

**North Carolina Pre-Kindergarten Planning Committee Meeting
Agenda**

May 24, 2018
12:00 pm – 12:30 pm

I. Determination of Quorum & Call to Order – Jim Grafstrom, Board Vice-Chair

II. Minutes*

A. March 29, 2018

III. Status Report

A. NC Pre-K Recommendations – SFY 2018-2019*

1. Selection of NC Pre-K Contracting Agency
2. Approval of Contract/Budget Allocation!
3. Adoption of Conflict of Interest Policy
4. Review NC Pre-K County Plan with Assurances and Requirements/Section 1
Committee Signatures!
5. Approval of Annual Written Plans!
6. Approval of Committee Meeting Schedule (to be covered at full Board)
7. Approval of Site Selection Recommendation!
8. Approval of Initial Site Allocation Recommendation!

B. Information[^]

1. NC Pre-K Capacity Building Funding Opportunity - RFA

IV. Adjournment – Jim Grafstrom, Board Vice-Chair

* Needs Action [^] Information Only ^e Electronic Copy (Hard copies are available upon request)

! Possible Conflict of Interest (Recusals)



Partnership for Children of Cumberland County, Inc.
North Carolina Pre-Kindergarten Planning Committee Meeting Minutes
March 29, 2018 (12:20 pm to 12:34 pm)
Be the Driving Force



MEMBERS PRESENT: Dr. Tamara Brothers, Lisa Childers, Patricia Crouch (D), Robin Deaver, Hank Debnam, Sandee Gronowski, Dr. Meredith Gronski, Van Gunter, Robert Hines, Alana Hix (D), Perry Melton, Tawnya Rayman, Deborah Sledge and Wanda Wesley
MEMBERS ABSENT: Julie Aul, Christiana Adeyemi, Amy Cannon, Angela Crosby, Jim Grafstrom, Michael Hardin, Marcus Hedgepeth, Brenda Reid Jackson, Tim Kinlaw, Angie Malave, Karen McDonald, Sarah Pitts, Chris Rey and Chas Sampson
NON-VOTING ATTENDEES: Rebecca Beck, Linda Blanton, Marie Clark, Belinda Gainey, Anna Hall, Marie Lilly, Carole Mangum, Sharon Moyer, Candy Scott and Mary Sonnenberg
GUEST: Chastity Paul and Ieshia West (both from Methodist University)

AGENDA ITEM	DISCUSSION & RECOMMENDATION	ACTION	FOLLOW-UP
I. Determination of NC Pre-K Quorum & Call to Order – Alana Hix	The meeting of the North Carolina Pre-Kindergarten (NC Pre-K) Planning Committee was held at the Partnership for Children Resource Center (PFC) at 351 Wagoner Drive, Fayetteville, NC, on March 29, 2018, beginning at 12:20 pm pursuant to prior written notice to each Committee member. Alana Hix chaired the meeting, determined that a quorum was present and called the meeting to order. Belinda Gainey, Executive Specialist, was Secretary for the meeting and recorded the minutes.	None	None
II. Minutes* A. November 30, 2017 B. January 25, 2018	<p>A. The minutes of the November 30, 2017 meeting were previously distributed and reviewed by the Committee. Lisa Childers moved to approve North Carolina Pre-Kindergarten (NC Pre-K) Planning Committee Minutes from November 30, 2017, as presented. Van Gunter seconded the motion. Hearing no further discussion, the Chair put the motion to a vote. All votes were unanimous. There were no recusals. The motion carried.</p> <p>B. The minutes of the January 25, 2018 meeting were previously distributed and reviewed by the Committee. Lisa Childers moved to approve North Carolina Pre-Kindergarten (NC Pre-K) Planning Committee Minutes from January 25, 2018, as presented. Van Gunter seconded the motion. Hearing no further discussion, the Chair put the motion to a vote. All votes were unanimous. There were no recusals. The motion carried.</p>	<p>Motion Carried</p> <p>Motion Carried</p>	<p>None</p> <p>None</p>
III. Status Report A. Information ^A 1. SFY17.18 NC Pre-K Allocation of Unspent Funds	A.1. Candy Scott reported on the spending of SFY17.18 NC Pre-K allocation of unspent funds. The first strategy is to reallocate funds that are projected to be unspent due to fluctuations in attendance.	None	None



