



Preschool Special Education Guidebook

Table of Contents

Workload/Caseload.....	2
Staff Qualifications/Credentials...	3
PS Supervisor Responsibilities....	4
Professional Development.....	5
Delivery of Services.....	6
Placement Continuum.....	7
Education Management Info. System (EMIS).....	8
Child Outcomes.....	9-10
Part C to Part B Transition.....	11
Evaluation Team Report (ETR) ...	12
Individualized Education Program (IEP).....	13
Contracted Services.....	14

WORKLOAD/CASELOAD

Class Size Determination

Caseload Determination Assurance for Specially Designed Instruction Each preschool lead teacher will have an AM session and a PM session with students. Each session will have a maximum of 16 students with no more than 8 students with disabilities. Each lead teacher will have an assistant teacher for an 8:1 student-to-staff ratio. Class placement will be at the discretion of the Preschool Supervisor and will take into consideration student needs and current class size. Classes will be as even as possible.

Caseload Determination

Each lead teacher could have a maximum caseload of up to 16 students with disabilities. There could be a maximum of 8 in the AM session and 8 in the PM session. Caseloads will be determined based on the Service Provider Ratio and Workload Calculation provided by the State of Ohio. Caseloads will be determined based on disability category ratio and ability to provide specially designed instruction to all students on a caseload.

Assurance for Specially Designed Instruction

The Preschool Supervisor will ensure that all lead teachers have adequate time to provide specially designed instruction to all students on a teacher's caseload. The Service Provider Ratio and Workload Calculator may be used to determine if there is enough time in the week to provide services to all students.

STAFF QUALIFICATIONS & CREDENTIALS

Lead Teacher Qualifications

Per Northeastern Local Schools Board of Education Policies, teachers must hold a valid license issued by the State to teach in all assigned areas. Teachers have completed all requirements for certification/license applicable to the area in which they will provide instruction. Preschool lead teachers should possess one or both of the following: Early Childhood (P-3) License, Early Childhood Intervention Specialist (P-3), and Early Childhood (P-5).

Assistant Teacher Qualifications

Per Northeastern Local Schools Board of Education Policies, classified staff may not be recommended to the board without having visual evidence of proper certification/licensure or that an application for such is in process. Assistant Teachers should possess the following certification at a minimum: Educational Aide Permit to be renewed on an annual basis.

Personnel Files

All preschool staff will keep a record of their certification/licensure in their classrooms. Official files for each staff member will be kept in the Board of Education office.

PRESCHOOL SUPERVISOR RESPONSIBILITIES

Preschool Supervisor Qualifications

Per Northeastern Local Schools Board of Education Policies, any person employed as an administrator shall possess a valid certificate/license issued under Ohio law and shall file a copy of his/her certificate/license with the district. The preschool supervisor position should possess an Ohio Administrator License or Ohio Principal License to include preschool. Official files for the preschool supervisor can be found in the Board of Education Office.

Responsibilities

- Ensuring compliance and oversight with the licensing of preschool programs and enforcement of rules
- Assisting ECE personnel responsible for providing Specially Designed Instruction
- Ensuring the development and implementation of interagency agreement
- Facilitating the provision of ECE comprehensive delivery systems for young children with disabilities including integration of education, health, social services, and parent education components to be discussed yearly with staff members
- Development of professional development plans for assistant teachers
- Evaluations of assistant teachers twice per year Participate in Step Up to Quality and maintain a Gold, Silver, or Bronze rating
- Assist with the implementation and evaluation of state standards Collaborate with other ECE providers such as Head Start, Early Intervention, Developmental Disabilities, Family and Children 1st Council, community childcare, and other community preschools
- Collaborate with State Support Team 10 for training and technical assistance

All responsibilities should be documented through email, meeting minutes, or other documentation.

PROFESSIONAL DEVELOPMENT

New Staff

All new staff will complete a new hire onboarding and orientation before the first day of school at orientation. The new staff includes lead teachers, assistant teachers, and the preschool supervisor.

