



**KENTUCKY PRESCHOOL PROGRAM
 CONSOLIDATED MONITORING REPORT 2011-2012
 Letcher County
 May 2nd, 2012**

Met 22 out of 23 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
✓	22. Transportation
✓	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

Letcher 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 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 improvement suggestions for program improvement reflecting best practice. **Upon receipt of this report, the district may submit questions and edits to Sally Shepherd (Sally.Shepherd@education.ky.gov) by August 17, 2012.**

Discussion

The Consolidated Monitoring site visit team visited Letcher County Preschool Program on May 1st, 2012. The preschool monitoring team consisted of one preschool consultant from KDE. The preschool component of the consolidated site visit included a review of documents at central office, classroom observations in West Whitesburg Elementary and Arlie Boggs Elementary schools, interviews with the preschool/special education coordinator, special education teacher, classroom teacher, assistants, and other preschool staff. A post site visit e-mail on May 24th, 2012, shared the highlights of this report after examination of the documentation, completion of the site visits and interviews and compilation of this report.

Program Structure

Program Structure – Summary

The Letcher County Preschool Program meets M-TH for ½ day. Friday is used by teachers for family services, planning, completing assessments, and other job responsibilities. These half day sessions are scheduled back to back and do not allow a mid-day break for teachers and staff, all breaks occur at end of day. Families are contacted if children are absent 4 or more days as indicated by written district policy. The district has policies in place that provide for multiple child find opportunities. Head Start takes part in preschool registration; students are recruited and placed in programs through collaboration between Head Start and the district. Implementation of KSI is individualized for each child and ensures opportunities for intervention prior to evaluation. 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 in small groups or within the classroom setting. Placement and frequency of service are an ARC decision based on individual needs and objectives for each child. Attendance records are maintained in Infinite Campus as well as recorded by teacher in paper form. All children receiving preschool or special education services are enrolled in Infinite Campus. All staff attains the required number of professional development hours as documented in the staff by staff interviews. Review of records indicates that lead teachers are IECE certified.

Program Structure – Strengths, Findings and Recommendations

Strengths:

- **704 KAR 3:410.** District implements policies that ensure the preschool program runs smoothly and the needs of the children are paramount.
- **704 KAR 3:410, Head Start Collaboration (#8).** Collaboration with Head Start in recruitment of children into both programs
- **707 KAR 1:300, Special Education (#2).** Collaboration with First Steps to provide effective transitions for children.
- **707 KAR 1:300, Special Education (#2).** Students with disabilities are fully integrated into all parts of the preschool program.

Findings:

- None

Recommendations:

- **704 KAR 3:410 Section 6 Program Operation (#3).** Back to back half day sessions in the preschool program necessitate that preschool staff take breaks at the end of the school day. District should revisit scheduling and offer alternatives to the current schedule that would allow staff to have mid-day breaks.

Environment

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. During this site visit the classroom at Arlie Boggs Elementary is operating well below regulatory guidelines for group size. Classrooms with children with more involved needs have 3 adults. Classrooms at both sites are located on the ground floor and are within regulatory compliance for space. West Whitesburg Elementary is supplied with adequate materials and equipment but Arlie Boggs Elementary was lacking in materials for some centers (only wooden blocks present, limited writing materials, few art supplies) also center areas at this site need to be more defined. Both playgrounds are fenced; however playground located at Arlie Boggs Elementary is located in an area that requires children to walk up several steep steps. The playground at Arlie Boggs Elementary also contained equipment that was not designed for preschool children or modified for children with special needs and had inadequate amounts of mulch. 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 all activities. Children were encouraged to participate in special programs and activities but were not pressured to do so.

Environment – Strengths, Findings and Recommendations

Strengths:

- **704 KAR 3:410 Section 6(4) Ratio and Staffing (#9).** Third staff member often provided in rooms with enrollments that include children with more severe needs.
- **704 KAR 3:410 Section 6, Developmentally Appropriate Practice (#10).** Positive, individualized adult/child interactions and supports.

Findings:

- **704 KAR 3:410 Section 6 (15b) 4 and 6, Equipment and Materials (#12).** District must utilize developmentally appropriate materials and equipment that is safe, durable, and kept in good condition (4), as well as accessible, attractive, and inviting to the children (6). The playground at Arlie Boggs Elementary requires children to climb several steep steps, has equipment that is not developmentally appropriate, and has inadequate amounts of mulch.

Recommendations:

- **704 KAR 3:410 Section 6, Equipment and Materials (#12).** More well defined center areas at the Arlie Boggs Elementary classroom site.
- **Early Childhood Environmental Rating Scales Revised (ECERS-R) results.** Review ECERS-R regarding activities (items 19-28 and 34) for improvement.

Curriculum and Assessment

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, and community assessment.

Curriculum and Assessment – Strengths, Findings and Recommendations

Strengths:

- **704 KAR 3:410 Section 6, Assessment of Children (#16).** Assessment activities are embedded within lesson plans.

Findings:

- None

Recommendations:

- None

Health and Safety

Health and Safety – Summary

All safety procedures are written in policy and followed by staff members. Transportation is provided by the district and classroom assistants ride the bus with preschoolers. Records and children's confidential information are kept secured in locked files.

Health and Safety – Strengths, Findings and Recommendations

Strengths:

- **704 KAR 3:410 Section 6, Safety Policies (#21).** During special activities in the schools the program continues to follow safety policies, procedures and guidelines while also encouraging families to participate in the activities.

Findings:

- None

Recommendations:

- None

Families and Community

Families and Community – Summary

The district has a policy in place to ensure and document at least 2 home visits per year for every child. The district has a documented open door policy plan. Parent involvement is included in lesson plans. At the time of the visit both sites had special activities to include family involvement. Arlie Boggs Elementary preschool had a program that involved the entire school as well as families. Families and students attended a presentation of *When We Grow Up*, and preschoolers seemed at ease and eager to participate in front of large audience. It appeared that the preschool children are truly members of this school community.

Families and Community – Strengths, Findings and Recommendations

Strengths:

- **704 KAR 3:410 Section 6, Families and Communities (#24).** District actively encourages parent involvement and has in place a documented open door policy.

Findings:

- None

Recommendations:

- None

Action

The Letcher County Preschool Program met 22 of 23 possible indicators. The district received 9 strengths, 1 finding, and 3 recommendations.

Please use the P2R document on the File Maker Pro site to complete [Action Plans](#) for all findings (if applicable). 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 by August 31, 2012.