

Kentucky Administrative Regulation and ECERS-3 Crosswalk

Kentucky Administrative Regulation	ECERS-3 Item	Higher Standard
1. Eligibility - 704 KAR 3:410 Section 2		
a. All preschool children served are residents of the district unless there is a reciprocal agreement with a neighboring district.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
b. At-risk children (up to 160% of poverty) are 4 years old by Aug. 1	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
c. Eligibility may be determined up to 4 months prior to start of school year.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. Once at-risk eligibility has been approved, the child shall remain eligible for enrollment in the preschool program for the remainder of the school year.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
e. Other non-eligible children are served through district funds or tuition as space is available.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district serves migrant 3 year olds.
- The district allows all 3 and 4 year old EL students to attend preschool regardless of income eligibility of EL family.
- The district allows 3 year old students who do not qualify for special education services but do meet income eligibility requirements to attend preschool.
- If a student qualifies for preschool with a disability and before exiting the program is no longer eligible for services, the district allows them to continue to go to preschool as district funded until kindergarten.
- The district has a universal 4 yr. old program.
- The district offers Preschool Readiness Academy classrooms at 2 sites serving up to 80 children. These children have been screened but were not eligible for the state-funded program.
- The district conducts Screening and Evaluations that occur at least monthly throughout the school year and summer.
- The district offers tuition to three and four year olds who do not meet eligibility requirements. Residents of other counties are considered as room allows.

- The district develops reciprocal agreements contain specific information regarding the provision of services to preschool age children from other districts.

2. Special Education - 707 KAR 1:002 to 707 KAR 1:380

a. The Child Find process ensures delivery of appropriate, relevant, research based instruction and tiered intervention services (KSI) prior to, or as a part of the special education referral process.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
b. The related service staff work collaboratively with the classroom teachers in providing special education services as much as possible within the classroom environment.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
c. The district has an effective transition process in place for helping children transition from First Steps into the preschool program.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. The student information (Infinite Campus) system is used to document enrollment of children and the information is confidential and kept up to date on all children including children with disabilities.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
e. Children with disabilities are placed with non-disabled peers as much as possible.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
f. Children with disabilities are guaranteed a full continuum of services based on their needs.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
g. Specially designed instruction is provided by an appropriately certified professional.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- Parents have access to change information in the parent portal in IC.
- Employs a behavior specialist.
- Each preschool teacher has a certified special education teacher on site as a resource mentor. The mentors are available to help with any special education questions or Infinite Campus needs. They are paid a small stipend from general funds.
- The district Special Education coordinator meets with each teaching team once a month to discuss concerns and progress - Teacher Assistance Teams.

- District representative attends all First Steps transition meetings and shares information with receiving school staff.
- Documentation (including the IEP, Conference Summary and Due Process Monitoring) of related services taking place within classroom environment or collaboration between providers is kept to reinforce specially designed instruction within the classroom.
- The district has a Teacher Mentor that supports teachers in developing and implementing a quality intervention (RtI) plan to support the special education referral process.

3. Program Operation - 704 KAR 3:410 Section 6

a. Preschool program meets for four (4) or five (5) days a week, or a locally designed program approved by the chief state school officer.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
b. With a double session, provisions are to be made to allow staff to prepare for the session as well as give individual attention to children entering and leaving the program.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
c. Adequate break times are provided for staff during the course of the day and each full-time teacher shall be provided with a duty-free lunch period each day (KRS 158.060 and the Kentucky Wage and Hour Laws).	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
d. The minimum hours of operation of the half-day program is two and one half (2 1/2) hours of classroom time per day plus breakfast or lunch.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
e. The program shall provide direct services for children or parents for the minimum number of teaching days set by the local school district for the school year. (Note: the preschool calendar may begin later and end sooner if school days are used for screening, home visits, and other preschool duties)	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district collaborates with daycares to provide a full-day program.

- The district provides each preschool classroom 2 paraprofessionals. This helps at all times with staff child ratio as well as providing individual attention to students.
- The Preschool Program operates five days a week all day long.

4. Staffing/Teacher Credentials - 704 KAR 3:410 Section 7 and 8, 16 KAR 2:040, 704 KAR 3:420, 16 KAR 2:140

<p>a. The lead teacher holds an Interdisciplinary Early Childhood Education (IECE) certification or statement of eligibility, or has been exempted by the Kentucky Education Professional Standards Board from additional certification.</p>	<p>NA</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>b. A district may also employ a lead teacher who is a preschool associate teacher (CDA- Child Development Associate or AA) who was employed prior to the 2004-2005 school year and who has continued in the same position. This preschool associate teacher receives at least weekly contact and consultation by a qualified professional regarding the classroom, the curriculum, and teacher performance standards in IECE (704 KAR 3:420).</p>	<p>NA</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>c. A lead teacher organizes the classroom, provides a developmentally appropriate curriculum, and supervises and assigns the activities of teaching assistants, student helpers, and other non-certified staff in the preschool class.</p>	<p>NA</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>d. A local school district shall assign professional staff, including the lead teacher, to conduct parental involvement activities and coordination with health and social services.</p>	<p>NA</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>e. A lead teacher who has been assigned coordination responsibilities shall be considered to be going beyond responsibilities and shall provide services to a maximum of thirty-four (34) children total. (Note: This indicator is N/A if the school/district has designated the Family Resource director or another</p>	<p>NA</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>

