
CHAPTER 2

Collaborative Community Agreements

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In this chapter you will find information on the following topics:

- Financing services in community placements
- Communicating across agencies: Interagency agreements
- Collaborating with Head Start
- Planning Transportation

Financing Services in Community Placements

Financing Early Childhood Options for Families: How to Cover Costs

Numerous early childhood program options generally exist for families who want their children to participate in community programs. However, one factor that may limit the options families choose for their child is cost. Cost can also be a factor families of children with disabilities consider when reviewing placement options. It is important for programs to assure a variety of community options are available so that every family, regardless of income, has an opportunity to choose a setting appropriate for their child. In Kansas, because state education dollars cannot be spent for tuition or expenses in community (non public education) preschools or child care agencies many families have felt a financial barrier to community programs. Enrolling eligible children in public school programs is free. Thus financing community options becomes a critical component of inclusive preschool programs.

In most states, different options exist for financing early childhood community placements for families. "Formal" options may include access of state social service agency assistance for children with disabilities child care grants to low income families. Families may also choose to cover the tuition costs from personal funds or

to use the child's Social Security Insurance (SSI) benefits. Many community programs provide scholarships for children to attend their programs. "Informal" financing may be arranged through the exchange of materials and supplies between the educational cooperative or local school district needing spaces for children with disabilities and a child care center or preschool with limited resources.

An example of "bartering" is for the education unit to provide inservice training opportunities to the staff of the community program in exchange for a child's tuition. This may be appealing to some private centers who have limited funding or coverage to attend training sessions. Child care centers and preschool programs may receive additional assistance by using paraprofessional support provided by the educational cooperative or local school district. Other options including scholarships, donations from private individuals or community service organizations, disability related organization support, state social service agency funds, child care assistance, (Thompson, Wickham, Wegner, Ault, Shanks, & Reinertson, 1993) and contractual agreements are discussed in the following paragraphs.

One key option in financing services for income eligible children and families is state social service agency child care supplements. Families may complete applications for child care assistance at their local state social service agency office. Each family's eligibility is determined on an individual basis and based on current income. The social service agency will determine the number of hours each family can access child care services. Once the child is determined to be eligible for assistance and families have chosen a placement for their child, the payment of child care is provided to the center. Unfortunately, rules change frequently regarding who is eligible for these child care funds. Maintaining close contact with the local agency is key to assuring a child's placement is protected and the program's costs are covered.

Many child care and preschool settings offer children in their local community scholarships to increase children's participation. Often, it is possible to obtain

these scholarships for children with disabilities as many programs are interested in serving children with diverse needs. They can usually be obtained by calling the preschool or child care center and discussing with the director or their designee the possibility of serving a particular child in their program. Churches, particularly those which house preschool or child care programs, are also excellent sources for scholarships. Congregations as a whole may support local children's participation or individual members may "sponsor" a child contact can often be made through specific church related groups or through a notice in the church bulletin.

Organizations and civic clubs such as the Jaycees, Kiwanis, Rotary, Business and Professional Women (BPW), Seratoma, Association for Retarded Citizens (ARC), United Cerebral Palsy (UCP) may offer assistance with a child's tuition at a local preschool. National organizations often have "priorities" for community service and children knowing an agency or organization's particular focus can assist in making effective contacts and developing long term sponsorships.

Because in Kansas, it is not possible for the local school district or the educational cooperative to pay for preschool or day care center tuition. It is up to individual members of both the early childhood setting and the early childhood special education staff to work creatively to meet the needs of the child and family. Inter-agency agreements can be developed that facilitate the enrollment of children into community settings. Sometimes preschools or day care centers will hold slots for children if the local school district or education cooperative offers to compensate them with materials and supplies, paraprofessional support, or specific special education services. The school district or educational cooperative may also offer to rent space or pay utilities as compensation.

Some community centers that have limited resources and have reduced access to consumable items may be able to obtain these materials through the local school district or educational cooperatives. These materials are provided to the centers

based upon the number of children with identified disabilities enrolled in a given program. Items that large agencies access at a lower cost than small private providers can include such materials and supplies as construction paper, glue, markers, newsprint, and laminating paper. Other options include assisting with instructional materials, toys, playground equipment, or even snacks and meals.

