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MISSION STATEMENT

To provide and implement policies and procedures that will meet the educational needs of children between the ages of 0 through 5 years with exceptional needs in a uniform and consistent manner throughout Glenn County in compliance with federal regulations, state laws, and professional standards of practice. Collaboration among special education staff and supporting agencies in providing coordinated and comprehensive early intervention services is critical in achieving the greatest success for these children. The guiding principle is that children develop to their maximum potential when provided with early intervention in a collaborative model of teachers and specialists working in partnership with families to insure that young children with special needs receive appropriate services and support as well as opportunities for integration with typically developing peers. Educational decisions may need to be changed over time to reflect the child's emerging strengths, needs, and preferences. Cultural and linguistic diversity is valued and respected.

The GCOE Preschool Special Education Program operates from the following assumptions and principles:

- Rates of development vary from child to child
- Program and Services are not determined by the disability of the child, but based on need
• A child’s rate of development in different areas may not be consistent
• Development occurs within a social and cultural context
• Play is an important vehicle for children’s development
• Children learn (by repeating) newly acquired skills and by experiencing challenges just beyond the level of their present mastery
• Children learn and develop best in the context of a community in which they are safe and valued.

Adapted from Handbook on Developing and Implementing Early Childhood Special Education Programs and Services, CDE 2001

CALIFORNIA EDUCATION CODE

CHILD FIND

The LEA shall actively and systematically seek out all individuals with exceptional needs from birth through 21 years of age. (EC 56300)

The principal purpose of the Glenn county SELPA and its’ member LEAs is to identify all individuals birth to age 22, within the geographic boundary of the SELPA for placement in programs designed to help them meet their individual special needs. Special education programs and services will supplement the general education program to the fullest extent possible. Early Start programs and preschool provide a seamless transition to pre-kindergarten and kindergarten, respectively, through coordinated efforts of preschool staff, general education staff, and families. (SELPA Local Plan 1.1; EC 56300)

CALIFORNIA CODE OF REGULATIONS

CALIFORNIA EARLY INTERVENTION SERVICES ACT

There is a need to provide appropriate early intervention services individually designed for infants and toddlers from birth to two years of age, inclusive, who have disabilities or are at risk of having disabilities, to enhance their development and to minimize the potential for developmental delays. Early intervention services for infants and toddlers with disabilities or who are at risk of having disabilities represent an investment of resources, in that these services reduce the ultimate costs to our society, by minimizing the need for special education and related services in later school years and by minimizing the likelihood of institutionalization. These services also maximize the ability of families to better provide for the special needs of their children. Early intervention services for infants and toddlers with disabilities maximize the potential of the individuals to be effective in the context of daily life and activities, including the potential to live independently, and exercise the full rights of citizenship. The earlier intervention
is started, the greater is the ultimate cost-effectiveness and the higher is the educational attainment and quality of life achieved by children with disabilities. (CCR 95001)

PRESCHOOL SPECIAL EDUCATION

Individuals with exceptional needs between the ages of 3-5, inclusive, who are identified as requiring special education and services shall be eligible for special education and services. Each special education local plan area shall submit to the Superintendent, as part of the local plan, information for providing special education and services to individuals with exceptional needs who are between the ages of three and five years, inclusive, shall be served by the LEA within each special education local plan area, to the extent required under federal law and pursuant to the local plan and application approved by the Superintendent. Early education services for preschool children shall be provided through a transdisciplinary team approach of professionals. Responsibilities of early education program staff shall include consultation with regular preschool program providers, consultation with other specialists, assessment services, and direct services. (CCR Section 52112, 56026, 56441.6.)

FEDERAL REGULATION

EARLY INTERVENTION

Part C of IDEA requires "to the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate." (34 CFR §303.12(b))

By definition, natural environments mean "settings that are natural or normal for the child's age peers who have no disabilities." (34 CFR §303.18)

OVERVIEW OF GLENN COUNTY OFFICE OF EDUCATION EARLY START AND PRESCHOOL PROGRAMS

A. Early Start Program

The California Early Start Program is California's response to federal legislation ensuring that early intervention services to infants and toddlers with disabilities and their families are provided in a coordinated, family-centered system of services that are available statewide. Children residing in Glenn County under
age three who are eligible for services under the federal Individuals with Disabilities Education Act (IDEA), Part C, receive home-based and child and family-centered services through the California Early Start Program. Far Northern Regional Center shares responsibility with the Glenn County SELPA in coordinating and providing early intervention services at the local level. Through an interagency agreement with GCOE, FNRC refers infants and toddlers residing in Glenn County who are determined eligible for early intervention services to the GCOE Early Start Program. The agreement provides that the GCOE Early Start caseload is capped at eight, although Glenn County Early Start additionally provides services to infants and toddlers with solely low incidence disabilities, including children who are deaf, blind, deaf and blind, hard of hearing, have a visual impairment, and/or have a severe orthopedic impairment.

The GCOE Early Start and Preschool Special Education teachers collaborate closely with other agencies to offer the best possible services and support for eligible children between the ages of 0-5, including the following:

- Far Norther Regional Center (FNRC)
- California Children's Services (CCS)
- GCOE Child and Family Services
- Glenn County Health and Human Services
- Head Start and Early Head Start
- E Center Migrant Head Start
- First 5 of California
- Private Preschools
- Local School Districts

**REFERRAL to EARLY START**

Far Northern Regional Center provides intake, referral, and evaluation services for children living in Glenn County between the ages of 0-3 years of age who do not have solely low incidence disabilities. A solely low incidence disability is a severe disabling condition estimated to affect less than 1% of the total statewide enrollment of students from Kindergarten through grade 12. These severe disabling conditions include hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. (30 EC 56026.5) If the
infant/toddler has a solely low incidence disability, the Glenn county Early Start staff work directly with the family to coordinate the intake and referral process.

**ELIGIBILITY FOR EARLY START**

A child’s eligibility is based upon the results of assessment and evaluation of the child’s present level of performance in all the required developmental domains, information gathered from the first contact/screening, observation of the child, family/caregiver report, and any collateral information available (for example, therapy specific evaluations that may have previously been conducted). To determine eligibility as well as ongoing progress, the Early Start Teacher and other specialists as appropriate assess children with the Desired Results Developmental Profile 2015 (DRDP 2015) and the Hawaii Early Learning Profile (H.E.L.P.)

Infants and toddlers from birth to age 36 months may be eligible for Early Start if, through documented evaluation and assessment, they meet one of the criteria listed below:

- have a developmental delay of at least 33% in one or more areas of either cognitive, communication, social or emotional, adaptive, or physical and motor development including vision and hearing; or
- have an established risk condition of known etiology, with a high probability of resulting in delayed development; or
- are considered at high risk of having a substantial developmental disability due to a combination of biomedical risk factors of which are diagnosed by qualified personnel. (California Government Code: Section 95014(a); CCR Title 17, Chapter 2, Section 52022)

If an infant or toddler is eligible for the Early Start program and services, an Individual Family Service Plan (IFSP) will be developed that addresses the strengths, and needs of the infant or toddler, parental concerns, and early intervention services.

Based on the child's assessed developmental needs and the families concerns and priorities as determined by each child's Individualized Family Service Plan (IFSP) team, early intervention services may include:

- assistive technology
- family training, counseling, and home visits
- health services
- medical services for diagnostic/evaluation purposes only
- nursing services
- nutrition services
- occupational therapy
- physical therapy
- psychological services
- service coordination (case management)
- special instruction
- speech and language services
- vision services
- orientation and mobility services
- deaf and hard of hearing instruction and services

TRANSITION FROM EARLY START

1. The Glenn County LEA provides special education and related services to eligible children at age three. The LEA participates in the transition planning for toddlers served under the Early Intervention Services Act, who may be eligible for preschool special education programs, before the toddler is two years nine months, or at the discretion of all parties up to six months before the child turns three to ensure that an IEP has been developed and is implemented by the toddler's third birthday. (Title 34 Code of Federal Regulations, Section 303.344; Individuals with Disabilities Education Act, Title 20 United States Code Sections 1400-1420)

For all toddlers with an IFSP, the transition steps contained in the IFSP at two years nine months or earlier include all of the following:

(a) Discussions with and providing information to parents regarding The toddler’s transition to special education for a toddler with a disability who may be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1400-1420,

(b) Steps to prepare the toddler for changes in service delivery, including steps to help the toddler adjust to, and function in, a new setting,
(c) Provide information about community resources such as Head Start, private or public preschool, and

(d) A projected date for conducting a final review of the IFSP to review the early intervention services and the transition outcomes by age three.

B. GCOE Preschool Special Education Program

The responsibility for providing educational services for eligible children shifts from the Early Start Program to the LEA when the child reaches three years of age. Under state and federal laws, children with suspected disabilities must be referred to the LEA before age three so that the flow of services can continue with minimal disruption. The Glenn County Office of Education Preschool Special Education Program provides specialized instruction as regionalized services from the SELPA for children from 3 to 5 years of age who have developmental delays in cognitive, motor, language, social, and/or adaptive skills. Among the many services available for eligible children include specialized instruction, speech and language therapy, specialized services for young children on the autism spectrum, DHH, VI, and O&M services and instruction. Individualized Education Programs (IEPs) are developed for each student by a team that includes the child’s parents or caregivers and the GCOE teachers, specialists, and administrators who will be working with the child. Special education services are provided in the least restrictive environment, which most often is a Head Start/State or private preschool program, or a

Per the Head Start Act of 2007, not less than 10% of the total number of children actually enrolled in Head Start will be children with disabilities who are determined to be eligible for special education and services as appropriate as determined under IDEA. (945 CFR 640 (d)(1))

REFERRAL FOR PRESCHOOL SPECIAL EDUCATION

The LEA districts shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the districts' procedures for initiating a referral for assessment
to identify individuals who need special education services. (EC 56301; Local Plan 18.1)

A referral to the GCOE Preschool Special Education Program can be made by the child’s parents/guardian, physician or other health care provider, representative of social service organizations, or other community member. The intake and referral process, as well as required timelines vary based upon the following:

1. **Child enrolled in Early Start/FNRC Early Intervention Program (Part C referral):** Toddlers who may be eligible for services through the GCOE Preschool Special Education Program, the transition steps necessary for movement into services under Part B, written at the IFSP meeting before the toddler is two years nine months, or, at the discretion of all parties, up to six months before the toddler's third birthday, include all of the following:

   (a) With parental consent, the transmission of information about the toddler to the LEA including evaluation and assessment information and copies of IFSPs that have been developed and implemented;

   (b) Identifying needed assessments to determine regional center and special education eligibility and determining the regional center or LEA responsible and timelines for completing the needed assessments;

   (c) Statements of the steps necessary to ensure that the referral the LEA is received in a timely manner to ensure that assessments required under the provisions of Part B of IDEA are completed and an IEP is implemented by the toddler's third birthday.