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	Hank Debnam moved to accept approval to purchase materials for NC Pre-K sites/classrooms that support natural learning environments, physical activity and numeracy, as presented. Sandee Gronowski seconded the motion. Hearing no further discussion, the Chair put the motion to a vote. All votes were unanimous. The motion carried. Recusals: Robin Deaver, Dr. Meredith Gronski, Alana Hix, Perry Melton, Deborah Sledge and Wanda Wesley	Motion Carried	None
IV. Next Meeting <ul style="list-style-type: none">• Review and Approve NC Pre-K Contracting Agency• Review and Approve Site Selections for SFY18.19 & SFY19.20• Review and Approve Contract and Budget Allocations for SFY18.19• Review and Approve Conflict of Interest Policy• Review and Approve Regular Meeting Schedule• Review and Approve Written Plans		None	None
V. Upcoming Events <ul style="list-style-type: none">• NC Pre-K Directors' Meeting: April 11, 2018, 12:00PM – 2:00PM• Collaborative Transition to Kindergarten Parent Academy: April 14, 2018, 10:00AM – 12:00PM at Pampers, Hugs and Luv's.• Monthly NC Pre-K Child Application Event with Family Support: April 24, 2018, 9:00AM – 2:00PM		None	None
VI. Adjournment	As there was no further business; the chair announced the meeting adjourned. The meeting was adjourned at 12:34 pm.	Adjourned	None

Submittal: The minutes of the above stated meeting are submitted for approval.

Secretary of Meeting

Date

Approval: Based on Committee consensus, the minutes of the above stated meeting are hereby approved as presented and/or corrected.

Committee Chair

Date

MEMORANDUM

DATE: 5/24/2018

TO: NC Pre-K Committee

FROM: Candy Scott, CCR&R Vice President

SUBJECT: Proposed Recommendations for Action Items

1. **Recommend the approval of the Partnership for Children of Cumberland County as the NC Pre-K Contracting Agency for Cumberland County.**

Please Note: The Partnership for Children of Cumberland County currently administers the NC Pre-K Program in Cumberland County and requests to continue for SFY 2018-2019.

2. **Recommend the approval of the contract/budget allocation from DCDEE as presented for SFY 2018-2019.**

The NC Pre-Kindergarten allocation for SFY 2018-2019 is as follows:

\$ 8,398,245 Direct Services (monthly payment to providers)
\$ 349,927 Administrative Funds
\$ 174,963 CCDF Quality Funds
\$ 8,923,135 Total Contract/Allocation

3. **Recommend the approval of the adoption of the current Conflict of Interest Policy for SFY 2018-2019. (see attached Conflict of Interest Policy)**

Please Note: The Conflict of Interest Policy must be signed annually and will be updated and available for signature at the next Board of Directors meeting.

4. **Upon review of the NC Pre-K Plan with the Assurances and Requirements/Section 1, recommend approval to accept the Plan with Section 1 as presented for SFY 2018-2019.**

Please Note: Each Committee member will complete/sign Section 1 before leaving the meeting today.

