



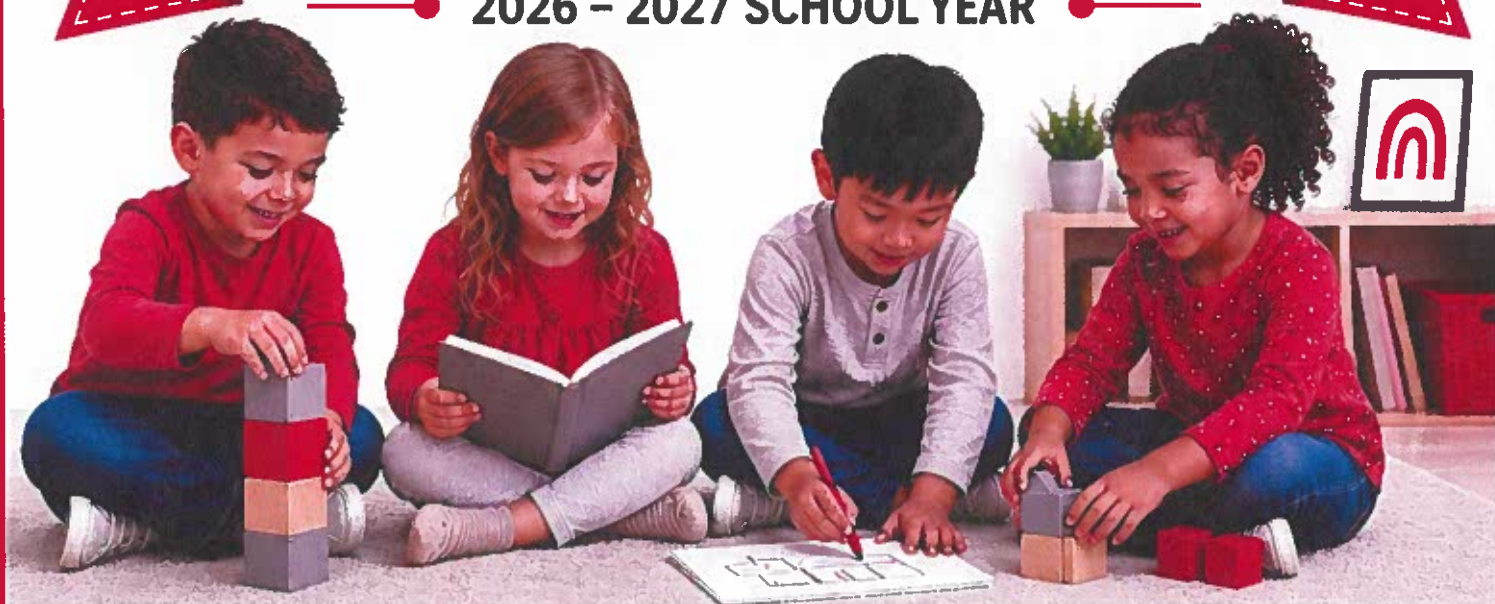
PERRY COUNTY PRESCHOOL

Early Learning Program

PARENT & STUDENT

HANDBOOK

2026 – 2027 SCHOOL YEAR



Perry County Preschool
606-439-5813

Building Strong Foundations for Lifelong Learning

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MISSION:

The mission of Perry County Schools is to provide a safe and engaging school environment where students are not only supported, but also challenged.

VISION:

The vision of Perry County Schools is to provide students with the tools to be post-secondary ready, community leaders, and innovative thinkers.

** The Perry County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, sex, genetic information, political affiliation or disability in employment, educational programs, or activities.*

Dear Parents/Guardians,

Welcome to the Perry County Preschool Program!

We are so happy that you and your child have joined our family. We appreciate parents/guardians who understand how important it is to give your child an early start in education. Research has proven that early education opportunities, such as preschool, provide positive and long-lasting effects on children's academic success.

This handbook is designed to answer any questions you might have. You will want to keep this resource and refer to it throughout the school year. We encourage you to be involved in your child's preschool program, and we hope this book will help you learn about our staff, instructional programs, policies, and procedures.

We welcome our preschool children as they take their first steps along the pathway of lifelong learning and education. We look forward to watching them grow this year as we work together to prepare them for success.

Sincerely,

Preschool Department

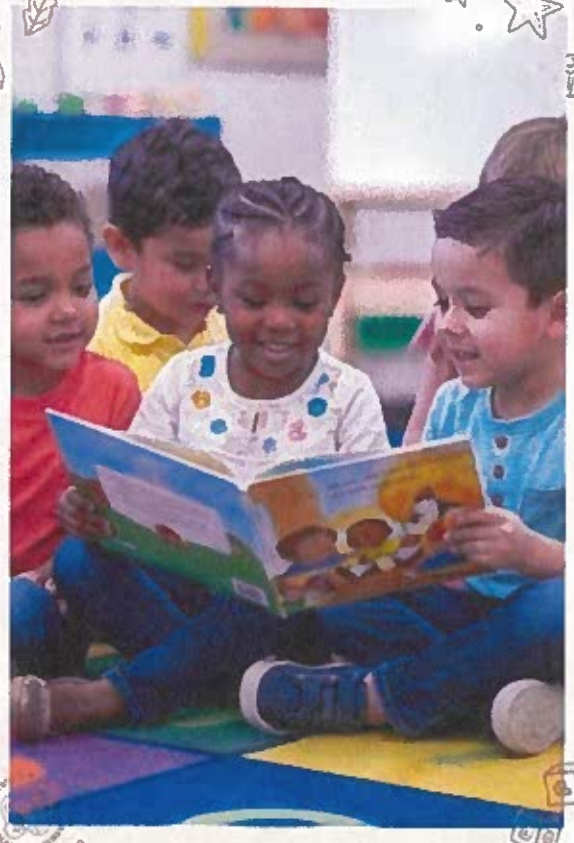
315 Park Avenue Hazard, Kentucky 41701
(P) 606-439-5813 (F) 606-439-2512
www.perry.kyschools.us

