The Inclusive Leader’s Bookshelf

This document is available online at <http://fpg.unc.edu/presentations/full-participation-institute>

Online Resources

**B6 Data Reporting Tools: Educational Environments, Ages 3-5**

Interactive Application[**https://ideadata.org/resource-library/55d717d1150ba0a71a8b458b/**](https://ideadata.org/resource-library/55d717d1150ba0a71a8b458b/)

Toolkit [**https://ideadata.org/resource-library/545d18f6140ba052308b456f/**](https://ideadata.org/resource-library/545d18f6140ba052308b456f/)

Webinar Recording [**https://ideadata.org/resource-library/560d6fc6150ba0eb218b4646/**](https://ideadata.org/resource-library/560d6fc6150ba0eb218b4646/)

**Blending and Braiding Early Childhood Program Funding Streams Toolkit: Enhancing Financing for High-Quality Early Learning Programs** [**http://ilearlychildhoodcollab.org/partners/blending-and-braiding-early-childhood-program-funding-streams-toolkit/**](http://ilearlychildhoodcollab.org/partners/blending-and-braiding-early-childhood-program-funding-streams-toolkit/)

**Building the Legacy: IDEA 2004** (includes question and answer documents)[**http://idea.ed.gov/**](http://idea.ed.gov/)

* Frequently Asked Questions on Private Schools (go to “N” for the section on  preschoolers and private schools) [**http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,1**](http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,1)

**Considerations for Making Finance Decisions to Promote Preschool Inclusion: A Toolkit**

[**http://ectacenter.org/~pdfs/topics/inclusion/financeinclu.pdf**](http://ectacenter.org/~pdfs/topics/inclusion/financeinclu.pdf)

**Determining Least Restrictive Environment (LRE) Placements for Preschool Children with Disabilities: Reference Points and Discussion Prompts**

[**http://ectacenter.org/~pdfs/topics/inclusion/determining-lre-placements.pdf**](http://ectacenter.org/~pdfs/topics/inclusion/determining-lre-placements.pdf)

**Division for Early Childhood (DEC) Recommended Practices** [**http://ectacenter.org/decrp/**](http://ectacenter.org/decrp/)

**Fiscal Management Checklist for Partnerships** [**http://ectacenter.org/~pdfs/topics/inclusion/quiltFiscalChecklist.pdf**](http://ectacenter.org/~pdfs/topics/inclusion/quiltFiscalChecklist.pdf)

**HHS and DOE Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings**

[**https://www.acf.hhs.gov/sites/default/files/ecd/expulsion\_suspension\_final.pdf**](https://www.acf.hhs.gov/sites/default/files/ecd/expulsion_suspension_final.pdf)

**How NM Schools Are Funded** [**http://www.ped.state.nm.us/div/fin/school.budget/dl09/How%20NM%20schools%20are%20fundedFY0209.pdf**](http://www.ped.state.nm.us/div/fin/school.budget/dl09/How%20NM%20schools%20are%20fundedFY0209.pdf)

**IDEA Finance Considerations for Braiding Funding to Promote Preschool Inclusion** [**http://ectacenter.org/~docs/topics/inclusion/funding/IDEARegsInclusion.docx**](http://ectacenter.org/~docs/topics/inclusion/funding/IDEARegsInclusion.docx)

**IDEA Provisions Supporting Preschool Inclusion** [**http://www.pyramidplus.org/sites/default/files/images/  
IDEA%20Provisions%20Supporting%20Preschool%20Inclusion.pdf**](http://www.pyramidplus.org/sites/default/files/images/IDEA%20Provisions%20Supporting%20Preschool%20Inclusion.pdf)

**Including Children with Disabilities in State PreK Programs**

[**http://www.edlawcenter.org/assets/files/pdfs/publications/PreKPolicyBrief\_InclusionChildrenWithDisabilities.pdf**](http://www.edlawcenter.org/assets/files/pdfs/publications/PreKPolicyBrief_InclusionChildrenWithDisabilities.pdf)

**Inclusion in Least Restrictive Environments Web Collection of Resources**

[**http://ectacenter.org/topics/inclusion/default.asp**](http://ectacenter.org/topics/inclusion/default.asp)

