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# STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

August 18, 2010

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To: Ms. Linda D'Amico, Superintendent  
Pointe Coupee Parish School Board

From: Jeanette B. Vosburg, Executive Director

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 039-111

Title: PRISS (Preschoolers Reaching Insured Success in School)

Allocation: \$118,884.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

c: Kristy LaCoste

Jeanette B. Vosburg  
Executive Director

Paul Pastorek  
State Superintendent

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS State Board of Elementary and Secondary Education 2010-2011

<b>Agency:</b>		Pointe Coupee Parish Public School Board		<b>Parish:</b>		Pointe Coupee	
<b>Agency Head:</b>		Linda D'Amico		<b>Project Administrator:</b>		Kristy LaCoste	
<b>Title:</b>		Superintendent		<b>Title:</b>		Pre-K Supervisor	
<b>Agency Fiscal Agent/Budget Contact:</b>	<b>Name</b>	Jarod Gibbs		<b>Address:</b>	<b>Street/P.O.</b>	337 Napoleon Street PO Drawer # 579	
	<b>Title</b>	Chief Financial Officer			<b>City/State/Zip</b>	New Roads, La. 70760	
<b>Phone:</b>		225-618-4805	EXT.	<b>Phone:</b>		225-618-4815	EXT.
<b>Fax:</b>		225-618-2922		<b>Fax:</b>		225-638-3237	
<b>E-Mail:</b>		Jarod.Gibbs@pcpsb.net		<b>E-Mail:</b>		Kristy.Lacoste@pcpsb.net	
<b>Funding Requested for 2010-2011</b> (round to the nearest dollar)				<b>Focus Area of Project</b>			
\$ 118,884.00 ✓				<b>Focus Area 1</b> <input checked="" type="checkbox"/> Prekindergarten programs for at-risk four-year-olds (public systems only)			
*Are Other Funds to be Utilized in Project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If YES, name the source(s) and amount of funds. <u>LA4, Title I, General Fund and IDEA funds will be used; Amt</u> <u>Is to be determined</u>					
<b>TO BE COMPLETED BY BESE STAFF</b>							
<input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended.							
8/15/10 Date		R Signature of 8(g) Staff					
<input checked="" type="checkbox"/> Request Approved <b>Assigned Log #</b> <input type="checkbox"/> Request Denied <u>039-111</u>		Date Received in BESE Office <b>RECEIVED</b> AUG 06 2010 Board of Elementary and Secondary Education					
8-18-2010 Date		 Signature of Executive Director					

**ORIGINAL**

<b>Title of Project</b> (8 words or less)	PRISS (Preschoolers Reaching Insured Success in School)		
<b>Purpose of Grant</b> (1 sentence)	The overall goal of this 8(g) grant is to improve the readiness skills of four year-old children through a developmentally appropriate curriculum paired with early intervention strategies involving their families.		
<b>Number and Description of Students To Be Served</b>	Approximately twenty-six (26) four year-old children, from two Pointe Coupee Parish Public School sites, will participate in the 8(g) Pre-Kindergarten classes. 8(g) will fully fund one classroom at Valverda Elementary and support the salary and benefits for a paraprofessional at Rougon Elementary. Due to the high poverty rate in the district, these children are considered at risk for learning difficulties.		
<b>Project Implementation Date</b> (with students)	August 13, 2010	<b>Project Ending Date</b> (with students)	May 25, 2011

**Project Sites and Personnel**

(List all participating schools and the primary person responsible for implementing the project at each school.)

	<b>School Site Code</b> (found in School Directory)	<b>School</b>	<b>School-Level Personnel</b>	
			<b>Name</b>	<b>Title/Position</b>
1	039010	Valverda Elementary	Major Swindler	Principal
2		(Site A)	Anice McGill	Pre-K Teacher
3			Mary Dendy	Paraprofessional
4				
5	039013	Rougon Elementary	Ted David	Principal
6		(Site B)	Jeannie Aguillard	Pre-K Teacher
7			Eloise Cline	Paraprofessional
8				
9				
10				
11				
12				
13				
14				

**Proposal Preparation**

(List school-level personnel involved in the preparation of this proposal.)

