

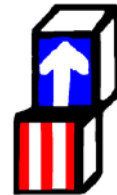


LOGO 2



PRESCHOOL STAFF HANDBOOK





“Kanawha County Schools Preschool
Where all children and families come first.”



Kanawha County Schools Preschool

Kanawha County Schools Preschool
Roxalana Annex
1004 Lower Midway Drive
Dunbar, West Virginia 25064
Ph. 304-348-1942 Fax 304-348-1352



Dear Preschool Staff,

We are pleased to have you as a part of the Kanawha County School's Preschool Family. Our preschool program provides quality education for eligible 3 and all 4 year olds along with family services. Historically, the Kanawha County School's Preschool Program began as a Head Start delegate agency during the summer of 1965. Since its early beginnings the program has grown and flourished into a program that now provides services for 530 Head Start students and over 900 Pre-K students. Kanawha County Schools was awarded the opportunity to be the grantee Head Start agency in 2002. Since that time the State Department of Education formulated the universal Pre -K program which now provides services to students in Head Start, Pre-K and the Office of Exceptional Students. Kanawha County School's Preschool Program is housed in school-based and childcare collaborative sites throughout the county.

Each program has a certified teacher and a classroom aide. Kanawha County School's Preschool works collaboratively with the Kanawha County School's Board of Education and community partners to provide a comprehensive preschool program. Together we work to expand the preschool program and enhance the program delivery. The focus is on the domains set forth by the West Virginia Pre-k Standards which are: Approaches to Learning, Social and Emotional, the Arts, Physical Health and Health Development, Language and Literacy, Mathematics and Science.

School Readiness is a priority for the preschool program to ensure that all students are prepared for kindergarten. Teams of educators, health professionals and social service staff work to implement strategies that enhance the Parent, Family, and Community Engagement Framework in the Preschool Program. We will work to promote developmentally appropriate practices utilizing the framework of **West Virginia Pre-K Standards (Ages3-5) Policy 2520.15 and the Head Start Performance Standards**. Emphasis will be placed on improving student-teacher interaction with the **CLASS Classroom Assessment Scoring System** and documentation on **PSTEPS**. These practices will enable preschool children and their families to be better prepared for a successful school career in the 21st Century. We look forward to working with you this upcoming school year.

Preschool Management Staff

KANAWHA COUNTY SCHOOLS PRESCHOOL STAFF HANDBOOK

Page

| | |
|--|-------------------|
| KCS Mission Statement/Core Beliefs/Objectives | 1 |
| School Readiness Goals | 2 |
| Program Goals | 4 |
| Head Start Core Values | 9 |
| KCS Preschool Vision/Objectives | 10 |
| The Head Start Program | 11 |
| What Should Preschool (Head Start and Pre-K) Teach..... | 11 |
| Evaluation/Operational Information. | 12 |
| WV Pre-K..... | 13 |
| Teacher's Role/Family Support Principles | 14 |
| Confidentiality/Code of Conduct | 15 |
| Administration | 17 |
| Organizational Chart..... | 19 |
| Organizational List..... | 20 |
| 2020-2021 Calendar (Draft)..... | 21 |
| PreK Pacing Guide 2020-2021..... | 34 |
| Early Learning Scale..... | 37 |
| Inclement Weather Procedures | 41 |
| Site Information..... | 43 |
| Criterion for Enrollment..... | 44 |
| Board of Education | Back Cover |



Kanawha County Schools Mission Statement

Kanawha County Schools will provide a world-class education that ensures success for every student in the 21st century.

Kanawha County Schools Goals and Objectives

- Goal 1:** The achievement gap will be eliminated.
- Goal 2:** All students will master or exceed grade level educational standards through quality instruction.
- Goal 3:** Student achievement and time on task will increase through a safe, drug-free, nurturing environment
- Goal 4:** Student achievement will increase by integrating twenty-first century skills and technology tools throughout the curriculum.

County Core Belief Statements

We believe . . .

- All students CAN achieve.
- Quality teaching is the key to student success.
- Schools, parents and community must be partners in learning.
- Schools must be safe and caring places.
- All teachers must be teachers of 21st Century literacy skills.
- Effective leadership skills are essential for creating 21st Century schools.

Kanawha County Schools Preschool
School Readiness Goals
2021-2022

West Virginia Department of Education defines School Readiness as "a stage of transition the Head Start Framework and state standards are used to set goals for children. Kanawha County Schools Head Start/Preschool School Readiness goals focus on the Language and Literacy, Approaches to Learning and the Social Emotional domain. Goals include:

School Readiness Goal 1:

Language and Literacy:

All children will demonstrate increasing ability in language and literacy skills through positive staff/child interactions and receptive/expressive language activities. (Tracking by: ELRS and CLASS scores, as measured by ELRS 3rd checkpoint).

Objective #1:

Language:

Through the use of PATHS supplementary curriculum and the Creative Curriculum Studies, all children will improve positive language interactions in the classroom, as measured by ELRS 3rd checkpoint.

Objective #2:

Literacy:

Through participation in the literacy backpack program and the use of Studies, children will improve their knowledge of print and alphabet awareness as indicated from checkpoint one to checkpoint three on ELRS scores.

School Readiness Goal 2:

Approaches to Learning:

Caregivers will participate in school and community activities to develop their child's love for lifelong learning. (Tracking by: attendance).

Objective #1:

Each classroom will achieve 50% participation of caregivers during the monthly Celebration of Learning activities for the program year.

Objective #2:

Each classroom will attain an average of 50% participation of caregivers in daily classroom activities, as monitored through volunteer hours, monitored in "PSTEPS" by the end of the program year.

School Readiness Goal 3:

Social/Emotional development:

Program wide, each child will develop positive relationships with others.

Objective #1:

Using the PATHS supplemental curriculum and Practice Based Coaching plan, children will demonstrate improved self-regulation behaviors as indicated on the ELRS, from the first to the third checkpoint, decreasing the number of SAT referrals programmatically.

Objective #2:

Through the use of TPOT observation instrument, student prosocial and cooperative behaviors will improve as indicated on the ELRS, from the first to the third checkpoint, and CLASS scores, from fall to spring.

