SUPPORTING CHILDREN WITH DISABILITIES:

A Guide to Working Together for School Districts and Community Preschool Programs

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Introduction

The *Supporting Children with Disabilities: A Guide to Working Together for School Districts and Community Preschool Programs* (Guide) was developed by the Race 2K project to provide a context and framework to help School District and community program staff discuss and, if appropriate, formalize a working relationship to support children with disabilities in community preschool placements. The NH Department of Education has strong focus on ensuring that preschool children with disabilities are educated in the least restrictive environment (LRE). This means that preschool children with disabilities are educated in an early childhood program and removed to other settings only when the nature and severity of the disability is such that, even with supplemental aids and services, their needs cannot be met in the early childhood setting. For some districts, this means expanding district operated program models to include early childhood classrooms. For other districts, there is a need to collaborate with community early childhood programs (child care, private preschool programs or Head Start) to provide the early childhood environment for children with Individual Education Programs (IEPs). While seemingly a simple solution, the practice of placing children in community programs raises many questions for school district personnel and staff from community programs alike:

- How does the district know if it is a quality program?
- How does the district deliver services to a child in a community program?
- Who is responsible for what when a child is placed by a school district in a community program?
- How do we work together to support the child?
- How do we know if the community based program is the appropriate placement?

This guide draws heavily on the Division for Early Childhood (DEC) Recommended Practices. According to the DEC website *"The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them."* Currently, these practices are being utilized in various technical assistance projects funded by the NH Department of Education and capacity building initiatives occurring within the state. More information on the DEC Recommended Practices can be found in the Appendix of this guide.

This guide was update in January, 2018. For more information on the Race 2K project please visit www.race2k.org

How this Guide is Designed:

This Guide is designed to be a tool to help guide school district and community preschool program staff learn about a program and discuss the program's characteristics and components. It is important to remember that no one size fits all when it comes to supporting children with disabilities. By reviewing characteristics and components necessary to meet the individual needs of children, staff can determine the capacity of both a school district and community preschool program to work together to support children with disabilities. This guide does not assess whether a program is "good" or "bad" but rather assesses whether a particular program or classroom has the necessary characteristics to meet the needs of a child/children, and if not, how can the district and community program work together to do so.

There are three sections to this Guide: Program Profile, Program Rubric; and Formalization. The Program Profile identifies key characteristics of a program and includes Talking Points to help school district and community program staff talk about their joint capacity to support the unique needs of children with disabilities in the community program. These characteristics and discussion questions are not meant to be all-inclusive lists, but rather practices that need to be considered. Depending upon the unique needs of a district, particular child or community program, there may be additional characteristics to consider.

To accompany the Program Profile, a Program Rubric is provided. The Program Profile and Rubric are not designed to "evaluate" the community program but rather to generate discussion about the characteristics of the program and the capacity of the district and community program to work together to meet the needs of children with disabilities placed by the school district in the community program. The Rubric includes areas for comments and to add additional characteristics, if appropriate.

The third section of the document, Formalization, guides the coordination and formalization of how the district and community program will work together (including defining roles and responsibilities) and other housekeeping details.

Using the Guide

It is suggested that representatives from the school district and community program meet to discuss the questions raised in the Program Profile and complete the Program Rubric together.   It is important to remember that the Program Profile and Rubric are not designed to "evaluate" a program but rather to generate discussion about the characteristics of the program and the capacity of a school district and community program to work together to meet the needs of children with disabilities. This Guide may be used when initially considering partnering with a community program or for help in determining capacity related to an individual child. Nothing in this Guide is intended to suggest that any specific characteristics are requirements of a community preschool program.   Rather, these are aspects that must be considered by school districts and community programs when developing partnerships and determining whom will be responsible for what when providing services to children with IEPs by a school district in community programs. School districts and community programs have a responsibility to work together to ensure that children with disabilities placed by the school district in community programs have the right supports in place. It is also suggested that the Rubric be completed on a regular basis. Depending on the circumstances, portions of the Talking Points or Rubric may be reviewed to support the working relationship and ensure the arrangement is working for both the school district and the community program

This Guide is also not solely intended for use with community programs. It can also be used as a tool for a school district to reflect on the capacity and characteristics of their own programs and/or classrooms.