2. **Child enrolled in a private preschool program:** A referral can be made to the GCOE Student Services Department by the general
education teacher should he/she have concerns that one of their students might have special needs. The Preschool Program Coordinator completes the Infant/Preschool Referral form with the preschool teacher to document concerns. Parents are then contacted for additional information, and if appropriate a CST meeting is scheduled with the parents, the preschool teacher, and the special education team or individual specialists as indicated, to further review concerns and develop a plan as documented above. General education interventions and accommodations that have already been considered and utilized in the classroom setting are documented. If a referral to Student Services preschool team for evaluation is made at the CST meeting, the parents will be provided with the Assessment Plan within 15 days of the meeting date to review the plan and all developmental domains that will be evaluated. An IEP meeting will be held within 60 calendar days of the consent date.

3. Child enrolled in a State/Head Start Head Start preschool program: Head Start/State Program staff and Student Services work collaboratively to identify and refer children suspected as having a disability through the CST process. When concerns arise, staff notifies the Disability/Mental Health Specialist with the GCOE Child and Family Services Department, to request an observation. With written parent permission, the D/MH Specialist observes the child, and consults with staff on previous accommodations tried in the classroom. The teacher completes a referral packet containing information about the child’s health, development, and referral concerns, as well as documentation of parent consent. The D/MH Specialist schedules a CST meeting with the Student Services preschool specialist or team as appropriate, after it is determined that general education interventions and accommodations have already been considered and utilized in the classroom setting. A
referral to the Student Services preschool team for evaluation may be made at the CST meeting. A representative of the Student Services Preschool Team meets with the parent/guardian within 15 days of the referral to review the Assessment Plan and all developmental domains which will be evaluated. An IEP will be held within 60 calendar days of the consent date.

4. **Child enrolled in E Center Migrant Head Start:** The E Center and Student Services preschool team work collaboratively to identify and refer children suspected of having a disability through the CST process. The E Center preschool teacher completes a referral packet containing information about the child’s health, development, referral concerns, and documentation of parent consent and provides it to the Student Services Preschool Program Coordinator. A CST is scheduled with the parents, E Center staff, and the Student Services specialist or team as appropriate. A referral to the Student Services preschool team for evaluation may be made at the CST meeting, if it is determined that more general interventions and accommodations have been utilized. A representative of the Student Services preschool team meets with the parent/guardian within 15 days of the referral to review the Assessment Plan and the developmental domains which will be evaluated. An IEP meeting will be held within 60 calendar days of the parent consent date.

5. **Child not enrolled in a licensed preschool or childcare program:** The referring party contacts the Preschool Program Coordinator with the GCOE Student Services Department. The Coordinator completes the Infant/Preschool Referral form with the referring party (Appendix A), to document concerns, and to schedule a CST meeting with the parents and the special education team or individual specialists as appropriate, to further document concerns and develop a plan. The plan may include the need for
additional information, or it may be providing ideas/strategies to address the referral concern. If the CST team recommends assessment, and parents are in agreement, an Assessment Plan will be developed documenting all of the developmental domains to be evaluated. This plan is provided to the parents within 15 days of the CST date. An IEP will be held within 60 calendar days of the consent date.

ASSESSMENT FOR ELIGIBILITY FOR SPECIAL EDUCATION

The assessment of the pupil…shall be conducted by persons knowledgeable of the student’s disability. (EC 56320 (3)(g))

During the evaluation process, information is gathered from a variety of sources, including a review of the child’s medical records and developmental history, interviews with parents, and/or teachers. The evaluation may also include the use of formal assessment process and instruments, as well as less formal, play-based assessment conducted by a trans-disciplinary team of specialists (i.e., a psychologist, education specialist, and speech therapist.)

To qualify for preschool special education, a child must meet the following criteria:

1. Has been determined by an IEP team to have one or more of the following disabilities: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Specific Learning Disability, Other Health Impairment, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment, and/or Established Medical Disability.

All of these conditions are defined in 34 Code of Federal Regulations (CFR) Section 300.7, and discussed in 5 California Code of Regulations (CCR) Section 3030. An “established medical disability” is defined in California Education Code (CEC) Section 46441.11(d) as a disabling medical condition or congenital syndrome that the IEP team determines has a high predictability of requiring special education and services.
2. Has needs that the IEP team has determined cannot be met with modification of a regular environment in the home or school without ongoing monitoring or support, and

3. such needs are not primarily due to unfamiliarity with the English language, temporary physical disabilities, or social maladjustment.

4. Environmental, cultural, or economic conditions

5. The IEP team determines that the child needs specially designed instruction or services.

SERVICE DELIVERY MODELS

Itinerant Preschool Special Education Instruction:
The preschool special education teacher provides instructional support to preschool children with moderate to severe special needs attending full inclusion programs in Glenn County, including licensed preschool or child care programs. The special education teacher, along with trained paraprofessional support staff who work under the supervision of the special education teacher, work directly with the child to facilitate the implementation of the child’s IEP goals while ensuring access to the curriculum and classroom experiences. Goals and objectives are aligned with the Preschool Learning foundations. The teacher also collaborates and consults with the general education staff and other DIS specialists as appropriate.

Language and Literacy Groups on the Chapman Preschool Campus:
This “Response to Intervention” group (RTI) supports the development of language skills for preschoolers with special needs and same age peers enrolled in a Chapman Head Start program. These integrated small group lessons are co-taught by a speech therapist, education specialist, and classroom assistants, and developed to support academic growth, improved language skills, and social/play skills.

Chapman D on the Chapman Preschool Campus:
Preschool special education instruction and services at a Service Provider Location on the Chapman Preschool campus called Chapman D. At Chapman D, children between the ages of 3-5 have diagnoses of autism or autism spectrum disorders and receive intensive individual and small group instruction and speech therapy in a highly structured setting, with the focus on development of school readiness, social/play skills and communication. Children in Chapman D also mainstream daily in a Head Start program for socialization and play.
opportunities with their same age peers. Goals and objectives are aligned with the California Preschool Learning Foundations. The special education staff, along with the D/MH Specialist and parent consider least restrictive environment and educational benefit for children receiving services in the Chapman D classroom, and utilize the Preschool Matrix (Appendix B) as guidance in determining increased inclusion and placement in the Head Start program.

TRANSITION TO KINDERGARTEN

Prior to transitioning a student with an IEP from a preschool program to kindergarten, an appropriate re-assessment of the student must be conducted to determine if they are eligible for special education services. As a part of the transition process, an evaluation is completed by the preschool team or specialist as appropriate, to determine the student’s present level of skills and functioning, and to provide information that will assist the team in determining if the student continues to be eligible, and in determining the least restrictive educational environment for the student for the coming year. At the transition IEP, special education and general education teams from both the preschool and the kindergarten program meet to discuss and review assessment results, and plan the student’s program, services, and IEP goals and objectives based upon assessment findings.

EXIT CRITERIA FOR PRESCHOOL SPECIAL EDUCATION

The following criteria may support the recommendation at the IEP meeting for exiting the student from special education:

6. The student has accomplished their IEP goals and is performing successfully in the educational environment,

7. Deficits are not interfering with the student’s ability to function adequately within the school environment, with skills commensurate with same age peers, and

8. Formal re-assessment indicates the student no longer meets the eligibility criteria in any of the categories outlined in California Code of Regulations for special education.
GCOE Preschool Special Education Program Referral Date: 

Initial Contact Made By: __________________________ Date: __________

Child’s Name: __________________________ DOB: __________

Parents: __________________________ Phone: __________

Address: __________________________ City: __________

Primary Language: ________________ Translator Needed?: __

Hearing Checked?: Yes No Results: __________________________

Vision Checked?: Yes No Results: __________________________

Agencies Involved: __________________________

Primary Concerns: __________________________

Current Program: __________________________

Previous Assessment Information: __________________________

Plan: __________________________
Disabilities Services Interagency Agreement

This agreement is between Glenn County Office of Education, Student Services (Special Education) and Child and Family Services, (Early Head Start and Head Start, E/HS). The agreement applies to children with disabilities and their families, 0-5 years of age who meet the eligibility criteria for Head Start and special education; assuring delivery of services in compliance with the laws and regulations that govern each agency. This agreement ensures a continuum of inclusive program options for infants, toddlers and preschoolers.

Purpose of the Interagency Agreement:

- Define services provided by each agency
- Increase collaborative efforts through a more comprehensive approach in the identification, referral, IEP process, delivery of services, and transition services for children with disabilities
- Ensure that eligible children with disabilities receive a free and appropriate public education, as required by law, in the least restrictive environment
- Strengthen a team approach between Child and Family Services and Student Services to ensure reciprocal communication between agencies, share leadership responsibilities and, by doing so; ensure that available resources are utilized in the most effective manner

The side-by-side format provides for the IDEA Federal/States laws and regulations for special education and the Performance Standards for Head Start to be viewed side by side for easy comparison.