5. **Recommend the approval of the following Annual Written Plans as presented for SFY 2018-2019 (see attached written plans):**

- Family Engagement
- Limited English Proficiency

- **Prevention of Suspension/Expulsion of Children with Unique Needs/Challenging Behaviors.**
 - **Transition**
 - **Transportation**
6. **The approval of the NC Pre-K Committee Meeting Schedule for SFY 2018-2019 will be covered in the full Board meeting, and its approval will be noted in the NC Pre-K Committee meeting minutes.**
 7. **The approval of the site selection sub-committee's recommendation of NC Pre-K sites for SFY 2018-2019 as presented below. Approved sites will enter into a two year contract pending annual funding allocation: 7/1/2018 – 6/30/2020**

Please Note:

- 1) New sites are recommended with a site allocation of nine each providing they apply for an Environment Rating Scale assessment within 30 days of notification, if needed; and they provide additional information on any low scoring items on the rubric, such as use of developmental screening.
- 2) Site participation as presented is subject to change based on the availability of funding and satisfactory contract compliance as documented through the annual site monitoring process.

SFY 2018-2019 Private Sites

Current Private Sites

- Arether's Little M&M II Child Care Center
- BalPerazim Child Care Center
- Brite Shinning Stars Child Care Center
- Building Blocks Early Education Center
- Burns Child Care Center
- Child Care Network #109
- Child Care Network #110
- Cozy Corner Child Care
- Creative Enhancement Afterschool
- Fayetteville State University Early Childhood Learning Ctr
- Fayetteville Technical Community College's Children's Ctr
- First Steps Child Care Center
- Heavenly Haven Academy
- Heavenly Haven Child Development Center
- Heavenly Haven Child Development Center II
- Just Like Mom
- Kidz Kastle
- Kindercare Learning Centers LLC-Hope Mills Rd
- Kindercare Learning Centers LLC-Ramsey St.
- Mommy's Moment Day Care, LLC

- Pamper, Hugs & Luv's Afterschool Facility
- Panda Child Care #1
- Panda Child Care #3
- Precious Moments
- Sandy Ridge
- Trinity Child Care Center
- UCP Dorothy Spainhour Center
- Wonder Years Child Development Center

New Private Sites

- Harvest Christian Preschool - **Site Allocation 9**
- Kindercare Learning Centers LLC-Ft. Bragg Rd. - **Site Allocation 9**
- Owl's Academy - **Site Allocation 9**
- Wee-Wonders - **Site Allocation 9**

SFY 2018- 2019 Sites for Cumberland County Schools

- Alderman Road Elementary
- Armstrong Elementary
- Baldwin Elementary
- Ben Martin Elementary
- Brentwood Elementary
- C. Wayne Collier Elementary
- Cliffdale Elementary
- Cumberland Mills Elementary
- District 7 Elementary
- E.E. Miller Elementary
- Elizabeth Cashwell Elementary
- Gallberry Farm Elementary
- Lake Rim Elementary
- Loyd Auman Elementary
- New Century Elementary
- Ponderosa Elementary
- Sherwood Park Elementary
- Stedman Primary Elementary
- Warrenwood Elementary
- Westarea Elementary
- W.T. Brown Elementary

SFY 2018-2019 Sites for Head Start

- E.E. Miller Head Start
- Hay Branson Head Start
- Lake Rim Head Start
- Lewis Heights Head Start
- McNeil Head Start
- River Commons #1 Head Start
- River Commons #2 Head Start
- Rosemary Head Start
- Spring Lake Head Start

- Strickland Bridge Head Start
- Topeka Heights Head Start

8. In order to begin the process of placing children for SFY 2018-2019, the following recommendation is presented for approval of the initial base allocation for the NC Pre-K sites as follows:

Please Note: The initial base allocation for the NC Pre-K sites is subject to change based on availability of funding and satisfactory contract compliance as documented through the annual site monitoring process.

