

McCreary County Preschool Parent Handbook



2026-2027

MCPS-PKP
119 East HWY 92
Pine Knot, Ky 42635
606-354-2511

Preschool Office
606-354-3590
(fax) 606-354-9696

Preschool Mission Statement

The mission of the McCreary Co. Preschool is to provide a safe, developmentally appropriate, and nurturing environment for our students. Also, to promote social, emotional, cognitive and physical growth with educational opportunities through a child centered environment. Hopefully creating a lifelong love of learning.

We believe that children should be immersed in a learning environment that offers educational opportunities that are fun while introducing educational concepts that will prepare them for transitioning into kindergarten.





Welcome to the McCreary County Preschool Program!

All students will attend Preschool ½ day, 4 days a week, Monday - Thursday

The Preschool program will provide developmentally appropriate experiences and activities to assist your child in the development of cognitive, physical, social, communication, and self-help skills.

We believe early intervention means great school success. Skills acquired in the Preschool program aid students in the transition to kindergarten and later primary grades.

As your child's first teacher, you have valuable information to share about your child. We encourage you to form a partnership with us; working together, we will meet the needs of our children.

Periodic newsletters and other important information will be sent home on a regular basis in order to keep you informed.

If you would like to attend any school-sponsored trips with your child, you will need to complete a Volunteer in Public Schools (VIPS) packet. You may pick up an application in the front office, once completed please turn it in to your child's teacher or the office.

*****The Preschool Office is now located at the Pine Knot Primary School, out by the bus lane, middle door.***

***Office number 606-354-3590
Fax 606-354-9696***

McCreary County Preschool



PKE DRAGONS

AM Session begin at 8:00 and dismisses at 11:30

PM Session begins at 11:30 and dismisses at 3:00

Morning Drop Off

Starting at 7:30 parents will drive through the regular drop off line. You **cannot park** and walk your child to the drop off. Preschool staff will be at the door to assist your child in the building. After 8:00 you will have to walk your child in to the front office.

Mid-Day Pick Up

From 11:15-11:30 parents will walk to the same door as drop off, to pick up child. **You must have the student # to pick up your child.** After 11:30 you will have to walk your child in to the front office.

Mid-Day Drop Off

From 11:30-11:40 parents will walk their child to the drop off door. Preschool staff will be at the door to assist your child in the building. After 11:40 you will have to walk your child in to the front office.

Afternoon Parent Pick-Up

From 2:45-3:00 parents will drive through the regular door as drop off, to pick up child. You **cannot park** and walk to pick up your child. Please be in line by 3:00 to pick up your child. If you arrive after 3:00 you will have to park and pick up your child up in the front office. **You must have the student # to pick up your child.**

****Once your child's session has begun all students being brought to school or being picked up from school must come through the front office.**

****Parent pick up tags and drivers license need to be available for staff to see at all times for EVERY pick up, EVERY day.**

****If a person is not on you pickup list for your child they WILL NOT be released to that person. Having a pick up tag does not change this at any time. If you need to add someone to your list you will need to contact the school.**

PKE Preschool Staff

Tim Stephens – Principal

Sunshine Taylor - Counselor

Greg Duncan – Assistant Principal

Tammy Hill – Instructional Assistant

Betty Roark – IECE Certified Preschool Teacher

Rebecca Trammell – Instructional Assistant

Lisa Smith – IECE Certified Preschool Teacher

Nakisha Yancey - Float Aide



Program Goal

Our teachers enable each child to reach his/her highest potential by supporting them on their own learning path. Our main goal is to set children up for success in kindergarten and beyond while promoting positive relationships with families.

In addition, in Preschool, we believe that a strong foundation in social and emotional development is just as important as early academic learning. That is why we place a strong emphasis on helping children build skills like managing emotions, making friends, and solving problems in healthy ways. Our program is designed around the **Pyramid Model for Promoting Social Emotional Competence in Young Children**, a research-based framework that supports young children's emotional well-being and positive behavior. This model helps our teachers create nurturing classroom environments where every child feels safe, valued, and ready to learn.

We also use the **Second Step Early Learning curriculum**, which gives children simple, developmentally-appropriate tools to recognize their own feelings, show empathy for others, and make good choices. These lessons are taught through stories, songs, visual aids, and hands-on activities that children enjoy and easily understand. Through consistent, daily practice, students begin to build the social-emotional skills they need not only for school success but also for life.