person to coordinate parent involvement activities including health and social services.)		
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Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- Assistants have CDA or a college degree.
- The district provides a highly qualified mentor teacher (in a role similar to the KTIP Resource Teacher) to new non-intern teachers who have less than one year of preschool teaching experience within the district.
- The classroom teacher develops an annual Family Education & Needs Plan (working document) based on results of Family Needs Surveys, information garnered during home visits and parent teacher conferences.

5. Contracting - 704 KAR 3:410 Section 4

a. All contracting sites meet preschool regulations in addition to all other applicable school laws. (note: Head Start contracting is not included in this section) A contract or cooperative agreement shall be in writing. Contracted sites are separately incorporated from a religious institution; (documentation of meeting state laws/regulations) The program maintains a nonsectarian board of directors; All proceeds and debts are the property of that corporation; The program pays reasonable rent; and the program's curriculum is not religious in nature.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
b. The application for contracting is approved beforehand by the Kentucky Department of Education.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district contracts utilizing the Preschool Partnership Grants.

6. Attendance – 704 KAR 3:410 Section 5

a. Daily attendance records are maintained.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
b. Families are contacted if enrolled child attendance is irregular or if the child has been absent for (4) consecutive program days.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district develops a preschool attendance compact that teachers review and parents sign at the beginning of the year to encourage good attendance.
- The district School/Home/Community Liaison watches for patterns of preschool students who have truant older siblings. Though attendance is not mandatory in preschool, the liaison communicates poor attendance patterns to the judge as truant charges are filed on siblings in order to encourage better attendance.
- A cash award, which is to be spent for the classroom, is given each month to the classroom with the highest rate of attendance.

7. Professional Development - 704 KAR 3:410 Section 7

a. Lead teacher(s) participate in the same number of professional development days as certified personnel in the local school district.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
b. Teaching assistant(s) participate(s) annually in a minimum of eighteen (18) hours of professional development.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
c. Professional development activities are related to the nature and needs of young children and their families, including those with special needs.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
d. Records are kept for all personnel documenting participation in professional development training.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
e. At all times, a staff person is on the premises who is trained in emergency first aid and cardiopulmonary resuscitation (CPR).	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- Throughout the year, preschool teachers meet as a professional learning community to complete lesson plans, analyze data on students and plan for individual, small group, and whole group needs.
- The district requires preschool assistants to attain their CDA.
- Collaboration with child care centers is part of the district transition plan.
- The district requires all preschool teachers and assistants to be CPR and first aid certified.
- Preschool teachers and assistants complete a Professional Needs Survey (PNS). Findings from the PNS, annual Family Satisfaction Survey results and child outcome data serve as the catalysts for creation of the annual Preschool Professional Learning/Training Plan.

8. Head Start Collaboration - 704 KAR 3:410, KRS 157.3175

a. Blended programs utilize the higher standards from both programs (regulations).	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
b. Full utilization of at-risk 4s was achieved during the current school year with Head Start.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
c. Blended programs may enhance state-funded children by giving these children Head Start services. However, enhanced children may not be counted in the Full Utilization numbers (to avoid supplanting federal funds).	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district preschool program collaborates with Head Start for registration.
- The district preschool staff works with Head Start in analyzing data and implementing KSI.
- The district piloted 2 full-day classrooms (we are half-day program in other classrooms) through Head Start collaboration.
- The district provides a fully blended program - all children and families receiving all services.
- The district facilitates regularly scheduled meetings with Head Start administrators regarding full-utilization and maximum use of resources are documented.
- Collaborative events are scheduled periodically with district and Head Start.

9. Ratio and Staffing - 704 KAR 3:410 Section 6 (4)

a. Maximum group size is twenty (20) children.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
b. Consideration is given to increasing the number of staff or decreasing the group size depending upon the needs of the children, including the needs of children with disabilities.	11. Safety Practices: 7.3 Staff generally adjust supervision based on relative risks and the characteristics of the children in the group	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
c. An adult is never left alone with more than ten (10) preschool children.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. The local school district has a written policy for assistance from another adult if one (1) adult is responsible for a group of children.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- Each preschool classroom has 2 paraprofessionals assigned. This helps at all times with staff child ratio.
- Diverse student needs are a consideration when planning staff allocations.

