

Hoke County Schools



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Forms

- Discipline and Behavior Management Policy
- NC Pre-Kindergarten Program Guidelines and Parent Contract
- Nutrition Opt Out Form
- Summary of the North Carolina Child Care Laws and Rules
- The Creative Curriculum Objectives for Development and Learning
- Volunteer Background Authorization & Release

Mission Statement

The Hoke County Pre-Kindergarten Program is designed to offer a high-quality child-centered, literacy focused curriculum for eligible four-year-old children, to provide a bridge to Kindergarten readiness – which is the foundation to early school success.

Pre-Kindergarten Developmental Goals

When a developmentally appropriate environment is provided for young children at home and at school, each child will develop and progress in the following areas:

- Self-worth
- Value and respect the physical environment and take responsibility for their actions within their personal and learning environment
- Express, represent, and understand thoughts, feelings, and experiences of self and others in their personal and learning environment
- Make decisions and solve problems
- Use fine and gross motor skills
- Live in harmony with others



NC Foundations for Early Learning and Development

The curriculum and daily activities are planned and organized to promote growth and development of the whole child. The five distinct, but highly interrelated domains provide structure for the NC Pre-Kindergarten Program and are aligned with the North Carolina Standard Course of Study. A brief description of each domain appears below:

- **Approaches to Play and Learning** – How children become involved in learning and acquiring knowledge.
- **Health and Physical Development** – Children’s physical health and ability to engage in daily activities.
- **Emotional and Social Development** – The emotional competence and ability to form positive relationships that give meaning to children’s experiences in the home, school, and larger community.
- **Language Development and Communication** – How children understand, create, and communicate meaning.
- **Cognitive Development** – is a construction of knowledge; what children need to know and understand about their world and how to apply what they know. Young Children are always processing information about their world. They do so through both structured and unstructured activities, play, and interactions with others. From experiences such as these, young children develop their understanding, thinking, reasoning and abilities in areas of math, science, language, the arts, social studies and technology.

Your Pre-Kindergarten Child

Young children are curious and active learners searching for ways to express themselves. Pre-Kindergarten children are in constant motion – running, climbing, jumping, swinging, skipping, and shouting. They have a powerful need to give and receive love through drawing, painting, building, listening, talking, singing, and dancing. The children are constantly exploring by smelling, tasting, touching, watching, and listening. In fact, play is the most important source of their learning and is the world and the work of young children. **Play provides the time, space, experience, and interaction necessary for the gradual development of the whole child – socially, emotionally, physically, and intellectually.**

A Quality Pre-Kindergarten Classroom

A Quality Pre-Kindergarten Classroom:

- Enhances the child's curiosity and desire to learn
- Offers a variety of activities to develop cognitive, social, emotional, and physical skills
- Fosters learning and development through the NC Foundations for Early Learning and Development and The Creative Curriculum for Preschool
- Encourages development of cognitive and social skills with teacher directed center activities: Blocks, Dramatic Play (dress up), Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, and Computers
- Increases literacy, vocabulary and language, provide opportunities for informal conversations; songs, rhymes, finger plays, or movement activities; firsthand experiences (new words to describe what they are doing); and reading aloud
- Discovers the world of nature, people, and the environment through hands on science and social studies activities
- Develops number concepts, patterns and relationships, geometry and spatial sense, measurement, data collection, organization, and representation
- Promotes phonological awareness; knowledge of print, letter and words; comprehension; understanding of books and other text or literacy as a source of enjoyment
- Expands technology concepts with the use of computers, technology tools, and the introduction of new technologies
- Improves processing skills by observing and exploring, connecting new learning to prior experiences, problem solving, organizing information, communicating, and representing (discussing observations, drawing, dramatizing, graphing, making a model out of clay or blocks)



Pre-Kindergarten is designed to allow direct interaction between students, teachers, and peers. The social and emotional growth of the student is one of the greatest attributes of the Pre-Kindergarten program.

Pre-Kindergarten Day and School Year

The NC Pre-Kindergarten program operates for 36 weeks and according to the regular public school calendar. The NC Pre-K classrooms must facilitate teaching and learning for a minimum of 6.5 hours per instructional day. Early release exceptions are acceptable in case of emergencies or when they are consistent with the local school system hours of operation. Days set aside for home visits and for staggered entry at the beginning of the school year are counted in the school calendar year.

- Screenings
- Parent Meeting
- Home Visits
- Staggered entrance into the Pre-K classrooms

Each pre-kindergarten class has its own way of organizing class time and materials; however, all classes will spend 6.5 hours of their instructional day actively engaged in meaningful learning opportunities to enhance early learning concepts and the development of the whole child.



Arrival at School

Under no circumstances should any child/car riders arrive before the start of the school day and be left unattended. Adult supervision is required at all times. This includes traveling to and from school and moving to and from the classroom and at the bus stop.