To ensure the success of our program, our staff uses the **Teaching Pyramid Observation Tool (TPOT)** to assess how well we are implementing these practices in the classroom. This tool helps guide our teachers in using strategies that support children's development and meet high standards for social-emotional instruction. Our goal is to create a supportive, responsive learning environment where every child can grow, thrive, and feel confident both socially and emotionally. We value your partnership in this journey and are committed to working together to help your child succeed.

More About Our Program

Our preschool curriculum is play based which is the most developmentally appropriate mode for student learning at this age. McCreary County Preschool utilizes *Creative Curriculum* and *Haggerty* along with the *STARS* guidelines, as required by the state. We will also be implementing the *Frogstreet Curriculum*. The McCreary County Preschool is housed in two locations, Whitley City Elementary and Pine Knot Primary. We follow NAEYC teacher/child ratio of 10:1 in all classrooms as required by the state of Kentucky.

Curriculum

At McCreary County Preschool, we use *Creative Curriculum*, *Haggerty* and *Frogstreet Curriculum*. We will also be using *Child Outcomes Summary Progress*

* *Creative Curriculum*, *Haggerty* and *Frogstreet Curriculum* helps educators to create high-quality programs that meet the unique needs of the children and families they serve. These curriculum resources help Preschool teachers to be their most effective, while still honoring their creativity and respecting their critical role in making learning exciting and relevant for every child.

This curriculum divides child development into the following 4 areas:

- Social/Emotional
- Physical/Motor
- Cognitive
- Language

**Child Outcomes Summary Progress* is a comprehensive, research-based assessment system that supports effective teaching and children's development and learning. Using this system helps teachers focus on what matters most for a child to be successful.

* Information from teachingstrategies.com/curriculum





Admission

Any eligible child who is four years old on or before August 1st may attend Preschool.

** For more information on eligibility, please refer to The Screening Process page.

In order to be enrolled in the Preschool program, a child must have a certified birth certificate, current Kentucky Immunization Certificate, current Ky School Physical, Ky School dental exam, and Ky School eye exam. Parents will also be asked to provide proof of income, insurance/medical card, and social security number to complete an enrollment packet.

Failure to turn items in will result in your child being withdrawn or not enrolled in McCreary County Preschool.

Withdrawal

For any reason that a parent wishes to withdraw a child from the Preschool program, the parent **must** notify the child's teacher. The teacher will have a form that **must** be filled out and returned to the Preschool office before the child can be withdrawn.

Change of Information

If there is any change in address, phone number, etc. contact your child's teacher or the Preschool Office, 606-354-3590

Attendance

It is very important that your child attend Preschool regularly. If you know your child will be absent, please inform their teacher. In the event of repeated absences, we will contact you about your child's placement and the possibility of being *withdrawn from our program*, per our attendance policy.

Personal Items

Please do not send personal items such as toys, books, pacifiers, sippy cups, etc. to school with your child. It causes great conflict among children. All Preschool classrooms are stocked with many interesting materials for the children to enjoy.



The Screening Process

All students will be given the Dial 4 Screener upon registration for preschool. Results of the Dial 4 will be used to make a determination of a suspected disability.

- If no concerns are noted during the screening process, **3-year-olds and non-income eligible 4-year-olds will not be permitted to continue in the preschool program.** Income eligible 4-year-olds will continue in the preschool program.
- If concerns are noted during the screening process, RTI will be implemented in the classroom. If the child makes sufficient progress during RTI, mastery is reached at 50%, they will not proceed any further in the screening process. **3-year-olds and non-income eligible 4-year-olds will not be permitted to continue in the preschool program.** Income eligible 4-year-olds will continue in the preschool program.

RTI (Response to Interventions):

RTI is for students who show a potential delay on the Dial 4 screener. Parent permission is required for student participation. Students will receive interventions based on their individual needs in the preschool classroom. Once sufficient data is collected parents will be notified of the progress. Students who **do not reach 50% mastery** will be referred to the RTI committee to determine if the student needs to be referred to the special education department for further evaluation.

4-Year-Olds, Non-Income Eligible/ Income Eligible :

Income eligibility is determined by parents proof of income that is required at registrations, and based upon Household & Income Guidelines for Kentucky. 3-Year-Olds are not income eligible

***Parents of Non-Income Eligible 4-year-olds may choose to pay a monthly tuition fee for their child to be enrolled in the Preschool Program **only if** one is available for the current school year.*



Learning Centers

Art

Fostering natural creativity in young children helps them to explore, use their imaginations, & express their inner feelings.