SFY 2018-2019 Site Allocation for Private Sites -Total Base Allocation 916

Current Private Sites

- Arether's Little M&M II Child Care Center - **Site Allocation 18**
- BalPerazim Child Care Center - **Site Allocation 15**
- Brite Shinning Stars Child Care Center - **Site Allocation 18**
- Building Blocks Early Education Center - **Site Allocation 72**
- Burns Child Care Center - **Site Allocation 18**
- Child Care Network #109 - **Site Allocation 53**
- Child Care Network #110 - **Site Allocation 51**
- Cozy Corner Child Care - **Site Allocation 18**
- Creative Enhancement Afterschool - **Site Allocation 36**
- Fayetteville State University Early Childhood Learning Ctr - **Site Allocation 54**
- Fayetteville Technical Community College's Children's Ctr - **Site Allocation 18**
- First Steps Child Care Center - **Site Allocation 27**
- Heavenly Haven Academy - **Site Allocation 36**
- Heavenly Haven Child Development Center - **Site Allocation 18**
- Heavenly Haven Child Development Center II - **Site Allocation 18**
- Just Like Mom - **Site Allocation 18**
- Kidz Kastle - **Site Allocation 36**
- Kindercare Learning Centers LLC-Hope Mills Rd - **Site Allocation 18**
- Kindercare Learning Centers LLC-Ramsey St. - **Site Allocation 18**
- Mommy's Moment Day Care, LLC - **Site Allocation 36**
- Pamper, Hugs & Luv's Afterschool Facility - **Site Allocation 36**
- Panda Child Care #1 - **Site Allocation 18**
- Panda Child Care #3 - **Site Allocation 36**
- Precious Moments - **Site Allocation 18**
- Sandy Ridge - **Site Allocation 18**
- Trinity Child Care Center - **Site Allocation 108**
- UCP Dorothy Spainhour Center - **Site Allocation 33**
- Wonder Years Child Development Center - **Site Allocation 53**

New Private Sites

- Harvest Christian Preschool - **Site Allocation 9**
- Kindercare Learning Centers LLC-Ft. Bragg Rd. - **Site Allocation 9**

- Owl's Academy - **Site Allocation 9**
- Wee-Wonders - **Site Allocation 9**

SFY 2018- 2019 Site Allocation for Cumberland County Schools - Total Base Allocation 328

SFY 2018-2019 Site Allocation for Head Start - Total Base Allocation 306

Conflict of Interest Policy FY 2018/2019

The Partnership for Children of Cumberland County is aware that in the process of fund allocation by its management, employees, members of the board of directors or other governing body, instances may arise which have the appearance of a conflict of interest or appearance of impropriety.

In order to avoid conflicts of interest or the appearance of impropriety, should instances arise where a conflict may be perceived, any individual who may be perceived, any individual who may benefit, directly or indirectly, from the entity's disbursement of funds, shall abstain from participating in any decisions or deliberation by the entity regarding the disbursement of funds.

The Partnership for Children of Cumberland County recognizes the possibility that it may be the recipient of funds that are allocated consistent with the purpose and goals of its programs. If such allocations are made, the Local Partnership will strive to ensure that funds are expended in such a manner that no individual will benefit, directly or indirectly, from the expenditure of such funds in a manner inconsistent with its programs.

The Partnership for Children of Cumberland County shall not employ any person having such interest during the performance of this Contract. The Partnership for Children of Cumberland County shall notify the NCPC in writing of any instances that might have the appearance of a conflict of interest.

All appointed local board members shall acknowledge any conflicts of interest and the appearance of impropriety. An exception to this would be parent representatives who may have a conflict by virtue of being a consumer of services. Board members should declare a conflict of interest before an agenda item in question is discussed or voted upon by the full board. Conflict of interest is further defined in the following examples:

- A board member should not participate in discussions or voting related to contracts/funding decisions in which he/she or their spouse would derive a direct benefit due to their involvement on behalf of the public agency they serve.
- If a board member is related to a contractor who will receive a contract for services from the Local Partnership, they should not participate in discussions or voting related to that contract.
- A board member who also sits on the Board of Directors of a local organization that is seeking funding from the Local Partnership should not participate in discussions or voting related to that contract/funding decision.

