**Kentucky Preschool Evaluation System (KPES) Documents**

**Annually**

* District is responsible for completing an ECERS 3 on 1/3 of classrooms within the district (ensure all classrooms have had an ECERS-3 every three years)

• New teachers need to be scored within the 3 years

• New classrooms must have an ECERS-3 score within 3 years (Example a teacher moved to a new classroom, new rooms built, etc.)

(Section 10 a-k 11 a-i, 12 a-g 13 a-h, k-n, p & q 15.a-d g, h, 20 a-d, 21 a-h )

**Mid Cycle**

Documents

* + Classroom Schedule which includes planning time for teaching staff (Section 3 b)
  + Proof of principal’s membership to an early childhood organization if applicable (Section 4 e)
  + Professional Development (or Professional Learning -PL) logs, sign sheets from trainings, or certificates (Section 7 a, b, c)
    - Lead teacher has same number of PL days as other certified personnel in district
    - Teacher assistants have minimum of 18 hours PL
    - PL activities are related to the needs of young children with special needs
    - 50% of teaching staff have PL related to curriculum-based assessment
    - 75% of *teaching* staff and site principal have PL activities related to strengthening family engagement
    - 50% of teaching staff have PL in developmental screening
  + Individual Professional Development plans of teaching staff (Section 7 d, 9 e)
  + Ratio and staffing form (Section 9 c)
  + Lesson Plans for each classroom (Section 10 a-g, 15 f, 16 b & c)
  + Assessment plan with samples of assessment documentation, with list of any supplemental assessments and description of how assessment findings are shared with families (Section 10 a-g, 16 b, c, f)
  + Lists of Supplemental Curricula (Section 10 a-g)
  + Annual surveys/evaluations/improvement plans from staff, parents, and other professionals that address the effectiveness of meeting the needs of participating preschool children. (17 a, c)
  + Staff evaluations (17 e)
  + Family and community partnership documents (19)
  + Evidence of child screening tracking system used with redacted student data records (19)
  + Evidence that developmental screening occurs within 90 days of enrollment for all enrolled children (19)
  + Parent involvement activities which promote children’s development and learning (24 a-e)
    - Sign in sheets from 3 events
  + Parent contact logs or a 2-way communication evidence (24 e)
  + Resources shared with families (24 i)
  + Transition activities for children and families with sign in sheets (24 f)
  + Evidence of any national accreditations per site (26)
  + Evidence that site principal is a member of an early childhood professional organization (26)

Narrative (Also provide policy and procedure if applicable)

* 4 d Describe how the district assigns professional staff, including lead teachers to conduct parent involvement activities and coordination with health and social services:
* 9 c Describe how ratio is maintained at all times:
* 16 b, c, f) Describe all assessments used, how it informs instruction, how it is used to inform individual and group instruction, and how the information is shared with parents:
* 17 a, c Describe continuous improvement plans, and how input from staff and families are used each year.
* 19 Describe screening process
* 26 Share any exemplary practices, and national accreditations

**Full Cycle**

Documents

* + Reciprocal Agreement (1 a)
  + Eligibility and Enrollment Documents (1 b, d, e)
  + Announcements, screening and comprehensive recruitment plans/documents ( include evidence of child screening tracking system with redacted student data records)

(1 c, d, e, 19 a-I, 20 a)