Each school has designated a specific parking area for visitors and parents. Parents or guardians who bring children to school in the morning must remain with the child until authorized school personnel, teacher or teacher assistant has taken responsibility for the child. Never leave the child in the classroom alone. When picking up a child, make sure the teacher or assistant is made aware that the child is leaving. Parents providing children transportation by car are requested to be on time for drop-off and pickup. If parents pick the child up early or before school is dismissed, they must follow the school's rules about signing children out through the office.

Departure from School

Your child will be released only to the parent(s) or other person authorized by the parent. The designated person must show photo identification that matches the information on file in the school.

If you need to make transportation changes, it is your responsibility to notify your child's teacher, in writing, 24 hours before the change is to be made.

Parents and guardians are strongly encouraged to follow the school hours for arrival and dismissal times at their designated school.

School Attendance

Attendance is the key to success. Parents and guardians are responsible for making sure that children are in school and on time each day it is in session.

- A student must be present at least one-half of the school day (three hours and thirty minutes) to be counted present.
- If a student is absent from school, a note is **required** stating the reason for the absence.
- If the student returns to school without a note, the absence will be coded as unlawful (unexcused).
- Excessive tardiness will be referred to the school social worker, which may result in dismissal from the program.
- The school will send parents/guardians a three, six, and ten day attendance letter concerning unexcused absences.
- **10 unlawful (unexcused) absences may result in dismissal from the program.**
- In an effort to provide a quality Pre-Kindergarten program, attendance will be monitored by the teacher, school social worker, principal, and Pre-K coordinator.

Excused Absences: Students will be excused for an illness, religious holidays, and death in the immediate family, quarantine, medical or dental appointments. Educational opportunities must be approved by the principal prior to the excursion.

Unexcused Absences: Missing the bus, or oversleeping.

Notes are needed for:

- Allergies – a doctor's note will be required for children with any allergies, such as foods, insects, etc.
- Religious preferences – parents must provide a note if their child is not allowed to participate in certain activities due to religious preferences.

Withdrawing from the Program

We appreciate knowing ahead of time that you will be withdrawing your child for any reason. The children in Pre-Kindergarten are not automatically transferred to other schools. If you move to another district, there is a possibility that your child will be placed on the waiting list unless there is an opening. If you are planning to move, please inform the Pre-Kindergarten teacher of your plans.

Change of Information

If you change your address, telephone number, emergency numbers or names of persons to whom your child can be released, notify the school and send the new information in writing to the child's teacher and the school's office.

Clothing

Clothing should allow for movement and play. Be sure that your child's clothing is:

- ☺ comfortable, washable, allows for self-dressing and self-toileting
- ☺ appropriate for arts and crafts

We get **INVOLVED** in activities and should not have to be too concerned with staying clean. Dresses with ruffles and bows and pants with difficult belts and fastenings should be avoided.

When the weather is cold, always-

- ☺ send in mittens or gloves, hats, and sweaters to layer over clothes. The class will go outside most days, weather permitting.
- ☺ provide pants or tights for girls who wear dresses; those little legs get so cold without protection.

When it rains, always-

- ☺ send in a raincoat.
- ☺ please leave umbrellas **AT HOME**.

Change of Clothing

Parents are encouraged to send a change of clothes to school in a labeled zip-lock bag. The clothing will be kept in the child's individual cubby and will be available for your child to change into in case of **accidental soiling or wetting**. If your child brings home soiled clothing, do not forget to send another set the next day.

Toileting

Does your child have their **self-help** toileting tasks mastered? **Self-help** means that children can manage toileting tasks on their own to the extent possible for four-year-olds, with little adult assistance. Pre-kindergarten staff and caregivers let the child and family take the lead on toileting. **If a child soils him/herself that requires a change of clothing and a bath parents will be contacted to come pick their child up and take him/her home. The child may return to school/class after their personal needs have been met.**



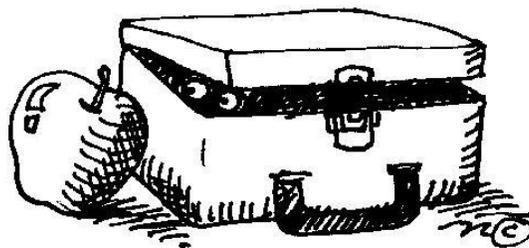
Publicity

At times we present information about the Pre-K program at meetings and through other media sources, such as brochures, newspaper, etc., using pictures to help us to tell our story more clearly. For this reason, we ask parents to give us permission to use pictures of their children.