**OSEP Policy Letters of Clarification Related to Part C and Section 619**

[**http://ectacenter.org/idea/clarfctnltrs.asp**](http://ectacenter.org/idea/clarfctnltrs.asp)

* **OSEP Policy Letter on Preschool Least Restrictive Environment** [**http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschoollre22912.pdf**](http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschoollre22912.pdf)
* **OSEP Policy Letter on Private Schools and Tuition (redacted)**

[**http://www2.ed.gov/policy/speced/guid/idea/letters/2008-1/redacted031708privschool1q2008.pdf**](http://www2.ed.gov/policy/speced/guid/idea/letters/2008-1/redacted031708privschool1q2008.pdf)

* **OSEP Policy Letter on Transportation and Children Who Are Homeless**

[**http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/nc-bowman-homeless-final-8-5-13.pdf**](http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/nc-bowman-homeless-final-8-5-13.pdf)

**Questions and Answers on Serving Children with Disabilities Eligible for Transportation** [**http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C12%2C**](http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C12%2C)

**Reducing Suspension and Expulsion Practices in Early Childhood Settings (policies, webinars, resources)**

[**http://www.acf.hhs.gov/programs/ecd/child-health-development/reducing-suspension-and-expulsion-practices**](http://www.acf.hhs.gov/programs/ecd/child-health-development/reducing-suspension-and-expulsion-practices)

**Segregated Programs vs Integrated Comprehensive Service Delivery for All Learners** [**http://dee690-summer12.wikispaces.com/file/view/Segregated+programs+vs.+integrated+for+all+learners.pdf/347867004/Segregated+programs+vs.+integrated+for+all+learners.pdf**](http://dee690-summer12.wikispaces.com/file/view/Segregated+programs+vs.+integrated+for+all+learners.pdf/347867004/Segregated+programs+vs.+integrated+for+all+learners.pdf)

**STILL Unacceptable Trends in Kindergarten Entry and Placement**

[**https://www.naeyc.org/files/naeyc/file/positions/Psunacc.pdf**](https://www.naeyc.org/files/naeyc/file/positions/Psunacc.pdf)

**A Thinking Guide to Inclusive Child Care**

[**http://www.disabilityrightswi.org/wp-content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf**](http://www.disabilityrightswi.org/wp-content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf)

**Technical Assistance Memo: Moving Toward Americans with Disabilities Act Compliance: A Checklist and Guide for Privately Operated Child Care Programs** [**http://umaine.edu/expandinclusiveopp/files/2014/04/NCCICMemoADAcompliance2011.pdf**](http://umaine.edu/expandinclusiveopp/files/2014/04/NCCICMemoADAcompliance2011.pdf)

Books

Barton, E. E. & Smith, B.J (2015). *The preschool inclusion toolbox: How to build and lead a high-quality program*.  Baltimore, MD: Brooks Publishing.

Form 1.1 Preschool Inclusion Self-Checklist

Form 2.1 Perceptions of Attitude and Belief Challenges

Form 2.2 Menu of Preschool Inclusion Attitudes and Beliefs Solutions

Form 2.3 Perceptions of Policy and Resource Challenges

Form 2.4 Menu of Preschool Inclusion Policy, Procedure, and Resource Solutions

Form 7.1 Placement Options Consideration Planning Form

Gupta, S.S., Henninger IV, W.R., & Vinh, M.E. (2014). *First steps to preschool inclusion: How to jump start your program*. Baltimore, MD: Brookes Publishing.

Hayden, P., Frederick, L., & Smith, B.J. (2003).  *A road map for facilitating collaborative teams*. Longmont, Colorado: Sopris West Educational Services. (NOTE: Currently out of print but available from amazon.com)

Richardson-Gibbs, A. M., & Klein, M. D. ((2014). *Making preschool inclusion work: Strategies for supporting children, teachers, and programs*. Baltimore, MD: Brooks Publishing.

Sandall, S.R, & Schwartz, I.S. (2008). *Building blocks for teaching preschoolers with special needs*. (2nd ed.). Baltimore, MD: Brooks Publishing.