Program Profile

PRACTICE 1: PROGRAM AND STAFF CAPACITY

Community-based programs consist of several types of "sites" and programs such as: licensed-exempt family care to center-based sites with a variety of programs to serve multiple ages, including preschool. Each of these has requirements for staffing, expertise, training, and staff to student ratios. When considering partnering with community based programs, it is important to understand and know the type of program they are licensed for, as well as what their staff qualification and ratios are required to be.

Sub Area: Type(s) of Program

The NH Department of Health and Human Services (DHHS) oversees the licensing of community based child care sites and programs, including preschool programs. DHHS has developed a document that addresses licensing rules for community based childcare and preschool programs. Please see the Appendix for a table that includes information regarding the types of sites/programs, ages of children, group size and staffing ratios.

Child care and preschool programs that are license exempt are not regulated by any state agency but may choose to become licensed. These programs include Kindergartens, nursery schools, or any other daytime programs operated by a public or private elementary or secondary school system or institution of higher learning. For example, a Montessori program may serve children preschool through grade 3. That program would have NH DOE nonpublic school approval for K-3 but no approval for preschool. Private homes that provide care may be license exempt under some circumstances, as are municipal recreation programs, child care services in conjunction with religious instruction and others. In addition, recreational programs such as the Boys and Girls Clubs of America and the YMCA are license exempt. More information on the types of programs that are license exempt are included in the Appendix.

New Hampshire has 5 Head Start grantees that operate 43 sites Head Start sites throughout the state. Head Start has its own grantee structure, quality standards and program structure. Head Start is funded and monitored by the U.S. Department of Health and Human Services, Administration for Children and Families (ACF). Funding is provided from the ACF Office of Head Start directly to grantee agencies, which, in New Hampshire, are Community Action Programs. Please see the Appendix for more information on Head Start.

Sub Area: Qualifications/Credentials

The NH Department of Health and Human Services (DHHS) is responsible for the credentialing of early childhood professionals and in overseeing professional development. Additionally they have developed Credential Lattices and corresponding experience which includes: Family Child Care provider, Early Childhood Teacher, Early Childhood Master Teacher, Early Childhood Administrator, & Early Childhood Master Professional. We have included a table in the Appendix regarding credentialing and professional development requirements for Early Childhood professionals.

There are no minimum qualifications for staff for License-exempt programs. However, Head Start has requirements for staff qualifications and credentials. Please see Appendix for a link for more information.

Sub Area: Flexibility and Experience of Staff

Staff recognize, appreciate, and are responsive to the individual differences, developmental pace and learning styles of children and accommodate instructional strategies and interaction style, as needed, to support the learning and development of all children. They seek and are open to feedback and collaboration and work together to plan for and provide the level of support, accommodations and adaptations needed for all children to access, participate and learn within and across activities and routines.

Talking Points:

- What experience, expertise and knowledge in early childhood education do you and your current staff possess?

- How do you provide or encourage professional development in the area of early childhood education and related areas for your staff? (What type or professional development and topics do you offer or encourage? If not, how do you ensure that your staff has the appropriate skills to fulfill their job responsibilities?)

- What do you consider your program's greatest strength in the area of ensuring that your staff are competent to meet the responsibilities of their position?

- What do you consider your program's greatest challenge in the area of ensuring that your staff are competent to meet the responsibilities of their positions?

- Does the staff have sufficient knowledge regarding child development to modify activities for student(s)?

- Is administration able to provide support if needed?

- Are staff able to change behavior management style to accommodate what works for a particular student?

- Is your program able to provide and/or sponsor on-going professional development?

- Are staff skilled in providing programming to meet differing learning styles among students? Does staff have special education background/training/experience or course work?

- Do staff have experience working with child specific equipment (eg: FM Systems, hearing aides, standers, wheel chairs, communication systems, AFOs/braces)

- If a child presents with an atypical learning style or challenge, what is the approach of program staff in working with this child?

- Have staff been involved in IEP meetings in the past?

- What do you consider your program's greatest strength or asset in terms of flexibility and skillfulness of staff in addressing children's learning differences?

- What do you consider your program's biggest challenge in terms of flexibility and skillfulness of staff in addressing children's learning differences?

PRACTICE 2: INSTRUCTIONAL PRACTICES- ADDRESSES ALL DEVELOPMENTAL DOMAINS, NOT JUST ACADEMICS.

