

School Readiness Special Needs Rate Request Form

Please complete, sign, and return to contracts@ecs4kids.org

Rule Reference: 6.M-4.500

<p>Date Completed: _____</p> <p>SR Program/Provider Name: _____</p> <p>Provider ID: _____</p> <p>Address: _____ _____</p> <p>Phone Number: _____</p> <p>Email: _____</p> <p>Child's Name: _____</p> <p>Date of Birth: _____ Age: _____</p> <p>Diagnosis: _____</p> <p>Requested Rate Start Date: _____</p> <p>Level of Care Requesting:</p> <p><input type="checkbox"/> Part Time <input type="checkbox"/> Full Time</p> <p>Please check the boxes of the documents provided with this application:</p> <p><input type="checkbox"/> IEP Included <input type="checkbox"/> FSP Included</p> <p><input type="checkbox"/> Other Professional Validation Documentation with the Name/ Agency of Professional Supplying Documentation:</p>	<p>Documentation of diagnosis and accommodations that exceed ADA requirements must be provided to the Early Learning Coalition to justify this rate. Quality checks performed by ELC staff may occur periodically to verify service delivery. Diagnosis must be validated by a licensed health, mental health, education or social service professional other than the child's parent or person employed by the childcare provider.</p> <p>Examples include but are not limited to Autism Spectrum Disorder, Deaf or Hard of Hearing, Developmental Delay, Dual Sensory Impairment, Emotional or Behavioral Disability, Established Conditions, Developmentally Advanced, Intellectual Disability, Language Impairment, Occupational Therapy, Orthopedic Impairment, Physical Therapy, Specific Learning Disability, Speech Impairment, Traumatic Brain Injury, Visual Impairment</p> <p>ADA Requirements (https://www.ada.gov/childqanda.htm):</p> <p>Centers cannot exclude children with disabilities from their programs unless their presence would pose a <i>direct threat</i> to the health or safety of others or require a <i>fundamental alteration</i> of the program.</p> <p>Centers have to make <i>reasonable modifications</i> to their policies and practices to integrate children, parents, and guardians with disabilities into their programs unless doing so would constitute a <i>fundamental alteration</i>.</p> <p>Centers must provide appropriate auxiliary aids and services needed for <i>effective communication</i> with children or adults with disabilities, when doing so would not constitute an <i>undue burden</i>.</p> <p>Centers must generally make their facilities accessible to persons with disabilities. Existing facilities are subject to the <i>readily achievable</i> standard for barrier removal, while newly constructed facilities and any altered portions of existing facilities must be <i>fully accessible</i>.</p>
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To Be Completed by Child Care Provider: Explain in detail the accommodations being provided that align with the child's IEP/ FSF or validation documentation supplied by professional entity (must exceed what ADA requires by law). Explain in detail how special needs rate will be used to fund accommodations for this child.

To Be Completed by ELC Staff:

Approved Rate Approved: 10% 15% 20%

Denied If denied, please provide a brief explanation:

Review Team: _____

Date: _____

Quality Indicators from the Best Practices in Inclusive Early Childhood Education Tools:

In addition to the required documentation listed on the Special Needs form:

Tier 1: (10%)

- Provider has an allocated budget for purchasing special materials individualized for students as needed (items such as, but not limited to spring scissors, special spoons with thicker handles or a riding toy with a seat belt).

Tier 2: (15%)

- Provider meets Tier 1 requirement and also:
- Supplies assistive technology or amplification devices for individual children as needed.
- Provider ensures staff receive time and materials as needed to plan for the development of adaptations and supports.

Tier 3: (20%)

- Provider meets Tier 1 and Tier 2 requirements and also provides a minimum of 1 of the following:
- Employs a minimum of one staff member solely dedicated to assisting an individual child.
- Arranges for Service Providers to be present in the classroom for individual therapy sessions.