School Readiness Goal 4:

Cognition and General Awareness:

Children will improve critical thinking skills to independently explore the world around them using observation, investigation, prediction, and technology and apply that knowledge to daily interactions and self-expression.

Objective #1:

Using the Creative Curriculum Studies activities, student scores will improve in the ability to observe, predict and report, from the first to the third checkpoint, on the ELRS.

Objective #2:

Incorporating available technology, children will improve their level of personalized learning to enhance learning outcomes in counting, classification and measurement on the ELRS from the first to the third checkpoint.

School Readiness Goal 5:

Health and Physical Development:

Children will develop a love for healthy nutritional choices and physical activities throughout each day. (Tracked on the ELRS)

Objective #1: During family style meal time, Children will demonstrate healthy nutritional choices daily as monitored by classroom staff and daily menus.

Objective #2: Through daily gross motor activities and “Minds in Motion” curriculum, children will demonstrate improved motor skills, as measured by the 3rd checkpoint of the ELRS.

Kanawha County Schools Preschool Program Goals

County: Kanawha

School Year: 2018-2022

| Program Goal 1: Health and Safety: To Provide Healthy and Safe Environments for all Preschool classrooms throughout Kanawha County. | | | | | |
|--|--|---|--|--|---|
| Objective: All classrooms will provide safe playgrounds, according to all safety policies and procedures. | Year 1: Through the use of the Health and Safety checklist and daily checklist, 60% of preschool playgrounds will have provide appropriate ground cover. All Playgrounds will be inspected for safety concerns which will be addressed with Building and Grounds. Synthetic mulch will be added to programs with the least ground cover as funding is available. | Year 2: Through the use of the Health and Safety checklists, 60% of preschool playgrounds will provide appropriate ground cover. Programs that need playground equipment will be prioritized based on need and as funds become available. Synthetic mulch will replace wooden mulch due to its durability and longevity in an additional 10% of the playgrounds with the least ground cover | Year 3 Through the use of the Health and Safety checklists, 75% of preschool playgrounds will provide appropriate ground cover. Synthetic mulch will be added to an additional 15% of the playgrounds as funding becomes available. Synthetic mulch will replace wooden mulch due to its durability and longevity as funds become available. | Year 4 Through the use of the Health and Safety checklists, 90% of preschool playgrounds will provide appropriate ground cover. Synthetic mulch will be added to an additional 15% on an add need basis as funding becomes available. Synthetic mulch will replace wooden mulch due to its durability and longevity. | Year 5 Through the use of the Health and Safety checklists, 100% of preschool playgrounds will provide a safe environment for children on a daily basis. Synthetic mulch will be added to the additional 10% as funding becomes available. Synthetic mulch will replace wooden mulch due to its durability and longevity. |

Program Goal 2: Family and Community Engagement:

Family and Community Outreach will be a focal point for all communities with eligible preschool children for recruitment due to the change in the June 30th eligibility date as well as encourage daily attendance according to policies for all enrolled preschool children.

| | | | | | |
|--|--|--|--|---|--|
| Objective: All eligible children will have access to a preschool program within their attendance area or wherever best meets the needs of each family. All eligible enrolled children will follow all attendance policies and be notified of absences within the first hour through the best means available either phone calls, notes, emails, texts, class Dojo, Remind 101 or home visits. | Year 1: All eligible preschool children's families will complete an online application specifying the program within their community, what best meets their needs or where space is available. Data will be reviewed to discuss where additional programs will need to be added based on high number of applicants to ensure the neediest families are able to attend a program in their home school area with transportation available. Each family will receive a copy of the attendance agreement upon completing an application. Families will be notified within the first hour of the day when children are absent. The use of Class Dojo will be used by 50% of the staff and text messages by the other 50% to find the best means of contacting families. | Year 2: All eligible preschool children's families will complete an online application specifying the program within their community, what best meets their needs or where space is available. KCS will add an additional program in the Sissonville attendance area to meet the needs of the number of applicants. This area has a high number of Head Start and Special Needs children as funds become available. Each family will receive a copy of the attendance agreement. Families will be notified within the first hour of the day when children are absent. Include the importance of attendance in the Head Start/preschool newsletter. The use of Phone calls will be used by 50% of the staff while the other 50% will be used by Remind 101 to determine the best way to contact parents within the first hour of absences and communicate with families. | Year 3: All eligible preschool children's families will complete an online application specifying the program within their community, what best meets their needs or where space is available. KCS will add an additional program in the St. Albans attendance area to meet the needs of the number of applicants. This area has a high number of Head Start and Special Needs children as funds become available. Each family will receive a copy of the attendance agreement. Families will be notified within the first hour of the day when children are absent. Include the importance of attendance in the Head Start/preschool newsletter. Fifty percent of the staff will use either Class Dojo/text messages and 50% will use Remind 101/phone calls to narrow down the best way to communicate with families within the first hour of absences. | Year 4: All eligible preschool children's families will complete an online application specifying the program within their community, what best meets their needs or where space is available. KCS will add an additional program in the Kanawha City attendance area to meet the needs of the number of applicants. This area has a high number of Head Start and Special Needs children. Each family will receive a copy of the attendance agreement. Families will be notified within the first hour of the day when children are absent. Include the importance of attendance in the Head Start/preschool newsletter. By narrowing down the 2 best methods of communicating with parents will be compared to make the determination which communication option will be used. | Year 5: All eligible preschool children's families will complete an online application specifying the program within their community, what best meets their needs or where space is available. KCS will add an additional program in an attendance area with high number of applicants to meet the needs of the number of applicants. The possibility of moving a program with extremely low attendance and applicants is a possibility. Each family will receive a copy of the attendance agreement. Families will be notified within the first hour of the day when children are absent. Include the importance of attendance in the Head Start/preschool newsletter. 100% of teachers will use the best method of communicating with parents so attendance will be stressed. |
|--|--|--|--|---|--|