10. Developmentally Appropriate Practices (DAP) - 704 KAR 3:410 Section 6

<p>a. The preschool program includes developmentally appropriate experiences in cognitive, communication, social, physical, emotional development and creative expression.</p>	<p>Items 16-27</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>b. The preschool program assists children with their intrapersonal and interpersonal skills and in maximizing self-management and independence.</p>	<p>32. Discipline 5.1 Children appear to be aware of classroom rules, and generally follow them with a reasonable amount of teacher control. 5.2 Staff explain reasons for why they cannot permit specific behaviors. 7.3 Staff actively involve children in solving their conflicts and problems without telling them what to do.</p> <p>17. Fine motor: 7.2 Containers and/or accessible storage shelves have labels to encourage self-help.</p> <p>20. Blocks: 5.2 Almost all blocks and accessories are stored on open, labeled shelves.</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>c. The program includes appropriate learning activities and teaching techniques in accordance with each child's level of comprehension and maturation.</p>	<p>Item 29 and 17</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>d. The program provides a supportive social and emotional climate.</p>	<p>30. Staff-child interaction: 7.1 Staff are respectful to children and guide them positively. 7.2 Staff are supportive and comforting when children are anxious, angry, fearful or hurt. 7.3 Staff are sensitive to children's nonverbal cues, and respond appropriately.</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>e. The program enhances children's understanding of themselves as individuals, and in relation to others, by providing for individual, small group, and large group activities.</p>	<p>31. Peer interaction: 3.3 Staff generally model good social skills. 3.2 Staff quickly stop hurtful peer interaction. 3.3 Staff generally model good social skills. 5.2 Staff generally help the children solve social problems in a satisfying way. 7.1 Staff point out</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>

	children's positive behavior toward one another. 7.2 Staff help children avoid conflicts. 7.3 Staff provide some opportunities for children to work together on a project.	
f. The program gives children many opportunities for success through developmentally appropriate program activities.	29. Individualized teaching and learning: 5.3 Most staff directed activities allow children to be successful.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
g. The program provides an environment of acceptance that helps each child develop a positive self-concept, enhance his or her individual strengths, build ethnic pride, and facilitate social relationships.	26. Promoting Diversity: 7.1 Inclusion of diversity is observed as part of learning activities, in addition to learning materials. 7.2 Staff have positive conversations with children discussing the benefits of similarities and differences among people.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
The program promotes the development of intellectual skills by:		
h. Encouraging children to solve problems, initiate activities, explore, experiment, question, and gain mastery through learning by doing (concrete experiential learning).	31. Peer interaction: 3.3 Staff generally model good social skills. 3.2 Staff quickly stop hurtful peer interaction. 3.3 Staff generally model good social skills. 5.2 Staff generally help the children solve social problems in a satisfying way. 7.1 Staff point out children's positive behavior toward one another. 7.2 Staff help children avoid conflicts. 7.3 Staff provide some opportunities for children to work together on a project.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
i. Promoting language understanding and use in an atmosphere that encourages both communication among children and between children and adults.	13. Encouraging children to use language: 3.2 Staff pay moderate amount of attention to what children say, responding either neutrally or positively, but not negatively. 5.3 Staff respond positively to children's communication and encourage them to talk more. 7.1 Staff ask many questions that require longer answers. 7.3 Staff-child conversations go beyond classroom activities and materials. 12. Helping children expand vocabulary	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

	<p>5.2 Staff sometimes correctly explain the meaning of unfamiliar words in a way children can understand</p> <p>7.1 Staff generally use a wide range of words to specify more exactly what they are talking about, appropriate to ages and abilities of children.</p> <p>7.3 Staff add information and ideas in order to expand children’s understanding of the meaning of words children use.</p>	
j. Utilizing a curriculum in which a variety of skills are integrated into activities targeted toward the interests of children.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
k. Encouraging children to organize their experiences and understand concepts; and	<p>16. Becoming familiar with print</p> <p>5.2 Staff show that print is a useful tool as they explain how or why they use it</p> <p>7.4 Picture/word instructions are used to guide children through multi-step activities</p> <p>Items 17-27</p>	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
l. Utilizing a language experience approach to introduce printed materials according to the individual developmental level of the child.	<p>14. Staff use of books with children: 3.2 Book time is arranged to encourage children’s engagement. 5.4 Staff show much interest and enjoyment in books. 7.2 Staff and children discuss the content of a book in a way that engages children. 7.4 Staff use books with children to help answer questions and to provide information on things that children are curious about.</p>	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
<p>Possible Examples of Exemplary Practice to Highlight on the P2R Document:</p> <ul style="list-style-type: none"> • The district preschool program implements a specific physical activity program, such as SPARK. • The district supports each classroom to develop an Indoor Gross Motor plan so they are prepared for inclement weather. • The district utilizes an early childhood social skills curriculum to support social skills of all students, such as Second Steps. 		
<p>11. Routines - 704 KAR 3:410 Section 6</p>		
a. Indoors;	<p>34. Free play 5.1 Free play takes place for at least 1 hour during the observation, including some time inside and some outside, weather permitting.</p>	KAR <input type="checkbox"/> ECERS-3 <input checked="" type="checkbox"/>