- Develops large and small muscle skills
- Develops color concepts
- Increases sense awareness
- Develops prewriting skills

Block/Construction

- Develops science and math concepts
- Develops creativity
- Develops hand-eye coordination
- Develops problem-solving skills
- Teaches proper and safe use of tools
- Develops social and communication skills

Dramatic Play/Practical Life

- Provides an opportunity to role-play home experiences
- Develops self-awareness as well as a better understanding of the immediate environment
- Develops small and large muscle coordination
- Develops self-help skills, such as; taking care of personal needs (dressing themselves), grooming skills, and health skills

Library/Quiet Center

When young children are introduced to books, they learn how books work. As children explore, page by page, they develop reading skills including vocabulary, reading comprehension, letter & print knowledge, and sound recognition.

- Strengthens visual perception
- Develops imagination
- Increases vocabulary and attention span
- Develops reading readiness skills (reading from left to right and top to bottom)
- Develops listening skills

Math/Manipulatives

- Helps to further develop fine motor skills
- Practice problem-solving skills
- Improve hand-eye coordination
- Understand beginning math concepts
- Teaches counting objects
- Teaches arranging objects in groups according to size and color
- Develops skills essential for constructing schemes such as classification, seriation, numbers, and knowledge of space and time



Learning Centers

Music/Movement

- Helps children overcome self-consciousness and increase self-esteem
- Helps children to express feelings
- Enhance physical skills vital to growth and development
- Reinforces learning through actual experience and organization as coordination is developed
- Offers the opportunity to honor multi-ethnic cultures
- Develops seriation abilities to recreate movements in a series which will later help in spelling and reading

Sand/Water

- Develops sense awareness
- Develops gross and fine motor skills
- Provides opportunities for problem-solving and creative thinking
- Develops concepts involving space, measurement, and visual discrimination
- Provides the opportunity to compare results of the use of different objects
- Gives children a sense of satisfaction

Science

- Enhances discovery
- Enables children to explore an activity with all senses
- Develops observation skills
- Encourages a child's curiosity
- Enables children to investigate attributes of objects
- Develops concepts through first-hand experience
- Provides a foundation for later learning in physics, chemistry, biology, geology, etc.

Technology

A technology learning center provides many great educational resources that can be utilized to teach our students in a fun and interactive way. McCreary County Preschool uses student computers, Kindles, iPads, and Smart Boards to enhance learning.

Writing/Language

- Increases vocabulary growth
- Develops fine motor skills
- Develops oral language skills
- Develops skills for writing
- Develops reading readiness skills such as visual discrimination, letter recognition, and rhyming word concepts
- Develops listening skills



Preschool Information

Bus Safety

It is state law that all preschool students riding the bus, must have a bus monitor. Preschool is required to do hand to hand transfer. This means that the parent must hand the preschooler to the monitor, and upon arriving at school, the monitor must hand the preschool to preschool staff. **Buses that do not have monitors cannot allow preschool students to ride.** Parents must make other arrangements for the child to get to and from school if there is not monitor. **If your child's bus is labeled as a double with a hold you must make accommodations to pick up your child.**

Meals

Meals are provided free of charge by the McCreary County School System. Each day your child is at school, depending on which session they attend, they will receive breakfast and lunch, or lunch and a snack.

School Supplies

All school supplies are furnished. We ask that you send a backpack with your child each day. Please make sure your child's name is on their backpack. This is a wonderful way for parents and teachers to communicate through notes and letters. Your child's backpack will be checked each day at school and should be checked each evening at home by the parent. We also ask that you please send a change of clothes with their name on it, in case of accidents.

*** If any parent would like to send any extra classroom supplies (hand sanitizer, Kleenex, paper towels... etc.) it would be greatly appreciated. ***

Health Check

To prevent the spread of illness in our schools, if your child exhibits any of the following symptoms parents are asked to keep them home to seek medical advice, or if symptoms become present during the school day, parents will be asked to pick their child up from school:

- Fever of 100.4 **(must be fever free for 24 hours without fever reducing medications before returning)**
- Vomiting
- Diarrhea
- Eye infection
- Live Lice

*Some symptoms such as runny nose, cough, or seasonal allergies may be monitored but do not require them to remain at home.

***Students must have a nurse form on file before being able to visit the school nurse.**



Food Allergies

It is a McCreary County School District policy that ***NO peanuts or peanut products are permitted on school premises***. Please check all food labels before sending food to school with your child.

Diapering/toileting

If your child requires the use of diapers or pull-ups you are responsible for providing diapers/pull-ups and wipes for your child.

