **GRADUATES**, college, career and life ready!

## The Mission of Bertie County Schools NC Pre-K Program

Bertie County Schools NC Pre-K Program will implement an early learning program in a child centered educational environment that provides nurturing experiences and high quality, child centered instruction.

## The Vision of Bertie County Schools NC Pre-K Program

Bertie County Schools NC Pre-K Program vision is to provide a safe, nurturing, and mutually respectful environment where children will have engaging, creative and challenging activities so they can become lifelong learners, with unlimited possibilities for success.

## Bertie County Schools NC Pre-K Program

### Philosophy

Bertie County Schools NC Pre-K Program is an inclusive program that provides educational opportunities in a group setting for both typically developing children and children with disabilities. The NC Pre-K Program is based on research, which indicates how children learn:

### The Program:

- **Respects** play as an appropriate medium for young children;
- **Provides** activities and materials that are concrete in nature and reflect the real life of young children;
- **Provides** a child centered learning environment that encourages active learning experience that peak their interest and develops reasoning and problem solving skills;
- **Values** and accepts children as unique individuals who differ in learning and background experiences;
- **Encourages** a partnership between home and school so that parents become actively engaged in all aspects of their child’s educational program.

## Bertie County Schools NC Pre-K Sites:

- **Askewville Preschool (NC Pre-K Office Location)** ..... (252)794-2260
- **Colerain Elementary School**..... (252)356-4714
- **West Bertie Elementary School**..... ((252)344-7621

## **Bertie County Schools NC Pre-K Program**

The eligibility of being in the BCS NC Pre-K program is determined by following the procedures set forth in the North Carolina Pre-Kindergarten Program requirements. A copy of these requirements can be provided upon request and you can download the manual from: <https://www.ncchildcare.net>.

### **Age Requirements:**

- To be enrolled, a child must be four-year old on or before **August 31<sup>st</sup>** of the current program year.
- Children who are not eligible (less than 4 years or eligible for kindergarten) cannot be served with NC Pre-K funds.

### **Eligibility: Beyond Age Requirements**

A child that meets age requirements is eligible for NC Pre-K the child meets one of the criteria below:

- Family gross income is at or below 75% of the State Median Income Level;
- Has identified disability as indicated by the child having a current Individualized Education Program or some refer it to Individualized Plan (IEP);
- Has Limited English Proficiency (LEP) as indicated by the family and/or child speaking limited or no English in the home;
- Has a developmental or educational need as indicated by the child's performance results on an approved developmental screening;
- Has a chronic health condition as indicated by a health care provided diagnosis;
- Has at least one parent or legal guardian who is an active duty member of the armed forces of the United States, the North Carolina National Guard or other military force, or a Reserve Unit of the armed forces, and who is ordered to active duty by the proper authority within the last 18 months, or expected to be ordered within the next 18 months. A child whose parent or legal guardian has been seriously injured or killed while on active duty is also eligible.

### **Children and Families Experiencing Homelessness**

NC Pre-K Programs are strongly encouraged to serve any age eligible child whose family is experiencing homelessness.

### **What is Homelessness?**

- Living with a friend, relative or other person/family because of a loss of housing
- Staying in a motel or hotel because of a loss of housing or fleeing domestic violence
- Living in an emergency shelter, transitional housing or domestic violence shelter
- Living in a car, park or public place, an abandoned building or bus station
- Living temporarily in substandard housing
- Living in a campground or an inadequate trailer home
- Living in a runaway or homeless youth shelter
- Youth who are living on their own, even if their families want them to come home

**Parent Fee:** There is no parent co-payment imposed for parents of children who are "at-risk" enrolled in the NC Pre-K Program.

## **Preschool Enrollment Process**

All NC Pre-K applications must be completed in its entirety before submitting it to the NC Pre-K Program. Each application will be related accordingly to the NC Pre-K guidelines. The child's birth certificate, proof of residency and proof of income is required to complete the application process. At the time of application process or enrollment into the preschool program, a state approved screening will be administered to the child to help assist in the determination of areas of strengths and needs in the child. This assessment will be repeated again near the end of the program as the child transitions out of the preschool program. This helps in providing a more current assessment to the receiving program, such as Kindergarten.