"Instructional practices are a cornerstone of early intervention and early childhood special education. Teachers, other practitioners, family members, and other caregivers use instructional practices to maximize learning and improve developmental and functional outcomes for young children who have or are at risk for developmental delays/disabilities. Instructional practices are intentional and systematic strategies to inform what to teach, when to teach, how to evaluate and the effects of teaching, and how to support and evaluate the quality of instructional practices implemented by others." (DEC Recommended Practices)

Sub Area: Philosophy

Program philosophy and staff recognize and appreciate individual differences in demographics, culture, learning styles, developmental level, and learning pace. Differentiation and universal design is inherent in all aspects of programming including academic expectations, instruction, interactions, routines and supports.

Talking Points:
- Review school/child care mission statement, policies and handbook. Are these policies aligned with the school district?
- What is your program's philosophy related to the idea that all children can/should learn and play together?
- How is your philosophy reflected in your overall programming and practices?

Sub Area: Curriculum

Preschool curriculum is defined and can be articulated. It is focused to use instructional practices to maximize learning to foster cognitive development as well as social-emotional competence, communication, motor skills, problem-solving, autonomy and persistence. These skills help children to become adaptive, competent, socially connected and engaged which promotes learning. Curriculum reflects some attention to universal design and differentiation recognizing that all children present with a range of differences in terms of developmental level, learning style and learning pace. The curriculum clearly articulates: what to teach, how to teach, when to teach, and how will we know they are learning.

Talking Points:
- What is the preschool curriculum that is implemented?
- Does the curriculum/activities address social/emotional development, self-help, gross and fine motor, as well as academics? Are there areas that have greater focus in the curriculum used?
- Does the curriculum include elements such as: what to teach, how to teach, when to teach, how do we know they are learning?
- Does the curriculum provide staff with guidance on how to differentiate and provide learning opportunities to meet the diverse learning styles, levels and paces of the variety of children?
- If not, what guidance is available to staff to provide different ways of teaching and guiding learning?
- What do you consider the program's greatest strength in the area of a curriculum for learning?
- What do you consider the program's greatest challenge in the area of a curriculum for learning?

Sub Area: Tracking Progress

Assessment is the process of gathering information. Information should be obtained to describe the development of the whole child. Data collection methods should consider a child's age, level of development and special needs.

Talking Points:

- Are data collected on children in the program? (formally or informally)

- How are data collected? (observations, checklists, formalized assessments)Are there systems in place to track progress? If so, what?

- Are there systems in place to convey progress to parents and others? If so, what?

- If they collect data, how are data used to drive program/child outcomes?

- How will data/progress be conveyed to school district?

- Are assessment/data collection systems sufficiently sensitive to detect child progress (especially for those with significant needs)?

- How is progress assessed to know that children are learning what you want them to learn? Is the assessment of progress related to the program's curriculum and how?

- Are there different ways to measure progress for the different areas of development? What measures are used and how often?

- Does the progress reporting include specific information from data measurement, anecdotal data, or both?

- What do you consider your greatest strength in assessing children's progress and learning?

- What do you consider your greatest challenge in assessing children's progress and learning?

Sub-Area: Preschool Outcomes Measurement System (POMS)

Every school district is federally required to determine the effectiveness of Preschool Special Education. This is accomplished through the use of the NH Preschool Outcomes Measurement System (POMS). The POMS measures the progress that preschool children with disabilities make as a result of special education supports and services. School districts are required to measure all identified preschool children's present level of performance (within 6 weeks of beginning to receive special education) and the child's progress over time, using one of two assessment tools (Brookes Publishing – AEPSi and / or Teaching Strategies – TS GOLD). Districts are required to report this data to the New Hampshire Department of Education every year. Community based preschool programs are not expected to conduct the assessments as part of POMS, however, staff may be asked to participate in the process.

Talking Points:

- Does staff have experience with either POMS tool?

- Are staff and/or administration willing to assist in the collection of POMS data?

PRACTICE 3: WELL DEFINED ENVIRONMENT

The physical environment is nurturing, inclusive and promotes the child's access to and participation in all learning experiences. The environment supports the child's access to learning opportunities and ensures their safety, while fostering overall health and development. The physical environment is respectful of each child's individual needs and takes into account sensory and physical challenges.

The program's physical environment (space, equipment and materials, etc.); social environment (interaction with peers, staff and families, etc.) and schedule of activities are intentional in providing learning opportunities across developmental areas, accounting for learning differences while ensuring safety.

