



**West Point Independent School District  
Preschool Program Handbook & Procedures**

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### **Our Mission:**

*West Point Independent School will offer students a positive learning environment filled with high expectations.*

### **Our vision:**

*We are West Point- Working together to motivate and empower the leaders of tomorrow.*

The West Point Independent School District's Preschool Program is based on the belief that our preschool program promotes developmentally appropriate kindergarten readiness preparation. The early childhood years, ages birth through eight, are the foundation for all future learning and success. We believe that young children learn through play and interactions with materials, peers and adults.

We believe parents and families are a child's first and most important teacher. Parents and families bring with them valuable information. It is the goal of the West Point Preschool Program to build effective partnerships with parents and the community to prepare our children for college and career readiness.

Classrooms are richly equipped to foster all areas of a child's development, with a special emphasis on providing exploration and order in the learning environment.



The West Point Independent School District has local board approved policies for identification, location and placement of three (3) year old students with disabilities and four (4) year old students with disabilities or at-risk factors who reside within the jurisdiction of the West Point Independent School District. Policies address each requirement in the Administration Regulations concerning Preschool Education for Four Year Old Children (704 KAR 3:410) and Preschool Education for Children with Disabilities (707 KAR 1:150) as they relate to KRS 157.3175 and KRS .226 and KRS 158.360. Policies and procedures are reviewed and revised as necessary.



- **At-Risk Children Eligibility Criteria:** Children are eligible for enrollment in the preschool program if they are: a) residents of the West Point Independent School District; b) four (4) years old on or before August 1st of the school year; and c) meet state-funded preschool guidelines for income eligibility criteria as of the child's initial day of attendance in preschool.
- **Capacity for non-qualifiers:** After all qualifying children have been enrolled, employees with a child of preschool age by August 1 will get first priority for admittance followed by any 3 year old below poverty until capacity has been met starting with oldest. Parents and faculty member will sign an agreement that their child will be dismissed if a qualifying child moves into the district. Faculty member's child will be last out if someone qualifying is admitted. If someone who qualifies moves out of district, then all students will be moved up in order.
- **Children with Special Needs eligibility Criteria:** Children are eligible for enrollment in the preschool program if they are: a) residents of the West Point Independent School District; b) at least three (3) or four (4) years old on or before August 1<sup>st</sup> of the current school year; and c) disabled as defined in the Policies and Procedures Manual for Exceptional Children Services.
- **Child Observation Record (COR):** The classroom teachers will utilize the Child Observation Record (COR) for daily instruction. COR is an authentic, observational –based assessment system for early childhood educators.
- **Developmentally Appropriate Preschool:** A program which focuses on the physical, intellectual, social and emotional development of young children.

- **First Steps:** The name of the Kentucky Early Intervention System in Kentucky. It is a program that ensures services for children, birth to three (3) years, with developmental delays and their families.
- **Free Appropriate Preschool Education:** A preschool education and related services for eligible children with disabilities provided at no cost to the parents.
- **Teaching Strategies Gold:** The curriculum utilized in the preschool program. This means curriculum content which focus on content which includes: social relations/initiative, creative representation music/movement, language/literacy, classification, numbers, space and time, science, technology and social studies. In addition, the Teaching Strategies Gold curriculum is based on consistent daily routine which balances teacher and child directed activities in one to one, small group and whole group experiences.
- **Household and Income Form:** The state-funded preschool income guidelines that determine student eligibility based upon family income levels.
- **Interventions:** Assessment data will be used to plan instruction. Instructional material will be matched to student ability. Instruction will be tailored to address student needs. Progress will be monitored according to West Point Independent School District policy.
- **Long Range Curriculum:** The long range plan of curriculum and instruction that points children towards the attainment of the Kentucky Early Childhood Standards and Benchmarks and academic expectations.
- **NAEYC:** The National Academy of Early Childhood Programs which serves early childhood programs by developing training resources by providing information about high quality programs, and by accrediting programs that substantially meet the Academy's criteria for high quality early childhood programs.
- **Parent Enrollment Packet:** Includes documents needed upon Preschool enrollment that includes, but not limited to: welcome letter, physical exam, vision exam, dental screening, immunization record, hearing screening, and transportation information.
- **Preschool Education:** Programs which: focus on the physical (e.g., motor development, self- help/adaptive behavior), intellectual (e.g., cognition, communication), and social and emotional development of the child; include appropriate student learning activities to assist with intrapersonal and socialization skills development; and meet the unique needs of a child with disabilities.

- **Related Services:** Transportation and such developmental or other supportive services as are required to assist an eligible child to benefit from preschool education including, but are not limited to, parent education and service coordination to assist the parent in coordinating services for the child with disabilities.
- **Response to Intervention (RTI) Programs:** Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RTI, schools identify students at risk for poor learning outcomes, monitor student programs, provide evidence-based interventions and adjust the intensity and nature of those interventions, depending on a student's responsiveness.
- **Screening:** A systematic researched based process for determining which children from the general population may need further evaluation in a particular area.
- **Transition:** The movement and planned activities to ensure success from early intervention programs to the preschool program and from the preschool program to the primary program.



