

**NEBRASKA DEPARTMENT OF EDUCATION
 PREKINDERGARTEN PROGRAM REPORT
 For 2016-2017 School Year**

District Name/ESU Number:		County District Number:	
Address:		City:	Zip Code:
Program Contact:		Title:	
Telephone Number:	FAX Number:	E-mail Address:	

PROGRAM OPERATION

Yes, this public school district/ESU **does** operate a prekindergarten program in the 2016-2017 school year.

*If you checked **yes**, please complete pages 2-10, sign below and return to the NDE Office of Early Childhood at the address above.*

No, this public school district/ESU **does not** operate a prekindergarten program in the 2016-2017 school year.

*If you checked **no**, please sign below and return this page to the NDE Office of Early Childhood at the address above.*

Signature of District Superintendent/ESU Administrator:	Date:
By signing this you are confirming that this form is completed accurately and to your best knowledge.	

REGULATIONS for PREKINDERGARTEN PROGRAMS

004.00

Requirements For All Prekindergarten (Center-based and Home-based) Established By School Boards or Educational Service Units

Yes	No	
		004.01 <u>Stated Purpose.</u> Each program shall have a stated purpose of promoting social, emotional, intellectual, language, physical, and aesthetic development and learning for the children served and of promoting family development and support.
		004.02 <u>Planning.</u> Each program shall have a planning period. The planning period shall include activities associated with:
		A Determining the community's unmet needs for early childhood education for prekindergarten children in terms of the number of such children in the community, an estimate of the number of children at risk, kinds of programs available, numbers of children birth to kindergarten entrance age who are not currently receiving services, and barriers to the provision of services.
		B Developing cooperative relationships with public and nonpublic providers of early childhood programs, including the development of cooperative agreements and contracts, as needed to carry out the proposed program.
		C Recruiting and training staff.
		D Identifying and listing existing school-community resources available to provide comprehensive services to the program participants.
		004.03 <u>Advisory Committee.</u> A local Early Childhood Advisory Committee shall be established with membership representing families and community members.
		N/A A An existing advisory committee such as that required for services to children below age five (5) with disabilities in Title 92 NAC Chapter 51, a Head Start Policy Council, or a Title I Advisory Committee, may serve this purpose if the representation conforms with this section and the mission is expanded to encompass the purpose of this Chapter.
		B Advisory Committee meetings are subject to the Open Meetings Act as described in Neb. Rev. Stat. §84-1407 to 84-1414. (Advisory Committee meetings follow the requirements of the Open Meetings Act)
		004.04 <u>Coordination with Existing Programs and Funding Sources.</u> Each program shall develop, and keep on file, a written plan to show that the program will be coordinated or contracted with existing programs, including those listed in Subsection 004.04A and nonpublic programs which meet the requirements of this Chapter. Each program shall develop and keep on file a written plan to coordinate and use a combination of local, state, and federal funding sources including, but not limited to, those listed in Subsection 004.04A in order to maximize the participation of economically and categorically diverse groups of children and to ensure that participating children and families have access to knowledge of comprehensive services that may be available.
		A For the purposes of Subsection 004.04, existing programs and funding sources are as follows:
		A1 Grants provided through the Early Childhood Education Grant Program for children ages three to kindergarten entrance age under Neb. Rev. Stat. § 79-1103 and the Early Childhood Grant Program for children ages birth to three (Sixpence Grants) under Neb. Rev Stat. § 79-1104.02
		A2 Programs for children with disabilities below five years of age funded through the Special Education Act, the Early Intervention Act, and funds available through the flexible funding provisions under the Special Education Act.
		A3 The federal Head Start or Early Head Start program.
		A4 Title I of the federal funds provided through the Elementary and Secondary Education Act and subsequent reauthorizations or other appropriate federal legislation.
		A5 Child care assistance through the Department of Health and Human Services.
		A6 Local district funds.
		A7 Funds obtained through contracts with other school districts, such as contracts to provide services to children below age five with disabilities pursuant to 92 NAC 51.
		A8 Private grants and gifts.
		A9 Parent fees from the program's locally-developed sliding scale.
		A10 Nonpublic prekindergarten programs which meet the requirements of Neb. Rev. Stat. § 79-1104(2) and this Chapter.