Pre-K Meals

Breakfast / Lunch / Snack

- The cafeteria staff prepares a breakfast and a hot lunch each day for our pre-kindergarten children.
- Nutritious snacks are provided each day. Snack: consists of at least two components: milk, juice or fruit, bread or cereal, meat or meat alternative
- If parents choose to pack their child's lunch, a selection from each area of the major food groups are recommended. Lunch: consists of at least four components: milk, 2 or more fruits or vegetables, meat or meat alternative, bread or bread alternative. (*Patterns for Children in Child Care Programs' included in this handbook*).
- Effective July, 2012, changes occurred to General Statute 110-91(2)h, in order to give parental exceptions that allow a parent or guardian of a child enrolled in a child care facility to: (i) provide food and beverages to their child that may not meet the nutrition standards adopted by the NC Child Care Commission and (ii) opt out of any supplemental food program provided by the child care facility (*Nutrition Opt Out Form included in the handbook*).
- Please do not send anything that will spoil or needs to be heated.



CHILD MEAL PATTERN

Breakfast				
(Select all three components for a reimbursable meal)				
Food Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² (at-risk afterschool programs and emergency shelters)
Fluid Milk³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces
Vegetables, fruits, or portions of both⁴	¼ cup	½ cup	½ cup	½ cup
Grains (oz eq)^{5,6,7}				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁸ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ^{8,9}				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅛ cup	⅛ cup	¼ cup	¼ cup

¹Must serve all three components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.

²Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁵At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁶Meat and meat alternates may be used to meet the entire grains requirement a maximum of three times a week. One ounce of meat and meat alternates is equal to one ounce equivalent of grains.

⁷Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.

⁸Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

⁹Beginning October 1, 2019, the minimum serving size specified in this section for ready-to-eat breakfast cereals must be served. Until October 1, 2019, the minimum serving size for any type of ready-to-eat breakfast cereals is ¼ cup for children ages 1-2; 1/3 cup for children ages 3-5; and ¾ cup for children ages 6-12.

CHILD MEAL PATTERN

Lunch and Supper (Select all five components for a reimbursable meal)				
Food Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² (at-risk afterschool programs and emergency shelters)
Fluid Milk³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces
Meat/meat alternates				
Lean meat, poultry, or fish	1 ounce	1 ½ ounce	2 ounces	2 ounces
Tofu, soy product, or alternate protein products ⁴	1 ounce	1 ½ ounce	2 ounces	2 ounces
Cheese	1 ounce	1 ½ ounce	2 ounces	2 ounces
Large egg	½	¾	1	1
Cooked dry beans or peas	¼ cup	⅜ cup	½ cup	½ cup
Peanut butter or soy nut butter or other nut or seed butters	2 tbsp	3 tbsp	4 tbsp	4 tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁵	4 ounces or ½ cup	6 ounces or ¾ cup	8 ounces or 1 cup	8 ounces or 1 cup
The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternates (1 ounces of nuts/seeds = 1 ounce of cooked lean meat, poultry, or fish)	½ ounce = 50%	¾ ounce = 50%	1 ounce = 50%	1 ounce = 50%
Vegetables⁶	⅛ cup	¼ cup	½ cup	½ cup
Fruits^{6,7}	⅛ cup	¼ cup	¼ cup	¼ cup
Grains (oz eq)^{8,9}				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal ¹⁰ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup

¹Must serve all five components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.

²Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴Alternate protein products must meet the requirements in Appendix A to Part 226.

⁵Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁶Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁷A vegetable may be used to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.

⁸At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards the grains requirement.

⁹Beginning October 1, 2019, ounce equivalents are used to determine the quantity of the creditable grain.

¹⁰Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

CHILD MEAL PATTERN

Snack				
(Select two of the five components for a reimbursable snack)				
Food Components and Food Items ²	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² (at-risk afterschool programs and emergency shelters)
Fluid Milk³	4 fluid ounces	4 fluid ounces	8 fluid ounces	8 fluid ounces
Meat/meat alternates				
Lean meat, poultry, or fish	½ ounce	½ ounce	1 ounce	1 ounce
Tofu, soy product, or alternate protein products ⁴	½ ounce	½ ounce	1 ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce	1 ounce
Large egg	½	½	½	½
Cooked dry beans or peas	⅛ cup	⅛ cup	¼ cup	¼ cup
Peanut butter or soy nut butter or other nut or seed butters	1 tbsp	1 tbsp	2 tbsp	2 tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁵	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup	4 ounces or ½ cup
Peanuts, soy nuts, tree nuts, or seeds	½ ounce	½ ounce	1 ounce	1 ounce
Vegetables⁶	½ cup	½ cup	¾ cup	¾ cup
Fruits⁶	½ cup	½ cup	¾ cup	¾ cup
Grains (oz eq)^{7,8}				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁹ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ^{9,10}				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅛ cup	⅛ cup	¼ cup	¼ cup

¹Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.

²Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴Alternate protein products must meet the requirements in Appendix A to Part 226.

⁵Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁶Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁷At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁸Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.

⁹Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

¹⁰Beginning October 1, 2019, the minimum serving sizes specified in this section for ready-to-eat breakfast cereals must be served. Until October 1, 2019, the minimum serving size for any type of ready-to-eat breakfast cereals is ¼ cup for children ages 1-2; 1/3 cup for children ages 3-5; and ¾ cup for children ages 6-12.