<b>Name</b>	<b>Title/Position</b>	<b>School</b>
Kristy LaCoste	Pre-K Supervisor	District
Major Swindler	Principal	Valverda Elementary
Ted David	Principal	Rougon Elementary
Anice McGill	Pre-K Teacher	Valverda Elementary
Jeannie Aguillard	Pre-K Teacher	Rougon Elementary

### Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Linda D. D'Amico

(Print Name of Agency Head)

*Linda D. D'Amico* 8-5-10

(Signature of Agency Head in blue ink)

(Date)

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**

Budget Summary Page 1

2010-2011

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$
SALARIES (100)	\$81,418.00 ✓
EMPLOYEE BENEFITS (200)	\$35,061.30 ✓
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	\$95.00 ✓
PURCHASED PROPERTY SERVICES (400)	0
OTHER PURCHASED SERVICES (500)	\$454.52 ✓
SUPPLIES (600)	\$656.19 ✓
PROPERTY (700)	\$1,198.99 ✓
<b>TOTAL COST</b> (Round to nearest dollar)	<b>\$118,884.00</b> ✓

**Note:** Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 2**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	\$79568.00 ✓
	120	Salaries-Temporary	\$1850.00 ✓
	130	Salaries-Overtime	
	150	Salaries-Stipend Pay	
		<b>Object Code Total</b>	<b>\$81418.00</b> ✓

**BUDGET NARRATIVE:** Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

**Important**

*All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.*

*All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.*

**110-Salaries Regular**

Site A- Anice McGill (Pre-K Certified Teacher – Type A #055682)      Salary:\$ 48,143.00  
 Site A- Mary Dendy (Highly Qualified Paraprofessional)      Salary:\$ 16,215.00  
 Site B- Eloise Cline (Highly Qualified Paraprofessional)      Salary:\$ 15,210.00  
           (Site B is a Partial 8g Class-Split with LA4)  
**Total 110 Salaries = \$ 79,568.00** ✓

**120 Salaries-Temporary (Substitutes)**

Site A- 10 days x \$75.00 = \$750.00 (Certified Teacher Substitute) ✓  
 Site A- 10 days x \$55.00 = \$550.00 (Substitute for Paraprofessional) ✓  
 Site B- 10 days x \$55.00 = \$550.00 (Substitute for Paraprofessional) ✓  
**Total 120 = \$1850.00** ✓

**Total 100 Code = \$81,418.00** ✓

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 3**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	\$17,808.00 ✓
	220	Social Security Contributions	
	225	Medicare/Medicaid Contributions	<sup>57</sup> <del>\$1,180.56</del>
	230	Retirement Contributions	\$16,072.74 ✓
	260	Workmen's Compensation	
		<b>Object Code Total</b>	<sup>31</sup> <del>\$35,061.30</del> ✓

**BUDGET NARRATIVE:** Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

**210-Group Insurance**

Site A- Anice McGill Insurance = \$8308.32  
 Site A- Mary Dendy Paraprofessional Insurance= \$4749.84  
 Site B- Eloise Cline Paraprofessional Insurance= \$4749.84  
 Total 210 Group Insurance= \$17,808.00 ✓

**225-Medicare**

Regular Salaries \$ 79,568.00 X 1.45% = \$1,153.73 <sup>74</sup>  
 Temp. (Subs.) Salaries \$1,850.00 X 1.45%= \$26.83 ✓  
 Total 225 Medicare = \$1,180.56 <sup>57</sup>

**230-Retirement**

Site A- Anice McGill (Teacher) = \$48143.00 x 20.2% = \$9,724.89 ✓  
 Site A- Mary Dendy (Paraprofessional) = \$16215.00 x 20.2% = \$3,275.43 ✓  
 Site B- Eloise Cline (Paraprofessional) = \$15210.00 x 20.2% = 3,072.42 ✓  
 Total Retirement = \$16,072.74 ✓

**Total 200 Code = \$35,061.30**

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 4**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
300		Purchased Professional and Technical Services	
	320	Purchased Educational Services	
	340	Technical Services	<b>\$95.00</b>
		<b>Object Code Total</b>	<b>\$95.00</b> ✓

**BUDGET NARRATIVE:** Provide detailed description of services being proposed: amount, duration, hourly rate, itemized listing of services provided, and cost of service on each contract to be awarded.

**340 Technical Services**

Red-e-Set Grow Web Based Site License  
 1 year X \$95.00/classroom = \$95.00

**Total 300 Code = \$95.00**

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 5**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
400		Purchased Property Services	
	430	Repairs & Maintenance Services	
	440	Rentals	
		<b>Object Code Total</b>	<b>0</b>

**BUDGET NARRATIVE:** Provide detailed description of services being proposed: type of service, rate, and justification.

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 6**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
500		Other Purchased Services	
	510	Student Transportation Services	
	530	Telephone and Postage	
	550	Printing and Binding	
	580	Travel (In-State)	<b>454.52</b>
		<b>Object Code Total</b>	<b>454.52</b>

**BUDGET NARRATIVE:** Provide detailed description of services being proposed: type of service, cost, and justification. Travel: provide reason, purpose, number of persons traveling, cost per person, and itemized explanation of costs.

