**(District) MONITORING**

**PRESCHOOL ITEMS**

**DATE**

**Instructions:**

**This form was developed to assist you in compiling the information we will be discussing as part of Preschool Item Review during the Early Childhood Special Education Monitoring or Consultation/Review Process.**

**You will follow the actions requested on the Left hand column under “District Evidence & Comments”. The “ADE/ECSE Technical Assistance” column provides information that may help you in collecting items that will provide the Evidence we would expect to see for each section.**

**This document is for you to use and we will not be collecting it. Feel free to make notes anywhere in this document so you have your information readily available for discussion. Feel free to showcase the strengths of your early childhood program(s).We encourage you to share how you integrate all your district preschool program(s), collaborate with Head Start and how you implement kindergarten transition processes for all children.**

**Legend:**

Blue = Hyperlinks

Green = Items in tool box

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| **DISTRICT EVIDENCE & COMMENTS** | **ADE/ECSE Technical Assistance** |
| **Child Find and Transition** | |
| **Provide evidence of Child Find/Public Relations efforts (see Child Find/Screenings below)**   * Have a copy of your documentation of public relations efforts (ie: picture taken of Child Find posters in office, link to District Website where information is made available, event flyers, etc.) | Consider a brochure to send to home daycares and physician offices. Keep a file/record with dates and locations of newspaper articles published, posters placed brochures sent, and any other creative activities your district conducts.  [HELP Manual](https://cms.azed.gov/home/GetDocumentFile?id=5845ce3daadebe0cf0337eee)  Sample posters for tuition and disabilities  Sample Brochure |
| **Provide evidence of tracking and documentation of Preschool Child Find Activities**   * Have copy of what you use to track and document Preschool Child Find/Screening activities | Track activities for each child. This will help you keep track of the number of families served, number of screenings and relevant dates that resulted in a child qualifying, etc.  [Sample Child Find Database](https://cms.azed.gov/home/GetDocumentFile?id=5845d104aadebe0cf0337ef9) |
| **Provide evidence of collaboration with Early Intervention and Head Start as part of the transition to preschool from Early Intervention (a.k.a In-by-3)**   * Have a copy of your procedures for Early Intervention Transitions * Have copy of what you use to track and document Early Intervention Transition to Preschool Activities | Track activities for each child. This will help you keep track of the relevant dates that resulted in a child qualifying or not qualifying for services on or before their 3rd birthday, etc.  [Sample Child Find Database](https://cms.azed.gov/home/GetDocumentFile?id=5845d104aadebe0cf0337ef9)  Sample Written Early Intervention Transition Procedures |
| **Provide evidence of compliance with Child Find and referral to AzEIP (birth to 3 children)**   * Have a copy of the agenda and sign-in sheets for district Child Find annual trainings * Have a copy of AzEIP referral forms (conceal individual identifying information) or print outs of what was submitted using the AzEIP’s online referral process. | Any staff taking phone calls or greeting parents should have knowledge of your procedure and make referrals to the district in-take person for a child find referral to AzEIP.  [Child Find IGA](https://cms.azed.gov/home/GetDocumentFile?id=5613ff31aadec00414a49ea1)  [AzEIP Referral Form](https://cms.azed.gov/home/GetDocumentFile?id=5845e37baadebe0cf0337f04)  [AzEIP Online Referral](https://extranet.azdes.gov/azeip/AzeipREF/Forms/Categories.aspx) |
| **Provide evidence of compliance with 45 day Child Find/Screening time frame**   * Have a copy of your documentation of referral and screening dates (evidenced by child find data base or documents within the file). | **Referral date for Child Find is the date the parent contacts the District, NOT the screening date.**  Vision and hearing screenings **MUST** be included in the screening in addition to the rest of the developmental areas.  (1) Screenings should be scheduled once a month or at least every 45 days. This insures you have the staff and equipment available to meet the 45 day requirement.  (2) An intake form is another way to document the referral date and helps collect information prior to the screening, including home language survey information.  Sample Intake form. |
| **LRE** | |
| **Provide information regarding your District’s Least Restrictive Environment (LRE) Options.**   * Be able to describe your continuum of services. | Best practice model would be a minimum of 50% typically developing peers with 50% of children with special needs wherein services are provided with typical peers. Given that, the State realizes there are challenges and we need to think outside the box:   * Consider more tuition to create a 50-50 inclusive model. * Consider providing services to preschoolers already attending a child care center (parent continues to pay and child doesn’t have to travel) or placing child in a childcare center (district would pay tuition). * Be sure to place children in Head Start programs that would benefit from services being provided in the LRE and assist Head Start in reaching 10% minimum of children with disabilities. * Consider 3 year olds that will continue in their 4 year old preschool year that would benefit from a transition to a Head Start Program. |
| **Transition to Kindergarten** | |
| **Provide evidence of your process/procedure for children transitioning/bridging from Preschool to Kindergarten**   * Have a copy of your process and procedures for Kindergarten Transition. | Who participates in the transition process?  What does it look like for teachers? Families? Students?  Sample Transition to School-Aged Services Handbook for Parents |
| **Ongoing Progress Monitoring** | |
| **Provide evidence of Early Childhood Outcomes Data Collection (Teaching Strategies GOLD)**   * Have a copy of your written process and procedures for on-going progress monitoring and how it is being used to monitor child outcomes and drive instruction. | Staff should be using Teaching Strategies GOLD for all students.  [Early Childhood Assessment Manual](https://cms.azed.gov/home/GetDocumentFile?id=5845cc58aadebe0cf0337ebb)  [GOLD Nuggets](http://www.azed.gov/early-childhood/preschool/teaching-strategies-gold/)  Child Observations and Portfolio Rubric |
| **ECQUIP** | |
| **Early Childhood Quality Improvement Process**   * Have evidence of meeting dates, agenda, notes and team members to show meetings that have taken place. * Self-assess your program using the ECQUIP Rubric. * Completed ECQUIP Enhancement Plan | [ECQUIP Manual](https://cms.azed.gov/home/GetDocumentFile?id=5845cda0aadebe0cf0337ec3)  [Enhancement Plan](https://cms.azed.gov/home/GetDocumentFile?id=5845cef1aadebe0cf0337ef3) |
| **Other Helpful Information** | |
| **Other Helpful information:**   * Have a copy of any additional items that support your evidence | Having a parent handbook of policy and procedures is helpful as well  Classroom Team Meeting Minutes Form (See [HELP Manual](https://cms.azed.gov/home/GetDocumentFile?id=5845ce3daadebe0cf0337eee)).  Special Ed Meeting Agendas that may be put on chart size paper and put up on wall. (See [HELP Manual](https://cms.azed.gov/home/GetDocumentFile?id=5845ce3daadebe0cf0337eee) under facilitating meetings). |