School districts and educational cooperatives also offer paraprofessional support in early childhood classrooms depending upon the needs of individual children and families in the programs. Paraprofessional support may be offered in exchange for space for children with disabilities. The paraprofessional supports children with disabilities in community programs, as well as offering classroom assistance for all the children in the classroom. Program administrators often work out the details of the paraprofessional support within their interagency agreements.

Inservice training is yet another way to barter with community sites to find placements for children with special needs. Child care facilities generally need to obtain a certain number of inservice training points for each staff member annually to retain their licensure. When school districts and educational cooperatives offer to provide this training to child care staff at no charge, it eliminates the community program's need to use dollars to obtain training elsewhere. This also provides opportunities that and supports the key concept of joint inservice training.

Some school districts or educational cooperatives elect to pay a portion of an early childhood special education (ECSE) teacher's salary when she is employed by an early childhood center within the community. Usually, this arrangement is completed through contractual agreements with the school district or educational cooperative and the early childhood center and is in a center large enough to serve several children. This system assures placements are available on an ongoing basis for children. In addition, the special education staff are truly "included" in the center as well as the children.

Child care centers may want a mechanism available to them in their settings to insure that all children who have special needs are identified and served. They may negotiate with the educational cooperative or the school district to have developmental screening by an early childhood specialist available on an as needed basis. In addition, related service expertise in physical therapy, occupational therapy and speech language therapy can be accessed through the local school district or educational cooperative for the children. Open communication among the agencies involved and a discussion of all the available options available to sites is the key to effective financing strategies in early childhood settings.

Finally it is important to remember that not all children and families are going to need assistance with funding. Many families choose to send their child with a disability to a community program and pay the tuition, just as they would for their child without a disability.

Communicating Across Agencies

Getting Started: How to Elicit Sites for Participation in Inclusive Programming

With the passage of the Americans with Disabilities Act in 1992, child care centers were required to make their buildings and programs accessible to all persons with disabilities. Thus, any child care center should not deny a child with a disability or delay a placement in their program. However, it is also important to recognize some centers have more appropriate curriculum and more qualified personnel to meet the needs of children with disabilities and they are eager to serve children with delays or disabilities. Finding these sites and arranging for an inclusion placement often takes weeks or months in planning and preparation time. The sites need to be located if possible prior to identification of children who want them.

SELECTING A PRESCHOOL OR CHILD CARE FOR YOUR CHILD

Name of Program: _____ Program Hours: _____
 Teacher: _____ Program Address: _____
 Phone Number: _____ Date of Observation: _____

Choosing a preschool for your child can be a confusing task. These statements may help as guidelines in selecting a program.

Identify the items on the following checklist which are important to you. As you visit different programs, determine how each program measures up. You may check each item that occurs. Add up the total number of check marks for each program. The program with the highest totals will provide the best program for your child.

<p>Program</p> <ul style="list-style-type: none"> <input type="checkbox"/> The atmosphere is relaxed and accepting of children. <input type="checkbox"/> A written statement on behavior management is given to parents. <input type="checkbox"/> You can enroll your child at a convenient time. <input type="checkbox"/> The length of the day is appropriate for your child. <input type="checkbox"/> There is a daily schedule with a good balance of structured activities and free play. <input type="checkbox"/> The age range of the children in the program suits your needs. <input type="checkbox"/> Fees are acceptable. <input type="checkbox"/> Financial aid is available. <p>Staff</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are enough adults to guide and supervise the number of children and faculty. <input type="checkbox"/> The adults responsible for the program are certified teachers. <input type="checkbox"/> The staff creates a warm and comfortable environment for the children. 	<ul style="list-style-type: none"> <input type="checkbox"/> The staff communicates well with children. <input type="checkbox"/> The staff encourages independence in self-help skills (eating, dressing, etc.) <p>Services Provided</p> <ul style="list-style-type: none"> <input type="checkbox"/> Toilet training is provided. <input type="checkbox"/> Snacks and/or meals are provided. <input type="checkbox"/> All day child care is available. <input type="checkbox"/> Transportation. <p>Parent Participation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent participation in classroom activities is encouraged. <input type="checkbox"/> Parent participation in extra or special activities is encouraged. <input type="checkbox"/> Parent-teacher conferences are scheduled regularly. <input type="checkbox"/> The staff communicates to parents through daily or weekly notes or verbally each day.
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Facility

- The classroom is divided for play, work, and quiet times.
- Space is provided in the classroom for each child.
- There is adequate space provided for the number of the children in the program.
- There is an outdoor play area that is suitable for my child.
- Restrooms are accessible to children (clean area for diaper changes).

