

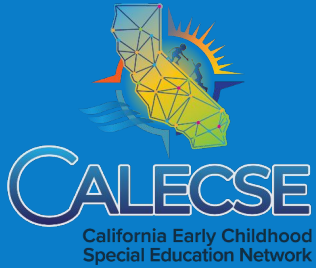


CALECSE

California Early Childhood
Special Education Network

Assessment Team Leadership COP

February 27, 2023



CALECSE

California Early Childhood Special Education Network

Funded by the CDE



Implementation Leadership

Co-Executive Director- Dr. Scott Turner, East San Gabriel Valley SELPA
Co-Executive Director-Melanie Hertig, Irvine Special Education/SELPA
Project Coordinator-Marion Springett, Saddleback Valley USD



CaIECSE

California Early Childhood Special Education Network

Funded by the CDE

CaIECSE.org



CaIECSE is a new technical assistance project funded under the California Department of Education (CDE) that will support Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of IDEA Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CaIECSE Network will *leverage collaboration* amongst agencies, *disseminate resources*, *highlight existing exemplar practices*, and *provide direct technical assistance* to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CaIECSE Network is committed to *improving outcomes* for children and their families by *eliminating and addressing barriers* to successful transition for California's youngest children with disabilities.



CalECSE Network



SELPA Leadership
(ESGV SELPA and
Irvine USD/SELPA)

CalECSE
Coordinator(s)

Interagency
Collaboration
Exemplar(s)

Innovative and
Inclusive Practices
Exemplar(s)

Assessment Practices
Exemplar(s)

Assessment Team
Leadership
Exemplar(s)

Preschool Child Find
Exemplar(s)

Parent Outreach &
Support Exemplar(s)

Data Governance
Exemplar(s)

Geographic Technical Assistance Facilitators/Leads

TA 1

TA 2

TA 3

TA 4

TA 5

TA 6

TA 7

TA 8

TA 9

TA 10

TA 11

CaIECSE Network

Assessment Team Leadership

Thomas Crocker
Exemplar Lead, Assessment Team Leadership
Executive Director
Lincoln Unified School District

Jordan Hulstrom
Region 10 Technical Assistance Facilitator
Coordinator
Riverside County SELPA

Freda Kaprielian
Region 7 Technical Assistance Facilitator
Director of KC KIDS, IFSP- IEP Assessment
Kings Canyon Unified School District

Katherine Mahoney
Region 11 Technical Assistance Facilitator
Director of Special Education
Arcadia Unified School District



Agenda



- ✓ Background and Information on Early Childhood Education
- ✓ LEAs Child Find Obligations
- ✓ Timelines
- ✓ First Impressions and the Importance of them
- ✓ Q & A

Background of Early Childhood Assessment

IFSP to IEP

BIG Shift in Focus and Legal Framework

- ✓ Medical Model to Educational Model
- ✓ Family Focused Services to Child's Educational Needs
- ✓ From Natural Environment to LRE
- ✓ Multiple Providers to School District Providers
- ✓ Transition is a process not a single event



"You never get a second chance to make a first impression" will rogers

Child Find Obligations



Search and Serve Policy

- Each special education local plan area (SELPA) submitting a local plan to the superintendent must have in effect policies, procedures, and programs relating to child find and referral. (EC §56205)
- An annual “Search and Serve” notice is published in the local newspapers/emails/websites/ etc, within the SELPA area to inform parents of their rights and relative to special education.
- Referrals for potential special education services are completed on a standard agency form and then directed to the appropriate administrator / designee. The administrator or designee shall log the referral and begin the screening process.



Some Additional Child Find Obligations

- Each LEA has a legal obligation under EC §56300 to actively and systematically seek out all individuals with exceptional needs, from birth through 21 years of age, including children not enrolled in public school programs, who reside in a school district or are under the jurisdiction of a SELPA.
- Students are referred to Special Education one of three ways...
 - Community Agency/Preschool Referral
 - Part C to B transition Referral
 - Parent Referral



Closer Look

Timelines within Part C to B
Transition

- Timelines for Part C to B transitions place a burden of responsibility on both the agency (Regional Center or LEA providing Birth-3 Services) and the LEA in which the parent of the child with a suspected disability under Part B of the IDEA resides. Ultimately; however, the burden to comply with the requirement to have services available to the child when they turn 3 is on the LEA with there the parent resides.
- This process starts with the Part C Provider (Typically the Regional Center)
 - Within the timeframe of 3-9 months of the third birthday of the child receiving services from the Provider, the Provider must:
 - Hold a Transition Plan with the parent to discuss the transition to LEA based services, parents are asked if they can invite the current District where the parents reside to this meeting.

- Regardless if the provider receives consent to release information and/or invite the LEA to the transition conference, a referral from the Provider must be made so they LEA is aware there is a child with a suspected disability under Part B residing in their boundaries.