<table>
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<th>Child Find/Screening</th>
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<tr>
<td>The LEA shall actively and systematically seek out all individuals with exceptional needs, from birth through 21 years of age...(EC 56300)</td>
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<tr>
<td>All children with disabilities who require special education must be located, identified, and evaluated. (IDEA Part B Regulations 34 CFR § 300.220, Head Start-45 CFR 1304.20 (b), 1308.4, 1308.6 (B0 (c)(e))</td>
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<tr>
<th>Child Find: Laws, Regulations and Recommended Practices</th>
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<tbody>
<tr>
<td>Early intervention, screening and child find efforts are planned and coordinated by both agencies to ensure that children suspected of having a disability are identified and referred for a special education evaluation in a timely manner through the Child Study Team, CST process.</td>
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<tr>
<td>Student Services</td>
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<tr>
<td>The principal purpose of the Glenn</td>
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County SELPA and its’ member LEAs is to identify all individuals birth to age 22 years, within the geographic boundary of the SELPA for placement in programs designed to help them meet their individual special needs. Special education programs and services will supplement the general education program to the fullest extent possible. Early Start programs and preschool will provide a seamless transition to pre-kindergarten and kindergarten, respectively, through coordinated efforts of preschool staff, general education staff, and families. (SELPA Local Plan 1.1; EC 56300)

The LEAs and Glenn County Office of Education (GCOE) join together as a SELPA to:

- Provide a coordinated system of Child Find birth to age 18.
- Utilize the services of public and non-public agencies and the State residential schools.
- Work as a group to provide access to services for all disabled students.
- Establish and maintain program evaluation, as directed by law, for purposes of improving the local program and providing required state data.

(a) Child Find activities include direct contact and outreach to local preschools, health department, medical offices, and social service agencies.

(b) Preschool Program Coordinator maintains a collaborative with Far Northern Regional Center (FNRC) case workers and preschool program managers.

(c) Preschool special education team meets with CaFS Disabilities/Mental Health Specialist bi-monthly to share information and collaborate in Child Find, providing services to children with special needs.

Agency’s Child Find plan under Part B of IDEA. (45 CFR 1308.4 (j)(1))

Strategies:

- E/HS posts brochures, which state the program serves children with disabilities, in various places throughout Glenn County, such as, medical offices and clinics, social services agencies, community bulletin boards, newspaper ads, Part C program and associates, and local schools.
- Staff will inform and refer parents to the E/HS Enrollment Officer for possible enrollment.
- Disabilities/Mental Health Specialist maintains collaborative relationship with FNRC case workers.
- Disabilities/Mental Health Specialist meets bi-monthly with Student Services Preschool staff to share information and collaborate in providing services to children with special needs.
- All children receive health, developmental, and social emotional screenings within 30 days of enter the classroom.
- Parent permission is obtained before any referral can be made.
- Staff makes referrals to D/MH Specialist if concerns arise.
- D/MH Specialist sends referral packet to Student Services and schedule a CST date.
- E/HS maintains a Centralized Eligibility List and uses a universal enrollment application to match families with appropriate program options.
- Head Start gives enrollment priority to children with special needs based on the Head Start eligibility requirements and availability of classroom slots keeping in mind the
Referrals
A local education agency shall provide for the identification and assessment of exceptional needs of an individual...(EC 56302)
All children with disabilities... who are in need of special education and related services shall be identified, located, and assessed... (EC 56300) (IDEA PART B Regulations 34 CFR §300.220, Head Start-45 CFR 1308.4 and 1308.6)

Referrals: Laws, Regulations and Recommended Practices
E/HS and Student Services will work collaboratively to identify and refer children suspected as having a disability for an assessment through the CST process that documents prior strategies and interventions.

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Head Start</th>
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<tr>
<td>A student shall be referred for special education instruction and services only after the resources of the general education program have been considered and used when appropriate. (EC 56303; Local Plan AR 18.1.1)</td>
<td>Disabilities/Mental Health Specialist must refer a child to the LEA for evaluation as soon as the need is evident starting as early as the child’s third birthday. (45 CFR 1308.6 [c][1])</td>
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- All children receive health, developmental, and social/emotional screenings within 30 days of enter the classroom.
- Teaching staff complete on-going DRDP-2010 assessment observations.
- Teaching staff meet periodically with parents to discuss their child’s development.
- When concerns arise, staff notifies the Disability/Mental Health Specialist, D/MH Specialist, to request an observation. With written parent permission, the D/MH Specialist observes the child, consults with staff on previous accommodations tried in the classroom.
- Staff and parent decide if a CST is warranted.
- The D/MH Specialist schedules the CST inviting the parents, instructional staff, Student Services,
The LEA will employ a Child Study team process (CST) to ensure that the resources of the general education program have been considered and, where appropriate, utilized prior to referring students for a special education evaluation (SELP LA Local Plan 1.4).

(a) A CST referral is made to Student Services Preschool Team from D/MH specialist after general education interventions and accommodations have already been considered and utilized in the classroom setting.

All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is made, staff of the school district, special education local plan area, or county office shall offer assistance to the individual if the individual requests such assistance. (EC 56303)

Referrals for special education shall include the reason for the referral and documentation of the interventions attempted and the results of the interventions provided to the student. (EC 56303)

(a) At the CST meeting, the team discusses the strengths, family and developmental information, concerns, any previous accommodations tried in the classroom. A referral to Student Services for evaluation may be made during the CST.

The LEA districts shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the district’s procedures for initiating a referral for assessment to identify

D/MH Specialist and any other specialists as needed. Both agencies agree to schedule CST meetings timely, within 15 days of parent consent.

- At the CST meeting, the team discusses the child’s strengths, family, developmental information, parent and staff concerns, and any previous accommodations tried in the classroom and develop a plan of action to address the concern or may decide no action is required.

- When a plan of action is initiated at a CST, deeming the need for a special education evaluation it will be considered a formal referral, which will serve to initiate the 15 day timeline for Student Services to develop an assessment plan.

The disabilities services plan must include procedures for referral for evaluations, IEP meetings and placement decisions. (45 CFR-1308.4 [1][3])

- The Disabilities Services Work Plan includes procedures for screening, referral, and assessment of children with special needs.

- The IEP team makes recommendations on the placement and services the child will receive.

Parental consent in writing must be obtained before a child can have an initial evaluation to determine whether the child has a disability. (45 CFR 1308.6 [e][3])

- The parent signs CST permission form, which authorizes the program to schedule and invite participants listed on the form and to share the screening packet with Student Services.

...must implement ongoing procedures by which E/HS staff can identify any
individuals who need special education services. (EC 56301; Local Plan 18.1)

(a) A referral to Student Services for evaluation may be made during the CST. Student Services meets with the parent/guardian within 15 days of the referral to carefully review the Assessment Plan and all developmental domains which will be evaluated. Parent/guardian is provided with a copy of rights and procedural safeguards.

(b) Student Services will have Assessment Plan forms and procedural safeguards available at the CST meeting for parents to sign should a special education evaluation be recommended.

new or recurring medical, dental or developmental concerns so that they may quickly make appropriate referrals. These procedures must include: periodic observations and recordings as appropriate, of individual children’s developmental progress, changes in physical appearance and emotional and behavioral patterns. (45 CFR 1304.20 [d])

- All screenings are reviewed within 45 days of enrollment to identify children with any special needs.
- Teaching staff complete on-going DRDP-r assessment measures to track each child’s progress.

Case management meetings occur periodically where the team reviews the child’s growth developmentally, health/dental/nutrition and the status of the family.

Evaluation and Assessment

Before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction, an individual assessment of the pupil’s educational needs shall be conducted... (EC 56320)

Each child who is suspected of having a disability and needing special education who is referred for assessment shall have the benefits of a trans-disciplinary assessment process and no single procedure shall be used as sole criterion for assessment. (EC sections 56320-56321 (a), IDEA PART B, 34 CFR Part 300.532, Head Start-45 CFR 1304.20, 1308.6)

Evaluation and Assessment: Laws, Regulations and Recommended Practices

Assessment and evaluation data from E/HS and Student Services will be used in a multidisciplinary approach in the initial evaluation and placement of children with exceptional needs enrolled in E/HS programs.

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Head Start</th>
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</table>
The parent or guardian shall be given, in writing, a proposed assessment plan within 15 days of the referral. If the referral is made within 10 days or less prior to the end of the student’s regular school year, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year. (EC 56321[a])

Upon receiving the proposed evaluation plan, the parent or guardian shall have at least 15 days to decide whether or not to consent to the initial evaluation. (EC 56320; 56321, AR 18.1.1)

The LEA shall complete the evaluation to determine whether the student is a student with a disability, to determine his or her educational needs, and develop an IEP plan within 60 days of receiving informed parent/guardian consent for the evaluation. (34 CFR 300.300, 34 CFR 300.301; EC 56344.)

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction or limited English proficiency, or that the student does not otherwise meet the eligibility criteria (34 CFR 300.306; EC 56329)

The personnel who assess the pupil shall prepare a written report of the results of each assessment. (EC 56327)

Tests and other assessments... are provided and administered in the language and form most likely to yield accurate information...(EC 56320)

The assessment of the pupil... shall be conducted by persons knowledgeable of

In collaboration with each child’s parent, and within 45 calendar days of the child’s entry into the program, Head Start must perform or obtain linguistically and age appropriate developmental, sensory and behavioral screenings of motor, language, social, cognitive, perceptual, and emotional skills. To the greatest extent possible, these screenings must be sensitive to the child’s cultural background. (45 CFR 1304.20 [b][1], 1308.6 [b][1])

- Share E/HS local eligibility and enrollment criteria policies with Student Services.
- E/HS staff are part of the IEP team that develops the formal assessment plan for the child.

Only those children who need further specialized assessment to determine whether they have a disability and may require special education and related services proceed to the next step, evaluation period. The Disability/Mental Health Specialist has primary responsibility for the third step evaluation only. (45CFR1308.6[a][3])

Parents have 15 days to respond to the LEA’s assessment plan with their comment.

- E/HS staff may be part of the assessment team when appropriate.
- D/MH Specialist provides copies of health screenings and other relevant information with written parent consent.
- D/MH Specialist will ensure CSTs occur within 15 days of the CST permission form being signed by the parent.

Staff must inform parents of the types and purposes of the screenings, well in advance of the screening, the results of
the student’s disability. (EC 56320 [3][g])

(a) During the evaluation process, information is gathered from a variety of sources, including a review of the child’s medical records and developmental history, interviews with parents and/or caregiver and teacher. The evaluation may also include the use of formal assessment processes and instruments, as well as less formal, play based assessment conducted by a trans-disciplinary team of specialists (i.e., a psychologist, speech therapist, special education teacher.)