**580-Travel (in state)**

LAECA Conference October 2010

Registration Fee Anice McGill X \$110.00 = \$110.00

Hotel Fee = \$70.00

Mileage = 230 miles X .48 /mile = \$110.40 ✓

Total for LAECA = \$290.40 ✓

LDE Pre-K, K Conference-January 2011

Registration Fees Anice McGill x \$95.00 = \$95.00 ✓

Mileage= 2 days X 72 miles X .48/mile = \$69.12 ✓

Total for LDE Pre-K Conference=\$164.12 ✓

**Total 580 Code = \$454.52 ✓**

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 7**  
**2010-2011**

<b>Object Code</b>	<b>Object Sub-Code</b>	<b>Expenditure Category</b>	<b>Amount Requested</b>
600		Supplies	
	610	Materials and Supplies	<b>\$656.19</b>
	640	Textbooks (or allowable textbook substitutes)	
		<b>Object Code Total</b>	<b>\$656.19</b> ✓

**BUDGET NARRATIVE: Object Sub-Code 610 — Materials and Supplies**  
 Provide a general description of purchases: types of items and justification. (It is not necessary to provide per unit cost.)

**Object Sub-Code 640 — Textbooks (or allowable textbook substitutes)**  
 Provide a detailed description of purchases: types of items, per unit cost, and justification.

**610-Materials and Supplies**

Consumable art materials such as: paints, brushes, various types of paper, play doh, beads, collage materials, construction paper, markers, scissors, glue, finger paint, crayons, ink pads, glitter, felt, food for instruction

Center materials such as: manipulatives, counting objects, puzzles, science center materials, children's books, counting games, puzzles, dramatic play costumes, block people, plastic animals, sand and water toys, computer and music CDs, baby dolls, magnetic letters, geometric shapes.

Teacher materials such as ink jet cartridges (for portfolios), file folders, colored paper, tag board, photo paper, resource books

**(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 8**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
700		Property	
	730	Equipment	<b>\$1198.99</b>
		<b>Object Code Total</b>	<b>\$1198.99</b>

**BUDGET NARRATIVE:** Provide detailed description of items to be purchased with quantity and cost and intended use of each. Charges associated with equipment purchases must be delineated by service and cost.

**IMPORTANT:** All equipment items must be budgeted in Code 700 regardless of cost and must be tagged in accordance with local school board policy and local school board property control regulations. In the absence of local school board property control regulations the Board requires that each equipment item costing \$250 or more be tagged and tracked on the agency's inventory control system. *Equipment includes those items that are durable (sturdy) in nature and tend to last more than a year.* All equipment items should be labeled on this page as taggable or nontaggable (according to local policy).

**730 Equipment**

- 1 - 11'8" x 8'4" classroom rug NT \$449.00
- 1 - Lil'Tikes Portable Adventure Climb and Slide Playhouse NT \$749.99

**Pointe Coupee Parish Public School System requires equipment purchased for \$1000.00 or more to be tagged.**

**Total 700 Code = \$1,198.99** ✓

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Proposal Narrative Form 2010-2011

### 1. Class Design and Instructors

<b>a) Student to Teacher Ratio</b>	<b>b) Student to Adult Ratio</b>	<b>c) Total Days of Attendance for Students</b>	<b>d) No. of Instructional Minutes Per Day</b>
20 to 1	10 to 1	178 days	385 minutes
<b>e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.</b>			
	<b>Name</b>	<b>Certification</b>	<b>Certificate #</b>
1.	Anice McGill	Pre-K to 3 <sup>rd</sup> Grade	Type A 055682
2.	Jeannie Aguiard(LA4 Teacher/Para Split with 8g)	Nursery /Kindergarten	Level B 090004
3.			
4.			
5.			
6.			

