



**KENTUCKY PRESCHOOL  
 PROGRAM REVIEW REPORT 2011-2012  
 Breckinridge County  
 Date February 15-16, 2012**

**Met 20 out of 22 possible indicators**

Met	Program Structure
✓	1. Eligibility
	2. Special Education
✓	3. Program Operation
✓	4. Staffing/Teaching Credentials
N/A	5. Contracting (N/A)
✓	6. Attendance
✓	7. Professional Development
✓	8. Head Start Collaboration

Met	Environment
✓	9. Ratio and Staffing
	10. Developmentally Appropriate Practices
✓	11. Routines
✓	12. Equipment and Materials
✓	13. Space
✓	14. Funding
✓	15. Individual Needs of Children

Met	Curriculum and Assessment
✓	16. Assessment of Children
✓	17. Annual Evaluation of Preschool Program
✓	18. Student Information
✓	19. Screening

Met	Health, Safety and Nutrition
✓	20. Meals
✓	21. Safety Policies
N/A	22. Transportation N/A
✓	23. Recruitment

Met	Families and Communities
✓	24. Parent/Family Involvement
N/A	25. Wrap Around Services (N/A)

**Based on review by KDE Site Visit Team**

## **Breckinridge County Consolidated Review Site Visit Report**

### **Purpose**

The Consolidated Monitoring site visit process is intended to coordinate Kentucky Department of Education interagency monitoring into a more concise timeframe and thereby reduce the burden on school districts and provide improved service and support to districts in the regulatory monitoring process.

This preschool program report divides the on-site visit into five sections: (1) program structure; (2) environment; (3) curriculum and assessment; (4) health, safety and nutrition; and (5) families and communities. Each section has a summary followed by strengths, findings and recommendations for the district. Strengths are examples of program quality. Findings are items that do not meet regulatory standards and recommendations are suggestions for program improvement reflecting best practice. Upon receipt of this report, the district may submit questions and edits to your KDE preschool consultant Janis Logsdon (Janis.Logsdon@education.ky.gov) within three weeks (provide day and date of deadline here).

### **Discussion**

The Consolidated Monitoring site visit team visited Breckinridge County on February 15, 2012. The preschool monitoring team consisted of one preschool consultant from KDE. The preschool component of consolidated site visit included a review of documents at central office, classroom observations in 4 schools, interviews with teachers, assistants, preschool educational manager, data entry clerk, family service worker and the preschool/special education coordinator. A post site visit e-mail on March 13, 2012, shared the highlights of this report after the examination of the documentation, completion of the site visits and interviews and compilation of this report.

### **Program Structure**

#### **Summary:**

The Breckinridge County Preschool Program meets M-TH for full day (7:30-2:30) and ½ day (7:30-11:30) on Fridays. The other ½ day is used for family services, planning, completing assessments, and other job responsibilities. The preschool program is fully blended with Head Start. Lead teachers are IECE certified in classrooms which enroll state-funded preschool students. All staff hold or are working toward Associates' Degrees. Implementation of KSI is a collaborative effort with Head Start personnel. While there is a Head Start waiting list, staff interviews indicate all eligible state-funded preschool students do receive appropriate services as

they transition from First Steps services. Staff interviews and folder reviews also indicate that related services, particularly speech and language, are usually provided during pull-out time in small groups 2 times per week. Placement and frequency of service should be an ARC decision based on individual needs and objectives for each child. Since evidence of this practice was not provided during the site visit and document review, district may submit further documentation confirming the practice. Physical therapy was also indicated as most likely occurring outside the classroom setting, depending on the needs of the child. Attendance records are maintained in Child Plus and all children receiving preschool or special education services are enrolled in Infinite Campus. Families are contacted if children are absent 4 or more days as indicated by contact logs and staff interviews. All staff attains the required number of professional development hours as documented in the staff PD log.

**Strengths:**

- **704 KAR 3:410 Section 7, Staffing/Teacher Credentials (#4).** All assistant staff hold or are working toward Associate degrees.

**Findings:**

- **700 KAR 1:350 Section 1, Special Education (#2).** Limited integrated and collaborative delivery of special education services. Related services, particularly speech and language services are usually provided during pull-out time in small groups 2 times per week. Please submit Action Plan to indicate placement and frequency of services is decided by the ARC, based on the individual needs and objectives for each child or submit appropriate and sufficient documentation to indicate compliance with this regulation.

**Recommendations:**

- **704 KAR 3:410, Head Start Collaboration (#8).** Written policy concerning waiting list for Head Start but not for eligible state-funded preschoolers, including explanation of how placement decisions are not pre-determined (i.e., based on enrollment numbers being lower than regulatory maximum group size and transfer of children between schools / districts).

