

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

### **Agenda**

May 23, 2019

12:00 pm – 12:30 pm

- I. Determination of Quorum & Call to Order – Alana Hix**
- II. Minutes\***
  - A. March 21, 2019
- III. Action Items for SFY 2019-2020\***
  - A. Selection of NC Pre-K Contracting Agency
  - B. Approval of Contract/Budget Allocation!
  - C. Adoption of Conflict of Interest Policy
  - D. Review NC Pre-K County Plan with Assurances and Requirements/Section 1  
Committee Signatures!
  - E. Approval of Annual Written Plans!
  - F. Approval of Committee Meeting Schedule (to be covered at full Board)
  - G. Approval of Implementation Plan for the Placement of Children!
  - H. Approval for Contractor to Move Children across NC Pre-K Sites!
- IV. Information<sup>^</sup>**
  - A. Fiscal Update
  - B. NC Pre-K Capacity Building Funding Opportunity - RFA
  - C. 2019-2020 Child Recruitment and Placement Update
  - D. Update on Owl's Academy
    - Owl's Academy is currently operating as a Family Child Care Home in Harnett County.
    - The Partnership notified Tasha Moore by letter in January 2019 that the Board agreed to extend the time for repayment of the balance due from the advance she received. To date, full payment has not been received. If the full payment is not received by June 30, 2019, Owl's Academy will no longer be in good standing and unable to participate in NC Pre-K. We will confirm the outcome at the July meeting.
- V. Adjournment – Alana Hix**

\* Needs Action    <sup>^</sup> Information Only    <sup>e</sup> 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 21, 2019 (12:18 pm to 12:24 pm and 12:53 pm – 1:00 pm)**  
***Be the Driving Force***



**MEMBERS PRESENT:** Christiana Adeyemi (arrived at 12:40pm), Angela Crosby, Patricia Crouch (D), Hank Debnam, Jim Grafstrom, Sandee Gronowski, Dr. Meredith Gronski, Van Gunter, Alana Hix (D), Perry Melton, Ayesha Neal, Tawnya Rayman, Chas Sampson and Wanda Wesley  
**MEMBERS ABSENT:** Julie Aul, Erika Beasley, Amy Cannon, Lisa Childers, Dr. Marvin Connelly, Robin Deaver, Dr. Phyllis Dunham, Michael Hardin, Marcus Hedgepeth, Shauna Hopkins, Brenda Reid Jackson, Angie Malave, Karen McDonald, Jami McLaughlin, Sarah Pitts and Jennifer Taft  
**NON-VOTING ATTENDEES:** Ar-Nita Davis, Pamela Federline, Belinda Gainey, Anna Hall, Marie Lilly, Rosalie Mallon, Carole Mangum, Sharon Moyer, Candy Scott, Mary Sonnenberg and Mike Yeager  
**GUEST:** David Hasan and Lisa Moran of Mercy Home Medical Supply and Charles Morris

AGENDA ITEM	DISCUSSION & RECOMMENDATION	ACTION	FOLLOW-UP
I. Determination of NC Pre-K Quorum & Call to Order – Alana Hix, Chair	<p>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 21, 2019, beginning at 12:18 pm pursuant to prior written notice to each Committee member. Alana Hix chaired the meeting, determined that a quorum was not present and called the meeting to order to discuss items for information. Belinda Gainey, Executive Specialist, was Secretary for the meeting and recorded the minutes.</p> <p>Jim Grafstrom introduced representatives of Mercy Home Medical Supply, David Hasan and Lisa Moran, to the committee. Mercy Home Medical Supply is a neighbor of PFC and the representatives wanted to introduce the company to the community and tell what services they provide.</p>	None	None
II. Minutes* A. January 17, 2019	<p><u><i>The second part of the meeting reviewing action items began at 12:53pm.</i></u></p> <p>A. The minutes of the January 17, 2019 meeting were previously distributed and reviewed by the Committee.  Hank Debnam moved to approve North Carolina Pre-Kindergarten (NC Pre-K) Planning Committee Minutes from January 17, 2019, 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>	Motion Carried	None
III. Recommendations* A. Cumberland County Schools to charge the partial/full cost of meals when	<p>A. Alana Hix reported that approval is being recommended that Cumberland County Schools charge the partial/full cost of meals when NC Pre-K families do not qualify for free/reduced price meals for fiscal year 2018-2019.</p>		