		*One hour requirement
b. Outdoors;	6. Space for gross motor play: 3.1 At least 1 adequate gross motor space, either outdoors or indoors, is used for at least 15 minutes. 5.2 Gross motor spaces used for at least 30 minutes. 34. Free play 5.1 Free play takes place for at least 1 hour during the observation, including some time inside and some outside, weather permitting.	KAR <input type="checkbox"/> ECERS-3 <input checked="" type="checkbox"/> *Thirty minute requirement, weather permitting
c. Quiet and active times;	3. Room arrangement for play and learning 5.2 At least 5 interest centers are used, including a cozy area protected from active play. 7.1 Quiet and noisy areas are all separated from one another, not just by furniture but by physical space.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. Individual and group times;	34. Free play 5.1 Free play takes place for at least 1 hour during the observation, including some time inside and some outside, weather permitting.	KAR <input type="checkbox"/> ECERS-3 <input checked="" type="checkbox"/> *One hour requirement for free play
e. Include opportunities for large and small groups;	35. Whole-group activities for play and learning 7.2 Group activities are usually carried out in smaller groups, rather than in one large group	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
f. Child and staff initiated; and	29. Individualized teaching and learning 5.3 Most staff directed activities allow children to be successful. Item 34	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
g. Structured and spontaneous.	29. Individualized teaching and learning 5.3 Most staff directed activities allow children to be successful. Item 34	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
h. Provides supervised time for children to use large and small muscles to increase their physical skills.	28. Supervision of gross motor: 7.1 Staff initiate vigorous gross motor activity for part of the gross motor time. 7.2 Staff help children develop new skills,	KAR <input type="checkbox"/> ECERS-3 <input checked="" type="checkbox"/>

	including how to use equipment that requires more advanced skill.	*Staff participation
i. Provides appropriate guidance while children use equipment and materials that promote children's physical growth.	28. Supervision of gross motor: 5.1 Careful supervision occurs in order to ensure children's safety.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district has an indoor play area that is used by the preschool students during gross motor if weather does not permit going outside. It has developmentally appropriate equipment and wheeled toys for the students to use. It is 51' 4" X 36' 8" allowing approximately 94 square feet of space for each child.
- The teachers provide a planned activity during gross motor for children who choose to participate.
- Outdoor space is used as an extension of the indoor classroom and is organized to allow for additional practice of a variety of skills (literacy, math, fine motor, art), not just those typically found outdoors.

12. Equipment and Materials - 704 KAR 3:410 Section 6

The equipment and materials are:		
a. Consistent with specific educational objectives of the local program;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
b. Consistent with the cultural and ethnic background of the children;	26. Promoting acceptance of diversity: 5.3 Classroom materials include at least 4 of the 5 types of diversity. 7.1 Inclusion of diversity is observed as part of learning activities, in addition to diversity in materials.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
c. Geared to the age, ability, and developmental needs of the children;	2. Furnishing for care, play, and learning: 3.3 Children with disabilities have the adaptive furniture that they need. 7. Gross motor equipment: 5.4 Adaptations are made or special equipment provided for children with disabilities in the group who require them.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. Safe, durable, and kept in good condition;	2. Furnishing for care, play, and learning: 7.3 All furniture is clean and in good repair.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
e. Stored in a safe and orderly fashion when not in use;	3. Room arrangement for play and learning 5.2 At least five interest centers are used in including a cozy area protected from active play	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

	<p>17. Fine motor 7.2 Containers and/or accessible storage shelves have labels to encourage self-help.</p> <p>20. Blocks 5.2 Almost all blocks and accessories are stored on open labeled shelves.</p>	
f. Accessible, attractive, and inviting to the children;	<p>5. Child related display 5.1 Many items displayed for children throughout the room.</p> <p>5.2 Some of the display is related to topics of current interests to the children in the group</p> <p>7.1 About half of the display is related to current interests of children in the group and one can easily tell what children’s interests are or what they are discussing.</p> <p>Item 7, Item 15 and Items 17-27</p>	<p>KAR <input type="checkbox"/></p> <p>ECERS-3 <input checked="" type="checkbox"/> *specific requirements related to display and materials</p>
g. Designed to provide a variety of learning experiences and to encourage experimentation and exploration.	<p>Item 29</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>Possible Examples of Exemplary Practice to Highlight on the P2R Document:</p> <ul style="list-style-type: none"> Adaptive equipment for special needs is provided. 		
<p>13. Space - 704 KAR 3:410 Section 6, Facility Requirement for Preschool (8/08), 702 KAR 4:170, 702 KAR 4:180</p>		
a. Space is arranged so that children may work individually, together in small groups, and in a large group.	<p>1.Indoor Space: 5.1 Ample indoor space that allows children and staff to circulate freely, enough space for mealtimes, group times, and suitable space for activities in free play.</p> <p>3. Room arrangement for play and learning:</p> <p>5.1 Space is arranged so that classroom pathways generally do not interrupt play.</p> <p>7.1 Quiet and noisy play areas are all separated from one another, not just by furniture but by physical space.</p> <p>7.3 Centers requiring more space (blocks, dramatic play, very popular or active play) have sufficient space to accommodate the type of play required and the number of children who want to participate.</p>	<p>KAR <input type="checkbox"/></p> <p>ECERS-3 <input checked="" type="checkbox"/> *expectations related to specific room arrangement</p>