Illness

If your child comes to school when they are not feeling well, they will be more vulnerable to infection. It is in the best interest of your child and of the other people at school to keep them home when they are ill. A child needs to be well to be able to participate actively in the program.

PLEASE KEEP IN MIND

- If your child has a severe cold, fever of 100.4 or higher, upset stomach, earache, rash, or swollen glands, keep your child at home.
- If a child is well enough to come to school, we will expect them to go outdoors with their classmates, weather permitting.
- If your child asks to come to school even though they are ill, please keep them at home. Although your child may be disappointed, it is in his/her best interest.
- If your child becomes ill while at school and you are called, please cooperate by picking the child up promptly. We will not call unless your child needs to be at home.
- If your child has been prescribed medication, a medication form must be completed by your doctor and on file at the school in order for the school to dispense the medicine.

It is very important for you to provide us with updated contact names and/or phone numbers. Please notify the school as soon as possible in the event of changes.



Required Immunizations

- DtaP 4 doses If 4th dose is before 4th birthday, then another dose is required.
- Polio 3 doses If 3rd dose is before 4th birthday, then another dose is required.
- Hib 1 dose after 15 months or 3 doses
No Hib after 5 years of age.
- MMR 2 doses (2 measles, 1 mumps/rubella)
- Hep B 3 doses For children born on or after July 1, 1994.
- Varicella 1 dose For children born on or after April 1, 2001.
- PCV 4 doses For children born after July 1, 2015



- Hep B protects your child from Hepatitis B, a liver disease.
- DtaP/DTP protects your child from three diseases: diphtheria, tetanus, and pertussis.
- Polio protects your child from polio.
- HIB protects your child from Haemophilus influenza b., which causes brain disease and other serious infections.
- MMR protects your child from red measles, mumps, and rubella.
- PCV or pneumococcal conjugate protects against pneumococcal diseases including pneumonia which is an infection of the lungs

Every child must have a NC Health Assessment and NC Pre-K Dental Screening on file within the first 30 days of school.



Inclement Weather Procedures

The safety of your child is our concern. In case of bad weather, here are some important things to remember:

- ❖ The decision to close schools or to delay opening them will be made as soon as possible. The decision will be made by the Superintendent of Hoke County Schools.
- ❖ Tune in to area radio and television stations for the announcement.
- ❖ Visit Hoke County Schools Website at www.hcs.k12.nc.us.

All Hoke County Schools will be affected by the decision. If no announcement is made, you may assume that schools will operate on a normal schedule.

Emergency Procedures and First Aid

School personnel have been trained in First Aid and CPR and have access to an emergency medical kit. First aid supplies are kept in a designated place in the classroom and health room.

In case of a suspected contagious disease, these procedures are followed:

- The parent is contacted.
- The parent is asked to take the child home or to a doctor.



For more serious incidents or accidents:

(Refer to the emergency medical plan posted in the classroom.)

- The school calls 911.
- The parent is notified.

If necessary, the student is sent with an accompanying adult to the hospital of the parent's choice as indicated on the child's emergency information form.

Transportation Plan

Bus

Pre-Kindergarten children will be provided transportation to and from school if they reside on the regular school route as determined by the Hoke County Schools Transportation Department.

Parents have the responsibility for the following:

1. Be at the bus stop with the child in the morning, meet and receive the child in the afternoon, or arrange for an adult (18 years or older) to wait at the designated bus stop with the child (**per GS 14-132.2.2 only assigned students and authorized school personnel are allowed to aboard the school bus**).
2. If an adult is not present at the bus stop, your child will be returned to school. If your child has to be returned to school more than 2 times, upon the 3rd return, parents will be required to start providing transportation.

BUS DISCIPLINE GUIDELINES

RIDING THE BUS IS A PRIVILEGE, and under N.C. General Statute 115C-245, that privilege can be taken away from students if proper behavior is not maintained. These guidelines have been developed to ensure safety for all children who ride a school bus. The following are Student Bus Rules:

- Remain seated in assigned seat with head, hands, and feet inside the bus.
- Keep head, hands, and feet out of the bus aisle.
- Obey the bus driver and safety assistant.
- No eating or drinking on the bus (exception medical condition).
- No hitting, spitting, or fighting on the bus.

Inappropriate Bus Behavior

If your child normally rides the bus, and has to be returned to the school frequently due to severe and reoccurring discipline problems on the bus that jeopardizes his/her safety and the safety of others, parents will be required to provide transportation.



The Hoke County Board of Education recognizes the serious problem of child abuse and neglect. The board further recognizes that children do not always receive appropriate care and protections from their parents or guardians. The board of education supports all employees who make a report of child abuse or neglect in good faith.

Any school employee who knows or has cause to suspect child abuse or neglect is legally required to report the case of the child to the director of social services. The employee also will report the case immediately to the principal.