Signature

Date

North Carolina Pre-kindergarten Program County/Region Plan Document

Section I: County/Region Committee

Assurances and Requirements

- A. The Committees are public bodies subject to Open Meeting Law (G. S. Chapter 143, Article 33C) and Public Records Law (G.S. Chapter 132) and must operate in accordance with their obligations under those statutes.
- B. The Committee must specify the contracting agency. The Contractor is responsible for compliance with program requirements.
- C. All Committee members, the Contractor and subcontractors including principal/directors and classroom staff will:
 - Review the NC Pre-Kindergarten Program Requirements and Fiscal and Contract Manual annually,
 - Provide services in accordance with the NC Pre-Kindergarten Program Requirements and
 - Monitor services in accordance with the NC Pre-Kindergarten Program Requirements, Program Guidance and Fiscal and Contract Manual.
- D. The Contractor will submit changes to the plan in a timely fashion. Such changes will insure that the plan is current.
- E. All Contractors and subcontractors including principal/directors and classroom staff participating in the NC Pre-K Program are required to participate in the statewide evaluation, which may include but is not limited to, individual child assessments, classroom observations, staff surveys and interviews.
- F. Contractors and subcontractors including principal/directors and classroom staff, may be required to participate in professional development specified by the Division of Child Development and Early Education.



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NC Pre-K Family Engagement Plan SY: 2018-2019

NC Pre-K sites/classrooms shall provide meaningful opportunities for families to engage in their child's education by implementing strategies that develop partnerships with families and build reciprocal relationships that promote shared decision making.

Site Family Engagement Plan for: _____

NC Pre-K sites must implement the following strategies:

1. Provide an orientation or open house for families at the start of the school year;
2. Conduct at least one formal parent/teacher conference throughout the school year, and allow opportunities for informal parent/teacher conferences as needed. During the conferences, teachers share their observations and ongoing assessment results to inform families of their child's development to include strengths and opportunities for growth;
3. Extend an open invitation for family members to visit the classroom and opportunities to participate in classroom activities;
4. Engage and include families when making decisions about their child and their child's early education program;
5. Provide at least one opportunity to engage families outside of the regular service day to meet the needs of working families (e.g., family spaghetti night, weekend family fun day or take home play-based activities that enhance learning);
6. Provide information on community resources to support the various needs of families with a focus on resources that address causes of stress; and
7. Provide opportunities to collect feedback about the program from families through surveys and/or other methods.

Optional strategies (choose at least one):

- ☐ Allow Pre-K teachers the opportunity for home visits at the beginning and throughout the school year to gather information from the family about their child and to share information about the NC Pre-K program with the family;
- ☐ Provide opportunities for parent education in the form of trainings or workshops;
- ☐ Publish newsletters (include a copy of each newsletter in your file);
- ☐ Provide opportunities for family members to share special talents or aspects of their culture;
- ☐ Provide opportunities for family members to participate in advisory groups (e.g., Family Advisory Councils and Policy Councils).
- ☐ Other: _____

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A log of all activities, opportunities or communications related to the NC Pre-K Family Engagement Plan must be documented and kept on file at the NC Pre-K site. For events/meetings, include sign-in sheets that describe the event/meeting, list date and time, and signatures of the participants.

Site Administrator Signature _____ Date _____

NOTE: Documentation for the NC Pre-K Family Engagement Plan will be reviewed and verified at the site-monitoring visit.

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**NC Pre-K Limited English Proficiency Plan
SY: 2018-2019**

With guidance from the Partnership for Children of Cumberland County and the NC Pre-K Committee, NC Pre-K sites are to follow this written plan for Limited English Proficiency. The purpose of this plan is to ensure that providers and families have access to appropriate resources and supports to obtain and maintain child placement in NC Pre-K.

Limited English Proficiency Plan for: _____

Sites should address the following components by implementing one or more of the identified strategies for each component:

1. Offering Language Assistance Services

- Sites should make every effort to communicate with children and families with Limited English Proficiency.
- During the orientation process and throughout the year as needed, families will receive information on Limited English Proficiency resources.

