

# Early Start and Preschool Compliance Training

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# Mindfulness

“Surrender to what is. Let go of what was. Have faith in what will be.”

- Sonia Ricotti



# What is Early Start?

- ❖ Early Start is early intervention services to infants and toddlers (birth to 36 months) with disabilities *and* to their families
- ❖ Part C of Individuals with Disabilities Education Act (IDEA), 1986 and 2004
- ❖ California Early Intervention Services Act, 1993 and 1997
- ❖ Who is eligible:
  - Children must have a developmental delay of at least 33% in one or more areas: cognitive, communication, social-emotional, adaptive, or physical-motor development (this includes vision and hearing)
  - Have an established risk condition of known etiology, with a high probability of delayed development
  - Be considered at a high-risk of having a substantial developmental disability due to a combination of biomedical risk factors of which are diagnosed by qualified personnel

# Referrals

- ❖ Anyone can make a referral (doctors, public health personnel, other agencies, parents, ...)
- ❖ Typically, referrals are made to the local regional center (North Bay Regional Center)
- ❖ If the child has a visual impairment, hearing impairment, or severe orthopedic impairment, referrals are made directly to the SELPA and/or School District
- Upload a copy of the written referral to the child's records in SEIS
- ❖ Within 45 days, the regional center or LEA assigns a service coordinator, obtains consent from the family for evaluation, completes at least two assessments, and holds the initial IFSP
- ❖ If the parents are not responsive to multiple attempts to contact, we can start the 45 day timeline upon parent signature of the consent to evaluate
- Use the Consent to Evaluation form in SEIS; Upload a copy of the signed form in SEIS

# Assessment

- ❖ Must include a review of pertinent records related to the infant or toddler's health status and medical history
  - ❖ Must include information from parent interview/report about the child and voluntary assessment of the family
  - ❖ One assessment must be a general developmental evaluation and other assessment(s) in the area(s) of concern
  - ❖ CDE wants to see evidence that all evaluations are conducted by a multidisciplinary team
  - ❖ Must include the child's level of functioning (including strengths and needs) in cognitive development, physical and motor development (including vision and hearing), communication development, social-emotional development, and adaptive development
  - ❖ Infants and toddlers with solely low-incidence disabilities must be evaluated by qualified personnel whose professional preparation and license/certification are specific to the suspected disability
  - ❖ No single evaluation procedure is used as the sole criterion for determining the child's eligibility
- Upload a copy of your assessment report to the child's records in SEIS

# Assessment (continued)

## ❖ Statement of non-discriminatory evaluation procedures

In accordance with Education Code 56320, the following considerations have been made with regard to procedures and materials to ensure compliance with all federal and state regulations:

Procedures and materials for assessment were selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests were selected that provide results that accurately reflect the pupil's aptitude and achievement and are not influenced by impaired sensory, manual, or speaking skills. All tests were administered in the pupil's primary language or through the use of an interpreter, unless otherwise noted. All test materials have been validated for the specific purpose for which they were used. All test materials were administered by trained personnel in conformance with the instructions provided by the producer of these tests. Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. No single assessment instrument shall be the sole criterion for determining the eligibility and placement of a pupil.

## ❖ Include information about the child's language background

Primary (First) Language  
Dominant Language  
Home Language  
Language of Instruction

# Individualized Family Service Plan (IFSP)

## ❖ Meeting Notice

- Notify all participants ahead of the meeting

## ❖ Eligibility/Signature Page

- Be sure that all of this information is correct at every review
- If any identifying information changes, you must let your registrar know
- Have parents initial the appropriate boxes at the bottom of the page, including that they have a copy of the procedural safeguards and due process rights (Parent Rights)
- All participants indicate if they have participated in person (signature), with a written report, or via telephone
- **Be sure to upload the signed pages to the child's records in SEIS**

## ❖ Periodic IFSP review must be held every six months

- Assessment in the area of need is conducted with each of these periodic reviews
- Progress toward achieving the outcomes is discussed at each periodic review

## ❖ Annual review must be held every year

- Assessment and progress are discussed

# IFSP (continued)

- ❖ Family input is recorded at every review
  - Child's strengths and needs, family's concerns and priorities, family's strengths and resources
- ❖ Child's present levels of development are documented at every review
  - Physical (gross motor, fine motor, vision, hearing, health), cognitive, communication, social-emotional, and adaptive development
- ❖ IFSP outcomes are discussed and progress documented at every review
- ❖ Timelines, criteria, and procedures to determine progress are documented at every review
- Be sure that all of this information is uploaded to the child's records in SEIS



# IFSP (continued)

## ❖ IFSP Services

- Must list every early intervention service that is necessary to meet the unique needs of the child and the family in order to achieve the outcomes
- Frequency and intensity of service
- Location of service (must include child's natural environments)
- Dates of service
- Provider of service
- Payor
- Agency
- Justification if service is not provided in the child's natural environment

## ❖ IFSP Notes

- If notes are taken by hand, they must be uploaded to the child's records in SEIS

# Transition IFSP (TIFSP)

- ❖ Takes place as the child prepares to transition from Part C to Part B
- ❖ Must take place \_ months before the child turns three years old
- ❖ The Local Educational Agency (LEA) must be invited to and participate in all transition planning for students they will be responsible for serving at age three
- ❖ LEA must receive a referral for a child transitioning from Part C to Part B 90 days before the child's third birthday
- ❖ An IEP must be developed and implemented by the child's third birthday
- ❖ Transitions are hard for families so be sure to explain things clearly to families
- ❖ The focus changes from the child's needs within their home, family, and community – to the child's needs in order to access their preschool education

# Questions





THANK YOU FOR COMING!