The Coordinator of the Preschool Program verifies student eligibility based on the following criteria:

- a) Resident of the West Point Independent School District.
  - b) Four (4) years old on or before August 1<sup>st</sup> of the school year; meet state-funded preschool guidelines for income on the child's initial day of attendance in preschool.
- OR**
- c) Three (3) or four (4) years old on or before August 1<sup>st</sup> of the school year who is identified as a child with special needs as outlined in the West Point Independent School District Policies and Procedures Manual for Exceptional Children Services.

Once income eligibility has been established, the child remains eligible for enrollment in the preschool program for the remainder of the school year. Enrollment of eligible children is at the discretion of the parent or legal guardian.

Until the 2017-2018 school year, some children will meet age requirements for either preschool or kindergarten by turning age 5 between August 2<sup>nd</sup> and October 1<sup>st</sup>. However, based upon factors such as district, teacher, and parental input, a decision will be made by the district as to which program the child will enroll.



## **ELIGIBILITY**

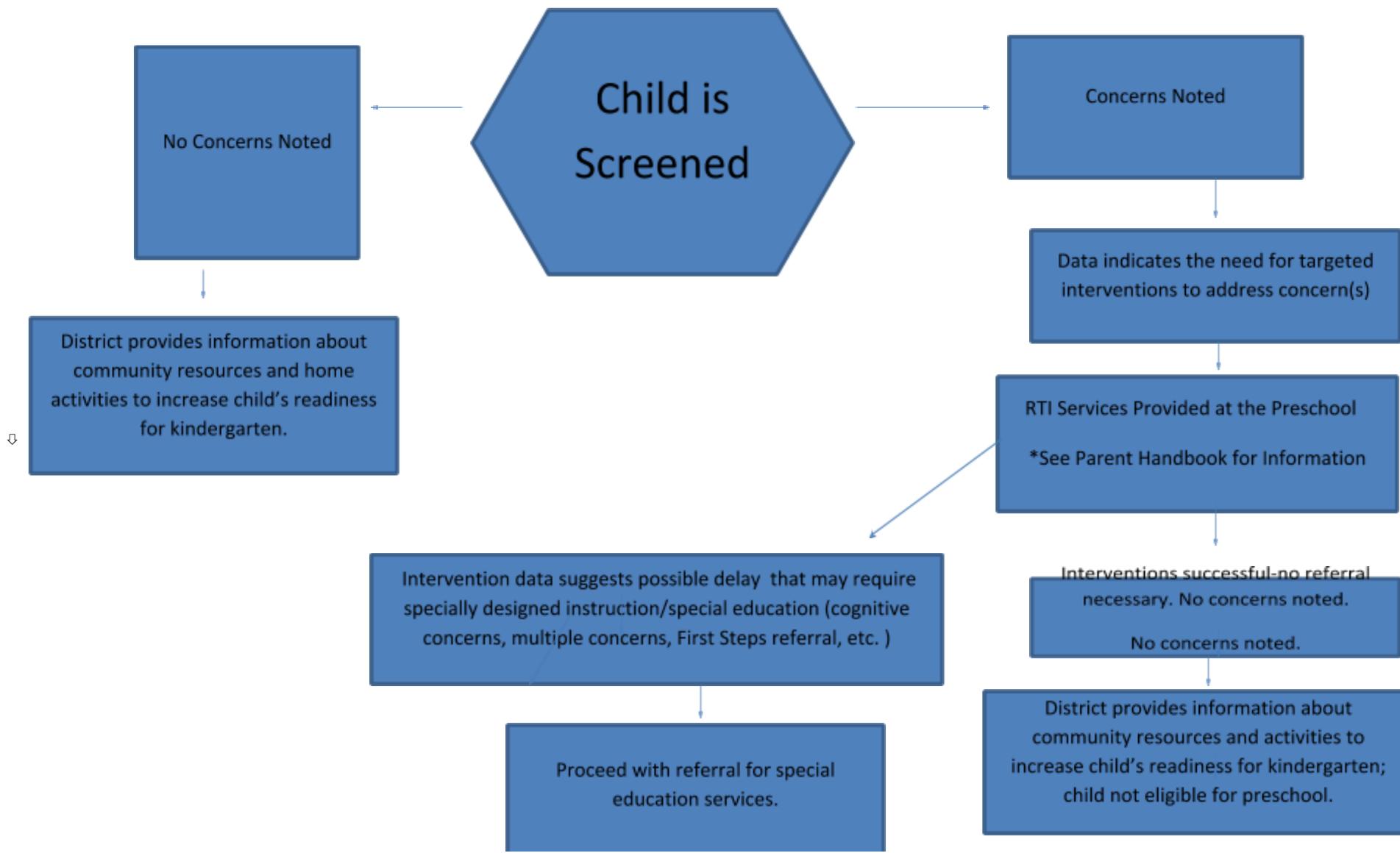
If a three (3) year old registers for preschool based on a parent or guardian's suspicion of a disability or documented disability, the Coordinator of the Preschool Program/Director of Exceptional Children Services follows procedures for child identification, evaluation and placement based upon the West Point Independent School District Policies and Procedures Manual for Exceptional Children Services.

If a four (4) year old qualifies for the preschool program based upon state-funded preschool income guidelines, the child is screened to determine presence of additional barriers to learning.