2. Translation Plan

- Printed materials need to be translated into the family's home language when a need has been determined.
- Vital documents or information should be a priority for translation.
- Vital documents or information are those that are critical for accessing federally/state funded services or benefits or are documents required by law. They include, but are not limited to:
 - Applications
 - Parent Handbooks
 - Consent and complaint forms
 - Letters with eligibility or participation information
 - Notices regarding reduction, denial, or termination of services/benefits and the right to appeal such actions
 - Notices that require a response from participants
 - Notices that offer free language assistance
- Some families with Limited English Proficiency may not have the ability to read and understand written materials; therefore, oral interpretation of written materials may be necessary.

3. Bilingual Staff

- Sites should attempt to recruit bilingual staff as much as possible.
- Volunteer interpreters - When bilingual staff is not available, staff volunteers, with the permission of their supervisors, may assist other employees with occasional interpretation services.

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- Interpreters should be aware of variances within a language and should be able to communicate with families using the appropriate colloquial speech.

4. Interpretation Services

- Minor children should not be used as translators if avoidable.
- Staff should accommodate families' wishes to use friends or family members whenever possible. However, staff must keep in mind client confidentiality and interpreter competency.
- Use "I speak" cards to identify the language spoken. "I speak" cards are available at <http://www.dol.gov/oasam/programs/crc/ISpeakCards.pdf>
- Use internet translation services such as Microsoft Translate or Google Translator.
- Use Telephone Interpretation Services.

5. Emergency Situations

- When programs or the assistance requested requires immediate action, sites will take whatever steps necessary to ensure that all families, including families with Limited English Proficiency, have access to services or information within the appropriate time frames. For example, when a family needs an interpreter or other language assistance services to obtain expedited program services, the site's goal is to make the services accessible within the required time frame, whether that means using an interpreter or any other appropriate type of language assistance.

Optional Strategies and Resources

- Telephone Interpreter Services
- Internet Translation Services: <https://www.freetranslation.com/> or <http://www.211.org/>
- Mobile Translation Application
- Translation Services (Independent Company)
- University's Language Department
- Other: _____

A log of all activities, opportunities or communications made for the purpose of supporting the NC Pre-K Limited English Proficiency Plan must be documented and kept on file at the NC Pre-K site. For events/meetings, include sign-in sheets that describe the event/meeting, list date and time, and signatures of the participants.

Site Administrator Signature _____ Date _____

NOTE: Documentation for the NC Pre-K Limited English Proficiency Plan will be reviewed and verified at the site-monitoring visit.

**NC Pre-K Prevention of Suspension and/or Expulsion Plan
SY: 2018-2019**

With guidance from the Partnership for Children of Cumberland County and the NC Pre-K Committee, NC Pre-K sites are to follow this written plan to prevent the suspension and/or expulsion of children with unique needs/challenging behaviors. The purpose of this plan is to ensure that providers and families have access to appropriate resources and supports to maintain child placement in NC Pre-K.

Site Prevention of Suspension and/or Expulsion Plan for: _____

At a minimum, sites must address the following four components by implementing the identified strategies for each component:

