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## Caswell County Partnership for Children

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## 2018-19 Caswell County Pre-K County Plans

### Caswell County Pre-K Program Plans

All Caswell County Pre-K Sites are required to follow the Program Plans for Family Engagement, Transition, Transportation, Working with Children and Families with Limited English Proficiency, and Working with Children with Unique Needs and Challenging Behaviors. These plans have been reviewed and approved by the Caswell County NC Pre-K Committee. Sites are responsible for ensuring that each plan is implemented and maintaining documentation that demonstrates compliance with each plan. This information will be reviewed during the annual monitoring visit. Site Administrators should contact the NC Pre-K Contract Administrator (Caswell County Partnership for Children Executive Director) for questions or assistance addressing any plan issues.

### NC Pre-Kindergarten Program Family Engagement Plan

The Pre-K Program shall provide meaningful opportunities that intentionally include families in the decisions, plans, and activities that promote their child's learning. Pre-K sites should implement strategies and provide opportunities to develop partnerships with families and build reciprocal relationships that promote shared decision-making. The following strategies and opportunities should be provided to all families during the Pre-K school year:

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

Pre-K sites should maintain a log of activities and opportunities provided for family engagement activities.

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### NC Pre-Kindergarten Program Transition Plan

The Pre-K Program shall support the needs of participating children as they transition into pre-kindergarten and then into kindergarten. Pre-K sites should assist children and families to successfully enter the Pre-K program at the beginning of the school year and exit the program as they prepare for kindergarten. Pre-K sites should incorporate the following strategies to make these transitions easier for all involved.

#### ***At the Beginning of the Pre-K Year:***

Pre-K is a preschool program with exciting potential. Many of the children served in the program will be joining a classroom setting for the very first time in their young lives. Some children and families may not have attended a child care program in the past. With this in mind, sites should provide the following strategies to increase the likelihood of an effective, positive entry into the Pre-K program to support a successful school year:

- Acceptance Letters or Phone Calls should inform families about their child's placement and give details about next steps for completing the enrollment process.

***County Plans Approved by Caswell County NC Pre-K Committee (Committee) May 3, 2017; Effective July 1, 2017  
Revised County Plans Approved by Committee 1) April 26, 2018; Effective July 1, 2018***

- Parent/Child Orientation or Home Visits should provide families with information specific to the Pre-K program and include all general information parents will need to know. This may include:
  - ❖ Information regarding classroom teachers
  - ❖ Pre-K school year calendar
  - ❖ Classroom schedule
  - ❖ Academic, Social, and Emotional Goals for the school year
  - ❖ Information regarding ways families can be engaged in their child's education

**At the End of the Pre-K Year:**

Pre-K staff have worked hard all year to provide the children with the skills and experiences they need to help them be successful in Kindergarten. During the last few months of the Pre-K year, sites should incorporate the following strategies to help children and families effectively transition to Kindergarten:

- Kindergarten classroom visit for Pre-K children
- Kindergarten Orientation Workshop for families of Pre-K children to provide information and expectations regarding the transition to kindergarten
- Transition activity packets and/or materials for children and families
- Record-sharing and/or communication between Pre-K and Kindergarten staff
- Individualized transition activities for children with Individualized Education Plans (IEPs) in collaboration with Caswell County Schools Preschool Special Needs Program

Pre-K sites should maintain a log of activities and opportunities provided for transition activities.

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**NC Pre-Kindergarten Program Transportation Plan**

The Caswell NC Pre-K Committee considers the capacity to provide transportation a priority when selecting sites to provide Pre-K services. Pre-K sites are expected to provide transportation services for participating children to and from the Pre-K sites to address families' needs as resources allow.

Transportation services will be provided as follows by the current sites:

- Caswell Community Head Start will assist as many families as possible who need transportation in order for their child to attend the Pre-K program. Transportation will be provided to eligible children who are most in need according to the Center's referral system.
- Caswell County Schools will provide transportation for children that live in the Pre-K classroom's school zone. If the child lives outside of the school zone, parents will need to provide transportation to the selected Pre-K site.

All sites will be responsible for providing families with a copy of their site's transportation policies and procedures and securing signed transportation agreements as needed with their families.

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**NC Pre-Kindergarten Program Plan for Working with Children and Families with Limited English Proficiency**

The Pre-K program shall support the children and families in the Pre-K classrooms to be engaged and informed throughout the school year. Sites should provide support for each child's development and participation in the Pre-K Program. Pre-K sites should follow the plan outlined below for working with children and families with limited English Proficiency:

- Sites should have a system for identifying and documenting children and families who have limited English proficiency and need support to participate in the program. For example, sites can use the NC Pre-K application to determine if a language other than English is spoken most in the home.