	4. Space for privacy: 5.1 An indoor space for privacy is accessible and physically set up in the classroom to discourage interruptions.	
b. Space is arranged to provide clear pathways for children to move from one area to another.	1. Indoor Space: 5.1 Ample indoor space that allows children and staff to circulate freely, enough space for mealtimes, group times, and suitable space for activities in free play. 3. Room arrangement for play and learning: 5.1 Space is arranged so that classroom pathways generally do not interrupt play.	KAR <input type="checkbox"/> ECERS-3 <input checked="" type="checkbox"/> *expectations related to specific room arrangement
c. Indoor space is a minimum of 35 square feet per child of usable space (existing structures) for a total of 700 square feet. For classrooms built or renovated after 2008, the minimum space is 825 square feet including storage, office and preschool toilet.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. Outdoor space is a minimum of 750 square feet for existing play areas (75 square feet per child limits this to a 10 student maximum). For playgrounds built or renovated after 2008, play area must have direct access from classroom, is a minimum of 1500 square feet, with 1/3 paved, and 2/3 turf.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
e. Outdoor space is fenced with a 48-inch high fence and two 36-inch wide latchable gates.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
Centers or areas in the classroom includes space for the following centers:		
f. Art, block building, cooking, gross motor, housekeeping or dramatic play, language arts or library, manipulative materials, math or problem solving, multimedia, music, science or social studies, and/or wood working;	15. Encouraging children's use of books 5.3 Books are organized in a defined reading interest center, with a place to store books for easy access and a space with comfortable furnishing to use them. 7.1 A wide selection of books is accessible.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

	Items 17-27	
g. Classroom space within the classroom for children's materials;	2. Furnishings for care, play and learning: 5.1 Ample furniture for routine care, play and learning	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
h. Individual spaces for hanging of clothing and storage of personal items;	2. Furnishings for care, play and learning: 5.1 Ample furniture for routine care, play and learning	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
i. Classroom space provides secured storage space beyond the 35 square feet per child for teacher supplies, equipment, and student materials currently not in use;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
j. Classroom is readily accessible to transportation drop-off and pick-up;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
k. Classroom is located on a floor exiting at ground level;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
l. Classroom is located within 75 feet of accessible hand washing and toilet facilities with steps-up or other devices appropriate to accommodate the size of student for each sex;	9. Toileting/diapering 7.1 Convenient, easily supervised toileting area with child-sized toilet and sink allows children to use as needed.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
m. Classroom is provided with a minimum 50 foot candles and light;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
n. Classroom is provided with heating and ventilates with fresh air or conditioned;	1.Indoor Space: 5.3 Ventilation can be controlled.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
o. Classroom has instructions posted near the door with graphics of evacuation routes and emergency procedures specifically addressing young children and children with handicaps;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
p. Classroom has hand-washing devices provided in room if food is prepared in the classroom.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

q. Cafeteria/eating area must be provided for meal (prepared by kitchen staff), with age-appropriate seating and utensils.	2. Furnishing for care, play, and learning: 5.2 Chairs and tables are child-sized for 75% of the children.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
r. Existing relocatable/temporary isolated classroom units are acceptable for preschool if provided with a toilet and a minimum of one ramped exit to grade. However, classes of older students may be housed in relocatable units to free existing interior space for preschool	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
s. Leased/Contract/Other Off-Site Facilities - Sites not housed in existing school centers must meet one of the two following conditions: the off-site program is currently licensed as a child day care facility (905 KAR 2:010) or the off-site space/facilities are approved by the Division of Facilities Management, KDE through inspection.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- Board monies and flexible spending monies support the preschool program as needed.
- Migrant funds are provided to provide preschool services for 3 year old migrant children.

14. Funding - 702 KAR 3:250

a. MUNIS reports are submitted quarterly in a timely manner.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
b. All expenditures are related to the preschool program.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
c. Flexible Focus Funding may be used for preschool as long as the other programmatic requirements are met	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. Appropriations to the local school district for the preschool program shall be separate and apart from the other funds appropriated to the local school.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district maintains classroom specific budget records are maintained as part of each classrooms archives and retained for a minimum of five years.
- Preschool expenditures are subject to five tiers of approval.
- Each school is allocated a per preschool child budget to spend as needed for preschool services. This budget is readily available to the building administrator at all times.
- The district utilizes flexible focus funds to support preschool classrooms.

