

Charlotte-Mecklenburg NC Pre-K

Transportation Plan and Fees

The Charlotte-Mecklenburg NC Pre-K Committee believes that access to transportation is critical to participation in the Pre-K program. Based on this commitment, since 2007 the committee has only approved new sites or classrooms that provide transportation. In addition, the committee included the expectation that “directors will ensure that students receive transportation” in the Charlotte-Mecklenburg NC Pre-K Goals (approved Feb ’12). In addition, the committee has funded transportation scholarships which ensures that children eligible to participate in Charlotte-Mecklenburg NC Pre-K must not be denied services based on a family’s inability to pay for transportation.

It is optimal that all sites have transportation. However, if a site does not have transportation they will need to implement a plan with all families. The contract agency will verify that there is a plan in place for meeting families needs.

While transportation is a critical need for our families, there are limited resources for transportation in the community and within our sites. The committee, each site and CMS work collaboratively and creatively to provide transportation for children.

Community Child Care Centers

NC Pre-K Site Directors ensure that students receive transportation. Strategies include organized carpooling, assistance to parents in accessing community resources (public transportation) and offering transportation to students. The Charlotte-Mecklenburg NC Pre-K Program administers a transportation scholarship fund as part of its operating budget to help child care centers meet the costs related to providing transportation for participating families. When transportation funding is available:

- Transportation scholarships will be provided.
- Each scholarship equals \$20 per week per child for round trip transportation. (1 child X \$20 = \$20X 4 weeks = \$80 monthly per child).
- Up to five scholarships will be awarded per classroom on a monthly basis (\$80 per child X 5 children = \$400). Centers that have multiple classrooms will be provided scholarships at the rate of 5 per classroom (i.e. 3 classes X 5 scholarships = 15 scholarships per site).

Transportation logs must be maintained and submitted each month. These logs:

- List all NC Pre-K children that receive transportation provided by the child care center
 - Distinguish between scholarship and paying students.
 - Will be submitted on a monthly basis to the NC Pre-K office and are due on the last school day of each month with the monthly attendance report.
 - Will be maintained in the NC Pre-K office and will be available upon request.
 - If additional funds are available, any child care facility that transports more than 5 children per classroom and reports such transportation on the monthly logs submitted to the NC Pre-K office may receive additional funds.

- In the event that there are not enough additional funds to provide scholarships to all eligible children in a classroom, the classroom will be required to offer the scholarships to children on a rotating basis. The program director must contact the contract administrator for guidance on how to administer available scholarships funds.

- If a child is not a transportation scholarship recipient within a school month, parents may be charged a nominal fee (not to exceed \$20 per week per child) to offset the costs of transporting children to and from the NC Pre-K program.

Public School Sites

NC Pre-K students who attend a Charlotte-Mecklenburg school will be provided transportation to and from school if they reside on the regular school route as determined by the CMS Transportation Department.

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Charlotte - Mecklenburg NC Pre-K Suspension Prevention Plan

Suspension and Expulsion **is not** the response recommended by Charlotte Mecklenburg NC Pre-K for students with challenging behaviors. Charlotte Mecklenburg NC Pre-K follows guidelines regarding suspension and expulsion in accordance with *Child Care Rule 10A NCAC 09 .3017 CHILDREN WITH UNIQUE NEEDS AND CHALLENGING BEHAVIORS*

https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NCPre-K_rule3000October2017.pdf

which states, “ A site administrator shall not suspend or expel a child from a NC Pre-K Program until the site administrator has completed the requirements of Subparagraphs (1), (2), and (3) of this Paragraph”.

NC Pre-K Teachers and Directors should collaborate with NC Pre-K Support Staff (Literacy Coaches, Social Workers, Family Advocate and Pre-K Psychologists) and families to support students with academic needs and challenging behaviors in order to prevent suspensions. The role of the support team is to ensure that evidence based practices are used and that teachers have the support needed to work with all students with academic and behavioral challenges. This Multi-Tiered System of Support (MTSS) addresses the needs of the whole child through a variety of instructional strategies and interventions.