Albright, L., & Grady, M. (2015). *Accommodating diversity:  Inclusion for all in early childhood programs*.

eBook available at [**https://store.kobobooks.com/ebook/accommodating-diversity-inclusion-for-all-in-early-childhood?utm\_source=Collins&utm\_medium=web**](https://store.kobobooks.com/ebook/accommodating-diversity-inclusion-for-all-in-early-childhood?utm_source=Collins&utm_medium=web)

**PED PreK Statement of Assurances**

By signing below, the applicant ensures the following:

1. Prior to the first day of the PreK program services, each principal, teacher, and teacher assistant is provided with his or her own copy of the *NM PreK Program Standards, the PreK Curriculum Policy Brief, the PreK Lesson Plan Form, the NM PreK Essential Indicators with Rubrics,* and the *Statement of* *Assurances*.
2. PreK funds are used to supplement and expand existing resources and are not to be used to take the place of, or supplant, any funding that is being utilized for PreK services.
3. Extended-day PreK funds are used to supplement and expand existing PreK funding in order to provide a full-day PreK experience for children.
4. All PreK classrooms will provide inclusive settings for children with developmental delays and disabilities based on the federal Individuals with Disabilities Education Act (IDEA) and consistent with a child’s individualized education program (IEP). The amount and location of services is determined by the student’s IEP team. The special education services and equipment required by a child’s IEP, including the cost of therapists and special education staff, can be funded by the district or charter school’s special education budget that includes both or either state operational funds and IDEA B funds (basic or preschool funds). Please ensure that appropriate information and assessment data for each child with an IEP is entered in both the PreK and STARS databases.
5. Unless the IEP is modified to indicate a different placement, children with special and/or behavioral needs must not be dismissed from the PreK Program solely because of their special and/or behavioral needs.
6. Administrators will ensure confidentiality of all children’s files by providing and maintaining a secure filing system.
7. The PreK program administrator must ensure that current program data is maintained on the NM PreK database and information **must be updated** **monthly** by the 5th day of each month.
8. The PreK program administrator must develop and provide to families and staff, a current, written, Eligibility, Recruitment, Selection, Enrollment, and Attendance Plan.
9. PreK programs collaborate with community early care and education providers to ensure that competition for funding and children does not adversely impact community capacity, while honoring parental choice. PreK program administrators meet with early care and education program personnel in the community prior to requesting funding for new PreK sites or expansion at existing sites.
10. All PreK programs must participate in the PED’s **FOCUS**: Tiered Quality Rating and Improvement System (TQRIS). The program will establish a process of continuous quality improvement by completing quality program improvement plans using a variety of self-assessment tools, including environmental rating scales, consultant feedback, family surveys, and student data.
11. All PreK programs must score at least a total average score of 5 on the ***Early Childhood******Environment Rating Scale—Revised (ECERS—R)*** *and the* ***ECERS—E,*** the four curricular subscales extension***.*** The scores must be entered into the PreK database by **October 30, 2015**.
12. All PreK programs will serve at least one meal (breakfast or lunch) per half-day school session (two meals for extended-day programs) that meets the United States Department of Agriculture (USDA) meal pattern requirements for four-year-old students by participating in the School Lunch Program/Child Care Food Program. All meals and snacks must meet USDA requirements. Families of PreK children must complete the same forms for meal reimbursement as required of other students in the school, unless students are directly certified or categorically eligible to participate in the program. Program staff should not require parents to provide snacks.
13. PreK program administrators must develop and provide to staff written transition policies and procedures that assist families of children moving into the program, exiting the program, and/or transitioning into kindergarten. The transition procedures must reflect the diversity and uniqueness of the children and community in which they reside. Transition procedures must include a series of transition activities that take place throughout the year (e.g., home visits, parent meetings, kindergarten visits) that will prepare the child and family for the upcoming changes and help to make for a positive transition. This does not replace the child’s individual transition plan required by IDEA for children with IEPs.
14. Annually, principals at the PreK school sites must attend at least one scheduled NM PreK Administrators’ Meeting and all required **FOCUS** training.
15. Each child in the PreK program must receive the following health screenings by a school health care professional prior to the beginning of the program or within the first three months of attendance:

|  |  |
| --- | --- |
| * physical examination * current immunizations * vision screening | * hearing screening * dental screening |

1. Developmental screenings must be conducted for each child prior to the 3rd month of attendance. The screening instrument must include a social-emotional component. Programs will work for early detection of children at risk for developmental delay. Where possible, the dominant language of the child will be used during screenings. Parents must be informed of the screening results no later than the first parent-teacher conference. Appropriate referrals and services must be made available to address all identified concerns.
2. PreK programs must adhere to the **maximum group size and ratios** at all times:

* The maximum **group** size is 20 children. For inclusive classrooms, the group size will be lower, based on the needs of the children.
* The teacher-child ratio is 1:10 with one lead teacher, and—if the group size is between 11 and 20—an assistant is assigned to the classroom. Both the teacher and assistant must be district or charter employees.