15. Individual Needs of Children - 704 KAR 3:410 Section 6

<p>a. The program promotes social skills and social interactions by providing positive guidance with consistent, clear rules presented in developmentally appropriate ways.</p>	<p>31. Peer interaction: 3.3 Staff generally model good social skills. 3.2 Staff quickly stop hurtful peer interaction.3.3 Staff generally model good social skills. 5.2 Staff generally help the children solve social problems in a satisfying way. 7.1 Staff point out children’s positive behavior toward one another. 7.2 Staff help children avoid conflicts. 7.3 Staff provide some opportunities for children to work together on a project.</p> <p>32. Discipline 5.1 Children appear to be aware of classroom rules, and generally follow them with a reasonable amount of teacher control. 5.2 Staff explain reasons for why they cannot permit specific behaviors. 7.3 Staff actively involve children in solving their conflicts and problems without telling them what to do.</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>b. The program provides positive adult and peer role models, focusing on the level of the child.</p>	<p>31. Peer interaction: 3.3 Staff generally model good social skills. 3.2 Staff quickly stop hurtful peer interaction.3.3 Staff generally model good social skills. 5.2 Staff generally help the children solve social problems in a satisfying way. 7.1 Staff point out children’s positive behavior toward one another.</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>
<p>c. The program is individualized to meet the special needs of children by having a curriculum that is relevant and reflective of the needs of the</p>	<p>NA</p>	<p>KAR <input checked="" type="checkbox"/></p> <p>ECERS-3 <input type="checkbox"/></p>

population served (such as, bilingual or bicultural, multicultural, rural, urban, or migrant).		
d. The program has staff and program resources reflective of the needs of population of the children in the program.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
e. The staff and program resources are reflective of the racial and ethnic population of the children in the program.	26. Promoting acceptance of diversity: 5.3 Classroom materials include at least 4 of the 5 types of diversity. 7.1 Inclusion of diversity is observed as part of learning activities, in addition to diversity in materials.	KAR <input type="checkbox"/> ECERS-3 <input checked="" type="checkbox"/> *Diversity in materials and activities are expected for the following five categories: race, culture, age, differing abilities and non-traditional gender roles.
f. Adaptations are made for children with special needs.	2. Furnishing for care, play, and learning: 3.3 Children with disabilities have the adaptive furniture that they need. 7. Gross motor equipment: 5.4 Adaptations are made or special equipment provided for children with disabilities in the group who require them.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
g. Furniture, equipment and materials are arranged in a way as to facilitate learning, assure a balanced program of spontaneous and structured activities, and encourage self-reliance in the children.	1. Indoor Space: 5.1 Ample indoor space that allows children and staff to circulate freely, enough space for mealtimes, group times, and suitable space for activities in free play.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
h. Test sheets, workbooks and ditto sheets are not used.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
Possible Examples of Exemplary Practice to Highlight on the P2R Document:		

- The district requires lesson plans to reflect weekly diversity activities in addition to differentiation to meet the individual needs of all children.
- The district provides evidence of collaboration between preschool program, FRC, and special education service providers.
- All paraprofessionals participate in Positive Guidance training upon hire.
- Newsletters and forms are translated into the first language of students.

16. Assessment of Children - 704 KAR 3:410 Section 6

a. Assessment activities are not to be used to restrict entry into or exit from the preschool program.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
b. The program includes developmentally appropriate assessment.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
These assessments:			
c. Provide for ongoing observation, recording and evaluation of each child's growth and development for the purpose of planning activities to suit individual needs;	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
d. Are accomplished by observation or activity with the child in familiar structured and informal situations;	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
e. Includes information from parents;	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
f. Are used to inform parents/guardians on a regular basis regarding the child's progress and physical, intellectual, communication, social, emotional, intrapersonal, and interpersonal skills and development; and	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
g. Consider the cultural background of the child.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
h. Children are not retained in the preschool program.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The entire preschool staff meets at least 4 times per year as a PLC to analyze data and determine next steps for individual, small group and whole group instruction.
- Progress is shared four times yearly with families.
- (Preschool specific) professional learning community meeting minutes are maintained.
- Monthly PLC/Student Assistance Team meetings are held to discuss classroom and individual student needs.

17. Annual Evaluation of Preschool Program - 704 KAR 3:410 Section 9

a. At least annually, parents, staff and other professionals are involved in evaluating the local preschool program's effectiveness in meeting the needs of participating children.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
The program evaluation addresses:			
b. Rate of participation by eligible children;	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
c. Parental satisfaction with services provided;	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
d. Success of participating children as they complete the preschool program and progress through the primary school program.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- Annually, all preschool staff members, parents, and policy council members are involved in evaluating the local preschool program's effectiveness. Results from the Self-Assessment are utilized for continuous improvement and planning, allocation of human and financial resources, program design and service delivery decisions. Students that attended preschool are monitored by district universal screeners, collaboration with primary teachers and the referral process.