Talking Points:

- Does the physical environment meet ADA requirements?

- Is the physical environment suitable to children with sensory needs?

- Is there potential for children to access technology if needed to promote learning/ communicative experiences?

- Is the physical environment structured in a way as to accommodate equipment (wheel chairs, walkers, standers)

- Are there a variety of materials/toys to accommodate all developmental levels and needs?

- Is there space for a service provider to provide services? Is it sufficient?

- Is child safety monitored? (ie: fenced outdoor area, doors locked, equipment in working order)

- Is there ability to address and monitor possible child medical needs?

- What would someone observe in the program that would indicate that the environment is organized with safety as a priority?

- What is the class size for different age groups?

- What do you consider your programs' greatest strength in creating an optimal learning environment for all children?

- What do you consider your program's greatest challenge in creating an optimal learning environment for all children?

Sub Area: Utilization of Positive Behavior Support Strategies

The environment is characterized by positive interactions and strategies that foster children's social-emotional competence, communication, problem-solving, autonomy and persistence. These strategies and interactions are responsive to children's needs based on the behavior and skills they demonstrate and focused on promoting positive development. They take into account, as needed, children's individual differences and needs using modeling, teaching, feedback, and other guided support to prevent and address challenging behaviors and facilitate the development of positive communication, social interaction and self-regulation skills.

Talking Points:

- How would you describe your approaches to fostering social-emotional development, social interaction and communication, and the development of problem-solving and self-regulation skills?

- What classroom management techniques are employed (e.g. time out, positive reinforcement, token system, behavior chart)

- Are there strategies being implemented to prevent challenging behaviors? Examples?

- What interventions are used to address challenging behaviors?

- What do you consider your program's greatest strengths in this area?

- What do you consider you program's greatest challenge in this area?

PRACTICE 4: CLASSROOM ORGANIZATION, STRUCTURE AND SCHEDULE

The structure, routine and schedule are intentional and purposeful to promote child engagement and learning, clearly tied to the curriculum. Learning opportunities and instruction are embedded within and across routines and activities to provide contextually relevant learning opportunities aimed at teaching skills. This schedule and routine has a basis in the questions: what to teach, how to teach, when to teach and how we know they are learning.

The classroom is organized with space, materials, equipment and other resources in such a way as to take into account the developmental level of the children served, to promote child engagement and safety, and to provide contextually relevant learning opportunities.

Talking Points:
- Is the classroom well organized so students know what to do in a particular area and where materials belong?

- Are classroom rules posted and reviewed?

- What would someone who is observing the program see, that would indicate that the environment is organized for learning skills in specific areas of development?

- How does the schedule reflect the learning goals of your curriculum? What to teach, how to teach, when to teach?

- How is scheduling developed to reflect routines as well as scheduling to reflect "bigger picture" learning? (eg: daily, weekly, monthly, annually)

- Who develops the schedule? Who has access to the schedule?

- What elements of the setting and schedule allow for physical movement and activity?

- How would you describe how the programming and setting are organized to take into account adjustments, accommodations, and supports for individual child differences, developmental and learning needs?

- What classroom management practice and strategies are implemented to structure an optimal learning environment for all children?

- Are the children actively and purposefully engaged with materials, peers and adults throughout the school day?

- What do you consider your greatest strengths in this area?

- What do you consider your greatest challenges in this area?

PRACTICE 5: FAMILY PARTNERSHIPS

Program staff treat all families with dignity and respect. The program has established practices that encourage family involvement in sharing information about the child to inform instructional practices and strategies that will benefit the child, to develop shared goals about outcomes and to monitor progress. Communication is regular and open to coordinate interactions and strategies that will facilitate the child's development of skills across environments. Program staff seek feedback from parents about program practices and provide opportunities for learning regarding child development and parenting strategies

Talking Points:

- How are families involved in the preschool program?

- How are parents kept informed?

- Is there a means of daily written communication (My Day at School)?

- How does the preschool work with parents around managing a challenge for a student?

- Describe the typical communication the program and staff have with a child's family (ie: type of communication, frequency and topics addressed)

- What is the process to report children's progress to parents? Progress report or report card?

- What is the program's process to obtain input/feedback from families? What is the nature of the input/feedback you seek?