(b) Student Services staff work in collaboration with Head Start teachers/staff in evaluating the child as appropriate with the DRDP-2010 or DRDP- Access in the collection of data for each child.

these screenings and the purposes and results of any subsequent evaluations. (45 CFR 1308.6 [c])

- E/HS Staff inform parents and obtain written permission to complete the screenings at orientation meetings, the first day of enrollment.
- Screening results are shared with parents by instructional staff at the first parent conference.

Parental consent in writing must be obtained before a child can have an initial evaluation to determine whether the child has a disability. (45 CFR 1308.6 [e][3])

- Written Parent Consent is obtained for a Special Education Assessment at the CST meeting when appropriate.

Disability/Mental Health Specialist must explain the purpose and results of the evaluation and make concerted efforts to help the parents understand them. (45 CFR 1308.6 [e][4])

- E/HS staff coordinates with Student Services in informing the parent of the assessment results at the IEP and subsequent meetings.
- E/HS staff participates in the development and implementation of the IEP.
- The D/MH Specialist and/or the child’s general education teacher attend IEP meetings.

The contractor maintains the DRDP-2010 and Desired Results parent survey data for children and families. The contractor uses the information to plan
and conduct age and developmentally appropriate activities and monitor family involvement and satisfaction. (EC 8203[b], 8203.5[b], 8240[a], 8245, 8246, 8463[e], 5CCR18270.5, 18272, 18272, 18273, 18276, and 18279-182810)

- The program uses the DRDP-2010 as an on-going assessment tool. Staff works in collaboration with Student Services in the collection of data for each child.

- Assessment results are shared with the child’s parents and used to plan and modify instruction to meet individual needs of children.

- Parent survey data and DRDP-2010 data results are used to evaluate effectiveness of instruction and programs to ensure quality programs for children and families.

Individualized Education Program

A local educational agency shall initiate and conduct meetings for the purposes of developing, reviewing, and revising the individual education program of each individual with exceptional needs in accordance with (34 CFR 300.323)

<table>
<thead>
<tr>
<th>Individualized Education Program: Laws, Regulations and Recommended Practices</th>
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</thead>
<tbody>
<tr>
<td>Student Services</td>
</tr>
<tr>
<td>Individuals with exceptional needs between the ages of three and five years, inclusive, who are identified by the local special education district as requiring special education services, as defined by the board of education, shall be eligible for special education and services... (EC 56440 [d])</td>
</tr>
<tr>
<td>It shall be the policy of this LEA that an Individualized Education Program (IEP)</td>
</tr>
</tbody>
</table>
or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions. (Federal Statute 20 USC § 1412 (a)(4))

In developing the IEP, the IEP team shall consider all of the following: The strengths of the student; the concerns of the parents/guardians for enhancing the education of their child; the results of the initial assessment or most recent assessment of the student; the academic, developmental, and functional needs of the student; in the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior; in the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP; the communication needs of the student, and whether the student requires assistive technology devices and services. (20 USC 1414(d)(3)(A); 34 CFR 300.324; Education Code 56341.1, 56345)

(a) Student Services staff, along with the D/MH Specialist and parent will use the Preschool Matrix (Appendix A) as guidance in determining placement in the Head Start program. The team will consider the least restrictive environment and is a placement in Head Start in the best interest of the child.

If the IEP team determines that a

Student Services staff will use the Preschool Matrix (Appendix A) as guidance in determining placement in the HS program. The team will consider the least restrictive environment and is a placement in HS in the best interest of the child.

Procedures for referral, evaluations, IEP meetings and placement decisions (45 CFR 1308.4[1] [3])

- D/MH Specialist monitors referrals, IEP meetings and services using the MyCopa tracking system.

Participate in the development and implementation of the IEP for preschool age children with disabilities, consistent with the requirements of (45 CFR 1304.20[f][2][iv])

When the LEA develops the IEP, a representative from Head Start must attempt to participate in the IEP meeting and placement decision for any child meeting Head Start eligibility requirements. (45 CFR 1308.19 [c])

- Placement decisions will be made in collaboration with Student Services to promote maximum inclusive opportunities for disabled children.
- The D/MH Specialist will make every attempt to attend all IEP meetings.
- Teacher/Home Visitor will make every attempt to attend all IEP meetings.
- Teaching staff are available to coordinate with Student Services in the development and implementation of the IEP.
- E/HS staff will participate in the IEP development and will
student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team must include a statement to that effect in the student’s IEP. (Education Code 56341.1)

IEP teams shall meet at least annually and/or whenever any of the following occurs: The student has received an initial formal assessment; the student demonstrates a lack of anticipated progress; parent, guardian, or teacher requests a meeting to develop, review, or revise the IEP; to review the student’s progress and appropriateness of placement. (Education Code 56343)

As a member of the IEP team, the general education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions and supports; supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (20 USC 1414(d)(3)(C); 34 CFR 300.324; EC 56341)

The LEA shall include Head Start personnel in the development of the IEP when the child is enrolled in Head Start or is being considered for enrollment in Head Start. (EC 56341 [b][2] [c])

individualize a child’s goals and educational program in accordance with IEP recommendations.

- E/H staff will collaborate with Student Services service providers to help facilitate delivery of special education therapy and services.
- Head Start staff will implement services designated in the IEP.
- The D/MH Specialist will make every attempt to attend all IEP meetings.
- Teacher/Home Visitor will make every attempt to attend all IEP meetings.
- Teaching staff is available to coordinate with Student Services in the development and implementation of IEP and services for children with disabilities.
- Teachers will implement IEP recommendations and strategies in the classroom as prescribed.

**Enrollment**

Enrollment of children with disabilities in Head Start must meet the policies and procedures of both LEA and Head Start. (EC 56441.1[b] and 45 CFR 1305.2, 1305.4, 1305.5[c])
Enrollment: Laws, Regulations and Recommended Practices

E/HS and Student Services will work collaboratively to enroll children with disabilities in the least restrictive environment following all Head Start enrollment regulations, policies and procedures.

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Head Start</th>
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<tbody>
<tr>
<td>Early education services for preschoolers may be provided by any of the following methods: (a) through interagency agreement between another public agency. (EC 56441.8 [a])</td>
<td><strong>Funded enrollment:</strong> [A]... Child must be at least three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located...Examples of such exceptions are programs serving children of migrant families and Early Head Start programs [B] At least 90 percent of the children who are enrolled in each Head Start program must be from low-income families... (45 CFR 1305.4[a][b][3])</td>
</tr>
<tr>
<td></td>
<td>- E/Head Start uses the current community needs assessment to assist in determining enrollment practices.</td>
</tr>
</tbody>
</table>

It shall be the policy of this SELPA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, occurs only when the nature or severity of the disability of the child is such that education in regular classes with the use of supplemental aids and services can not be achieved satisfactorily. (EC 56205(a); EC 56031; EC 56206; EC 56303; Federal Statute 20 USC Section 1412(a)(5))

(a) Coordinated services are provided through a language based and developmentally appropriate curriculum.

(b) Children with special needs who have an IEP are integrated to the maximum extent possible into general education settings, including when appropriate preschool classroom and playground settings.

(c) Special education services are center based, and provided in a variety of settings, including private preschools, Head Start programs, state preschool programs, combination Head Start/state preschool programs, Migrant Head Start programs, and service provider locations.

Services...serving preschool children

Head Start Act 2007-not less than 10 percent of the total number of children actually enrolled be each HS agency will be children with disabilities who are determined to be eligible for special education and services as appropriate as determined under IDEA. 945 CFR 640 [d][1])

- A recruitment plan has been developed and criterion established in determining each child’s eligibility for placement in the Head Start program. Children with disabilities are one priority factor in determining a child’s eligibility.
with exceptional needs and their families shall be provided in coordination with other state and local agencies. (EC 56441.1[a])

(a) During transition IFSP meetings with Part C agency, Student Services representative provides parent/guardian with a Head Start application.

(b) Student Services extends an invitation to the D/MH Specialist to participate in all IFSP transition meetings with FNRC or other Part C agency.

<table>
<thead>
<tr>
<th>Service Delivery: Laws, Regulations and Recommended Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>E/HS and Student Services will work together to ensure all laws, regulation and practices are followed to meet the needs of both agencies. Open and frequent communication and planning will foster a comprehensive approach to serving children with disabilities in the Head Start Programs.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Head Start</th>
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<tbody>
<tr>
<td>The Glenn County Special Education Local Plan Area recognizes the need to identify and evaluate students from birth through age 21, residing within the SELPA, who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. The LEA shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment. (EC 56301)</td>
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<tr>
<td>The LEA shall provide, or ensure the provision of special education and related services as specified in the IEP for all children the LEA is mandated to serve. (EC 56360)</td>
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Each SELPA shall ensure that a continuum of program options is available to meet the needs of individuals with exceptional needs... (EC 56360)

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<tr>
<td>Service plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all head start children and provisions for any modifications necessary to meet the special needs of children with disabilities. (45 CFR 1308.4[c])</td>
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</table>

- Modification and accommodations indicated on a child’s IEP will be implemented by E/HS to ensure the child’s participation occurs to the fullest extent possible.
- Head Start will implement IEP goals and objectives into the child’s individualized daily curriculum.
- All Head Start services will be provided to children with disabilities in accordance with recommended modification and accommodations.

Head Start must arrange or provide special education and related services...The plan must specify the services to be provided by Head Start.
and those provided by other agencies. (45 CFR 1308.4[h])
- The IEP document will reflect duration and frequency of services to be provided and whether Head Start of Student Services is responsible for the delivery of said services.

Special education and related services must be provided by or under the supervision of personnel meeting state qualifications by the 1994-95 program year. (45 CFR 1308.4[k])
- Staff working with children with disabilities will meet state and federal qualifications in accordance by laws and regulations.

### Transition

LEA shall provide special education and related services to eligible children at age three. (17 CCR 52112[a])
Head Start must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year. (45 CFR 1308.21[b])

### Transition: Laws, Regulations and Recommended Practices

Student Services and E/HS Staff will work as a team to plan and discuss transition needs to ensure smooth transitions for children receiving early intervention services under part C and part B. In addition, both agencies will jointly plan and attend meetings with school districts in which children reside to streamline the facilitation of Kindergarten Transitions for children with disabilities.