### 2. Overview of Local Prekindergarten Programs

**a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.**

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	\$113,410.00	23	118,884.00	26
Title I				
Even Start				
Special Education	\$32,381.00	50	\$31,875.00	46
Head Start	\$1,048,622.00	153	1,067,875.00	153
REAP				
EEF				
Locally Funded				
LA 4	\$840,000.00	186	\$851,577.00	186
Others				

\* If district is grantee for Head Start

**3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.\*** Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

**Brigance Pre-School Screen for Three and Four-Year-Old Children**

**Developmental Indicators for the Assessment of Learning (DIAL-R)**

**Developmental Indicators for the Assessment of Learning (DIAL-3)**

**Denver Developmental Screening Test**

**Early Recognition Intervention Systems (ERISys)**

**Battelle Developmental Inventory-Screening Test**

**Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds**

**\*This agency provides universal access.**

*Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.*

**4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students**

**a) Name of the developmentally-appropriate, research-based Curriculum being used:**

**Creative Curriculum for Early Childhood**

**b) Describe the developmentally appropriate curriculum being used:**

The Pointe Coupee Parish Public School System utilizes the Creative Curriculum for Early Childhood, which is aligned with the Louisiana Standards for programs serving four year –old children. The Creative Curriculum addresses the domains of creative expression, language and literacy, mathematics, physical science, social studies and social/emotional throughout all interest areas. The program connects content, teaching and learning. It is designed to create an interesting classroom environment that sets the stage for learning by integrating content and engaging children in meaningful learning.

**c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design:**

The program will be implemented in accordance with the 8(g) Student Enhancement Block Grant guidelines, in conjunction with Bulletin 105. The standards are utilized as a guide to insure children are provided with foundational experiences in order for them to become successful learners. Daily activities reflect the five developmental domains: cognitive, creative arts, health and physical, language and literacy, and social and emotional. Learning centers, projects, music and movement, literacy activities and outdoor play are among the activities that reflect the interest of young children.

**d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:**

Because parents are the first teachers of children, activities and strategies will be implemented to help parents gain a better understanding of child development, which in turn, will lay a foundation for future school success. Parents will be provided with and encouraged to participate in a variety of district and school sponsored parental involvement activities. Open communication between home and school will encourage parents to be partners in promoting the academic success of their children.

**Parental activities include:**

- ▶ Program Orientation Meeting-To explain program components and expectations
- ▶ Monthly classroom newsletters
- ▶ School sponsored events such as Open House, PTO, Family Literacy and Math Nights
- ▶ Parents serving as classroom volunteers and/or chaperones for field trips
- ▶ Student and Parent Recognition Programs
- ▶ Parent/Teacher Conferences
- ▶ District sponsored guest speakers
- ▶ Collaboration agreements with HIPPIY, Head Start and other day care providers in the district

**e) Describe the classroom environment:**

Developmentally appropriate program activities will address the age appropriate and individual needs of young children. Daily learning experiences will be provided in all developmental areas allowing children opportunities to openly explore their learning environments. Teacher directed activities, indoor and outdoor, whole group and small group (35%), child initiated activities, indoor and outdoor learning centers (35%), snack and restroom (10%) and a quiet rest period (20%) will constitute the instructional day.

**f) Describe the outdoor playground environment:**

The outdoor play environments at both locations have age appropriate playground equipment for young children. Both sites have designated outdoor play areas with a variety of portable gross motor equipment that is suitable for the age and ability of many children.

**g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:**

Varied whole class, small group, and center activities that encourage exploration through hands-on experiences will include:

- ▶ Fine Motor-small linking toys such as Legos, self help skill frames, play doh, peg boards
- ▶ Art-drawing, painting, clay and collage
- ▶ Music/Movement-various types of music, dancing ribbons, scarves, musical instruments
- ▶ Blocks-wooden, hollow and cardboard unit blocks, vehicles and people props
- ▶ Sand/Water-funnels, measuring cups, scoops, molds, sink or float items
- ▶ Dramatic play-dress up clothes, including community helpers, house keeping center
- ▶ Science-collections such as rocks and shells, magnets, color mixtures, living things
- ▶ Math-counting, measuring, comparing, graphing, shapes, colors

**h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:**

Language rich literacy experiences will be provided through daily interactions with teachers through storytelling and reading. Literacy experiences that stimulate language and self-expression will be provided through daily classroom interactions with students that are teacher directed as well as student initiated. Staff members trained in language development will encourage children to communicate their needs, wants and interest in both formal and informal ways.

**i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:**

Numeracy concepts will be presented in a variety of concrete ways. Students will be engaged in active exploration using blocks, measuring with non-standard measuring units, counting, sorting, comparing, weighing, patterning and graphing on a daily basis. Teachers will discuss calendar concepts, such as days of the week and months of the year, daily during whole group circle time.

**j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)**

Portfolio assessment will be utilized as it allows teachers to assess children in every day activities. A portfolio will be maintained on each child in order to document the child's growth and learning development over time. Portfolios will include the following: work samples, anecdotal records, rating scales, checklists, photographs, completed projects, activity charts, interviews, family information and as well as screening tests and developmental scales. Teachers will target instruction based on individual student needs.