**Partnership for Children of Cumberland County, Inc.**  
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families do not qualify for free/reduced price meals.	Van Gunter moved to accept the recommendation as presented. Sandee Gronowski seconded the motion. Hearing no further discussion, the Chair put the motion to a vote. The motion carried. Recusals: Christiana Adeyemi, Angela Crosby, Dr. Meredith Gronski, Alana Hix, Perry Melton and Wanda Wesley	Motion Carried	None
IV. Information A. Update on Site Allocation Changes B. 2018-2019 Child Placement and Recruitment Status C. Update on NC Pre-K Application Day: Saturday, February 9, 2019 at the Crown Complex D. 2019-2020 NC Pre-K Recruitment Efforts E. Community Collaborative Pre-Kindergarten Transition Committee Meeting February 20, 2019 F. Fiscal Update	<p><u><i>These items were discussed first due to a lack of quorum.</i></u></p> A. Ar-Nita Davis provided an update on site allocation changes. Fayetteville State University requested to release a NC Pre-K slot in one of its classrooms. This slot was placed at Childcare Network 110-3. The allocation for Childcare Network changed from 35 to 36. B. Ar-Nita reported that PFC is still in the process of recruiting for 2018-2019 as well as 2019-2020. C. Ar-Nita thanked everyone who assisted at the NC Pre-K Application Day on Saturday, February 9, 2019. There were 284 families that attended and 287 applications received. Not all of the applications were eligible. D. There are currently 234 children in the system for NC Pre-K. The plan is to have the first round of placement in April 2019. PFC will be out in the community at several events recruiting children for NC Pre-K. Ar-Nita asked the group to let her know if they are planning a family friendly event in which PFC can participate. E. PFC is moving forward with the Community Collaborative Pre-Kindergarten Transition Committee for Cumberland County which will include the Cumberland County School System, Head Start, some PFC board members and others. This group is looking at how to transition all children, not just NC Pre-K children. The group is trying to get doctors and nurses to participate as well. F. Carole Mangum reported that PFC is moving into the last quarter of the year and in May 2019 PFC will have a very comprehensive budget report. Owl's Academy, the site that had requested a waiver of their advance payments, has agreed to a payment plan and has submitted their first payment.  <p><u><i>The first part of the meeting ended at 12:24pm.</i></u></p>	None   None None   None   None   None	None   None None   None   None
V. Adjournment	As there was no further business; the chair announced the meeting adjourned. The meeting was adjourned at 1:00 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:** 5/23/2019

**TO:** NC Pre-K Committee

**FROM:** Candy Scott, Vice President of CCR&R

**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 2019-2020.

2. **Recommend the approval of the contract/budget allocation from DCDEE as presented for SFY 2019-2020.**

The NC Pre-Kindergarten allocation for SFY 2019-2020 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 2019-2020. (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 2019-2020.**

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 2019-2020 (see attached written plans):**

- **Family Engagement**
- **Limited English Proficiency**
- **Prevention of Suspension/Expulsion of Children with Unique Needs/Challenging Behaviors.**

- **Transition**
- **Transportation**

Please Note: There are several changes proposed in the Scope of Work for SFY 2019-2020 to include three additional written plans.

1. Plan for health consultation services
2. Compensation policies that ensure teachers are compensated at the appropriate levels
3. Plan for inclement weather

We will update the committee on the changes upon confirmation in the Scope of Work.

6. **The approval of the NC Pre-K Committee Meeting Schedule for SFY 2019-2020 will be covered in the full Board meeting, and its approval will be noted in the NC Pre-K Committee meeting minutes.**

Please Note: Minutes of the NC Pre-K Committee Meeting must be maintained that document the following:

- 1) Meeting attendees to include members who are present/absent, staff, and guests.
- 2) Items discussed that are not voted upon.
- 3) Items discussed that are voted upon to include who voted, orally or by written ballot, and who abstained from voting.
- 4) Actions taken or decisions made by the Committee.

7. **The following recommendation is presented for approval of the SFY 2019-2020 implementation plan to place children in the following sites.**

Please Note: The initial implementation plan for child placement is subject to change based on availability of funding, satisfactory contract compliance as documented through the annual site monitoring process and review of enrollment trends.

**Private Sites**

1. Arether's Little M&M II Child Care Center
2. BalPerazim Child Care Center
3. Brite Shinning Stars Child Care Center
4. Building Blocks Early Education Center
5. Burns Child Care Center
6. Child Care Network #109
7. Child Care Network #110
8. Cozy Corner Child Care
9. Creative Enhancement Afterschool
10. Fayetteville State University Early Childhood Learning Center
11. Fayetteville Technical Community College's Children's Center
12. First Steps Child Care Center

13. Harvest Christian Preschool
14. Heavenly Haven Academy
15. Heavenly Haven Child Development Center
16. Heavenly Haven Child Development Center II
17. Just Like Mom
18. Kidz Kastle
19. Kindercare Learning Centers LLC-Ft. Bragg Rd
20. Kindercare Learning Centers LLC-Hope Mills Rd
21. Kindercare Learning Centers LLC-Ramsey St.
22. Mommy's Moment Day Care, LLC
23. Pamper, Hugs & Luv's Afterschool Facility
24. Panda Child Care #1
25. Panda Child Care #3
26. Precious Moments
27. Sandy Ridge
28. Trinity Child Care Center
29. UCP Dorothy Spainhour Center
30. Wee-Wonders
31. Wonder Years Child Development Center

**Cumberland County Schools**

1. Alderman Rd Elementary
2. Armstrong Elementary
3. Baldwin Elementary
4. Ben Martin Elementary
5. Brentwood Elementary
6. C. Wayne Collier Elementary
7. Cliffdale Elementary
8. Cumberland Mills Elementary
9. District 7 Elementary
10. E. E. Miller Elementary
11. Elizabeth Cashwell Elementary
12. Galberry Farm Elementary
13. Lake Rim Elementary
14. Loyd Auman Elementary
15. New Century International Elementary
16. Ponderosa Elementary
17. Sherwood Park Elementary
18. Stedman Primary
19. Warrenwood Elementary
20. Westarea Elementary
21. W. T. Brown Elementary

**Head Start**

1. E. E. Miller Head Start
2. Hay Branson Head Start
3. Lewis Heights Head Start

4. McNeil Head Start
  5. River Commons Head Start #1
  6. River Commons Head Start #2
  7. Rosemary Street Head Start
  8. Spring Lake Head Start
  9. Strickland Bridge Head Start
  10. Topeka Heights Head Start
8. **Recommend approval to allow the Contractor to move children across NC Pre-K sites without co-chair signatures.**

Please Note: As stated on page 2-5 of the NC Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance, the co-chairs and the Committee may agree to transfer decision making to move children across sites to the Contractor.

## **Conflict of Interest Policy FY 2019/2020**

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.

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Signature

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Date



**The Partnership for Children of Cumberland County, Inc.**  
**Conflict of Interest Disclosure Statement**

Preliminary note: In order to be more comprehensive, this disclosure statement also requires you to provide information with respect to certain parties that are related to you.

These persons are termed “affiliated persons” and include the following:

- a. Your spouse, domestic partner, child, mother, father, brother or sister or spouse of a child, brother or sister; and,
- b. Any corporation or organization of which you are a board member, an officer, a partner, employee or participate in management or funding decisions.

1. NAME \_\_\_\_\_

2. Have you or any of your affiliated persons provided services or property to Partnership for Children (PFC) in the past year?

\_\_\_ YES \_\_\_ NO

If yes, please describe the nature of the services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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3. Have you or any of your affiliated persons purchased services or property from PFC in the past year?

\_\_\_ YES \_\_\_ NO

If yes, please describe the purchased services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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4. Please indicate whether you or any of your affiliated persons had any direct or indirect interest in any business transaction(s) in the past year to which PFC was or is a party? (Direct interest being a transaction or contract between PFC and you or any of your affiliated persons. An indirect interest being a transaction or contract between PFC and an entity in which you or an affiliated person has a material financial interest or is a director, officer, agent, partner, employee, trustee or other legal representative.)

\_\_\_ YES \_\_\_ NO

If yes, describe the transaction(s) and entity and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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5. In the past year, did you or any of your affiliated persons receive, or become entitled to receive, directly or indirectly, any personal benefits from PFC or as a result of your relationship with PFC, that in the aggregate could be valued in excess of \$100?

\_\_\_ YES \_\_\_ NO

If yes, please describe the benefit(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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6. Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving PFC?

\_\_\_ YES \_\_\_ NO

If yes, please describe the proceeding(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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7. Are you aware of any other events, transactions, arrangements or other situations that have occurred or may occur in the future that you believe should be examined by PFC's Executive Committee in accordance with the terms and intent of PFC's Conflict of Interest Policy?