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<tr>
<th>Student Services</th>
<th>Head Start</th>
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<tbody>
<tr>
<td>It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler’s third birthday. The transition process shall be smooth, timely and effective for the child and family. (Federal Statute 20 USC 1412 (a)(9); Local Plan 20.1)</td>
<td>...strategies for the transition of children into Head Start from infant/toddler programs, as well as the transition from Head Start into the next placement...must include preparation for staff and parents for entry of children with severe disabilities in the Head Start program. (45 CFR 1308.4[g])</td>
</tr>
<tr>
<td>The LEA shall participate in the</td>
<td>- A Transition Plan is in place that includes procedures and strategies</td>
</tr>
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</table>
transition planning for toddlers served under the Early Intervention Services Act...who may be eligible for preschool programs under PART B. (17 CCR 52112 [a])

Early Start and preschool program providers programs will provide a seamless transition to pre-kindergarten and kindergarten, respectively, through coordinated efforts of preschool staff, general education staff, and families. (SELPA Local Plan 1.1) (EC 56300)

(a) Student Services and Head Start staff will jointly attend and participate in transition meetings with districts to discuss transition plans, programs and services for children with disabilities.

(b) Kindergarten transition IEP meetings are held by late spring with the parent/guardian and both the sending and receiving school teams.

Before entering Kindergarten, children with disabilities who are in a preschool program shall be re-evaluated to determine if they still need special education and services. (EC 56445)

to transition children with disabilities from birth to Kindergarten.

- Head Start staff and Student Services will jointly attend and participate in transition meetings with districts to discuss transition plans, programs and services for children with disabilities.
- Offer training to both district and Head Start personnel as appropriate.

...If a child enters Head Start with an IEP completed within two months prior to entry, services must begin within the first two weeks of program attendance. (45 CFR 1308.19[k])

- When a child with an IEP is enrolled in HS, special education services begin within 2 weeks of enrollment.

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Procedural Safeguards

Young children with disabilities and their families shall be afforded the procedural safeguards and confidentiality of records requirements according to IDEA, (IDEA PART B, Regs. 34 CCRR300.500-300.515), EC sections 56500.0-56507; and Head Start 45 CFR 1308.6 and 1308.21 [a][6])

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Procedural Safeguards: Laws, Regulations and Recommended Practices

Agencies will protect children and families’ safeguards and confidentiality of records by following protections under IDEA and 45CFR; both agencies will work together in obtaining proper parental consent needed by each agency.

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<tr>
<th><strong>Student Services</strong></th>
<th><strong>Head Start</strong></th>
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<tbody>
<tr>
<td>Parents shall be given a copy of their rights and procedural safeguards... (EC 56301 [d][2])</td>
<td>...confidentiality must be maintained...Parents must be given the opportunity to review their child’s records in a timely manner...(45CFR 1308.6 [e][4])</td>
</tr>
<tr>
<td>It shall be the policy of this LEA that all children with disabilities residing in the</td>
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</table>
State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. (Federal Statute 20 USC § 1412 (a)(3))

In order to assure that individuals with exceptional needs have ample opportunities to be educated with their non-disabled peers...the county office of education will support practices which ensure that individuals with exceptional needs are removed from general education programs only to the extent necessary to specifically address their special education needs. (Local Plan 1.66)

The LEA Shall implement all rights and protections of IDEA, including procedural safeguards for all individuals with exceptional needs and their parents who are provided special education by the LEA. (EC 56400-56507)

- E/Head Start staff respect families confidentiality.
- Parents sign a Statement of Confidentiality form in an effort to keep personal/program information private.
- Parents have the right to access their child’s file and educational records, which is available upon request.

...Inform parents verbally and in writing of individual rights and protections under IDEA. (45CFR 1308.21 [a][6])

- Student Services provides parents with a copy of their Parent Rights in their primary language at every IEP meeting.
- E/HS staff supports parents in locating resources and advocating for services for their child.

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Training and Technical Assistance

Training and technical assistance shall be provided for the implementation of early education programs for preschool children with disabilities. (EC 56441.13-IDEA PART B, 45 CFR CH 41 subpart B. §1306.23, 45 CFR 1308.4 [o][7])

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<th>Student Services</th>
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<tr>
<td>The LEA shall provide training and technical assistance for the implementation of early education program for preschool children with exceptional needs and shall develop: Methods and models for modification to the regular program prior to referral; guidelines for program providers; curriculum and content for programs; and personnel standards for the program providers. (EC 56441.13)</td>
<td>Inform in writing and include LEA early childhood special education staff and parents in training and technical assistance activities, as appropriate. (45 CFR 1308.4 [1][2]) The Disabilities Service Plan must include preparation of staff and parents for the entry of children with serve disabilities into the Head Start program. (45 CFR 1308.4 [g])</td>
</tr>
<tr>
<td>- Head Start and Student Services</td>
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</table>
Appendix A
Guidelines for Preschool Inclusion
Attached

<table>
<thead>
<tr>
<th>Assistant Superintendent/SELPA Director</th>
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<tbody>
<tr>
<td>Date: 12/9/13</td>
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<tr>
<th>Director/Child and Family Services</th>
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<tr>
<td>Date: 12/9/13</td>
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<tr>
<th>Superintendent of Schools</th>
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<tr>
<td>Date: 12/9/13</td>
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</table>

jointly provide identified training for staff.
- E/HS will communicate with Student Services and parents of any pertinent and appropriate training opportunities by email, flyers, and direct contact.
<table>
<thead>
<tr>
<th>Intensive Support 1</th>
<th>Intensive Support 2</th>
<th>Moderate Support 1</th>
<th>Moderate Support 2</th>
<th>Consultation/Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>*This child’s global deficits limit participation in the Gen Ed setting beyond some outside play opportunities.</td>
<td>**This child is progressing towards preschool inclusion. Child will have opportunities in Gen Ed as appropriate.</td>
<td>***Child integrates at least 25% into Gen Ed preschool with Student Services aide</td>
<td>****Child integrates at least 50% in Gen Ed classroom with Student Services aide support in center, but fading back</td>
<td>*****Child is fully integrated into Gen Ed classroom. Student Services provides consultation, as needed.</td>
</tr>
</tbody>
</table>

- Child demonstrates significant delays in all developmental domains.
- All DIS services (Speech, OT, etc) provided at PLC
- Intensive individualized and small group instruction
- Goal is to assist child in developing basic fundamental prerequisite skills for learning (attending, imitation, etc)
- Application for general education preschool (Head Start, State or Private) is completed and on file.

- Child demonstrates significant delays in all developmental domains. **Child is making progress in skill acquisition**
- All DIS services (Speech, OT, etc) provided at PLC
- Intensive individualized and small group instruction
- Child joins Gen Ed children in outside activities as appropriate
- Team developing a specific plan for daily inclusion (25% daily)
- Begin enrollment process, transition to preschool when opening is available

- Child able to function 25%, working towards 50% of school day in preschool classroom with Student Services aide
- The focus is skill acquisition in developing cooperative play, increase of self-help skills, able to follow schedule, task completion, and acquisition of basic number and letter concepts. Materials and activities may need accommodations/modifications.
- Consultation/collaboration between Student Services, Head Start and DIS staff.
- Team meets periodically to review child’s progress and to possibly revise services and inclusion plan
- All DIS services provided in Chapman D or Gen Ed classrooms

- Child participates 50%, working towards 75% of school day in the preschool classroom with Student Services aide support
- Student Services aide in classroom to provide support, however, working to fade back and allow child more independent opportunities
- Continued focus is skill acquisition in developing cooperative play, increase of self-help skills, able to follow schedule, task completion, and acquisition of basic number and letter concepts. Materials and activities may need accommodations/modifications.
- Consultation/collaboration between Student Services, Head Start and DIS staff.
- Team meets periodically to review child’s progress and to possibly revise services and inclusion plan
- All DIS services provided in Chapman D or Gen Ed classrooms

- Child participates in Gen Ed 75%, working towards 100% of the school day in preschool classroom.
- Child may need some assistance or support of Student Services aide.
- Child is able to engage in sustained cooperative play and transitions with minimal prompts.
- Child continues to develop skills in all developmental domains
- Continued regular consultation/collaboration between Student Services teacher/staff and Gen Ed staff. These regularly scheduled meetings will monitor child’s progress, make accommodations/modifications as needed to ensure continued success and developmental progress.
- All DIS services provided in Gen Ed classrooms
Interagency Agreement  
E Center and Glenn County Office of Education/SELPA  
School Years 2015-2018

This agreement is made between the Glenn County Office of Education/SELPA (GCOE/SELPA) and E Center Head Start Programs (E Center). It is the intent of both parties to cooperate in a common effort to serve preschool children with disabilities in the least restrictive educational environment. It is the intent of both agencies to meet program and funding requirements while providing children and their families with comprehensive, developmentally, and educationally appropriate services in compliance with federal and state laws and regulations which govern each agency.