- Is information and resources provided to parents on topics such as early childhood development, community resources and supports, community activities, etc.

- What do you consider your greatest strengths in fostering strong partnerships with families?

- What do you consider your greatest challenge in fostering strong partnerships with families?

Program Rubric

USING THIS RUBRIC

This Program Rubric and its coordinating Program Profile draw heavily on the Division for Early Childhood (DEC) Recommended Practices. The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities.

It is suggested that representatives from the school district and community program meet to discuss the Talking Points in the Program Profile and complete the Rubric together.   It is important to remember that the Program Profile and Rubric are not designed to "evaluate" a program but rather to generate discussion about the characteristics of a program and the capacity of a school district and community program to work together to meet the needs of children with disabilities. This Guide may be used when initially considering partnering with a community program or for help in determining capacity related to an individual child. However this Guide is not solely intended for use with community programs. It can also be used as a tool for a school district to reflect on the capacity and characteristics of their own programs and/or classrooms. It is also suggested that the Rubric be completed on a regular basis to support the working relationship and ensure the arrangement is working for both the school district and the community program.

Nothing in this Guide is intended to suggest that any specific characteristic is a requirement of a community preschool program. Rather, these are aspects that must be considered by school districts and community programs when developing partnerships and determining whom will be responsible for what when providing services to children with Individualized Education Programs (IEP) placed by a school district in community programs. School districts and community programs have a responsibility to work together to ensure that children with disabilities in community programs have the appropriate supports in place.

Program Rubric

PROGRAM NAME:

DATE:

PERSONS COMPLETING RUBRIC:

COMMUNITY PROGRAM CONTACT PERSON:

Phone:

Email:

SCHOOL DISTRICT CONTACT PERSON:

Phone:

Email:

PRACTICE 1: PROGRAM AND STAFF CAPACITY

Sub-Area: Type(s) of Program	See Appendix for more information on licensing.
Type(s) of Licensing:	

Sub-Area: Qualifications/ Credentials	See Appendix for more information on qualifications/credentials.
Credentials of Staff:	

Sub-Area: Flexibility & Experience of Staff	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program staff have appropriate knowledge to modify activities				
Program staff are able to provide additional supports				
Program staff are willing to modify behavior management style to accommodate a child				
Program staff are skilled in providing programming to meet differing learning needs				
Program staff have access to on-going professional development				
Program staff have special education background/ experience/training or coursework				
Program staff have the availability to attend IEP meetings or other meetings with school district representatives				
Notes:				

PRACTICE 2: INSTRUCTIONAL PRACTICES

Sub-Area: Philosophy	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program's philosophy/mission is aligned with the school district's philosophy/mission				
Program's staff can clearly articulate the philosophy/mission				
Notes:				

Sub-Area: Curriculum	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
There is a documented curriculum				
The curriculum addresses all pre-academic skills				
The curriculum addresses social/emotional development				
The curriculum addresses self-help development				
The curriculum addresses gross motor development				

Sub-Area: Curriculum	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
The curriculum addresses fine motor development				
The curriculum provides guidance on addressing various learning styles				
Notes:				

Sub-Area: Tracking Progress	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program tracks data regarding child progress				
Program uses informal methods to track progress				
Program has a formalized process/method for data collection				
Program has a formalized process for using data to inform instruction				
Program has a formalized process to share data with parents				

Sub-Area: Tracking Progress	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program has a formalized way to share data with the district				
Program is willing to use data collection specific to individual children's needs (behavior, child engagement)				
Program is willing to participate in the Preschool Outcomes Measurement System (POMS)				
Notes:				

PRACTICE 3: WELL DEFINED ENVIRONMENT

	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program meets ADA requirements				
Program has adequate space for provision of school district services				
Physical environment is suitable for children with sensory needs				
Potential for children to access/use technology (eg. Smart Boards, Ipads)				
Physical environment is structured sufficiently to accommodate equipment (wheel chairs, walkers, etc)				

	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program has the ability to monitor and address medical needs				
Program has a variety of materials are available to accommodate all developmental levels and needs				
Play areas are fenced in				
Doors are locked/have ability to be locked				
Program has clear, documented safety protocol that all staff are aware of and are able to implement				
All equipment is in working order				
There is sufficient space for movement/motor activities				
Notes:				