MISSION STATEMENT

The mission of the Perry County Preschool Program is to provide children and their families with quality educational services that will **foster independence and self-sufficiency** in each child, regardless of ability or disability. By doing so, the child will be **better prepared** for his or her next educational environment, as well as for life at home and in the community. Preschool is not a **watered-down version of kindergarten!** An active, developmentally appropriate approach to learning is incorporated in all activities. The teaching staff seeks to **discover the individual skills of each child** and uses that knowledge as a foundation to build concepts and skills throughout the year. Staff members also work to meet the **individual needs of each child**. As no one person can provide all the emotional, physical and educational support that a child needs, the preschool program utilizes a team approach: valuing information received from therapists, counselors, teaching assistants, and most importantly, family members. It is in this way that we can meet the needs of the whole child.

PRESCHOOL GOALS

1. To provide quality early childhood education to all children enrolled.
2. To ensure that the environment is accepting and accessible to all children regardless of ability or disability.
3. To provide a whole-child approach to education.
4. To maintain open communication with the family.
5. To serve as a positive member and representative of the Perry County School System.



KENTUCKY EDUCATION REFORM ACT OF 1990 PRESCHOOL PROGRAMS

The Kentucky Education Reform Act (KERA) of 1990 makes preschool education an important part of every school district's program. Preschool Programs are educational programs that focus on the physical, intellectual, social and emotional development of preschool age children. Preschool programs offered through the public schools have the following components:

- *Preschool services for eligible children at no cost to the parent.**
- *Activities that develop creativity and thinking skills through play.**
- *Partnerships with the parents through parent education.**
- *Cooperation among programs and with other agencies to provide services.**
- *Developmental, medical and health screenings.**

Children are admitted to the Perry County Preschool Program regardless of race, creed, sex, religion, color, or disability.



Enrollment Checklist

To enroll, students must have the following information on file:

- 1. Enrollment Packet
- 2. Birth Certificate (certified copy)
- 3. Immunization Certificate (Shot Record)
- 4. Physical on Kentucky Physical Form (up to date)
- 5. Eye Exam from Ophthalmologist or Optometrist
- 6. Dental Exam
- 7. Preschool Eligibility Form (income/address verification)
- 8. Social Security Card (child's card)

Students cannot be enrolled without the enrollment information listed above.



Program Operations

The Perry County Preschool will operate on a four-day week schedule with a morning session and an afternoon session. Children come to preschool Monday through Thursday. Teachers attend trainings, make home visits, and plan activities on Fridays.

- Morning session takes place from 8:00 AM - 11:00 AM.
- Evening session takes place from 11:30 AM - 2:30 PM.

The times listed above are subject to change slightly from year to year due to changing bus schedules. If you would like to visit a classroom prior to enrollment, please contact Stephanie Wooton, Perry County Preschool Coordinator, at (606) 439-5813.

- Enrollment is ongoing throughout the school year. KERA law states that 3 of the hours must be spent in an instructional mode including gross motor.

Eligibility Criteria

- Students that are four-years old on or before August 1st. and are at risk based on income and/or have a developmental or speech delay are eligible for preschool. Over-income four-year-old students that do not have a delay can attend if space is available.
- Students that are three-years old and qualify for RTI based on their Brigance or Fluharty screening will be able to attend the preschool program for the RTI process. Once the RTI process is finished and if the target team determines a referral is needed, the child will be assessed to determine if there is a delay. When the assessment is complete and a delay is determined, the child will be able to remain in the preschool program.

4 YEAR OLD CHILDREN

A child is considered a four-year old if his or her fourth birthday falls on or before August 1st. of that school year.

- Incoming Preschool children are screened using the Brigance and Fluharty.
- Results are discussed with parents.
- Four-year old children that score below the expected score (cut off score for age) on the Brigance and/or score below the 9th. Percentile on the Fluharty are "flagged" for follow up using the RTI process.



Eligibility Criteria Continued...

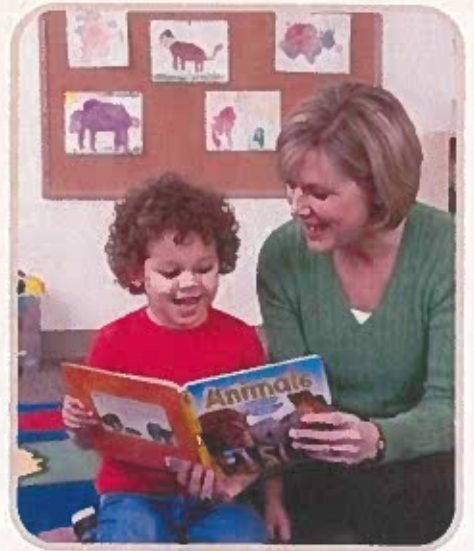
4 YEAR OLD CHILDREN

1. Interventions using RTI (Response to Intervention) and 'Tiered Approach' will be implemented for four-year old's that fall below the cutoff score on the Brigance and/or Fluharty screenings.
2. Children will participate in 4-6 sessions of intervention. These sessions may be conducted individually or grouped. The child will then be reassessed using the Brigance or Fluharty. If the child scores below the cutoff score, the target team looks at the student's level of progress and decides whether to continue RTI or begin the referral process. If however, the child passes the Brigance rescreening with a low score or is close to his/her target percentage on the Fluharty and the target team feels the child needs to remain in RTI based on student classroom work/progress and teacher observations, the target team may decide to continue the RTI process. Progress will be monitored and the school target team will determine if a referral to special education is indicated.