| | | | | | |
|---|--|--|--|---|--|
| Program Goal 3: Teaching and Learning: Due to the most recent ELRS Assessment scores, the staff will Increase Language and Literacy skills program wide for children in order to prepare them for school readiness and develop a love for learning. | | | | | |
| Objective: Preschool staff will increase language and literacy skills using activities and technology throughout the daily routine. | Year 1: Teachers will increase the number of language and literacy activities from the Study Starters which should increase overall ELRS scores by one level program wide as indicated at the end of the school year. | Year 2: Teachers will add the use of Creative Curriculum Language and Literacy activities and Smarty Ants (technology) with the Language and Literacy activities to assist with the increase in overall Language and literacy scores on the ELRS. | Year 3: Teachers will add one additional STEM activity, Smarty Ants and Studies activities to increase individual student's language and literacy scores on the ELRS. | Year 4: One additional STEM activity along with Smarty Ants, Studies activities and current STEM activities to increase individual student's language and literacy scores on the ELRS by 40%one point each semester. | Year 5: From the implementation of Curriculum activities, Smarty Ants, Studies, STEM activities and Language and literacy Studies activities, all children will increase in language and literacy on the ELRS by one grade level. |

| Program Goal 4: Health –Mental Health: implementation of the Practice-Based Coaching model to assist staff with Classroom and Behavior Management to address challenging behaviors as well as increase appropriate social skills and decrease SAT referrals. | | | | | |
|--|--|---|--|---|--|
| <p>Objective: Due to the increase in challenging behaviors county-wide, KCS Head Start / Preschool will continue to implement the Practice-Based Coaching model with ECPBIS intervention county-wide to assist staff with classroom and behavior management.</p> | <p>Year 1: To incorporate the Triangle Classroom Management and Behavior Management model along with Tier Training, ECPBIS staff training, PATHS and Minds In Motion within the Practice Based Coaching with 16 teaching teams utilizing the TPOT and those with the most SAT referrals to reduce the number of children with Challenging behaviors. Teams will meet in small groups. Review of SAT referrals will assist with additional intervention strategies.</p> | <p>Year 2: To incorporate the Triangle Classroom Management and Behavior Management model along with Tier Training, ECPBIS staff training, PATHS and Minds In Motion within the Practice Based Coaching with 16 additional teaching teams using the TPOT to reduce the number of children with Challenging behaviors. KCS will also monitor the previous 16 teams for appropriate classroom and behavior management implementation.</p> | <p>Year 3: To incorporate the Triangle Classroom Management and Behavior Management model along with Tier Training, ECPBIS staff training, PATHS and Minds In Motion within the Practice Based Coaching with 16 new teaching teams using the TPOT to reduce the number of children with Challenging behaviors. Monitoring will continue with the previous 32 teaching teams by the education manager's for additional support.</p> | <p>Year 4: To incorporate the Triangle Classroom Management and Behavior Management model along with Tier Training, ECPBIS staff training, PATHS and Minds In Motion within the Practice Based Coaching with 16 new teaching teams using the TPOT to reduce the number of children with Challenging behaviors. Monitoring and review will continue with all previous teams in small groups.</p> | <p>Year 5: To incorporate the Triangle Classroom Management and Behavior Management model along with Tier Training, ECPBIS staff training, PATHS and Minds In Motion within the Practice Based Coaching with the last group of 16 teams to reduce the number of children with Challenging behaviors. Previous teams will continue to be monitored county wide fusing the TPOT for best practice implementation to work with children with challenging behaviors. This should address all teams individually to ensure strategies are put into place for those children that need additional support and those teachers who need stronger classroom management skills. SAT referrals will be reviewed and compared over the past 5 years.</p> |

| Program Goal 5: School Readiness: To develop School Readiness Goals around program data. | | | | | |
|---|---|---|---|---|---|
| <p>Objective: To develop School Readiness Goals in the areas of Language and Literacy, Approaches to Learning, Social Emotional Development, Cognition and General Awareness and Health and Physical Development using data from the Community and Self-Assessments, ELRS, CLASS, Walk Throughs, PIR, SAT referrals, volunteer hours and parent participation, attendance, the Literacy Backpack program etc. throughout the school year.</p> | <p>Year 1: Using the previous data from the ELRS, Self and Community Assessments, PIR, CLASS scores, Walk Through, SAT and Behavior Referrals, volunteer hours and parent participation, attendance etc., management staff, Policy Council, Core team and the governing body will approve and implement School Readiness goals to best meet the needs of the program.</p> | <p>Year 2: Using the previous 2 years data from the ELRS, Self and Community Assessments, PIR, CLASS scores, Walk Through, SAT and Behavior Referrals, volunteer hours and parent participation, attendance etc., management staff, Policy Council, Core team and the governing body will approve and implement School Readiness goals each year to best meet the needs of the program.</p> | <p>Year 3: Using the previous 3 years data from the ELRS, Self and Community Assessments, PIR, CLASS scores, Walk Through, SAT and Behavior Referrals, volunteer hours and parent participation, attendance etc., management staff, Policy Council, Core team and the governing body will approve and implement School Readiness goals each year to best meet the needs of the program.</p> | <p>Year 4: Using and comparing the previous 4 years data from the ELRS, Self and Community Assessments, PIR, CLASS scores, Walk Through, SAT and Behavior Referrals, volunteer hours and parent participation, attendance etc., management staff, Policy Council, Core team and the governing body will approve and implement School Readiness goals each year to best meet the needs of the program.</p> | <p>Year 5: Using the comparing the previous 5 years data from the ELRS, Self and Community Assessments, PIR, CLASS scores, Walk Through, SAT and Behavior Referrals, volunteer hours and parent participation, attendance etc., management staff, Policy Council, Core team and the governing body will approve and implement School Readiness goals each year to best meet the needs of the program.</p> |

HEAD START CORE VALUES

Quality – Strive to consistently provide the highest level of service to children and families. Preschool leadership seeks to create a dynamic and cohesive environment that fosters commitment and supports continuous improvement. To effectively accomplish goals, Head Start respects, values, and uses the contributions of each child, family, and staff member. Head Start respects and values the time, effort, and resources that the community provides.

Inclusion – Build a community where each child and adult is treated as an individual while maintaining a sense of belonging to the group. An inclusive community values, respects, and responds to diversity-in culture, ethnicity, language, and ability.

Empowerment – Believe that people can identify their own needs and interests and are capable of finding solutions and making changes. Preschool offers families opportunities and support for growth and change.