1. All PreK teachers must hold an Early Childhood Education, Birth–Grade Three License (250) issued by the PED. If an early childhood-licensed teacher cannot be employed, the program may hire a teacher who holds an elementary or special education license **provided** that teacher annually completes at least six (6) hours of college credit in early childhood education that will lead to an early childhood education license. **Every PreK classroom must be staffed at all times by a licensed teacher.**
2. All educational assistants will hold a minimum of an associate of arts in early childhood education. Educational assistants who do not meet staff qualifications must annually complete at least six (6) hours of college credit in early childhood education that will lead to an early childhood education degree. All education assistants must hold a Level 3 license issued by the PED.
3. If a long-term substitute teacher or assistant must be hired to staff a PreK classroom, the district/charter/REC must inform the PED within 10 days of the placement. The district must ensure that the PreK Observational Assessments are conducted by trained personnel.
4. Teachers and educational assistants assigned to PreK classrooms will not be assigned to non-PreK duties during PreK program hours.
5. To ensure implementation of the ***New Mexico*** ***PreK Observational Assessment*** tools and planning cycle, all teachers, educational assistants, and administrators will fully participate in the PreK Consultant (teacher mentor) Program, including providing a minimum of 30 minutes of release time for consultation with the assigned NM PreK consultant, as well as completing the required trainings.
6. PreK program administrators will report program progress by providing program reports in a format designated by the PED no later than the 15th of October and the 15th of May.
7. Requests for Reimbursement (RfRs) must be submitted **monthly** to the PED using the Operating Budget Management System (OBMS).
8. PreK program administrators will maintain an inventory of equipment purchased using PreK funds.
9. Indirect costs cannot exceed one percent of the award.
10. PreK funds cannot be used for out-of-state travel costs.

**PreK Program Requirements**

The PreK Program will provide direct services to 4-year-old children. PreK programs funded through this application **must** meet the following program requirements:

1. **Program Requirements**
2. Enroll only children who have reached their fourth (4th) birthday before 12:01 AM on September 1, 2015 **and** who are not age-eligible for kindergarten (NMSA 6.30.9.10).
3. Adhere to the maximum class and group size and ratios at all times:

* The maximum class or group size is 20 children.
* The teacher-child ratio is 1:10, with one licensed lead teacher and one assistant if the class size is 11 or larger. Both the teacher and the assistant must be district or charter employees.

1. Ensure that programs funded for **half-day services** provide classroom-based PreK services for a minimum of 450 hours. Ensure that programs funded for **extended-day** services provide classroom-based PreK services for a minimum of 900 hours. All PreK programs must also provide at least 90 hours for family engagement and training to include the following:

* one (1) home visit conducted early in the school year
* at least three (3) parent conferences that coincide with the child assessment cycle
* at least two (2) opportunities for parent group meetings for interaction, information, and transition activities
* professional development, transition, and other activities required by the New Mexico PreK Program Standards (available at [www.newmexicoprek](http://www.NewMexicoPreK).org). Required professional development includes training on the following: the PreK database, the child observation, assessment and planning cycle***,*** the*Early Childhood Environmental Rating Scale—Revised Edition (ECERS—R)* and *Early Childhood Environmental Rating Scale—Extension (ECERS—E), Powerful Interactions, Full Participation of Each Child, FOCUS TQRIS, and LETRS (Language Essentials for Teachers of Reading and Spelling) for Early Childhood.*