Eligibility Criteria continued...

3 YEAR OLD CHILDREN



A child is considered a three-year old if his/her third birthday falls on or before August 1st of that school year.

- * Three-year-old children are screened using the Brigance and Fluharty.**
- * Results are discussed with parents.**
- * If the three-year-old child passes the Brigance and/or Fluharty on the initial screening, he/she will not be eligible to attend preschool.**
- * Children that score below the expected score (cut off score for age) are 'flagged' for follow up using the RTI process.**
 - 1. Interventions using RTI (Response to Intervention) and 'Tiered Approach' will be implemented.**
 - 2. Children will participate in 4-6 sessions of intervention. These sessions may be conducted individually or grouped. The child will then be reassessed using the Brigance or Fluharty. If the child scores below the cut-off score on the rescreen, the target team looks at the student's level of progress and decides whether to continue RTI or begin the referral process.**

Eligibility Criteria Continued...

3 YEAR OLD CHILDREN

- * If however, the child passes the Brigance or Fluharty rescreening with a low score and the team feels the child needs to remain in RTI based on student classroom work/progress and teacher observations, the team may decide to continue the RTI process for another 4-6 sessions. If the child passes the rescreen of the Brigance and/or Fluharty and is making adequate progress, the child will exit the RTI process and will no longer be able to attend the preschool program as a three-year-old.



TARGET TEAM:

- The target team members may include: Principal, Parent, Preschool Special Education Specialist, Child Care Teacher, Classroom Teacher, Classroom Paraprofessionals, Speech, P.T./O.T., other related service therapists or providers, School Nurse, Child Find Person, Preschool Director and others as determined necessary.

Steps for Determining Eligibility Based on Needs Include...

1. Screening

The assessment process includes an initial developmental screening to determine whether further evaluation may be needed. Developmental screenings are provided at no cost to the parent.

2. Response to Intervention

The screening instrument may identify areas of need for further evaluation. In response to those needs, the preschool teacher will provide research based interventions and collect data to determine the child's progress with instruction. Parents will meet with the teacher to review the data and progress with the interventions. Parents will receive a copy of intervention data. If warranted, the referral process may begin which will include an Admissions and Release Committee (ARC) meeting to determine any need for further formal evaluation.

3. Referral

A child may be referred to Perry County Schools by a parent, teacher, professional, human service agency, or physician. A referral should be made to the public school when there is any possibility of a developmental delay or disability.

4. Evaluation Planning and Parent Permission for Assessment

Once a referral has been accepted and a suspected disability determined, the ARC team will plan a formal evaluation. Evaluations may be offered and only conducted with parental agreement and express written consent.



Steps for Determining Eligibility Based on Needs Include *Continued...*

5. **Evaluation:** An assessment across developmental areas or skills, including observations, direct testing and parental interview will be conducted to determine a child's skills, educational abilities, and educational needs.
6. **Individualized Education Plan (IEP):** If the ARC determines your child is eligible for special education services, an IEP will be developed to meet his/her needs. Related services may be provided to support the IEP such as physical therapy, speech/language therapy, etc.
7. **Parent Permission for Services:** Permission for services and placement must be acknowledged by signature of the parent prior to enrollment within the special education program or providing of special needs services.

Admissions and Release Committee (ARC): A committee made up of district representation/ARC Chair, general education teacher, special education teacher, and/or speech/language pathologist and others who may be relevant to the assessment or instructional needs of your child. The committee accepts referrals, rejects referrals, determines if more data is needed before proceeding with a referral, determines eligibility or not and are responsible for developing, reviewing, or revising and individual education plan (IEP) for a child with a disability.



SPECIAL EDUCATION SERVICES

Perry County Preschool believes early intervention makes it possible for children with special needs to be identified and their individual educational needs met. Before entering preschool each child is screened in the areas of: vision, hearing, speech/language, concepts, motor, social/emotional & adaptive development. Research based interventions are planned and carried out by general education personnel if a potential delay is suspected. Parents are involved in the process and receive updated data on the student's progress. Children must meet state and federal guidelines and criteria to be eligible for preschool special education services

Preschool special education services are provided for 3 and 4 year old children who either have a:

- ★ **DEVELOPMENTAL DELAY:** A child that has a delay in one or more areas that were previously mentioned above, for their age. Developmental delay includes a child who demonstrates a measurable, verifiable discrepancy between expected performance for the child's age and their current level of performance.
- ★ **DISABILITY:** A child evaluated in accordance with 707 KAR 1:300 as meeting the criteria for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech/language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.

Eligibility for special education services due to a disability or developmental delay is determined through specific evaluation procedures according to state criteria, regulations & guidelines. All evaluations to determine a child's eligibility and need are planned by the Admissions and Release Committee (ARC), require parental permission, and are provided at no cost to parents.

**For further information about
Special Education services contact:**

**Perry County District Child-Find
Coordinator: Bridget Brewer
or
Preschool Director:
Stephanie Wooton**



Health & Medicine

HEALTH and SAFETY: In the event of an accident or emergency, every effort is made to notify the parent or guardian immediately. Signing the emergency medical treatment permission form provided by the school enables the school to seek medical care for the child if the staff is unable to reach the parent. Please be sure to update this information if it should change during the year. We must have an emergency number on file for every child. In order to reduce the spread of contagious disease, please do not send your preschooler to school with a temperature of 100 degrees or greater.