**Referral Process:**

<table>
<thead>
<tr>
<th>E Center will:</th>
<th>GCOE/SELPA will:</th>
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<tbody>
<tr>
<td>1. Refer children between three to five years of age who are residents of GCOE/SELPA and suspected of being individuals with qualifying disabilities and who may need special education and related services.</td>
<td>1. Accept completed referrals of students three to five years of age who are residents of GCOE/SELPA to determine if they are eligible and need special education.</td>
</tr>
<tr>
<td>2. Complete the referral packet which includes:</td>
<td>2. Receive completed packet and notify E Center within 10 days if packet is complete and when assessment plan can be developed and signed. If the referral is not appropriate GCOE/SELPA will provide E-Center with the reasons why assessments is not warranted.</td>
</tr>
<tr>
<td>- A signed exchange of information release form</td>
<td>3. Receipt and acknowledgement of signed Assessment Plan begins timeline for initiation of assessment and/or services, and where applicable, the fees for service agreement.</td>
</tr>
<tr>
<td>- Pertinent medical information</td>
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<tr>
<td>- Developmental screen results</td>
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<tr>
<td>- Teacher observation (if speech and language impairment is suspected disability speech screen tool, provided by GCOE/SELPA)</td>
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</tr>
<tr>
<td>- Student and family contact and demographic information and data</td>
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<tr>
<td>- Hearing screening results</td>
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<tr>
<td>- Vision screening results</td>
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<tr>
<td>- Other relevant information about the referred student such as but not limited to dental, sleep patterns, nutrition, behavioral issues/concerns, family dynamics, etc.</td>
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</tr>
<tr>
<td>3. Assist in the gathering of parent consent and providing English/Spanish language translations/interpretations as needed for completion of the Assessment Plan upon confirmation from GCOE/SELPA of completed referral packet.</td>
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</tbody>
</table>
**Assessment Process:**

<table>
<thead>
<tr>
<th>E Center Head Start will</th>
<th>GCOE/SELPA will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assist with transportation to/from assessment location, as needed per case.</td>
<td>1. Inform E Center of location, time and date and who will complete the assessment.</td>
</tr>
<tr>
<td>2. Assist in gathering data and information from the parent and the student by providing English/Spanish language translations or interpretations as needed, for the completion of the assessment sessions. [Note if language is other than English/Spanish, agencies will work collaboratively to problem solve and complete the assessment.]</td>
<td>2. Request translations/interpretation services from E Center if needed. [Note if language is other than English/Spanish, agencies will work collaboratively to problem solve and complete the assessment.]</td>
</tr>
<tr>
<td>3. Assist with the coordination and scheduling with the family of the IEP meeting.</td>
<td>3. Assist with the coordination and scheduling of the IEP meeting.</td>
</tr>
<tr>
<td>4. Assist with transportation to/from assessment location, as needed per case.</td>
<td></td>
</tr>
</tbody>
</table>

**IEP Meeting:**

<table>
<thead>
<tr>
<th>E Center Head Start will</th>
<th>GCOE/SELPA will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assist with transportation to/from IEP meeting as needed per case.</td>
<td>1. Inform E Center of date, time and location of IEP meeting and who needs to attend and participate.</td>
</tr>
<tr>
<td>2. Assist with providing English/Spanish language translation/interpretations as needed, for the completion of the IEP meeting. [Note if language is other than English/Spanish, agencies will work collaboratively to problem solve and complete the assessment.]</td>
<td>2. Notify E Center of needs for their Assistance in providing English/Spanish language translations/interpretations as needed, for the completion of the IEP meeting. [Note if language is other than English/Spanish, agencies will work collaboratively to problem solve and complete the assessment.]</td>
</tr>
<tr>
<td>3. Send appropriate representatives to the IEP meeting (Teacher and Administrative representative).</td>
<td>3. Send someone who can interpret the assessment results and an administrative representative</td>
</tr>
<tr>
<td>4. Communicate with all parties regarding progress and strategies.</td>
<td>4. Communicate with all parties regarding progress and strategies.</td>
</tr>
</tbody>
</table>

**Provision of services per the IEP:**

<table>
<thead>
<tr>
<th>E Center will</th>
<th>GCOE/SELPA will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide a space within E Center facilities for services to be implemented per the IEP.</td>
<td>1. Provide implementation of services per the IEP at one of our locations or at an E Center Location.</td>
</tr>
<tr>
<td>2. Work in collaboration with GCOE/SELPA special education staff in assisting children</td>
<td>2. Work in collaboration with E Center staff in assisting children in meeting their IEP goals.</td>
</tr>
</tbody>
</table>
in meeting their IEP goals. To communicate with GCOE/SELPA staff at a minimum monthly to discuss children’s progress.

3. Assist with communication to family regarding progress while programs are in operation.

4. Follow up with families that move away and who return and are still eligible for both agencies’ services to facilitate continued services.

5. Work together with GCOE/SELPA to ensure that families with a child with an active IEP understand their rights and responsibilities in accessing Special Education services.

6. Assist kindergarten age children and their parents in transitioning to the K-12 school system.

To communicate with E Center staff at a minimum Monthly to discuss children’s progress.

3. Assist with communication to family regarding progress while programs are in operation.

4. Follow up with families that move away and return who are still eligible for both agencies’ services to facilitate continued services.

5. Work together with E Center to ensure that families with a child with an active IEP understand their rights and responsibilities in accessing Special Education services.

6. Assist kindergarten age children and their parents in transitioning to the K-12 school system.

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<table>
<thead>
<tr>
<th>E Center</th>
<th>GCOE/SELPA will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide training to GCOE/SELPA staff as appropriate on the E Center screening tool and internal referral process.</td>
<td></td>
</tr>
<tr>
<td>2. Invite GCOE/SELPA to participate in training conducted or sponsored by E Center</td>
<td></td>
</tr>
<tr>
<td>1. Provide training to E Center staff as appropriate on the GCOE/SELPA screening tool and internal referral process.</td>
<td></td>
</tr>
<tr>
<td>2. Invite E Center to participate in training conducted or sponsored by GCOE/SELPA</td>
<td></td>
</tr>
</tbody>
</table>

---

**Fee for Services**

<table>
<thead>
<tr>
<th>E Center</th>
<th>GCOE/SELPA will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assist with the cost of special education services by providing to GCOE-SELPA a sum of up to $500.00 for each referral submitted by E Center 30 days before the end of the child’s district of residence school year ends and that district’s school start date in the event that the referral results in GCOE-SELPA completing an evaluation and/or providing other agreed upon services.</td>
<td></td>
</tr>
<tr>
<td>1. Invoice E Center for evaluation done by GCOE-SELPA as results of referrals made by E Center 30 days before the end of the child’s district of residence school year ends and that district’s school start date. Invoices will be submitted on a monthly basis when costs are incurred and will provide detail related to such costs.</td>
<td></td>
</tr>
</tbody>
</table>

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**MISCELLANEOUS PROVISIONS**

1. This agreement is effective on date of signature, terminating on May 31, 2018. This agreement will be reviewed and revised more frequently if requested by either party.

2. As policy changes or program concerns arise, representatives of both E Center and the GCOE/SELPA will meet to address the issues.
3. E Center and GCOE/SELPA will work collaboratively to assist children and parents attending special education services including evaluations, IEP meetings and therapy sessions.

4. E Center and GCOE/SELPA will work together to collect in-kind in order to meet E Center’s federal requirements and show evidence of community partnership and collaboration.

5. **Mutual Indemnification:** Each party to this Agreement hereby agrees to save, defend, hold harmless, and indemnify the other (including the State of California) and their officers, agents and employees, against any or all liability, claims and costs of whatsoever kind and nature for injury to or death of any person or persons, and for loss or damage to any property occurring in connection with or in any way incident to or arising out of the occupancy, use, service, operations, or performance of work under the terms of this Agreement, resulting in while or in part from the negligent acts or omissions of the other party, or any subcontractor, employee, agent, or representative of the other party.

<table>
<thead>
<tr>
<th>Contact for E Center</th>
<th>Contact for GCOE/SELPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reyna Cervantes</td>
<td>Mary Byrd</td>
</tr>
<tr>
<td>Mental Health &amp; Special Needs Coordinator</td>
<td>Preschool Program Coordinator</td>
</tr>
<tr>
<td>E Center Head Start Programs</td>
<td><strong>Glenn County Office of Education</strong></td>
</tr>
<tr>
<td>1128 Yuba Street</td>
<td>Orland, CA 95963</td>
</tr>
<tr>
<td>Marysville, CA. 95901</td>
<td>Phone: (530) 865-1267 ext 2030</td>
</tr>
<tr>
<td>Phone: (530) 741-2995 ext. 121</td>
<td>Fax: (530) <a href="mailto:mbyrd@glenncoe.org">mbyrd@glenncoe.org</a></td>
</tr>
<tr>
<td>Fax: (530) 741-8469</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:rcervantes@ecenter.org">rcervantes@ecenter.org</a></td>
<td></td>
</tr>
</tbody>
</table>

This agreement is entered into on 2015 by and between the undersigned agencies.

Kulraj Samra  
Chief Executive Officer  
**E Center Head Start Programs**  
1506 Starr Drive  
Yuba City, CA 95993  
530-634-1255  
Cell: 530-755-6989  
rsamra@ecenter.org

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Superintendent of Schools GCOE  
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Phone: (530) 934-6575  
tquarrie@glenncoe.org

Jodie Keller  
Program Director  
**E Center-Head Start Programs**  
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jkeller@ecenter.org

Vicki Shadd,  
SELPA Director  
**GCOE**  
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Orland, Ca 95963  
(530) 865-1267 ext. 3201  
vshadd@glenncoe.org
INTERAGENCY AGREEMENT BETWEEN FAR NORTHERN REGIONAL CENTER AND GLENN COUNTY SPECIAL EDUCATION LOCAL PLAN AREA FOR IMPLEMENTATION OF THE CALIFORNIA EARLY INTERVENTION SERVICES ACT KNOWN AS EARLY START

1. PURPOSE

The purpose of this agreement is to describe selected policies and procedures of Far Northern Regional Center (FNRC) and Glenn County Special Education Local Plan Area (SELPA) relating to the implementation of the California Early Intervention Services Act, hereinafter referred to as "Early Start", and its implementing regulations. Specifically, this agreement will define the financial responsibilities of each agency, procedures for resolving disputes, and other components necessary to ensure effective cooperation and coordination between the two agencies.

2. PARTIES

The parties to this agreement are Far Northern Regional Center and Glenn County Special Education Local Plan Area.

3. TERMS OF AGREEMENT AND REVIEW SCHEDULE

This agreement shall be in effect from January 1, 2016 – December 31, 2016. The agreement shall be reviewed and extended on an annual basis by the signing of a notification of extension by both parties. Termination of this agreement may be initiated by either agency providing 30-day written notice of any practice inconsistent with this agreement.

4. UNDERLYING PHILOSOPHY

Both FNRC and Glenn County SELPA endorse the philosophy statement that is attached to and made part of this agreement as Appendix A.