Activities

- There are a variety of activities so that each child has a chance to be successful.
- Activities that encourage language development and talking are included.
- Learning is recognized as an active process. Children take part in activities and manipulate objects while learning.

Materials

- Toys and safe materials are placed within children's reach.
- Materials are appropriate for the age and skill range of the children.
- There is a variety of safe play-ground equipment available.
- There are enough materials for a variety of activities.

Imaginative play is encouraged.

- Children have opportunities to look at books and listen to reading.
- Children participate in activities that require large muscle movements such as running and small muscle movements such as pasting and cutting.
- Children are provided with experiences that stimulate all their senses: hearing, seeing, touching, tasting, and smelling.

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 Selecting a Preschool or Child Care for Your Child, Page 2

The persons responsible for identifying community options must work with community program administrators to establish communication between the key players in the transition to the inclusive placement, including the family, the early childhood special education teacher, the paraprofessional staff, and the related service staff. This may be just one meeting to determine the steps necessary to establish a successful placement for the family, staff, and child care center or it may be a series of meetings to discuss these issues.

Observation of the proposed community option is an integral piece of the inclusion puzzle. It is important that sites are including developmentally appropriate practices throughout their curriculum, so the curriculum can be easily adapted for children with special needs. It is also important that the center have an adequate staff to student ratio. Family members should participate in the selection of the site for their child. They will want to be sure that the site is not only committed to inclusion, but will meet their child's needs and the families' preferences. Families may re-

quest guidance observing and selecting programs. The following checklist may be useful for families to select a program for their child.

Interagency Agreements

Interagency agreements are documents designed to promote successful inclusionary experiences for all parties involved in the process. The contents and the various components of the interagency agreement vary from site to site. Each agreement incorporates the policies or practices from the individual school or educational cooperative as well as the individual child care or preschool center. Included in the interagency agreement should be guidelines and timelines to promote the continuity of services for children and families. School districts and local education agencies often have different calendars and schedules for their staff and students than do child care or preschool programs. The school district usually operates on a nine month schedule whereas the community program or child care may operate on a year round timeframe schedule. These timelines need to be negotiated when personnel from both agencies (community and school) begin to discuss how children in the community program are to receive services.

Another issue addressed through the interagency agreement is the specific procedures school districts or local educational cooperatives, early intervention programs, and preschool/day care programs have developed for educational assessment. Developing procedures to avoid duplication of assessment procedures assures that children are not assessed repeatedly across programs without good reason. (Fink, Borgia, & Fowler, 1993). Assessment procedures should also not interfere with or be philosophically different across agencies. In fact, it is advisable for the school program to observe community procedures, to join their process as partners and only add specific measures as needed to meet legal requirements and monitor progress.

Logistical and support issues should be addressed through the interagency

agreement as well and will vary significantly between sites. Key issues often include, but are not limited to, transportation, parental visits, staff planning and conferencing time. In addition, special services for medically fragile children, and staff supervision, materials and instructional equipment, shared payment of utilities, food costs, equipment purchases. Other informal supports may be included.

Conferencing with families as a team should be considered and it may be helpful to clearly delineate each programs responsibilities in the agreement. The more the inter-agency agreement specifically addresses the issues identified as relevant to a particular site, the easier it will be to address problems or concerns that arise. Over time, collaboration will assist both the early childhood community program and the early childhood special education staff within the context of the community setting. Negotiation begins by both sides exploring all the available options that each party has to offer and then deciding which options best meet the needs of both agencies.

Usually the administrators, or designees, of both agencies determine what needs to be included on the interagency agreement. Persons who have decision making ability within individual agencies must be included so that the interagency agreement can be developed and implemented. However, input from direct service providers, i.e., child care staff and early childhood special education personnel, should be encouraged as they often have a more practical perspective on the implications of implementing the agreement. All parties involved with the administration and direct service delivery of inclusionary programs should see and understand the contents of the agreement. This could include, but is not limited to, the early childhood community program staff and the early childhood special education staff. Persons involved in administering the two programs should be involved; including board of directors, special education directors and superintendents.