Collaboration – Build relationships among children, families, staff, and the larger community. A partnership consisting of a network of community agencies and informal networks serves families. Preschool does not act alone, but, is a key player in a community of providers.

Learning – Create for children, parents, and staff a culturally sensitive environment in where enhancing awareness, refining skills, and understanding are valued and promoted. Children, parents, and staff can teach and learn from one another.

Advocacy – Reaffirm that personal responsibility is critical to change. Acknowledging that social and economic factors that negatively affect the lives and promise of children and families. Change occurs at the individual and systems levels and addresses both the symptoms and underlying causes.

Wellness – Embrace a comprehensive vision of health for children, families, and staff that assures that basic health needs are met; encourages practices that prevent future illness or injury; and promotes positive, culturally relevant health behaviors that enhance lifelong well-being.

Nurturing – Support the physical, social, emotional, and cognitive development of each child in the context of the child's family and culture. Development is supported through nurturing relationships among staff, parents, and children.

Diversity – Recognize and embrace the idea that all members of the preschool community, children, families, and staff, have roots in many cultures. Preschool families and staff, working together as a team, effectively transforms negative responses to promote respectful, sensitive, and proactive approaches to diversity issues within their programs.



KANAWHA COUNTY SCHOOLS

Preschool Vision

The Kanawha County Schools Preschool Program collaborates with Kanawha County Schools, Office of Exceptional Students, West Virginia Pre-K and community partners to provide quality early childhood educational services to three and four year old children while effectively engages preschool families in the education process.

Preschool Objectives

Provide orientation training to all staff, community representatives, parents and agencies on the Head Start Performance Standards and West Virginia Policy 2525.

To promote standards of collaboration with identified agencies in an effort to integrate and educate Head Start, Pre –k and OES into a comprehensive Kanawha County Schools Preschool Program.

Kanawha County Schools Preschool Staff will be trained on 21st Century Skills within the framework of the Creative Curriculum for preschool. Staff will use the 21st Century Skills to develop programs for the student's individual needs.

To continuously provide high quality child development, instructional services and identify specific needs of the children, their families and community by providing appropriate follow –up services.

To provide and maintain an active enrollment committee that will maintain enrollment and monitor the ongoing recruitment process.

Ensure that a comprehensive infrastructure system supports the delivery of best practices and equitable school readiness services to all preschool children and families in Kanawha County.

Promote Head Start as a part of the Kanawha County Schools Preschool Program in the local community by creating and monitoring an active advertising campaign that provides collaborative child find activities, positive communication and community outreach.

Educate all identified school and community agencies on Head Start's function, role and service in the Kanawha County Schools Preschool Program.

Head Start, OES and WV Pre-K will continue to collaborate to provide a computerized online, universal application that enables the Kanawha County Schools Preschool Program to maintain an electronic data collection and monitoring system.

Continue to be actively involved in the expansion of preschool programs in Kanawha County Schools.

THE HEAD START PROGRAM

Head Start is a federally funded, comprehensive child development and education program for preschool children of low-income families. Head Start was first implemented in the summer of 1965 as a result of the Economic Opportunity Act of 1964. Most programs operate a full year (9-10 months) program which corresponds to the traditional school year. We do, however, have 2 classrooms operating on the year-round calendar.

NATIONAL AND REGIONAL

At the national level, Head Start is funded through the Department of Health and Human Services (DHHS) and placed in the Office of Administration of Children, Youth, and Families. DHHS is divided into eleven regions: one of which consists of West Virginia, Pennsylvania, Delaware, Maryland, Washington, DC, and Virginia-Region III, located in Philadelphia.

LOCAL

The Office of Administration of Children, Youth, and Families grants responsibility for the administration of Head Start to local community groups. In Kanawha County, the Grantee Agent is Kanawha County Schools which is located at 200 Elizabeth Street, Charleston, West Virginia, 25311. Kanawha County Schools Head Start provides services for children and families in Kanawha County.

PHILOSOPHY

THE PRESCHOOL CHILD:

1. Each child is an individual. There is no one else like him or her.
2. Each child progresses at different developmental levels in each area.
3. Program must meet the needs of each child:
 - a. Individual child's needs are met.
 - b. Learning must be fun and exciting.
 - c. Child needs to feel safe and secure in order to learn.

THE PRESCHOOL PARENT:

1. Families want the best for their child and are an intricate part of the Preschool program.

WHAT SHOULD PRESCHOOL (Head Start/Pre-K) TEACH?

- A. **Domains:** A Domain is an area of development in which the child develops to the extent of his or her ability and interests.
 1. A child is an individual. All children are not expected to be at the same level at the same time.
 2. Our program encompasses eight Domain areas:
 - a. Language
 - b. Literacy

- c. Mathematics
- d. Science
- e. Creative Arts
- f. Social and Emotional Development
- g. Approaches to Learning
- h. Physical Health and Developmental
- 3. All Domain areas must be covered by the classroom staff.
- 4. Individual assessments must be completed three (3) times a year.

B. Skills Approach:

- 1. Developmentally appropriate skills in all areas.
- 2. Skills are based on outcomes.

OPERATIONAL INFORMATION HEAD START ACT

The National Head Start Bureau provides programs with guidelines. These guidelines are found in the Head Start Act. A copy of the Head Start Act is located in the Preschool Office. This bound document contains the standards recommended for compliance and can also be located electronically on ECLKC.

BUDGET

The Regional Head Start Office allocates funding for the Head Start Program. The program budget is established and approved by the Policy Council, Governing School Board Members and Management Staff before it is sent in to the Regional Head Start Office in Philadelphia for approval. A copy is part of the Kanawha County Board of Education Minutes and Policy Council Minutes.

EVALUATION

Head Start programs are evaluated by a five-year review process. West Virginia Pre-K is evaluated on a triennial review process. The Kanawha County Schools preschool staff, parents and community members monitor the program annually using a Self-Assessment tool, Health and Safety checklist 3 times a year and the Classroom Assessment Scoring System (CLASS) 2 times a year. The results are compiled and available for review. All staff members are evaluated annually in accordance to West Virginia Department of Education Policy 5310.

