

City of Seattle Department:	Education and Early Learning
Division:	Early Learning
Program(s):	Seattle Preschool Program
Policy Area:	Social Emotional Development
Title:	Procedure for Accessing Additional Supports for SPP Providers
Effective Date:	February 8, 2016
Anticipated Review/Revision Date:	July 31, 2016

Background

Since the majority of preschoolers do not yet have a diagnosis of a behavioral or health need, SPP will conduct screening processes at least once per year. The SPP Action Plan states that:

In classrooms where more than 6 of the students are considered to be members of a “special population” as defined in the Implementation Plan... additional instructional staff support will be provided for the classroom.

Provider agencies may request additional funding through the DEEL Coach assigned to the classroom when screenings or other information result in 6 or more children being included in one of the following designations:

- Children in the child welfare system
- Children living in transitional housing
- Children from homeless families
- Children with healthcare needs (as evidenced by a doctor’s report)
- Children with mental health needs (as evidenced by behavioral screening and parent/teacher/coach observation)
- Children with developmental needs (as evidenced by developmental screening and parent/teacher/coach observation)

This funding may be used to support additional staff time to reduce the standard adult-child ratio and maximum class size, materials, training, and other needed assistance as identified by the provider agency in partnership with the DEEL Coach. Children who have experienced major life changes related to living situations, such as immigrant and refugee children, may qualify for additional support when teachers and coaches identify an unmet need.

SPP provider agencies will adhere to all Individualized Education Programs (IEPs).

Process for identifying needs and developing a plan of action

Step 1: The center director, site supervisor, or floater completes three 15 minute observation cycles at different times of day on three consecutive days for each child in need of additional support. Note the date, time, child’s age, other children or adults interacting with the child in the setting. For 15 minutes,



record everything the child and says and does. Include what others say to and do with the child. Only record what you see or hear. The observer should not intervene unless absolutely necessary.

Step 2: Submit these observations to the DEEL Coach for the classroom.

Step 3: The DEEL Coach completes a single observation of the child, following the protocol described above.

Step 4: The DEEL Coach and instructional staff meet to discuss a plan of action to address this child's needs. This plan may include requesting support from Public Health Seattle-King County ("PHSKC").

Step 5: Repeat the observation cycle after implementing the plan of action for two weeks.

Please note: In instance when the child in question is acting aggressively toward him/herself or other children, the provider staff should record these observations, but contact PHSKC and the DEEL Coach as soon as possible to determine the type of intervention to pursue.

Process for accessing additional funds through SPP

Step 1: Determine the number of children in the classroom that qualify as members of "special populations" as defined above. The best time to do this is immediately following completion of the ASQ assessment.

Step 2: If the number of children who qualify is 6 or more, proceed to step 3.

In most cases, if the number is 5 or fewer, no additional funding is available at this time.

In extenuating circumstances, funds may be made available to meet the needs of a child even if there are fewer than 6 children in the classroom who qualify as part of a "special population." This funding may be allocated at the discretion DEEL Director of Early Learning.

Step 3: The DEEL Coach reviews the observations and recommended plan of action with the DEEL Manager for QPPD. The DEEL Manager will either approve the recommended plan of action, thereby approving expenditures if needed, or advise alternate intervention strategies as needed.