### **Required Documents for all NC Pre-K Students:**

- **Policy Statement** – Parents must read and sign a statement that they will abide by the policies outlined in this handbook.
- **Birth certificate** – Required before entry into the program.
- **Immunization Records** – Parents are required to provide current immunization shot records. NC Child Care Laws require that immunization shot records are up-to-date. All parents are asked to update their child's file as needed.
- **Health Assessment** – A health assessment is required to be on file at the NC Pre-K site within 30 days after the child enters the NC Pre-K Program. The health assessment has to be conducted within 12 months of the program entry. The health assessment includes: a physical exam, updated immunization shot, vision, hearing and dental screenings. This all can be done by the child's pediatrician/doctor.
- **Developmental Screening** – All children that are enrolled in the NC Pre-K Program must receive a developmental screening upon entering the program, unless the child has an existing Individual Education Program/Plan (IEP). The program will use an approved screening instrument outlined by the state. Children must be screened within 90 days after the first day of attendance in the program or within 6 months prior to the first day of attendance. The NC Pre-K program requires that screening be used solely for the purpose of identifying a child who could be referred for further evaluation and testing based on concerns in one or more development domains.
- **NC Pre-K Child Form** – This form has to be completed at the time of the NC Pre-K application process.
- **Proof of Address**
- **Proof of Income**
- **Other BCS "school" forms** will need to be completed in order to have a completed application. As Bertie County Schools policies may change or personal family needs arise, more forms/information may be necessary to fill out.

## **Appropriate Clothing**

Uniforms should be worn by BCS NC Pre-K Students, which is in guideline of the school policy. Children should be clean and dressed appropriately for indoor and outdoor play.

- When the weather is cold, please send mittens or gloves, hats, scarfs and sweaters to layer over the child's clothes.
- The classes go outside on most days. Please dress child accordingly for play.
- When it rains, please send a raincoat or jacket to help shelter the child from the rain. **Please leave umbrellas AT HOME.**

For safety purposes, children should wear shoes that grip, such as tennis shoes or sneakers (flip flops and crocs shoes are not permitted). Parents are requested to provide an extra set of clothing, including socks and underwear. ***All clothing should be labeled with the child's name.***

## **Outdoor Play**

Children participating in the preschool program go outdoors daily if the weather permits. This is a requirement of the state that is outlined in the policies and procedures of child care regulations. Parents should not ask staff to keep their child indoors as the child may not quite be recovered from an illness. It is assumed if a child is well enough to attend school, they are able to participate in daily activities of the program.

## **Field Trips**

Field trips are planned in extension of the classroom learning activities. Trips will be chosen for the appropriateness of the preschool children. A signed consent form will be required in order for the child to participate.

## **Daily Meals**

Children qualifying for free or reduced meals will be provided breakfast, lunch, and snack at no expense to parents.

## **Nutrition:**

### **Milk**

As of December 1, 2012 only unflavored skim or low fat milk will be served to children two years or older. Chocolate milk is not allowed.

## **Opting out of Nutrition Standards**

As of July 2012, all licensed programs, including NC Pre-K Programs must allow parents or guardians to provide food or beverages to their children that may not meet the required USDA nutrition standards.

An Opting out consent form has to be signed by the child's parent or legal guardian acknowledging their decision to opt out of the supplemental food provided by the program. The form can be obtained from your child's teacher. The signed consent form must be kept on file at the school.

Opting out means that the school will not provide any food or drink so long as the child's parent or legal guardian provides all meals, snacks, and drinks scheduled to be served by the program.

If a child's parent or legal guardian has opted out but does not provide all food drink for the child, the program will provide supplemental food and drink as if the child's parent or guardian had not opted out of the supplemental program.

### **Attendance Policy**

As a general rule, a child must attend at least 15 days per month. NC Pre-K staff will contact parents whose child has missed 3 or more consecutive days within one month. Excused absences are not counted against the child. Repeating patterns of absences will be investigated and if found "unexcused", this may put the child's NC Pre-K slot at risk. Please work with the program as we (the program) work with you with excused absences.

### **Health Policy**

Children should not be sent to school if they are ill. Parents are required to inform the NC Pre-K staff if their child has a contagious illness. A child should be without a fever for at least 24 hours before returning to school.