MEDICATION PROCEDURES:

If a student is required to take medication during school hours, the following procedure must be followed:

- A parent/guardian must bring in the medication and leave it with the school nurse. A parent or guardian must sign a permission form allowing the nurse to dispense the medication to the student.
- If your child has medication at school, it is the parent/guardian's responsibility to pick up the medications when you need them back home. The medication will NOT be sent home on the bus with the child.
- When bringing prescription medication to the school nurse, please bring them in the original container with the child's name clearly labeled on the container. Remember... an adult needs to bring them to the school nurse.
- If your child is taking medications three (3) times a day or less, they should be administered at home unless otherwise specified by the doctor.
- Many over the counter (OTC) medications are kept in the school nurse's office, such as Tylenol and Ibuprofen. A parent or guardian must sign a form giving the nurse permission to dispense these medications to students.



SCHOOL SAFETY

Perry County preschool teachers' first concern is your child's safety. The following are procedures we must follow to ensure the safety of your child.

- All adults picking up your child at school or from the bus must be listed on the Enrollment/Emergency Sheet and show a valid picture ID until the school and/or bus staff are familiar with you or the person picking up your child. Please note that in case of substitutes at school or on the bus, you may be required at any time during the year to show a picture ID due to these people not being familiar with you.
- Please notify your child's teacher if your address, home telephone number, cell phone number, or work phone number changes. Also notify us if any of the other information on your Emergency/Enrollment form changes (persons allowed to pick your child up at school or from the bus, etc.)
- Parents are responsible for calling both the school and the bus garage if the child is going to be absent.
- If a child is absent from school for (4) consecutive days and the teacher has not heard from the parent, the teacher will contact the Family Resource Youth Service Center Coordinator for a follow-up with the family and/or a home visit will occur.
- Teachers take daily attendance. If your child is absent (4) consecutive days or your child has irregular attendance, you will be contacted to discuss your child's attendance.
- See attendance page in the handbook for further information.



SCHOOL SAFETY CONTINUED...

- Teachers are legally obligated to report any suspected abuse or neglect of a child. If a teacher or other district employee suspects that a child has been abused or neglected, he or she is required to follow up and report it to social services. To see the full policy, go to policy.ksba.org; policy #09.227.
- Each school has safety drills for fire, tornado, earthquakes and lockdowns throughout the school year. These drills teach students to know what to do in case of an emergency. All aspects of safety are outlined and taught to students regularly.
- Teachers utilize the pyramid model to work with children to create nurturing relationships and high-quality supportive classroom environments. Students are taught and practice routines, procedures, and rules. Teachers teach appropriate behaviors using positive behavior interventions. Teachers provide intentional instruction and model social & emotional skills.
- Communication to parents/guardians occurs regularly so that consistency is kept across settings. If persistent behaviors and/or safety concerns occur, the teacher will meet with parents to develop a behavior plan. After implementing and monitoring the behavior plan, if the behaviors or safety concerns continue, the teacher will set up a meeting with parents & administrator(s) to discuss next steps. Safety is the number one priority in our preschool classrooms.





Perry County Early Learning Program Behavior Guidance Policy



Pyramid Model

At Perry County Schools Early Learning Program (PCSELP), we believe that social-emotional learning during the early years of a child's life sets a positive foundation for their future growth and learning. Our preschool program works collaboratively to support all children, staff, and families to prepare and empower children to be good, well-rounded citizens.

We use the Pyramid Model for Promoting Social and Emotional Competence in Young Children (Pyramid Model) to achieve this. The Pyramid Model provides a framework of evidence-based, developmentally, and culturally appropriate practices to promote young children's social, emotional, and behavioral outcomes from birth to five years old. This link provides a detailed list of the Pyramid Model practices recommended for teachers to use with children 2-5 years and for infants/toddlers. These practices are embedded throughout the daily activities.



Our Commitment to Families

Our program is dedicated to nurturing each child's unique cultural identity while fostering a deep respect for others. We recognize that families play a crucial role as the most significant adults in a child's life. We actively promote mutual respect between families and teachers.

Bi-directional communication between families and our staff is highly encouraged, and our doors are always open to welcome and engage staff. We are committed to meeting the individual communication preference for each family.

Our teachers post relevant information on their classroom management platform, ClassDojo, as well as their individual public school Facebook pages. Our district website for our preschool program provides general updates and links to various information including our preschool handbook, enrollment checklist, forms, and many more educational resources.

Throughout the year, we will provide information and resources related to social emotional development while valuing your input and collaboration to best meet the individual needs of each child.



Our Commitment to a Nurturing Learning Environment

The Pyramid Model includes practices for building nurturing and responsive relationships with children and positive relationships with families as the foundation. We believe this is essential for promoting children's learning. The Pyramid Model also provides practices to establish a predictable environment, a balanced schedule of child-directed and teacher-directed activities, and strategies for supervising and guiding children to promote their engagement in learning.

Pocket of Preschool is a research based curriculum founded on play-based learning principles that were developed using best practices in early childhood education to support social-emotional development, literacy, and math through engaging, hands-on activities.

Additionally, we use CharacterStrong which is a research-based supplemental curriculum that supports schools across all tiers of intervention with programs and training that build character, strengthen school climate, and improve student behavior, sense of belonging, well-being, and academic participation.

To support a collaborative approach, we will be sharing the lessons from our adopted curriculums with students' families providing them with strategies for reinforcing learned skills across all environments.



Our Program's Behavior Expectations

At PCSELP, we have four program-wide behavior expectations that are taught to children and expected of all stakeholders.