- Each site has developed a plan to communicate with the identified children and families in their program:
  - Caswell Community Head Start: Bilingual staff within the agency can assist with translation in the Pre-K classroom and for activities such as home visits and parent meetings. The site also provides bilingual materials for children and families. In addition, staff label materials in the classroom with the languages represented by the children and families they serve.
  - Caswell County Schools: Bilingual staff within the agency can assist with translation during screenings, in the classroom, and can provide teacher or language related supports. The site also provides bilingual materials for children and families.
- Community resources available to assist all sites include:
  - Piedmont Community College provides English as a Second Language Courses
  - Caswell County Partnership for Children will maintain a resource listing of interpreting services

Pre-K sites should maintain a log of activities and opportunities that supports their site's implementation plan for Working with Children and Families with Limited English Proficiency.

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### **NC Pre-Kindergarten Program Plan for Working with Children with Unique Needs/Challenging Behaviors**

The Pre-K program shall work with early care and education partners to prevent, severely limit, and work toward eventually eliminating the expulsion and suspension – and ensure the safety and well-being – of young children in early learning settings. The Pre-K program shall support families and early childhood programs by providing procedures to prevent the suspension and/or expulsion of children with unique needs and/or challenging behaviors and to ensure their families have access to appropriate resources and supports to maintain their child's placement in the Pre-K program. The Suspension and Expulsion Policies and Procedures aim to:

- Raise awareness about expulsion, suspension, and other exclusionary discipline practices in early care and education settings;
- Provide recommendations on setting goals and using data to monitor progress in preventing, severely limiting, and ultimately eliminating expulsion and suspension practices in early childhood settings;
- Create a positive climate and focus on prevention of suspension and expulsion across the early care and education settings, and applied across the settings where children learn;
- Develop and communicate clear behavioral expectations, appropriate interventions, and consistent policies and procedures to address challenging behaviors;
- Ensure fairness and continuous improvements for all children;
- Ensure that all children's social-emotional and behavioral health are fostered in an appropriate high-quality early learning program, working toward eventually eliminating expulsion and suspension practices in all early care, and education settings;
- Provide resources to support programs, teachers, and providers in addressing children's social-emotional and behavioral health, strengthening family-program relationships; and
- Provide resources to support families in fostering young children's development, social emotional and behavioral health, and relationships.

Challenging behavior shall mean any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults that interferes with children's learning, development, and success at play, is

harmful to the child, other children, or adults, that put a child at high risk for later social problems or school failure.

When a child demonstrates challenging behaviors that prevent his or her progress in any developmental domain as referenced in the North Carolina Foundations for Early Learning and Development impeding the child's access to and participation in the assigned Pre-K classroom learning activities, the following shall apply:

(1) The Site Administrator shall first notify the NC Pre-K Contract Administrator and then the local school system's Preschool Exceptional Children Program for assistance if a child's cognitive, language and communication, emotional, social, health and physical needs exceed the program's capacity to address as indicated by one or more of the following:

- (A) developmental needs assessments;
- (B) home visits;
- (C) consultations with the family members;
- (D) daily recorded classroom teacher observations; and
- (E) modified instructional plans and differentiated lessons based on the child's individual goals.

(2) The NC Pre-K Contract Administrator, Site Administrator, teacher, and family members in consultation with the school system's Preschool Exceptional Children Program and other available community and state resources, such as Birth-through Kindergarten licensed mentors, evaluators, Healthy Social Behavioral specialists, child care health consultants, mental health specialists, social workers, and other local child developmental experts, shall develop a coordinated support plan to support the Pre-K child's placement and participation in the Pre-K Program.

(3) The NC Pre-K Contract Administrator shall notify the NC Division of Child Development and Early Education when support plans require an alternative placement and support services for a child.

(4) A site administrator shall not suspend or expel a child from a Pre-K Program until the site administrator has completed the requirements of Subparagraphs (1), (2), and (3) of this section.

(5) Unless the operator determines the child poses a risk of harm to himself or herself or others, and has completed the requirements of Subparagraphs (1), (2), and (3) of this section, no child shall receive less than the 6.5-hour Pre-K day. Risk of harm to oneself or others includes:

- (A) physical aggression such as hitting, kicking, punching, spitting, throwing objects pinching, pushing, and biting;
- (B) destroying property;
- (C) tantrum behaviors that might include behaviors such as kicking, screaming, pushing an object or person, stomping feet, or head banging;
- (D) verbal aggression including yelling, threats, and screaming;
- (E) persistent or prolonged crying that is loud or disruptive or crying that interferes with the child's engagement in activities; and
- (F) touching other children's private areas, and removing clothing from themselves or others.

Pre-K sites should maintain a log of children that have been suspended or expelled due to unique needs/challenging behaviors.