The Developing Skills Checklist will be administered in the fall and the spring of the school year. DSC assessment results are used to track student growth and progress. Students are also grouped for instruction according to need. Results can also be used to identify students who may need additional screening or make early referrals for services.

**k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.**

Teachers will be provided training in ECERS-R. All classrooms will adhere to the recommended ECERS-R requirements. A district level ECERS-R observation will be conducted in the fall of 2010 by the Pointe Coupee Parish Pre-K Supervisor. Following the observation the Supervisor and classroom teacher will meet to discuss classroom strengths and areas needing improvements. A plan will be developed to address all areas of concern. The classroom teacher will be responsible to adhere to recommendations made by the Pre-K Supervisor. The Pre-K Supervisor will continue to provide technical assistance as needed.

**l) Describe plans for professional development for program staff:**

The district provides more than the minimum of 18 hours of professional development for teachers and paraprofessionals of preschool. All preschool staff members are invited to attend workshops in topics such as, CPR, Pediatric First Aid, Child Reporting, Classroom Management, Creative Curriculum and ECERS-R. Every Pre-K teacher in the school district is invited to attend state conferences such as LAECA and the LDE Pre-K conferences.

**m) Other related information that helps describe the project:**

Pointe Coupee Parish Public School System is now the grantee for Head Start. The district served three year-old children and their families beginning in September of 2009 in a home visit atmosphere. In March of 2010 the three year-old children began receiving Head Start services that were school based. This school year, 2010-2011, will be the first year that the children will receive school based services for the complete school year.

The district understands and is committed the importance of ensuring high quality child care and educational-programs for its children and community at large.

**n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).**

Date	Activity
Spring/ Summer 2010	Pre-K Round-Up Applications Acceptance
August 2010	Red-e-Set Grow DSC Training Baton Rouge, La.
August 12-20, 2010	Pre DSC Screenings and Data Input for Red-e-Set Grow
August 2010	Parent – Teacher Orientation at each elementary school
August 12, 2010	Universal Precautions/School Safety
August / Sept. 2010	Open House
Fall Semester	Family Literacy Night & Fall Field Trip
September 2010	Teacher Orientation/ ECERS-R Updates - District Level
October 2010	LAECE Annual Conference
January 2011	LDE Pre-K Conference in Baton Rouge, La.
April 2011	Spring Field Trip
May 2011	Post DSC Screenings and Data In-put for Red-e-Set Grow
Culminating Activities	Parents will attend class events such as holidays, parties, theme events, live children’s performances

**o) Attach a sample classroom schedule that meets Bulletin 741 requirements.**

<b>Time</b>	<b>Activity</b>
<b>8:20-8:30 a.m.</b>	<b>Morning Welcome/Circle Time (Teacher Directed)</b>
<b>8:30-8:50 a.m.</b>	<b>Breakfast (T.D.)</b>
<b>8:50-9:50 a.m.</b>	<b>Learning Centers (Student Initiated)</b>
<b>9:50-10:20 a.m.</b>	<b>Outdoor Gross Motor (T.D.)</b>
<b>10:20-10:30 a.m.</b>	<b>Restroom/Snack</b>
<b>10:30-10:45 a.m.</b>	<b>Circle Time (S.I.)</b>
<b>10:45-11:45 a.m.</b>	<b>Learning Centers (S.I.)</b>
<b>11:45-12:10</b>	<b>Music/Movement (T.D.)</b>
<b>12:10-12:40 p.m.</b>	<b>Lunch</b>
<b>12:40-12:50 p.m.</b>	<b>Restroom</b>
<b>12:50-1:05 p.m.</b>	<b>Story Time (T.D.)</b>
<b>1:05-2:30 p.m.</b>	<b>Rest Time</b>
<b>2:30-2:50 p.m.</b>	<b>Snack/Restroom</b>
<b>2:50-3:05 p.m.</b>	<b>Outdoor Gross Motor (S.I.)</b>
<b>3:05-3:20 p.m.</b>	<b>Closing Activities (T.D.)</b>

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

<p><b>1. Objectives</b></p> <p><i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i></p>	<p><b>2. How Measured</b></p> <p><i>Indicate the instrument to be used to measure each objective.</i></p>	<p><b>3. Summarized Results</b></p> <p><i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i></p>
<p><b>Measurable Objective 1 of 3</b></p> <p>Seventy-five percent (75%) of the students participating in the 8(g) Early Childhood Development class will score in the second, third or fourth quartile in <u>language</u> on the post administration of the Developing Skills Checklist</p>	<p>The Developing Skills Checklist (DSC) will be used to measure this objective. It will be administered in the fall of 2010 (pre-assessment) and spring of 2011 (post-assessment). Portfolio assessment as well as teacher observations and checklists will also be utilized to monitor student performance.</p>	<p><b>TO BE COMPLETED FOR END OF YEAR REPORT</b></p>