Within the first 60 days of school, all new staff must complete the following pieces of training in OCCRRA: First Aid and CPR.

At the beginning of the school year, all lead teachers and related service providers will meet with the preschool/special education supervisor to be trained in compliant ETRs and IEPs and will be provided with a rubric of expectations for writing compliant pieces.

All lead teachers and preschool supervisors will complete comprehensive Science of Reading Training.

Training Plan

All preschool staff members will complete the following:

- 15 hours of professional development every year
- CPR and First Aid Certification every 2 years
- Must have training in at least 2 of the following topics annually: trauma, developmental milestones, critical conversations, behavior/classroom management, family engagement, curriculum and assessment, science of reading, and inclusion
- All lead teachers and related service providers will complete the following: Team Quarterly meetings to review preschool updates, current practices, and any new training from local agencies

DELIVERY OF SERVICES

Free Appropriate Public Education

Per Northeastern Local Schools Board of Education Policies, the district is committed to providing free appropriate public education to children with disabilities identified under applicable State and Federal laws, rules, and regulations.

Lead Teachers and Related Service Providers

Related service providers will provide support to the lead teachers by helping children read their IEP goals and support lead teachers through consultation on the strategies needed to meet children's IEP goals. Related service providers and lead teachers will have co-planning time on Fridays and should meet at a minimum monthly. Documents should be kept of meetings and plans.