Allergies

If your child has any allergies, you are **REQUIRED** to notify the teacher so we can make all necessary accommodations. **All specific allergies will require a doctor's statement on file in the office.**

Medication

It is recommended that medication be administered at home prior to coming to school. However, if a child has a prescription medication ordered by a doctor, we have paperwork available for the doctor to complete. This must be completed and on file at the school giving the school permission to administer the medication. Parents will also be asked to fill out a form giving/not giving the school nurse permission to give over-the-counter medication. Please let the teacher know if your child has a prescription that needs to be given at school.

Emergency Procedure and First Aid

First Aid equipment is kept in all classrooms. There is also a school nurse at both preschool locations. In the event of a minor accident (scratch, bruise...) the parents will be notified in writing what occurred. In the case of an illness, the parent will be contacted to pick up the child. In the event of a serious accident/illness, the school will contact 911 and the parents will be called. Procedures are in place in the event of a fire, tornado, or earthquake.

Snow Days and School Closings

All students and staff are notified of school closings and delays using the One-Call system. Please make sure your child's teacher or the office is notified of any changes to your address or phone number. If you are unsure if the correct information is listed in the One-Call system, you may contact the McCreary County Board of Education at 376-2591.

Home Visits/Open Houses

Our teachers do a minimum of 2 home visits and 3 parent/teacher conferences per school year. The first home visit is near the beginning of the school year and the second home visit will be towards the end of the school year. We will also plan an open house at each location and various teacher/parent nights. During a home visit, open house, or parent night, teachers will discuss your child's progress. A parent should feel free to ask the teacher questions during these visits. Your child's teacher will let you know in advance when a home visit, open house, or parent night is scheduled.

Recess

Recess is a scheduled period during the preschool day when children go outdoors (or to a designated play area indoors if needed) to engage in free or semi-structured play.



★ Why Recess Matters for Preschoolers

1. **Physical Health**
 - Helps develop motor skills, balance, and coordination
 - Supports overall physical fitness and reduces sedentary time
2. **Cognitive Development**
 - Breaks improve attention, memory, and classroom performance
3. **Social-Emotional Growth**
 - Promotes sharing, cooperation, conflict resolution, and creativity
 - Encourages independence and confidence
4. **Mental Well-being**
 - Reduces stress and supports emotional regulation

Weather conditions significantly influence preschool recess time because young children's health, safety, and comfort are more vulnerable to environmental extremes. Here's how different weather conditions typically affect recess decisions:



Hot Weather

- **Risks:** Dehydration, heat exhaustion, sunburn.
- **Impact:**
Recess time may be shortened or moved to a shaded or indoor area.
Schools might require hats, sunscreen, and water bottles.
Activities are often low-intensity to prevent overheating.



Cold Weather

- **Risks:** Hypothermia, frostbite, discomfort from inadequate clothing.
- **Impact:**
If temperatures drop below a set threshold (e.g., wind chill below 20°F / -6°C), outdoor play may be canceled.
Recess might still happen outdoors if children are dressed appropriately (coats, gloves, hats).
Shorter outdoor sessions may be used with indoor breaks.



Rainy Weather

- **Risks:** Slippery surfaces, wet clothing, discomfort, illness.
- **Impact:**
Outdoor recess is usually canceled or moved indoors
Light drizzle might be allowed if children are dressed for it (e.g., raincoats, boots), depending on school policy.



- 

Severe Weather (Storms, Lightning, etc.)

- 

Air Quality & Allergies

Risks: Respiratory issues, especially for children with asthma or allergies.

Impact:

School/Center Policies

To ensure the health and safety of children during outdoor playtime based on current weather conditions The McCreary County Preschool will be going by the Child Care Weather Watch Chart to determine our daily Outside Recess time.

[illegible]

Weather Guidelines for Children

Watching the weather is part of a child care provider's job. Planning for playtime, field trips, or weather safety is part of the daily routine. The changes in weather require the child care provider to monitor the health and safety of children. What clothing, beverages, and protections are appropriate? **Clothe** children to maintain a comfortable body temperature (warmer months - lightweight cotton, colder months - wear layers of clothing). **Beverages** help the body maintain a comfortable temperature. Water or fruit juices are best. Avoid high-sugar content beverages and soda pop. **Sunscreen** may be used year around. Use a sunscreen labeled as SPF-15 or higher. Read and follow all label instructions for the sunscreen product. Look for sunscreen with UVB and UVA ray protection. **Shaded** play areas protect children from the sun.

Condition GREEN - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups.

INFANTS AND TODDLERS are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors.

YOUNG CHILDREN remind children to stop playing, drink a beverage, and apply more sunscreen. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens). They may resist applying sunscreen and drinking beverages while outdoors.