### **Medication Administration for all NC Pre-K Students**

The NC Pre-K staff will administer medication to the child who meets the following requirements:

- Medication **MUST** be transported to and from school by the parent/guardian. The medication is to be in its original container and labeled with the child's name, name of medication, date, dosage time and frequency. Parents must sign a Medication In-and-Out Log.
- An authorization form **MUST** be signed by the doctor, physician assistant, or nurse practitioner.
- If medication amount, frequency or any other change is made, a **NEW** authorization form **MUST** be given to the school.
- A permission to administer medication form **MUST** be completed by parent or legal guardian before any medication can be given to the child.
- There must be someone at the school's site that is qualified to administer medication.
- Medication not picked up at the end of the school year will be disposed on the last teacher workday. Two staff members will witness the process and sign off on this.
- Permission to administer over-the-counter medication is valid for up to 30 days at a time. They are not to be administered on an as needed basis. Same rules apply in regards to authorization requirements.
- Authorization to administer medication to a child in case of a medical emergency may be necessary, in the event that parent or legal guardian cannot be reached. The caregiver will contact a medical provider for instructions. Documentation of the event and instructions will include medical contact, time of contact and instructions given by the medical provider.
- Child care rules and regulations are enforced to ensure the students and staff are in a safe and healthy environment.

## **Assessing Child's Progress**

The NC Pre-K Teachers assess and documents children's skills, knowledge, behavior and accomplishments across a wide variety of classroom activities. The Creative Curriculum Assessment along with a portfolio system is used to document progress. The documentation is recorded with photos, anecdotal notes and children's work sample. Portfolios will provide a comprehensive in-depth picture of the child's individual progress. The information will be shared with parents at least three (3) times during the academic school year. This can take place but not limited to parent-teacher conferences.

## **Learning Environment**

The classroom is organized in interest areas such as Sand and Water Play, Building, Pretending and Role Play, Painting and Drawing, Reading, Writing, Counting, Sorting, Singing, and Dancing. The interest areas contain a wide and plentiful assortment of easily accessible materials children can choose and use in creative and purposeful ways. The active learning environment provides children with ongoing opportunities.

A consistent daily routine is planned to support active learning. The routine enables children to anticipate what happens next and gives them a great deal of control over what they doing during each part of the preschool day. Through daily routine the child's time will be focused around opportunities for active learning. As this is a sense of building a community that the children will learn.

There are many concepts and skills addressed throughout the day in the interest areas. These include:

- Making choices and plans
- Resolving conflict
- Making and building models; drawing and painting pictures
- Understanding and expressing feelings
- Relating to adults and children
- Taking care of personal needs
- Solving problems with materials
- Initiating play
- Counting, matching, sorting; identifying patterns
- Exploring, science, and social studies

## **Transitioning to Kindergarten**

- A visit to the receiving elementary school will be scheduled so that the student will have an opportunity to view the setting and interact with the kindergarten teachers.
- Children with special needs will have a teacher assigned prior the end of the NC Pre-K program. An IEP meeting will be held with the assigned teachers and service providers. Parents will be invited to all meetings.
- Information in regards to the student will be forwarded to the receiving school.

**Religious and Proselytization Activities and Instruction**

During the NC Pre-K portion of the school day, North Carolina Pre-K funds cannot be used to pay for any religious or proselytization activities and instruction.

**Children with Unique Needs/Challenging Behaviors**

If a teacher, the family or other involved person(s) has significant concerns about a NC Pre-K child's emotional, social, cognitive, language/communication development, sensory function or behavior, the local school system (BCS) will be notified for assistance.





## **Transition Plan**

### **For Students Transitioning into NC Pre-K**

#### **NC Pre-K to Kindergarten**

#### **Bertie County Schools**

##### **NC Pre-Kindergarten**

All children who turn 4 years of age on or before August 31<sup>st</sup> are invited to attend the BCS Pre-screening events that are held in the Spring of the academic school year. There will be staff available to assist with the application process; as they are able to check documentation of health assessment, dental screening, immunization records, birth certificate, and development screening of students. The application process is ongoing. Assistance is provided to parents or legal guardians upon request.

Parents are notified by mail and/or phone calls as to whether or not of their child's acceptance into the program.

After the placement of students is completed, NC Pre-K Teachers will do home visit with families. This gives the staff the opportunity to observe the child in their home environment and to also become better acquainted with the family. They will also share the handbook and other pertinent information regarding NC Pre-K.

The school/sites will hold Open House Events that will allow students and families in becoming familiar with the settings.