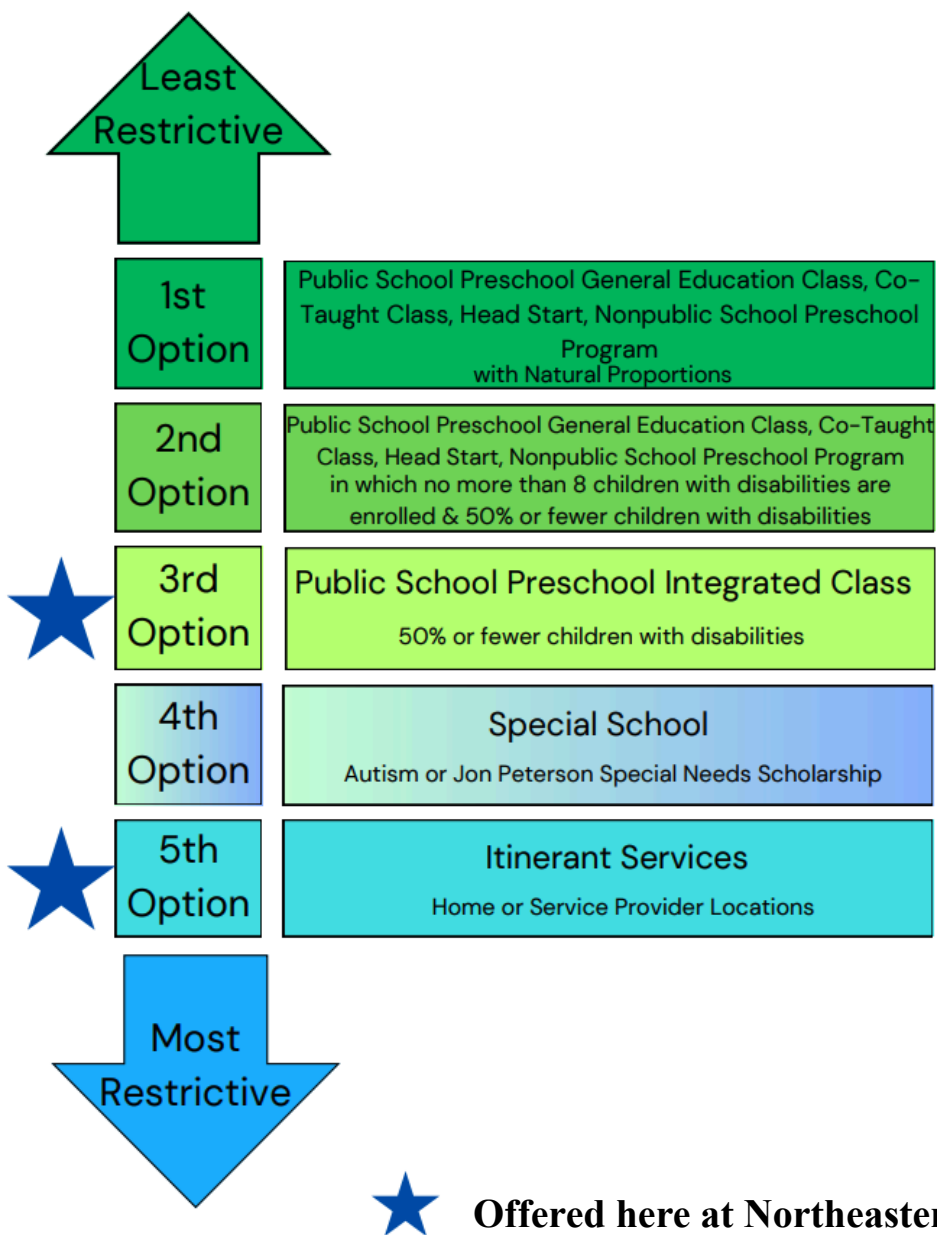
Least Restrictive Environment

Per Northeastern Local School Board of Education Policies, the primary responsibility for the administration and delivery of special education programs and services should be within the District and at the school a student would regularly attend, whenever appropriate. All preschool staff will be trained and have copies of the district's placement continuum. The placement continuum will be reviewed at each IEP meeting to determine the least restrictive environment for each student and will be documented in section 11 of the IEP and the Prior Written Notice to parents.

Transportation

Transportation is provided to all preschool students at Northeastern Local, it will be at no cost to the family.

PLACEMENT CONTINUUM



EDUCATION MANAGEMENT INFORMATION SYSTEM

Least Restrictive Environment

After the completion of each IEP meeting, the preschool supervisor will then ensure all data is correctly reported. After, the preschool supervisor will report the least restrictive environment to the EMIS Coordinator on the Monthly IEP Updates Google form. Should there be any reporting errors, the EMIS Coordinator will contact the Preschool Supervisor for correction.

Child Outcome Summaries

Child Outcome Summaries (COS) will be reported by the lead teacher. The lead teacher will report all COS scores for applicable students in the district's Data Management System (currently SameGoal). Once scores are reported in SameGoal, the EMIS Coordinator will report the scores. Should there be any missing COS scores, the EMIS Coordinator will contact the Preschool Supervisor and they will follow up with the lead teacher for reporting purposes.

CHILD OUTCOMES

Timeline

Child Outcome Summaries (COS) must be completed during the following times:

- Entry to Preschool Special Education: the COS process must be completed within 30 days following a child's eligibility determination using information collected during the evaluation period for a newly referred or transitioning child
- Exit from Preschool Special Education: The COS process must be completed within 30 calendar days of the child exiting from preschool special education. Exit events include a reevaluation resulting in the child no longer being eligible for preschool special education, a reevaluation resulting in eligibility for school-age services, the last day of preschool special education services before kindergarten transition, or withdrawal from preschool special education at the request of the parent
- Annual Progress Summary: The COS process must be completed at least annually for every child receiving preschool special education services; the process should be completed after the annual review of the child's IEP

Sources of Information

- The Early Learning Assessment- REQUIRED
- A variety of sources of information from formal and informal assessments

Formal

- Criterion-referenced
- Standardized, norm-referenced
- IEP progress measures

Informal

- Work samples
- Interviews with caregivers and service providers
- Observation of the child

Ratings

- Ratings should reflect the child's everyday functioning.
- Ratings should reflect the child's current functioning across settings and in situations that make up his/her day.
- Ratings should convey the child's functioning across multiple settings and in everyday situations, not his/her capacity to function under unusual or ideal circumstances.
- If the child is from a culture that has expectations that differ from published assessments, standards, or developmental milestones, use the expectation for the child's culture to decide if the functioning is at the level expected for the child's age.
- If assistive technology or special accommodations are available in the child's everyday environments, then the rating should describe the child's functioning using those adaptations. If technology is available in some environments or is not available for the child, rate the child's functioning with whatever assistance is commonly present.
- When determining progress ratings, the team should consider the sources and conditions under which data was collected to determine if any influences are impacting the child's progress and subsequently, impacting instructional strategies.
- A child's rating should not be determined based on the previous rating. It is recommended that teams not look at the previous rating until a subsequent rating has been determined to prevent the previous rating from biasing the next rating. The rating should be based on current sources of information.