## **Environment**

**Summary:**

Staffing and ratio requirements are in compliance with regulations. Class roles indicate maximum group size in all preschool classrooms is within regulatory compliance. Policy is in place which sets maximum group size for classrooms with 3 year olds at 17. Classrooms with children with more involved needs have 3 adults. Office staff relieves 3<sup>rd</sup> staff for breaks during nap/rest time. Classrooms at all sites are located on the ground floor and are supplied with adequate materials and equipment. All playgrounds are fenced. Lesson plans include planning for each part of the daily routine and often include individualized plans for children. All observed interactions between adults and children were positive, encouraging and nurturing.

Individual child support and modification of expectations were observed during rest time at 2 sites (wagon “rocking”, children having “quiet time” in library when coughing or restless). I-Pads are available for use by the children in the classrooms. Funding is generated for the preschool program from state-funded preschool and Head Start monies. Classroom schedules indicate less than one third of the day is spent in child-initiated activities and have limited scheduled gross motor time. Ditto use was evident at two sites (in children’s folders-Custer and displays-Ben Johnson).

**Strengths:**

- **704 KAR 3:410 Section 6(4) Ratio and Staffing (#9).** Classroom enrollment numbers kept down or 3<sup>rd</sup> staff member provided in rooms with enrollments that include children with more severe needs or a majority of 3 year olds.
- **704 KAR 3:410 Section 6, Individual Needs of Children (#15).** Positive, individualized adult/child interactions and supports.

**Findings:**

- **704 KAR 3:410 Section 6, Individual Needs of Children (#15a).** “Test sheets, workbooks and ditto sheets shall not be used as they are not developmentally appropriate for preschool children.” Dittos were evident at two sites. Please submit Action Plan with objectives and measures to address this concern.

**Recommendations:**

- **Early Childhood Environmental Rating Scale Revised (ECERS-R) Review.** ECERS-R items regarding daily schedule, particularly those concerning large motor time and child-initiated learning for substantial portion of the day, should be reviewed and changes made based on review.

## Curriculum and Assessment

**Summary:**

Random folder reviews indicate assessments of children are up-to-date and family reports include lists of next activities to work on for children. All required student information forms were included in folders randomly checked. Screenings are completed within regulation guidelines. Annual evaluation of the preschool program includes annual survey, parent and staff program evaluations, community assessment and Head Start self-assessment report.

**Strengths:**

- **704 KAR 3:410 Section 9, (#17).** Inclusion of families, staff, community and Head Start in annual evaluation of the program.

**Findings:**

- **None**

**Recommendations:**

- **None**

## **Health and Safety**

**Summary:**

All children receive breakfast and lunch daily. Transportation is not provided to preschool children as of a decision made 6-7 years ago due to funding issues. Interviews with staff indicate that enrollment or attendance does not appear to be impacted since the program is a full day program 4 ½ days a week. Another positive result from this decision noted by staff is the daily contact preschool staff has with parents. Two sites provide secure arrival and dismissal doors adjacent to the preschool classrooms and a conveniently located parking lot. Doorbells that quietly sound in the classroom alert staff of parents' arrival at the door so children can be dropped off or picked up without family members entering the building. This procedure also offers additional security for the entire school and respect for the parents' time since they are not entering the building, signing in at the front office and walking through school to the classroom to pick up their children. Recruitment is collaborative effort with Head Start. Documentation includes: First Steps flyer, Radio Station announcement for application information, Newspaper announcements, Screening announcements for newspaper, Distribution of recruitment materials and child quest document, Head Start / Preschool Release form, and Recruitment documents/agreements.

**Strengths:**

- **704 KAR 3:410 Section 8, (#22).** Secure and convenient arrival / dismissal entrance adjacent to preschool classrooms at Irvington and Ben Johnson.

**Findings:**

- **None**

**Recommendations:**

- **Early Childhood Environmental Rating Scale Revised (ECERS-R) Review.** Review the ECERS-R indicators to assure all health and safety procedures are adequate.

## **Families and Community**

**Summary:**

Head Start provides family services workers for all Preschool / Head Start blended sites. Flyers containing family volunteer information are distributed to all families and a family training plan is implemented.

**Strengths:**

- **None (i.e., the district is compliant with expectations)**

**Findings:**

- **None**

**Recommendations:**

- **None**

**Action**

The Breckinridge County Preschool Program met 20 of 22 possible indicators. The district received 5 strengths, 2 findings, and 3 recommendations.

Please use the P2R document on the File Maker Pro site with action plans addressing the findings. Actions for recommendations are not required. Each of the action plans should have a date for the estimated completion time. The district is requested to have the action plans completed for the item in the P2R document within 30 days of receipt of this report.