Sub-Area: Utilization of positive behavioral support strategies	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program/classroom rules are posted				
Program/classroom rules are adhered to				
There is a written/documented discipline policy				
Positive strategies are used to address behavior				
Positive strategies are used to facilitate the development of developmentally appropriate and functional behaviors				
Positive strategies are used to address and facilitate change when negative behaviors occur				
Notes:				

PRACTICE 4: CLASSROOM ORGANIZATION, STRUCTURE & SCHEDULE

	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Schedule is posted				
Schedule is adhered to				
Classroom(s) is/are well organized so that children know what to do in what area				
Children know what materials belong in what area				
Schedule of activities is directly related to learning goals of curriculum				
Children are actively engaged in all activities/components of the school day				
Notes:				

PRACTICE 5: FAMILY PARTNERSHIPS

	No/No Evidence	Maybe/Partial Evidence (explain)	Yes/Evident (explain)	Comments
Program has written family involvement policy and procedures				
Program employs home/school communication methods (please document frequency)				
Program welcomes parent input on child management				
Program has progress/report card system				
Program provides families with useful information about child development and community resources				
Notes:				

Formalization of the Working Relationship

This section of the Guide provides information regarding the documentation of how the school district and community program will work together, including defining roles and responsibilities and other housekeeping details. <u>It is important to know that there is no requirement for written agreements or memorandums of understanding (MOU) between school districts and community programs, with the exception of Head Start.</u> However, a sample agreement has been developed that covers specific aspects that, based on feedback from both school district personnel and community program staff, have required clarification. It is recommended that before entering into any agreement, administration review the document to ensure it complies with any school district or community program policy, guidelines or administrative rules.

Frequently the formalization of working with community preschool programs is thought of from a financial perspective: how many hours per day and how many days per week is the district paying for? However, it is important for both school district and community program staff to have a clear understanding and documentation of who is responsible for what. Below are some important points to consider when documenting the working relationship between a school district and community preschool program:

- Child absences

- Supervision/use of school district provided paraprofessionals or aides

- Who to contact when a child specific issues arise

- Service provision within a community program by school district personnel

- Participation of community program staff in IEP meetings

- Financial responsibility/invoicing

- Preschool Outcomes Measurement System data collection

- Sharing of information/data

- Addressing parent concerns

- Joint professional development activities or opportunities

- Reservation/Management of slots in a community preschool program

- Main point of contact information for both the school district and community preschool program

-SAMPLE-
SCHOOL DISTRICT & COMMUNITY PRESCHOOL PROGRAM AGREEMENT FOR PRESCHOOL SERVICES

AGREEMENT:

This document is intended to confirm an agreement between the (School District) and (Community Program). This agreement will begin on (date) and will remain in force until (enter date). This agreement may be amended in writing at any time. Thirty (30) days written notice is required in the event that either party wishes to make a substantial revision or to cancel the Agreement.

PURPOSE:

This agreement is established to define the roles and responsibilities and to encourage mutual collaboration regarding the education of students who are identified as eligible for special education services and placed by the (Name) School District in the (Name of the Community Preschool Program), as identified in each individual student's Individualized Education Plan (IEP).

(School District Name) Responsibilities

- Provide special education and related services that are specified in the student's Individualized Education Plan

- Collaborate and include Community Program staff in meetings to determine services and monitor progress

- Provide supervision/monitoring of all personnel/service providers providing services

- Invite Community Program staff to IEP Meetings

- School District Representative will collaborate with the Community Program Director to develop, and follow, an established protocol for referring students to special education

- Compensate the Community Program for providing preschool education at a rate of _____ per _____.

(Community Program Name) Responsibilities:

- Reserve X amount of spaces in the preschool classroom enrollment for the School District

- Provide adequate space for the provision of special education and related services

- Staff will communicate and collaborate with Service Providers to monitor students' progress

- Staff will implement information and practices recommended in consultation with Service Providers in their programming with individual students

- Program Director will contact School District Representative if any concerns arise regarding provision of services, child's progress, etc.