If a four (4) year old does not qualify for the preschool program based upon state-funded preschool income guidelines, the child is screened to ascertain need for a full evaluation to determine the presence of a developmental delay or other disability.



**WEST POINT INDEPENDENT SCHOOLS-PRESCHOOL CHILD FIND PROCESS for CHILDREN NOT INCOME ELIGIBLE**



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# WEST POINT INDEPENDENT SCHOOLS

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Dear Parent/Guardian:

Thank you for beginning the process for determining if your child is eligible to attend the state funded preschool program. The state funded preschool program is an intervention program, provided to families who meet income eligibility guidelines and/or whose child is identified with a developmental delay or disability. Each family wishing for their child to attend the state funded preschool program must complete a household and income form.

1. WHO SHOULD I INCLUDE AS MEMBERS OF MY HOUSEHOLD? You must include all people living in your household, related or not (such as grandparents, other relatives, or friends) who share income and expenses. You must include yourself and all children living with you. If you live with other people who are economically independent (for example, people who you do not support, who do not share income with you or your children, and who pay a pro-rated share of expenses), do not include them.
2. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
3. WE ARE IN THE MILITARY. DO WE INCLUDE OUR HOUSING ALLOWANCE AS INCOME? If you get an off-base housing allowance, it must be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income.
4. MY SPOUSE IS DEPLOYED TO A COMBAT ZONE. IS HIS/HER COMBAT PAY COUNTED AS INCOME? No, if the combat pay is received in addition to his/her basic pay because of his/her deployment and it wasn't received before s/he was deployed, combat pay is not counted as income. Contact your school for more information.

If you have other questions or need help, call 502-922-4797.

Sincerely,

Doug Mobley  
Director of Special Education/Preschool

INSTRUCTIONS FOR APPLYING

**Part 1:** All Household Members (**a household member is any child or adult living with you**): All applicants should complete this part. List the name of each household member, the name of the school each child attends, and the child's grade. If the child is a foster child, check the box for foster child. If a household member has no income, check the box for no income. All household members, including foster children, should be included here. If you need additional space, attach a separate piece of paper.

If anyone in your household receives benefits from **KTAP** or **SNAP** benefits, please follow these instructions.

**Part 2:** List the case number for one household member (adult or child) who receives **KTAP** or **SNAP** benefits.

**Part 3:** Skip this part.

**Part 4:** Skip this part.

**Part 5:** Sign the form.

If your child is **homeless, a migrant or a runaway**, follow these instructions.

**Part 2:** Skip this part.

**Part 3:** Check the appropriate category and call **[your FRAM Coordinator]**.

**Part 4:** Skip this part.

**Part 5:** Sign the form.

If you have **foster child(ren)** only, follow these instructions. You do **not** need to fill out a separate form for each foster child in your household. (If there are both foster children and non-foster children in your household, follow the instructions below for All Other Households).

If **all** children in the household are marked as foster children in Part 1:

**Part 2:** Skip this part.

**Part 3:** Skip this part.

**Part 4:** Skip this part.

**Part 5:** Sign the form.

**ALL OTHER HOUSEHOLDS**, including WIC households, households with non-foster children and households with both foster children and non-foster children, follow these instructions:

**Part 2:** Skip this part.

**Part 3:** Skip this part.

**Part 4:** Follow these instructions to report total household income from **this month or last month**.

- **Section 1—Name:** List all household members who have income.
- **Section 2—Gross Income and How Often It Was Received:** List the income for each household member. Check the box to tell us how often the person receives the income—weekly, every other week, twice a month, or monthly.
  - **Earnings from work:** List the **gross income**, not the take-home pay. Gross income is the amount earned *before* taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you. Net income should *only* be reported for self-owned business, farm, or rental income.
  - **Welfare, Child Support, Alimony:** List the amount each person receives, and check the box to tell us how often.
  - **Pensions, Retirement, Social Security, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), and disability benefits.** List the amount each person receives, and check the box to tell us how often they receive it.
  - **All Other Income:** List Worker's Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income received weekly, every other week, twice a month, or monthly. Do not include income from KTAP, SNAP, WIC, federal education benefits and foster payments received by your family from the placing agency.
  - If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

**Part 5:** An adult household member must sign the form. Please include your address and phone number in the event the FRAM Coordinator has a question about your information.

## HOUSEHOLD AND INCOME FORM

**West Point Independent Schools** is participating in the Community Eligibility Option (CEO) provision under the National School Lunch Program. Under CEO, **all** children in the school will receive a breakfast/lunch at no charge regardless of income or completion of this form. However, to determine eligibility for various **additional** state and federal program benefits that your child(ren) may qualify for, please complete, sign and return this application to **West Point Independent Schools Central Office**.

**PART 1. ALL HOUSEHOLD MEMBERS**

Names of <b>all</b> people living in your household (First, Middle Initial, Last)	School the child attends, or indicate "NA" if household member is not in school	Grade Level	Check if a foster child (legal responsibility of welfare agency or court) If <b>all</b> children listed below are foster children, <b>skip to Part 5</b> to sign this form.	Check if <b>NO</b> income
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

**PART 2. BENEFITS**

If **any** member of your household receives **SNAP** or **KTAP**, provide the name and case number for the person who receives benefits and **skip to part 5**. If no one receives these benefits, go to Part 3.