CALENDAR AND TRAINING PLAN

The Kanawha County Schools Preschool Training Plan and Calendar are developed by the Management Team with input from staff, parents, the Continuous Quality Improvement Plan (CQI) and staff evaluation results. Collaboration occurs with the Office of Exceptional Students/Early Intervention Department, the Kanawha County Schools West Virginia Pre-K Program and the Kanawha County Schools Staff Development Office.

THE PRESCHOOL TEAM

The overall goal of Preschool is to bring about a degree of social competence in low-income families. Social competence means the child's everyday effectiveness in dealing with his/her environment and future responsibilities in school and life. Social competence takes in to account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that enable a child to function optimally. Preschool values the rights of parents and recognizes that they are the child's "first teacher."

Preschool staff members work together to achieve this goal for children enrolled in the program. The Team is comprised of: Parents, the Director, Teachers, Principals, Education Managers, Preschool Coordinator, Classroom Staff, Nurses, Psychologist, Family Service and Social Worker Staff, parent assistants and KCS Itinerant Staff. Each team member plays an important and somewhat unique role in achieving the goal of social competence. As with any team effort, success depends on the individual contributions of the team members as well as coordination by the team leader.

RELATIONSHIP TO THE SCHOOL

Preschool Classroom Staff are full time employees who work the same hours (eight hours) as regular classroom teachers, aides and parent assistants. Each Preschool staff member who eats family style with their children during breakfast, lunch and snack is provided a "free lunch." This is considered instructional time. Each school has different hours, and therefore the preschool schedule will depend on the opening and closing at the school.

It is important that preschool teachers comply with all school policies and procedures in order to maintain positive relationships with other members of the school faculty. However, it is recognized that the nature of the preschool staff member's job is somewhat different from that of other teachers and aides due to the age and development of the children. Head Start is an integral part of Kanawha County Schools Preschool Program. The preschool classroom participates in everything that the school does and provides a "seamless" delivery model.

WEST VIRGINIA PRE-K

In 2002, the West Virginia Legislature passed a law that supported a free Pre-K program to 4-year old children. This put West Virginia among the top five states in the nation to offer preschool services to 4-year old children through a free and appropriate public education system. Thus, began a 10-year mission to offer free Pre-K programs to **all** 4 year olds by 2012. The West Virginia Department of Education, through Policy 2525, has provided the framework followed to reach this goal. Kanawha County Schools currently serves over 1400 children through a variety of program sites with 530 being Head Start children and families.

Kanawha County Schools Preschool works collaboratively with the West Virginia Department of Education and Department of Health and Human Resources to deliver quality preschool services throughout Kanawha County. The partnerships with special education, faith-based programs, and child care centers has allowed this opportunity to meet the needs of preschool children throughout Kanawha County.

The Requirements are as follows:

- Students must have an online application on file. This site may be accessed through the following websites:
<http://kcs.kana.k12.wv.us> for Kanawha County Schools or
<https://kcs.preschoolsteps.org/login.cfm> for PSTEPS
- 4-year old Health Check Physical form
- The child must be 4 years old before July 1st of the upcoming school year.
- State Birth Certificate from Vital Statistics (Not a county birth certificate)
- Immunization Record (4-year old boosters)
- 3 Year olds with an IEP may also attend or some 3 year old Head Start where space is available
- Dental Exam
- Proof of income for Head Start only

All Kanawha County Schools preschool classrooms:

- Have highly trained certified teachers with most obtaining a Master's Degree
- Utilize the research based Creative Curriculum
- Provide screenings for Developmental Delays and Speech.
- Are served by a Registered Nurse, Licensed Social Worker, Special Needs Itinerant and Speech Therapist.

WHAT IS THE TEACHER'S ROLE?

A. Definition of a teacher:

All adults (Teachers, Aides, Parent Assistants and Volunteers) in the classroom are designated as teachers. A classroom that is managed effectively is smooth in its transitions and all adults are “modeling” for the children.

B. Curriculum Planning:

- Brigance Developmental Screener/Ages and Stages
- Observation and documentation-PSTEPS
- Early Learning Scale Evaluation
- Creative Curriculum

C. Use of Early Learning Program:

- Studies are means of teaching skills from the domains.
- Incorporate the skills needed into your lesson plans.
- Each study includes tasks for a specific domain.
- Children are allowed to explore a variety of materials.
- Every study should contain something for every individual child's interest.
- Every lesson plan should contain activities to reflect each individual child's developmental level and focus on previous learning.

WHAT IS THE PRESCHOOL PARENT'S ROLE?

- To be the child's "first teacher".
- To be an advocate for his or her child.
- To know what the teaching staff has planned and how they can help.
- To follow a classroom schedule but be flexible based on the needs.
- To provide assistance to the teaching staff in a variety of areas.
- To learn different concepts to teach to their children at home.

PARENT, FAMILY, COMMUNITY ENGAGEMENT FAMILY SUPPORT PRINCIPLES

Kanawha County Schools Preschool Program pledges to support **ALL** families in the following ways:

1. The primary goal of working with Preschool families is to assist them in becoming self-sufficient.
2. The partnership Preschool staff establishes with family members can be the major means of bringing about growth and change in the family.
3. Preschool's primary job is to help families identify and establish their own support system.
4. The family should take as much responsibility as possible for children who need special services.
5. Preschool staff will accept and respect **all** families.

FAMILY PARTNERSHIPS

Family and Community Partnerships are established along with parent involvement. In addition to involving parents in program policy making and operations, the grantee must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group.

STATEMENT OF CONFIDENTIALITY SUGGESTED GUIDELINES FOR MAINTAINING CONFIDENTIALITY

Families have the right to protection of personal information about them in their relationship with Head Start during and following the process of obtaining services. The following principles should be kept in mind.

1. Parent/Guardians should be the *primary* source of information about themselves, and information sought from them should be limited to that which is essential for services.
2. Parents and other volunteers are prohibited from reviewing records other than those of their own children.
3. Children's health and education and social services records on families are open only to Head Start staff and special consultants on a "Need to Know" basis (to the extent necessary to provide services).
4. Personally identifiable medical information from a student's records may not be disclosed without the written consent of a custodial parent or guardian.
5. Families must be informed about information that will be shared with other Head Start staff and the reason why. When in doubt about releasing information, obtain permission from a family member. No information should be released to anyone outside the program without written consent from the family, except in reporting suspected child abuse and neglect.
6. Other agencies and individuals should be consulted *only* with the family's consent and within the limits of that consent.