When school begins, the preschool student will enter the program through staggered enrollment. Staggered enrollment is held the first two days of school and all children will enter into the program on the third day. Staggered enrollment allows the NC Pre-K staff and students to become acquainted with one another and to introduce them to the school's routines and activities in a smaller setting.

The students will be assessed three (3) times a year. The child's progress will be shared with the family. The students end-of-the year assessment will be available to their upcoming Kindergarten Teacher, as well as the child's cumulative folder and records.

##### **Ready for Kindergarten**

- Pre-K and Kindergarten Staff will conduct a Transition to Kindergarten Parent Workshop (This will be offered at a time that best suits families schedule)
- Students, parents and NC Pre-K Staff will have the opportunity to visit a Kindergarten Classroom at one of the receiving elementary schools.



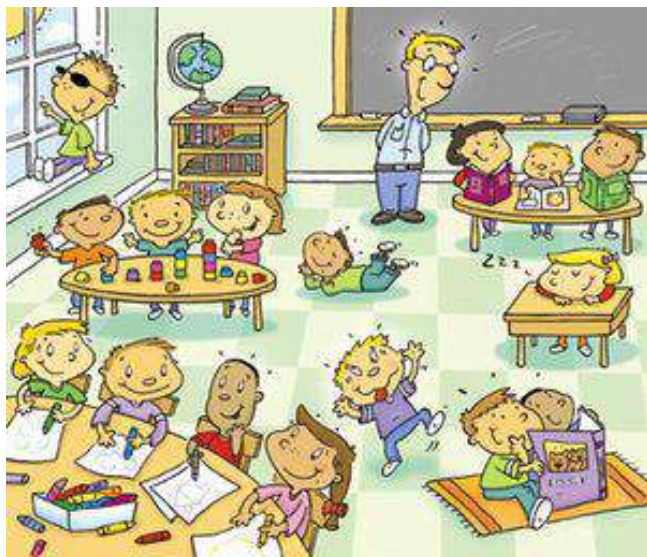
## **Transportation Plan Bertie County Schools NC Pre-K**

As to the size of Bertie County, it is in the best interest of our families in the NC Pre-K program to offer transportation to the students.

There are three BCS NC Pre-K sites: Askewville Preschool, Colerain Elementary School and West Bertie Elementary School. Askewville Preschool site serves students who live in the Windsor and Aulander school district. Colerain Elementary School site serves students who live in the Colerain township district. West Bertie Elementary School serves students who lives in the Lewiston/Kelford district.

All NC Pre-K applicants are provided transportation via Bertie County Schools buses, as long as they attend one of the BCS NC Pre-K sites in their school district. Applicants whose parents opt out for them to attend a BCS NC Pre-K site in their address district must provide their own means of transportation to and from BCS NC Pre-K site.

Transportation needs will be assessed throughout the school year.



## **Bertie County Schools NC Pre-K**

### **Plan to Prevent Suspension**

**and/or**

### **Expulsion for Children with Unique Needs**

The NC Pre-k Program Requirements and Guidance (2017/2018) states; “Challenging behavior shall mean any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults, that interferes with children’s learning, development, and success at play, is harmful to the child, other children, or adults, or that puts a child at high risk for later social problems or school failure.

(<http://challengingbehavio.fmhi.usf.edu/explore/glossary.htm>)” (p. 3-10)

#### **Purpose of Plan**

The purpose of this plan is to provide intervention strategies for preschool students with unique needs/challenging behavior.

#### **Foundations**

Foundations for Early Learning provides the learning domains for young children. These domains are important to their learning and growth. When a child is having difficulty in any of these areas, it is our responsibility to find manners in which to help them to become successful.

If they continue to have difficulty in any of the domains, we must move forward to find ways in which to help them become successful in those areas.

Once we note that a child has a unique need and/or challenging behavior, there is a process that we follow to ensure success.

#### **The Process**

##### **Guidelines/Classroom Expectations/Technical Assistance**

Effort will be made to implement equitable developmentally appropriate social, emotional, behavioral and intervention practices and expectations into the NC Pre-K classroom. The expectations are to be shared with staff, parents/families and community.

Suspension and expulsion of a preschool student is restricted. There should be no reason to expel a preschool student. Every effort should be made to ensure that students stay in school. The support of a behavior specialist will be provided, as the partnership for children and the school system has personnel who can provide support in this situation.