NAME: \_\_\_\_\_

CASE NUMBER: \_\_\_\_\_

**PART 3. HOMELESS, MIGRANT, RUNAWAY STATUS**

If any child you are applying for is homeless, migrant, or a runaway, check the appropriate box and call **[your FRAM Coordinator]**

HOMELESS  MIGRANT  RUNAWAY

**PART 4. TOTAL HOUSEHOLD GROSS INCOME** (before deductions). List all income on the same line as the person who receives it. Check the box for how often it is received. Record each income only once. If you provided a case number in Part 2, you do **not** need to provide income information.

1. NAME (List only household members with income)	2. GROSS INCOME AND HOW OFTEN IT WAS RECEIVED															
	Earnings from work before deductions.	W e e k l y	E v e r y 2 W e e k s	T w i c e M o n t h l y	M o n t h l y	Welfare, child support, alimony	W e e k l y	E v e r y 2 W e e k s	T w i c e M o n t h l y	M o n t h l y	Pensions, retirement, Social Security, SSI, VA benefits	W e e k l y	E v e r y 2 W e e k s	T w i c e M o n t h l y	M o n t h l y	All Other Income (indicate frequency, such as "weekly" "every 2 weeks", "monthly")
<i>(Example) Jane Smith</i>	\$200	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$150	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$50 / monthly
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ / _____
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ / _____
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ / _____
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ / _____
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$ / _____

**PART 5. SIGNATURE** (ADULT HOUSEHOLD MEMBER MUST SIGN)

An adult household member must sign the form.

*I certify (promise) that all information on this form is true and that all income is reported. I understand that the school will get state and federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my child(ren) may lose benefits.*

Sign here: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_

**Privacy Notice**

The Kentucky Department of Education is requiring schools to collect the information on this form. You do not have to give this information, but if you do not, we cannot determine your child's eligibility for additional benefits under state and federal programs. We will hold the information you provide us as private and confidential to the extent required by law. However, we will share your socioeconomic status with various state and federal programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules. Regardless, all students enrolled in a Community Eligibility Option school will receive a meal at no charge.

**Non-Discrimination Statement:** In accordance with Federal Law and U.S. Department of Education policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write U.S. Department of Education, Office for Civil Rights, The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107-3323 or call (215) 656-8541 (Voice). Individuals who are hearing impaired or have speech disabilities may contact U.S. DOE through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). The U.S. Department of Education is an equal opportunity provider and employer.

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**CHECKLIST**

- Have you included all your children as household members?
  - For each household member receiving income, is the frequency checkbox checked?
  - Have you signed the application?
- 

**DO NOT FILL OUT THIS PART. THIS IS FOR SCHOOL USE ONLY.**

*Annual Income Conversion: Weekly x 52; Every 2 Weeks x 26; Twice A Month x 24; Monthly x 12*

Total Income: \_\_\_\_\_ Per:  Week  Every 2 Weeks  Twice A Month  Month  Year Household size: \_\_\_\_\_

Eligibility: 160% poverty \_\_\_ Special Education \_\_\_ Head Start \_\_\_ Over Income \_\_\_

Reason (160% poverty; Special Education; Head Start (if applicable); Over Income): \_\_\_\_\_

Preschool Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Secondary Signature: \_\_\_\_\_ Date: \_\_\_\_\_



[REDACTED]

The Coordinator of the Preschool Program prepares and submits program proposals to the Kentucky Department of Education (KDE) to operate and oversee the operation of developmentally appropriate preschool education programs for eligible children. Program proposals meet requirements set forth in KRS 157.3175 (5).

During developmental screening, the Coordinator of the Preschool Program collaborates with Head Start to avoid duplication of program and services to the same children.

Funding for the preschool program is based on the preschool grant allocation system established in 702 KAR 3:250.

Preschool programs are implemented upon approval by Kentucky Department of Education.



## SECTION 6: INTERAGENCY AGREEMENTS

The West Point Independent School District maintains membership, and actively participates in the Hardin County Early Childhood Council (HECC) which plans for coordinated services to young children. Membership of this group includes:

- a) Social service agencies
- b) Family Resource Centers
- c) First Steps

## SECTION 7 : ENROLLMENT

The West Point Independent School District actively recruits eligible children, with emphasis on recruiting those eligible children not currently being served by any preschool program.

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### RECRUITMENT

Throughout the school year, the Coordinator of the Preschool Program or designee facilitates recruitment activities to include:

- a) Ongoing registration and specific registration dates
- b) Dissemination of flyers
- c) Meetings with families

The public notice is made in the native language or other mode of communication of the various populations in the geographical boundaries of the West Point Independent School District, including any language or communication mode which requires an interpreter or translator.

Identification of all eligible children is made regardless of race, sex, creed color, national origin or disability.

During registration and upon request, parents and legal guardians are given a preschool registration packet. The preschool packet must be on file in the Preschool Office prior to the child entering preschool. The preschool packet includes:

- a) Registration Form
- b) Kentucky certificate of immunization
- c) Medical exam, vision and dental exam forms
- d) Transportation card
- e) Developmental/Social History
- f) Income verification
- g) Copy of a legal birth certificate

All educational records are kept confidential according to the requirements of the Family Rights and Privacy Act regulations 34 CFR Part 99.