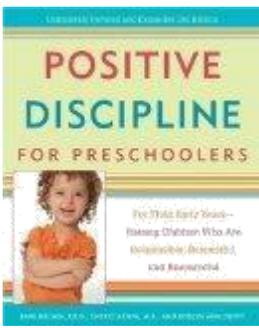
Any doubt about reporting a suspected situation will be resolved in favor of reporting and the report will be made immediately. A school employee is immune by statute from any civil and/or criminal liability when reporting in good faith suspected child abuse or neglect. Failure on the part of any school employee to report may result in disciplinary action being brought against the employee by the school district or civil action under the law.

The principal may establish a contact person in the school to act as a liaison with social services. All employees will cooperate fully with the department of social services in their investigation of child abuse, including permitting the child to be interviewed by social services on school campuses during school hours and providing confidential information, so long as the disclosure does not violate state or federal law.

The superintendent will develop any necessary procedures for reporting suspected child abuse and neglect and for cooperating with investigations by the department of social services. The board encourages staff development opportunities related to identifying and reporting child abuse and neglect.

Religious Activity

“During the NC Pre-K portion of the day, NC Pre-K funds will not be used to pay for religious worship, instruction/proselytization activities or equipment/supplies for religious worship.”



Children with Unique Needs/Challenging Behaviors Plan

The Hoke County NC Pre-K Program will adhere to the NC Child Care Rule 10A NCAC 09.3017 and 115C-390.1. State Policy and Definitions when working with children with Unique Needs/Challenging Behaviors.

The definition and steps according to the NCDPI Office of Early Learning: Guiding Practices in Early Childhood Discipline and NC Pre-Kindergarten Program Requirements and Guidance.

Definition:

Challenging behavior any repeated pattern of behavior that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults that interferes with children's learning, development, and success at play; is harmful to the child, other children, or adults; puts a child at high risk for later social problems or school failure. A challenging behavior is defined based on its effects. While some children's challenging behaviors are developmentally normative and effectively addressed by implantation of differentiated instructional strategies and the use of appropriate guidance procedures, other children need the support of evidence-based practices to prevent and/or address challenging behaviors that are persistent or unresponsive to those approaches (Dunlap et al., 2006).

When a child demonstrates challenging behaviors that prevent his or her progress in any developmental domain, as referenced in the North Carolina foundations for Early Learning and Development, that impede the child's access to and participation in the assigned NC Pre-K classroom learning activities, the following shall apply:

- (1) The Site Administrator shall notify the NC Pre-K Contract Administrator and the local school System's Preschool Exceptional Children Program for assistance if a child's cognitive, language and communication, emotional, social, health and physical needs exceed the program's capacity to address as indicated by one or more of the following:
 - a. Developmental needs assessments;
 - b. Home visits;
 - c. Consultations with the family members;
 - d. Daily recorded classroom teacher observations; and/or
 - e. Modified instructional plans and differentiated lessons based on the child's individual goals.

- (2) The NC Pre-K Contract Administrator, Site Administrator, teacher and family members in consultation with the school system's Preschool Exceptional Children Program and other available community and state resources, such as Birth-through-Kindergarten licensed mentors and evaluators, Healthy Social Behavioral specialists, child care health consultants, mental health specialists, social workers and other local child development experts, shall develop a coordinated support plan to support the NC Pre-K child's placement and participation in the NC Pre-K Program.
- (3) The Division of Child Development and Early Education shall be notified when support plans recommended by the local school system's Exceptional Children Program require an alternative placement and support services for a child.
- (4) A Site Administrator shall not suspend or expel a child from the NC Pre-K Program until the Site Administrator has completed the requirements of Subparagraphs (1),(2), and (3) of this paragraph.
- (5) Unless the operator determines the child poses a risk of harm to himself, herself, or others and has completed the requirements of Subparagraphs (1), (2), and (3) of this Paragraph, no child shall receive less than the 6.5 –hour NC Pre-K day. Risk of harm to oneself or others includes:
 - a. Physical aggression such as hitting, kicking, punching, spitting, throwing objects pinching, pushing and biting;
 - b. Destroying property;
 - c. Tantrum behaviors that might include behaviors such as kicking, screaming, pushing an object or person, stomping feet or head banging;
 - d. Verbal aggression including yelling, threats and screaming;
 - e. Persistent or prolonged crying that is loud or disruptive or crying that interferes with the child's engagement in activities; and/or
 - f. Touching other children's private areas and removing clothing from themselves or others.

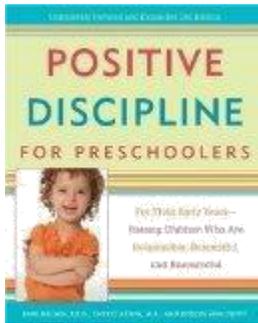
Resources:

Website: <http://challengingbehavior.cbcs.usf.edu/>

North Carolina Foundations for Early Learning and Development

Public Schools of North Carolina SBE/DPI Office of Early Learning: Guiding Practices in Early Childhood Discipline

North Carolina Pre-Kindergarten Program Requirements and Guidance: Section 3, Item F Children with Unique Needs/Challenging Behaviors pages 3-10 and 3-11



Hoke County Schools NC Pre-Kindergarten Program Discipline and Behavior Management Policy

Discipline is more than a method used by staff to manage children's behavior. It is an organized regulated orderly way of life. It helps children develop self-discipline so they become happy, outgoing, expressive, cooperative individuals. Your children need help recognizing and understanding their feelings and expressing them in acceptable ways. They must learn to conform to the expected patterns of behavior and customs in an acceptable manner, use freedom wisely and distinguish between 'safe' and 'unsafe' actions.