Other helpful hints:

* Early Childhood Quality Improvement Process (ECQUIP) is the ongoing progress monitoring of your “program”. <http://www.ade.az.gov/earlychildhood/ECQUIP> .
* Teaching Strategies GOLD® is the ongoing progress monitoring of your students.
* Watch for professional development offerings from Early Childhood Education unit including Early Intervention Transition, Ongoing Progress Monitoring Data, Early Learning Standards Modules, HELP Conference for Beginners, etc. at [www.ade.az.gov/onlineregistration](http://www.ade.az.gov/onlineregistration) ~ go to “early childhood education”.
* Watch for professional development offerings from Exceptional Student Services (ESS) on goal writing, SAIS trainings, et.al.at. [www.ade.az.gov/onlineregistration](http://www.ade.az.gov/onlineregistration) ~ go to Exceptional Student Services. SAIS Trainings with Peggy Staples each Spring (includes submission of In-By-3 data).
* **Enhancing Arizona’s Parent Network** at<http://www.azed.gov/special-education/special-projects/secondary-transition/parent-resources/>
* **Raising Special Kids** at[www.raisingspecialkids.org](http://www.raisingspecialkids.org)
* **AzEIP** alerts should be directed the Early Childhood Special Education Office at [C2Binbox@azed.gov](mailto:C2Binbox@azed.gov) . The Alert System addresses issues that interfere with getting children transitioned by their 3rd birthday. For more information on preschool transitions see the early childhood website at <http://www.azed.gov/early-childhood/> under AzEIP Transitions, or contact Suzanne Perry via email at: [Suzanne.Perry@azed.gov](mailto:Suzanne.Perry@azed.gov)
* **Job sites:** [www.ArizonaEducationJobs.com](http://www.ArizonaEducationJobs.com) that districts can post on. [www.AzSLP.com](http://www.AzSLP.com) to assist in finding SLPs and the [www.TeachinAZ.com](http://www.TeachinAZ.com) job fair. Districts can send representatives to set up a booth and recruit from a very high number of potential applicants. ADE will be set up to certify people on the spot. This is a great event if districts are looking for special education personnel.