Supervisor Responsibilities

The Preschool Supervisor must ensure all staff have been trained in the use of COS forms, evaluating the quality of data, and interpreting assessment results (new staff may ONLY be trained by qualified SST or ODE staff) Responsible for the accuracy and quality of the data reported on the summary form Responsible for coordinating with EMIS Coordinator for data entry and to ensure the data is accurately reported in EMIS

PART C TO PART B TRANSITION

Attendance at the Transition Planning Conference

Preschool staff must be in attendance at the Transition Planning Conference (TPC) and are highly encouraged to participate in meetings before the TPC. At a minimum, the school psychologist working with preschool must be in attendance and the district LEA.

Referral Timeline

The LEA, the school psychologist, is responsible for getting written informed parental consent and must complete an evaluation within 60 days of gaining consent to determine if the child is eligible for preschool special education services.

ETR and IEP Meeting

All Early Intervention Service Coordinators should be invited and in attendance at the initial evaluation meeting, as well as, the initial IEP meeting if applicable. During the evaluation, the LEA must review existing evaluation data as part of the initial evaluation.

IEP Timeline

If a student transitioning from Part C to Part B qualified for preschool special education, an IEP must be developed within 30 days of the evaluation and services must be in place by the child's 3rd birthday. Should the child turn 3 during the summer months, the district will provide services by the child's third birthday.

EVALUATION TEAM REPORT

Special Education Board Policy

Per Northeastern Local Schools Board of Education Policies, the district shall provide students with disabilities the services to which they are entitled according to their IEPs and under the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities, including Child Find and Evaluation requirements.

Teacher Responsibilities

- Must attend ETR meetings for students in their class or being placed in their class
- May be asked to attend ETR meetings for students being homeschooled or on scholarship outside of the district
- Complete rating scales as outlined on the ETR planning page
- Complete any assessments needed to report on the following developmental skills: gross motor, fine motor, cognitive/pre-academic, communication, social-emotional, and adaptive behavior
- For students currently in the class, write up an evaluator assessment report for the evaluation based on the above domains

Teacher Training

Expectations and responsibilities will be gone over with all new staff and be reviewed yearly with all preschool staff.

INDIVIDUALIZED EDUCATION PROGRAM

Special Education Board Policy

Per Northeastern Local Schools Board of Education Policies, the district shall provide students with disabilities the services to which they are entitled according to their IEPs and under the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities, including Child Find and Evaluation requirements.

Internal Monitoring System

All participants of the IEP process will be given an evaluation checklist and rubric. IEPs will be reviewed by the Special Education Director/Preschool Supervisor to ensure compliance.

Teacher Responsibilities

- Determined as a case manager for all students on IEPs in their class
- Schedule all IEP meetings with parents and any related service providers
- Attend meetings as a general education teacher for students on IEPs in other preschool classrooms
- Write compliant IEPs for all students in their class based on IEP evaluation rubric
- Complete progress reports and data collection for students on their caseload
- May be asked to write IEPs for students who are homeschooled or attend out-of-district placements on scholarship

Teacher Training

Expectations and responsibilities will be gone over with all new staff and be reviewed yearly with all preschool staff.

CONTRACTED SERVICES

Written assurances between the contracted agency and the district will be documented in the contract each year. Written assurances will include the following:

- Contracted staff meet qualifications and are properly credentialed
- Service providers are given adequate time to provide specially designed instruction for all students on caseload
- The district and contracted agency communicate yearly regarding how services are being fulfilled and all assurances are met

All contracts are kept in the Board of Education office.