Interagency agreements should be monitored on a regular basis to insure that areas addressed on the agreement are still meeting the needs of both agencies. Per-

INTERAGENCY AGREEMENT FOR SPECIAL EDUCATION PRESCHOOL SERVICES

This agreement is between _____ and _____ for the period of _____ to _____. This agreement is binding on the staff members of both agencies, and will be reviewed at least annually. Either agency may revoke this agreement with a notice of at least 30 days.

The purpose of this agreement is to establish working procedures between _____ and _____ in the provision of services to preschool children eligible for special education in compliance with federal and Kansas state laws and regulations.

It is the intent of this agreement to:

1. Define which services will be provided by each agency.
2. Ensure that children who are eligible for preschool special education services receive a free and appropriate public education as required by federal and Kansas state laws, regardless of the public agency administering the program.
3. Ensure that each agency cooperatively maintains communication and share leadership responsibilities at the local level to ensure that available resources are utilized in the most effective manner.
4. Ensure that cooperative arrangements between _____ and _____ are developed, implemented, and preserved.

This agreement applies only to preschool children two years old to kindergarten eligible, inclusive, who are eligible for special education services.

I. Purpose

To provide inclusive settings for children with disabilities.

II. Duration

This agreement shall cover the period from _____ through _____.

III. General Provisions of the Agreement

All parties agree:
Children with special needs are best served in environments where all children in their community would be found.

IV. Agency Responsibilities

- _____ to: (examples)
1. Provide a certified ECSE teacher to consult on children's Individual Education Plans.
 2. Provide health, medical, and TB certification information on staff and any additional information for licensing requirements.
 3. Provide a paraprofessional 3 hours per day beginning when _____ enters new facility.

4. Transportation of children to and from site.
5. Contact Social and Rehabilitative Services to obtain child care assistance for those families who may qualify.

1. Provide a certified school nurse to screen children at _____ for vision and hearing in the spring.
2. ECSE Teacher for consultation in preschool classroom 2 days.
3. Transportation of child to and from site.
4. Provide a 1/2 day child find for _____ and community in the spring.
5. Paraprofessional would be provided to _____ Monday, Wednesday, and Friday mornings unless indicated at least 1-2 weeks ahead of time.
6. Send all documentation necessary for licensing.

_____ agrees to: (examples)

1. Enroll children with identified disabilities in the program for a total of 45 hours at the rate of \$1.75/hour.
2. Team teach and collaboratively plan with ECSE staff.

1. Provides 22.5 hours per week of inclusive child care at a cost of \$1000.00 for school year.
2. Include Tri-county and PITT staff in staff meetings, team planning and children's educational programs as appropriate.

V. Individualized Education Program

1. Shall develop IEP of IFSP for each two-, three-, four-, and non-kindergarten eligible five-year old child for whom early intervention or special education and related services will be provided. _____ will be included as appropriate.
2. Shall specify in the IEP/IFSP which services will be provided by _____.
3. Shall implement, or ensure that provision is made to implement the special education and related services, as specified in the IEP/IFSP, for all children the district is mandated to serve.
4. Shall monitor implementation of all IEP/IFSP.
5. Shall conduct annual IEP/IFSP reviews and include _____ as appropriate.

1. Shall provide input into the development of the IEP/IFSP for any individual for whom they are invited to participate.
2. Shall be responsible for implementation of the IEP/IFSP for those children whom they contracted to serve, assisted by consultation/collaboration with district staff.
3. Shall be responsible for monitoring pupil progress and communication at regular intervals with the district.
4. Shall participate in annual IEP/IFSP reviews as requested for those children whom they agreed to serve.

Interagency Agreement, Page 2

5. Shall ensure that confidentiality of records and personal information is maintained in accordance with the requirements of IDEA and FERPA.

VI. Service Provision

1. Certified special education teacher will be provided by _____.

2. Related services, when appropriate, will be provided by property licensed/certificated staff. Staff member will be provided by:

- Transportation: _____
- Occupational Therapy: _____
- Physical Therapy: _____
- Speech/Language Therapy: _____
- Paraprofessional: _____

3. Names of the above individuals will be provided by _____ to _____ as indicated on page 2 (agency responsibilities).

VII. Procedural Safeguards

_____ Shall implement all procedural safeguards, including due process, confidentiality of records requirements, and placement in the least restrictive environment for all individuals eligible for special education services according to federal and Kansas state laws and regulations.