Yes	No	
		004.05 <u>Fees.</u> Fees if charged shall not exceed the actual cost for providing prekindergarten programs. Programs charging fees shall have a plan to use a sliding fee scale in order to maximize the participation of economically and categorically diverse groups. Programs may waive fees on the basis of need. This Subsection does not allow any school district to fail to meet its responsibilities under the Special Education Act (Neb. Rev. Stat. § 79-1110 to § 79-1167).
		004.06 <u>Program Coordinator.</u> Prekindergarten programs shall be coordinated by a staff member who holds a Nebraska Teaching Certificate with at least 9 college credit hours in early childhood education.
		004.07 <u>Program and Staff Requirements.</u> All teachers and administrators in prekindergarten programs established by the Department pursuant to 92 NAC 21. Each center-based part-day or full-day program shall meet program and staff requirements in Section 005 of this Chapter. Each home-based program shall meet the program and staff requirements in Section 006 of this Chapter.
		004.08 <u>Participation and Inclusion.</u> Participation of children and families in any program under this Chapter shall be voluntary. Programs shall not exclude children verified as having disabilities pursuant to 92 NAC 51 or 52. Programs shall include to the extent possible children of diverse social and economic characteristics.

005.00

Additional Program and Staff Requirements for Prekindergarten Programs Serving Children Birth to Kindergarten Eligibility Age in a Center-Based Program

<input type="checkbox"/>	<p>District <u>does not</u> operate a Center-Based Program. Do not complete 005.01 – 005.13, proceed to section 006.00 on page 8.</p>
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Yes	No	
		005.01 <u>Instructional Hours.</u> Each class in the program shall operate a minimum of twelve (12) instructional hours per week during the school year. Programs receiving grant funds pursuant this Chapter or receiving Tax Equity and Educational Opportunities Support Act (TEEOSA) funds shall operate a minimum of four hundred and fifty (450) instructional hours per school year.

Early Childhood (Prekindergarten) instructional program hours are being collected through the Consolidated Data Collection (CDC). Districts must indicate the total number of hours per week and per year for each classroom group of children.

Yes	No	
		005.02 <u>Family Development and Support.</u> Each center-based part-day or full-day prekindergarten program shall provide a strong family development and support component which recognizes the central role of parents in their children's development and establishes a working partnership with each parent. The family development and support component shall include, as a minimum:
		A Written information for families about the program's philosophy, policies, and procedures.
		B An orientation to the program for children and families.
		C At least two (2) home visits per year between the parent(s) and the teacher to discuss the child's development and learning. If the family decides to have the visit at another location other than the home, it must be conducted at a location determined jointly by the family and teacher.
		D Specified opportunities for program staff to dialogue with families through such activities as parent conferences, participation on advisory committees, needs assessments, participation as classroom volunteers, and flexible scheduling of meetings and events.
		E Services based on the family's needs and interests that include but are not limited to, components that will enhance parent skills and the family's ability to access community resources.
		005.03 <u>Developmentally and Culturally Appropriate Curriculum, Practices, and Assessment.</u> The part-day or full-day center-based prekindergarten program shall provide a play-oriented learning environment, which facilitates the optimal growth and development of children, with opportunities for age-appropriate learning experiences through active involvement with people and materials.
		A A written program plan shall be developed to explain and implement the program. The written program plan shall include a description of how the program curriculum, practices, and assessment provide a variety of developmentally appropriate, experiential activities which:
		A1 Promote a positive self-concept in each child.

