

## Section 10

# PRESCHOOL – EARLY CHILDHOOD



Area: EARLY CHILDHOOD CHILD FIND (3-5 YEAR OLDS)

Introduction: HPS will conduct regularly scheduled Child Find Screenings and subsequent evaluations during the school year for pre-school aged children. Pre-school age students referred for a special education evaluation after screening will be evaluated by the district's Early Childhood Evaluation Team. The screening team consists of a psychologist, speech-language pathologist, vision specialist, DHH provider, nurse, audiologist, an occupational and/or physical therapist. If the student has a suspected visual impairment, the vision specialist may also serve on this team.

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>
<p><b>REFERRAL</b></p> <ul style="list-style-type: none"> <li>• Referrals from families, agencies, clinics, or preschools of preschool aged children can schedule a Child Find screening for their child by calling the Special Services Department at any time during the school year at 206-631-3009.</li> <li>• Appointments will be scheduled and a Child Find Intake form will be completed. Families will receive an information packet containing:               <ul style="list-style-type: none"> <li>* Letter confirming screening</li> <li>* Map to Location</li> <li>* Parent Questionnaire</li> <li>* What to Expect letter</li> </ul> </li> </ul> <p><b>SCREENING</b></p> <ol style="list-style-type: none"> <li>1. The Early Childhood Screening Team will screen children on screening days as scheduled.</li> <li>2. After the screening, the team will meet to discuss screening results. If the child is found to be typically developing, the District Child Find Representative will share results and give a copy of the screening summary.</li> <li>3. If the team determines that there are potential delays, the District Child Find Representative discusses the areas of concern with the family. An evaluation appointment is either scheduled or referred to the home school when necessary. The district Notice of Action/Referral Form will be completed and provided to the family, along with screening summary and procedural safeguards.</li> <li>4. The Consent to Evaluate paperwork will be completed by the team psychologist and entered into Goalview.</li> </ol>	<p>Child Find Intake form/ Dial 4 Questionnaire/ What to Expect letter</p> <p>Screening Summary</p> <p>District Notice of Action/Referral, Procedural Safeguards</p> <p>Consent to Evaluate</p>	<p>Special Services Administrative Assistant</p> <p>Special Services Administrative Assistant</p> <p>District Early Childhood Evaluation Team District Child Find Representative</p> <p>District Child Find Representative</p> <p>Team Psychologist or single service provider</p>	<p>As appointments are requested</p> <p>On regularly scheduled Child Find Screening dates</p>

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>
<p><b>EVALUATION</b></p> <ol style="list-style-type: none"> <li>1. The Early Childhood Evaluation team receives notification of evaluations and appropriate information the week prior to scheduled evaluations for review. The file is made available at the site.</li> <li>2. The child is assessed by the Early Childhood Evaluation Team in the areas of referral. Results of the evaluation are communicated to the family, along with recommendations for services.</li> <li>3. The Notice of Evaluation Results form is completed and evaluation results are communicated to the District Representative, who will determine placement.</li> <li>4. If the child qualifies for services, he or she is assigned to a preschool IEP team closest to their address with space and appropriate program available by the District Representative.</li> <li>5. The evaluation team psychologist is responsible for getting the evaluation report and child's complete file to the receiving school. An IEP meeting is scheduled to develop an IEP with Present Levels and Goals reflecting qualifying areas of the evaluation.</li> </ol> <p><b><u>Speech, OT or PT only:</u></b></p> <p>If speech, OT or PT is the only qualifying area, the Psychologist on the evaluation team notifies the Speech-Language Pathologist, OT or PT at the elementary school nearest to the child's address of the need for services. An IEP is written services are provided at the home school. Transportation is provided by the family to and from the scheduled therapy appointments.</p>	<p>Notice of Evaluation Results</p> <p>IEP, Prior Written Notice</p> <p>IEP/Prior Written Notice</p>	<p>District Representative</p> <p>Evaluation Team Psychologist</p> <p>Psychologist</p> <p>IEP Team</p> <p>Psychologist/SLP, OT, or PT</p>	<p>One week prior to evaluation</p> <p>Within two weeks from the evaluation</p> <p>Within 30 calendar days from the evaluation</p>