VIII. Training and Technical Assistance

1. Shall designate personnel to be responsible for coordination of services between _____ and _____.

1. Shall participate in district and other agency sponsored training opportunities as appropriate.

IX. Funding

Interagency Agreement, Page 3

X. Nondiscrimination Assurances

_____ assures the Board of _____, that they do not discriminate on the basis of race, sex, marital status, national origin, religion, handicap, or age, in the operation of business or provision of services.

XI. Confidentiality

All parties agree to the confidentiality of all children served at _____.

XII. Liability

1. _____ agrees to purchase such insurance, including but not limited to professional liability and public liability insurance and keep such insurance in force during the entire term of this agreement.

2. _____ agrees to indemnify and save harmless the _____ from and against any and all claims, suits, damages, liabilities or causes arising during the term of this agreement related to or in connection with the negligent performance or non-performance required of them including personal injury, loss of life, or damage to property.

XIII. Modification of the Agreement

Modification of the agreement shall be made by mutual consent of all parties. Termination of the agreement may occur by any party upon a 60-day notice.

Dated this ___ day of _____.

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Interagency Agreement, Page 4

sonnel changes, families moving from the service delivery area, and placement of other children in the community program may be factors to consider. Quarterly or bi-annual meetings should be completed with child care centers and preschools to monitor and update the interagency agreement if needed.

Collaborating with Head Start

Head Start as an Option for Children with Disabilities

Head Start is a federally funded program for income eligible children throughout the state of Kansas and nationwide. Head Start is an appropriate option for many families and their children with disabilities or delays because federal regulations state that 10 percent of a Head Start programs enrollment slots must be available for children with disabilities. Regardless of how a child is placed in a Head Start program, it is the responsibility of the special education cooperative or the local school district to identify, evaluate, and provide a free appropriate public education to the child. Head Start is responsible for cooperating with agencies to insure that each child with disabilities or delays receives services in their least restrictive environment. In addition, each Head Start continues to provide a range of health, dental, nutritional, developmental, and social services to all enrolled children and encourages family involvement.

Collaborating with Head Start

Placements may be negotiated for children with disabilities who are income eligible to participate in the Head Start programs. These arrangements are usually made with the local education agency or special education cooperative, since they know families request Head Start placements for their children, if this option is available. The number of slots available in a given Head Start program will vary. It is important to maintain natural proportions of children with disabilities to chil-

dren without. Head Start regulations do not require children with disabilities to meet income eligibility requirements; any child who has a delay or disability is eligible.

Head Start programs typically run from September through May. They may break for a winter recess in the months of December and January. When collaborating with Head Start programs it is helpful to let them know sometime during the month of April how many children with disabilities or delays you for see attending their program in following fall. Because Head Start is a federally regulated program, they have many rules and requirements just as special education programs do. It is critical for ECSE personnel to be knowledgeable of Head Start regulations to help reduce barriers to effective services and collaborative teaming.

Transportation

The Pros and Cons of Obtaining Transportation

For some families having their child transported to their preschool program is necessary or helpful. Families may not have reliable transportation or may only have one car. Other families are already taking their child, or the child's siblings to a preschool program, and may wish to take their child to the program themselves. Some families may feel that having their child arrive on a bus is too stigmatizing and wish their child to be as much like the other children as possible.

Who Is Responsible?

Plans for transportation to and from the site where children will receive their special education services should be written in their Individual Education Program (IEP's). Often, school districts provide transportation as a related service to the family and the child. However, if it is not documented on the Individual Family Service Plan (IFSP) or IEP, districts and special education cooperatives are not responsible

for the payment of transportation.

Who Decides?

The issue of transportation is usually discussed at the meeting to develop the IEP or the IFSP. The district discusses the options available to the family in their district and the family determines which is most appropriate for their family.

What Are the Options?

Individual cooperatives and local education agencies vary as to what type of options they are able to offer families, depending upon the size of the district and the families' choice for placement. Many local education agencies transport children with special needs to and from the place they are enrolled, whether this placement is a community preschool or a special education preschool. In the case of Head Start, school districts and special education cooperatives have typically delineated transportation arrangements in their interagency agreements. Some districts or special education cooperatives elect to also transport children's non-disabled peers if it does not require another stop or the stop is along the typical bus route.