18. Student Information - 704 KAR 3:410 Section 5 & Section 2

Prior to attendance, each child shall have on file:			
a. A copy of the legal birth certificate (within 30 days of enrollment) or other reliable proof of the student's identity and age, and an affidavit of the inability to produce a copy of the birth certificate (KRS 158.032);	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>

b. A Kentucky Certificate of Immunization within two (2) weeks of the child's attendance (KRS 13A);	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
c. A medical examination meeting requirements conducted within twelve (12) months prior to entry into the school program; and	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. Information regarding preschool program eligibility.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
e. A vision examination by an optometrist or ophthalmologist shall be submitted to the school no later than January 1 of the first year a child is enrolled in school (KRS 156.160).	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
f. Providing a student's Social Security number is optional (KRS 156.160).	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district collaborates with United Way to utilize a VISTA worker in preschool to monitor student information records and personally contact families to assist in the collection of needed health documents.
- The district collaborates with the FRC and/or school social worker to assist in obtaining needed health documents.

19. Screening 704 KAR 3:410 Sections 5 & 6

a. The program collaborates with medical, health, mental health, and social service agencies to meet comprehensive needs of children.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
b. A local school district shall assure that all children participating in the program receive child development and health screening through coordination with existing medical and social services.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
c. Health screening includes growth assessment, vision and hearing screening, assessment of current immunization status, and general health status.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. Child development screening includes screening of gross and fine motor skills, cognitive functioning,	NA	KAR <input checked="" type="checkbox"/>

communication skills, self-help skills and social emotional skills.		ECERS-3 <input type="checkbox"/>
e. Child development screening may be accomplished through various means, including systematic observation in the classroom or other natural setting.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
f. Screening results are not used for determining placement or planning the curriculum.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
g. Child development and health screening is completed within thirty (30) school days of enrollment by personnel trained in the procedures utilized.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
h. Parents or legal guardians are contacted if screening results indicate a need for further assessment by a specialist, follow-up, or referral for special education and related services or other appropriate resources.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
i. A local school shall assist the parent or legal guardian as needed through cooperation with existing medical and social services to obtain the physical examination required of all children prior to school enrollment.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
Possible Examples of Exemplary Practice to Highlight on the P2R Document:		
<ul style="list-style-type: none"> • Screening and Evaluations occur at least monthly throughout the school year and summer. • The preschool program collaborates with Head Start, the district's registered nurse, the family resource center, and local health department to provide a comprehensive screening for all children that register for preschool. Health screenings for each preschool student include growth assessment, the results of a hearing and vision screening, an assessment of current immunizations, and general health status. Each family receives a health requirements list when they register their child for preschool. 		
20. Meals - 704 KAR 3:410 Section 6		
a. All children receive breakfast of lunch, pursuant to the requirements of the National School Breakfast Program or National School Lunch Program.	8. Meals/snacks: 5.2	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

b. All children receive developmentally appropriate information regarding nutrition.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
c. As much as feasible, children are involved in the planning and preparation of snacks and meals.	8. Meals/snacks: 5.4 Children encouraged to help during meals and snacks, with adult supervision and instruction as needed.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. Teacher provides appropriate supervision during meals to develop language, understanding and problem-solving skills.	8. Meals/snacks: 7.2 Atmosphere is relaxed with many conversations and pleasant social interaction. 7.3 Staff actively teach self-help skills as children are ready.	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
e. Teacher provides developmentally appropriate information about health as an integral part of program activities.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district participates in the Community Eligibility Provision (CEP); therefore, all preschool students are provided a free breakfast or lunch depending on the half-day session that they attend.
- Chef combo/My Plate activities incorporated daily.
- The district utilizes the LEAP Program (Literacy and Eating Activities for Preschoolers) from the extension office - monthly visits.

21. Safety Policies - 704 KAR 3:410 Section 6

a. The preschool program operates in compliance with administrative regulations in areas including facilities, safety, health and transportation.	6. Space for gross motor play: 5.3 Gross motor area(s) generally safe, with no more than 4 minor hazards and no major hazards. 11. Safety practices: 5.1 No more than 2 safety hazards are present, outdoors or indoors. 7.1 No major safety hazards are present outdoors or indoors, and only a few minor hazards observed.	KAR <input checked="" type="checkbox"/> *Higher standard for all areas listed except the gross motor spaces. ECERS-3 <input checked="" type="checkbox"/> *Higher standards for gross motor spaces only. Reference the documents, ERS
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		Playground Information to use with the Environment Rating Scales and ECERS 3 Major and Minor Safety Hazards
b. The preschool program provides developmentally appropriate instruction to children regarding safety procedures, such as riding the bus and emergency procedures.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
The preschool program utilizes the local school district's current safety policies regarding:		
c. accident records;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. medical emergency plans;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
e. fire and disaster plans;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
f. first aid;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
g. dispensing of medications; and	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
h. reporting of child abuse and neglect, with modification as needed to accommodate young children.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
Possible Examples of Exemplary Practice to Highlight on the P2R Document:		
<ul style="list-style-type: none"> The district maintains CPR certification on all teachers and paraprofessionals in each preschool classroom. 		