Area: TRANSITION INTO HIGHLINE PUBLIC SCHOOLS FROM LOCAL EARLY INTERVENTION AGENCIES (BIRTH-THIRD BIRTHDAY)

Introduction: Prior to the child’s third birthday, a transition meeting is held with the student’s family, Part C staff (Local Early Intervention Agencies), and a HPS district representative. The meeting is held no less than 90 days prior to the third birthday. The meeting is arranged by the Part C Family Service Coordinator and the HPS district representative.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
<p>1. Highline School District Representative for Early Childhood Transitions is contacted by a local Early Intervention Agency to schedule a transition meeting between the school, the agency, and the family.</p> <p>2. Prior to the transition meeting, the District Representative will create a Transition file containing the current evaluation, IFSP, other pertinent documents. All current information will be reviewed prior to the transition meeting.</p> <p>3. The District Representative will attend the Transition Meeting at the family home or at the local agency, completing the district Transition Form and reviewing it with the family. The areas of referral will be a mutual decision to assess.</p> <p>4. The District Transition Representative completes the Referral and Notice of Referral in Goalview, copies are sent to the family and placed in the transition file. The Transition Form, Referral, and Notice of Referral are sent to the family. Copies are placed in the Transition file.</p> <p>5. The Early Childhood Evaluation team receives notification of evaluations and appropriate information the week prior to scheduled evaluations for review. The file is made available at the site.</p> <ul style="list-style-type: none"> <li>• If the team determines that there are only concerns in one of the following areas; Communication, OT or PT, the home school specialist will be notified by the district representative. The home school specialist will initiate the consent form, evaluation and IEP.</li> <li>• If the team determines that there are concerns in two or more areas; the evaluation team is notified by the district representative. The evaluation team will initiate the consent form, evaluation and IEP.</li> </ul>	Transition form	<p>Part C Staff District Representative</p> <p>District Representative</p> <p>District Representative</p> <p>District Representative</p> <p>District Representative</p>	<p>At least 90 days prior to the child’s 3rd birthday</p> <p>Prior to Transition Meeting</p> <p>Appointment at least 4 weeks prior to third birthday</p> <p>One week prior to evaluation</p>	<p><a href="http://WAC392-172A-02080">WAC392-172A-02080</a></p>

<p>6. The child is assessed by the Early Childhood Evaluation Team in the areas of referral. Results of the evaluation are communicated to the family, along with recommendations for services.</p> <p>7. The Notice of Evaluation Results form is completed and evaluation results are communicated to the District Representative, who will determine placement.</p> <p>8. If the child qualifies for services, he or she is assigned to a preschool IEP team closest to their address with space available by the District Representative.</p> <p>9. If the child qualifies for services, he or she is assigned to a preschool IEP team closest to their address with space available by the District Representative.</p> <p>10. The evaluation team psychologist is responsible for getting the evaluation report and child's complete file to the receiving school within two weeks. An IEP meeting is held prior to the child's third birthday to develop an IEP with Present Levels and Goals reflecting qualifying areas of the evaluation</p> <p>11. A start date is determined at the IEP meeting and the Transportation Request is completed by the receiving team's psychologist and sent to the district's Special Services Department.</p>	<p>Notice of Evaluation Results</p> <p>IEP, Prior Written Notice</p> <p>Transportation Request Form</p>	<p>Evaluation Team Psychologist</p> <p>Psychologist</p> <p>District Representative</p> <p>IEP Team</p> <p>Receiving Teams Psychologist</p>	<p>Prior to the child's 3<sup>rd</sup> birthday</p> <p>After the IEP meeting</p>	
<p><b><u>Speech, OT or PT only:</u></b></p> <p>If speech, OT or PT is the only qualifying area, the Psychologist on the evaluation team notifies the Speech-Language Pathologist, OT or PT at the elementary school nearest to the child's address of the need for services. An IEP is written prior to the child's third birthday and services are provided at the school. Transportation is provided by the family to and from the scheduled therapy appointments.</p>	<p>IEP/Prior Written Notice</p>	<p>Psychologist, SLP, OT or PT</p>	<p>Prior to the child's 3<sup>rd</sup> birthday</p>	

Area: EARLY CHILDHOOD OUTCOMES PROJECT

Introduction: All school districts in the country must be reliably reporting to the Department of Education data on performance indicators for all their preschoolers who have individualized education programs (IEPs), including the following outcomes:

- *Positive Social and Emotional Skills*
- *Appropriate Behaviors to Meet Their Own Needs*
- *Acquisition and Use of Knowledge and Skills*

The *Child Outcome Summary Form (COSF)*, a 7-point scale, is used to summarize child data and measure progress on each of the three child outcome areas. The *Child Outcomes Summary Form* is designed to determine how a child is functioning in each of the outcome areas. The information can include one or more norm-referenced or curriculum-based assessments, parent report on a child’s skills and behavior, teacher observations, or other sources.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE
<p>1. <b>Entry COSF: When a preschool age student begins Special Education Services (ages 3-5) and will have at least six months of Special Education services prior to entering kindergarten:</b> Complete the Child Outcomes Summary Form in Goalview. Possible times to complete the form would be during an IEP meeting or during student-led conferences.</p>	Child Outcomes Summary Form	IEP Team	Within six weeks of services beginning
<p>2. <b>Exit COSF: When a preschool student transitions from Preschool to Kindergarten or is exited from Special Education services while of preschool age:</b> Complete the Child Outcomes Summary Form in Goalview during the transition to kindergarten IEP meeting or reevaluation meeting.</p>	Child Outcomes Summary Form		May 1 - May 31
<p>3. <b>Directions for completing the Child Outcomes Summary Form:</b> <b>Entry COSF:</b></p> <p>A. Entry—Page 1: Provide all the requested information. It is strongly recommended that the family be asked to provide information about the child’s functioning; but if the family’s information is not included, check “not included.”</p> <p>B. Entry—Questions 1a, 2a, 3a: Choose only <b>one</b> number for each outcome.</p>		IEP Team	

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>
<p>C. Entry—Supporting evidence: Provide the evidence that supports the rating. Indicate the source of the evidence (e.g., parent, speech therapist, teacher, XYZ assessment) and the nature of the evidence from the source. For example, if a child’s functioning receives a rating of “5”, relevant results should provide evidence of a mix of age appropriate and not age appropriate skills and behaviors.</p> <p>D. Entry—Do not answer Questions 1b, 2b, 3b (or you can check N/A).</p> <p>E. Submit the Entry Child Outcomes Summary Form to the Special Services Department Early Childhood Representative, within six weeks of services beginning.</p>	<p>Child Outcomes Summary Form</p>	<p>Case Manager</p>	<p>Within 6 weeks of services beginning.</p>
<p><b>Exit COSF:</b></p> <p>A. Exit—Page 1: Provide all the requested information. It is strongly recommended that the family be asked to provide information about the child’s functioning; but if the family’s information is not included, check “not included.”</p> <p>B. Exit—Questions 1a, 2a, 3a: Choose only one number for each outcome.</p> <p>C. Exit—Supporting evidence: Provide the evidence that supports the rating. Indicate the source of the evidence (e.g., parent, speech therapist, teacher, XYZ assessment) and the nature of the evidence from the source. For example, if a child’s functioning receives a rating of “5”, relevant results should provide evidence of a mix of age appropriate and not age appropriate skills and behaviors.</p>	<p>COSF</p>	<p>Case Manager</p>	<p>Between May 1-May 31</p>

<b>PROCEDURES</b>	<b>FORMS</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>
D. Exit—Complete questions 1b, 2b, 3b: Choose “yes” or “no” to indicate if the child has made progress since the Entry COSF. If the numbers increased or remained the same, check “yes.” If the numbers decreased, check “no.” Do not check “N/A” on the Exit COSF.			
E. Submit the Exit Child Outcomes Summary Form to the Special Services Department Early Childhood Representative and one to be placed in the student’s file between May 1-May 31 or after a reevaluation where the child was exited from services, if an Entry form was filled out on the child and the child is transitioning to kindergarten in the fall and has at least six months of Special Education services.	COSF	Case Manager	Between May 1-May 31
F. Submission of COSF Report-Data is compiled by Special Services Department Early Childhood Representative. The data is entered into the OSEP Reporting Form. A copy of the report is sent to the Compliance Secretary for reporting.	OSEP Reporting Form	Special Services Department Early Childhood Representative	Submit to compliance secretary by June 15, for state submission by July 15.