Yes	No	
		005.03 A2 Foster attachments for all children by ensuring they have consistent teachers and paraeducators daily.
		A3 Develop social skills in each child.
		A4 Encourage each child to think, reason, question, and experiment.
		A5 Foster both receptive and expressive language development and provide early literacy experiences.
		A6 Incorporate family literacy experiences.
		A7 Develop an understanding of quantities of things, of time, and of space.
		A8 Enhance each child's physical development and skills.
		A9 Encourage sound safety, health, and nutritional practices, including avoidance of controlled substances.
		A10 Stimulate each child in creative expression and appreciation of the arts.
		A11 Include exploratory play in a language and literacy-rich environment during a majority of the daily schedule.
		A12 Reflect and respect the diversity of races, national origins, gender, and physical and mental abilities in the larger society and with particular emphasis on the cultural and ethnic backgrounds of the children enrolled through planned activities, use of materials, and use of equipment.
		A13 Use positive, age-appropriate techniques of child guidance including redirection, anticipation, and elimination of potential problems, and encouragement.
		A14 Use child assessment (evaluation) practices based on documentation gathered through an established system of ongoing observation and assessment to provide objective measures of each child's performance and progress in development and learning. The assessment data is used to plan activities to meet the individual needs of children. Any formal assessment tools used shall meet accepted standards of reliability and validity.
		A15 Link the prekindergarten to the district's kindergarten/primary program through a written transition plan insuring continuity, identification, and implementation of processes necessary to facilitate the transition of children. The prekindergarten program shall be included in the district school improvement plan.
		A16 Include a well-defined language development and early literacy emphasis, including the involvement of parents in family literacy activities.
		A17 Provide at least one outdoor play period (weather permitting) daily.
		005.04 <u>Evaluation and Quality Assurance.</u> The program shall participate in periodic program evaluations to assure program quality and positive child outcomes. The evaluation process will be designed by the Department and will include, but not be limited to the following:
		A An assessment of program quality.
		B A report of child outcomes including at least one objective measure of child performance and progress.
		C A written plan for dissemination of the results of the evaluation.
		005.05 <u>Program Staff.</u> The prekindergarten program shall use qualified staff as set forth below.
		A <u>Teacher.</u> Any teacher in a prekindergarten program shall hold a valid Nebraska Teaching Certificate with an endorsement in Early Childhood Education (age 3 through Grade 3), Early Childhood Special Education (Birth through Kindergarten), or Early Childhood Inclusive (Birth through Grade 3). A program may employ a teacher without such an endorsement if the teacher files with the Department a plan developed by the teacher and the cooperating college or university to complete the endorsement as part of the annual Early Childhood Program Report. The plan will require the teacher to receive at least six (6) semester hours of credit annually toward completion of the endorsement. When fifty percent (50%) of the required courses have been completed, the teacher is eligible for a provisional endorsement pursuant to 92 NAC 24.

Teacher qualification information is being collected through the Nebraska Student and Staff Record System (NSSRS). Districts must complete a Staff Template and Staff Assignment Template for each teacher. All early childhood teachers must be reported as prekindergarten. For any program employing a teacher not having an early childhood education endorsement, the teacher's plan for and progress toward completion of the endorsement must be submitted yearly to NDE, Office of Early Childhood.

Yes	No	
		<p>005.05 B <u>Paraeducator</u>. A paraeducator assigned to work as a member of a team in a classroom setting shall have received at least twelve (12) semester hours of undergraduate or graduate credit in child development/early childhood education, or the equivalent in prior training or experience as determined by the Commissioner or his or her designee. Equivalencies include, but are not limited to the following:</p> <ol style="list-style-type: none"> 1 Holding a current Child Development Associate Credential issued by the Council for Early Childhood Professional Recognition in Washington, D.C. shall be an equivalent for the twelve (12) semester hour requirement. 2 Holding a current Nebraska teaching certificate with a K-6 elementary endorsement shall be an equivalent for the twelve (12) semester hour requirement. 3 Each two (2) years of employment in a program serving children birth through second grade shall be an equivalency for three (3) credit hours of the twelve (12) semester hour requirement. This experience may count for a maximum of six (6) of the twelve (12) semester hour requirement. 4 Early childhood training hours (including web-based training) provided by or sponsored by the Nebraska Department of Education Office of Early Childhood shall count toward the twelve (12) semester hour requirement. Fifteen (15) clock hours constitute one (1) semester hour. 5 The program may employ a paraeducator who does not meet the twelve (12) semester hour requirement as long as the paraeducator completes a minimum of six (6) semester hours or the equivalent in training or experience within the first year of employment and meets the full twelve (12) semester hour requirement before the end of the second year of employment.
		<p>N/A <input type="checkbox"/></p>

Indicate the total number of paraeducators in the program and indicate how many meet the specified Rule 11 requirement.