**Prohibited suspension activities include but are not limited to:**

- Being removed from the classroom for long periods of time (i.e., sitting in timeout, sitting with the Director/Principal, going into another classroom, etc.).
- Restricting the classroom day in a punitive manner, such as limiting a child to part-day attendance, unless it is prescribed in an Individualized Educational Program/Plan (IEP) and is part of meeting a specific behavioral goal.
- Restricting children from full group activities as punitive measures, such as field trips, parties, or other extracurricular events.

**Building Relationship**

**The Process and Referring:**

When a unique need or challenging behavior is noted, the teacher begins to gather documentation on the Behavior Engagement and Developmental Needs Report. The teacher also shares the concerns with the NC Pre-K Director, building administrator, Exceptional Children's Department and the parent or legal guardian.

A team is formed to implement strategies, making a plan and monitoring progress of the steps and strategies on the Behavior Engagement and Developmental Needs Report. The team will also collaborate at least once a week or as needed. The team will consist of classroom teachers, parent or legal guardian, Director/Administrator, Exceptional Children's Department Team Member, Behavior Specialist, and any other applicable outside resources (if needed).

Strategies are put in place for implementation. The team works together to consistently implement and monitor the progress of the student's behavior the strategies are also monitored to note their effectiveness.

A parent or legal guardian and teacher can also refer a child's behavior to the Exceptional Children's Department for further screening.

**Goal Setting:**

BCS NC Pre-K Program will set goals to support social, emotional, and behavioral development. Data is to be used to assess the progress. Modifications are made according to the progress noted.

Evaluation tools will be used during process, such as peer observations, anecdotal notes, behavior plans, adaptation and modification of the classroom, and team meetings. The parent or legal guardian may be call in to assist as well.

**Support:****North Carolina Foundations for Early Learning and Development**

[http://ncchildcare.nc.gov/pdf\\_forms/nc\\_foundations.pdf](http://ncchildcare.nc.gov/pdf_forms/nc_foundations.pdf)

**Social Emotional Foundations for Early Learning (SEFEL) Program**

<http://csefel.vanderbilt.edu/>

## **Bertie County Schools NC Pre-K Program Family Engagement Plan**

**(from the NC Pre-Kindergarten [NC Pre-K] Program Requirements and Guidance):**

### **Family Engagement**

NC Pre-K classrooms shall provide meaningful opportunities for families to be engaged in their child's education. NC Pre-Kindergarten Contractors shall develop a comprehensive plan for family engagement to implement strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision-making. The following are examples of meaningful opportunities for families to be engaged in their child's education:

1. Home visits;
2. Formal and informal parent/teacher conferences;
3. Classroom visits and options for parents and families to participate in classroom activities;
4. Parent education;
5. Family involvement in decision-making about their own child and about their child's early childhood program; and
6. Opportunities to engage families outside of the regular service day.

A log of activities, opportunities, or communications made for family engagement must be on file at the NC Pre-K site.

### **Bertie County Schools NC Pre-K Family Engagement Plan requires:**

- One home visit per child (preferably prior to their first day of attendance)
- Three formal family/teacher conferences per child
- Opportunities for families to participate in classroom activities in and out of the classroom
- Family input and involvement in decision-making about their child and child's program
- Three family events
- Home-School Communication via newsletter twice monthly

### **Bertie County Schools NC Pre-K Family Engagement Plan recommends:**

- Additional home visits as needed to accommodate families for conferences
- Parent education programs

## **Bertie County Schools**

### **NC Pre-K Program**

**121 E. Askewville Street, Winsor, NC 27983**

**Phone: 252.794.2260 Fax: 252.794.2428**

#### **North Carolina Pre-K Plan for Supporting Children and Families with Limited English Proficiency**

##### **The District:**

The need to accommodate children and families who speak other languages has been highly identified in our district. We have a population of migrant families, who are mainly Spanish speaking. As the population continues to grow, the district will address and meet the needs of all families that enter into the county that may not be English proficiency with providing resources to assist them as needed.

##### **Provisions & Process:**

The district has a fluent Spanish speaking migrant education recruiter to assist the migrant identified families with resources and interpretation. The recruiter is also available to assist with interpreting or Spanish speaking families who are not identified/don't qualify as migrant. The district will also provide an interpreter to help with other languages, as the need arise.