### SCREENING

During developmental screening, the Coordinator of the Preschool or designee schedules each child for screening to identify physical and mental health barriers that may impact the child's learning and impede the successful attainment of educational standards. West Point Independent School District preschool personnel use screening information to locate any child who differs from the general population who may have a disability and needs specially designed instruction and related services.

**The screening program checks the following developmental and skills areas:**

- a) Physical functioning (growth, development, health, vision, hearing, motor development, motor abilities)
- b) Language development
- c) Cognitive functioning
- d) Social and emotional competence
- e) Adaptive skills functioning

**The screening is non-discriminatory and:**

- a) Applies established criteria for passing and not passing each screening activity
- b) Includes instruments and techniques appropriate for the various modes of communication and languages in the community
- c) Uses only those persons who are qualified and appropriately trained (according to the user's manual or directions) to conduct screening activities
- d) Includes methods for maintaining individual information from screening results in individual student records
- e) Is written and communicated to preschool staff
- f) Includes methods for sharing the results of screening activities with parents of the child

On the day the child is screened, the Coordinator of the Preschool Program or designee interprets screening results and reviews contents of preschool packet. If, through the implementation of the West Point Independent School District procedures, a disability is suspected, then the Coordinator of the Preschool Program discusses opportunities for the child to participate in the RTI Program with the parents or legal guardian. If the child does not make adequate progress from the RTI Program and a disability is suspected, the Coordinator of the Preschool Program, or designee, discusses the referral process and an ARC meeting will be conducted to consider the referral and possibly obtain permission for further assessment and evaluation. If preschool registration information is not received in a timely manner from parents, the Coordinator of the Preschool Program or designee contacts the parents for the required documentation in order to complete the enrollment process. Enrollment may be delayed by the parent's or guardian's failure to provide enrollment documents.

**Procedural Steps for Preschool Response to Intervention (RTI)  
(Temporary Enrollment for Intervention Documentation)**

- 1) Screening (vision, hearing, cognitive, motor, and communication)
- 2) Response to Intervention Team analyzes screening data
- 3) Notify parents of results
  - a) A “pass” status on the developmental screenings warrant no further action, unless income eligible.
  - b) A “fail” status on the developmental screenings warrants a referral to RTI process (participation optional).
    - i.) Preschool Director/Designee will have a conference with the parent on program options (teleconference/face-to-face)
    - ii.) Response to Intervention Team will complete an RTI referral and determine interventions, criteria, duration, and frequency.
    - iii.) Parents complete and submit enrollment documents at West Point Independent Preschool
      - (1) Kentucky Physical
      - (2) Kentucky Immunization certificate
      - (3) Birth Certificate
      - (4) Social Security card (optional)
      - (5) Proof of residency
    - iv.) Student will be assigned to an intervention classroom according to his/her needs. Progress is monitored at least twice weekly for a minimum of four weeks with additional participation in RTI at the discretion of the RTI Team.
    - v.) RTI Team will use data, observations, and professional judgment in order to determine status or follow-up referral for specially designed instruction. (Students making sufficient progress will be dismissed from the RTI program.)
    - vi.) Student may continue RTI enrollment if intervention team determines this option as appropriate (to gain additional information or complete the special education referral process).



### **Parent Visitation Prior to Enrollment**

West Point Independent Schools encourages parents to observe preschool classrooms prior to enrollment.

### **Student Placement**

Intervention services will be offered in classrooms with existing available space.

### **Notification**

The Coordinator of the Preschool Program or designee notifies parents or guardians by phone call or letter contact regarding their child's preschool enrollment status.

### **Child Tracking**

The Coordinator of the Preschool Program or designee maintains a data base of preschool children. The data includes all information from the registration form, school, eligibility, and start date. Children with disabilities are also entered into the child tracking system for exceptional children services.



The West Point Independent School District operates a full day, four (4) day a week program with the fifth day designed for services to children and their families which may include: home visits, special experiences for children, parent training and coordination of medical or social services.

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**LOCATION**

Preschool classes are located on the primary school grounds at 209 North 13<sup>th</sup> Street, West Point, KY 40177.

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**CALENDAR**

The preschool classes provide direct services for children and/or parents following the school board established school calendar.

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**SCHEDULE**

The preschool classes operate four (4) days per week, Monday-Thursday. Hours are scheduled in accordance with school board approved school starting and ending times.

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**ATTENDANCE**

Daily attendance records are maintained and submitted to the Director of Pupil Personnel in accordance with West Point Independent School District procedures. Parents or legal guardians are contacted by their child's preschool teacher if their child has been absent for four (4) consecutive program days or has demonstrated irregular attendance. Further parental contact concerning attendance is made in accordance to West Point Independent School District procedures.

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**INSTRUCTIONAL STAFF**

Each preschool classroom is assigned one certified teacher and one preschool instructional aide. Consideration is given to increasing the number of staff depending upon the needs of the children, including, but not limited to the needs of children with disabilities. The staff child ratio in the classroom does not exceed one (1) adult for a maximum of ten (10) children. An adult is never left alone with more than ten (10) preschool children.