Respecting Family Choices

Ultimately the decision about the transportation of a child with special needs lies with the family and the other members of the early childhood team. Providing families many choices for their transportation needs gives them an opportunity to examine what works best for them.

TRANSPORTATION CHECKLIST		
A "yes" answer to each of the following questions will help make sure your child is safely transported to and from the school or center.		
	Yes	No
1. Are child safety seats or wheelchair locks available for each child riding the bus or van?	<input type="radio"/>	<input type="radio"/>
2. Are child safety seats or wheelchair locks used each time a child rides the bus or van?	<input type="radio"/>	<input type="radio"/>
3. If child safety seats are not available, may I provide one for my child? If I do, will it be used only for my child each time he/she is transported?	<input type="radio"/>	<input type="radio"/>
4. Will a bus aide accompany the driver on each trip?	<input type="radio"/>	<input type="radio"/>
5. If my child has special medical problems that might require immediate attention, is the bus aide capable of providing the necessary care?	<input type="radio"/>	<input type="radio"/>
6. If a serious medical emergency occurs while riding the bus, is a contingency plan in place for taking my child to the nearest qualified emergency center?	<input type="radio"/>	<input type="radio"/>
7. Are all family members (and other caretakers) who may be taking my child off the bus in the afternoon known to the driver?	<input type="radio"/>	<input type="radio"/>
8. Is there a procedure in place for releasing my child from the bus only to persons I have named?	<input type="radio"/>	<input type="radio"/>
9. Is the amount of time my child will spend being transported to and from the program reasonable for his/her age?	<input type="radio"/>	<input type="radio"/>
10. If the program does not provide transportation, can I be reimbursed for my transportation expenses?	<input type="radio"/>	<input type="radio"/>
11. In case of bad weather, how do I find out about any changes in my child's transportation schedule?	<input type="radio"/>	<input type="radio"/>
<hr/> <hr/> <hr/> <hr/>		
Be sure that your child's wheelchair is designed for a restraining system for use in a motor vehicle. If not, request that your child be removed from the chair and placed in a safety seat while being transported. If you are not sure, contact the manufacturer.		
Lazzari, A.M. (1991). <i>The transition handbook: A practical guide for early intervention programs</i> . Tuscon, AZ: Communication Skill Builders.		

Resources and References

Manuals:

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consider. Parsons, KS: Kansas University Affiliated Program.

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Missouri Linc. (1990). Cooperative interagency agreements. Columbia, MO: University of Missouri.

Region VII Resource Access Project (1995). Developing an agreement with your local education agency. Kansas City, KS: University of Kansas Medical Center.

Books:

Beckman, P. J., & Boyes, G. B. (1993). Deciphering the System: A Guide for Families. Cambridge, MA: Brookline Books.

Rosenkoetter, S. E., Hains, A. H., & Fowler, S. A. (1994). Bridging early services for children with special needs and their families: A practical guide for transition planning. Baltimore: Paul H. Brookes.

SELECTING A PRESCHOOL OR CHILD CARE FOR YOUR CHILD

Name of Program: _____

Program Hours: _____

Teacher: _____

Program Address: _____

Phone Number: _____

Date of Observation: _____

Choosing a preschool for your child can be a confusing task. These statements may help as guidelines in selecting a program.

Identify the items on the following checklist which are important to you. As you visit different programs, determine how each program measures up. You may check each item that occurs. Add up the total number of check marks for each program. The program with the highest totals will provide the best program for your child.

Program

- _____ You feel the atmosphere is relaxed and accepting of children.
- _____ A written statement on behavior management is given to parents.
- _____ You can enroll your child at a convenient time.
- _____ The length of the day is appropriate for your child.
- _____ There is a daily schedule with a good balance of structured activities and free play.
- _____ The age range of the children in the program suits your needs.
- _____ Fees are acceptable for me.
- _____ Financial aid is available if I need it.

Staff

- _____ There are enough adults to guide and supervise the number of children and faculty.
- _____ The adults responsible for the program are certified teachers.
- _____ You feel the staff creates a warm and comfortable environment for the children.
- _____ You feel the staff communicates well with children.
- _____ The staff encourages independence in self-help skills (eating, dressing, etc.)

Services Provided

- _____ Toilet training is provided.
- _____ Snacks and/or meals are provided.
- _____ Integration into a regular pre-school program is available.
- _____ Transportation.