Developmentally appropriate guidance practices, positive behavioral techniques, and clear age level expectations are effective methods of behavior management for young children. For a child to develop self-discipline, it takes time, learning, and maturation on the part of the child. The staff's role is to help facilitate these efforts by being consistent, being patient, and knowledgeable of developmentally appropriate expectations of all children.

The learning environment must have the effects of a positive emotional climate for **all children** where interactions are **positive and non-threatening**, where staff models good self-concepts, problem solving skills, conflict resolution strategies, self-discipline, and collaboration among peers. Children in return will mirror these positive behaviors, learn to problem solve on their own, develop self-control, and develop values as they learn and grow.

Based on this belief the Pre-K staff members of Hoke County Schools will follow the discipline and behavior management policy at all times and understands that the use of **corporal punishment as a form of discipline is prohibited** in a licensed child care center or licensed Pre-Kindergarten classroom in Hoke County Public Schools.

The Pre-Kindergarten staff will promote developmentally appropriate positive behavioral practices by:

1. Giving praise, rewards, and encouraging the children.
2. Reasoning with and setting realistic limits for the children.
3. Teaching, discussing, and modeling appropriate classroom routines for the children.
4. Modifying the classroom environment to attempt to prevent problems before they can occur.
5. Listening to the children.
6. Providing alternatives for inappropriate behavior to the children.
7. Providing the children with natural and logical consequences of their behaviors.
8. Treating the children as individuals and respecting their needs, desires, and feelings.
9. Ignoring minor misbehaviors.
10. Explaining things to children on their levels.
11. Redirecting and offering appropriate alternatives to disruptive or unacceptable behaviors before 'time-out'.
12. Using short supervised periods of 'time-out' (3 to 5 minutes) to allow time to regain control of behavior. Renewing behavioral expectations with the child after time out incidents.
13. Notifying the administration immediately for any child whose behavior is a danger to himself/herself or others. The parents will be notified the day of the incident and a conference may be required before the child is admitted back to the classroom. This will be at the discretion of the administration.
14. Utilizing Hoke County Schools multi-tier system of support framework in order to identify students who need supplemental and/or intensive support with academics, behavior, and/or attendance.
15. Documenting all intervention strategies implemented with student outcomes used to encourage positive behavior.
16. Being fair and consistent with the behavior management program in guiding behavior and in employing management techniques that will encourage self-discipline.
17. Seek to understand the child, build relationships, communicate behavioral expectations, collaborate with specialized programs and implement best practices to promote children's learning.



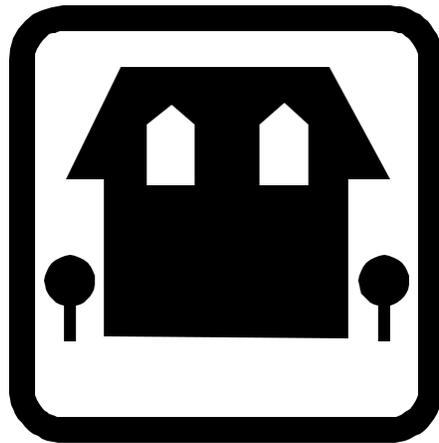
Preparing Your Child for Pre-K

- Accompany your child the first day of school (a parent **MUST** take their child on the first day of Pre-K).
- Visit the school with your child before the first day. Walk around campus and get familiar with the school environment.
- Make sure phone numbers and contact information is correct and always kept updated.
- Call or email the teacher to keep the communication process open.
- Visit the class through a scheduled/pre-planned visit with the teacher.
- Volunteer to help throughout the year. Let the teacher know when you're available to help.
- Make sure that your child is on time **daily**. We have a **strict** attendance policy for Pre-K students.
- Check their book bag daily.
- Ask your child about his/her day.
- Accompany your child to the bus stop in the morning and be **AT** the bus stop waiting on your child every day.
- Read to your child every night (before bed time is a great time).
- Listen to what your child is telling you or wants to discuss. Answer questions with thought-out answers.
- Talk to your child and treat them with high respect and importance.