	005.05B5	How many paras are in year 1 of employment and are completing 6 semester credit hours in child development/early childhood education or the equivalent
	005.05B5	How many paras that are in year 2 of employment and are completing 12 semester credit hours in child development/early childhood education or the equivalent
	005.05B5	How many paras have completed 12 semester credit hours in child development/early childhood education or the equivalent
		Total Number (add boxes above) of paraeducators that are in the district's early childhood program. (year 1, year 2 and have completed 12 hours)

Yes	No	
		<p>005.05 C The prekindergarten program may employ a home visitor in a center-based program who provides family development and support services under the direction of a teacher. The home visitor shall have at least twelve (12) semester hours of undergraduate or graduate credit in one or a combination of the following areas:</p> <ol style="list-style-type: none"> 1 Early Childhood Education or Early Childhood Special Education; 2 Nursing, including at least twelve (12) graduate or undergraduate hours in any combination of family centered practices or child and youth development; 3 Child Development; 4 Sociology or Psychology, including coursework in the area of family centered practices or child and youth development; or 5 Social Work, including coursework in the area of family centered practices or child and youth development.
		<p>D <u>Orientation</u>. All staff working in the prekindergarten program shall be provided with an orientation prior to having direct responsibility for the care and teaching of children or for providing family and development services. The orientation shall include job duties and responsibilities, building safety procedures, information about the state law regarding reporting suspected cases of child abuse and neglect, child assessment information, and daily routines and schedules.</p>
		<p>E <u>Language Resource</u>. If the majority of children enrolled in the program use a common language other than spoken English, at least one staff member who uses such language shall be available as an active participant to communicate with such children in classroom and group experiences. Where less than a majority of the children enrolled in the program speak a language different from the rest, one staff member or a community resource person or parent shall be identified to serve as a resource to the program.</p>
		<p>N/A <input type="checkbox"/></p>
		<p>N/A <input type="checkbox"/></p>

Yes	No	
		005.05 F <u>Staff Development Plan.</u> There shall be a written plan detailing staff development opportunities for all staff working in the program who have regular contact with children and their families.
		G <u>Staff Development Hours.</u> Teachers and paraeducators who have regular contact with children in early childhood programs shall participate in at least twelve (12) clock hours annually of staff development related to prekindergarten or child development.
		H <u>Background checks.</u> Program staff who are not required to hold a Nebraska Teaching Certificate and who have contact with children shall be checked by program administration against the Nebraska Central Registry of Child Abuse and Neglect, and the Nebraska Adult Protective Services Registry before being hired.
		005.06 <u>Child/Staff Ratio and Group Size.</u> Child/staff ratios and group sizes shall be maintained as indicated below with staff assigned who meet the qualifications described in Section 005.06. When age groups are mixed, the lower ratio shall prevail.
	N/A <input type="checkbox"/>	A If the program serves infants, one (1) staff member in the classroom setting shall hold a valid Nebraska Teaching Certificate. A paraeducator or an additional teacher shall be assigned to assure a ratio of at least one (1) adult for each four (4) children with a maximum group size of eight (8). (See definition of infant)
	N/A <input type="checkbox"/>	B If the program serves toddlers, one (1) staff member in the classroom setting shall hold a valid Nebraska Teaching Certificate. A paraeducator or an additional teacher shall be assigned to assure a ratio of at least one (1) adult for each six (6) children with a maximum group size of twelve (12). (See definition of toddler)
	N/A <input type="checkbox"/>	C If the program serves preschoolers, one (1) staff member in the classroom setting shall hold a valid Nebraska Teaching Certificate for each group of twenty (20) children. A paraeducator or additional teacher shall be assigned to assure a ratio of at least one (1) adult for each ten (10) children with a maximum group size of twenty (20). (See definition of preschooler)
	N/A <input type="checkbox"/>	D In full-day programs where children nap, the certified teacher may be out of the classroom during the nap period as long as the children are adequately supervised by other staff and the teacher is readily available.
		005.07 <u>Facilities, Equipment, Health and Safety.</u>
		A Classroom settings shall provide at least thirty-five (35) square feet per child of space usable by the children.
		B An outdoor play area that is protected by fences or physical barriers shall be available which provides at least seventy-five (75) square feet per child of play space.
		B1 The fence or physical barrier shall be of a type of structure that is a continuous barrier and is at least 36 inches in height, flush with the ground, and without any gaps that would allow a child to exit the protected area.
		C Each classroom setting and outdoor play area shall be equipped with safe, durable, age-appropriate equipment and materials for indoor and outdoor activities.
		D If needed, modifications of the equipment, materials, and activities shall be made to assure maximum participation in the ongoing activities of the program for children with disabilities attending the program.
		E Equipment and materials shall be organized into clearly defined areas of interest that are arranged to encourage independent choice; cooperative activity; and alteration between quiet and active exploration and teacher-and child-initiated activities.
		F Each prekindergarten program shall maintain safe, healthful, and sanitary conditions within the facilities used for the program and on the outdoor playground and meet applicable fire, safety, and health codes.
		G At least one (1) staff member per class who has received first aid and CPR training specifically designed for children shall be on duty at all times. Written verification of current training shall be available.
		005.08 <u>Meals and/or Snacks.</u> The program shall provide each class at least one meal and/or snack that meets USDA Child Nutrition Program guidelines each day. All tables used for meals and snack shall be properly sanitized.
		005.09 <u>Immunizations.</u> The school district shall comply with all state statutes and regulations regarding the immunization status of all enrolled children.