If a Spanish and Other language speaking migrant recruiter is not available, the district will make every effort to provide a bilingual person to support/interpret.

A ESL Coordinator also provides services to those students who qualify. The ESL Coordinator scans the families' language forms, in the application, to determine the need for ESL services.

The application for enrollment is provided in English and Spanish. Any support will be provided by the migrant recruiter or someone who is bilingual, if available. They will provide services to assist families with the application process, orientation and any other needs.



Bertie County Schools  
NC Pre-K  
Plan to Prevent Suspension and/or Expulsion  
For  
Children with Unique Needs





## **The NC Pre-K Program Requirements and Guidance (2017)**

Challenging behavior shall mean any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults, that interferes with children's learning, development, and success at play, is harmful to the child, other children, or adults, or that puts a child at high risk for later social problems or school failure. (p. 3-10)

### **Purpose**

The purpose of this plan is to provide intervention strategies for preschool students with unique needs/challenging behavior. This plan will be made available to meet the language needs of all parents and not limited to English proficient families only.

### **Foundations**

Foundations for Early Learning provides the learning domains for young children. These domains are important to their learning and growth. When a child is having difficulty in any of these areas, it is our responsibility to find manners in which to help them to become successful.

If they continue to have difficulty in any of the domains, we must move forward to find ways in which to help them to become successful in those areas.



Once we note that a child has a unique need/or challenging behavior, there is a process that we follow to ensure success.

## **The Process**

### **Guidelines/Classroom Expectations/Technical Assistance**

Every effort is made to implement equitable developmentally appropriate social, emotional, behavioral and intervention practices and expectations into the NC Pre-K classroom. The expectations are to be shared with staff, parents/families and community.

Suspension and expulsion of preschool students is restricted. There should be no reason to expel a preschool student. Every effort should be made to ensure that students stay in school. The support of a behavior specialist is provided. The partnership for children and the school system has personnel who can provide this support.

### **Prohibited suspension activities include but are not limited to:**

- Being removed from the classroom from long period of time (i.e., sitting in time-out, sitting with the director/principal, going into another classroom, etc.).
- Restricting the classroom day in a punitive manner, such as limiting a child to part-day attendance, unless it is prescribed in an Individualized Educational Plan (IEP) and is part of meeting a specific behavioral goal.
- Restricting children from full group activities as punitive measures, such as field trips, parties, or other extracurricular events.

### **Building Relationships, the Process & Referring:**

When a unique need or challenging behavior is noted, the teacher begins to gather documentation on the Behavior Engagement and Development Needs Report. The teacher also shares the concerns with the NC Pre-K Director, building administrator, exception children's department and the parent/family.

A team is formed to implement strategies/plan and monitor progress of the steps and strategies on the Behavior Engagement and Developmental Needs Report. The team will also collaborate at least once a week or as needed. The team will consist of classroom teachers, parent/family, director/administrator, someone from the exceptional children's department, behavior specialist, and other applicable outside resources (if needed).

Strategies are put in place for implementation. The team works together to consistently implement and monitor the progress of the student's behavior. The strategies are also monitored to not their effectiveness.

A parent or teacher can also refer a child's behavior to the exceptional children's department for further screening.

**Goal Setting:**

Programs should set goals to support social, emotional, and behavioral development. Data is to be used to assess the progress. Modifications are made according to the progress noted.

Tools to use during this process include: peer observations, anecdotal notes, behavior plans, adaptation and modification of the classroom, and team meetings (including the family).

**Support:****North Carolina Foundations for Early Learning and Development**

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**From the office of NC Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance:**

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- 1) Home visits;
- 2) Formal and informal parent/teacher conference;
- 3) Classroom visits and options for parents and families to participate in classroom activities;
- 4) Parent education;
- 5) Family involvement in decision-making about their own child and about their child's early childhood program; and
- 6) Opportunities to engage families outside of the regular day.

A log of activities, opportunities, or communications made for family engagement must be on file at the NC Pre-K office site.