Activities at Home

Children live in homes; big homes and small homes, apartments, cottages and single rooms. **HOME** is where the **FAMILY** is, and children are a part of **FAMILIES**. No other environment is more important. For this reason the home environment should be one in which adults:

- ☺ talk with children about everyday experiences
- ☺ listen to children and value what children have to say
- ☺ participate with children in activities
- ☺ read for their pleasure
- ☺ read to children
- ☺ show affection for children
- ☺ provide for children's health, safety, and well being
- ☺ use everyday experiences such as cooking, playing games, and shopping as learning opportunities for children
- ☺ use everyday materials such as rocks, leaves, or bottle caps to enhance children's concept of number development



Parental Engagement

It is important that we, parents and school personnel, work together to insure the best possible experiences for your child. Parents are encouraged to be active participants in their child's education.

Volunteer activities include:

- ☺ attending parent workshops
- ☺ helping with classroom activities
- ☺ attending PTO meetings
- ☺ planning a play activity for your child's class

Parents can help their child in school by:

- ☺ making sure the **child attends daily and on time**
- ☺ attending parent/teacher conferences
- ☺ talking with your child's teacher frequently
- ☺ keeping your child's teacher informed of the child's special interests and needs
- ☺ asking about your child's day with specific questions, such as:

"Who did you play with today?"

"What was in the art center?"

"What choices did you make at playtime?"

"What was your favorite activity today?"

"What did you eat for breakfast?"

"What songs did you sing? Can you sing them for me?"

"Can you tell me about the stories your teacher read today?"



“Fours Can” List

From 48 to 54 months, some things Fours can do are:

- stand on one foot for ten seconds
- name at least three shapes
- use many words (more than 1500)
- remember some things seen in a picture or in a group of objects
- ask lots of questions
- test adult limits frequently
- enjoy playing with other children more than playing alone
- walk on a balance beam
- ask for help when needed
- tell what their artwork is
- repeat rhymes, songs, or dances
- get dressed without much help
- jump backwards
- try to imitate someone who draws a square
- draw a person with three parts
- know some prepositions, such as in front of, under, behind, or on top of
- walk down stairs, alternating feet
- recognize some colors
- catch a bounced ball
- play alone for 20-30 minutes
- know the name of a penny, nickel, and dime
- fasten buttons quite well
- eat well with fork, cut easy foods with knife
- jump over things
- recognize own name in print



“Fours Can” List continued

From 54 to 60 months, some things Fours can do are:

- hop on one foot at least five times
- cut out a big circle
- tell you what some words mean
- brush teeth quite well
- draw a person with six parts
- ask permission to use things that belong to others
- play well in small groups of three or four
- lace shoes
- show correct number of objects, up to five
- taunt others by calling names
- play cooperatively in small groups often
- say “I’m sorry” to others
- do a somersault
- behave well in public most of time
- cut and paste simple shapes
- know whether a sound is loud or soft
- know whether two words rhyme
- manage toileting skills alone
- use four or five words in a sentence
- count to ten
- recognize a few printed words
- tell on others who do naughty things
- jump over knee-high obstacles with both feet together
- print own name but not clearly
- print a few capital letters



A Child's Eight Commandments to Parents

1. My hands are small; please don't expect perfection whenever I make a bed, draw a picture, or throw a ball. My legs are short; please slow down so that I can keep up with you.
2. My eyes have not seen the world as you have; please let me explore safely. Don't restrict me unnecessarily.
3. Housework will always be there. I'm only little for a short time - please take time to explain things to me about this wonderful world and do so willingly.
4. My feelings are tender; please be sensitive to my needs. Don't nag me all day long (you wouldn't want to be nagged for your inquisitiveness.) Treat me as you would like to be treated.
5. I need your encouragement to grow. Please go easy on the criticism; remember, you can criticize the things I do without criticizing me.
6. Please give me the freedom to make decisions concerning myself. Permit me to fail, so that I can learn from my mistakes. Then someday I'll be prepared to make the kind of decisions life requires.
7. Please don't do things over for me. Somehow that makes me feel that my efforts didn't quite measure up to your expectations. I know it's hard, but please don't try to compare me to others.
8. I'm a big kid now, ready for school. Please allow me some independence, and let me show you what I can do.



Discipline and Behavior Management Policy

Name of Facility: _____

Date Adopted: _____

No child shall be subjected to any form of corporate punishment. Praise and positive reinforcement are effective methods of the behavior management of children. When children receive positive, non-violent, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief of how children learn and develop values, this facility will practice the following age and developmentally appropriate discipline and behavior management policy:

We:

1. DO praise, reward, and encourage the children.
2. DO reason with and set limits for the children.
3. DO model appropriate behavior for the children.
4. DO modify the classroom environment to attempt to prevent problems before they occur.
5. DO listen to the children.
6. DO provide alternatives for inappropriate behavior to the children.
7. DO provide the children with natural and logical consequences of their behaviors.
8. DO treat the children as people and respect their needs, desires, and feelings.
9. DO ignore minor misbehaviors.
10. DO explain things to children on their level.
11. DO use short supervised periods of time-out sparingly.
12. DO stay consistent in our behavior management program.
13. DO use effective guidance and behavior management techniques that focus on a child's development.