5. TARGET POPULATION

This agreement applies to activities and services performed on behalf of infants and toddlers, birth through two years of age, and their families, who are eligible for early intervention services under Early Start, as defined in California statute, regulations and policies.

6. PAYOR OF LAST RESORT

A. Financial Responsibility

FNRC and Glenn County SELPA will operate within the provision of the State Interagency Agreement executed between the Department of Developmental Services and the California Department of Education on September 9, 1993. Due to the importance of the provisions entitled "Payor of Last Resort", those pertinent sections of the state interagency agreement are presented below:
1. Definition – “Payor of last resort” means the Regional Center or Local Education Agency (LEA) that is ultimately responsible to arrange, provide, or pay for appropriate early intervention services, as defined in 34 CFR, Section 303.12, as listed on an Individualized Family Service Plan (IFSP) as a required service, after all other providers or payors have been considered and eliminated because their legal responsibilities have been fulfilled under state or federal law.

2. FNRC will be the payor of last resort for all Early Start eligible infants who are Regional Center clients as defined by state law and regulations. This includes infants who may be eligible for both Regional Center and Special Education services. It will not include infants with solely visual, hearing, or severe orthopedic impairments, or any combination thereof, who meet the criteria in Sections 56026 and 56026.5 of the Education Code, and in subdivisions (a), (b), (d) or (e) or Section 3030, and Section 3031 of Title 5 of the California Code of Regulations.

3. The Local Education Agency, which comprise the SELPA, will be the payor of last resort for those infants with solely visual, hearing or severe orthopedic impairment, or any combination thereof, who meet the criteria in Sections 56026 and 56026.5 of the Education Code, and in subdivisions (a), (b), (d) or (e) of Section 3030, and Section 3031 of Title 5 of the California Code of Regulations.

B. Maintenance of Effort
Although FNRC is the designated payor of last resort for infants and toddlers jointly served by FNRC and Glenn County Local Education Area, the LEA shall provide special education and related services to infants and toddlers that meet both agencies’ eligibility criteria provided the LEA does not exceed its 1980-81 mandate or its 1992-93 level of state funding, whichever is greater. When the LEA reaches its mandated service capacity of 8, it shall refer dually eligible infants and toddlers to FNRC which shall then assume the responsibility of providing early intervention services to all dually eligible infants and toddlers. If the LEA falls below its funded capacity, FNRC may then refer dually eligible children to the LEA. The LEA shall notify FNRC when it reaches its funded capacity and when the next opening for services occurs.

Note: See Referral Procedures, 7B

7. PROGRAM IMPLEMENTATION POLICIES

A. Child Find
Both agencies agree to coordinate local child find activities including, but not limited to, outreach efforts to hospitals, physicians, child care programs, public health facilities, other social service agencies and other health care providers. FNRC will assume responsibility for contacting hospitals with neonatal intensive care units (through participation in discharge planning rounds when available) to assure that referral linkages with those facilities are maintained. Glenn County SELPA agrees to include information about Early Start in its annual child find public notices.

B. Referral Procedures
The Request for Early Intervention Services form will be used as the interagency referral form, included in Appendix B. Whichever agency receives the referral will, with verbal consent of the parent, notify the other agency of the referral in a timely manner, not to exceed five (5) days, if it appears that the child will be eligible for services from both agencies. The only
exception to this policy will be when the LEA is at its funded capacity and, therefore, FNRC, as payor of last resort, would be responsible for providing all Early Start services to the referred child. Then a referral from FNRC to the LEA will not be required. The 45 calendar day intake time period begins on the day the parent request for services is received by either FNRC or Glenn County SELPA. If a referral is received by the SELPA during a break in service, the 45 day intake timeline still begins on the day that the referral is received. Whoever takes the call at the LEA should immediately pass the referral on to FNRC. FNRC will take responsibility for initiating the intake process.

If a child is referred for Early Start services with the primary concern being speech/language delay with no indication of a possible hearing loss and the LEA is at its funded capacity, it will be the responsibility of FNRC to determine if a hearing loss does exist. If an evaluation does verify a hearing loss, the child will then be referred to the LEA as a child with a solely low incidence disability and FNRC will not be responsible for providing services to that child.

If a child is referred for Early Start services with the primary concern being a possible hearing loss, even if that loss is not yet diagnosed, it will be the responsibility of the LEA to determine if a hearing loss does exist. If an evaluation does not verify a hearing loss and the child is exhibiting speech delays, the child will be referred to FNRC who will assume responsibility as payor of last resort. If the LEA is not at its funded capacity and the child’s speech delay is significant enough to qualify for school services, the LEA may provide services to the child but a referral shall still be made to FNRC if other service needs are identified.

Any evaluations done by one agency shall be given to the other agency once it is determined which agency is the appropriate payor of last resort. The receiving agency should consider using existing evaluation data for determining eligibility.

Prevention referral’s for 0-3 with two conditions that place child at high risk for developmental delays. If LEA receives a referral, LEA will send referral to RC within 48 hours.

Note: For purposes of this agreement, the term “hearing loss” shall be as defined in Ed Code Article 3.1 3030 (a), which is consistent with the definition used in the Early Intervention Services Act regulations, Article 1, Section 52000 (b) (20).

C. Intake Procedures

When FNRC notifies the LEA of a referral (or vice versa) for a child who is likely to be found eligible for services by both agencies, a decision shall be made regarding which agency shall conduct the intake meeting. Whenever possible the intake shall be done jointly by both agencies. Factors to consider in determining which agency should conduct the intake are:

(1) Child and family centered concerns (medical, social, financial, etc.).

(2) Which agency is more likely to play a prominent role with the child and family based on the identified concerns at referral.

(3) Capability to schedule the intake timely.

Both agencies agree to use the Interagency EI Intake form to record intake information. The agency completing the intake packet shall send a copy of the completed intake material to the
other agency within 10 working days. Both agencies agree to notify the other agency of the staff responsible for intake and evaluations/assessments at all times during the year.

It is agreed that the individual that conducts the intake interview with the family assumes the role of Interim Service Coordinator until the IFSP Service Coordinator is identified at the IFSP meeting.

D. Evaluation and Assessment Procedures
If a child is referred to the LEA and it is not at its funded capacity, the LEA will be responsible for conducting an evaluation in all five developmental areas including hearing and vision within the 45-day intake period. The results of the evaluation will be shared with FNRC if the child has also been referred to FNRC not later than the end of the 45-day intake time period.

If a child is referred to FNRC, and the LEA is at its funded capacity, FNRC will be responsible for conducting an evaluation in all five developmental areas including hearing and vision within the 45-day intake period. FNRC will not share the results of the evaluations with the LEA unless an opening occurs in the LEA program.

Evaluation and assessment data obtained by one agency will be made available to the other agency for its use in determining eligibility and service needs, provided that appropriate releases are obtained from the parent or legal representative. The receiving agency should consider using all available data when determining eligibility.

On an annual basis appropriate assessments will be performed by both agencies and shared with the other agency. Detailed information on assessment results put into the IFSP will substitute for a formal written evaluation report.

E. Year-round Provision of Services
Throughout the year the IFSP service coordinator will contact the appropriate Early Start staff person at the other agency to discuss the child’s progress and service needs. These contacts will take place at least semi-annually to coincide with the annual and semi-annual IFSP meetings. It is understood that staff from the agency that is not responsible for the IFSP service coordination can initiate contact with the IFSP service coordinator whenever a need arises. Both agencies agree that a contact person familiar with Early Start services will be available to receive calls from the other agency throughout the year.

Both agencies also agree to work together to ensure the provision of services during periods of school vacations when services are required on the IFSP. The multidisciplinary IFSP team will determine the need for continued services during short or extended school breaks.

F. Individualized Family Service Plan (IFSP)
Both parties to this Agreement will participate in the multi-agency IFSP meeting for any child commonly served by the two agencies. The initial IFSP meeting will be held within 45 calendar days of the receipt of the referral. In the event that either agency cannot fulfill its obligation to obtain evaluation data to determine eligibility within the 45-day timeline, it will notify the other agency of the delay and it will be determined if enough data have been collected to proceed with an interim IFSP. It is understood that a parent may agree to a timeline extension if the delay is caused by an “exceptional circumstance” as outlined in item 52000 (b)(14) of the Early Intervention Services Title 17 Regulations.
FNRC will assume responsibility for timely notification of the parties of an IFSP multi-agency team meeting for dually shared clients.

The six month IFSP review, as well as any periodic reviews, shall be conducted at a minimum by the identified IFSP Service Coordinator and the parent(s) either in person or by phone. Any changes made to the plan at or before the six month review shall be documented on the IFSP periodic /semi-annual review form. A copy shall be sent to the other agency for their record. If a change is requested that will result in new or additional services, the agency that will provide or pay for those services shall be notified and approve of the additional services prior to the revision to the IFSP. In no instance shall a change be made to the IFSP without the knowledge and consent of the IFSP service coordinator. Both agencies shall participate in the annual IFSP review meeting for dually served clients. In exceptional circumstances it is acceptable for the IFSP service coordinator to participate in the IFSP meeting by phone and that should be so noted on the IFSP. It is also acceptable for the designated IFSP service coordinator to change from one agency to the other with the consent of the parent.

It is understood that each agency can only commit to providing services funded by that agency; i.e., FNRC can only authorize payment for FNRC services and the LEA for LEA funded services. All services purchased by either agency must have prior authorization.

The Northeast Region Individualized Family Service Plan form will be used as the common IFSP form. The form must adhere to the requirements for an IFSP as outlined in federal and state statute.

The agency’s representative attending the IFSP meetings will have the authority to sign the IFSP document for the agency. Both agencies agree to make appropriate staffing arrangements to assure, to the maximum degree possible, meeting the 45-day intake timeline.

If English is not the primary language of the family, it is agreed that the agency that conducts the initial intake meeting with the family will assure that an interpreter will be present for the initial multi-agency IFSP meeting. The agency responsible for providing an interpreter / translator for future IFSP meetings will be determined by the IFSP multi-agency team.