1. Implement the New Mexico **FOCUS** Tiered Quality Rating and Improvement System (TQRIS) for Public Education Department Preschool Programs. The **FOCUS** criteria are available at <http://ped.state.nm.us/ped/LiteracyEarlyChildhoodEd_PreK_index.html>
2. Implement classroom-based services using the observation, documentation, and planning cycle for the **New Mexico PreK Observational AssessmentSystem** (available at [www.newmexicoprek.org](http://www.newmexicoprek.org)). For half-day programs, teachers must complete the PreK Observational Assessment twice annually and for extended-day programs, three times annually. This is the only assessment approved for use in PreK programs.
3. All PreK classrooms will provide inclusive settings for children with developmental delays and disabilities based on the federal Individuals with Disabilities Education Act (IDEA) and consistent with a child’s individualized education program (IEP). The amount and location of services is determined by the student’s IEP team. The special education services and equipment required by a child’s IEP, including the cost of therapists and special education staff, can be funded by the district or charter school’s special education budget that includes both or either state operational funds and IDEA B funds (basic or preschool funds). Please ensure that appropriate information and assessment data for each child with an IEP is entered in both the PreK and STARS databases.
4. Ensure that every PreK teacher, administrator, and educational assistant successfully complete all required trainings.
5. Ensure that each child in the PreK Program receives the following health screenings by a school health care professional prior to the beginning of the program or within the first three months of attendance:

|  |  |
| --- | --- |
| * physical examination * current immunizations * vision screening | * hearing screening * dental screening |

Parents have the option to use their own health care provider and present documentation.

1. Ensure that each child in the PreK Program receives a developmental screening that includes a social-emotional component prior to the 3rd month of attendance. Programs will screen for early detection of children at risk for developmental delay. Where possible, the dominant language of the child will be used during screening. Parents will be included in the screening process and informed of the results. Ensure that appropriate referrals and services are made available to address all identified concerns.
2. Comply with program and data reporting requirements for

* teaching staff and administrators’ educational levels and licensure;
* child observation, documentation, and planning cycle using the Early Learning Guidelines;
* exclusive use of the **New Mexico PreK Observational Assessment** tool (twice annually for half-day programs, three times annually for extended-day programs);
* New Mexico PreK lesson plan form; and
* administrative reports due on October 15, 2015 and May 15, 2016.

1. Ensure that PreK program administrators develop a current, written Family Engagement Plan that includes appropriate, meaningful opportunities to build trusting relationships. Program staff will share a calendar of events with families that includes activities to fulfill the required 90 hours. The plan will also document how both the children’s portfolios and the **New Mexico parent materials** (available at [www.newmexicoprek.org](http://www.newmexicoprek.org)) will be used to assist parents in supporting their child’s learning.
2. Adhere to the principles of the **New Mexico PreK Curriculum** **Policy Brief** (available at [www.newmexicoprek.org](http://www.newmexicoprek.org)) by implementing activities based upon sound child development/early childhood principles; the needs, interests, desires, and relevant life experiences of the children and families served; the language, home experiences, and cultural values of the children served; and the program’s goals and objectives. Program content is based on the **New Mexico Early Learning Guidelines** (available at [www.newmexicoprek.org](http://www.newmexicoprek.org)) and is designed to achieve long-range goals for children in all domains—physical, motor, social, emotional, language, and cognitive. A diagram of the essential elements of NM PreK’s authentic observation, documentation, and curriculum planning process (AODCP) is included in the Curriculum/Assessment section below.
3. Ensure that, no later than October 1, 2015, each PreK teacher and educational assistant have a current professional development plan in place with PreK program-specific professional goals and timelines. Staff must document on-going activities to increase their knowledge, specialization, and qualifications in early childhood education, individualization, full participation of each child, and family support.
4. Ensure that PreK program administrators utilize the rubrics modified for PreK teachers to complete the **NMTEACH Educator Effectiveness System evaluations.**
5. Ensure that every teacher in each PreK program classroom holds one of the following New Mexico early childhood teacher licenses**: Birth through Grade Three, New Mexico Early Childhood Teacher License; Birth through PreK, New Mexico Early Childhood Teacher License; PreK through Grade Three, New Mexico Early Childhood Teacher License** as required by NM PreK Program Standards***.***
6. Ensure that each educational assistant has an associate’s degree in early childhood education and holds a valid **Level 3 Educational Assistant License** from the PED, as required byNM PreK Program Standards.