Yes	No	
		005.10 <u>Supervision.</u> Adequate and appropriate supervision shall be provided at all times children are in attendance, including during outdoor play and field trips. Adequate and appropriate supervision includes, but is not limited to, knowing the whereabouts and being within sight or sound of children at all times.
		005.11 <u>Toileting.</u> The program shall ensure the toileting needs of all children are met immediately. The program shall ensure wet and/or soiled clothing is changed immediately.

<input type="checkbox"/>	District <u>does not</u> operate an infant and toddler program. Do not complete 005.12 – 005.12P
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Yes	No	
		005.12 <u>Infants and Toddlers.</u> Programs serving children birth to age 3 shall meet the following requirements:
		A The physical, emotional and social needs of infants and toddlers shall be met consistently and promptly;
		B Formula and feeding schedules shall be obtained from parents;
		C Infants shall not sleep with bottles;
		D Bottles shall not be propped;
		E If formula is used, it shall be a commercially made product;
		F All breast milk and prepared formula shall be refrigerated and clearly labeled with the child's name; and unused prepared formula shall be discarded as indicated by the label;
		G Unfrozen breast milk shall be discarded after 48 hours; and frozen breastmilk shall be discarded after three months;
		H Only highchairs with three point safety straps shall be used;
		I Infants shall be placed on their backs to sleep except in cases where there is a medical reason the child shall not sleep on its back; and written verification of the medical reason from the child's physician shall be available;
		J Wet or soiled diapers shall be changed immediately and disposed of in a sanitary manner;
		K Individual cleaning cloths shall be used for diapering;
		L Diaper changing surfaces shall be cleaned and disinfected after each use and staff shall use proper hand washing techniques after each diaper change;
		M Toileting shall be done in a manner agreed upon with the parent;
		N Potty chairs shall be cleaned, disinfected, and properly stored away from play areas;
		O All cribs and playpens shall meet federal safety standards as indicated by the Consumer Product Safety Commission; and
		P All cribs and playpens shall not contain any soft objects, bumper pads, toys or loose bedding.

<input type="checkbox"/>	District <u>does not</u> operate a Sixpence program. Do not complete 005.13
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Yes	No	
		005.13 <u>Sixpence Programs.</u> School districts that receive Early Childhood Endowment birth to three grants, also referred to as Sixpence programs, may be required to meet additional grant-related program requirements established by the Endowment Board of Trustees. (District meets Sixpence Requirements)

006.00

**Additional Program and Staff Requirements for Prekindergarten Programs Serving Children Birth to Kindergarten Eligibility Age in a Home-Based Program
(Do not complete for Home-Based Early Childhood Special Education)**