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## **PARENT INVOLVEMENT**

Effective, active parent involvement is a critical component of the preschool program. Parents are encouraged to:

- a) Participate in classroom and other preschool activities as volunteers or observers
- b) Attend parent training, education or other activities which the parent has helped to develop
- c) Carry-over classroom skills in cooperation with the preschool staff
- d) Meet with preschool and other appropriate staff regarding the child's individual needs and progress or other two (2) way communication systems developed with the parents (at least weekly information is given about progress)
- e) Communicate with staff during periodic home visits by preschool staff (staff will conduct a minimum of two (2) visits per child per year)
- f) Utilize the lending library in order to check-out child materials, toys or activities to use at home

The preschool staff collaborates with medical, health, mental health, and social services agencies. Information about community services, resources and facilities are made available to parents.

The Preschool staff assists parents in coordinating interagency services for children and families.

Parent involvement activities are documented on the Preschool Parent Involvement Record. A copy of the parent Involvement records is maintained in the preschool records and sent to the Coordinator of the Preschool Program for review.

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### **HEALTH/DEVELOPMENT SCREENING**

The West Point Independent School District assures, through coordination with existing medical and social services that all children participating in the program receive child development and health screening. Prior to the student's first day in preschool, health screening documentation, which may be conducted by the child's primary care physician or the health department, must be submitted to West Point Independent Schools. Health screening includes growth assessment, vision and hearing screening, assessment of current immunization status and general health status.

As part of required documentation, hearing and vision screenings will be conducted by preschool staff. Every preschool child is screened. If a child is referred for follow-up, preschool staff may request that the parent or guardian contact the appropriate physician in order to provide status of hearing and vision.

Prior to the first day of preschool, every child participates in a child development screening and observation. Screening results are not used for determining placement or planning the curriculum.

Throughout the school year, systematic observations of each child are made in the classroom and other natural settings. The COR assessment tool is utilized.

The preschool teacher or Coordinator of the Preschool Program meets with parents or legal guardians to interpret screening results. If screening results indicate a need for further RTI placement or assessment by a specialist, follow-up or referral for special education and related services of other appropriate resources, then the preschool teacher contacts the Coordinator of the Preschool

Program/Director of Special Education or other appropriate resource. The Director of Special Education follows policies and procedures for identification, evaluation and placement as based upon the West Point Independent School District Policies and Procedures Manual.

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## **CURRICULUM**

The West Point Independent School District Preschool Program utilizes Teaching Strategies Gold curriculum. The preschool classes assist young children with their intrapersonal and interpersonal skills and in maximizing self-management and independence. They include appropriate learning experiences and teaching techniques in accordance with each child's level of comprehension and maturity.

### **The preschool program provides a supportive social and emotional climate which:**

- a) Enhances children's understanding of themselves as individuals, and in relation to others, by providing for individual, small group and large group activities
- b) Gives children many opportunities for success through developmentally appropriate program activities
- c) Provides an environment of acceptance which helps each child develop a positive self-concept, enhance his/her individual strengths, build ethnic pride and facilitate social relationships.

### **The preschool program promotes the development of intellectual skills by:**

- a) Encouraging children to solve problems, initiate activities, explore, experiment, question and gain mastery through learning by doing
- b) Promoting language understanding and use in an atmosphere that encourages easy communication among children and between children and adults

- c) Utilizing a curriculum in which a variety of skills are integrated into activities targeted toward the interests of children
- d) Encouraging children to organize their experiences and understand concepts;
- e) Utilizing a language experience approach to introduce printed materials according to the individual developmental level of the child
- f) Providing a daily balance of activities in the following dimensions:
 

1) Indoor/Outdoor	3) Individual/Group	5) Child/Staff Initiated; and
2) Quiet/Active	4) Large/Small Group	6) Structured/ Spontaneous

**The preschool program promotes physical growth by:**

- a) Providing adequate indoor and outdoor space
- b) Providing developmentally appropriate materials and equipment, in sufficient quantity to allow choice, and providing supervised time for children to use large and small muscles to increase their physical skills
- c) Providing appropriate guidance while children use equipment and materials which promote children's physical growth
- d) Providing lunch to each eligible child, pursuant to the requirements of the National School Program
- e) Providing developmentally appropriate information regarding nutrition, involving children's participation in the planning and preparation of snacks and meals (when feasible) and providing appropriate supervision during meals to develop language, understanding and problem-solving skills
- f) Providing developmentally appropriate information about health as an integral part of program activities.

**The preschool program promotes social skills and social interactions by:**

- a) Providing positive guidance with consistent, clear rules presented in developmentally appropriate ways
- b) Providing positive adult and peer role models, focusing on the level of the child

**The preschool program is individualized to meet the special needs of children by:**

- a) Having a curriculum that is relevant and reflective of the needs of the population served (such as bilingual/bicultural, multi-cultural, rural, urban, or migrant)
- b) Having staff and program resources reflective of the racial and ethnic population of the children in the program
- c) Providing adaptations for children with special needs.