We:

1. DO NOT handle children roughly in any way, including shaking, pushing, shoving, pinching, slapping, biting, kicking, or spanking.
2. DO NOT place children in a locked room, closet, or box or leave children alone in a room separated from staff.
3. DO NOT delegate discipline to another child.
4. DO NOT withhold food as punishment or give food as a means of reward.
5. DO NOT discipline for toileting accidents.
6. DO NOT discipline for not sleeping during rest period.
7. DO NOT discipline children by assigning chores that require contact with or use of hazardous materials, such as cleaning bathrooms, floors, or emptying diaper pails.
8. DO NOT withhold or require physical activity, such as running laps and doing push-ups, as punishment.
9. DO NOT yell at, shame, humiliate, frighten, threaten, or bully children.
10. DO NOT restrain children as a form of discipline unless the child's safety or the safety of others is at risk.

I, the undersigned parent or guardian of _____ (child's full name), do hereby state that I have read and received a copy of the facility's Discipline and Behavior Management Policy and that the facility's director/operator (or other designated staff member) has discussed the facility's Discipline and Behavior Management Policy with me.

Date of Child's Enrollment: _____

Signature of Parent or Guardian: _____ Date: _____

“Time-Out”

"Time-out" is the removal of a child for a short period of time (3 to 5 minutes) from a situation in which the child is misbehaving and has not responded to other discipline techniques. The "time-out" space, usually a chair, is located away from classroom activity but within the teacher's sight. During "time-out," the child has a chance to think about the misbehavior which led to his/her removal from the group. After a brief interval of no more than 5 minutes, the teacher discusses the incident and appropriate behavior with the child. When the child returns to the group, the incident is over and the child is treated with the same affection and respect shown the other children.

Adapted from original prepared by Elizabeth Wilson, Student, Catawba Valley Technical College

Distribution: one copy to parent(s) and a signed copy in child's facility record



Hoke County Schools
NC Pre-Kindergarten Program
Program Guidelines and Parent Contract

I understand, when my child is selected to participate in NC Pre-K Program, parent involvement will be critical to the success of my child. I will commit to participate as required by the NC Pre-K Criteria. As a parent participant in the NC Pre-K Program, I understand and agree to the following:

- Keep the staff at my child's NC Pre-K site informed about all information necessary to keep my child's Medical Report and Immunization Record up to date.
- Health assessments and dental screenings will be required of children entering the NC Pre-K Program. The health assessment and dental screening must be completed within 30 calendar days of enrollment. If the health assessment is not completed within 30 calendar days, my child may not be able to attend school until the health assessment and dental screening are completed.
- Participate in collaborative meetings in which my child's NC Pre-K classroom teacher will discuss my child and family needs/discuss my child's goals and preparation for Kindergarten.
- Participate in classroom activities, teacher conferences, and communicate with my child's teacher on a regular basis about his/her progress.
- Communicate with all NC Pre-K teachers, other staff members and administrators in a respectful manner.
- Abide by all center or school policies regarding my child's enrollment at a NC Pre-K site. I understand if I volunteer in my child's school an application and consent for a background check must be submitted and approved before volunteering (Background Authorization & Release included in Handbook).
- Inform my child's teacher or center director if and when I expect to withdraw my child from the NC Pre-K Program.

_____ Agree _____ Disagree

I have received the Handbook for the Hoke County Schools NC Pre-Kindergarten Program and understand the requirements. I accept full responsibility for complying

with the requirements and guidelines for my child to participate in the NC Pre-Kindergarten Program.

_____ Agree _____ Disagree

I have received a copy of the Summary of the North Carolina Child Care Law for Child Care Centers (included in Handbook).

_____ Agree _____ Disagree

I understand I am responsible for providing transportation for my child if I select for him/her to attend the NC Pre-K Program at a non-public school/private site.

_____ Agree _____ Disagree

When my child rides the bus to school each day, I agree to take him/her to the bus stop each morning and meet the bus in the afternoon. If I cannot do this, I will have another adult (18 years or older) supervise my child for me. For safety reasons, I will not allow my child to get on or off the bus without adult supervision.

_____ Agree _____ Disagree

I understand the NC Pre-K Program is a 6-1/2 hour program and my child should be in attendance regularly, on time, and for a full day. I agree to have my child in school, on time, and on a regular daily basis. I will notify the school and send a written note to the teacher when my child must be out of school for any reason. Failure to attend school on a regular basis or excessive tardiness may result in dismissal from the NC Pre-K Program.

_____ Agree _____ Disagree

I give permission for pictures of my child to be used for purposes of publicity, such as in the newspapers, posters, and videos or in picture presentations of the NC Pre-K Program activities.

_____ Agree _____ Disagree

Print Child's Name: _____

Print Parent/Legal Guardian Name: _____

Parent/Legal Guardian Signature: _____ Date: _____

Teacher/Site Director Signature: _____ Date: _____