- The district requires staff members have all contact information, such as telephone numbers, emergency contacts, transportation information, dietary restrictions, medication dispersion, and allergies that are carried with them when they leave the classroom in case of an emergency situation. Each preschool classroom is equipped with a first aid kit and a fire extinguisher. Preschool staff follows district policy and Head Start procedures on reporting suspected abuse and neglect to the proper authorities. All classified and certified staff have been trained in reporting child abuse and neglect.
- The district requires parents to sign a transportation contract. Preschool specific vests are worn during transport.

22. Transportation - 704 KAR 3:410 Section 8, 702 KAR 5:150

a. A local school district may provide transportation to preschool children.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
b. If the local school district transports preschool children, services conform with administrative regulations (702 KAR Chapter 5), including having a driver assistant on each bus transporting 3 and 4 year old children.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
c. A local school district makes provisions for safe arrival and departure of all children.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
d. Procedures are in place for ensuring that preschool children are released to the parent or a person authorized by the parent.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>

Possible Examples of *Exemplary Practice* to Highlight on the P2R Document:

- Transportation staff attend preschool training.
- The district requires a photo ID from an adult, verifying the child is allowed to be released to the adult.

23. Recruitment - 704 KAR 3:410 Section 5

a. Enrollment of (eligible) children in the preschool program is at the discretion of the parent or legal guardian.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
b. Each local school district establishes and maintains an active recruitment process that systematically assures enrollment of eligible children.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
The recruitment process is outlined in a written plan which includes procedures for:			

c. Notification of the right to participate, presented in the parent's primary language or natural mode of communication;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
d. Identification of all eligible children regardless of race, sex, color, national origin or handicapping condition;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
e. Written documentation to demonstrate that emphasis had been given to recruiting those eligible children not currently served by a preschool program; and	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
f. Contact to agencies and programs serving local preschool children or their families to encourage participating in the recruitment process, taking into account the demographic makeup of the community and the needs of the children and their families.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
g. All educational records are kept confidential according to the requirements of the Family Education Rights and Privacy Act regulation, 34 CFR Part 99.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- Recruitment efforts with community agencies collaborative with KTAP, child care assistance, and welfare assistance.

24. Parent/Family Involvement - 704 KAR 3:410 Section 6 and 7

a. The program allows active parental involvement. Consideration of the different types of family structure, such as the single parent, foster parent and extended family, shall be made when planning activities.	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>
At least the following opportunities are made available to parents:		
b. Participation in classroom and other preschool activities as volunteers or observers;	NA	KAR <input checked="" type="checkbox"/> ECERS-3 <input type="checkbox"/>

c. Parent training, education or other activities which the parent has helped to develop;	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
d. Working with the child in cooperation with preschool staff;	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
e. Meeting with preschool and other appropriate staff regarding the child's individual needs and progress or other two (2) way communication system developed with the parent; and	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
f. Periodic home visits by preschool staff, with a minimum of two (2) visits per child per year and with the first visit conducted within sixty (60) school days after enrollment.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
A lead teacher is responsible for at least the following:			
g. Parent participation in the classroom;	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
h. Parent-teacher conferences; and	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>
i. The local districts assign professional staff, including the lead teacher, to conduct parental involvement activities and coordination with health and social services.	NA	KAR <input checked="" type="checkbox"/>	ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district provides preschool families preschool-specific as well as school-wide parental involvement activities.
- The district collaborates with community organizations to provide parent involvement; i.e. museums, YMCS, public library, Imagination Library, Boys and Girls Club, CECC events, County Extension offices, and United Way Born Learning.
- Parents are surveyed at the beginning of the school year then parent involvement plans are developed per school.
- The district utilizes a parent work group that consists of parent volunteers, officers that are elected by the parents, and the district's family service worker. The parent work group decides parent trainings based on the parent interests that were indicated on the parent survey.
- Parent engagement includes Strengthening Families.

25. Wrap Around Services - 704 KAR 3:410 Section 8

a. If a program is extended to provide child care before or after the standard operating hours of the preschool program, that portion of the program will meet the standards for day care facilities promulgated by the Cabinet for Families and Children.	NA	KAR <input checked="" type="checkbox"/>
		ECERS-3 <input type="checkbox"/>

Possible Examples of Exemplary Practice to Highlight on the P2R Document:

- The district offers wrap around childcare from 6:00am – 6:00pm daily and services offered in summer months.
- The district utilizes the Preschool Partnership grant to provide wrap around services.

ECERS-3 Items not Addressed in KAR

- 10. Health practices
- 33. Transitions and waiting times