## **Bertie's County School's NC Pre-K Family Engagement Plan requires:**

- One home visit per child (preferably prior to their first day of attendance)
- Three formal family/teacher conference per child
- Opportunities for families to participate in classroom activities in and out of the classroom
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## **NC Pre-K Program**

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**Phone: (252)794-2260 Fax: (252)794-2428**

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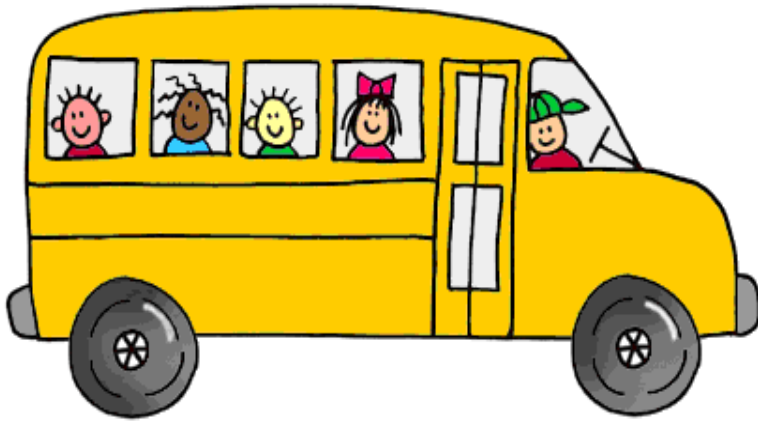
#### **Provision & Process:**

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A ESL Coordinator also provides services to those students who qualify. The ESL Coordinator scans the families' language forms, in the application, to determine the need for ESL services.

The application for enrollment is provided in English and Spanish. Any support will be provided by the migrant recruiter or someone who is bilingual, if available. They will provide services to assist families with the application process, orientation and any other needs.



**Transportation Plan**  
**Bertie County Schools**  
**NC Pre-K Program**

Due to the size of Bertie County, it is in the best interest of our families and programs to offer transportation to our students.

There are three sites available for NC Pre-K: Askewville Preschool, Colerain Elementary School, and West Bertie Elementary.

Askewville Preschool services students live in the Windsor and Aulander district. West Bertie serves those children who live in the Lewiston/Kelford and Colerain serves those students who live in the Colerain district/township.

All applicants were provided transportation via school bus as long as they attend a NC Pre-k site that is in their district.

Applicants whose parents opt for them to attend a NC Pre-K site that is out of their district must provide their own transportation to and from school.

Transportation needs will be assessed throughout the school year

# **Bertie County Schools**

## **NC Pre-K Program**

### **Transition Plan**

#### **For students transitioning into NC Pre-K from NC Pre-K to Kindergarten**

##### **Pre-Kindergarten**

All children who will turn 4 years on or before August 31 are invited to attend our pre-screening event that are held in the spring of the year. Staff are available to assist with completing of applications, checking health and immunization records and screening perspective students. The application process is ongoing and assistance is provided to parents as required/requested.

Parents are notified by mail and/or phone calls as to whether or not their child has been accepted into the program.

After the placement of students is completed; teachers visit with the families at their homes. This gives the staff the opportunity to observe the child in their home environment and to also become better acquainted with the family. They also share the handbook and other pertinent information regarding NC Pre-K.

The school/sites also hold an open house event which then allows for the students and families to become familiar with the setting.

When school begins, the preschool children enter through staggered enrollment. Staggered enrollment is held the first two days of school and all children enter the school on the third day. Staggered enrollment allows for the staff and students to become acquainted and to also introduce students to the school's routine and activities.

The students are assessed three times a year. The child's progress is shared with the family. The students end-of-the-year assessments are available to be shared with the kindergarten teachers, as well as the child's cumulative folder/records.

##### **Ready for Kindergarten**

- Pre-K & Kindergarten staff will conduct Transition to Kindergarten parent workshops (at least 1 evening workshop for working families).
- Students, parents and staff will visit a kindergarten classroom/elementary school. Preferably they will attend the one that they will be assigned to for the upcoming year.

## Bertie County Schools NC Pre-Kindergarten Program

**“Every Student Counts! Every Moment Matters!”**

I, \_\_\_\_\_, have received and reviewed the following handbooks and policies of Bertie County Schools NC Pre-Kindergarten Program Handbook and BCS NC Pre-K Plan to Prevent Suspension and/or Expulsion for Children with Unique Needs.

**Child's Name** \_\_\_\_\_

**Site Location:**

☐ Askewville Preschool

☐ Colerain Elementary School

☐ West Bertie Elementary School

\_\_\_\_\_  
**Parent's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Classroom Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**BCS NC Pre-K Administrator's Signature**

\_\_\_\_\_  
**Date**