Condition YELLOW - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time.

INFANTS AND TODDLERS use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play.

YOUNG CHILDREN may insist they are not too hot or cold because they are enjoying playtime.

Child care providers need to structure the length of time for outdoor play for the young child.

OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.

Condition RED - most children should not play outdoors due to the health risk.

INFANTS/TODDLERS should play indoors and have ample space for large motor play.

YOUNG CHILDREN may ask to play outside and do not understand the potential danger of weather conditions.

OLDER CHILDREN may play outdoors for very short periods of time if they are properly dressed, have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

Understand the Weather

The weather forecast may be confusing unless you know the meaning of the words.

Blizzard Warning: There will be snow and strong winds that produce a blinding snow, deep drifts, and life threatening wind chills. Seek shelter immediately.

Heat Index Warning: How hot it feels to the body when the air temperature (in Fahrenheit) and relative humidity are combined.

Relative Humidity: The percent of moisture in the air.

Temperature: The temperature of the air in degrees Fahrenheit.

Wind: The speed of the wind in miles per hour.

Wind Chill Warning: There will be sub-zero temperatures with moderate to strong winds expected which may cause hypothermia and great danger to people, pets and livestock.

Winter Weather Advisory: Weather conditions may cause significant inconveniences and may be hazardous. If caution is exercised, these situations should not become life threatening.

Winter Storm Warning: Severe winter conditions have begun in your area.

Winter Storm Watch: Severe winter conditions, like heavy snow and ice are possible within the next day or two.

Used with permission of the Iowa Department Public Health, Healthy Child Care Iowa, Produced through federal grant (MCJ19T029 & MCJ19KCC7) funds from the US Department of Health & Human Services, Health Resources & Services Administration, Maternal & Child Health Bureau. Wind-Chill and Heat Index information is from the National Weather Service.

Wind-Chill



- 30° is **chilly** and may be **uncomfortable**
- 15° to 30° is **cold**
- 0° to 15° is **very cold**
- -20° to 0° is **bitter cold** with significant risk of **frostbite**
- -20° to -60° is **extreme cold** and **frostbite** is likely

Heat Index



- 78° or below is considered **comfortable**
- 85° beginning to feel **uncomfortable**
- 90° **uncomfortable** and may be **hazardous**
- 100° considered **dangerous**

All temperatures are in degrees Fahrenheit

Send Weather Appropriate Clothing Daily

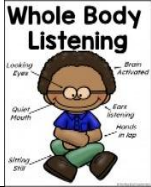
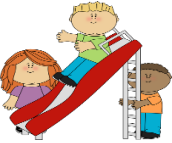
Outdoor recess is a vital part of your child's day. To ensure safety, comfort, and full participation, please review the following expectations for families

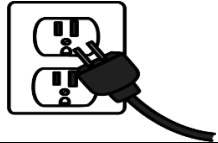
- **Cold Weather:** Warm coat, hat, mittens/gloves, scarf, snow boots.
- **Rainy Weather:** Waterproof jacket or raincoat, rain boots.
- **Hot Weather:** Lightweight clothing, sunhat, sunscreen (applied at home or with permission).
- **Extras:** Keep an extra set of labeled clothes at school in case of spills or accidents.

● **Exceptions** Children with documented health issues (e.g., asthma, heat sensitivity) may have modified outdoor schedules regardless of general conditions.

PKE Preschool

Dragons Behavior Expectations Matrix

	R Respectful	O Organized	A Accountable
Morning 	Respect personal space 	Put your things away 	Washing hands and take your seat 
Circle Time 	Respect personal space of others 	Find your spot on the carpet 	Listening bodies: eyes, ears, hands and feet 
Centers 	Respect material Share & Take Turns 	Put things where they belong 	Cleaning up 
Recess 	Respect personal space Share & Take Turns 	Safe play 	Following directions 
Bathroom 	Turn taking 	Retuning to spot with hands to self 	Clean up after self 

	R Respectful	O Organized	A Accountable
Meal Time 	Stay in your seat 	Keep food/drink in own space 	Keep the area clean 
Tech Time 	Gentle with the technology 	Keep up with the technology 	Keep technology charged and ready to use 



Positive Behavior Interventions and Support

We at the McCreary County Preschool participate in the positive behavior interventions and support (PBIS) program. PBIS focuses on teaching students' positive behavior expectations with an emphasis on the positive. We use positive reinforcements and model expected behavior to students for being safe, respectful, and ready.

