

# Understanding Your District's Preschool System Rubric

It is suggested that Administrators meet with Preschool Coordinators or others involved in a district's preschool program to discuss the questions raised in the *Understanding Your District's Preschool System* section of the Guide and then use this Rubric to document the district's preschool system. The meeting to complete the Rubric typically takes about 1.5 hours. The characteristics and discussion questions are not meant to be all-inclusive lists, but rather practices that need to be considered. Depending upon the district, there may be additional characteristics to consider. Included in the Rubric is a space for Explanation/Comments to capture specific information or criteria as well as a place to capture potential next steps. It is important to remember that this Guide and tools 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. As a reminder, Race2K is also available to assist you in discussing and completing this Rubric should you feel you need assistance.

**DATE:**

**PERSONS COMPLETING RUBRIC:**

**DISTRICT OPERATED CLASSROOMS - IDENTIFY THE CHARACTERISTICS OF EACH DISTRICT OPERATED CLASSROOM (ADD COLUMNS AS NECESSARY)**

	Classroom 1	Classroom 2	Classroom 3	Classroom 4
Classroom setting (Early Childhood or Early Childhood Special Education)				
Classroom has program approval from the NH DOE				
Age-ranges in each classroom				
Total enrollment limit for each classroom				
Teaching credentials/certifications of staff in each of the district operated classrooms				
Staff to student ratio				
Ratio of identified to non-identified students				
<b>Notes/Possible Next Steps:</b>				

## DISTRICT OPERATED CLASSROOMS CONTINUED

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
All classroom design, staffing and ratios match their program approval status				
Teacher credentials match the requirements per classroom designations in all classrooms				
The program has the requisite teacher certifications as needed for the IEP Team				
The district has written policies regarding classroom enrollment limits for Early Childhood classrooms				
The district has written policies regarding staff to student ratios in Early Childhood classrooms				
The target ratio for each Early Childhood classroom. What is it?				
Early Childhood classrooms maintain their ratios at all times during the school year				
Both Early Childhood & Early Childhood Special Education classrooms maintain their class enrollment limits at all times during the school year				
Children without disabilities are placed in district operated Early Childhood Special Education classrooms. If so, why?				
There is a plan for when ratios reach their maximum to provide programming for additional children eligible for special education. If so, what is it?				

**Notes/Possible Next Steps:**

## PRESCHOOL SETTING/ENVIRONMENT OPTIONS

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
The district has access to the continuum of settings and environments (Early Childhood and Early Childhood Special Education)				
The district provides services in a Service Provider location for identified children who only require related services to receive a free appropriate public education				
There is a plan for when the capacity is reached within classrooms to ensure access to LRE				
There a plan for when the capacity is reached within the program as a whole to ensure access to LRE				
<b>Notes/Possible Next Steps:</b>				

## BASELINE PROGRAM FOR CHILDREN WITH AND WITHOUT DISABILITIES

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
There is an established “regular education” preschool program.				
There is a baseline program for 3 year old programming.				
There is a baseline program for 4 year old programming.				
There is process to determine the number of days/hours of programming determined for a child with a disability requires. If so, specify				
<b>Notes/Possible Next Steps:</b>				

## ENROLLMENT OF CHILDREN WITHOUT DISABILITIES

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
The district has a marketing plan for recruiting non-identified peers.				
The district has a process for enrolling non-identified students in the program				
There is someone who manages the enrollment process for children without disabilities. Who?				
If appropriate, the district has a written procedure regarding tuition				
If appropriate, the district has a written procedure regarding tuition assistance or scholarships				
If appropriate, the district has a written procedure regarding who is responsible for tuition collection				
The district has procedures in place regarding when during the year non-identified students are able to enroll				

**Notes/Possible Next Steps:**

## SERVICE DELIVERY MODEL

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
Services are provided to your preschool children in a variety of ways.				
Children are removed from the classroom, as in a "pull out model"				
Services are provided within the context of the classroom				
Services are provided individually in the classroom, through small group curriculum activities or both				
Service Providers are appropriately certified				
The district provides services in a Service Provider location for identified children who only require related services to receive a free appropriate public education				
<b>Notes/Possible Next Steps:</b>				

## CURRICULUM

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
The program utilizes a curriculum. Which curriculum(s) does your program utilize? Are they evidence based?				
Curriculums are used in program planning. How?				
Curriculums are reviewed and evaluated. How often?				
All preschool staff are trained in all curriculums				
All preschool staff are involved in on-going professional development activities pertaining to the program's curriculum				
<b>Notes/Possible Next Steps:</b>				



## ADMINISTRATIVE STRUCTURE

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
The preschool program has a written mission and/or vision statement				
There is a designated person to handle referrals in your district for preschool. Who?				
There is someone who oversees the day to day operations of the preschool classroom(s). Who?				
There is someone responsible for overseeing and assuring program quality. Who?				
There is someone responsible for teacher oversight/evaluation. Who?				
There is someone designated as the Preschool LEA representative. Who?				
There is a designated person responsible for POMS (Preschool Outcomes Measurement System). Who?				
There is someone designated to attend the Interagency Agreement meeting and works with Early Supports (ESS) and Services to ensure smooth and compliant transitions. Who?				
There is a designated person who is responsible for the general paperwork of running the program Who?				

## ADMINISTRATIVE STRUCTURE (CONTINUED)

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
If community placements are used, there designated staff to provide services in the programs. Who/what providers?				
If community placements are used, there is a designated case manager for those students. Who?				
If community placements are used, there is a designated person who monitors the effectiveness and appropriateness of the program. Who?				
If community placements are used, there are written contracts or agreements that lay out the tuition agreements, roles and responsibilities, including maximum numbers of children and service delivery partners				
There is a communication system established between preschool administration and building level administration				

**Notes/Possible Next Steps:**

## FAMILY ENGAGEMENT

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
Families are involved in your preschool program. How?				
There are processes in place to engage all families, both those with and without disabilities				
All families within the program receive the same types of communication, progress reports, etc.				
There is a mechanism for on-going home-school communication.				
The district has a handbook for the preschool program				

**Notes/Possible Next Steps:**

## DATA COLLECTION/PROGRESS REPORTING

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
Program and child specific data is collected in the program. In what manner?				
Program and child data is shared with staff. How?				
Child data is shared with families? How?				
There is a process for collecting data for progress reporting in individual IEPs				
Data is used for program design and improvement. How?				
Indicator 6 data is reviewed on a regular basis to inform program growth				
POMS data is used to inform program design and structure				
<b>Notes/Possible Next Steps:</b>				

## INFRASTRUCTURE DEVELOPMENT

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
The district has established a Leadership Team that has a broad representation of stakeholders.				
The Leadership Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the work.				
The Leadership Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.				
The Leadership Team has established written mission/purpose that team members are able to clearly communicate.				
The Leadership Team develops a written action plan that includes all critical elements and guides the work of the team. Action steps are identified to ensure achievement of the goals. The team reviews the plan and updates their progress at each meeting.				
The Leadership Team reviews and revises the plan at least annually				
Staff are aware of and supportive of the need for program growth. How has staff buy-in been assessed?				

## INFRASTRUCTURE DEVELOPMENT (CONTINUED)

	No/No Evidence	Somewhat/Partial Evidence	Yes/Evident	Evidence/Comments
A feedback and communication loop has been established. Staff input and feedback is obtained throughout the process and the Leadership team provides update to stakeholders on a regular basis.				

**Notes/Possible Next Steps:**