**The preschool program utilizes developmentally appropriate materials and equipment as follows:**

Furniture, equipment and materials are of sufficient quantity, quality and variety to meet the needs of the children and are arranged in such a way as to facilitate learning, assure a balanced program of spontaneous structured activities, and encourage self-reliance in the children. TEST SHEETS, WORKBOOKS and DITTO SHEETS are NOT developmentally appropriate for use with preschool children and are NOT used in the West Point Independent School District preschool program

1) The equipment and materials are:

- 1) Consistent with the curriculum guidelines
- 2) Consistent with the cultural and ethnic background of the children
- 3) Geared to the age, ability, and developmental needs of the children
- 4) Safe, durable and kept in good condition
- 5) Stored in a safe and orderly fashion when not in use
- 6) Accessible, attractive, and inviting to the children
- 7) Designed to provide a variety of learning experiences and encourage experimentation and exploration

Classroom space is arranged so that children may work individually, together in small groups, and in a large group. Classroom space is arranged to provide clear pathways to children to move from one area to another.

Centers in the classrooms may include areas for art, block building, cooking, gross motor, housekeeping/dramatic play, language arts/library, manipulative materials, math/problem solving, multimedia, music science/social studies, and woodworking.



## **ASSESSMENT**

Child assessment is for planning and evaluating progress, and is not used to restrict entry into or exit from the preschool program includes developmentally appropriate assessment of children which:

- a) Provides for ongoing observation, recording and evaluation of each child's growth and development for the purpose of planning activities to suit individual needs; determines success of participating children as they complete the preschool program and progress through the primary school program via comprehensive data analysis utilizing district-wide assessments and state assessments.
- b) Is accomplished by observation or activity with the child in familiar structured and informal situations
- c) Includes information from parents
- d) Is used to inform parents on a regular basis regarding the child's progress in physical, intellectual, communication, social, emotional, intrapersonal, interpersonal skills and development
- e) Considers the cultural background of the child.

## **RETENTION**

Children are not retained in the Preschool program.



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## **SAFETY**

The preschool program provides developmentally appropriate instruction to children regarding safety procedures, such as riding the bus and emergency procedures.

The preschool program utilizes the West Point Independent School District's current safety policies regarding accident records, medical emergency plans, fire and disaster plans, first aid, dispensing of medications, and reporting child abuse and neglect, with modifications as needed to accommodate young children.

## **ILLNESS**

The preschool staff makes every attempt to maintain a healthy preschool environment. If a child is sick, he/she is asked to stay home.

If children become sick as school, parents are notified immediately so arrangements may be made to seek appropriate care.



## **TRANSITION**

The West Point Independent School District preschool program systematically conducts transition activities between the preschool and primary program staff. Transition begins with the first contact a teacher has with the child and family; it is not a onetime event, but rather a process that takes place throughout the year. The activities strengthen communication and continuity among the family, preschool, and the primary program.

Communication between the preschool and primary program staff encourages the development of a shared sense of ideas about preparation of preschool program and informs the primary program teacher concerning the social/emotional development and learning styles of the children who will be entering their programs.

Preschool teachers and their preschool students are encouraged to visit the primary program during the school year as a part of the transition process.

Collaboration with the primary program staff is essential. The preschool teacher plans and implements at least one activity per semester with the primary program teacher.

Family Involvement in transition is critical to children feeling safe and secure about moving on to the primary program. During the final home visit, the preschool teacher will provide parents opportunities to voice concerns and provide encouragement. They provide information about the primary program, transition and suggestions for success in the primary program.



## **RELEASE/DISMISSAL**

Children are only released to parents, legal guardians or individuals authorized in writing by the parent or legal guardian.

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## **DISCIPLINE**

In the preschool program, the goal of discipline is to help the child develop self-control. Preschool children are:

- 1) Encouraged to express their feelings (Tell him “I don’t like it when you take my toy” or “I’m angry when you say that”)
- 2) Reminded of the rules in a positive way (“Please walk in the hall”, “use your words”, “ Build with the blocks”)
- 3) Re-directed into another activity (“ You may not throw the blocks, but here’s a ball you can throw”)
- 4) Encouraged to solve problems (“What should we do about two people wanting the same toy?”)
- 5) Encouraged to take responsibility for own actions through logical consequences (“When you poured the water on the floor, it got wet. Use the sponge to clean it up.”).

Guidance and discipline are positive and appropriate to the situation and to the child’s developmental level. Discipline is never imposed for failure to eat or toileting accidents. No child is humiliated, shamed, frightened or made subject to verbal abuse. Discipline is not delegated to other children (“Hit him back.”)

[REDACTED]

The West Point Independent School District has local board policies and procedures for protection of confidentiality of personal identifiable information that is collected, used or maintained concerning preschool children. The educational records of all children are maintained in accordance with the requirement of the Family Educational Rights and Privacy Act, regulations 34 CFR.

[REDACTED]

The West Point Independent School District employs preschool instructional staff, in accordance with the Kentucky Department of Education's qualifications.

The West Point Independent School District preschool instructional staff shall include a lead preschool teacher (Level 1) who holds a certificate or statement of eligibility for a certificate in interdisciplinary early childhood education.

Every preschool class has at least one (1) preschool teacher. Preschool instructional assistants are employed in addition to the preschool teacher to provide an appropriate adult/child ration in each class.