At Pine Knot Elementary, we use Positive Behavioral Interventions and Supports (PBIS) as a proactive approach to improve school safety and promote positive behavior. Our PBIS school motto is: **R.O.A.R!**

Respectful

Organized

Accountable

Responsible (Students learn this expectation after they have learned the other expectations.)

R.O.A.R!

Our PBIS REWARDS:

Individual rewards- Students can earn individual rewards based on positive behavior.

Whole Class Rewards- We also use a whole class approach to positive behavior. Students can earn extra recess, popcorn party, ice cream party, or movie day.

School-Wide Rewards- Students earn R.O.A.R bucks for positive behavior that can be used to purchase items in the R.O.A.R store each week.

School safety and positive behavior is taught. PBIS recognizes that students can only meet behavior expectations if they know what the expectations are. Everyone learns what is considered appropriate behavior and common language is used to talk about it. Students understand what is expected of them throughout the school day.

Negative Behaviors

As much as we try to model and teach positive behaviors in our schools, sometimes undesired behaviors can occur. These types of behaviors fall under the categories of:

1. **Disrespect:** ex: self-injury, throwing furniture, elopement, etc.
2. **Disruption:** ex: excessive screaming, not following directions, intent to hurt others, etc.
3. **Inappropriate Language:** ex, using profanity, lying, bullying, etc.
4. **Property Damage or Misuse:** ex: purposeful and/or repeated destruction of school property.
5. **Physical Contact** ex: fighting, spitting, scratching, etc.
6. **Technology Violation:** ex: intentional damage of school technology or using it inappropriately.
7. **Illegal Substances or Weapons.**

Teachers attempt to eliminate undesired behavior and teach positive behavior in the classroom using PBIS, modeling correct behaviors, redirection, and teaching replacement behaviors. Repeated patterns of behavior that interfere with learning or engagement and are serious safety behavior or disruptive to the entire class and are not responsive to universal supports or parent refuses additional support services, student will be dismissed from the preschool program.



✿ McCreary County Preschool Discipline Policy Statement

At our preschool, we believe that every child should feel safe, respected, and welcomed. It is built on a foundation of respect, understanding, and proactive support for every child's social and emotional development. We are committed to treating all children fairly and kindly, no matter their background, race, culture, ability, or family situation. We honor each child's unique strengths, backgrounds, cultures, identities, and experiences.

⊘ What Discipline is Not

We **do not allow corporal punishment** of any kind. This means:

- No hitting, spanking, shaking, or any form of physical punishment.
- No yelling, threatening, or embarrassing a child.
- Making a child feel that they are "bad."
- Taking away or threatening to take away essential items or activities such as snacks, play time, recess, or rotation classes.

These actions are harmful and do not help children learn.

☑ What We Do Instead

We use **positive guidance** to help children learn how to behave and solve problems. This includes:

- Teaching children how to talk about their feelings.
- Helping children learn to get along with others.
- Guiding children in the process of learning to work together to solve their problems.
- Giving children clear rules and reminding them often.
- Praising good choices and helping with tough ones.

When a child has a hard time, we stay calm, offer support, and teach them better ways to act.

💬 Working Together

We believe that families are our partners. If your child is having behavior challenges, we will:

- Talk with you in a respectful way.
- Work together to come up with a plan that helps your child.
- Bring in extra help if needed, like a behavior coach or counselor.

We want you to feel welcome and included in all decisions about your child.

🏠 Being Fair to Everyone

We look closely at our discipline practices to make sure all children are treated fairly. We:

- We ensure discipline supports each child's growth, not punishes it.
- Watch for patterns that may affect some children more than others.
- We engage in positive behavior strategies.
- Use data to check if we are being fair across different groups of students.
- Work with families, professionals, and educators to make changes if we see a problem.

Our teachers and leaders are trained to use fair and respectful behavior strategies that support all children.

💖 Our Promise

- **We will never use physical punishment.**
- **We will help children learn with kindness and support.**
- **We will work with families to help every child succeed.**
- **We will treat all children with fairness and respect.**

Our Approach to Challenging Behavior

We understand that challenging behaviors are a normal part of early childhood development. Our professionals are trained to view these behaviors not as defiance, but as opportunities for learning and growth.

We define **challenging behavior** as any behavior that:

- Interferes with a child'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.

The Pyramid Model Framework

We utilize the **Pyramid Model** as our framework for Response to Intervention (RTI), promoting young children's healthy social and emotional development. This model emphasizes a tiered approach to support, ensuring that all children receive the guidance they need.