1. Evidence-based instructional practices to prevent/address challenging behavior will be implemented:
 - Allow NC Pre-K teachers and administrators/designees the opportunity to participate in trainings and technical assistance provided by the Partnership that incorporates evidence-based instructional practices designed to prevent the suspension and/or expulsion of children with unique needs/challenging behaviors. Examples of evidence-based instructional practices include training and technical assistance using the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model and the Classroom Assessment Scoring System (CLASS).
2. Families will be given the opportunity to discuss their child's challenging behaviors, including options other than suspension and expulsion:
 - Through informal and formal conferences families are given opportunities for involvement in decision making about their child's unique needs/challenging behaviors and the planning process for ensuring their child's placement in NC Pre-K.
3. Families will be provided information on child development, as well as resources about referrals for screening and evaluation if a child is suspected of having health, social-emotional, developmental delays or a disability:
 - During the orientation process and throughout the year as needed, families will receive information on child development in the form of resources from the North Carolina Foundations for Early Learning. Families will also receive information on the network of community resources available to support the prevention of suspension and/or expulsion of children with unique needs/challenging behaviors.
 - Available community resources for NC Pre-K staff include: The Partnership for Children of Cumberland County's High Quality Maintenance Activity, Professional Development and Career Center, and Regional Healthy Social Behaviors Project.
 - Available community resources for families include: Cumberland County Schools' Exceptional Children's Services (Child Find); Cumberland COLORS; Care Coordination for Children; and the Child Health Clinic-Department of Public Health.
4. Procedures to prevent and respond to children with unique needs/challenging behaviors:

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- When a classroom is experiencing challenges due to meeting the needs of children with unique needs/challenging behaviors, the NC Pre-K site may make arrangements with the Partnership's Early Education Administrator for technical assistance from the High Quality Maintenance activity.
- Based on a referral from the High Quality Maintenance activity, NC Pre-K Sites are to participate in the Regional Healthy Social Behaviors Project if more specialized and intensive technical assistance is needed.
- When a child has been identified through working with the Healthy Social Behaviors Project and the documentation gathered supports the need for additional services, the NC Pre-K site shall notify Cumberland County Schools' Exceptional Children's Services for assistance. Additionally, the site is to notify the Partnership of the request made to Cumberland County Schools' Exceptional Children's Services. It is also at this time that the NC Pre-K site complete and submit to the Partnership the Children with Unique Needs/Challenging Behaviors Report [Appendix-E in the North Carolina Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance] as documentation of the strategies used to maintain the child's placement.
- The NC Pre-K site, the Partnership, and family, in consultation with the school system's Exceptional Children's Services and other available resources, shall work together to develop a coordinated plan to support the child's continued placement. Every effort shall be made to maintain the child's enrollment and participation. (In the event that efforts to access the consultation needed to develop a coordinated plan of support prove unsuccessful, the Partnership shall contact the Division of Child Development and Early Education for guidance.)

Optional strategies may include (choose at least one):

- ☐ Allow Pre-K teachers the opportunity to participate in additional trainings designed to prevent the suspension and/or expulsion of children with unique needs/challenging behaviors outside of the training provided by the Partnership;
- ☐ Support Pre-K teachers in using a variety of strategies designed to support healthy social-emotional development in young children, such as Conscious Discipline® by Becky Bailey and/or Devereux's FLIP IT®;
- ☐ Provide opportunities for family members to participate in educational events that support healthy social-emotional development in young children;
- ☐ Other: _____

A log of all activities, opportunities or communications made for the purpose of preventing the suspension and/or expulsion of children with unique needs/challenging behaviors must be documented and kept on file at the NC Pre-K site. For events/meetings, include sign-in sheets that describe the event/meeting, list date and time, and signatures of the participants.

Site Administrator Signature _____ Date _____

NOTE: Documentation for the NC Pre-K Prevention of Suspension and/or Expulsion Plan will be reviewed and verified at the site-monitoring visit.

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NC Pre-K Transition Plan SY: 2018-2019

With guidance from the Partnership for Children of Cumberland County and the NC Pre-K Committee, NC Pre-K sites will implement strategies that assist children and families transition into pre-kindergarten and then into kindergarten.

Site Transition Plan for: _____

Transition into Pre-Kindergarten

Sites must implement the following strategies:

1. Make initial contact with families by mail, face to face or by phone;
2. Prior to or upon enrollment, host families in an initial visit to the site to tour the facility and gather information;
3. Provide an orientation or open house for families;
4. Conduct formal and/or informal conferences with families for the purpose of gathering information about the child and informing families about the classroom environment and curriculum.