- Program Director will collaborate with School District Representative to develop, and follow, an established protocol for referring students to special education

Both Parties agree to:

- Uphold confidentiality

- Adhere to all background checks as required by DHHS and DOE policies

- Inform each other of major changes in program activities, and update each other about changes in regulations, requirements, and other relevant issues

- Upon request, provide information on the terms of this contract, to families, the community, DHHS and DOE

- Maintain an open and continuous dialogue regarding the support and supervision of preschool education

- If this contract is to be terminated, jointly notify families of children affected in writing

_____
School District Representative

_____
Community Program Representative

_____
Date

_____
Date

Contact Name: _____

Contact Name: _____

Contact Phone: _____

Contact Phone: _____

Contact Email: _____

Contact Email: _____

Appendix

TYPES OF SITES/PROGRAMS, DEFINITIONS, AGES OF CHILDREN, GROUP SIZE/ROOM & STAFFING RATIOS

NEW HAMPSHIRE CHILD CARE PROGRAM LICENSING RULES
ADOPTED NOVEMBER 3, 2017

For the purpose of this guide, only the preschool program ages are described. Additionally, this table is meant to be a brief description of a variety of settings. There are many other options for child care that range from 6 weeks to school age, as well as options for the types of care: night care, day care, infant/toddler, vacation care for school age, etc.

TYPE OF CARE	DEFINITION	LICENSED	AGE OF CHILDREN	MAXIMUM GROUP SIZE PER ROOM	MINIMUM STAFF TO CHILD RATIOS AND STAFFING REQUIREMENTS
License Exempt Family Day Care		**NO**	3 – 10 years	Less than 6	N/A
Family Child/Day Care Home "…an occupied residence in which child day care is provided for less than 24 hours/day, except in emergencies, for up to 6 children from one or more unrelated families. The **6** children shall include any foster children residing in the home and all children related to the caregiver, except children who are 10 years of age or older. In addition to the 6 children, up to **3** children attending a full day school program may also be cared for up to 5 hours/day on school days and all day long during school holidays."		**YES**	3 – 10 years	**6** preschool-aged children **and** **3** school-aged children who are enrolled in & attending a full day school program	1 Family Care Provider and a Family Care Worker or Assistant
Family Group Child/Day Care Home "…an occupied residence in which child day care is provided for less than 24 hours/day, except in emergencies, for 7 to 12 children from one or more unrelated families. The **12** children shall include all children related to the caregiver and any foster children residing in the home, except children who are 10 years of age or older. In addition to the 12 children, up to **5** children attending a full day school program may also be cared for up to 5 hours/day on school days and all day long during school holidays."		**YES**	3 – 10 years	**12** preschool-aged children **and** **5** school-aged children who are enrolled in & attending a full day school program	1 Family Care Provider and a Family Care Worker or Assistant

TYPE OF CARE	DEFINITION	LICENSED	AGE OF CHILDREN	MAXIMUM GROUP SIZE PER ROOM	MINIMUM STAFF TO CHILD RATIOS AND STAFFING REQUIREMENTS
Group Child Care/Day Care Center "…a child day care agency in which child day care is provided for preschool children and up to 5 school age children, whether or not the service is known as day nursery, nursery school, kindergarten, cooperative, child development center, day care center, center for the developmentally disabled, progressive school, Montessori school, or by any other name."		**YES**	36 to 47 months	**24 Total/room** 1 to 8 Children	1 Associate Teacher
				9 to 16 Children	1 Associate Teacher & 1 Assistant Teacher
				17 to 24 Children	1 Lead Teacher & 2 Assistant Teachers
			48 to 59 months	**24 Total/room** 1 to 12 Children	1 Associate Teacher *
				13 to 24 Children	1 Associate Teacher & 1 Assistant Teacher
			60 months and over	**30 Total/room** 1 to 15 Children	1 Associate Teacher *
				16 to 30 Children	1 Associate Teacher & 1 Assistant Teacher
Center-Based Program "Any program owned and operated by one applicant, which is not licensed as family or family group child care home and is licensed to provide any of the following types of child care: • Group child care center; • Infant/toddler program; • Night care program; • **Preschool program;** • School-age program; or • Any combination thereof."		**YES**	36 to 47 months	**24 Total/room** 1 to 8 Children	1 Associate Teacher
				9 to 16 Children	1 Associate Teacher & 1 Assistant Teacher
				17 to 24 Children	1 Lead Teacher & 2 Assistant Teachers
			48 to 59 months	**24 Total/room** 1 to 12 Children	1 Associate Teacher *
				13 to 24 Children	1 Associate Teacher & 1 Assistant Teacher
			60 months and over	**30 Total/room** 1 to 15 Children	1 Associate Teacher *
				16 to 30 Children	1 Lead Teacher & 2 Assistant Teachers

A second staff person shall be in the building in accordance with 4002.33(d) when 11 or more children are present.