	Large Group Rules	Block Center Rules
 We Take Care of Ourselves.	Bodies Calm. 	Only build as tall as you are. 
 We Take Care of Each Other.	Voices Quiet. 	Only knock down your own structure. 
 We Take Care of Our School.	Helping Hands. 	Put the blocks away when you are finished. 
 We Take Care of Our World.	• Looking Eyes.  • Listening Ears. 	Check to make sure the center is cleaned up. 



Our goal is for children to learn emotional regulation skills as they engage in behaviors that meet these expectations at school, at home, and in the community.



We Believe Behavior Has Meaning

At times, young children might engage in behavior that is challenging to adults. We believe behavior is a form of communication. Behavior as a form of communication often says:

"I want something."

(i.e. Child grabs a toy from another child. Child has a tantrum in the cafeteria when chocolate milk is not an option.)



"I don't want something."

(i.e. Child screams "I don't want to take a nap" and runs away from the cot. Child pushes another child that has entered his/her personal space.)



Children often engage in challenging behavior when they don't know how to express a complex emotion like frustration or anger or do not yet have the skills to verbalize wants/needs. By identifying what children are trying to communicate through their behavior, we are better able to address the specific behavior by providing needed support and through intentionally teaching appropriate skills to use in place of the challenging behavior.

Through the use of the Pyramid Model Framework, our teachers use a proactive approach to supporting individual needs and specific social emotional skills which reduce the likelihood that challenging behavior will occur. However, when these behaviors do arise our staff is committed to responding in a positive manner through redirection, validating strong emotions and helping them learn and utilize coping and de-escalation strategies.

At PCSELP, teachers will NEVER engage in acts of verbal shame, humiliation, threatening or isolation of a child, or withholding food and activity as a response to behaviors they find challenging.



Our Commitment to Supporting All Children

Children sometimes need additional support in learning social-emotional skills. In partnership with the family we will discuss ideas for providing additional instruction (e.g., using supplemental materials, structuring children's play with each other, using intentional teaching techniques. During the initial Brigance screening, all families are provided interview questions to rate both self-help and social-emotional skills. Information from the results provides teaching staff with an idea of what each child might need to be successful in learning new skills.

For children who exhibit persistent challenging behavior, we will team with the family to develop an individualized intervention plan that works to reduce or prevent the challenging behavior while also teaching the child appropriate skills to use in its place.



Together, we can help every child succeed!



Our Commitment to Continuous Improvement

An important aspect of the implementation of the Pyramid Model is the use of data in decision-making. We use data to improve our understanding of children's needs, how our staff is implementing the Pyramid Model, and to ensure that all children are making progress.

We also collect data on how teachers respond to children's behavior incidents and the factors that might be related to the behavior. By tracking our teaching staff's responses, we can analyze the data to see if changes might be needed to strengthen our prevention/intervention practices.

We also meet annually to review/revise our Child Guidance Policy. Our team welcomes input from families as a part of this process.



Our Commitment to Supporting Program Staff

At PCSELP, all staff members are expected to understand and uphold the child guidance policy.

Our program is committed to providing continuous professional development to our teaching staff in the use of evidence-based prevention and intervention strategies. With a growth mindset, all teaching staff will pursue professional learning opportunities, participate in Pyramid Model practice-based coaching sessions, team-leadership meetings, and continuously self-reflect for the purpose of implementing practices with fidelity.

For better understanding of developmentally appropriate practices (DAP), we utilize a school-wide approach to encourage all staff members to embrace the Pyramid Model and DAP frameworks.



Attendance!!

- Regular attendance is a must for our preschool students to gain the greatest benefits from the preschool program.
- Consistency is important for your child to receive and retain the content that the teacher is teaching in the classroom.
- Your child matters to us. We love seeing them at school everyday.
- Preschool is the first experience with school that your child will have. We want it to be meaningful and exciting for them.

Attendance is taken daily. If your child is absent for four (4) consecutive days or your child has irregular attendance, the preschool teacher will contact you to discuss your child's attendance. Contact will be documented. Additionally, the teacher may conduct a home visit to discuss any issues related to your child's attendance.

If continuous absences occur after the teacher has met with you or contacted you several times, your child may lose his/her place in the preschool program and another child may fill his/her spot.

* The preschool program reserves the right to unenroll preschool students with irregular attendance after documented attempts to contact the parent have been made.



CURRICULUM

Preschool classrooms typically follow a consistent daily routine. Instruction is provided in large group, small group, and individual activities. Skills are embedded throughout daily routines and activities.

The classroom environment is designed for active learning and self-discovery. Activity centers are arranged to encourage and enhance skill development and include such areas as fine motor, dramatic play, art, science, and library.

Structure is extremely important to children of all ages. Knowing what to expect from the surroundings and being able to predict what will happen next is a source of comfort to us all. It makes us feel safe. Preschoolers are no different. A predictable classroom routine and consistent rules allow children to take initiative, problem solve, and develop independence and self-esteem.

Positive reinforcement, redirection, verbal reminders, visual cues, and natural consequences are used consistently in the classroom to encourage appropriate behavior.

Preschool students will spend time outside each day when possible. By doing so, they develop balance and coordination. ** Be sure to dress your child in clothing (including shoes) that is appropriate to the weather.*

Our preschools use a variety of curriculums including **Pocket of Preschool** and **Character Strong**. Our curriculum and lesson plans meet the Kentucky Early Learning Standards.



ASSESSMENTS

Our students are assessed using a variety of assessment tools.