Optional strategies (choose at least one):

- ☐ NC Pre-K teachers conduct initial home visits.
- ☐ Provide staggered entry.
- ☐ Provide families information on North Carolina Foundations on Early Learning and Development.
- ☐ Provide a family meeting for the purpose of educating families on the transition into pre-kindergarten.
- ☐ Other: _____

Transition into Kindergarten

Sites must implement the following strategies:

1. Provide a family meeting for the purpose of providing information to families about entry into the public school system;
2. Utilize transition materials/resources provided by the Partnership (materials/resources may vary per school year);



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3. Conduct formal and informal conferences with families throughout the year for the purpose of sharing on-going assessment information on the child's growth and development (at least one conference must be formal);
4. Allow children and teachers the opportunity to participate in Beginners' Day hosted by Cumberland County Schools;
5. Provide families with resources for summer transition activities;
6. Participate in any school readiness activities or events facilitated by the Partnership.

Optional strategies (choose at least two):

- ☐ Prepare and share an All About Me Worksheet with the appropriate parties.
- ☐ Facilitate a tour of a school bus.
- ☐ Simulate a cafeteria experience for the children or visit a lunch room.
- ☐ Shorten nap times.
- ☐ In addition to providing resources for summer transition activities, provide supplies for children to use over the summer (scissors, crayons, paper and/or books).
- ☐ Other: _____

A log of all activities, opportunities or communications related to the NC Pre-K Transition Plan must be documented and kept on file at the NC Pre-K site. For events/meetings, include sign-in sheets that describe the event/meeting, list date and time, and signatures of the participants.

Site Administrator Signature _____ Date _____

NOTE: Documentation for the NC Pre-K Transition Plan will be reviewed and verified at the site-monitoring visit.

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NC Pre-K Transportation Plan SY: 2018-2019

After careful review, it has been determined that it is not feasible for the Partnership for Children of Cumberland County to provide transportation to children enrolled in NC Pre-K. In the event that a NC Pre-K site director/owner decides to provide transportation, the site assumes all liability for transporting children and must adhere to the NC Child Care Licensing Requirements for providing transportation in licensed childcare. On an annual basis, NC Pre-K sites are required to notify the Partnership for Children of Cumberland County of their ability to provide transportation services. Sites providing transportation must submit a written description of the transportation services that addresses transporting children to and from the NC Pre-K site. The NC Pre-K site must disclose any fees to be charged to the family for the service, and NC Pre-K Committee approval is required to charge a fee.

Site Transportation Plan for: _____

We understand that transportation is necessary for families to attend NC Pre-K at our site, we have considered the following resources: (Check at least one and all others you have considered.)

- | | |
|---|--|
| <input type="checkbox"/> Public School Bus | <input type="checkbox"/> Public Transportation |
| <input type="checkbox"/> Site Provided Transportation | <input type="checkbox"/> Private Transportation Provided by Family |
| <input type="checkbox"/> Site Family Car Pool | <input type="checkbox"/> Other: _____ |

At this time we are: (Please check one.)

- ☐ Unable to provide transportation services. Please list your challenges below:

- ☐ Able to provide transportation services to families. Attach a description of your transportation services and complete the following:

Families with children in NC Pre-K may be charged a nominal fee for transportation to/from the NC Pre-K site if approved by the NC Pre-K Committee.

Will the site charge a nominal fee for transportation? ☐ No ☐ Yes, cost per week
 \$ _____



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OF CUMBERLAND COUNTY

☐ We are requesting approval from the NC Pre-K Committee to charge a nominal fee to NC Pre-K families to offset transportation cost, and we understand that eligible children should not be denied services based on the family's inability to pay.

Site Administrator Signature _____ Date _____

PFC is a 501(c)(3) non-profit organization supported by public and private funds through Smart Start, NC Pre-K, tax-deductible donations, and grants.



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