The preschool teacher is responsible for organizing the classroom, providing a developmentally appropriate curriculum, and supervising and assigning the activities of preschool instructional aides, student helpers and other non-certified staff in the preschool class. The preschool teacher is also responsible for at least the following parental activities:

- a) Parent participation in the classroom;
- b) Parent/teacher conferences; and
- c) A minimum of two (2) home visits per child per year

The preschool teacher conducts parent involvement activities and coordination with health and social services.

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## **PROFESSIONAL DEVELOPMENT**

Preschool teachers participate in the required number of professional development days applicable to certified personnel in the West Point Independent School District.



## **FACILITIES**

The preschool program is housed on the elementary school grounds.

### **Classroom**

- 1) Classroom space is considered adequate if it provides for the following:
  - a) Provides classroom area of minimum 35 square feet per student
  - b) Is provided with secured storage space within the classroom for children's materials
  - c) Is provided with individual spaces for hanging of clothing and storage of personal items
  - d) Provides secured storage space beyond the 35 square feet/child for teacher supplies, equipment and child materials currently not in use
  - e) Is readily accessible to transportation drop-off and pick-up
  - f) Is located on a floor exiting at ground level
  - g) Is located within 75 feet of accessible hand washing and toilet facilities with step-up or other devices appropriate to accommodate this size of student.
  - h) Is provided with a minimum 50 foot –candles of light
  - i) Is provided with heating and ventilated with fresh air or air conditioned
  - j) Is provided with a sink or water source in the classroom or accessible at all time within 75 feet of the room
  - k) Includes instructions posted near the door with graphics of evacuation routes and emergency procedures specifically addressing young children and children with disabilities
  - l) Has hand washing devices provided in room if food is prepared in the classroom

- 2) Preschool children eat in the lunchroom with age appropriate seating and utensils.
- 3) Preschool playgrounds meet safety standards. Preschool classes have scheduled access to gymnasium or activities for motor skill development/activities.



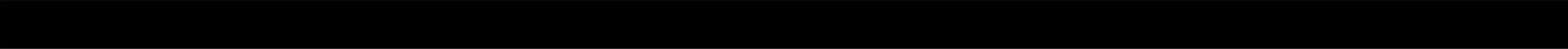
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## **TRANSPORTATION**

West Point Independent Schools provides bus transportation if the parents or guardians indicate that this is the preferred mode of transportation to and from school for their child. Parents may also transport their child to and/or from school. Each bus is staffed with a minimum of one driver assistant, minimum of sixteen years of age, qualified, and trained to assist in the transportation of three (3) and four (4) year old children by a certified school bus training instructor.

Driver assistants shall be responsible to deliver and receive the child safely to and from the parent, guardian or person authorized by the parent in writing. Three (3) and four (4) year old children who cross a roadway shall be escorted by the driver assistant. A three (3) or four (4) year old child shall not be left unattended at the time of delivery. Parent, guardian or

authorized person shall be responsible for maintaining safe behavior while escorting the children. If the parent, guardian or a person authorized by the parent to accept the child is not present upon delivery, the child shall be taken to a prearranged location.



The West Point Independent School District conducts ongoing evaluation of the preschool program's effectiveness in meeting the needs of participating children.

In April, each preschool staff member completes a self-evaluation in order to compare the current program operation and teaching practices with "best practice" in order select areas for commendation or program improvement.

In April, each preschool staff member completes a transition form on each four (4) year old transitioning to the primary program. Copies of the transition form are maintained in the child's preschool portfolio and are sent to the appropriate primary teacher.

In April, parents complete a survey designed to assess parental satisfaction with services provided. Copies of the parent surveys are maintained in each child's preschool.

## West Point Independent Preschool Program evaluation

We need your help. Please take a few minutes to answer the questions below. This information will be used to help us improve our program. Please rank each item below with the 5 being the highest (what we are doing well) and 1 being the lowest (where we need improvement). You may return this survey to your child's teacher, Mr. Olive, or Mr. Mobley at the Board of Education. Please write any comments or suggestions in the space provided or on the back of this form.

How would you rate communication between school and home?

<u>Unsatisfactory</u>	<u>Needs Improvement</u>	<u>Fair</u>	<u>Very Good</u>	<u>Excellent</u>
1	2	3	4	5

How would you rate your child's overall progress since beginning Preschool?

<u>Unsatisfactory</u>	<u>Needs Improvement</u>	<u>Fair</u>	<u>Very Good</u>	<u>Excellent</u>
1	2	3	4	5

How would you rate your child's progress in literacy skills (reading, writing, letters, sounds)?

<u>Unsatisfactory</u>	<u>Needs Improvement</u>	<u>Fair</u>	<u>Very Good</u>	<u>Excellent</u>
1	2	3	4	5

How would you rate our child's Preschool classroom, taking into consideration atmosphere, learning environment, learning materials, and cleanliness?

<u>Unsatisfactory</u>	<u>Needs Improvement</u>	<u>Fair</u>	<u>Very Good</u>	<u>Excellent</u>
1	2	3	4	5

How would you rate your child's overall preschool experience?

<u>Unsatisfactory</u>	<u>Needs Improvement</u>	<u>Fair</u>	<u>Very Good</u>	<u>Excellent</u>
1	2	3	4	5