NC Pre-K will also utilize the Guiding Practices in Early Childhood Discipline Document. [Guiding Practices Document](#)

In order to support healthy social emotional development for all students, NC Pre-K Teachers and Directors shall implement the following practices:

Core/Universal Practices

Engage in “Beginning of the year” activities with students and families. These practices include home visits, parent orientation, and staggered entry days, and are in place for Teachers and Directors to begin forming positive relationships with students and families.

- a. Teachers will implement best practices for social emotional development as outlined in the North Carolina Foundations for Early Learning and Development, http://ncchildcare.nc.gov/providers/pv_foundations.asp and the North Carolina Preschool Pyramid Model <https://nceln.fpg.unc.edu/ncppm-resources-overview>

- b. Teachers will teach the RECAP curriculum, utilize a positive reinforcement system (suns) and implement strategies from the NC Preschool Pyramid Model throughout the school day.
- c. Social Emotional objectives are a point of emphasis in the first trimester through teacher observation and assessment; corresponding strategies are offered through the identified assessment system, TS GOLD.
- d. Teacher documents behavior concerns and strategies used in the classroom to support the identified student.
- e. Teacher consults with the center director and the child's family.
- f. Teacher consults with the Pre-K Coach/Social Worker to review data to determine next steps.

Supplemental/Individualized or Small Group Student Strategies

- a. An assigned case manager provides a consultation that may include a records review, meeting with the director and classroom teacher, and a classroom visit in order to identify evidence based strategies to support the student and initiates [Behavioral Engagement and Developmental Needs Report](#) if appropriate.
- b. The case manager will facilitate the Multi-Tiered System of Support (MTSS) process to develop a support plan with the school, family, and team. The team will develop a Supplemental/Tier 2 Plan based on evidence. This may include specific instruction regarding targeted social emotional skills, conducting a Brief Functional Based Assessment (FBA) and development of a Behavior Intervention Plan (BIP). The Teacher will implement targeted interventions with fidelity and collect data to measure student progress over time.
- c. of the implementation of the strategies established during the consult visit. Student work plans may include strategies for specific instruction, small group instruction, specific reminders for transition times and additional scaffolding. Teacher will implement identified intervention strategies and additional supports.
- d. Referral to community agencies will be made available as appropriate for additional support.
- e. Targeted interventions must be implemented with fidelity and progress monitoring data collected for a *minimum* of 4 weeks. In addition, all universal practices must be in place.
- f. The assigned case manager will review data with the teacher to determine next steps.

Intensive/Persistent Academic and/or Challenging Behaviors and Safety Concerns

- a. The assigned team member meets with director, teacher and parent to discuss persistent academic and challenging behaviors in order to review the current Supplemental/Tier 2 Plan that specifically targets replacement behavior instruction as identified through conducting a Brief Functional Based Assessment (FBA) and the development of a Behavior Intervention Plan (BIP) and/or specific academic interventions. If needed an Intensive/ Tier 3 Plan will be developed.
- b. Targeted interventions must be implemented with fidelity and progress monitoring data collected for a *minimum* of 4 weeks. In addition, the team must determine the level of individual and small group strategies identified on the Intensive/ Tier 3 Plan .
- c. When challenging behaviors persist and pose a substantial threat to safety, the NC Pre-K Support Team will assist the site Director and Teachers in developing a crisis response/safety plan. This plan may include consultation and support from Pre-K Social Workers and/or Psychologists and the NC Pre-K Administration. This consultation and MTSS data will determine next steps.