*** Teaching Strategies Gold:** Preschool students are assessed throughout the year with Teaching Strategies Gold. While data is collected on an ongoing basis, parents will receive a detailed report in the fall, and spring. Progress reports are sent home and/or discussed during home visits, which will occur two (2) times per year for all children in the preschool program.

*** Brigance Screener:** The Brigance is given at the beginning of the school year to screen for any areas of delay. Based on the information, students may begin the RTI process if there are any delays. Students are also screened in the winter and spring to assess progress.



*** COS (Child Outcome Summary):** This is a process involving multiple sources of information and "team based" decision making. A 7-point rating scale is used to describe how a child functions across settings and situations.

PARENT INVOLVEMENT

One of the most important things **YOU** can do to help your child be successful in school is to be involved in his or her education. The research evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which the student's family is able to (1) create a home environment that encourages learning, (2) express high (but not unrealistic) expectations for the children's achievement, and (3) become involved in their children's education at school.

Keep the communication lines open between you and the teacher. Attend parent meetings that are scheduled. Come to parent workshops and volunteer in the classroom whenever you can. Parent involvement activities are scheduled throughout the year.



CLASSROOM VOLUNTEERS

If **YOU** or a family member think you may want to volunteer in the school building or on a field trip throughout the school year, **YOU** must fill out a "Volunteer Application" form (Perry County School Board Policy). You can get this form from your child's teacher or the Family Resource Youth Service Center coordinator. It can take several

weeks to process, so please fill it out and return it as soon as possible. Please be aware that every time **YOU** come into the school building as a volunteer, **YOU** must stop by the office to sign in and pick up your badge.

- All of this may seem like an inconvenience at first, but remember that this is for the safety of your child.

CONFIDENTIALITY

Perry County Schools will not release educational records to any outside agency without your written permission. Teachers and teaching assistants must have confidentiality training as part of their professional development each year.

PRESCHOOL Parent Outreach and Active Involvement Plan

It is our goal to provide our preschool students with the best early childhood learning opportunities possible. Parents are oftentimes their children's first teachers. They are advocates for their child's education and educational informants to the preschool teacher upon preschool entry. Like teachers, parents nurture their children's growth and development. It is through collaboration between all stakeholders (teachers, administrators, service providers, parents, and children) that the educational foundation is created for student growth and success.

EXPECTATIONS FOR PARENT INVOLVEMENT

It is the intent of the Perry County School District that the parents of participating preschool students be provided with frequent and convenient opportunities for full and ongoing participation in their child's preschool program. Opportunities shall not only be provided, but strongly encouraged, regarding parent involvement.



The importance of early childhood learning is promoted through Child Find measures such as preschool registration information and advertisement, the availability of information regarding child development/milestones, and community activities that promote early childhood education and parent involvement.

PRESCHOOL Parent Outreach and Active Involvement Plan continued.....

How Will Parent Outreach and Involvement Occur?

1. Two-way communication between teachers and parents including calls, school visits, home visits, newsletters, etc.
2. Availability of resources to parents as needed. These resources may include individuals, agencies, materials, and services.
3. Encourage parents to use the Family Resource Youth Service Centers for support.
4. Parent Surveys will be given to allow teachers to focus on the strengths and areas for growth related to their preschool program based on parental input.
5. Encourage parents to participate in available parent workshops and parenting classes.
6. Encourage parents to volunteer in the school.
7. Encourage parents to attend events and activities regarding childhood learning at each school and within the community. Keep parents informed of these dates.
8. Collaborate with various community partners and organizations to help find necessary and supplemental resources for student growth and development.

* Some of these include: LKLP Head Start, KY Valley Education Cooperative, Perry County Public Library, Perry County UK Extension Office, Save the Children, Partners for Rural Impact, Health Department, KRCC, Primary Care Centers of Eastern KY, Salvation Army, local businesses, and local government officials.

Parent input and concerns will be documented for COS and to guide educational decisions. Parent participation will be discussed at district preschool professional learning committee meetings.



HOME VISITS

State preschool regulations require a minimum of two (2) home visits by the teacher for each child every year. Teachers will schedule a home visit each semester to discuss your child's progress.

We feel these home visits are a good time for you to learn more about your child's teacher and their school experiences. Teachers share your child's progress and answer any questions that you have. We look forward to these visits and would greatly appreciate your cooperation in scheduling them with your child's teacher.



TRANSPORTATION

If you have a child that will be riding a bus:

- A transportation/bus monitor form must be completed and must include before school pick-up location and after school drop-off location.
- Both destinations must be in the same school district.
- Any changes to transportation must be communicated to the teaching staff and the transportation department.
- Students will not be dropped off unless an adult is present and is on the pick-up list of the student.
- If an adult is not present, the child will be returned to the school.
- If the problem is persistent, bus transportation privileges may be suspended.

Sometimes problems do occur on the bus:

- If a child engages in behavior that may be harmful to himself or others, the bus driver or aide will notify the school.
- The school will then notify the parent about the behavior.
- If the problem is persistent, bus transportation may be suspended for your child.

ARRIVAL & DISMISSAL PROCEDURES

- If your child does not ride the bus, you will need to sign a check in/check out form upon arrival and departure.



IMPORTANT

Information Regarding Pick-Ups and Drop-Offs!!!!

Pickup Locations:

Please make sure the teacher and bus driver are aware of drop-off and pick-up locations if they vary. Inform the teacher prior to any changes to the pick-up or drop-off location.

While it is understandable that an issue may arise and a change may occur due to a special circumstance, changes should not occur continually. If there is a custody issue or some other issue in which a child's pick-up and/or drop-off location changes often, a schedule must be made out and followed by all parties. Continual changes to the schedule or last-minute changes create confusion and may result in your child not being dropped off (and returning to school) if someone is not at the location previously agreed upon.