7. Include information on how forms will be used and how information will be released as a part of the agency's plan or policy for confidentiality.
8. Only that information should be recorded and those records maintained that are ESSENTIAL to provide service; and the use of records should be determined by agency function and the consent of the family.

CODE OF CONDUCT

Head Start Policy Council, Governing Body Members, Preschool Staff, Community Members, Contracted Staff, Parents and Volunteers

Policy:

All Policy Council members and preschool staff will be expected to conduct themselves in such a manner that their personal or professional conduct does not have a negative effect on services or reflect negatively on Kanawha County Schools public image, reputation or credibility.

Procedures:

- Acceptable standards of conduct will be established and periodically revised by The Kanawha County Board of Education and approved by Policy Council for Policy Council and Preschool Staff.
- All Policy Council Members and Staff will be informed of the code of conduct.
- Enforcement of the "code of conduct" will be the responsibility of the Board's Designee: Superintendent of Schools.

CODE OF CONDUCT

The Head Start Policy Council, Governing Body Members, Preschool Staff, Community Members, Contracted Staff, Parents and Volunteers

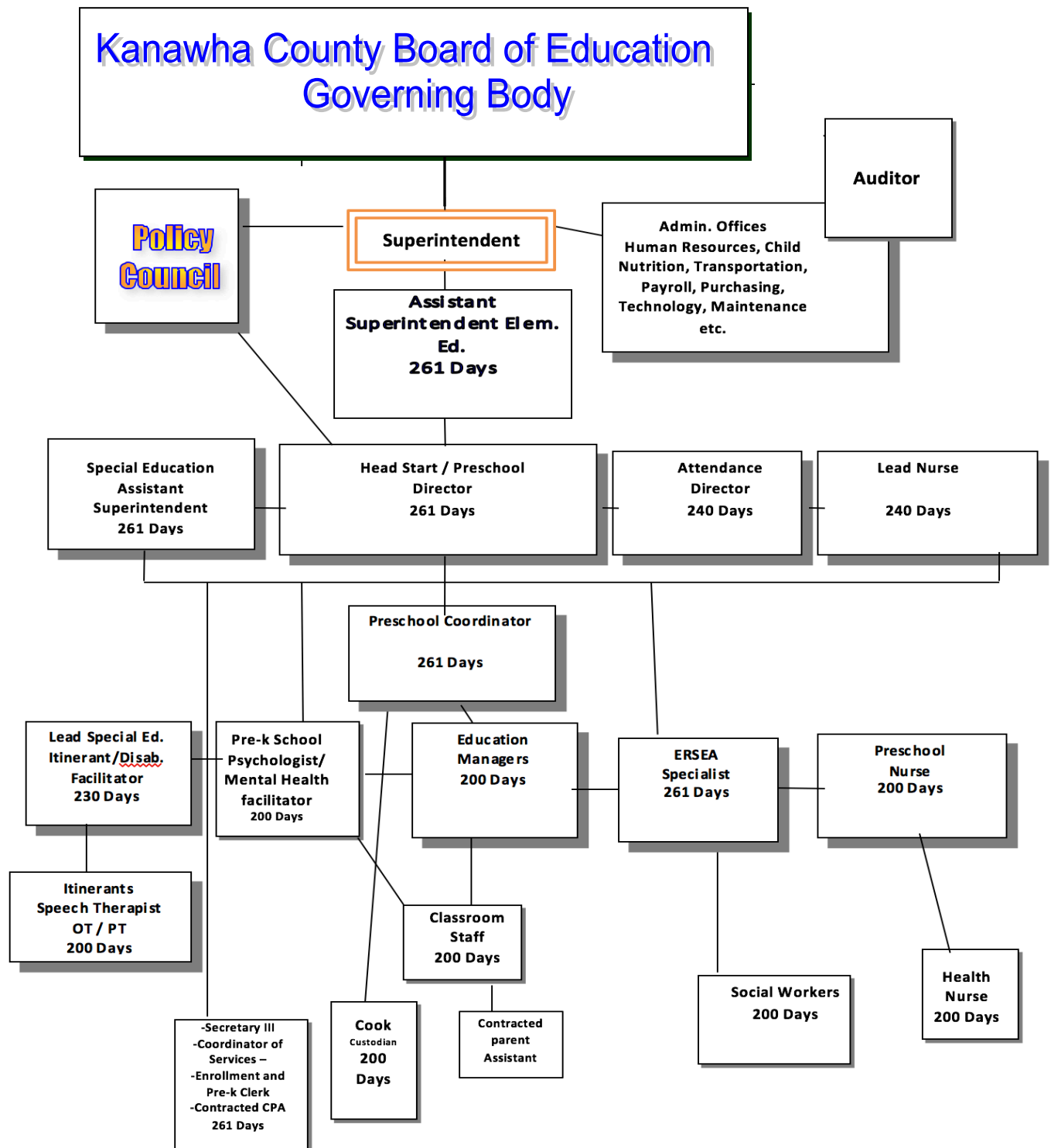
- Respect and promote the unique identity of each child, family, employee, Policy Council, and refrain from stereotyping on the basis of gender, race, ethnicity, Culture, religion, or disability.
- Will protect and promote each child's physical and emotional well-being, mental capability and social competency and will never leave a child unsupervised.
- Will use positive methods of guidance and will not use corporal punishment, emotional or physical abuse, punishment or reward, or denial of basic needs.
- Uphold the Confidentiality Guidelines as follows:
- No information regarding children and families of children enrolled in Kanawha County Schools Preschool will be discussed outside of the work setting or Policy Council Meetings.
- Safeguard information discussed in the work setting and at Council meetings to areas where they have a decision-making authority.
- All information discussed in Policy Council Meetings will be held in confidence.
- Support and participate in a TEAMWORK approach to decision making.
- All Policy Council members are responsible for attendance at all meetings. If more than 3 meetings are missed, without excuses reported to the Chairperson and/or Preschool Director, termination of membership and participation and voting rights will be suspended.
- Will behave and interact respectfully while participating on Policy Council or Staff meetings or when representing the organization within the community.
- Have an interest and concern for children and their families.
- Refrain from any actions involving violence, threats, sexual harassment, or other legally defined misconduct during meetings or within the community.
- Not use or accept agency equipment, supplies, or funds for personal benefit.
- Not accept gifts and/or gratuities for personal use.
- Not use their position on the Policy Council or as an employee for purposes which are, or give the appearance of being, motivated by a desire for private gain for themselves or others.
- Not make public statements under the auspices of any agency title without Board approval.
- Not participate in Council Meetings or activities under the influence of illegal drugs or alcohol.
- Not have a record of a conviction of a felony.
- Not smoke on school property, and/or, at any time when in the accompaniment of Preschool children.
- Will respect and uphold the legal authority of the Board to establish, review the standards of conduct.