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Family Engagement Plan



In order to develop partnerships with families and build relationships that support student success, the following practices are in place:

- Home Visits are conducted before each child starts school.
- All parents participate in a NC Pre-K Parent Orientation at the site their child is enrolled.
- All families will be added to the Ready Rosie Platform
- All parents are required to complete one Parent-Teacher Conference during the school year. Additional conferences may be scheduled by the teacher or requested by the parent.
- Each parent is required to attend a minimum of 4 school activities during the school year, an Open House/Curriculum Night is highly recommended in Early October.
- Four to six high-interest parent workshops are conducted at each site during the school year, with the expectation that 100% of parents attend at least one workshop.
- All sites conduct a “Transition to Kindergarten” workshop in February, March or April. Parents are informed where their child will be attending kindergarten and encouraged to attend the “Beginner’s Day/Night” at that school.
- F.R.E.D (Families Reading Every Day)- Each child is required to read 100 books with a family member during the school year. Books are supplied by each site and the NC Pre-K Program contractor. Online books are also an option.
- Parents are encouraged and asked to participate in classroom activities or visit the classroom at least once during the school year.
- Sites are encouraged to provide incentives for regular attendance, including being on time.
- Parents receive “hands-on resources” from the classroom teacher to use at home a minimum of 4 times per year. The materials are differentiated in order to meet the needs of each child.
- TS Gold Parent Reports are completed for each child three times each year to share helpful information about each child’s progress in all learning domains.
- The NC Pre-K Social Workers and Family Advocate work collaboratively with each site to support families in reaching parent engagement requirements.
- A parent survey is conducted by each site at the end of the school year to gain information about the parent’s satisfaction with the program. This information is used to make program adjustments and improvements.
- Parents are often invited into the classroom to share their own experiences, clothing or household items and food with the class

Community Resources: In addition to Social Workers and the Family Advocate being available, we share, with families and NC Pre-K Directors, community resources which support children and families with limited English proficiency

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Working with Children and Families with Limited English Proficiency

Families

In order for families to be engaged and informed throughout the application and placement period, and the entire time their children participate in NC Pre-K, Charlotte-Mecklenburg NC Pre-K:

- Provides written material in both English and Spanish (application, placement letter, NC Pre-K Family Handbook, classroom newsletter, field trip form, TS Gold Parent Report)
- Schedules interpreters for parent orientation, application and screening (if it takes place at CMS' application center) and parent conferences (interpreters are available in every language represented by NC Pre-K students)
- Provides information regarding resources available in the community
- Collaborates with other parents to translate or communicate with parents who have limited English
- Invites parents to visit their child's classroom

Children

In order for English Language Learners (ELLs) to feel welcomed, experience nurture and encouragement, and to be valued as a member of the class:

- Teachers build relationships with the child through non-verbal language at the home visit first, and throughout the school year
- Adults promote and value each student's culture by representing all children in classroom and instructional materials (diverse photographs, books, materials, posters)
- Classroom items are labeled in languages spoken by the children (one color per language to validate that speakers use multiple languages)
- Children are encouraged to speak in their native language, and teach their classmates simple terms
- Teachers support children through repetition, providing sentence starters, and the use of visual aids (pictures and objects), to help children make connections to English vocabulary
- Technology is used to help ELLs learn more quickly and with less fatigue (especially helpful for those children who do not read social cues as easily and therefore cannot pick up routines simply by watching)

- Arte y Más videos feature native pronunciation of Spanish vocabulary and provides opportunities for all children to learn some Spanish. Native Spanish speakers have the opportunity to engage and learn content words in their own language and Native English speakers are exposed to a second language at an early age. This language exposure helps to build and strengthen synapses in the brain and triggers academic language gains and promotes respect for people who speak languages different from the child.
- Literacy Coaches provide recommendations for exposing all children to a second language (attached)

Teachers

To equip teachers to better serve ELLs:

- Professional development includes strategies and additional recommendations for working with ELLs
- PLCs plan for individual students and differentiate based on the student's needs
- Coaches provide recommendations and best practices to individual teachers, as well as all teachers
- Teachers learn about the stages of language acquisition
 - Some new learners of English will go through a "silent period" which is an interval of time during which they are unable or unwilling to communicate orally in the new language. The silent period may last for a few days or a year depending on a variety of factors. It is important to be patient during this period. Students are developing receptive language skills at this time and will benefit from repetition, sentence starters, and the inclusion of visual aids (pictures and objects) to help them make connections to English vocabulary.
- Arte y Más is part of the weekly schedule
- Recommendations for exposing all children to a second language are provided

Accessing Translation Services

- CMS is contracted with a 3rd party vendor (INTO Languages Global) who provides translating services to all NC Pre-K classrooms. Services offered by vendor vary from sending an interpreter to a teacher conference, document translation and making phone calls. To secure services the NC Pre-K site director must submit an interpreter request form to Erika Ugues. The form must be submitted at least 48 hours before the date of service.