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

<p><b>1. Objectives</b></p> <p><i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i></p>	<p><b>2. How Measured</b></p> <p><i>Indicate the instrument to be used to measure each objective.</i></p>	<p><b>3. Summarized Results</b></p> <p><i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i></p>
<p><b>Measurable Objective 2 of 3</b></p> <p>Seventy-five percent (75%) of the students participating in the 8(g) Early Childhood Development class will score in the second, third or fourth quartile in <u>math</u> on the post administration of the Developing Skills Checklist</p>	<p>The Developing Skills Checklist (DSC) will be used to measure this objective. It will be administered in the fall of 2010 (pre-assessment) and spring of 2011 (post-assessment). Portfolio assessment as well as teacher observations and checklists will also be utilized to monitor student performance.</p>	<p><b>TO BE COMPLETED FOR END OF YEAR REPORT</b></p>

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

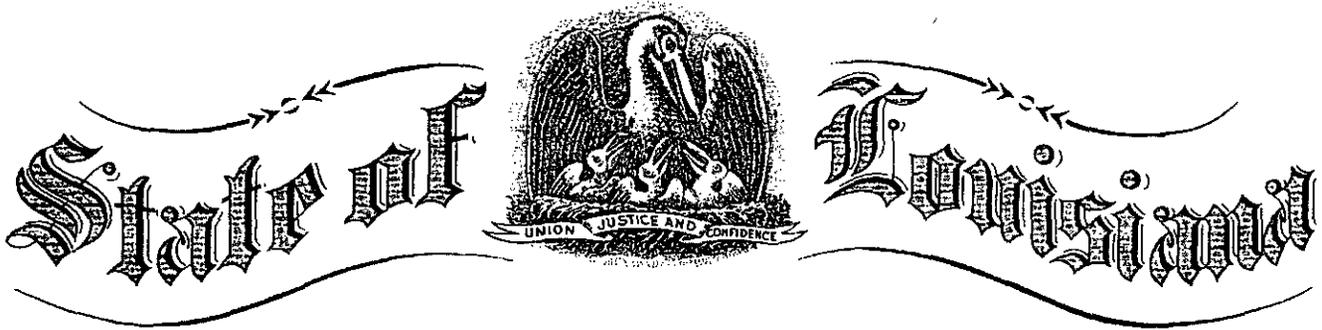
<b>1. Objectives</b> <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<b>2. How Measured</b> <i>Indicate the instrument to be used to measure each objective.</i>	<b>3. Summarized Results</b> <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
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### Measurable Objective 3 of 3

By May 2011, seventy-five percent (75%) of the parents at each school site will have participated in at least three planned parental involvement activities such as Open House, PTO, Teacher Conferences, Family Nights, Field Trips, Classroom Parties, Student Performances

Teachers will utilize chart information to track the percentage of parental involvement in three areas. Documentation of parent participation will be maintained at the school level.