ADMINISTRATION

A full time Director administers the overall preschool program. Under the Director's leadership, there are several positions which provide program support: Preschool Psychologist, Education Managers, Preschool Coordinator, Social Workers, Certified Nurses, Teachers, Aides, Parent Assistants, Secretary III A, Coordinator of Services Accountant III A, Fiscal Assistant, Enrollment Clerk, ERSEA Specialist, Cook III, Special Needs Specialist, Curriculum Trainer as well as other support personnel.

The primary goal is to provide for the development and coordination of the Preschool Program across different departments of Kanawha County Schools and community agencies. No more than 15% of Head Start federal funds may be used for administrative purposes. The preschool office, located at the Roxalana Annex, maintains records for documentation and auditing purposes. A training and development center is provided in the complex. The Kanawha County Schools Preschool Program's administration is governed by the standards set forth in the Head Start Act and WV Policy 2525. The Performance Standards are approved by the United States Congress and WV Policy 2525 is approved by the Legislative Body of West Virginia.

The Kanawha County Schools Preschool Program has ongoing monitoring along with a training plan, Continuous Quality Improvement Plan, Community Assessment, Self-Assessment, TPOT, CLASS, School Readiness goals, Five-year Goals, WV Pre-K Plan and an inclusive Kanawha County Schools Strategic Plan. All plans support the Parent, Family and Community Framework which is reviewed annually to reflect the changing needs of families and staff. These plans are approved by the Policy Council Governing Body and CORE team and published.



KANAWHA COUNTY SCHOOLS PRESCHOOL ORGANIZATIONAL LIST

Kanawha County Board of Education

1. Ryan White
2. Becky Jordon – President
3. Ric Cavender
4. Tracy White– Current Governing Body Representative to Policy Council/Core Team
5. Jim Crawford

KCS Superintendent

Tom Williams

Head Start Policy Council

Chairperson: Taylor McClanahan

KCS Assistant Superintendent of Elementary Ed.

Mellow Lee

Preschool Director

Carol Lane

KCS Lead Attendance Director

Eddie Ivy

KCS Lead Nurse

Alicia Warden

Preschool Psychologist/Mental Health Facilitator

Kim Vorholt

ERSEA Specialist

Johnny Ferrara

Preschool Coordinator

Kristina Anderson

Education Managers

Kristina Anderson

Karen Clatworthy

Diana Corker

Gloria Richardson

Sarah Mullins

Brenda Riffe

Jenny Schoettker

Health Nurses

Lisa Hartney

Preschool Nurse - Sarah Gottlieb

Angie Dickens

Cathy Shepherd

Teresa Ryan

April Ross

Sheila Estep

Don Springer

Kenna Scott

Danita Nellhaus

Amy Donovan

Jean Frame

Jane Perrow

Holly Smith

Jessica Fidler

Delynn Davis

Elizabeth Webb

Beth Schram

Teresa Evans

April Griffith

Amy Stierwalt

Janet Allio

Traci Bailey

Linda Parsons

Michelle Daniel

Tina Johnson

Ashley Johnson

CJ Hoffman

Melanie Pierson

Sarita Bennett

Preschool Social Workers

Kim Beckett

Jennifer Lilly

Social Workers

Maci Clark

Melissa Cottrell

Tawonna Austin

Jenny Woodson

Sonia Ruffin

Genel Austin

Jessica McCallister

Kimberly Graley

Brittany Davis

Candice Pauley

Stephanie Woods

Caty Culbertson

Stephanie Woods

Ashley Moore

Christa Keeney

Caitlyn Lastoria

Katalyn Moriarty

Chenelle Coy Williams

Jeannette Bragg

LaQwanza Jackson

Parent Liaison/Policy Council

Kim Beckett

Head Start Secretary IIIA

Cindy Hess

Enrollment Clerk

Terry Gill

Accountant IIIA

Diane F. Young

Contracted Fiscal Asst

Tabitha Crist

Cook

Gina Roblee

Custodians

Margaret Fink

**KANAWHA COUNTY SCHOOLS
PUPIL TRANSPORTATION
3300 Pennsylvania Avenue, Charleston, WV 25302
Telephone: (304) 348-6616, FAX: (304) 348-6128**

PLEASE POST

February 9, 2020

TO: ALL EMPLOYEES

RE: 2020-2021 INCLEMENT WEATHER PROCEDURES

Below please find information regarding *INCLEMENT WEATHER PROCEDURES* for the 2020-2021 school year. This will be announced by the local media and the Communicate System.

WHEN SCHOOLS ARE CLOSED FOR STUDENTS FOR A FULL DAY, WE MAY TRANSITION TO A WEATHER-RELATED REMOTE LEARNING DAY:

**Weather-related
remote learning:**

All 261-day employees are to report to work on time.

Parents/students should check Schoology for assignments or conferences at or before the normal start time of their school day.

Students with IEPs do not report on these days and should transition to remote learning.

The following employees should report to their work location:

- 261-day employees
- All custodians
- All bus drivers
- All cooks
- All secretaries/clerks
- All building level administrators

Teachers, aides, counselors and other school-based staff who can work from home may work from home if they have the capability to do so (for teachers/aides this includes live conferencing). If these staff cannot achieve this from home, then they must report to school to deliver their remote instruction or fulfill their work day.