Tier 1: Universal Promotion of Social Development

We **set the stage for success** for all children by employing an effective staff, preparing high-quality supportive environments, and building and maintaining nurturing and responsive relationships. This **universal promotion of social development** includes:

- **Thoughtful Environmental Design:** Staff design the physical environment to minimize conflict.
- **Age-Appropriate Expectations:** Staff maintain age-appropriate expectations for children's behavior.
- **Attentive Observation and Supervision:** Adults closely observe and supervise children's activities and interactions.

Tier 2: Secondary Prevention Practices

Secondary prevention practices target social-emotional strategies to **prevent problems** from escalating. Adults provide explicit instruction and support by **modeling self-regulation** and **coaching children to express and understand emotions**. Staff demonstrate that we can accept, manage, and communicate feelings in direct and non-aggressive ways. We want children to know, through our words and actions, that we are not fearful of their intense emotions and will not punish, threaten, or withdraw from them.

- **Positive Problem-Solving:** Staff help children describe problems, generate possible solutions, and think through logical consequences of their actions.

Tier 3: Tertiary Interventions

Tertiary interventions provide **individualized support** for children with persistent challenges. Such interventions emphasize skill-building and include graduated behavior supports. General guidelines include:

- **Positive and Productive Guidance:** Guidance will always be positive, productive, and immediate when behavior is not in alignment with classroom expectations.
- **Safe and Supportive Temporary Relocation:** Children whose behavior endangers others will be temporarily supervised in a safe location within the indoor or outdoor classroom. Staff do not use seclusion or "time out" (the traditional chair in the corner). The intention of this intervention is for adults to support **co-regulation**. Staff will model and coach self-calming strategies. As the child appears ready, they will then process the problem with the staff member and any other concerned parties. Staff stay close to support emotional needs, ensure all children's safety, and prompt prosocial skills to support the child's successful reentry into play and learning.
- **Individualized Action Plans:** For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to observe, document, and **develop and implement an individualized action plan of graduated behavior supports** that will address the behavior and facilitate the child's inclusion and success.





McCreary County Preschool Staff

Karen Kidd - Preschool Coordinator

Preschool Support Staff

Mindy Strunk – Case Manager

Allison Maxey – Speech Pathologist

Melissa Tucker – Instructional Assistant

Lisa Spradlin – Instructional Assistant

Preschool North (WCE Location)

Angela Loudermilk – Principal

Eric Corder – Assistant Principal

Tara Tucker - Counselor

Dannielle Ridener – IECE Certified Teacher

Andrea Spradlin – IECE Certified Teacher

Brooke Sedivi – Instructional Assistant

Cecee Barnett – Instructional Assistant

Ashley Moses – Float Aide

Preschool South (PKP Location)

Tim Stephens – Principal

Greg Duncan – Assistant Principal

Sunshine Taylor - Counselor

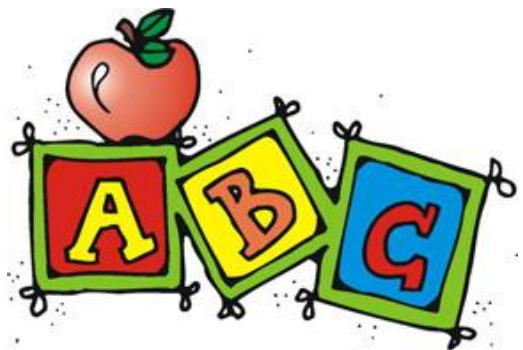
Betty Roark – IECE Certified Teacher

Lisa Smith – IECE Certified Teacher

Tammy Ball – Instructional Assistant

Rebecca Trammell– Instructional Assistant

Nakisha Yancey – Instructional Assistant





Important Phone Numbers

McCreary County Board of Education	Ph. 606-376-2591	fax 606-376-5584
McCreary County Bus Garage	Ph. 606-376-8199	fax 606-376-9715
Preschool Office	Ph. 606-354-3590	fax 606-354-9696
Pine Knot Elementary	Ph. 606-354-2161	fax 606-354-4466
Whitley City Elementary	Ph. 606-376-2690	fax 606-376-4150
McCreary Co Sheriff's Office	606-376-2322	
Fire Departments	McCreary Pine Knot North McCreary Stearns	606-376-2507 606-354-2424 606-376-8382 606-376-9030
McCreary Co EMS	606-376-5063	
McCreary County Water District	606 376-2540	
South Kentucky RECC	606 376-5997 To Report Outages	800-264-5112
Highland Telephone Co-Op	606 376-5311	