CHILD CARE PROFESSIONALS AND PROFESSIONAL DEVELOPMENT
NEW HAMPSHIRE EARLY CHILDHOOD
PROFESSIONAL DEVELOPMENT SYSTEM

NEW HAMPSHIRE CHILD CARE PROGRAM LICENSING RULES
ADOPTED NOVEMBER 3, 2017

This table describes the child care professional, requirements for education and experience, and professional development.

TITLE	MIN. AGE	EDUCATION REQUIREMENTS	EXPERIENCE REQUIREMENTS (UPON HIRING)	PROF. DEVELOPMENT REQUIREMENTS	SETTING
Family Child Care Provider	21	None	None	18 Hours of in-service professional development each year Exceptions apply to staff who work under direct supervision, current college or high school students and any employee who works less than 25 hours per week	Family Child Care Home Family Group Child Care Home
	18 and	Complete 2 year child care curriculum approved by NH DOE OR 6 college credits in child development, early childhood education or elementary education.			
Family Child Care Worker	18	No Requirements			
Family Child Care Assistant	16	No Requirements	Work with children only under direct supervision and observation of the childcare provider or a family childcare worker at all times.	None	
Center/Site Director - Administrator	21	High School Diploma Or General Equivalency Diploma And At least one Certification or pre-service training requirement	at least 3 credits in child development at least 3 credits in management or supervision OR a minimum of 2 years' experience in supervisory or management position 1500 hours experience working in licensed child care facility, public or private elementary school	18 Hours of in-service professional development each year	Group Child/ Day Care Center Center-Based Program

TITLE	MIN. AGE	EDUCATION REQUIREMENTS	EXPERIENCE REQUIREMENTS (UPON HIRING)	PROF. DEVELOPMENT REQUIREMENTS	SETTING
Lead Teacher	18	High School Diploma or General Equivalency Diploma	1000 hours experience working in licensed child care program At least one of the following • Minimum of 18 credits in child development, early childhood or elementary education • Non-expired Child Development associates • Credential from a teacher preparation program accredited by MACTE • Prior employment in the position of Lead Teacher	18 Hours of in-service professional development each year Exceptions apply to staff who work under direct supervision, current college or high school students and any employee who works less than 25 hours per week	Group Child/ Day Care Center Center-Based Program
Associate Teacher	18	High School Diploma or General Equivalency Diploma	**Meet one of the following options:** minimum of 9 credits in early childhood development, early childhood education or elementary education minimum of 1500 hours of supervised child care experience in licensed child care program or public or private elementary school and 3 credits in early childhood development, early childhood education or elementary education minimum of 1000 hours of supervised child care experience in licensed child care program and documentation of successful completion of a 2 year vocational child care course current certification as a Para II from the Department of Education Written documentation from or on file with Department that he/she was qualified for the position of associate teacher.	18 Hours of in-service professional development each year Exceptions apply to staff who work under direct supervision, current college or high school students and any employee who works less than 25 hours per week	
Assistant Teacher	16	None	Work with children only under direct supervision and observation of a staff person who meets at least the minimum qualifications of an associate teacher.	None Required	Group Child/ Day Care Center Center-Based Program
Junior Helper	14	None	Work with children only under direct supervision and observation of a staff person who meets at least the minimum qualifications of an associate teacher. Not be calculated in the staff to child ratios	None Required	Family Child Care Home & Group Child/Day Care Center Center-Based Program

ADDITIONAL RESOURCES

License Exempt Information
http://www.dhhs.nh.gov/oos/cclu/quality.htm

Head Start Information
https://www.dhhs.nh.gov/dcyf/headstart/index.htm
http://eclkc.ohs.acf.hhs.gov/hslc/standards

Division for Early Childhood.
(2014). DEC recommended practices in early intervention/early childhood special education 2014.
Retrieved from: http://www.dec-sped.org/recommendedpractices

NH Child Care Licensing and Professional Development Rules
https://www.dhhs.nh.gov/oos/cclu/rules.htm

NH Early Childhood Professional Development System
http://www.dhhs.nh.gov/dcyf/cdb/documents/earlychildhood.pdf