Parent Participation

- _____ Parent participation in classroom activities is encouraged.
- _____ Parent participation in classroom activities is required.
- _____ Parent-teacher conferences are scheduled regularly.
- _____ The staff communicates to parents through daily or weekly notes or verbally each day.

Facility

- _____ The classroom is divided for play, work, and quiet times.
- _____ Space is provided in the classroom for bins for each child.
- _____ I feel there is adequate space provided for the number of the children in the program.
- _____ There is an outdoor play area that is suitable for my child.
- _____ Restrooms are accessible to children (clean area for diaper changes).

Activities

- _____ There is a variety of activities so that each child has a chance to be successful.
- _____ Activities that encourage language development and talking are included.
- _____ Learning is recognized as an active process. Children take part in activities and manipulate objects while learning.
- _____ Imaginative play is encouraged.
- _____ Children have opportunities to look at books and listen to reading.
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- _____ Children are provided with experiences that stimulate all their senses: hearing, seeing, touching, tasting, and smelling.

Materials

- _____ Toys and safe materials are placed within children's reach.
- _____ Materials are appropriate for the age and skill range of the children.
- _____ There is a variety of safe play-ground equipment available.
- _____ There are enough materials for a variety of activities.

Vocabulary

Integration-Educating children with disabilities in a natural environment with their typical peers with the help of special teachers.

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INTERAGENCY AGREEMENT FOR SPECIAL EDUCATION PRESCHOOL SERVICES

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2. Ensure that children who are eligible for preschool special education services receive a free and appropriate public education as required by federal and Kansas state laws, regardless of the public agency administering the program.
3. Ensure that each agency cooperatively maintains communication and share leadership responsibilities at the local level to ensure that available resources are utilized in the most effective manner.
4. Ensure that cooperative arrangements between _____ and _____ are developed, implemented, and preserved.

This agreement applies only to preschool children two years old to kindergarten eligible, inclusive, who are eligible for special education services.

I. Purpose

To provide inclusive settings for children with disabilities.

II. Duration

This agreement shall cover the period from _____ through _____.

III. General Provisions of the Agreement

All parties agree:

Children with special needs are best served in environments where all children in their community would be found.

IV. Agency Responsibilities

_____ to:

examples:

1. Provide a certified ECSE teacher to consult on children's Individual Education Plans.
2. Provide health, medical, and TB certification information on staff and any additional information for licensing requirements.
3. Provide a paraprofessional 3 hours per day beginning when _____ enters new facility.

4. Transportation of children to and from site.
 5. Contact Social and Rehabilitative Services to obtain child care assistance for those families who may qualify.
1. Provide a certified school nurse to screen children at _____ for vision and hearing in the spring.
 2. ECSE Teacher for consultation in preschool classroom 2 days.
 3. Transportation of child to and from site.
 4. Provide a 1/2 day child find for _____ and community in the spring.
 5. Paraprofessional would be provided to _____ Monday, Wednesday, and Friday mornings unless indicated at least 1-2 weeks ahead of time.
 6. Send all documentation necessary for licensing.

_____, agrees to:

examples

1. Enroll children with identified disabilities in the program for a total of 45 hours at the rate of \$1.75/hour.
 2. Team teach and collaboratively plan with ECSE staff.
1. Provides 22.5 hours per week of inclusive child care at a cost of \$1000.00 for school year.
 2. Include Tri-county and PITT staff in staff meetings, team planning and children's educational programs as appropriate.

V. Individualized Education Plan

_____:

1. Shall develop IEP of IFSP for each two-, three-, four-, and non-kindergarten eligible five-year old child for whom early intervention or special education and related services will be provided. _____ will be included as appropriate.
2. Shall specify in the IEP/IFSP which services will be provided by _____.
3. Shall implement, or ensure that provision is made to implement the special education and related services, as specified in the IEP/IFSP, for all children the district is mandated to serve.
4. Shall monitor implementation of all IEP/IFSP.
5. Shall conduct annual IEP/IFSP reviews and include _____ as appropriate.

_____:

1. Shall provide input into the development of the IEP/IFSP for any individual for whom they are invited to participate.
2. Shall be responsible for implementation of the IEP/IFSP for those children whom they contracted to serve, assisted by consultation/collaboration with district staff.
3. Shall be responsible for monitoring pupil progress and communication at regular intervals with the district.
4. Shall participate in annual IEP/IFSP reviews as requested for those children whom they agreed to serve.