**District does not operate a Home-Based Program.
Do not complete 006.00 – 006.05C**

Yes	No	
		006.01 <u>Contact Hours in Home-Based Programs.</u> Program staff shall have contact with each enrolled family at least three (3) times each month for a minimum total of 180 minutes. A minimum of 120 minutes shall be face- to- face contact with the family. Contact may be completed by the home visiting specialist or the home visitor. If a school district or educational service unit contracts with another organization to provide early childhood services, the district or ESU shall ensure the adequate number of hours are provided as required in this subsection.
		006.02 <u>Family Development and Support.</u> Each home-based prekindergarten program shall include the following, as a minimum:
		A Written information for families about the program's philosophy, policies, and procedures;
		B An orientation to the program for families; and
		C Delivery of services that are based on family needs and interests and that focus on the child's development and positive family outcomes. Services shall be provided year round following a curriculum that meets the requirements of subsection 006.05.
		006.03 <u>Developmentally and Culturally Appropriate Curriculum, Practices, and Assessment in Home-Based Prekindergarten Programs.</u> Each home-based prekindergarten program shall provide curricula that are researched-based and designed to work with families that facilitate the optimal growth and development of children and that are culturally appropriate for all families served. The program shall also include a well-defined language development and early literacy emphasis, including the involvement of families in literacy activities.
		A Each program shall have a written program plan that shall include a description of program curriculum, practices and assessments used. This plan must be provided to all parents and be available to the Department upon request.
		006.04 <u>Evaluation and Quality Assurance.</u> Each home-based program shall participate in periodic program evaluations to assure program quality and positive child outcomes. The evaluation process will be designed by the Department's Office of Early Childhood and will include, but not be limited to the following:
		A An assessment of program quality;
		B A report of child outcomes including at least one objective measure of child performance and progress; and
		C A written plan for dissemination of the results of the evaluation.
		006.05 <u>Program Staff.</u> In order to provide home-based services, each home-based program shall use one or more home visitor specialists and may in addition use one or more home visitors who meet the qualifications below:
		A <u>Home Visiting Specialist.</u> Any home visitor specialist in a home-based program shall have a bachelor's degree or higher in one of the following areas: <ol style="list-style-type: none"> 1 Early Childhood Education or Early Childhood Special Education, 2 Nursing including at least twelve (12) graduate or undergraduate hours in any combination of family centered practices or child and youth development, 3 Child Development, 4 Sociology or Psychology including at least twelve (12) graduate or undergraduate hours in any area of family- centered practices or child and youth development, or 5 Social Work including at least twelve (12) graduate or undergraduate hours in any combination of family- centered practices, or child and youth development.

Yes	No	
		<p>B <u>Home Visitor</u>. Any home visitor assigned to work as a member of the program team shall have received at least twelve (12) semester hours of undergraduate or graduate credit in one or a combination of the following areas, or the equivalent in prior training or experience as determined by the Commissioner or his or her designee:</p> <p>1 Early Childhood Education or Early Childhood Special Education, 2 Nursing with additional coursework in Sociology/Psychology and in the area of family centered practices or child and youth development, 3 Child Development, 4 Sociology or Psychology with additional coursework in the area of family- centered practices or child and youth development, or 5 Social Work with additional coursework in the area of family-centered practices or child and youth development.</p>
		<p>C The program may employ a home visitor who does not meet the twelve (12) semester hour requirement as long as the home visitor completes a minimum of six (6) semester hours or the equivalent in training or experience within the first year of employment and meets a full twelve (12) semester hour requirement before the end of the second year of employment.</p>

Indicate the total number of home visitors in the program and indicate how many meet the specified Rule 11 requirement.

	006.05C	How many home visitors are in year 1 of employment and are completing 6 semester credit hours in child development/early childhood education or the equivalent
	006.05C	How many home visitors are in year 2 of employment and are completing 12 semester credit hours in child development/early childhood education or the equivalent
	006.05C	How many home visitors have completed 12 semester credit hours in child development/early childhood education or the equivalent
	Total Number (add boxes above) of home visitors that are in the district's early childhood program. (year 1, year 2 and have completed 12 hours)	

Enrollment Information

This data is used for state aid calculations.

Child enrollment information is being collected through the Nebraska Student and Staff Record System (NSSRS). Districts must complete a Student Template and Program Fact Template for each student participating in an early childhood program.

All children birth to kindergarten entrance age served by the district must be included in NSSRS.

Yes	No	
		All children enrolled in the program are below the age of kindergarten entrance eligibility.
		If no, please explain

How many classes of children does your district serve?	Part-Day (Less than 6 hours)	Full-Day (6 hours or more)

Class means a group of children who are receiving early childhood services in a classroom for a specific time period established by the school district or educational service unit.

Note: For any regulation checked no, please provide information below that describes in detail the plan for correcting the Rule 11 violations and making the necessary changes. Attach documentation as necessary.

Regulation Number	Areas of noncompliance and plan for making corrections in progress