**TO BE COMPLETED FOR END OF YEAR REPORT**



# STATE DEPARTMENT OF EDUCATION

**Certificate Type**  
TEACHING CERTIFICATE

**NUMBER**  
A 055682

**VALID**  
Life

**Certificate Issued To:**

**ANICE MARIE HILTON MCGILL**

**By the Louisiana Department of Education, based upon the following:**

B.A., UNIVERSITY OF LOUISIANA AT LAFAYETTE, 1974

M.ED., UNIVERSITY OF LOUISIANA AT LAFAYETTE, 1996

COMPLETED TEACHER EDUCATION PROGRAM, UNIVERSITY OF LOUISIANA AT LAFAYETTE, 1996

**ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:**

LOWER ELEMENTARY GRADES

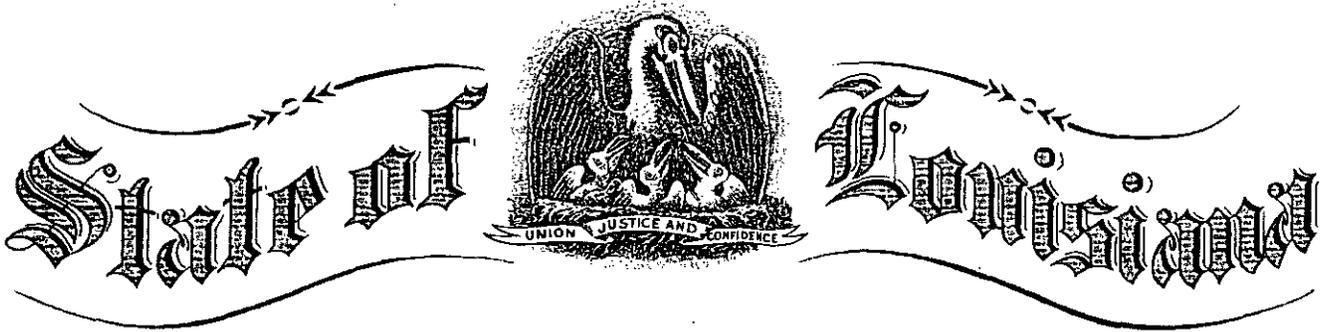
EARLY INTERVENTIONIST - BIRTH TO FIVE, 10/15/1997

PK-3, 06/19/2006

VALID FOR LIFE FOR CONTINUOUS SERVICE, 11/04/1997

**KEITH GUICE**

**PAUL G. PASTOREK**



# STATE DEPARTMENT OF EDUCATION

**Certificate Type**  
**TEACHING CERTIFICATE**

**NUMBER**  
**B 090004**

**VALID**  
**Life**

**Certificate Issued To:**

**JEANNIE MARIE PALMER AGUILLARD**

**By the Louisiana Department of Education, based upon the following:**

**B.S., LOUISIANA STATE UNIVERSITY, 1998**

---

**ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:**

**NURSERY SCHOOL, 08/05/1998**

---

**KINDERGARTEN, 08/05/1998**

---

**KEITH GUICE**

**PAUL G. PASTOREK**

# Active Play

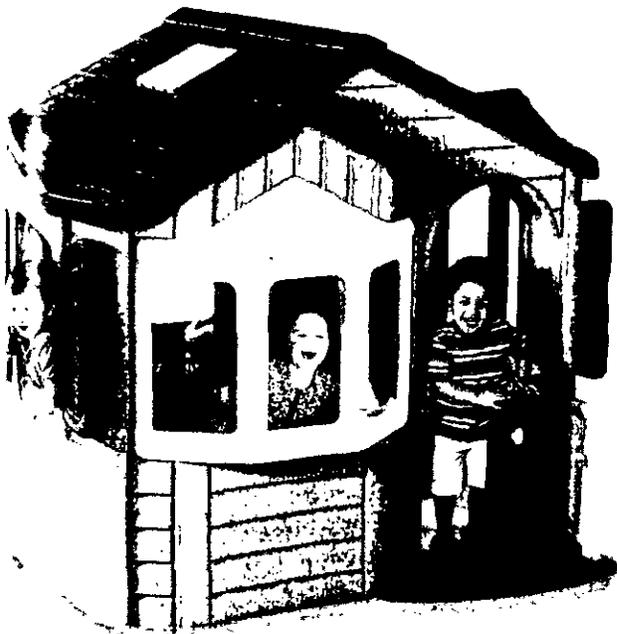
**NOTE:** We recommend that all equipment be installed on a soft, resilient material in case of accidental falls.



## ADVENTURE CLIMB & SLIDE

With an environmental-friendly colored climbing ladder, smooth slide, 2 look-out towers, peek-a-boo port holes, a cross-over bridge and more, each visit to this playhouse is a fun adventure. Made of weather resistant, super-strong, molded polyethylene, it measures 70" H. x 123" W. x 56 1/2" D. Assembly required. Permanent installation not necessary, but needs soft, resilient surface. Ages 2 yrs. +.

SST-745 190 lbs. \$749.99†



## WELCOME HOME PLAYHOUSE™

This spacious home sets a new, high standard. Sized to accommodate children of all ages and built to withstand years of at-home fun, it's attractively designed with 2 boy windows, a peaked roof, sky light, welcome mat and hand rail. The roomy interior, complete with sink, range, storage cabinet, drop-leaf table, cordless play phone, and clock, is even big enough for adults to pay a visit. Made of weather resistant, super-strong, molded polyethylene. Easy assembly. 73" L. x 66" W. x 66" H. Ages 1 1/2 yrs. +.

SST-7503 188 lbs. \$699.99†



**NEW!**

## WOODLAND CLIMBER

Kids from 2 to 5 years old will be excited to climb up two simulated stone walls, go down the chute-like slide, climb the easy-access ladder or turn the steering wheel on the roomy platform flanked by realistic wood-grained panels. The bottom makes a cozy crawl-thru or can be filled with sand. Made of weather resistant, super strong, molded polyethylene. Easy assembly. Size 47" L. x 81 1/2" W. x 53 1/4" H. with a 27" H. platform. Place over a soft resilient surface. (See page 34.)