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Transition to NC Pre-K Plan

Timeframe	Activity
July	A Developmental Assessment is administered through a parent interview to any child that was placed in an NC Pre-K class.
August	<p>Every NC Pre-K student receives a home visit from their teacher and co-teacher. The purpose of the home visit is to establish a relationship with parent guardians and the child while sharing important information about the program.</p> <p>Prior to the first day for students, families are required to attend a parent orientation. During the parent orientation, NC pre-k directors and teachers review the program goals and requirements, curriculum, assessment, and site specific information (i.e. transportation, meals, arrival/departure).</p> <p>During the first three days of the pre-k school year, students come to school in small groups. This staggered entry allows students to learn the classroom rules and procedures while experiencing the daily schedule.</p>
August/September	<p>All NC Pre-K classrooms implement the same lesson plans for the First 5 Days of School: Building Community. These lesson plans focus on teaching the classroom rules, routines and procedures and building community. They are an integration of the Creative Curriculum, Beginning of the Year study, RECAP and Positive Preschool Modules (PPM)</p> <p>Add All Student's Families to the Ready Rosie Platform</p>
October	Open Houses/Curriculum Nights should occur in Early October. Contract administrator begins advertising and promoting the start of the pre-k screening process for the next school year.
November through July	<p>Application, screening and enrollment process for next school year.</p> <ol style="list-style-type: none"> 1. Families complete an application and the student participates in

	<p>a developmental assessment.</p> <ol style="list-style-type: none"> 2. All applicants are administered a developmental assessment and income reviewed for NC Pre-K eligibility. 3. Students whose primary language is not English are administered the Pre IPT. 4. Parents are notified of placement by phone or email every 4 to 6 weeks. <p style="text-align: right;">Revised May 2021</p>
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Transition into Kindergarten Plan

Timeframe	Activity
September-June	<p>Parent workshops and engagement opportunities are provided related to all Pre-K learning domains and how they prepare children for Kindergarten. (Special emphasis on Social / Emotional Development)</p> <p>Examples of Workshops:</p> <ul style="list-style-type: none"> ● Making Your Home a Learning Environment ● Becoming Familiar with the TS Gold Assessment Tool ● Managing Behavior through Positive Discipline ● Reading With Your Child ● Encouraging Language Development in Young Children ● Playing Games to Grow On With Your Child
October	Parent Teacher Conferences are scheduled with each parent. (Additional Parent Conferences are scheduled as needed.)
October- June	TS Gold Parent Reports are sent home to inform parents of their child's progress and areas to work on at home three times a year. Books and parent resources are sent home with intentional learning objectives in mind.
February	Parents are notified of their child's home school for Kindergarten enrollment.
February - April	Transition to Kindergarten parent workshop held at all CDC sites.
February-August	Elementary Schools host <i>Beginner's Day/Night</i> events for rising kindergarten children and parents. Information on dates and times for Beginner's Day are sent to all childcare sites in Charlotte-Mecklenburg and are available on the CMS website. Ready for Kindergarten booklets are provided at these events.
February-May	Ready-Set-Go CD Series are utilized at transition events and available to all parents via the Mecklenburg County Library and online.
May-June	Transition to K Forms are completed for each child. This form highlights the child's strengths, areas of concern and any supports provided. The forms are shared with the receiving principal and kindergarten teachers.
June-August	Pre-K Cum Folders are delivered to the school the child has been assigned to attend kindergarten.