No child will be dropped off without an adult (on the sign-out list) present. Any person(s) picking up your child must be on the sign-out list. We reserve the right to ask for proper identification.

***Please Note:**

Perry County Preschools reserves the right to take away bus privileges of preschool students if pick-up and drop-off issues occur often. We would like to avoid this becoming an issue. If an issue occurs it will have to be documented by the teacher. If pick-up and drop-off issues occur more than (2) times the teacher will need to set up a meeting and/or contact will be made. The teacher will also need to keep documentation of meetings, calls, or attempts to contact parents/guardians. If the issue then continues, your child may lose his/her bus privileges as this can become a safety issue. Then if irregular attendance becomes an issue the child may lose his/her preschool spot. (see the previous page on attendance).



IMPORTANT INFORMATION REGARDING PICK-UPS AND DROP-OFFS!!!

continued...

Sign Out List:

AGAIN, anyone picking up your child **MUST BE ON YOUR CHILD'S SIGN-OUT LIST**.

There was a sign-out form in the preschool registration packet that you were given to enroll your child for preschool. If you are not sure you have one filled out, please ask the teacher to verify that your child's records contain a completed sign-out form. This must be completed prior to the first day of preschool.

If the school does not have this on file, your child may not get to start preschool as this is a safety issue. All other registration information that was in the packet must be turned in also. (birth certificate, shot record, exams, social security card, etc.)

Late Pick-Ups:

Parents and guardians are expected to be on time to pick their preschool student(s) up. If late pick-ups occur, the teacher will have to document the date and time.

After three (3) instances of having your child picked up late, the teacher may meet with you (by phone or in-person), to discuss the issue.

If the teacher is unable to contact you by phone or in-person, they will also have to document this. If late pick up occurs again after the teacher has attempted to contact you about the issue, Perry County Preschools reserve the right to unenroll your child.



MEALS

Meals are served during both preschool sessions. Both the morning and afternoon sessions are served lunch. Perry County Schools participate in the Community Eligibility Options Program. Therefore, meals are provided to ALL students at no cost to parents. However, you are still required to complete a HIF (Household Income Form).

- * Please notify the teacher if your child has any food restrictions.
- * Please notify the teacher before sending any classroom special snacks. (birthday cupcakes, cookies, gummies, etc.)



WEATHER & OUTDOOR PLAY

We believe in the benefits of outdoor play and make safety a priority with the following policies:

OUTDOOR RECESS POLICIES:

- When wind chill makes the temperature feel like 35 degrees or below, students will have recess inside.
- When the heat index is 92 degrees or above, students will have recess inside.
- If your child cannot go outside for health reasons, a note from a physician is required.
- Remember to dress your child appropriately based on the weather (see dress policy).



WEATHER DELAYS

- When Perry County schools are closed or on a two-hour delay, the preschool program will be closed.
- When Perry County schools are on a one-hour delay, there will be no morning preschool, however afternoon preschool will operate on regular schedule.

DRESS CODE

Please make sure your child is dressed appropriately for Pre-K. We do sometimes get messy, so please keep this in mind when dressing your child for school.

DRESS APPROPRIATELY FOR THE WEATHER

The changes in weather require the preschool staff to monitor the health and safety of the children. Parents should dress children to maintain a comfortable body temperature.

- For example, in warmer months, children should wear lightweight cotton and in colder months, layers are best.
- Coats, hats and mittens are required for outdoor play in winter (mittens are preferred over gloves).



PERSONAL BELONGINGS

Please do not allow your child to bring any toys or other personal items (jewelry, rings, etc.) to school unless requested by the teacher.

The preschool classroom contains a vast variety of materials for the children to play and interact with. Toys brought from home are difficult to share and easily broken.

There may be times when the teacher may ask for families to contribute items to the classroom, depending on the lesson they are teaching. (empty cereal or cracker boxes, a child's favorite toy for show and tell, snacks for a party, etc.)

Children are permitted to bring a backpack and lunchbox (however-food is provided per class via our food service program).

Each child will have his/her own personal space for his/her belongings (his/her cubbie).

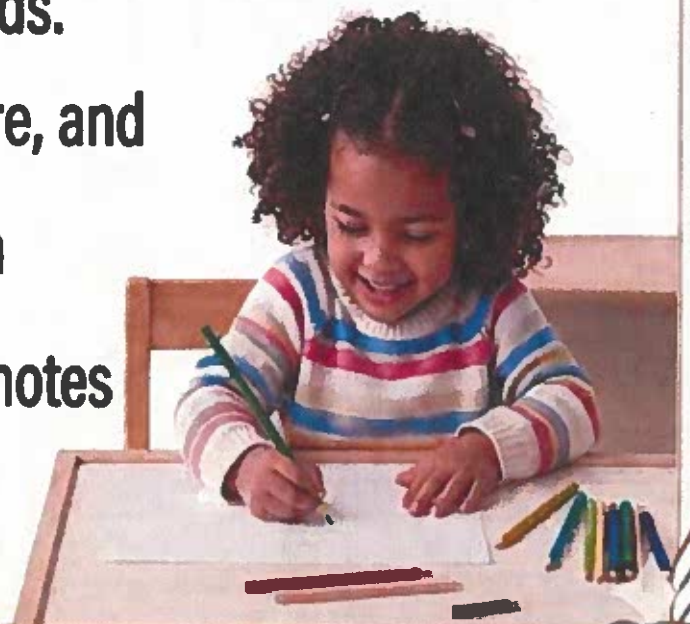
Please label all book bags, lunch boxes, jackets, etc. with your child's name.