SST-733 80 lbs. \$299.99†

See inside front cover  
for FREE FREIGHT offer!

## CATERPILLAR CRAWL-THRU/CLIMBER

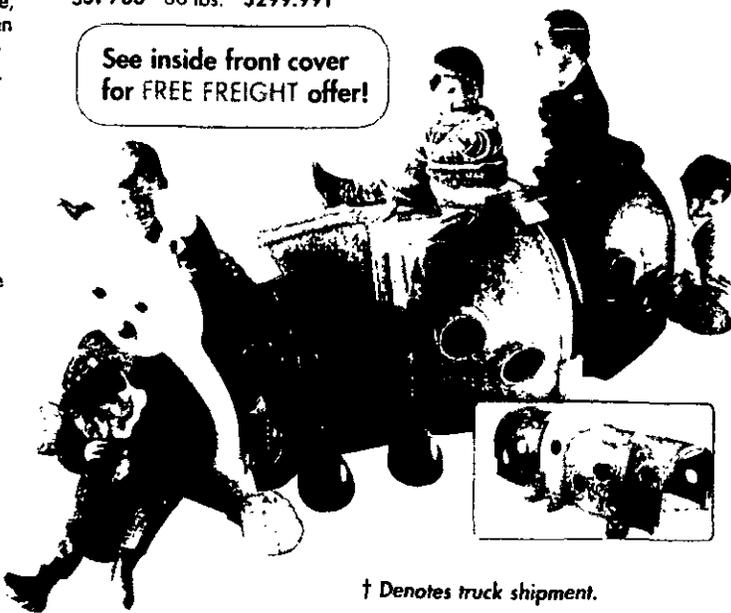
Invite this colorful "friend" to your playground or activity room and kids will rush to sit on his tongue, peer into his wobbly eyes, peek in and out of portholes, and climb up to ride his back. They'll really love crawling through his curvy 6' 6" L., roomy tunnel comprised of 4 snap-together modules. Constructed of extra-rugged plastic to withstand most any climate. Size from tongue to tail and feet to antenna 72" L. x 3' 5" W. x 3' 6" H. Wt. 40 lbs. (See Add-On Sections below to increase length.) Should be used on a soft, resilient surface. (See page 34.)

#IB-52 \$364.99†

## ADD-ON CATERPILLAR SECTIONS

With these 4 snap-together modules Mr. Caterpillar will "grow" an additional 72" L. Includes the 8 additional feet and connector pieces.

#IB-110 Set of 4 Additional Caterpillar Sections \$275.99



† Denotes truck shipment.

Name: ANICE MARIE MCGILL

Certificates or Permits:

**A 055682** Issued:11/4/1997  
Valid For: 11/4/1997 - Life, Valid

(01) VALID FOR LIFE FOR CONTINUOUS SERVICE, 11/4/1997

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**C 150428** Issued:9/23/1996  
Valid For: 11/21/2001 - 11/21/2004, Not Valid

(N) TEACHER ASSESSMENT NOT REQUIRED FOR HIGHER CERTIFICATE,

**T 097574** Issued:2/26/1990  
Valid For: 8/1/1989 - 5/31/1990, Not Valid

Degree(s):

1996 M.ED., UNIVERSITY OF LOUISIANA AT LAFAYETTE

1996 COMPLETED TEACHER EDUCATION PROGRAM, UNIVERSITY OF LOUISIANA AT LAFAYETTE

1974 B.A., UNIVERSITY OF LOUISIANA AT LAFAYETTE

General Area(s) Of Certification:

(800) PK-3, Grade(s):24-3, 6/19/2006

(413) EARLY INTERVENTIONIST - BIRTH TO FIVE, 10/15/1997

(107) LOWER ELEMENTARY GRADES, Grade(s):1-4,

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Name: JEANNIE MARIE AGUILLARD

Certificates or Permits:

B 090004 Issued:8/15/2001  
Valid For: 8/15/2001 - Life, Valid

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C 156111 Issued:8/5/1998  
Valid For: 8/5/1998 - 8/5/2001, Not Valid

(N) TEACHER ASSESSMENT NOT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

1998 B.S., LOUISIANA STATE UNIVERSITY

General Area(s) Of Certification:

(103) NURSERY SCHOOL, 8/5/1998

(101) KINDERGARTEN, 8/5/1998

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