G. Transition Procedures
For purposes of transition at age three, the IFSP Transition Plan will be implemented as follows:

<table>
<thead>
<tr>
<th>Age of Child</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or before:</td>
<td></td>
</tr>
<tr>
<td>2 years 6 months</td>
<td>Service coordinator notifies parent(s) that transition planning will begin within the next 3 months.</td>
</tr>
<tr>
<td></td>
<td>Service coordinator notifies the LEA that there will be a transition IFSP meeting requiring the attendance of an LEA preschool representative before the toddler is 2 years 9 months.</td>
</tr>
<tr>
<td>2 years 7 months</td>
<td>Family, service coordinator and the LEA agree on a date for the transition IFSP meeting.</td>
</tr>
<tr>
<td>Time Period</td>
<td>Action Description</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2 years 9 months</td>
<td>Transition IFSP meeting is held with service coordinator, parent(s) and preschool representative of LEA. A projected date for conducting the final review of the IFSP and the initial IEP is set including identification of the persons responsible for convening the IEP/final IFSP review meeting. The date for the meeting is set collaboratively between the LEA staff and the FNRC service coordinator. Assessments needed to determine eligibility for LEA and continued FNRC services are determined. Service coordinator reviews transition material with family, including information about community resources for those children who may not qualify for LEA Part B services. Formal referral made to LEA if appropriate, including sending all pertinent medical and Early Start records.</td>
</tr>
<tr>
<td>2 years 10 months</td>
<td>Designated service coordinator, in coordination with the LEA, arranges parent observation of preschool services. Evaluation for school placement and continued FNRC eligibility begins.</td>
</tr>
<tr>
<td>2 years 11 months</td>
<td>Prepare for IEP meeting. Eligibility review for continued FNRC services takes place, if appropriate. At least 10 days prior to the IEP, the LEA notifies FNRC of the IEP/IFSP review meeting date.</td>
</tr>
<tr>
<td>By the child’s 3rd birthday</td>
<td>LEA sends evaluation results to FNRC. IEP/IFSP review meeting is held. Note: The initial IEP meeting is also the final IFSP meeting. Adequate time must be given at the IEP meeting to review progress in achieving IFSP outcomes before initiating discussion of the IEP.</td>
</tr>
</tbody>
</table>

**H. Service Coordination**

A staff member from either agency may assume the role of IFSP Service Coordinator. If LEA staff assumes the role of the IFSP Service Coordinator, the role of the FNRC Service Coordinator is modified to allow the IFSP Service Coordinator to take a more direct lead role in interactions with the family. The FNRC Service Coordinator would still be responsible for arranging all needed purchases of service and for assuring that all generic services are pursued prior to the purchase of any service with FNRC funds. The FNRC Service Coordinator shall be notified of all IFSP meetings including the semi-annual review.
It is agreed that the individual that conducts the intake interview with the family assumes the role of Interim Service Coordinator until the IFSP Service Coordinator is identified at the IFSP meeting.

Note: See Section F, IFSP, for additional details on the role of the service coordinator.

I. Transfers

When a child who has an existing IFSP transfers into the area served by FNRC one of these procedures will be followed:

1. If the child had been served by the LEA in the area she/he was moving from and the LEA in the receiving area has an opening (i.e. is under its funded capacity), then the child will enter the LEA infant program under a 30-day administrative placement. An IFSP Periodic Review meeting will be held at the end of the initial 30-day placement to identify the services to be provided to the child by the receiving LEA. If the child had not been receiving Regional Center services before moving to this area and the LEA determines the need for FNRC services, the LEA will immediately initiate a referral to FNRC.

If the child had been served by another Regional Center before moving to the FNRC region, FNRC will immediately implement the existing IFSP to the best of its ability while determining the need for any new assessments or services. By the end of a 30-day initial service period, an IFSP Periodic Review meeting will be held to identify the new services to be provided for the child and family.

2. If the child had been served by the LEA in the area she/he was moving from and the LEA in the receiving area does not have an opening (i.e. is at its funded capacity), then FNRC will be responsible for providing all services identified on the existing IFSP in as close an approximation as possible until any new assessments indicate a need for a change in services. The child will not have any priority status for placement in an LEA program based solely on the fact that the child had received LEA services prior to moving to the FNRC region.

J. Timely Exchange of Information

Both parties agree that the following timelines will be adhered to:

1. Referrals sent to the other agency within five (5) days of receipt of the referral.
2. Evaluation results for intake purposes sent to the other agency prior to the end of the 45-day intake timeline.
3. Contact made with the other agency at least two (2) weeks prior to a proposed meeting date when an IFSP meeting, or, in the case of children who are turning three (3), IEP meeting, is being planned to coordinate meeting schedules.
4. Copies of IFSP periodic reviews to be sent to the other agency within five (5) days of the periodic review meeting if the other agency did not attend the meeting.
5. Phone or written contact with the other agency as soon as possible after receipt of information pertinent to the continued provision of Early Start services to the child and family.
6. FNRC to refer to LEA pre-school assessment team three (3) months before the child’s third birthday.
7. Pre-school assessment results from the LEA to be sent to FNRC before the child’s third birthday if FNRC sends referral in the timeline specified in f.
8. PROCEDURAL SAFEGUARDS

Both parties shall abide by the Procedural Safeguards as outlined in the Federal and State Law, local policies and accompanying regulations.

9. SURROGATE PARENTS

The LEA agrees to share its listing of surrogate parents with FNRC. These surrogate parents may be called upon to provide surrogate parenting functions for an FNRC 0-36 month old client who is not served by Glenn County LEA. The LEA agrees to conduct training for surrogate parents in accordance with Education Code requirements. FNRC will be informed when those trainings will take place.

If the LEA does not have any surrogate parents available, FNRC will initiate their surrogate parent appointment process. The FNRC service coordinator will provide a one-to-one training with the potential surrogate parent. The FNRC Early Start administrator will assume responsibility for the actual appointment of the surrogate parent. FNRC agrees to share its listing of surrogate parents with the LEA when permission is granted by the surrogate parent.

10. DISPUTE RESOLUTION

The following steps will be followed if a dispute arises between Glenn County SELPA and FNRC as to:

(A) The eligibility of an infant;

(B) Which agency is responsible for the infant and family evaluation and assessment, service coordination, and the development and implementation of the IFSP; and

(C) Which agency is responsible for the provision/purchase of appropriate early intervention services.

Step 1: Every attempt shall be made to resolve the dispute at the lowest possible administrative level starting with the supervisory level up to the Executive Director of FNRC and the SELPA Director.

Step 2: If resolution of the dispute is not achieved, the two parties may request assistance from any of the following:

(A) Department of Developmental Disabilities (DDS)

(B) California Department of Education (CDE)

(C) Another LEA or Regional Center

Step 3: If resolution cannot be reached within 60 calendar days, the issue shall be referred to DDS and CDE for a state-level review and resolution.

Step 4: The state-level review shall be conducted jointly by DDS and CDE and a decision rendered in 60 calendar days of receipt of the dispute.
11. **STATUS OF SERVICES DURING A DISPUTE**

During the pendency of a dispute, an infant/toddler must continue to receive the appropriate early intervention services currently being provided. If the dispute involves initial early intervention services, the infant/toddler shall receive all of those early intervention services identified and agreed to in the IFSP.

12. **ADDITIONAL COMPONENTS**

A. **Interagency Meetings**
   
   Both agencies agree to send representatives to periodic interagency meetings where issues pertinent to Early Start will be discussed.

B. **Joint Training**
   
   Both agencies agree to participate in the joint training of staff regarding the ongoing implementation of Early Start within the county. Staff will be informed of the contents of this Agreement. Future joint trainings may be held if new procedures are developed or this Agreement is substantially modified. Both agencies agree to notify the other party of any conferences or workshops pertinent to the implementation of Early Start.
PHILOSOPHY STATEMENT

California is committed to serving all infants, birth to three years, who have identified handicapping conditions, established risk, or who are at high-risk for developing handicapping conditions. The Legislature has acknowledged that early intervention is effective in enhancing child development, reducing family stress, and avoiding greater costs on a long-term basis.

The following philosophical principles provide the rationale for the Early Intervention Project:

- Infants and toddlers are unique because of the dependence on their families. This dependence necessitates a family-focused approach to early intervention.

- Responsibility for a child’s development rest with the family. Programs must support, not supplant, the family’s role.

- No one agency or discipline can meet the diverse and complex needs of very young children with special needs and their families. A coordinated, interagency, and interdisciplinary approach to planning and delivery of services is necessary.

- Very young children and their families have a wide variety of needs and resources. Therefore our system must allow early intervention services to be individualized and flexible, to accommodate for changing needs of the family and child. Some infants considered at risk may need only periodic assessment and follow-up, while other infants and families may need intensive intervention and support.

- Individualized early intervention services for infants who are at risk, or who have a handicapping condition, and for their families, which provide a full range of services with active parent involvement can reduce significantly the potential impact of many handicapping conditions and positively influence later development.

- Early intervention systems must include the continuum of services necessary to address the varied needs of infants and families. The system must assure accessibility, availability, and accountability for individual families.

- Center-based and group service should maximize opportunities for integration with non-disabled infants and children. All services must be provided in a setting, and a context, that recognizes cultural and linguistic diversity, and acknowledges the value of each individual served.

- Due to the size and diversity of this region, the needs and resources vary significantly on a geographic basis. Any system must acknowledge and accommodate these differences to be effective.

- An early intervention system must allow for, and encourage, local decision making.

- The quality and effectiveness of services depends on well-trained early intervention staff. A team of personnel, knowledgeable in child development, atypical development and family systems, as well as the specific requirements of their unique disciplines, is critical. Absent that experience and understanding, early intervention staff shall undergo a comprehensive training plan for that purpose, which shall be developed and implemented as part of the staff development component of the local plan for early education services.

- As the state of the art in early intervention changes and our knowledge of child development improves, too, will this philosophy statement be reviewed.

APPENDIX A *INTERAGENCY AGREEMENT
APPROVAL

I am authorized to sign this Interagency Agreement between Far Northern Regional Center and Glenn County Special Education Local Plan Area and, by doing so, give my approval of the provisions contained herein.

Laura Larson, Executive Director
Far Northern Regional Center

10/5/2015
Date

Vicki Shadd, SELPA Director
Glenn County Office of Education

10/5/15
Date