- If the LEA is invited, they must attend and the person representing the District should have an understanding of:
 - The Enrollment Process
 - Assessment Process
 - Part B Eligibility
 - Continuum of Services available within the LEA

- Key Issues for LEA Administrators with regards to timelines should focus on
 - Collaboration with the Regional Center or LEA responsible for Part C services
 - How are referrals sent to the LEA
 - At what age does the Part C provider send the referral (Question to ask: Is the regional center/LEA complying the required timelines stipulated in law, if not, how do you work to address this with the Part C agency)
 - Is there a contact person to keep each other updated with staffing changes in your LEA and the agency

- Key Issues for LEA Administrators with regards to timelines should focus on (cont'd):
 - Once the referral is received what are your District process to begin assessment
 - Consider the need to have these students registered in District, what documents, who follows up on families not responding with necessary documents, how do you ultimately track down, “seek out”, and find children suspected of eligibility under Part B. The burden is on the LEA to find these children and support families in meeting your registration requirements.

- Key Concerns for LEA Administrators with regards to timelines should focus on (cont'd):
 - Once the referral is received what are your District process to begin assessment
 - What process is in place to determine what areas of assessment should be considered
 - When are all team members made aware
 - Who case manages the initial process and ensures an IEP meeting is held prior to their third birthday AND services are ready to be implemented upon the child turning 3, should they be eligible.

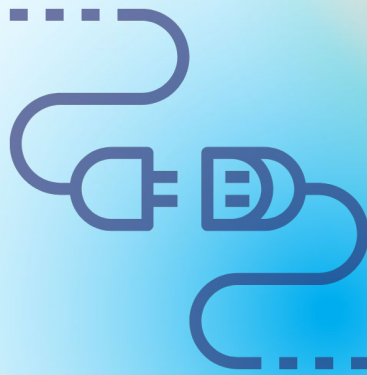
- Key Concerns for LEA Administrators with regards to timelines should focus on (cont'd):
 - Once the referral is received what are your District process to begin assessment
 - Typically you know that assessments must be completed within 60 calendar days from when the parent provided written consent to the Assessment Plan
 - HOWEVER, in these situations, if the child turns 3 within the 60 calendar days, the team must complete AND hold the Initial IEP prior to the third birthday.
 - This INCLUDES summer birthdays, we are obligated to have an Assessment completed AND an IEP in effect on the third birthday, should the child be determined eligible.

Timelines Recap

- Part C Provider Notifies/Holds Meeting with LEA 3-9 months prior to the child's 3rd Birthday
- Part B Provider provides Assessment Plan to parent within 15 calendar days of referral
- IEP held no later than 60 calendar days or the child's 3rd Birthday
- Offer of FAPE must start on the day the child turns 3 if determined eligible (Services may not be implemented until the start of the following school year if over summer)

The Importance of First Impressions

***What words come to
mind when you think
of a time you felt
welcomed?***



***Have you had an
experience when you
did not feel welcome?
How did that make
you feel?***



The Importance of First Impressions

- Establishing a long-term partnership
- Flattening the power dynamic
- Developing structures to engage families
- Promoting community by utilizing existing resources (your current families!)



Questions



Join us for our Next Opportunity May 22, 2023 12:00PM - 1:00PM

EVENT

Pre-K Assessment Team Leadership

Pre-K Special Education Administrators, please join CalECSE Network team members for two upcoming CalECSE Assessment Team Leadership Community of Practice Groups that will focus on the "ins and outs of supporting educational teams" that work with young students transitioning from Part C to Part B of IDEA, and/or who are served under Part B of the IDEA.



TARGET AUDIENCE: Includes early childhood special education providers, early childhood teachers, and special education administrators

February 27, 2023 | 12:00PM-1:00PM

Meaningful Guidance & First Impressions

This session will focus on administrative responsibilities with regard to child find, timelines, and making meaningful first impressions with families that have students transitioning out of Part C Services under the IDEA. A brief overview of Part C to Part B will be provided, and discussion will lend time for Q&A during this hour.



Register Today.

February 27, 2023
12:00 PM - 1:00 PM
Meaningful Guidance
& First Impressions

[Click to Register](#)

May 22, 2023 | 12:00PM-1:00PM

Supporting & Monitoring Programs Effectively

This session will focus on the information that Administrators who Support Early Childhood Special Education Programs need to know in order to better support and monitor programs effectively. Topics will include us of the Desired Results Developmental Profile (DRDP), observational assessment and reporting, as well as the State Performance Plan Indicators (SPP) 6 and 7. This session will focus on why these data results can be a powerful tool for supporting educators in the field of Early Childhood.



Register Today.

May 22, 2023
12:00 PM - 1:00 PM
Supporting & Monitoring
Programs Effectively

[Click to Register](#)

For more information
visit calecse.org.



📞 (626) 966-1679 (P)
(626) 339-0027 (F)

📍 1400 Ranger Dr.
Covina, CA 91722

✉️ info@calecse.org

🌐 calecse.org



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Thank you for attending!

Contact Us!



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California Early Childhood
Special Education Network

MARION SPRINGETT

Project Coordinator

(626) 966-1679 (P)

(626) 339-0027 (F)

mspringett@calecse.org

1400 Ranger Dr.

Covina, CA 91722

calecse.org