\_\_\_ YES \_\_\_ NO

If yes, please describe the situation(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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I HEREBY CONFIRM that I have read and understand PFC's Conflict of Interest Policy and that my responses to the above questions are complete and correct to the best of my information and belief. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this Policy, I will notify the Board Chair immediately.

\_\_\_\_\_  
Name, please print

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## NC Pre-K Family Engagement Plan

### SY: 2019-2020

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.

**Name of Site:** \_\_\_\_\_

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 changes to the 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: \_\_\_\_\_

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

**Site Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **NC Pre-K Limited English Proficiency Plan**

### **SY: 2019-2020**

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.

**Name of Site:** \_\_\_\_\_

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

### **1. Offering Language Assistance Services**

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

### **2. Translation Plan**

- a) Printed materials need to be translated into the family's primary language when a need has been determined.
- b) Vital documents or information should be a priority for translation.
- c) 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:
  - 1) Applications
  - 2) Parent Handbooks
  - 3) Consent and complaint forms
  - 4) Letters with eligibility or participation information
  - 5) Notices regarding reduction, denial, or termination of services/benefits and the right to appeal such actions
  - 6) Notices that require a response from participants
  - 7) Notices that offer free language assistance
- d) 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**

- a) Sites should attempt to recruit bilingual staff as much as possible.
- b) Volunteer interpreters - When bilingual staff is not available, adult volunteers, may assist with occasional interpretation services.
- c) 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**

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

- d) Use internet translation services such as Microsoft Translate or Google Translator.
- e) Use Telephone Interpretation Services.

## 5. Emergency Situations

- a) When immediate action is required, 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

- a) Telephone Interpreter Services
- b) Internet Translation Services
- c) Mobile Translation Application
- d) Translation Services (Independent Company)
- e) Language Department from Local Institutions of Higher Learning
- f) 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. **Documentation for the NC Pre-K Limited English Proficiency Plan will be reviewed and verified at the site-monitoring visit.**

**Site Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **NC Pre-K Prevention of Suspension and/or Expulsion Plan**

**SY: 2019-2020**

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.

**Name of Site:** \_\_\_\_\_

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 Technical Assistance 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:
  - 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 for technical assistance.
  - Based on a referral from the Partnership, 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. **Documentation for the NC Pre-K Prevention of Suspension and/or Expulsion Plan will be reviewed and verified at the site-monitoring visit.**

**Site Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## NC Pre-K Transition Plan SY: 2019-2020

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.

**Name of Site:** \_\_\_\_\_

### 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. All children shall be screened within 90 days after the first day of attendance in the NC Pre-K Program or within six months prior to the first day of attendance.
4. When applicable, the site will work with the family to contact the local school system's Exceptional Children Program or other qualified resources to determine if a child is eligible for special education, related services or other supports for modifications in the classroom.
5. Provide an orientation or open house for families to include educating families on the transition into pre-kindergarten;
6. 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.
7. Provide families information on North Carolina Foundations on Early Learning and Development.

Optional strategies (choose at least one):

- ☐ NC Pre-K teachers conduct initial home visits.
- ☐ Provide staggered entry.
- ☐ 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);
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.
7. It is important that programs understand the requirements of the Individuals with Disabilities Education Improvement Act (IDEA), Parts C and B, in order to ensure collaboration, compliance and effective transitions for children and families.
8. Be sure that each parent has all pertinent information for registering their child at their school of choice



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

**Site Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## NC Pre-K Transportation Plan

### SY: 2019-2020

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. Families with children participating in the NC Pre-K program may be charged a nominal amount for transportation to/from the NC Pre-K site if approved by the NC Pre-K Committee. However, children who are at-risk should not be denied services based on the family's inability to pay. NC Pre-K Sites assume all liability for transporting children and must adhere to the NC Child Care Licensing Requirements (Chapter 9 - Child Care Rules .1723 TRANSPORTATION REQUIREMENTS). 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.

**Name of Site:** \_\_\_\_\_

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:

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

Will the site charge a nominal fee for transportation?

- ☐ No  
☐ Yes, cost per ☐ week ☐ month (check one) \$\_\_\_\_\_

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. **Documentation for the NC Pre-K Transportation Plan will be reviewed and verified at the site-monitoring visit.**

**Site Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_