This is a contract day that will not be made up.

Snow day:

All school-based and non-261-day employees stay home. There will be no remote learning for students.

All 261-day employees are to report to work on time.

Other essential staff may be asked to report as directed by their building administrator or the directors of child nutrition, transportation or maintenance, with the permission of the Superintendent of Schools.

This day will be made up.

INCLEMENT WEATHER PROCEDURES

Page 2

WHEN SCHOOLS ARE OPEN FOR STUDENTS ON A DELAY OR EARLY DISMISSAL – FOR ALL STUDENTS PRE-K THROUGH 12 AND ADULT VOCATIONAL CLASSES:

Two-hour delay:

WHEN SCHOOLS ARE OPENING TWO HOURS LATE:

All employees are to report to work at their regularly scheduled time. If they run into a problem (i.e. hazardous roads, etc.), they should call their Immediate Supervisor/Principal and advise them of their particular situation.

All morning vocational classes will be canceled. Announcements regarding changes in bus schedules and routes will be made by 8:00 a.m.

Early dismissal:

WHEN SCHOOLS ARE CLOSED EARLY:

All Vocational, Extra-Curricular activities, and Community Education classes scheduled for that afternoon or evening will be canceled. News media will be notified of early dismissal as soon as decisions are made in order that announcements can be made by noon.

In the event of certain weather conditions or other circumstances beyond the control of the school district, the Superintendent of Schools may provide alternative work schedules for employees and may require certain departments or working locations to report to work as deemed necessary for the efficient operation of the school system.

SCHOOL BASED CENTERS**COLLABORATIVE SITES**

| CENTER | PHONE # | CENTER | PHONE # |
|-------------------------------------|----------------|--|----------------|
| Alban | 304-722-0234 | Bream #1, #2 | 304-346-2551 |
| Alum Creek | 304-348-1935 | Charleston Child Care Schoenbaum | 304-414-4420 |
| Andrews Heights | 304-722-0232 | Christ Church -The Growing Place | 304-342-0192 |
| Anne Bailey 1 & 2 | 304 -722-0230 | Country Kids | 304-926-6003 |
| Belle 1 & 2 | 304-949-2612 | Creative Learning | 304-340-0006 |
| Bridge | 304-965-5501 | Discovery Kingdom | 304-768-9500 |
| Bridgeview | 304-766-0383 | Gateway 1, 2 | 304-727-8002 |
| Cedar Grove | 304-949-1642 | Kiddie Kollege | 304-768-7417 |
| Chesapeake | 304-949-1121 | Morris Memorial 1, 2 | 304-925-1413 |
| Clendenin 1 & 2 | 304-965-5311 | Oakhurst | 304-746-0099 |
| Dunbar 1 & 2 | 304-766-0366 | Saint Andrews | 304-965-5437 |
| Edgewood | 304-348-6644 | Saint Francis 1, 2 | 304-727-5690 |
| Elk Center 1, 2, 3, 4 | 304-348-7776 | Union Mission Preschool & Childcare | 304-542-1540 |
| Flinn | 304-348-1960 | YMCA of Cross Lanes 1 & 2 | 304-776-3323 |
| Grandview 1 & 2 | 304-348-1928 | | |
| Holz 1, 2 | 304-348-1906 | | |
| Kanawha City | 304-348-1985 | | |
| Kenna | 304-348-6104 | | |
| Lakewood 1 & 2 | 304-722-0200 | | |
| Malden | 304-348-1973 | | |
| Marmet | 304-949-2382 | | |
| MCS West Side 1 & 2 | 304-348-6535 | | |
| Mary Ingles Elem. | 304-348-6533 | | |
| Midland Trail Elem. | 304-949-1823 | | |
| Montrose Elem. | 304-348-1930 | | |
| Nitro 1 & 2 | 304-755-2451 | | |
| Piedmont 1 & 2 | 304-348-1910 | | |
| Pratt | 304-949-4838 | | |
| Richmond 1 & 2 | 304-766-0357 | | |
| Ruffner 1 & 2 | 304-348-1130 | | |
| Ruthlawn 1, 2 | 304-744-9482 | | |
| Sharon Dawes | 304-595-3323 | | |
| Raglin 1, 2, 3, & 4 | 304-766-0378 | | |
| Shoals | 304-348-1900 | | |
| Sissonville 1, 2, 3, & 4 | 304-348-1961 | | |
| Weberwood | 304-348-1924 | | |
| Weimer 1 & 2 | 304-722-0250 | | |
| | | | |

Criteria for Enrollment

- Four years old **BEFORE** July 1st of the upcoming school year
- Three year old children with an IEP

Documentation you need to bring with you:

- Department of Vital Statistics State Birth Certificate (with raised State Seal)
 - Immunization records
 - Most recent well-child exam
 - Most recent dental exam
- Income verification for Head Start (can be pay stub, prior year income tax, etc.)
 - Lead and Hemoglobin blood results for Head Start

Criteria for Placement

1. Home School/Family Needs/OES/Head Start/McKinney Vento
2. Pre-K
3. Three year old Head Start Children after November 1st - contingent upon available space

Placement is contingent upon Criteria for enrollment



**KANAWHA COUNTY
SCHOOLS PRESCHOOL
OFFICE**
Roxalana Annex
1004 Lower Midway Drive
Dunbar, WV 25303
Telephone: (304) 348-1942
Fax: (304) 348-1352



KANAWHA COUNTY BOARD OF EDUCATION

200 Elizabeth Street
Charleston, West Virginia 25311 - 2119
Tom Williams, Ed. D., Superintendent

Jim Crawford
Ric Cavender
Becky Jordon, President
Ryan White
Tracy White

DISCRIMINATION PROHIBITED

As required by federal law and regulations, the Kanawha County Board of Education does not discriminate on the basis of sex, race, color, religion, disability, age, or national origin in employment and in the administration of any of its education programs and activities. Inquiries may be directed to Jeane Ann Herscher, Title IX Coordinator, Kanawha County Board of Education, 200 Elizabeth Street, Phone 304-348-1344; to James Mullins, Section 504 Coordinator.