- 5. Shall ensure that confidentiality of records and personal information is maintained in accordance with the requirements of IDEA and FERPA.

VI. Service Provision

- 1. Certified special education teacher will be provided by _____.
- 2. Related services, when appropriate, will be provided by property licensed/certified staff. Staff member will be provided by:
 - Transportation: _____
 - Occupational Therapy: _____
 - Physical Therapy: _____
 - Speech/Language Therapy: _____
 - Paraprofessional: _____
- 3. Names of the above individuals will be provided by _____ to _____ as indicated on page 2 (agency responsibilities).

VII. Procedural Safeguards

_____: Shall implement all procedural safeguards, including due process, confidentiality of records requirements, and placement in the least restrictive environment for all individuals eligible for special education services according to federal and Kansas state laws and regulations.

VIII. Training and Technical Assistance

- _____:
- 1. Shall designate personnel to be responsible for coordination of services between _____ and _____.
- _____:
- 1. Shall participate in district and other agency sponsored training opportunities as appropriate.

IX. Funding

_____:

X. Nondiscrimination Assurances

_____ assures the Board of _____, that they do not discriminate on the basis of race, sex, martial status, national orgin, religion, handi-cap, or age, in the operation of business or provision of services.

XI. Confidentiality

All parties agree to the confidentiality of all children served at _____.

XII. Liability

1. _____ agrees to purchase such insurance, including but not limited to professional liability and public liability insurance and keep such insurance in force during the entire term of this agreement.
2. _____ agrees to indemnify and save harmless the _____ from and against any and all claims, suits, damages, liabilities or causes arising during the term of this agreement related to or in connection with the negligent performance or non-performance required of them including personal injury, loss of life, or damage to property.

XIII. Modification of the Agreement

Modification of the agreement shall be made by mutual consent of all parties. Termination of the agreement may occur by any party upon a 60-day notice.

Dated this ____ day of _____.

_____	_____
_____	_____
_____	_____

TRANSPORTATION CHECKLIST

A "yes" answer to each of the following questions will help make sure your child is safely transported to and from the school or center.

- | | Yes | No |
|--|--|--|
| 1. Are child safety seats or wheelchair locks available for each child riding the bus or van? | <input type="radio"/> | <input type="radio"/> |
| 2. Are child safety seats or wheelchair locks <i>used</i> each time a child rides the bus or van? | <input type="radio"/> | <input type="radio"/> |
| 3. If child safety seats are not available, may I provide one for my child?
If I do, will it be used <i>only</i> for my child <i>each</i> time he/she is transported? | <input type="radio"/>
<input type="radio"/> | <input type="radio"/>
<input type="radio"/> |
| 4. Will a bus aide accompany the driver on <i>each</i> trip? | <input type="radio"/> | <input type="radio"/> |
| 5. If my child has special medical problems that might require immediate attention, is the bus aide capable of providing the necessary care? | <input type="radio"/> | <input type="radio"/> |
| 6. If a serious medical emergency occurs while riding the bus, is a contingency plan in place for taking my child to the nearest qualified emergency center? | <input type="radio"/> | <input type="radio"/> |
| 7. Are all family members (and other caretakers) who may be taking my child off the bus in the afternoon known to the driver? | <input type="radio"/> | <input type="radio"/> |
| 8. Is there a procedure in place for releasing my child from the bus only to persons I have named? | <input type="radio"/> | <input type="radio"/> |
| 9. Is the amount of time my child will spend being transported to and from the program reasonable for his/her age? | <input type="radio"/> | <input type="radio"/> |
| 10. If the program does not provide transportation, can I be reimbursed for my transportation expenses? | <input type="radio"/> | <input type="radio"/> |
| 11. In case of bad weather, how do I find out about any changes in my child's transportation schedule? | <input type="radio"/> | <input type="radio"/> |

Be sure that your child's wheelchair is designed for a restraining system for use in a motor vehicle. If not, request that your child be removed from the chair and placed in a safety seat while being transported. If you are not sure, contact the manufacturer.



Lazzari, A.M. (1991). *The transition handbook: A practical guide for early intervention programs*. Tuscon, AZ: Communication Skill Builders.