MOST PRESCHOOL AGED CHILDREN...

From 3 to 4 years of age, most children...

- **Explore their world and start to learn how to read and write.**
- **Can recognize matching sounds and some printed letters and numbers.**
- **Understands ideas such as beside, near, above, under, over and far.**
- **Listens, follows directions, and can focus on a specific task.**
- **Takes turns speaking in a conversation.**
- **Likes being read to and knows about books (how to hold a book for reading, the front and back of a book).**
- **Starts to understand the connection between spoken and written words.**
- **Can count, sort, compare, and identify shapes.**
- **Holds a pencil or crayon correctly.**
- **Tries to "write" ideas or notes by scribbling.**



Tips On How to Help Your Child

*** Have a regular reading time everyday.**

*** Visit the library often and take your child to children's activities.**

*** Sing songs and say nursery rhymes.**

If your child uses sign language, sign with your child.

*** Give your child the time and materials to color, draw, do puzzles, and cut paper.**

*** Volunteer: If you can volunteer during school hours, that's great! We'd LOVE to have you!**

*** There are many opportunities for involvement, including but not limited to:**

- 1. Assisting on a preschool field trip.**
- 2. Sharing a family cultural custom with the class.**
- 3. Collecting materials needed for crafts and other projects.**
- 4. Talking to the class about your job.**
- 5. Helping set up at parent trainings and events.**



How Children Learn From Activities

When you visit your child's classroom, you see a room full of children playing. Like most parents, you are probably wondering what your child is learning. To answer your questions, we have made an activities chart. On the next page we have listed typical things children do when they play in each area of the preschool classroom. (When children do this). Then we listed the concepts and skills children actually develop from this play (They are learning to).

Please remember that it is against preschool regulations to use workbooks or ditto sheets in the preschool classroom.



	WHEN CHILDREN DO THIS:	THEY ARE LEARNING TO:
	BUILDING: * Put blocks in trucks and dumping them * Using blocks and wooden animals to create a zoo * Balancing one large block on top of another.	* Understand size, weight, and number concepts (math and science) * Recreate the world around them (geography and social skills).
	DRESS UP: * Putting on dress-up clothes * Pretending to be grown-ups * Separating cups and plates at clean-up time.	* Using their small muscle skills (self-help and writing) * Understanding their experiences better (abstract thinking) * Grouping objects in categories.
	HAND TOYS: * Putting pegs in a pegboard * Finishing a puzzle * Sorting pictures that are the same.	* Coordinating the actions of their eyes and hands (reading and writing). * Completing a task (study habits and self-esteem) * Matching and classifying (math).
	ART: * Using play dough * Gathering paper, scissors, and glue * Drawing a picture of a person.	* Recognizing how materials change (science) * Planning and carrying out a task (study habits and independence) * Using symbols (reading and writing readiness)
	OUTDOORS: * Catching and throwing balls * Talking about changes in plants, people, and things outside as seasons change * Climbing on outdoor equipment	* Coordinate eye and hand movements (physical development) * Sharpening observation skills (science) * Using their bodies in challenging tasks (self-esteem)

EDUCATIONAL RESOURCES

- ★ Early Childhood Resources - KDE
Early Childhood Resources -
Kentucky Department of Education
- ★ Family Guides: Ask your child's
teacher or access from the
(governorsofficeofearlychildhood.gov)
- ★ Let's Learn Kentucky:
(governorsofficeofearlychildhood.gov)
- ★ PreKinders: (www.prekinders.com)
- ★ Splash Learn: (www.splashlearn.com)
- ★ ABCya!: (www.abcy.com)
- ★ Fun Brain: (www.funbrain.com)
- ★ National Geographic Kids:
(kids.nationalgeographic.com)
- ★ PBS Kids: (PBSKids.org)
- ★ Star Fall: (starfall.com)
- ★ Vroom: (vroom.org)



TRANSITION

All four-year-old children who have completed the preschool program will be involved in transition activities prior to Kindergarten/Primary enrollment. Listed below are activities that will ensure successful transition for all students and staff:

1. The preschool children will visit the Kindergarten/Primary classroom. This activity will allow children to meet the Kindergarten/Primary teacher and familiarize themselves with the classroom surroundings.
2. Preschool children will have the opportunity to attend schoolwide assembly programs with other primary students (when appropriate).
3. Preschool teachers will plan and implement instructional activities that prepare preschool students for primary.
4. Preschool children will be invited to summer camps and/or activities provided by the district and/or community partners.
5. Kindergarten/Primary teachers and early childhood assistants will attend Admissions and Release Committee (ARC) meetings (if applicable) regarding preschool students.
6. Kindergarten/Primary teachers will be invited to attend early learning opportunities including trainings offered by Ashland Regional Training Center, Kindergarten Transition Summit(s) Meetings, and other collaborative learning opportunities.
7. Parents will receive a packet at Kindergarten registration which will contain information about Kindergarten and have activities for their child to help prepare them even more for their first day of Kindergarten.



KEY PEOPLE

The following are key people that will be involved in your child's preschool education:

- Preschool Teacher
- Teacher's Assistants
- Principal
- Assistant Principal
- School Secretary
- Nurse
- Cafeteria staff
- Custodians
- Bus Driver
- Speech Pathologist
- Occupational Therapist
- Family Resource Youth Service Center Coordinator
- Counselor



- Perry County District Superintendent: Kent Campbell
- Perry County District Child-Find Coordinator: Bridget Brewer
- Perry County District Preschool Director: Stephanie Wooton