Early Childhood Resources

McCreary Co Health Department	606-376-2412
McCreary County Public Library	606-376-8738
Hills and Hollars Ministries	606-354-2095
Crossroads Community Baptist Church	606-310-2299
Good Shepherd Catholic Mission	606-376-1840
Phoenix Wellness	606-376-5080
Applied Behavior Advancements (ABA)	606-677-2636
Adanta	606-376-2466
Behavior Spot	423-374-1009
Social Service Department	606-376-5365
Department of Family Support	606-376-5304
Protection & Permanency	606-376-5365

Dolly Parton's Imagination Library of Kentucky
(<https://imaginationlibrary.com/kentucky>)

The Kentucky Health Access Nurturing Development Services HANDS
(<https://chfs.ky.gov/agencies/dph/dmch/ecdb/Pages/hands.aspx>)

First Steps
(<https://prd.webapps.chfs.ky.gov/kyfaces/Kinship/FirstStepsProgram>)

Childcare Aware (<https://www.childcareaware.org/>)

Kentucky Educational Television (KET) Let's Learn Kentucky
(<https://letslearnky.org/>)

Zero to Three (<https://www.zerotothree.org/>)

PBS Parents (<https://www.pbs.org/parents>)

Sesame Street for Families (<https://sesamestreetincommunities.org/>)

ReadyRosie Active Family Engagement System (<https://www.readyrosie.com/>)

Report Child Abuse/Neglect

To report child abuse and neglect call toll-free any of the numbers listed below.

(877) 597-2331/(877) KYSAFE1

(800) 752-6200

[Report Online](#) - non-emergency only

Monitored from 8 a.m. to 4:30 p.m. Eastern time, Monday through Friday. Reports will not be reviewed during evenings, weekends or state holidays.

Call 911 in case of an emergency

Resources for Supporting Family Engagement
Berea Early Childhood Regional Training Center
www.bereartc.org

Reading Rockets -<https://www.readingrockets.org/literacy-home>

Reading Rockets has excellent resources for families related to supporting early literacy development including tips for reading with their child and supporting their child in school. There are also themed *Reading Adventurepacks* that you can create and send home to support family engagement.



Center on the Developing Child -https://developingchild.harvard.edu/resources/?topic=brain-architecture&article_type=&event_type=&resource_type=&language=#results

The Center for the Developing Child at Harvard University presents information, especially scientific information, in a way that is accessible to a wide range of readers. The resource library provides a wide variety of resources appropriate for different audiences. Many resources are translated into multiple languages. This link will take you directly to the information that explains early brain development and the importance of family-child interactions.



Let's Learn Kentucky -<https://www.letslearnky.org/>

Let's Learn Kentucky, developed and curated by KET, is a resource hub for parents and caregivers navigating the early years, from birth through the time they enter school, a formative time for children's development. There are six areas that provide everyday activities that families can engage in with their children to support their development.



Kentucky Early Childhood Family Guides -<https://kvecac.kv.gov/families/Family-Guides/Pages/default.aspx>

The Family Guides are a compliment to the Kentucky Early Childhood Standards and provide developmentally appropriate family-child activities to support school readiness.



National Center on Pyramid Model Innovations: Backpack Connection Series -
<https://challengingbehavior.org/implementation/family-engagement/#backDack>

The Backpack Connection Series was created to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.



National Center on Pyramid Model Innovations: Family Engagement -
<https://challengingbehavior.org/implementation/family-engagement/>

There are a variety of resources related to engaging families in supporting their child's social-emotional development including articles, tips, and visual props,



DevereauxcenterforResilientchildren-[https://centerforresilientchildren.Q\[g/p_reschool/for-Parents+](https://centerforresilientchildren.org/p_reschool/for-Parents+)
This website contains simple activities that parents can do at home to help their child build resilience.
There are activity recommendations on various topic along with videos to help parents understand what to do
to assist their child in building those resilience skills.



Vroom -<https://www.vroom.org/>

Vroom provides tips and activities for families to support their child's brain development. There is also an app that families can download for free that provides daily tips and reminders.



Participation in the McCreary County Preschool Program

A preschool staff member has gone over this handbook with me and informed me of the policies in place to ensure my child has a positive and meaningful educational experience while participating in the preschool program. A copy of the handbook has been provided to me.

By signing below, I am aware of the policies on illness, absences, and other protocols listed in the handbook and participation expected from my child along with my participation as a parent within the program.

Failure to comply with policies (attendance, required medical forms or certificates, etc.) may result in my child's dismissal from the program.

***Once you have looked over the Preschool handbook and/or talked it over with the teacher, please sign, date and return this page only to your child's teacher*

Student's Name: _____

Parent Signature: _____

Date: _____