* + RTI Plan, KSI (Section 2 a)
  + Classroom Schedule of daily routines and also lists responsibilities of all teaching staff volunteers, and include planning time of teaching staff (Section 2 b, e, 3 b, d 4 c 11 a-i)
  + Lesson plan for each classroom (Section 2 b, g, 10 a-g, 15 c, f 20 b, d, 21 b)
  + Classroom roster for each classroom (Section 2 e)
  + Preschool Calendar which shows the minimum number of teaching days set by the district for the school year. (Section 3 e)
  + Weekly contact logs or other documents to support that any preschool lead teacher hired prior to 2004-2005 who holds a CDA receives weekly contact by a qualified professional if applicable. (Section 4 b)
  + Proof of principal’s membership to an early childhood organization if applicable (Section 4 e)
  + Preschool handbook (Section 6 b, 22 a-d, 23 a)
  + Parent/Guardian contact log (Section 6 b)
  + Professional Development (or Professional Learning -PL) logs, sign sheets from trainings, or certificates (Section 7 a, b, c, d)
    - Lead teacher has same number of PL days as other certified personnel in district
    - Teacher assistants have minimum of 18 hours PL
    - PL activities are related to the needs of young children with special needs
    - 50% of teaching staff have PL related to curriculum-based assessment
    - 75% of *teaching* staff and site principal have PL activities related to strengthening family engagement
    - 50% of teaching staff have PL in developmental screening
  + Individual Professional Development plans of staff (Section 7 d, 9 e)
  + Full Utilization Agreement (Section 8 a, b, c)
  + Full document and service contract if applicable (Section 8 a, b, c)
  + Ratio and staffing form (Section 9 a, b, c)
  + Ratio policy (Section 9 d)
  + Assessment plan with samples of assessment documentation, with list of any supplemental assessments and description of how assessment findings are shared with families (Section 10 a-g, 16 a-h)
  + Lists of Supplemental Curricula (Section 10 a-g)
  + Classroom floorplan/map with classroom dimensions (Section 13 c, f, g, h)
  + Playground layout/map with dimensions including fencing and gates (Section 13 d, e)
  + School map along with pathways to transportation pickup and drop-off (Section 13 j, k, l, r)
  + Annual surveys/evaluations/improvement plans from staff, parents, and other professionals that address the effectiveness of meeting the needs of participating preschool children. (17 a-c)
  + Tracking of children progression through the primary grades documents (17 d)
  + Staff evaluations (17 e)
  + Tracking system utilized by school documents (18 a-f)
  + Evidence of child screening tracking system used with redacted student data records
  + Staff evaluations (17 e)
  + Safety plan which includes Pre-K, drill schedules and evacuation plans, and polices regarding dispensation of medication (21 a-h)
  + Transportation policies (22 a-d)
  + Documentation of confidentiality training (23 d)
  + Parent involvement activities (24 a-e)
    - Parent committee meeting agendas and sign in sheets
    - Sign sheets from parent events
    - Volunteer logs
  + Home visit reports/logs with dates or infinite campus reports providing evidence of 2 home visits per child per year (24 f)
  + Parent conference forms (24 h)
  + Job description of lead teachers (24 g-i)
  + Resources shared with families (24 i)
  + Transition activities for children and families with sign in sheets (24 f)
  + Evidence of any national accreditations per site (26)
  + Evidence that site principal is a member of an early childhood professional organization (26)
  + Evidence of exemplary practices (Optional) (26)

Photos

* Photo of graphics of evacuation routes, emergency procedures specifically addressing young children and children with handicaps beside doorway. (Section 13.0)

Narrative (Also provide policy and procedure if applicable)

* 3 c How is planning time protected and duty-free lunch period provided:
* 4 d Describe how the district assigns professional staff, including lead teachers to conduct parent involvement activities and coordination with health and social services:
* 6 a-b Describe how attendance records are maintained and parent/legal guardian contact for 4 consecutive absences:
* 7 e Describe how a staff person who is trained in emergency first aid and CPR is on the premises at all times:
* 9 c Describe how ratio is maintained at all times:
* 13 i Describe classroom storage space:
* 13 r Site map of any relocated/temporary classroom units if applicable
* 13 s Document of childcare facility license, or the offsite space is approved by the Division of Facilities Management, KDE inspection) if applicable.
* 15 d, e Describe how staffing and resources are provided to meet the needs of the population of enrolled children
* 16 a-h Describe all assessments used and include the following information:
  + Does not restrict entry into or exit from preschool
  + Developmentally appropriate
  + Provided ongoing observations, recording, and evaluation of each child’s growth and development for purposes of planning activities and individualization
  + Assessment by observation or activity with the child in familiar structured and information situations.
  + Used to inform parents of a child’s progress- physical, intellectual, communication, social, emotional, intrapersonal, and interpersonal skills and development
  + Considers cultural background of child
* 17 a, b, c Describe continuous improvement plans, and how input from staff and families are used each year:
* 17 d Describe system for tracking children as they progress through primary grades:
* 18 a-h Describe screening process:
* 19 i Describe how your school uses resources such as the Family Resource Center, the school nurse, and or Medical/Dental Mobil screening to assist parents/legal guardians obtain physical exams of children.
* 23 b-f Describe the recruitment plan for your site:
* 24 a Describe parental involvement activities and how different types of family structures are considered during planning:
* 25 a If a program is extended to provide child care before or after the standard operating hours of the preschool program, describe how that portion of the program will meet the standards for day care facilities promulgated by the Cabinet for Families and Children (if applicable):
* 26 Describe any exemplary practices, include any national accreditations