

Preschool Special Education Contact Worksheet

We are working to identify a Preschool Special Education Contact in each district. This person will be the “point person” regarding Preschool Special Education. This activity is a step in creating a description of the roles and responsibilities of that person. Below is a table of some potential activities for that point person. In work groups, please discuss these ideas, add others and/ or change wording to meet your district’s needs. Also include any challenges or barriers you foresee and areas for enhancement.

Activity	Are you doing this now?	With whom?	What are the Challenges?	What are some ideas for enhancement?
Disseminates information about ECSE, memos from MDE, best practice briefs, CIMS updates and specific information related to ECSE indicators.		<ul style="list-style-type: none"> • Special Education Directors • Supervisors • ECSE teachers • Itinerants • LEAs • Coordinators • Monitors • Inclusion Teachers • Early on • Preschool Partnership 	<ul style="list-style-type: none"> • Some LEA’s feel isolated • LEA’s run programs differently • Organizing vast amounts of information • Need to understand information before it is disseminated • Time to train on issues • Deciding what information needs to go to whom • High turnover with personnel 	<ul style="list-style-type: none"> • Creating an ISD specific listserv • A clearer definition of the role for 619 contact • Increase communication between Early On and Special Ed. • Develop a coding system to indicate if it is FYI or rule/spp indicator • Pre-written memo’s to different audiences • Create a flow chart for disseminating information • Keeping us updated ASAP
Communicates Federal and State polices to preschool special education personnel.		Same as above	<ul style="list-style-type: none"> • Wonders what information actually gets to the teachers • Clearer way to communicate critical updates from MDE • Follow –up delayed 	<ul style="list-style-type: none"> • Schedule regular meetings with district contact people. • Review federal and state laws and ISD plan • Schedule district contact meetings

				<ul style="list-style-type: none"> • Better define roles
<p>Supports to improve compliance and results on the key indicators.</p> <ul style="list-style-type: none"> a. Preschool Education Environments b. Preschool Outcomes c. Transition 		<ul style="list-style-type: none"> a. Directors, coordinators, teachers, ECSE teachers b. All LEAs, Itinerants, Teachers, Para Pros(Sometimes) c. CIMS, coordinators, directors, supervisors, Early On coordinators, teachers, principals, parents 	<ul style="list-style-type: none"> a. LRE, funding, hard to find time to plan, rules prohibitive by some preschool programs, no clear model, collaboration, time, distance b. Viewed as paper work, fidelity of implementation of assessment/determining outcome, differences in rating between C and B c. Use of different information systems., kids moving out of county/district, staff?, method of collection changes yearly, decisions about inclusion-where to send kids, places for the kids to go. Turnover (Principals) time and people, making sure timelines are met, how to transport children and places for them to go 	<ul style="list-style-type: none"> a. Flexibility in funding, more collaboration, clear guidance from MDE, b. More collaboration between C and B, no kids on Fridays to allow for more collaboration c. Make sure contact person and transition person is the same, upcoming webinars should help, have a transition coordinator, PD to align curriculum

Communicates professional development opportunities.		<ul style="list-style-type: none"> • Teachers • Service providers • District contacts • ISDs • Locals 	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • More collaboration among ISDs • Develop/ update contact group/listserv • Have a Preschool Leadership Team schedule joint PD. (GSRP, HS, ECSE) • Early childhood conference, many do locally
Serves as a liaison between district and MDE or between district and Preschool Special Education Trainer and TA.		<ul style="list-style-type: none"> • ISDs • Locals 	<ul style="list-style-type: none"> • Directors, Special Ed, GSRP and Head Start not all at the same table 	
Quality Improvement				<ul style="list-style-type: none"> • PQA's

Notes: