
INFANTS AND TODDLERS PROGRAM

Policies and Procedures

JUNE 16, 2022

CALVERT COUNTY PUBLIC SCHOOLS
1305 Dares Beach Road, Prince Frederick, Maryland 20678

Calvert County Infants and Toddlers Program Policies and Procedures

COMAR 13A.13.01 Provision of Early Intervention Services to Infants and Toddlers and Their Families

Policy - .04 Referral and Screening

A. Referral.

- (1) A local lead agency shall identify a single point of entry which shall:
 - (a) Coordinate all major child find efforts, consistent with 34 CFR §303.302 and COMAR 13A.13.02.04B; and
 - (b) Be available for use by primary referral sources and others who suspect developmental delay in an infant or toddler.
- (2) A local lead agency shall require the referral of a child three years old or younger who:
 - (a) Is the subject of a substantiated case of child abuse or neglect; or
 - (b) Is identified as directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure.
- (3) A local lead agency shall seek parental consent for referral of a child three-years-old or younger who directly experiences a substantiated case of trauma due to exposure of violence, as defined in section 320 of the Family Violence Prevention and Services Act, 42 U.S.C. 10401, et seq.
- (4) A local lead agency shall ensure primary referral sources refer an infant or toddler as soon as possible, but in no case more than seven days after the child has been identified.

Referral Procedures

“Single point of entry” refers to the contact point in the local jurisdiction that is designated to accept referrals from primary referral sources and others who suspect a developmental delay in an infant or toddler.

“Primary referral sources” refers to an individual, agency, entity, or institution that may suspect an infant or toddler as having a developmental delay who may benefit from early intervention services.

The local lead agency, Calvert County Public Schools (CCPS), has designated the Calvert County Infants and Toddlers Program (CCITP) as its single point of entry. CCITP has adopted a local comprehensive child find system to ensure that all eligible children in the jurisdiction are identified. As the single point of entry, CCITP coordinates all major child find efforts and educates primary referral sources and others in the early childhood community who suspect a development delay or disability in an infant or toddler.

Through public awareness community activities, contacts with local physicians, and the dissemination of CCITP brochures and informational pamphlets, the CCITP provides general information and contact information about early intervention in Calvert County to all primary referral sources. The target audience includes, but is not limited to, the following: parents, the local Department of Social Services, the local health department, pediatricians, tri-county hospitals and clinics, day care centers, other community early childhood programs and venues, and Calvert County Public Schools' staff.

Child-find efforts also include children three-years-old or younger who are involved in substantiated cases of abuse and neglect or who are identified as directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure. In addition, CCITP ensures, through education, that the primary referral sources refer infants and toddlers as soon as possible, but not longer than seven days after the child has been identified.

Who is Involved	Timelines	What Happens: Referral Sources
Infants and Toddlers Specialist Primary referral sources	Ongoing / Outreach through public awareness activities Monthly and quarterly attendance to various early childhood meetings	<ul style="list-style-type: none"> • CCITP supports primary referral sources by informing and educating them about the early intervention system and provides written materials/brochures for families. • Primary referral sources assist the CCITP by providing referrals of potentially eligible children. • Primary referral sources are encouraged to refer potentially eligible children to the CCITP as soon as possible, but in no case more than <u>seven</u> calendar days after the child has been identified.

Referral Procedures – continued

The “Infants and Toddlers Intake specialist” is the designated individual who serves as the single point of entry to assist the referred child and family through the initial multidisciplinary evaluation and assessment and individualized family service plan (IFSP) process.

Once a referral is received from a referral source, CCITP intake specialist contacts the family within two business days. The intake specialist is responsible for obtaining background information to complete the intake form and for entering that information into Maryland Online database. During the telephone conversation, the intake specialist briefly explains the purpose of the CCITP, the early intervention system and eligibility process. The intake specialist in collaboration with the Infants and Toddlers Program Specialist, then schedules an evaluation and assessment with the family, sends home materials for review and completion, and assigns an interim service coordinator to the family based on the geographic location. The interim service coordinator contacts the family to review the ITP process, eligibility criteria, and parental rights document more thoroughly and answer the family’s questions. Prior to the evaluation and assessment, the interim service coordinator ensures consent for testing is obtained in writing.

Who is Involved	Timelines	What Happens: Referral / Intake
Parents Intake specialist Interim Service Coordinator	Ongoing /Referral process	<ul style="list-style-type: none"> • The referral is received by CCITP and the intake specialist makes telephone contact with the family within <u>two</u> business days. • The referral information is entered on the local intake form and in the state database. • The eligibility process and the early intervention system is explained to parents during the initial telephone contact. • If the child meets the automatic qualifying criteria, the intake specialist requests documentation and schedules an initial appointment to review this documentation and determine eligibility. If the child has medical documents to consider for eligibility, the infant and toddler nurse is added to the team. An IFSP development meeting is scheduled within 45 days of referral. • If the child does not meet the automatic qualifying criteria, an evaluation and assessment is scheduled at the child’s home as well as an Individualized Family Service Plan (IFSP) meeting (to be held if the child is determined eligible). Both meetings are scheduled within 45 days of referral. • The intake specialist completes a local family information survey with the family, requests consent for testing if needed, and assigns an interim service coordinator based on the geographical location of the family. • The following information is sent home to the family after the initial contact: the date, time and location of the scheduled evaluation and assessment, and Parental Rights Maryland Procedural Safeguards Notice. • Prior to the scheduled evaluation and assessment, the interim service coordinator ensures written consent is obtained for testing and contacts the family to review and answer any questions regarding the following: evaluation and assessment process, eligibility criteria, and Parental Rights Maryland Procedural Safeguards Notice. • Prior to the IFSP development meeting, the interim service coordinator provides the family with the following documents and obtains consent for enrollment in the Calvert County Infants and Toddlers Program: Calvert County Infants and Toddlers

		brochure; a flyer describing the Family Support Network; Parental Rights- A Companion Guide to the Maryland Procedural Safeguards Notice; Birth-to-3- A Family Guide to Early Intervention Services in Maryland; The Family Guide to Understanding the Individualized Family Service Plan; a list of early childhood resources; and written notice for IFSP development meeting.
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B. Screening

- (1) A local lead agency or Early Intervention Services (EIS) provider may screen a child three-years-old or younger to determine whether the child is suspected of having a disability, consistent with 34 CFR 303.320.
- (2) If a local lead agency or EIS provider proposes to screen a child, it shall:
 - (a) Provide the parent notice of the intent to screen the child to identify whether the child is suspected of having a disability, consistent with 34 CFR §303.421;
 - (b) Provide the parent a description of the parent’s right to request an evaluation at any time during the screening process, in accordance with 34 CFR §303.32; and
 - (c) Obtain consent before conducting the screening procedures, in accordance with as required in 34 CFR §302.420(a)(1) and Regulation .12 of this chapter.
- (3) If the result of screening or other available information indicates that the child is suspected of having a disability, the local lead agency shall:
 - (a) Provide the parents notice of the results consistent with 34 CFR §303.421 and Regulation .11 of this chapter;
 - (b) Obtain parental consent for evaluation and assessment consistent with 34 CFR §303.420 and Regulation .12 of this chapter; and
 - (c) Conduct an evaluation and assessment of the child in accordance with 34 CFR §303.321 and Regulation .05 of this chapter; or
- (4) If the result of the screening or other available information indicates no suspicion of a disability, the local lead agency or EIS provider shall provide the parents notice of that determination and the parent’s rights to request an evaluation, consistent with 34 CFR §303.421.
- (5) Parents may request and consent to an evaluation at any time during the screening process.
- (6) The evaluation of the child must be conducted within 45 days from the date of referral, even if the local lead agency or EIS provider has determined the child is not suspected of having a disability in accordant with §B(4) of this regulation.
- (7) A local lead agency is not required to provide:
 - (a) An evaluation of the child unless the child is suspected of having a disability or the parents requests an evaluation; or
 - (b) Early intervention services unless the child is determined to be an infant or toddler with a disability as defined in 34 CFR §303.21 and Regulation .03B(29) of this chapter.

Screening

Maryland has allowed locals to determine whether or not to use a separate process for screening infants and toddlers. The Calvert County Infants and Toddlers Program has chosen *not* to use a separate process for screening this population. Rather, CCITP takes the information gained from

by intake specialist, including the parent's concerns for their child, and moves forward directly, after receiving parental consent, to the evaluation and assessment of all infants and toddlers referred. This process also allows CCITP to better adhere to the 45-calendar day timeline from referral to the determination of eligibility and initial development of an IFSP, if eligible.

Policy - .05 Evaluation and Assessment

A. Evaluation Procedures

(1) A local lead agency shall ensure:

- (a) A child receives a timely, comprehensive, multidisciplinary evaluation, consistent with 34 CFR §§303.321, 303.322, and 303.420(a)(2);
- (b) A parent provides consent before conducting each evaluation and assessment of a child, consistent with 34 CFR §303.321(1) and Regulation .12 of this chapter; and
- (c) Evaluations are administered by qualified personnel.

(2) In conducting an evaluation, no single procedure may be used as the sole criterion for determining a child's eligibility.

(3) Procedures shall include:

- (a) Administering an evaluation instrument;
 - (b) Taking the child's history, including interviewing the parent;
 - (c) Identifying the child's level of functioning in each of the developmental areas identified in Regulation .03B(12) of this chapter.
 - (d) Gathering information from other sources such as family members, other caregivers, medical providers, social workers, and educators to understand the full scope of the child's unique strengths and needs, if necessary, as required in 34 CFR §303.420(a)(1); and
 - (e) Reviewing medical, educational, and other records.
- (4) Evaluations and assessments of a child must be conducted in the native language of the child, unless clearly not feasible to do so.

B. Nondiscrimination. Local lead agencies shall conduct nondiscriminatory evaluation and assessment of children and families, consistent with 34 CFR §303.321(a)(4).

Evaluation and Assessment Procedures

An "evaluation" means the procedures used by qualified personnel to determine a child's initial (and continuing eligibility) for early intervention services as an infant or toddler with a disability. Evaluation includes determining the child's functioning in each of the following areas of development: cognitive, physical development (including hearing and vision), communication, social or emotional, and adaptive.

"Assessments" refer to the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs, functional levels of development, services appropriate to meet those needs, resources, priorities and concerns of the family, and supports and services necessary to enhance the family's capacity to meet their child's needs.

"Qualified personnel" are those who have met State-approved or recognized certification, licensing, or other comparable requirements that apply to the area in which they are conducting evaluations and assessments (or providing early intervention services). These include Audiologists, Nurses, Occupational Therapists, Physicians, Physical Therapists, Psychologists,

Social Workers, Special Educators including teachers of children with hearing or vision impairments, and others with required credentials.

The interim service coordinator is responsible for scheduling the evaluation and assessment with the child’s family. Timelines are closely monitored to allow time for an IFSP to be written within 45 days of the referral if the child is ultimately found eligible.

Consent for the evaluation and assessment is obtained in writing from the parents by the intake specialist or interim service coordinator prior to the date of testing. The disciplines involved in the evaluation and assessment of a child are based on the information obtained from the referring source and the parent during the initial contact as well as subsequent phone contact by Calvert County Public School Infant and Toddler intake specialist. There is always a special educator involved in this evaluation and assessment team; the other evaluator(s) and discipline(s) for the evaluation are determined based on the child’s individual areas of concern.

All evaluations and assessments are performed by qualified professionals. This evaluation team is referred to as the child’s initial testing team and later, if the child is found eligible, the child’s IFSP team. The IFSP team ensures using appropriate materials and multiple sources of information that a nondiscriminatory evaluation and assessment is conducted for all children and families. For non-English-speaking children, the ITP intake specialist arranges with the CCPS Special Education Department for the evaluation and assessment to be conducted in the child’s native language or mode of communication, unless not possible to do so. Provisions are also made, as necessary, for non-English-speaking parents to participate in this process.

The evaluation and assessment consist of the following components:

- descriptions of the child’s developmental history and capacities in the different areas of development from a variety of sources
- a discussion with the parents to determine their concerns about their child’s development
- an observation of the child, including interactions between the child and parents
- a review of medical and other records; and
- the administration of an evaluation instrument.

Who is Involved	Timelines	What Happens: Evaluation and Assessments
Interim service coordinator, Testing/IFSP team, Parents, Child	Occurs within <u>45 calendar days</u> from the date of referral to the development of the IFSP	<ul style="list-style-type: none"> • The ITP intake specialist schedules the evaluation and assessment with the child’s family. The evaluation and assessment for all children occur at the family’s home or other relevant natural environment for the child. • Notices for upcoming meetings are generally scheduled with at least two weeks’ notice for evaluations to determine eligibility and one week for development of IFSP. • The evaluation and assessment consent form is signed by the child’s parents prior to the testing. Initial request for signature is sent by the intake specialist and

		<p>confirmed by the interim service coordinator assigned prior to testing.</p> <ul style="list-style-type: none"> • The intake specialist makes arrangements for an interpreter in order to test non-English speaking children in their native language, if possible. • Prior to the scheduled evaluation and assessment, the intake specialist and/or interim service coordinator share information about the child and family with the testing team. This may include the medical history, and Family Information Survey. • In CCITP, the evaluation and assessment for an initial IFSP eligibility is conducted by one of four testing teams. A child and family is assigned a testing team by the intake specialist and/or program coordinator based on geographical area and/or age. • The intake specialist schedules the assessment on the CCPS Outlook Calendar and invites each testing team member to participate. • Once the invitation is accepted, the evaluation and assessment is then placed on that team member's calendar. • All evaluations and assessments of the child and family are conducted in a nondiscriminatory manner, in the native language of the child or family, by a multidisciplinary team.
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C. Written Report.

(1) The written report shall include:

- (a) A statement of the child's current health status based on a review of pertinent records and medical history;
- (b) A statement which describes the child's levels of functioning in each developmental area and the dates of the evaluation and assessment procedures;
- (c) A statement of criteria, including tests, evaluation materials, and informed clinical opinion; and
- (d) The signatures and titles of the qualified personnel who administered the evaluation and assessment.

(2) Written reports of evaluations and assessments described in C(1) of this regulation shall be included in the child's early intervention record:

- (a) Document the results of evaluations and assessments conducted by qualified personnel; and
- (b) Determine initial eligibility of a child referred for evaluation.

Written Report Procedures

After completion of the evaluation and assessment, a report is written by the evaluators and provided to the family within two weeks of the evaluation. The single, multidisciplinary report

documents the results of the evaluation and assessment conducted by qualified personnel to determine initial eligibility of each child referred.

The individuals of the testing team write the evaluation and assessment report which includes the following components:

- child’s identifying information
- the date of the report
- date(s) when the evaluation and assessment(s) were given
- signatures and titles of the qualified personnel who conducted the evaluation and assessments
- the child’s background information (including a statement of the child’s current health status)
- concerns expressed by parents
- descriptions of assessment tools used
- the child’s levels of functioning in each developmental area
- areas assessed and significant findings
- summary
- validity statement
- eligibility statement (indicating the child’s eligibility and reason for eligibility)
- recommendations

The written report is maintained in the Early Intervention Record (EIR) of all children enrolled in the CCITP.

Who is Involved	Timelines	What Happens: Written Reports
Testing Team	Completed and provided to parent within two weeks following the evaluation and assessment	<ul style="list-style-type: none"> • After the evaluation and assessment is completed, the testing team completes a single, multidisciplinary evaluation and assessment report. • A copy of the report is given or mailed to the parents within two weeks from the date of the evaluation and assessment. • The child’s testing protocols are maintained, along with the original copy of the written report, in the child’s EIR.

D. Individuals who may have the opportunity to participate in the multidisciplinary evaluation process may include:

- (1) The child’s parent or parents;
- (2) Other family members; and
- (3) The interim service coordinator

Procedures for Individuals who may participate in Multidisciplinary Evaluation Process

The “Multidisciplinary Evaluation Process” refers to the involvement of two or more disciplines or professions in the provision of integrated and coordinated services, including the evaluation and assessment activities and the development of an IFSP.

The intake specialist provides a written invitation to the child’s parents to participate in the multidisciplinary evaluation and assessment process. Parents are informed that they may invite other family members to attend this meeting and be part of the process to review the information related to the Written Report and determine the child’s eligibility for ITP services. In addition, the child’s testing team participates in the multidisciplinary evaluation process.

Who is Involved	Timelines	What Happens: Participation in the Multidisciplinary Evaluation Process
Intake Specialist, Interim service coordinator, Testing Team, Parents	Completed within <u>45 calendar days</u> from the date of referral to the development of the IFSP	<ul style="list-style-type: none"> • An eligibility meeting date is scheduled with parents at the time of referral. A written meeting notice, usually with at least two weeks’ notice, is sent to the family inviting them to be a participant of the multidisciplinary evaluation process. • Parents are informed in writing and during the referral process that they may invite other family members to participate also. • The intake specialist invites the assigned testing team members to participate through Microsoft Outlook Calendar. • The testing team accepts the invitation to participate in the multidisciplinary evaluation process.

E. Eligibility Determination.

- (1) Qualified personnel directly involved in the diagnosis of the child or in conducting the evaluation and assessment of the child shall determine the child’s eligibility for early intervention services by comparing evaluation results with the criteria for an infant or toddler with a disability as defined in Regulation .03B(29) of this chapter.
- (2) Qualified personnel shall use informed clinical opinion when conducting an evaluation and assessment of a child.
- (3) A local lead agency shall ensure informed clinical opinion:
 - (a) May be used as an independent basis to establish a child’s eligibility for the EIS when the other instruments do not establish eligibility; and
 - (b) May not be used to negate the results of evaluation instruments used to establish eligibility.
- (4) A written statement shall document the eligibility decision and be included in the child’s early intervention record. The written statement shall include:
 - (a) The names of titles of the qualified personnel determining the child’s eligibility;
 - (b) The date of the determination; and
 - (c) The basis for eligibility determination.
- (5) A child’s medical and other records may be used to establish eligibility without conducting an evaluation of the child if:

- (a) The records indicate that the child’s level of functioning in one or more developmental areas constitutes a developmental delay; or
- (b) The child otherwise meets the criteria for an infant or toddler with a disability as defined in Regulation .03B(29) of this chapter.
- (6) If the local lead agency determines a child is not eligible, the local lead agency shall provide the parent with prior written notice consistent with 34 CFR §303.421, including the parent’s right to dispute the eligibility determination through dispute resolution mechanisms in accordance with 34 CFR §303.430 and Regulation .14 of this chapter.

Eligibility Determination Procedures

An infant or toddler (from birth up to 3 years of age) identified by qualified personnel to be a child with a developmental delay or a child (from age 3 until the beginning of the school year following the child’s fourth birthday) who has previously received early intervention services and is identified as a child with a developmental delay or disability, is considered to be ‘eligible’ for early intervention services.

*“Developmental Delay” (DD) is one of fourteen disability categories under the Individuals with Disabilities Education Improvement Act (referred to as IDEA). Developmental Delay means to have the presence of a documented: (a) 25% delay (using a child’s chronological age or an ‘adjusted age’ for some prematurely born infants/ toddlers) in one or more of the areas of development (cognitive, physical cognitive, physical development-including hearing and vision, communication, social or emotional, and adaptive), **or** (b) atypical development or behavior which is demonstrated by abnormal quality of performance and function in one of the above areas of development and which interferes with the child’s current development, **or** (c) diagnosed physical or mental condition that has a high probability of resulting in developmental delays (for example: chromosomal abnormalities, genetic or congenital disorders, severe sensory impairments, inborn errors of metabolism, disorders of the nervous system, congenital infections, disorders secondary to fetal exposure to drugs or alcohol, severe attachment disorders. The state of Maryland allows the use of the “Developmental Delay” disability category for eligibility determination for children through age seven (7).*

Upon the completion of the evaluation and assessment, the IFSP team (the testing team and the parents) determines whether the child is eligible for early intervention services. To make this determination, the team:

- compares the results of the assessments administered with the eligibility criteria for “Developmental Delay” or one of the other IDEA disability categories.
- reviews medical and other records
- use clinical opinion based upon observations made during the assessment process and information obtained through parent report.

An eligibility statement that indicates whether the child is eligible for early intervention services is included in the evaluation and assessment report. Once the child is determined eligible for early intervention services, the next steps in the IFSP process and the development of the child’s IFSP is discussed.

If the child is determined *not* eligible, the IFSP team shares with the parent what they should expect to see as their child continues to develop and answer any questions the parents may have. The interim service coordinator provides the parent with a written summary (‘prior written notice’) which includes the evaluation and assessment report with its conclusions, a letter indicating that their child was not eligible for services, an explanation of the parent’s right to dispute the eligibility determination, the phone number for the CCITP and Preschool Child Find Program, and resources for monitoring their child’s development.

Who is Involved	Timelines	What Happens: Eligibility Determination
IFSP Team (i.e., the Testing team and Parents), Interim service coordinator	Completed within 45 days from the date of referral	<ul style="list-style-type: none"> • The IFSP team discusses the completed assessment results and significant findings with the parent. • A determination of eligibility is made and documented based upon a review and comparison of evaluation and assessment data, observation, parent information, clinical opinion, and physical or mental diagnoses to the criteria for eligibility as a child with a disability. • The determination of eligibility statement is included in the evaluation and assessment report and the ‘prior written notice’. • If the child is determined eligible, the IFSP team initiates the IFSP process and develops the IFSP. The written report, IFSP document, and ‘prior written notice’ are provided to the parent no later than 2 weeks from the evaluation and assessment / IFSP meeting. • If the child is determined <i>not</i> eligible, the IFSP team discusses with the parents the next steps expected in their child’s development and answers any questions they may have. Paperwork including the ‘prior written notice’, the evaluation and assessment report with its conclusions, a letter indicating that their child was not eligible for services, an explanation of the parent’s right to dispute the eligibility determination, resources for monitoring their child’s development, and a contact number for CCITP and Preschool Child Find Program are provided.

F. Assessments.

- (1) If a child is eligible for EIS as an infant or toddler with a disability, the child and family shall have:
 - (a) A multidisciplinary assessment of the unique strengths and needs of the child and the identification of services appropriate to meet those needs; and
 - (b) A family-directed assessment of concerns, priorities, and resources of the family and the identification of the supports and services necessary to enhance the family’s capacity to meet the developmental needs of the child. These assessments may occur simultaneously with the evaluation.

- (2) Family assessments shall be conducted in the native language of the family member being assessed, unless clearly not feasible to do so.
- (3) The assessment of the child shall include:
 - (a) A review of the results;
 - (b) Personal observations of the child; and
 - (c) The identification of the child’s needs in each of the developmental areas.
- (4) The family assessment shall:
 - (a) Be voluntary for each family member participating in the assessment;
 - (b) Be based on information obtained through:
 - (i) An assessment tool, and
 - (ii) An interview with those family members who elect to participate in the assessment; and
 - (c) Include the family’s description of its concerns, priorities, and resources related to enhancing the child’s development.

Assessment Process

Assessment continues throughout the period of a child’s eligibility to identify:

- *the child’s unique strengths and needs*
- *services to meet those needs*
- *resources, priorities and concerns of the family*
- *supports and services necessary to enhance the family’s capacity to meet the child’s needs.*

Once the child is found eligible, parents are requested to sign an enrollment form which includes participation in the family directed assessment. Once consent is obtained, the IFSP team assigned for the family following eligibility, interviews the family to obtain the family’s concerns, priorities and resources as well as supports and services needed to enhance the child’s development. During the IFSP development process, the service coordinator reviews the family assessment with the parents and the team agrees on the outcomes and services needed.

The IFSP team conducts a multidisciplinary assessment of the child’s strength and needs as well as a review of the family’s routines in order to identify services that meet the child’s specific needs. The assessment includes a review of the evaluation results used to determine eligibility, clinical opinion through observations, parental concerns and information regarding daily family routines and activities, and the identification of the child's needs in each of the developmental areas.

Who is Involved	Timelines	What Happens: Assessment
IFSP Team, Interim service coordinator	Completed within 45 days from the date of referral	<ul style="list-style-type: none"> • During the development of the IFSP, the IFSP team considers the following: the results of the evaluation used to determine eligibility, clinical opinion through observations, parental concerns and information regarding daily family routines and activities, and the identification of the child's needs in each of the developmental areas.

		<ul style="list-style-type: none"> • The IFSP team interviews the family to engage in a family directed assessment. This information is used to help parents identify the family’s concerns, priorities and needed resources as it pertains to their child’s development. • The team uses this combined assessment information to determine the child’s strengths and needs, along with the family’s concerns and needs, to develop a Plan for child outcomes and services to meet those needs.
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Policy - .06 Individualized Family Service Plan (IFSP) Team

A. IFSP Team Members.

- (1) A local lead agency shall ensure the initial IFSP team meeting and the annual IFSP team meeting to evaluate the IFSP of an infant or toddler with a disability shall be multidisciplinary and include the following participants:
 - (a) The parents of the child;
 - (b) The service coordinator who:
 - (i) Has worked with the family since the initial referral of the child, or
 - (ii) Was designated by the public agency to be responsible for the implementation of the IFSP;
 - (c) Individuals directly involved in conducting the evaluations and assessments in accordance with Regulation .05 of this chapter;
 - (d) Individuals who will provide services to the child or the family, as determined appropriate;
 - (e) Other family members, as requested by the parents, if feasible to do so; and
 - (f) An advocate or individual outside the family, if the parents requests that the individual participate.
- (2) At a minimum, the IFSP team shall include:
 - (a) The parent; and
 - (b) Two or more individuals from separate professions.
- (3) One of the individuals listed in §A(2)(b) of this regulation shall be the child’s service coordinator.
- (4) If an individual listed in §A(1) of this regulation is unable to attend a meeting, arrangements shall be made for the individual’s involvement through other means, including:
 - (a) Participating in a telephone conference call;
 - (b) Having a knowledgeable authorized representative attend the meeting; or
 - (c) Making pertinent records available at the meeting.

IFSP Team Members Procedures

Once the evaluation and assessment has been scheduled with the child’s parents, the intake specialists assigns the testing team and sends the written IFSP meeting notice to the family with the appropriate date, times, and attendees. If the child is found eligible, the interim service coordinator provides the family with the written IFSP meeting notice including the date, times, and attendees for the initial development of the IFSP.

For any subsequent IFSP meetings to the initial IFSP meeting, a new service coordinator (selected from the initial testing/ IFSP team) is assigned to the family and assumes the responsibilities for ensuring that future IFSP meetings are scheduled and that the appropriate participants (parents, service coordinator and/or service providers) are invited to participate. If the service coordinator is the only individual currently working with the child and family, the service coordinator invites a service provider from a different discipline to also participate. Additional team members are invited at the parent’s or service coordinator’s request. The service coordinator makes every attempt to accommodate the parent’s schedule to ensure that the parent is able to actively participate in the IFSP process. It is always preferable to have parent participation in person, but if the parent is unable to do so, other options such as a phone, teleconference, or rescheduling are offered.

Who is Involved	Timelines	What Happens: IFSP Team Members
The intake specialist The interim service coordinator The IFSP Team (Parent, New service coordinator, Service provider(s))	Initial and Ongoing IFSP Meetings	<ul style="list-style-type: none"> • Following the initial contact for a referral, the intake specialist sends a meeting notice to the family for the eligibility IFSP meeting. The testing team members are invited to this meeting through the Outlook Calendar. • If the child is found eligible for services, the interim service coordinator sends the meeting notice to the family for the development of the IFSP. Team members are invited to this meeting through the Outlook Calendar. • Once the child is found eligible, the IFSP team determines who the family’s new service coordinator will be based on the needs of the family. • The new service coordinator becomes responsible for scheduling subsequent IFSP meetings with the appropriate attendees. • Written notice of an IFSP meeting includes the date, time, and expected attendees, which includes the parents, service coordinator, and service providers. • If the service coordinator is the only individual currently working with the child and family, a service provider from a different discipline is invited to attend. Additional persons are invited at the parent’s and service coordinator’s requests. • The service coordinator works with the parent’s schedule in order to enable attendance at the IFSP. However, if the parent is unable to attend the meeting at the specified date and time, the service coordinator offers the parent the opportunity to actively participate through other means, such as, selecting another date

		and time, participating via teleconference, or via conference call.
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B. IFSP Team Meetings

- (1) The IFSP team meeting shall be conducted:
 - (a) In a setting and at a time that is convenient to the family; and
 - (b) In the native language of the family or other mode of communication used by the family, unless it is clearly not feasible to do so.
- (2) Written notification of the IFSP team meeting shall be provided to the family and other participants early enough before the meeting date to ensure invited individuals will be able to attend.

IFSP Team Meetings Procedures

The service coordinators working with a family, whether for an initial IFSP meeting or annual/six month review meetings, coordinate an agreeable time and place for upcoming meetings. The service coordinator sends the parent a written meeting notice and invites the appropriate members to participate in the meeting. If an interpreter or a different mode of communication is required for members to participate meaningfully, the service coordinator is responsible for making the arrangements for that communication mode.

Who is Involved	Timelines	What Happens: IFSP Team Meetings
IFSP Team	Ongoing/ IFSP Meeting process	<ul style="list-style-type: none"> • The service coordinator coordinates a mutually agreeable time and place of the IFSP meeting with the IFSP team members and parents. • The service coordinator completes and sends an IFSP meeting notice to the parents and other IFSP team members with enough notice to guarantee team member’s attendance. • The service coordinator makes arrangements through the CCPS Special Education Department if a different mode of communication or an interpreter is needed for the family or team members to meaningfully participate in the meeting.

Policy - .07 Development and Review of the IFSP

- A. The initial meeting to develop an IFSP for a child evaluated for the first time and determined to be eligible shall be conducted within the 45 days of the referral consistent with 34 CFR §303.310 and Regulation .05 of this chapter.

Initial IFSP Development Time Frame

The intake specialist and interim service coordinator work closely with the family and other IFSP team members to complete the referral-to-IFSP-development process within the 45-day timeline. If, for any reason the meeting is canceled due to inclement weather, child and family not being available, or parent cancellation, the intake specialist or interim service coordinator work with the

family and IFSP team to reschedule the evaluation/ assessment and/or IFSP meeting as soon as possible.

Who is Involved	Timelines	What Happens
Intake Specialist Interim Service Coordinator	Completed within <u>45 calendar days</u> from the date of referral to the development of the IFSP	<ul style="list-style-type: none"> • The intake specialist schedules the initial evaluation and assessment meeting during the initial telephone contact with the family. This meeting is scheduled within 45 days from the date of referral. • The interim service coordinator schedules the initial IFSP meeting once the child is found eligible. This meeting is scheduled within 45 days from the date of referral. • If the initial evaluation and assessment and/or IFSP development are canceled for any reason (weather, child and family not available, parent cancelation), the intake specialist or interim service coordinator reschedules the evaluation, assessment and/or IFSP meeting as soon as possible.

B. Maryland IFSP Process.

- (1) The Maryland Infants and Toddlers Program shall provide each local lead agency electronic access to the Maryland IFSP.
- (2) Each local lead agency shall:
 - (a) Use the Maryland IFSP, consistent with 34 CFR §303.344; and
 - (b) Ensure the development of a child’s initial IFSP, in accordance with §A of this regulation, at an IFSP team meeting unless:
 - (i) The child or parent is unavailable to complete the screening, the initial evaluation, the initial assessment of the child and family, or the initial IFSP due to exceptional family circumstances; or
 - (ii) The parent has not provided consent for the screening, the initial evaluation or the initial assessment of the child despite documented, repeated attempts by the local lead agency or EIS provider to obtain parental consent.
- (3) In the event the circumstances described in §B(2)(b) of this regulations exist, the local lead agency shall:
 - (a) Document in the child’s early intervention record the exceptional family circumstances or repeated attempts by the local lead agency or EIS provider to obtain parental consent;
 - (b) Complete the screening, the initial evaluation, the initial assessment, and the initial IFSP meeting as soon as possible after the documented exceptional family circumstances described in §B(2)(b) of this regulation no longer exist or parental consent is obtained for the initial evaluation and initial assessment of the child;
 - (c) Develop and implement an interim IFSP to the extent appropriate and consistent with §B of this regulation;
 - (d) Provide for the signature of the parent and other parties as required on the Maryland IFSP document;

- (e) Ensure that early intervention services are provided consistent with 34 CFR §§303.13(a)(8), 303.26, and 303.344:
 - (i) In natural environments, including the home and community settings in which children without disabilities participate, to the maximum extent appropriate; or
 - (ii) In a setting other than the natural environment that is most appropriate, as determined by the IFSP Team, only when early interventions services cannot be achieved satisfactorily in a natural environment.
- (f) Implement the EIS as specified in the IFSP as soon as possible, but not more than 30 days from the date of parent consent, except as provided under 34 CFR §303.345; and
- (g) Ensure the provision of service coordination to an eligible child and the child’s family, consistent with 34 CFR §§303.12 and 303.31, that includes the :
 - (i.) Designation of a service coordinator from the profession most immediately relevant to the child’s or family’s needs, or who is otherwise qualified to carry out all applicable responsibilities, and
 - (ii.) Assignment of responsibility for the implementation of the IFSP and coordination with other agencies and persons.
- (h) Identify the actions to be taken to support the transition of children receiving early intervention services to preschool or other appropriate services, consistent with 34 CFR §§303.209, .344(h), and Regulation -.09 of this chapter.

Calvert County IFSP Process

The intake specialist completes the CCITP intake form notating all referral information during the initial telephone conversation with the family. This information is then entered into the referral section of the Maryland Online IFSP. After the child is determined eligible for early intervention services (EIS), the IFSP is developed, and information is entered into the Maryland online IFSP.

If the parent has not provided consent for the evaluation/assessment or the child or parent is unavailable to complete the initial evaluation or assessment or attend the initial IFSP meeting, the intake specialist or interim service coordinator documents in the child’s early intervention record (EIR), the repeated attempts to obtain consent, solicit the assistance of the Infants and Toddlers Specialist as needed, and/or document the exceptional family circumstances that delayed the process. The interim service coordinator works with the family to reschedule canceled appointments/ meetings as soon as possible.

Once the parent provides the required consent or the child or parent becomes available, the initial evaluation, assessment and IFSP meeting is held, and the process completed as soon as possible.

Who is Involved	Timelines	What Happens: Calvert County IFSP Process
Intake Specialist Interim service coordinator	Initial IFSP completed within <u>45 calendar days</u> from the date of referral	<ul style="list-style-type: none"> • The referral information is entered on the CCITP intake form by the intake specialist during the initial telephone conversation with the family. • The intake specialist enters the child’s information into the referral section the Maryland Online IFSP except

<p>IFSP Team</p>		<p>for evaluation/eligibility and child status information which is finalized once eligibility takes place.</p> <ul style="list-style-type: none"> • The interim service coordinator completes the referral section of the Maryland Online IFSP once the child’s eligibility has been determined. • For children who are found <i>not</i> eligible for early intervention services, the evaluation/ assessment report is written and provided to the parent along with a prior written notice documenting the decisions made. • For children who are found eligible, the interim service coordinator ensures that the initial IFSP is developed. <ul style="list-style-type: none"> ○ Meetings are scheduled or rescheduled, as needed, in order to meet the parents/caregiver’s needs. ○ Written consent is obtained for evaluation and assessment and repeated attempts to contact the family and/or obtain consent are documented in the child’s EIR. ○ Evaluation and assessment occurs as soon as possible after obtaining consent in writing. ○ The IFSP is developed following the evaluation and assessment if the child is determined eligible for early intervention services. • Upon completion of the initial IFSP, the interim service coordinator reviews the newly developed IFSP with the parent. <ul style="list-style-type: none"> ○ Documents and explains the justification for not providing services in the natural environment, if applicable. ○ Obtains signatures of all IFSP team members. ○ Provides the parent with the date for initiation of services, explaining that this initiation must occur within 30 days. • The IFSP team assigns a service coordinator from the profession most immediately relevant to the child’s or family’s needs. This service coordinator assists families in gaining access to, and coordinating the provision of, early intervention services. <ul style="list-style-type: none"> ○ Most service coordination in CCITP utilizes the blended model, where the service coordinator is also the primary service provider. ○ In some cases, a dedicated service coordinator is assigned. ○ The new service coordinator is also responsible for supporting the family in the child’s transition at 3 years of age.
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		<ul style="list-style-type: none"> The interim service coordinator compiles the following forms and places them in the Early Intervention Record (EIR): intake/referral forms, evaluation report and protocols, IFSP, correspondence, and notes.
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C. Interim IFSP

- (1) The EIS for an eligible child and the child’s family may commence before the completion of the evaluation and assessments, as described in Regulation .05 of this chapter, if:
 - (a) It is determined that EIS are needed immediately by the child and the child’s family;
 - (b) Parental consent is obtained; and
 - (c) An interim IFSP is developed that includes the name of the service coordinator who will be responsible for:
 - (i.) Implementing the interim IFSP; and
 - (ii.) Coordinating with other agencies and persons.
- (2) An evaluation and assessment shall still be completed within the 45 days of the referral consistent with 34 CFR §303.310 and Regulation .05 of this chapter.

Interim IFSP Process

An interim IFSP is developed for a child when it is determined that the child needs to begin receiving early intervention services immediately. This determination is based on a request made to CCITP, as well as the medical documentation that clearly identifies a diagnosed physical or mental disability leading to a high probability of developmental delay.

In these instances, the entire 45-day timeline is available to complete the regular IFSP process from referral to evaluation/ assessment and initial IFSP development. In the meantime, however, an *interim* IFSP is developed, and services implemented to address the child and family’s immediate needs.

The intake specialist contacts the family and obtains intake information, entering that child’s information into the Maryland Online IFSP. A visit with the family and an expedited IFSP meeting is scheduled. Materials are sent home (or taken to the parent) for completion. During the visit, the interim service coordinator reviews the early intervention system with the family, gathers information about the request and referral, the family concerns, the physical/mental diagnoses. Consent is obtained for enrollment in the CCITP.

The intake specialist identifies a testing / IFSP team and provides a written meeting notice of an expedited IFSP meeting to develop an interim IFSP. The specified child and family services begin as soon as possible, given parental consent.

Who is Involved	Timelines	What Happens: Interim IFSP
Intake specialist	Immediate initiation of interim IFSP with the full completion	<ul style="list-style-type: none"> The referral and request to immediately begin early intervention services is received by the intake specialist and telephone contact is made with the family within 2 business days. A visit with the parent is scheduled to occur as soon as possible.

Interim Service Coordinator, Parent, Testing/IFSP team	of IFSP process within 45 days of referral	<ul style="list-style-type: none"> Based on the referral information, intake and parent information, an Interim IFSP is developed by the parent, the interim service coordinator, and a team assigned by the intake specialist in an expedited fashion. Appropriate early intervention services for the child and family begin, as soon as possible. given written parental consent. All other procedures related to the receipt of a referral to CCITP, scheduling further evaluation/ assessments and meetings, and the development /review of an initial IFSP development meeting are completed by the interim service coordinator within the 45-day timeline.
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D. Periodic IFSP Review

- (1) Periodic review shall provide for the participation of individuals identified in Regulation .06A of this chapter.
- (2) When necessary, provisions shall be made for the participation of other representatives identified in Regulation .06A of this chapter.
- (3) A periodic review of an IFSP for a child and the child’s family shall be conducted every 6 months, or more frequently if conditions warrant, or if the family requests such a review to determine:
 - (a) The degree to which progress toward achieving the outcomes is being made; and
 - (b) Whether modification or revision of the outcomes is necessary.
- (4) The periodic review may occur:
 - (a) At an IFSP team meeting; or
 - (b) By another means that is acceptable to the parents and other participants.

Periodic IFSP Review

The child and family’s service coordinator work closely with the family and other IFSP team members to schedule a periodic review of the child’s services and family needs every six (6) months, or more frequently if the service providers or parents feel it is warranted. The IFSP team discusses the progress the child has made toward achieving the outcomes and also discusses whether any modifications or changes to the outcomes should be implemented.

The service coordinator works with the family to coordinate an agreeable time and place for the meeting. The service coordinator sends out the meeting notice, inviting appropriate members (parents, service coordinator, other service providers, and others at the parent or service coordinator’s request). If an interpreter or another mode of communication is required, the service coordinator makes the necessary arrangements through the CCPS Special Education Department. The service coordinator is responsible for rescheduling any meetings that are canceled as soon as possible.

Who is Involved	Timelines	What Happens: Periodic IFSP Review
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Service coordinator, IFSP Team	Periodic IFSP review – minimally every six (6) months or (more frequently on request or need)	<ul style="list-style-type: none"> • Parents or service providers can request a review of a child’s IFSP at any time, but a review is done at least every six months. • The child’s service coordinator contacts the family and other IFSP team members to schedule the periodic review at an agreeable time and place. <ul style="list-style-type: none"> ○ The meeting notice, inviting all IFSP team members to the meeting, is sent. ○ Meetings that are canceled are rescheduled as soon as possible, and reasons for cancellation are documented. • The child’s outcomes are reviewed for progress and any modifications or revisions to the outcomes are made during the IFSP meeting.
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E. Annual IFSP Review.

- (1) An IFSP team meeting shall be conducted at least annually to evaluate the IFSP for a child and the child’s family, and to revise the provisions of the IFSP, as appropriate.
- (2) During the annual IFSP team meeting, the results of any current evaluations conducted in accordance with Regulation .05 in this chapter and other information available from the ongoing assessment of the child and family shall be used to determine what EIS are needed and what EIS will be provided.

Annual Review Process

The child and family’s service coordinator works closely with the family and other IFSP team members to schedule an IFSP team meeting. The meeting is held to review the results of any evaluations or information available from ongoing assessments. The results are used to determine if the child continues to qualify for early intervention services. If the child still qualifies, the IFSP team uses the evaluation results to determine early intervention services. In addition, the IFSP team discusses the child’s progress toward achieving the outcomes and also discusses any changes or modifications to the outcomes.

The service coordinator works with the family to coordinate an agreeable time and place for the meeting. The service coordinator sends out the meeting notice, inviting appropriate members (parents, service coordinator, other service providers, and others at the parent or service coordinator’s request). If an interpreter or another mode of communication is required, the service coordinator makes the necessary arrangements through the CCPS Special Education Department. The service coordinator is responsible for rescheduling any meetings that are canceled as soon as possible.

Who is Involved	Timelines	What Happens: Periodic IFSP Review
Service coordinator,	Annual IFSP Review	<ul style="list-style-type: none"> • IFSP team meeting is conducted annually.

IFSP Team		<ul style="list-style-type: none"> • The child’s service coordinator contacts the family and other IFSP team members to schedule the periodic review at an agreeable time and place. <ul style="list-style-type: none"> ○ The meeting notice, inviting all IFSP team members to the meeting, is sent. ○ Meetings that are canceled are rescheduled as soon as possible, and reasons for cancellation are documented. • The child’s outcomes are reviewed for progress and any modifications or revisions to the outcomes will be made during the IFSP meeting. • The results of current evaluations and ongoing assessment are used to determine continued eligibility and to determine what services are needed.
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Policy - .08 Individualized Family Service Plan (IFSP) Document

A. The IFSP shall include:

- (1) A statement of the child’s present levels of physical development, including:
 - (a) Vision,
 - (b) Hearing,
 - (c) Health status,
 - (d) Cognitive development,
 - (e) Communication development,
 - (f) Social or emotional development, and
 - (g) Adaptive development;
- (2) A statement of the family’s concerns, priorities, and resources related to enhancing the development of the child as identified through assessment, with the concurrence of the family;
- (3) A statement of the measurable results or outcomes considered developmentally appropriate and expected to be achieved for the child and family, consistent with 34 CFR §303.344(c), including:
 - (a) Preliteracy,
 - (b) Numeracy,
 - (c) Language skills, and
 - (d) Criteria, procedures, and timelines used to determine:
 - (i.) The degree to which progress toward achieving the results or outcomes identified in the IFSP is being made, and
 - (ii.) Whether modifications or revisions of the expected results or outcomes, or early intervention services identified in the IFSP are necessary;
- (4) The projected date for the initiation of each early intervention services;
- (5) The anticipated duration of each service;
- (6) The name of the service coordinator for the profession most relevant to the child’s or family’s needs who is responsible for:
 - (a) Implementing the early intervention services identified in a child’s IFSP,
 - (b) Transition services, and
 - (c) Coordination with other agencies and individuals;

- (7) The steps and services to be taken to support the smooth transition of the child from EIS to:
 - (a) Preschool services, in accordance COMAR 13A.05.01, to the extent that those services are appropriate;
 - (b) The Extended IFSP Option, consistent with 34 CFR §303.209; or
 - (c) Other appropriate services.
- (8) The steps to support the smooth transition shall include:
 - (a) Discussions with, and training of, parents, as appropriate, regarding future placement as other matters related to the child's transition;
 - (b) Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting;
 - (c) Confirmation that:
 - (i.) Child find information about the child has been transmitted to the local school system or other relevant agency, in accordance with 34 CFR §303.209(b); and
 - (ii.) With parental consent, if required under 34 CFR §303.414, transmission of additional information needed by the local school system to ensure continuity of services from Part C program to the Part B program, including a copy of the most recent evaluation and assessments of the child and family and most recent IFSP; and
 - (d) Identification of transition services and other activities that the IFSP Team determines are necessary to support the transition of the child.

The IFSP Document and Procedures

The Individualized Family Service Plan (IFSP) document refers to a written plan for providing early intervention and other services to an eligible child and the child's family. It is based on the multidisciplinary evaluation and assessment of the child and the assessment of the child's family. It is developed jointly by the appropriate personnel and parents and contains particular elements of information. The plan is expected to be implemented as soon as possible, but no later than thirty (30) days from the receipt of parental consent to initiate those services.

The service coordinator, with the assistance of the other members of the IFSP team and parents, develops the child's IFSP in the Maryland Online IFSP system. The document includes the following:

- present levels of development, including hearing and vision, health, cognitive, communication, social or emotional, and adaptive
- the family's concerns, priorities, and resources
- developmentally appropriate, achievable, and measurable outcomes (including outcomes for pre-literacy, numeracy and language skills for children who are on the Extended IFSP)
- criteria, timelines and procedures used to demonstrate that the child is making progress and/ or that outcomes or services would need to be revised
- service initiation date and expected duration of each service
- name of the service coordinator working with the child and family
- transition plan for those children between the ages of 27-33 months
- any needed coordination with other agencies or individuals

The *initial IFSP* is developed using the information from the child's evaluation and family-directed assessment. The family concerns, priorities and resources gathered related to enhancing the development of the child, are incorporated into the initial IFSP. *For periodic and annual review meetings*, the service coordinator discusses ongoing family concerns, priorities and resources and document those in the continuing IFSP.

Outcomes: The child's IFSP team develops measurable outcomes (goals) which describe the skills the child will develop and include criteria, procedures for monitoring the child's progress, and expected timelines for implementation. The outcomes are developmentally appropriate for the individual child and are based on the child's needs gathered through the comprehensive evaluation/ assessment. For children with an Extended IFSP (who would be ages three and four), outcomes which address pre-literacy, language, and numeracy skills are included. The measurable criteria is used to determine whether the child has made progress towards the mastery of the outcomes and whether modifications or revisions to the outcomes need to be made.

“Early intervention services (EIS)” refers to continuous developmental services designed to meet the needs of an infant or toddler with a disability and the needs of the family to appropriately assist in the child's development. These services must meet the requirements of the State and are under public supervision by qualified personnel. Services are selected in collaboration with the parent and are provided at no cost to the child and family. EIS can include services related to assistive technology; audiology; family training, counseling and home visits; health services; nursing; nutrition; occupational therapy; physical therapy; psychological; service coordination; sign language and cued language; special instruction; speech-language pathology; transportation; vision.

The IFSP team stipulates the specific services agreed upon to allow the child to make progress on their identified outcomes. A projected date for the initiation of services and the duration of each service is also noted. Services begin within 30 days of the development of the IFSP, given written parental consent.

“Service coordination” refers to activities to assist and enable an eligible child and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under the State's system of early intervention services. This includes: helping parents gain access to, and coordinating the provision of, the early intervention services; coordinating evaluations and assessments; facilitating and participating in the development, review, and evaluation of IFSPs; coordinating, facilitating, and monitoring the timely delivery of services; conducting follow-up activities to monitor the EIS being provided; informing parents of their rights and procedural safeguards; informing parents of advocacy services; facilitating the development of a transition plan to preschool, school or other services, as appropriate; coordinating with medical and health providers; assisting families in getting required immunizations for eligible children. The “service coordinator” is the individual designated in the IFSP team to carry out these service coordination activities with a specific child and their family.

After the initial IFSP meeting, the IFSP team assigns a service coordinator from the profession most immediately relevant to the child’s or family’s needs. This service coordinator assists families in gaining access to, and coordinating the provision of early intervention services for all subsequent IFSP meetings. In addition, and when appropriate, the service coordinator supports the family, starting when the child is between 27 and 33 months, with the child’s transition to preschool, school, the Extended IFSP Option, or other services, when appropriate. The service coordinator is also responsible for transmitting children’s information from Part C program (EIS) to Part B (IEP) services, to ensure the child’s continuity of services.

Who is Involved	Timelines	What Happens: The IFSP Document and Procedures
Interim service coordinator or service coordinator, IFSP Team	For initial IFSP, within 45 Days of Referral Reviewed and revised annually	<ul style="list-style-type: none"> • IFSP meetings are scheduled by the appropriate service coordinator at a mutually agreeable time for the parents and other IFSP team members. • A written meeting notice is sent to each IFSP team member by the appropriate service coordinator. • The IFSP document includes all elements required. • For children between 27-33 months, a transition plan is included in the IFSP development. • The transmission of children’s information from Part C to Part B is coordinated by the service coordinator at the appropriate time of transition. • The IFSP document is signed by all IFSP team members in attendance at the meeting.

B. EIS Providers

(1) EIS providers shall:

- (a) Participate in the development of an initial IFSP within 45 days from receipt of referral for an eligible child and the child’s family;
- (b) Implement and conduct periodic reviews and an annual evaluation of a child’s IFSP consistent with 34 CFR §§303.342 – 303.343 and established local policies and procedures;
- (c) Participate in the ongoing multidisciplinary assessment of the child and the family-directed assessment of the resources, priorities and concerns of the family, as it relates to the needs of the child in the development of integrated outcomes for the IFSP;
- (d) Provide early intervention services in accordance with the IFSP of the infant or toddler with a disability; and
- (e) Consult with and train parents and others regarding the provision of the early intervention services described in the IFSP of the infant or toddler with a disability.

Early Intervention Services (EIS) Providers

“Early intervention service (EIS) providers” refers to a public, private, or nonprofit entity or individual that provides early intervention services to infants and toddlers with disabilities and their families.

Early intervention service providers work collaboratively with parents throughout all phases of the early intervention process. Beginning soon after referral, EIS providers serve as IFSP team members conducting the evaluation and assessment and developing the IFSP, if the child is found eligible.

As the EIS providers work with their families, they provide an array of supports and services, using the coaching model to support families in helping their children grow and develop. Supports and services are embedded into the family’s everyday routines and activities at home and in the community. EIS providers are involved in periodic reviews of the IFSP and the annual evaluation and meeting. EIS providers also provide supports and services focused on the child’s transition from early intervention programs to preschool or other services.

Who is Involved	Timelines	What Happens: EIS Providers
Early intervention service (EIS) providers	Ongoing	<ul style="list-style-type: none"> • Early intervention service providers, in their roles as a part of the testing/initial IFSP team help develop the initial IFSP document. • EIS providers, who may sometimes be different than the ones involved on the initial testing/ IFSP team, are assigned to work with a child and family; they provide the services to the child and family as indicated on the IFSP. <ul style="list-style-type: none"> ○ They participate in the annual evaluation and IFSP team meeting as well as in the periodic review(s). ○ One of these EIS providers may also fill the role as the service coordinator for the child and family • During the first home visit, the EIS provider again reviews the philosophy of the Infants and Toddlers Program, with emphasis on the parent training aspect using the coaching model.

C. IFSP Services

(1) The IFSP shall address the needs of an infant or toddler with a disability and the needs of the family to assist appropriately in the child’s development, as identified by the IFSP team, in one or more of the following areas, including:

- (i.) Physical Development;
- (ii.) Cognitive development;
- (iii.) Communication development;
- (iv.) Social or emotional development;
- (v.) Adaptive development.

(2) The IFSP shall include, to the extent practicable a statement of the specific early intervention services based on peer-reviewed research that are necessary to meet the

unique needs of the child and the family to achieve the results or outcomes identified in §A(3) of this regulation, including:

- (a) The length, duration, frequency, intensity, and method of delivering the early intervention services, as defined in Regulation .03B of this chapter;
 - (b) A statement that an early intervention service is provided on a year-round basis in the natural environment of the child or service, to the maximum extent appropriate, or a justification as to why an early intervention service will not be provided in the natural environment;
 - (c) The determination of the appropriate setting for providing an early intervention service, including any justification for not providing a particular early intervention service in the natural environment shall be:
 - (i.) Made by the IFSP Team,
 - (ii.) Consistent with the provisions of 34 CFR §§303.13(a)(8), 303.26, and 303.126, and
 - (iii.) Based on the child's outcomes identified by the IFSP Team;
 - (d) The location of the early intervention services; and
 - (e) The agency fiscally responsible for the service.
- (3) To the extent appropriate, the IFSP shall:
- (a) Identify medical and other services that the child or family needs or is receiving through other sources, but that are neither required nor funded in accordance with Part C of the Act; and
 - (b) Include a description of the steps the service coordinator or family may take to assist the child and family in securing the services above, if those services are not currently being provided.
- (4) A public agency or EIS provider who has a direct role in the provision of early intervention services is responsible for making a good faith effort to assist each eligible child in achieving the outcomes in the child's IFSP.
- (5) A public agency or EIS provider cannot be held accountable if a child does not achieve the growth projected in the child's IFSP, consistent with 34 CFR §303.346.
- (6) The local lead agency shall ensure appropriate early intervention services are based on scientifically based research and are available to infants and toddlers with disabilities and their families, including Indian infants and toddlers with disabilities and infants and toddlers who are homeless and their families, consistent with 34 CFR §303.112.

IFSP Services

Early intervention services, as specified on the child's IFSP document, are calculated to meet the developmental needs of the child and family. Services for each child are noted in the document by the IFSP team and are based on the outcomes identified by the team and parents. Services address the physical, cognitive, communication, social/emotional, and adaptive developmental needs of the child. In addition, services can also be provided to support the family as they support the child's development in the home and community.

The IFSP team identifies the services that are needed. Services should specify the:

- type of service
- frequency - *the rate at which services are provided, including number of sessions over a particular amount of time*
- length - *the length of time a service is provided during each session*

- duration – *the period of time over which the services will be provided and the child is expected to achieve their outcomes*
- setting - *where the services will be delivered*
- agency fiscally responsible for the service.

A statement is included that EIS are provided on a year-round basis in the natural environment, to the maximum extent possible for each child, as determined by the team. If the team feels this is not possible, a justification statement is written on the service page to explain why a particular service could not be provided in the natural environment.

The IFSP also documents any other services (such as medical or those received from other sources) that the child or family may need, but it is not required to be a part of the services on the IFSP document. The service coordinator describes any assistance provided to help the family research or access those outside services.

The CCITP diligently works to identify children who may be eligible to receive early intervention services. This includes identifying children from underserved populations. EIS providers assist their children and families in order to help the child reach the outcomes noted on the IFSP.

Who is Involved	Timelines	What Happens: IFSP Services
IFSP Team	Initial IFSP meeting; annual IFSP review meeting; periodic IFSP review meetings	<ul style="list-style-type: none"> ● The services are determined by the IFSP team as part of the IFSP process. ● The IFSP team identifies the type of service, frequency, length, duration, setting, and agencies’ financial responsibility. ● Statements regarding year-round services, service provision in the natural environment, and justification for not providing services in that natural environment, if applicable, are included. ● The service provider is also identified and noted on the IFSP. ● Any other medical or other service that the child or family needs or is currently receiving is noted on the service linkage page of the IFSP document. ● The service provider is assigned to the child and given the form entitled, <i>Caseload Assignment and Documentation of Initiation of Early Intervention Services</i>. This form notates the name of the child, birthdate, service location, service and frequency, IFSP date, the date services must start, name of the service coordinator, and the name of service provider(s).

Policy - .09 Transition

- A. Notification to the Local School System.

- (1) The Maryland Infants and Toddlers Program shall inform a local school system of potentially eligible children, two years old or older, who reside in the jurisdiction served by the local school system.
- (2) The notification shall be provided electronically on the secure server, within a given timeframe determined by the Maryland Infants and Toddlers Program.
- (3) The local lead agency is not required to conduct an evaluation, assessment, or an initial IFSP team meeting for the toddler referred to a local lead agency less than 45 days before the toddler's third birthday.
- (4) A local lead agency shall refer the toddler to the local school system for the jurisdiction in which the toddler resides, with parental consent as required under §303.414, if a toddler is referred to a local lead agency less than 45 days before the toddler's third birthday.

Notification of Potential Transition to the Local School System

CCITP uses The Maryland Infants and Toddlers Program secure server to obtain the names of children who are potentially eligible for Part B Preschool Special Education. Service Coordinators are able to access this information for each of their students and ensure appropriate transition timelines are met. The Infants and Toddler Program Specialist runs quarterly reports to ensure timelines are met for all children in CCITP.

For children referred to the CCITP less than 45 days before their third birthday, the Intake Specialist refers the parent to the Preschool Child Find Program.

Who is Involved	Timelines	What Happens: Notification of Potential Transition
Maryland Infants and Toddlers Program Infants and Toddlers Specialist service coordinators	On a monthly basis (involving children 27 – 30 months)	<ul style="list-style-type: none"> • Service coordinators access the Maryland Infants and Toddlers Program secure server to identify children on their caseloads who are potentially eligible for Part B Preschool Special Education services and could be transitioning from early intervention services to the Extended IFSP Option, an IEP, or other community options. • The Infants and Toddlers Program Specialist runs quarterly reports to ensure all timelines are met for children transitioning. • The interim service coordinator refers a family of a referred child who is less than 45 days from their third birthday to the Preschool Child Find Program.

B. Transition Procedures.

- (1) A local lead agency shall ensure steps and services are identified to support a toddler's smooth transition, consistent with 34 CFR §§303.209 and 303.344(h) to:
 - (a) Preschool special education;
 - (b) The Extended IFSP Option; or
 - (c) Other appropriate services.
- (2) The local lead agency shall:

- (a) Develop transition outcomes on a child's IFSP, at the IFSP meeting closest to the child's second birthday, or on the child's initial IFSP, if the child is referred after the child's second birthday; and
- (b) Convene an IFSP team meeting for transition planning, consistent with requirements in 34 CFR §§303.342(d) and (e) and 303.343(a), with the approval of the parents of the toddler, not less than 90 days, and at the discretion of all parties, not more than 9 months before the toddler's third birthday, to discuss services the toddler may be eligible to receive.
- (3) If a toddler with a disability may be eligible for preschool special education services, consistent with COMAR 13A.05.01, the local lead agency, with the approval of the toddler's family, shall convene an IFSP meeting, as described in §B(2)(b) of this regulation, with:
 - (a) The toddler's family;
 - (b) A representative of the local school system; and
 - (c) The toddler's service coordinator.
- (4) If the local lead agency determines that a toddler with a disability is not potentially eligible for preschool special education services, the local lead agency, with the approval of the toddler's family, shall make reasonable efforts to convene an IFSP team meeting, as described in §B(2)(b) of this regulation with:
 - (a) The toddler's family;
 - (b) The toddler's service coordinator; and
 - (c) Providers of other appropriate services.
- (5) The IFSP team meeting described in §B(2)(b) of this regulation may occur less than 90 days before the toddler's third birthday, with clear written documentation, if:
 - (a) The toddler is unavailable;
 - (b) The family requests a delay because of other family reasons; or
 - (c) The toddler was referred after 33 months of age.
- (6) If the IFSP team meeting described in §B(5) of this regulation occurs less than 90 days before the toddler's third birthday, the local agency shall make reasonable attempts to conduct the IFSP team meeting as soon as possible to allow for appropriate transition planning.
- (7) The IFSP team shall develop a transition plan as part of the child's IFSP that includes:
 - (a) Steps for the toddler with a disability and the toddler's family to exit from the Part C program; and
 - (b) The identification of transition services the toddler or the toddler's family needs.
- (8) The local lead agency shall provide the toddler's parents with:
 - (a) An annual notice consistent with 303.211 (b)(1); and
 - (b) Information regarding community options and service deliver models if a toddler:
 - (i.) Continues to receive early invention services in accordance with an Extended IFSP; or
 - (ii.) Begins to receive preschool special education services in accordance with an IEP.
- (9) If a toddler with a disability may be eligible for preschool special education services, the local school system shall convene an IEP team meeting to determine the child's eligibility for Part B preschool special education services, consistent with COMAR 13A.05.01.

- (10) The local school system IEP team meeting described in §B(9) of this regulation shall:
- (a) Be convened in a timely manner such that eligibility is determined before the toddler's third birthday; and
 - (b) The toddler's service coordinator or other Part C representative as required team member, to participate in the review of existing data on the child's progress and performance on IFSP outcomes, unless the family requests, in writing, that a Part C representative not participate in the IEP team eligibility meeting.
- (11) If a toddler is determined eligible for Part B preschool special education services, and parents wish for their child to receive services, the parents shall provide informed written consent, consistent with Regulation .12 of this chapter and COMAR §13A.05.01.13 to:
- (a) Continue early intervention services through an Extended IFSP, including an educational component, as required by §303.344(c); or
 - (b) Receive preschool special education services through an IEP as a student with a disability in accordance with 34 CFR §300.324 and COMAR §13A.05.01.08, and no longer receive Part C services.

Transition Procedures

Service coordinators are responsible for scheduling a Transition Planning Meeting (TPM) for all children at 29 months, or between 27 – 33 months. This meeting is to discuss the transition steps and services needed for the child and family to transition from early intervention to the Extended IFSP Option, an IEP, or other community options. The meeting is usually held in conjunction with a six-month review or an annual review. If a child is determined eligible at 29 months or older, the transition planning meeting is held immediately following the initial IFSP meeting. Once the TPM has taken place, the family is required to register their child as a Calvert County Public School Student before scheduling any transition evaluations, assessments, or meetings recommended by the IFSP team.

The IFSP meeting to discuss transition can occur less than 90 days before the child's third birthday under the following conditions:

- the family is unavailable
- the family requests to delay the meeting
- the child was referred to CCITP after 33 months of age.

The service coordinator is responsible for:

- documenting the reason for the delay of this IFSP meeting and make every effort to schedule it in a timely manner.
- referring the family to the appropriate personnel to complete registration as a Calvert County Public Schools student
- scheduling any evaluation and assessments that are recommended by the IFSP team once the family has completed registration
- scheduling the IFSP meeting to develop educational outcomes unless the parent has indicated an interest in the IEP option
- notifying the LEA's Part B rep of scheduling an eligibility meeting and possibly a development of IEP meeting if the child is found eligible.

- o participating in an IEP meeting as the child’s service provider, upon request.

In Calvert County, Extended IFSPs take place in the child’s natural environment which are provided using coaching as the adult learning method in the following environments: at home, in the community or in a daycare program. If the parent selects the Extended IFSP, another meeting is held prior to the child’s third birthday to add a school readiness component to the IFSP and develop educational outcomes that address pre-literacy, numeracy, and language.

In Calvert County, IEPs take place in the least restrictive environment which are provided as direct services to the child in the following environments: a licensed daycare, a classroom setting such as Head Start, PreK, inclusive preschool, or structured learning classrooms. If the parent selects the IEP option, an IEP meeting is held prior to the child’s third birthday in which the IEP team develops the IEP and determines placement.

In Calvert County, students found eligible for preschool special education services who are accessing any classroom-based programs such as Head Start, PreK, inclusive preschool, or structured learning classrooms must receive these services through an IEP. If a student had been receiving services on an Extended IFSP in a natural learning environment and determined later to receive services in a classroom-based program, a transition to an IEP is required by the next required review but no later than 6 months from start of classroom services.

“Individualized education program (IEP)” refers to a written statement for student with a disability that is developed, reviewed, and revised at least annually in accordance with federal IDEA and Maryland COMAR regulations.

Who is Involved	Timelines	What Happens: Transition Procedures
IFSP Team	Transition planning meeting held between 27 – 33 Months	<ul style="list-style-type: none"> • Service coordinators schedule a Transition Planning Meetings (TPM) for all children on their caseload potentially eligible for preschool special education services to discuss the child’s transition plan. <ul style="list-style-type: none"> o Meeting is held at 29 months or between 27 – 33 months of age. o Every attempt is be made to schedule this in conjunction with a required IFSP meeting such as an annual or six-month review. o Attendees include: the parent, the service coordinator, and a representative from CCPS. In Calvert County, the Part B representative is the local Preschool Partners/Partner for Success Coordinator, or the Child Find Specialist. • <i>If the child’s IFSP team concludes that a child is not potentially eligible for preschool special education services,</i>

		<ul style="list-style-type: none"> ○ the IFSP team discusses community options that maybe available for the child and family to participate in. ○ Attendees for this meeting include: the parent, the service coordinator, and community providers. ● The TPM can occur less than 90 days before the child's third birthday under the following conditions: <ul style="list-style-type: none"> ○ the family is unavailable ○ the family requests to delay the meeting ○ the child was referred after 33 months of age. ○ The reason for the delay is documented and efforts are made to schedule the meeting it in a timely manner. ● For an IFSP meeting that includes an annual review, the IFSP team determines continued eligibility, review and revise the IFSP as appropriate. The transition plan is written following the annual review. ● For an IFSP meeting that includes a six-month review, the IFSP team reviews and revises the IFSP as appropriate. The transition plan is written following the six-month review meeting. ● At the IFSP meeting, the Parental Rights Maryland Procedural Safeguards Notices are reviewed and given to the parents by the Service Coordinator or Part B Representative. In addition, the Medical Information Summary form (which highlights any significant medical issues) and the Maryland Online IEP form (which is used to track registration process and to input the child's name into the online IEP) are also completed or initiated. ● The IFSP team reviews the transition process with the parent. The Part B representative provides the parents with a comparison of the Extended IFSP Option and Special Education Preschool Services Option for Ages 3 and 4 in Calvert County. In addition, the service delivery options available for the Extended IFSP Option, and the IEP are explained by the Part B Representative. ● Community options are also shared with the family and can include information pertaining to the Judy Center, Hippy, library programs, recreation activities, and Head Start. ● The IFSP team develops a transition plan which include steps and services needed for the child and family to transition from early intervention to the
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		<p>Extended IFSP Option, an IEP, or other community options.</p> <ul style="list-style-type: none"> • At the IFSP meeting, the service coordinator refers the family to complete the registration process as a Calvert County Public School student prior to scheduling several appointments/meetings with the parent. These include dates to conduct any evaluations and assessments that the IFSP team determines, and the IFSP meeting to development educational outcomes. If the parent indicates interest in the Extended IFSP or IEP option, the service coordinator notifies the LEA’s Part B representative that an IEP eligibility meeting and the IEP meeting to develop the IEP (if the child is determined eligible) may be needed. • A “prior written notice” is completed and provided to parent to summarize and document the decisions made and the further actions recommended at this meeting. • Once registration is completed, a meeting notice is prepared for the meeting date(s) agreed upon using the Maryland Online IEP system and provided/sent to the parents. The remaining IFSP team members and the IEP Chairperson are invited electronically. • The IEP eligibility meeting is held prior to the child’s third birthday; the IFSP team participates in the meeting, unless the parent requests that they do not. <ul style="list-style-type: none"> ○ The IEP eligibility meeting is held at CCITP/CF office with the Preschool Child Find Specialist serving as IEP chairperson. ○ If the child is determined eligible for Part B Preschool Special Education services, the parent selects between the Extended IFSP and the IEP options. ○ The <i>Family Choice: Consent to the Continuation or Request Termination of IFSP Services</i> form is completed in the Maryland Online IFSP system, reflecting the parent’s decision. • If the parents select Extended IFSP, an IFSP meeting is held prior to the child’s third birthday at which educational outcomes (for pre-literacy, numeracy, and language) are developed. • If the parents select IEP, an IEP meeting is held prior to the child’s third birthday to develop the child’s IEP.
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- C. Extended IFSP Option. If the parent chooses the Extended IFSP Option, the local lead agency shall:
- (1) Acknowledge the parent’s choice and their child’s eligibility by providing the parent prior written notice, in accordance with 34 CFR §300.503 and COMAR §13A.05.01.12; and
 - (2) Ensure that early intervention services identified on a toddler’s IFSP includes an educational component that promotes school readiness and incorporates:
 - (a) Preliteracy;
 - (b) Language; and
 - (c) Numeracy skills.

Extended IFSP Option

When a parent selects the Extended IFSP Option for their child who has been found eligible for Part B services under IDEA, the *Parent Consent-Families Have a Choice* section of the Maryland Online IFSP is completed to reflect the parent’s decision. This selection occurs at the IEP eligibility meeting. The service coordinator then schedules a meeting with the IFSP team prior to the child’s third birthday. The IFSP team develops educational outcomes in pre-literacy, language, and numeracy. The team also discusses options for services in the child’s natural environment which are provided using coaching as the adult learning method in the following environments: at home, in the community or in a daycare program. A prior written notice form is completed to document the IFSP team’s decisions.

Who is Involved	Timelines	What Happens: Extended IFSP Option
LEA’s Part B representative. IFSP team	After child is determined eligible for Part B/Preschool Special Education services; prior to the child’s third birthday	<ul style="list-style-type: none"> • At the IEP eligibility meeting, the Parental Rights /Maryland Procedural Safeguards booklet and the CCPS graduation requirements are reviewed. • The parent selects the Extended IFSP over the IEP option. • The parent’s decision is documented on the <i>Parent Consent-Families Have a Choice</i> tab of the Maryland Online IFSP. • A prior written notice is completed under MD online IEP system to document the IEP team’s decision regarding eligibility and the parent’s decision regarding the selection of an Extended IFSP. • Prior to the child’s third birthday, the service coordinator schedules an IFSP meeting to add a school readiness component to the IFSP and develop educational outcomes that address pre-literacy, numeracy, and language and discuss services and placement for delivery of services. • A prior written notice is completed to document the decisions regarding outcomes, services, and placement.

D. Termination of Extended IFSP Option Services.

- (1) A parent may choose to terminate participation in early intervention services through an IFSP, at any time after the Extended IFSP Option is chosen and choose preschool special education services through an IEP.
- (2) The parent shall notify the local lead agency, in writing, of the choice to terminate early intervention services under the Extended IFPS Option.
- (3) The local lead agency shall notify the local school system of the parent’s decision to request preschool special education services through an IEP.
- (4) If a child’s family chooses to terminate early intervention services under an Extended IFSP and initiate services through an IEP, a redetermination of the toddler’s eligibility for special education services in accordance with COMAR 13A.05.01 is not required.
- (5) Within 45 days of receiving written notification, as described in §D(3) of this regulation, the local school system shall convene an IEP team meeting to develop an IEP and determine the educational placement, in accordance with §F of this regulation.
- (6) Once a child’s parent makes the choice to terminate early intervention services through an Extended IFSP and pursue services through an IEP, through written notification to the local lead agency, as described in §D(2) of this regulation, the parent cannot continue services through an Extended IFSP beyond the date that the IEP services are to begin; or the beginning of the school year following the child’s fourth birthday, whichever occurs sooner.
- (7) In order to ensure a seamless delivery of services, the local lead agency shall continue to provide early intervention services under an Extended IFSP until the IEP services are to begin or until the beginning of the school year following the child’s fourth birthday, whichever occurs sooner.

Termination of Extended IFSP Option Services Procedures

If a parent decides to terminate services through an Extended IFSP and chooses preschool special education services through an IEP, the service coordinator informs the parent that:

- this request must be in writing using the local form *Request to Terminate Early Intervention Services through the Extended IFSP Option and Initiate Special Education Preschool Services through an IEP*
- services through an Extended IFSP will not continue past the date that IEP services are to begin, or the beginning of the school year following the child’s fourth birthday, whichever occurs first.
- However, CCITP will continue to provide Extended IFSP services up to whichever occurs first.

The service coordinator notifies the Part B representative of the need for an IEP meeting to develop the child’s IEP for within 45 days of receipt this request in writing.

Who is Involved	Timelines	What Happens: Termination of an Extended IFSP Option
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<p>Service coordinator; LEA's Part B rep; Parent</p>	<p>Development of the IEP occurs within 45 Days from parent's notification in writing to terminate</p>	<ul style="list-style-type: none"> • The service coordinator receives written notification from the family that services through an Extended IFSP should be terminated and services through an IEP should begin. • The CCITP's form entitled, <i>Request to Terminate Early Intervention Services through the Extended IFSP Option and Initiate Special Education Preschool Services through an IEP</i>, can be completed by the parent as their "written notification". • The LEA's Part B representative schedules an IEP meeting within 45 days of the date of notification to terminate services. • The parent is informed that services through an Extended IFSP will not continue past the date that IEP services are to begin or the beginning of the school year following the child's fourth birthday, whichever occurs first.
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E. Transition Planning Before the Beginning of the School Year Following a Toddler's Fourth Birthday.

- (1) The Maryland Infants and Toddlers Program, local lead agencies, and public agencies shall ensure a smooth transition of a toddler from Part C EIS to preschool, in accordance with 34 CFR §303.211 (b)(6)(ii).
- (2) The local lead agency shall convene an IFSP team meeting transition planning meeting, consistent with requirements in 34 CFR §303.342 (d) and (e) and 303.343 (a), with the approval of the child's family to discuss any preschool special education services that the child may receive and other community options.
- (3) The IFSP transition planning meeting described in §E(2) of this regulation shall occur not fewer than 90 days, or at the discretion of all parties, not more than 9 months before the toddler will no longer be eligible to receive EIS.
- (4) The participants of the IFSP team meeting shall include:
 - (a) The toddler's service coordinator;
 - (b) The child's family; and
 - (c) A representative of the local school system.
- (5) The IFSP team meeting described in §E(2) of this regulation may be held less than 90 days before the beginning of the school year following the child's fourth birthday, if there is written documentation that:
 - (a) The child is unavailable because of illness; or
 - (b) The family requests a delay because of other family reasons.
- (6) If the IFSP transition planning meeting described in §E(2) of this regulation is held less than 90 days before the beginning of the school year following the child's fourth birthday, reasonable attempts must be made to conduct the meeting as soon as possible to allow for appropriate transition planning.
- (7) The local school system shall convene an IEP team meeting for the purpose of IEP development, consistent with COMAR 13A.05.01.07 - .10, before the beginning of the

school year following the child’s fourth birthday if the parent wishes to consider preschool special education services.

Transition Planning before the Beginning of the School Year Following a Toddler’s Fourth Birthday Procedures

An IFSP transition planning meeting will be held when a child who is receiving services through an Extended IFSP is between 39- 45 months of age. Every effort is be made to coordinate the transition planning meeting with another IFSP meeting, such as a six-month review or an annual review.

The service coordinator is responsible for scheduling this meeting at a mutually agreeable time and place with the IFSP team and parent. The purpose of the transition planning meeting will be to discuss possible preschool special education services and community options.

The IFSP meeting to discuss transition can occur less than 90 days before the beginning of the school year following the child’s fourth birthday, under the following conditions:

- the child is unavailable because of illness or family reasons
- the family requests to delay the meeting.

The service coordinator documents the reason for the delayed IFSP meeting and makes every effort to schedule it in a timely manner.

If the parents would like to consider preschool special education services, the service coordinator asks the CCPS Part B representative to schedule an IEP team meeting to develop the IEP before the beginning of the school year following the child’s fourth birthday.

Who is Involved	Timelines	What Happens: Transition Planning Prior to Start of School Year for Child 39-45 months
Service coordinator or IEP Chairperson; IFSP/IEP Team; parent	Transition Planning Meeting Held Between 39-45 Months IEP meeting held prior to the beginning of the school year following a child’s fourth birthday	<ul style="list-style-type: none"> ● For children with an Extended IFSP, the service coordinator schedules a transition planning meeting between 39 – 45 months of age. <ul style="list-style-type: none"> ○ Every attempt to schedule this IFSP meeting in combination with another required IFSP meeting, such as an annual or six- month review is made. ○ possible preschool special education services and community options are discussed ○ the meeting notice includes the following: the parent, the service coordinator, and a representative from Calvert County Public Schools. In Calvert County, the school system representative is the Preschool Part B Child Find Specialist. ● The IFSP meeting to discuss transition can occur less than 90 days before the beginning of the school year following the child’s fourth birthday, <u>if</u> the child has

		<p>been /is unavailable or the family requests to delay the meeting. The reason for delay is documented and every effort to schedule the meeting in a timely manner is made.</p> <ul style="list-style-type: none"> • For an IFSP meeting that includes an annual review, the IFSP team determines continued eligibility, review and revise the IFSP as appropriate. The transition plan is written following the annual review. • For an IFSP meeting that includes a six-month review, the IFSP team reviews and revises the IFSP as appropriate. The transition plan is written following the six-month review meeting. <ul style="list-style-type: none"> ○ At the IFSP meeting, the Parental Rights Maryland Procedural Safeguards Notices are reviewed and given to the parents by the Part B Representative. ○ The Part B representative provides a review of service delivery options available for an IEP, including community options such as Judy Center, Hippy, library programs, recreation activities, and Head Start. ○ The Part B representative schedules an IEP meeting with the parent. • A “prior written notice” is completed and provided to parent to summarize and document the decisions made and the further actions recommended at this meeting. • A meeting notice is prepared for the meeting date agreed upon using the Maryland Online IEP system; it is provided/ sent to the parents. The remaining IFSP team members and the IEP Chairperson are invited electronically. • The IEP meeting is held prior to the beginning of the school year following the child’s fourth birthday; the IFSP team members are invited to attend unless otherwise requested by the parent.
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- F. Preschool IEP Services. If the parent chooses to receive preschool special education services through an IEP, the local school system shall
- (a) Convene an IEP team meeting for the purpose of IEP development;
 - (b) At the request of the family, invite the toddler’s service coordinator or other representatives of the local lead agency to attend the IEP team meeting;
 - (c) Develop an IEP, taking into consideration the IFSP, in accordance with 34 CFR §§300.323(b), 300.324 and COMAR §13A.05.01.07 - .10; and
 - (d) Consider Extended School Year services for a toddler transitioning to preschool special education services through an IEP whose third birthday falls after the end of one school

year and before the beginning of the next school year, consistent with COMAR §13A.05.01.08B(2); and

- (e) Ensure the IEP is in effect at the beginning of the school year, in accordance with COMAR 13A.05.01.09D(2).

Preschool IEP Services Procedures

If parents decide to receive preschool special education services through an IEP, the Part B representative or the Child Find IEP Chairperson schedules an IEP meeting to develop the IEP. The IFSP service coordinator and service providers who have worked with the family are invited to the IEP meeting unless otherwise requested by the parents. If an inclusive special preschool program is the recommendation of the IEP team, the parent is given the opportunity to visit that inclusive special preschool program prior to their child beginning school.

Who is Involved	Timelines	What Happens: Preschool IEP Services
IEP and IFSP Teams	Before the child's third birthday	<ul style="list-style-type: none"> • The Part B rep or Child Find IEP Chairperson schedules an IEP development meeting for parents who wish to receive preschool special education services through an IEP. • A written meeting notice is sent to the parent and other meeting invitees. • Extended School Year services are considered for a child with a birthday after the end of the current school year and before the beginning of the next school year.

Policy - .10 Procedural Safeguards – General Provisions

- A. Procedural Safeguard Notice.
 - (1) The local lead agency shall provide a copy of the procedural safeguards to the parents of an infant or toddler with a disability, with prior written notice, in accordance with 34 CFR §303.421(b)(3).
 - (2) The procedural safeguards notice shall include:
 - (a) Confidentiality of personally identifiable information and early intervention record, in accordance with 34 CFR §§303.401 – 303.417;
 - (b) Parental consent and notice, in accordance with 34 CFR §§303.420 – 303.422;
 - (c) Surrogate parents, in accordance with 34 CFR §§303.422; and
 - (d) Dispute Resolution options, in accordance with 34 CFR §§303.430 – 303.434, and 303.440 – 303.449.
- B. Confidentiality of Information. A local lead agency shall ensure the confidentiality of personally identifiable information, in accordance with 34 CFR 99, 34 CFR §§303.401 – 303.417, and COMAR 13A.08.02.
- C. Opportunity to Examine Records. In accordance with the confidentiality procedures of 34 CFR 99, 34 CFR §§303.405, and COMAR 13A.08.02, the parent of an infant or toddler with a disability shall be given the opportunity to inspect and review their child's early intervention records collected, maintained, or used by the local lead agency.

- D. The local lead agency shall provide parents an initial copy of their child’s early intervention record at no cost to the parents, in accordance with 34 CFR §303.400(c).

Parents Rights/ Procedural Safeguard Notice – General Provisions

The *Parental Rights /Maryland Procedural Safeguards Notice* booklet is provided to the parent for each IFSP meeting along with the prior written notice. The service coordinator is responsible for explaining the procedural safeguards to the parents and answering any questions the parent may have. A parent’s signature indicating the receipt of the procedural safeguards booklet is obtained and the documentation maintained in the child’s Early Intervention Record (EIR).

Who is Involved	Timelines	What Happens: Procedural Safeguards Notice
Interim Service Coordinator	Before the Initial IFSP meeting	<ul style="list-style-type: none"> • The interim service coordinator or service coordinator provides the parent with the <i>Parental Rights /Maryland Procedural Safeguards Notice</i> before the initial IFSP meeting and at each subsequent IFSP meeting. A thorough explanation of the procedural safeguards is given initially and subsequent questions from parents answered. • The interim service coordinator and service coordinator obtain the parent’s signature to indicate receipt of the <i>Parental Rights /Maryland Procedural Safeguards Notice</i>. This receipt is placed in the child’s EIR. • The interim service coordinator or service coordinator provides parents with a copy of the <i>Prior Written Notice</i> for each meeting. The originals is maintained in the child’s EIR.
Service Coordinator	At each subsequent IFSP meeting	

Policy - .11 Procedural Safeguards – Prior Written Notice

A. General.

- (1) Consistent with 34 CFR §303.421, a local lead agency shall provide a parent prior written notice a reasonable time before the local lead agency or an EIS provider proposes, or refuses, to initiate or change the identification, evaluation, or placement of their infant or toddler, or the provision of early intervention services to the infant or toddler with a disability and that infant’s or toddler’s family.

B. Prior Written Notice Content. The notice shall be in sufficient detail to inform the parent of:

- (1) The action that is being proposed or refused;
- (2) The reasons for taking the action; and
- (3) The procedural safeguards, as described in Regulation .10A of this chapter, including:
 - (a) A description of mediation, consistent with 34 CFR §303.431;
 - (b) How to file a State complaint, in accordance with 34 CFR §§303.432 through 303.434; and
 - (c) How to file a due process complaint, consistent with 34 CFR §303.430(d), including any timelines.

C. Native Language.

- (1) The notice shall be written in language that is understandable to the general public, and provided in the native language of the parent, unless it is clearly not feasible to do so.
- (2) If the native language used by the parent is not a written language, the local lead agency shall ensure that the notice is translated orally or by other means to the parent, and the parent understands the content of the notice.
- (3) A public agency shall maintain written documentation that the requirements of §C(1) and (2) of this regulation have been met.

Procedural Safeguards – Prior Written Notice Procedures

The interim service coordinator or service coordinator provides a copy of the *Prior Written Notice* (PWN) as soon as possible, but no later than two weeks after the IFSP meeting. The PWN must be received by the parent before any changes to identification, evaluation, placement, or services related to their child are implemented.

The PWN must contain:

- sufficient detail to inform the parent of the decisions made in the meeting
- the actions being proposed or refused
- the reasons for those proposals or refusals
- the procedural safeguards related to their right to mediation, complaints, and due process.

The PWN should be written in a way that the general public can understand, with careful consideration of the use of educational jargon. Reasonable efforts to translate the *Prior Written Notice* into the native language of the parent are made. For the parent whose language is not a written language, CCITP ensures that the content is translated orally or by other means so that the parent can understand that content. The content of the *Prior Written Notice* is reviewed with all parents and the original printed copy maintained in the child’s EIR.

Who is Involved	Timelines	What Happens: Prior Written Notice
Interim Service Coordinator Service Coordinator	After the Initial IFSP meeting After each subsequent IFSP meeting	<ul style="list-style-type: none"> ● The designated service coordinator ensures that the PWN contains all requirements of that notice. ● The designated service coordinator reviews the <i>Prior Written Notice</i> with parents. ● A copy of the <i>Prior Written Notice</i> is provided to the parent at the end of the meeting, or no later than two weeks from the meeting. <ul style="list-style-type: none"> ○ It will be translated to the parent’s native language, if possible. The CCPS Department of Special Education will be contacted to assist with translation needs. ○ If the parent’s native language is not a written language, the PWN content will be orally provided in its entirety, or the Department of Special Education will be contacted to obtain other means to support the parent’s understanding of the PWN.

		<ul style="list-style-type: none"> The original <i>Prior Written Notice</i> is filed in the child’s EIR by the service coordinator.
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Policy - .12 Procedural Safeguards – Consent

- A. The local lead agency shall ensure parental consent is obtained before:
 - (1) Administering screening procedures under 34 CFR §303.320 that are used to determine whether a child is suspected of having a disability;
 - (2) All evaluations and assessments of a child are conducted, consistent with 34 CFR §303.321 and Regulation .05 of this chapter;
 - (3) Early intervention services are provided to the child;
 - (4) Public benefits or insurance or private insurance is used if such consent is required under §303.520; and
 - (5) Disclosure of personally identifiable information consistent with 34 CFR §303.414.
- B. If a parent does not give consent, consistent with §A(1), (2) or (3) of this regulation, the local lead agency must make reasonable efforts to ensure that the parent:
 - (1) Is fully aware of the nature of the evaluation and assessment of the child or early intervention services that would be available; and
 - (2) Understands that the child will not be able to receive the evaluation, assessment, or early intervention service unless consent is given.
- C. The local lead agency shall not use the due process hearing procedures described in Regulation .14C of this chapter to challenge a parent’s refusal to provide any consent that is required in accordance with §A of this regulation.
- D. The parents of an infant or toddler with a disability:
 - (1) Determine whether they, their infant or toddler with a disability, or other family members will accept or decline any early intervention service at any time; and
 - (2) May decline a service after first accepting it, without jeopardizing other early intervention services.

Procedural Safeguards – Consent Procedures

Written parental consent is obtained by the interim service coordinator or the service coordinator prior to an evaluation, assessment, initiation of IFSP services, and the reimbursement of medical assistance funds.

If parental consent is not obtained, the interim service coordinator or the service coordinator ensures that the parent fully understands that their child will not be able to receive a CCITP evaluation, assessment, or services. Staff works diligently to try to obtain the necessary consent.

The interim service coordinator or service coordinator makes certain to emphasize to parents that once a child is determined eligible, the family may accept or decline services at any time.

Who is Involved	Timelines	What Happens: Consent
Parent	Consent prior to evaluation, assessment, initiation of	<ul style="list-style-type: none"> For an initial referral, the interim service coordinator is responsible for obtaining written consent for the evaluation, assessment, initiation of IFSP services, and the reimbursement of medical assistance funds.

<p>Interim Service Coordinator</p> <p>Service Coordinator</p>	<p>services, or reimbursement of medical assistance funds</p>	<ul style="list-style-type: none"> • Once the child has been receiving services, the service coordinator assigned to the child is responsible for obtaining consent for the evaluation, assessment, services, and Medicaid reimbursement. • If consent is not forthcoming, the interim service coordinator or service coordinator makes attempt to further explain the process to the family in order to obtain consent and make certain that parents fully understand that services, evaluation, and assessments cannot be provided without parental consent. • As part of the consent process, the interim service coordinator or service coordinator emphasizes that the parent may accept or decline any particular services for their family at any time.
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Policy - .13 Procedural Safeguards – Surrogate Parents

A. General

(1) A local lead agency shall ensure the rights of a child are protected when:

- (a) No parent can be identified;
 - (b) The lead agency or other public agency, after reasonable efforts, cannot locate a parent; or
 - (c) The child is a ward of the State.
- (2) A lead agency shall consult with the public agency assigned care of the child for children who are wards of the state or placed in foster care.
- (3) If a child is a ward of the State, the surrogate parent may be appointed by the judge overseeing the infant’s or toddler’s case, instead of being appointed by the local lead agency in accordance with §A(1) of this regulation, provided the surrogate parent meets the requirements of §A(5) of this regulation.
- (4) Criteria for Selecting Surrogates. The local lead agency shall ensure that a person recommended as a surrogate parent:
- (a) Has no personal or professional interest that conflicts with the interests of the child the surrogate parent represents; and
 - (b) Has knowledge and skills that ensure adequate representation of the child.
- (5) Nonemployee requirement; Compensation.
- (a) A person assigned as a surrogate parent may not be an employee of the local lead agency or an employee of any service provider involved in the provision of early intervention or other services to the child or the child’s family.
 - (b) A person who otherwise qualifies to be a surrogate parent is not an employee of an agency solely because the person is paid by a public agency to be a surrogate parent.
- (6) Surrogate Parent Responsibilities. The surrogate parent has the same rights as a parent for all purposes of Part C of the Act and this chapter.

B. Surrogate Parent Appointment

(1) The local lead agency shall appoint a surrogate parent no more than 30 days after the local lead agency determines that the child needs a surrogate parent, consistent with §A(1) of this regulation.

- (2) The written notification in §B(1) of this regulation shall include the names or names of an individual or individuals appropriately qualified to fulfill the role of a surrogate parent, consistent with §A(4) and (5) of this regulation.
- (3) The local lead agency shall notify State Superintendent of Schools, or the Superintendent's designee, in writing, of the surrogate parent appointment not more than 10 days after the appointment.
- (4) The notification described in §B(3) of this regulation shall include the child's name, the name of the surrogate parent, and any other information deemed applicable.

C. Limited Civil Liability

- (1) A child entrusted to a surrogate parent shall be represented by that surrogate parent in the early intervention services decision making process.
- (2) A surrogate parent is not liable to the child entrusted to the surrogate parent or to the parent of the child for any damages that result from acts or omissions of that surrogate parent constituting ordinary negligence.
- (3) The immunity does not apply to liability covered by any applicable insurance, to the extent of threat coverage, or to acts or omissions constituting gross, willful, wanton negligence.

Procedural Safeguards – Surrogate Parent Procedures

CCITP will appoint a surrogate parent for a child when the parent cannot be identified, the parent cannot be located, or when the child is a ward of the state. For children in foster care, the service coordinator will contact the social worker assigned to the case in order to determine the parent's legal status.

If the child has a foster family, the social worker will contact the foster parent and ask if they would be interested in becoming the surrogate parent. If not, a different person will be assigned to act as the surrogate parent for Part C purposes.

If the child is a ward of the state, the social worker will show documentation that a surrogate parent has been appointed by a judge overseeing the child's case. If there is no court order of surrogate parent appointment, the social worker will contact the foster parent to determine if they would like to become the surrogate parent.

All surrogate parents must meet the criteria for selecting surrogates; the surrogate:

- can have no conflict with the interest of the child
- has knowledge and skills that ensure adequate representation of the child
- cannot be an employee of the State or an employee of any service provider involved in the provision of early intervention or other services to the child or the child's family.

The surrogate parent has the same rights as the parent for purposes of Part C which include:

- evaluation and assessment of the child
- development and implementation of the child's IFSP, including periodic and annual reviews
- ongoing provision of EIS to the child and family
- ongoing participation in the decision-making process.

The interim service coordinator or the service coordinator makes certain that a surrogate parent is appointed no more than 30 days after determining that a child needs a surrogate. The *MSDE Parent Surrogate Manual- June 2011* can be referenced regarding specific information and procedures. Once the appointment has been made, the CCPS Director of Special Education or designee will notify the State Superintendent of Schools or designee not more than 10 days after the appointment.

A surrogate parent will not be necessary for children who are living with an adult acting in the capacity of a parent.

Who is Involved	Timelines	What Happens: Surrogate Parents
Surrogate parent; Interim service coordinator; service coordinator; DSS case manager/ social worker CCPS Director of Special Education	Within 30 days of identifying need for surrogate; Continues while a child is receiving Early Intervention Services (EIS)	<ul style="list-style-type: none"> • When a referred child or a child who is receiving EIS’s parent cannot be located, identified, or the child is a ward of the state, the interim service coordinator contacts the social worker to verify this information (producing the court order regarding parental rights) and explain the need for a surrogate parent. <ul style="list-style-type: none"> ○ The criteria and responsibilities of a surrogate parent is explained ○ The social worker contacts the foster parent to discern their interest in being appointed the surrogate parent. • If the foster parent meets the criteria and agrees to be the surrogate parent, the interim service coordinator contacts the CCPS’s Director of Special Education. <ul style="list-style-type: none"> ○ The Director is provided all relevant information, including the court order and assists with the determination of the need for a surrogate. • The foster parent completes and submits an application, and if all criteria are met, he or she arranges for training with the Director. • Once training is completed, the Director requests that the CCPS Superintendent appoint the surrogate. • The director or designee trains the foster parent. • A letter of appointment for the child naming the surrogate is maintained in the EIR. • The Director or designee notifies the state superintendent or designee in writing, of the surrogate parent’s appointment no more than 10 days after the appointment.

Policy - .14 Procedural Safeguards – Dispute Resolution

- A. Written State Complaint Procedures. The Department shall receive and resolve any early intervention State complaint filed by any party regarding any violation of Part C of the Act in accordance with 34 CFR §§303.432 – 434, and COMAR 13A.05.01.15A.
- B. Mediation. Any party may request mediation to resolve a dispute involving any matter related to the provision of early intervention services, including matters arising prior to the filing of a due process complaint, in accordance with 34 CFR §303.431, and COMAR 13A.05.01.15B.
- C. Due Process Hearing Procedures.
 - (1) The Department shall provide for impartial resolution of individual child complaints concerning any matter related to the provision of early intervention services in accordance with 34 CFR §§303.440 – 303.449, 34 CFR §§300.507 – 300.518, and COMAR 13A.05.01.15C.
 - (2) If a parent files a due process complaint to dispute a determination that the child does not meet the criteria for identification as a student with a disability under Part B, the local lead agency is not required to provide the child with early intervention services after the child’s third birthday during the pendency of the due process hearing.

Procedural Safeguards – Dispute Resolution

A parent or an organization has the right to file a State Complaint with the Maryland State Department of Education, request a mediation, and/ or file for a due process hearing for an alleged violation or a disagreement with the IFSP team’s decisions regarding their child’s identification, evaluation, educational services or placement and the provision of FAPE.

If a parent states that they disagree with the decisions made and want to file for mediation and/or due process, the service coordinator or IEP Chairperson should provide the parent with a copy of the *Parental Rights –Maryland Procedural Safeguards Notice* and review the information related to “Resolving Disagreements” (pg.17-27), answering any questions the parent may have.

- If parents are agreeable to request a CCPS County IEP meeting with a Special Education Supervisor and the school team in order to review the information from that meeting and consider possible options to resolve the issues, that meeting should be requested. The parent may continue their filing for mediation or due process if they so desire.
- If the parent wants to file for mediation and/ or due process, the service coordinator or IEP Chairperson should notify the CCPS Special Education Department without delay. A packet that contains paperwork to help parents with the written request for mediation and/ or due process will be provided to them as soon as possible.
- This information can also be accessed by the parent on the MSDE website at www.marylandpublicschools.org. The information that is needed in order for MSDE to complete an investigation as alleged in a State Complaint is also found at that site.

The following are further explanations and procedures related to Written Complaints, Mediation and Due Process Hearings:

Written State Complaint:

A parent or an organization may file a written State Complaint with the Maryland State Department of Education (MSDE) regarding an alleged violation of federal or State law or regulation concerning an early intervention or special education requirement, or that CCPS has not implemented a due process hearing decision.

The Director of Special Education will provide the parents and other interested parties with information regarding the procedures for filing a State Complaint. The State Complaint shall include:

- A statement that CCPS has violated a requirement of federal or State law or regulation
- The facts upon which the statement is based, including any documentation supporting the allegation(s)
- The signature and contact information of the complainant.

The complaint must allege a violation that has occurred not more than one (1) year prior to the State receiving the complaint.

Upon receiving the complaint, MSDE conducts an investigation and provides either party the opportunity to submit additional information and documentation about the allegations in the complaint, which MSDE considers in making the final decision. MSDE issues a written decision within 60 days to the complainant that addresses each allegation and contains:

- Finding of facts and conclusions
- The reasons for the final decision
- Procedures for effective implementation of the final decision including, as appropriate: technical assistance, negotiations, and corrective actions required to achieve compliance.

Mediation:

Mediation is a process that may be used to resolve disagreements between a parent of a child with a disability and CCPS who is responsible for the education of the child. A parent of an infant or toddler with a disability or Calvert County Public Schools may request mediation when there is a dispute about any matter related to the identification, evaluation, or educational placement, or the provision of FAPE to a child. The request for mediation is voluntary on the part of the parents and CCPS. The request for mediation may not be used to deny or delay a parent's right to a due process hearing.

Either party to the mediation has the right to be accompanied or advised by legal counsel. The parent of an infant or toddler with a disability should submit the request to initiate mediation in writing to the Director of Special Education. The Director of Special Education will provide the Staff Attorney the written request who will, in turn, forward the written request to the Office of Administrative Hearings (OAH) within three (3) days of the Director's receipt of the request. The parent may submit their request to the CCPS Director of Special Education and to OAH on their own, if they prefer.

The mediation will be conducted by an employee of the OAH who is qualified, impartial, and trained in effective mediation techniques. A mediation shall be scheduled within 20 days of receipt of the written request and shall be held in a location that is convenient to the parent and CCPS.

An agreement reached by the parties in the mediation will be put in writing. Any discussions that occur during the mediation are confidential and may not be used in evidence in any subsequent due process hearings or civil proceedings. The parties to the mediation may be required to sign a confidentiality pledge before the commencement of the mediation.

CCPS encourages the use of mediation as a method to resolve disputes, but will not deny or delay the parents' right to a due process hearing if parents fail to participate in the mediation.

Impartial Due Process Hearing

The parent or CCPS may request a due process hearing regarding the IFSP / IEP team's proposal or refusal to initiate or change the identification, evaluation or educational placement of the student or the provision of FAPE. This is done by requesting a *Due Process Hearing Packet* from the CCPS Special Education Department. The parent must complete the request notice in the packet and submit it to CCPS' Staff Attorney and the Office of Administration Hearings (OAH). The parent's attorney or the Staff Attorney may also make this submission.

The due process request form must include:

- Name of the student
- Address of the student's residence (or, for a homeless student, available contact information)
- Name of the school
- Name of the public agency responsible for the education of the student (i.e. CCPS)
- A description of the problem relating to the proposed or refused initiation or change, including facts relating to the problem
- A proposed resolution of the problem to the extent known and available to the party at the time of the notice.

A parent or CCPS may not have a due process hearing until a completed *Hearing Request Notice* that meets the content requirements is filed. The person(s) requesting the due process hearing shall not be allowed to raise issues at the due process hearing that were not raised in the due process hearing request notice, unless the other party agrees.

Sufficiency of Notice: Upon receipt of the hearing request notice, if the Staff Attorney for CCPS believes that the notice does not meet the content requirements, the Attorney must notify the OAH and the parent in writing within 15 days of receiving it that CCPS believes the notice content fails to meet requirements. Within 5 days of receiving notice of the deficiency, the OAH will determine whether the due process hearing request notice meets the content requirements and will immediately notify the parties in writing.

The parent or CCPS may amend its due process hearing request notice only if the other party consents in writing and is given the opportunity to resolve the issues through a resolution meeting as noted below or the OAH grants permission, not later than 5 days before a due process hearing occurs. The timeline for the resolution meeting and the due process hearing begins again with the filing of the amended due process hearing request notice.

Response to Due Process Hearing Request: If the IEP chairperson had not provided the Prior Written Notice /Meeting Minutes to the parents prior to the parents filing of a due process hearing request, the Director of Special Education or designee will, within 10 days of receiving the notice, send the parent a response containing:

- An explanation of why the public agency proposes or refuses to take the action(s)
- A description of any other options that the public agency considered and the reasons why those options were rejected
- A statement that the parents of a student with a disability have protections under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained
- Sources for parents to contact to obtain assistance in understanding the provisions of IDEA.

This response does not preclude CCPS from asserting that the parent's due process hearing request notice was insufficient, where appropriate.

When the non-complaining party receives the due process hearing request, that party (e.g., parent, advocate, parent attorney, student, public agency, and public agency attorney) must, within 10 days of receiving the notice, send to the complaining party a response that specifically addresses the issues raised in the due process hearing request.

Resolution Session: Within 15 days of receiving the parent's due process hearing request notice and prior to initiation of a hearing the Director of Special Education or designee must convene a meeting with the parents and the relevant IEP team member(s) who have specific knowledge of the facts identified in the notice as determined by the parents and CCPS. The parents and CCPS may agree in writing to waive the resolution meeting, or agree to use the mediation process.

The resolution meeting must include the Director or Supervisor of Special Education, who has decision-making authority on behalf of the CCPS, and may not include CCPS' Staff Attorney, unless the parent is accompanied by an attorney.

- The purpose of the meeting is for the parent(s) of the student to discuss the issues in their due process hearing request notice, so CCPS has the opportunity to resolve the issues.
- If the issues are not resolved to the satisfaction of the parent and CCPS within 30 days of the receipt of the notice, the due process hearing may occur. The timeline for the due process hearing begins at the expiration of the 30-day period.

If resolution is reached, the parent and CCPS must execute a legally binding agreement that is signed by both the parent and the Director or Supervisor of Special Education and is enforceable in any State court of competent jurisdiction or in a district court of the United States. If the parent and CCPS enter an agreement, either party may void such agreement within three (3) business days of the agreement.

If the parent or CCPS requests both mediation and a due process hearing within the same request, and the non-complaining party agrees to mediate, the issue will proceed directly to mediation.

Due Process Hearing Rights/Safeguards: The parent and CCPS have the right to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of students with disabilities
- Present evidence and confront, cross-examine, and compel the attendance of witnesses
- Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing
- Obtain a written, or at the option of the parents, an electronic verbatim record of the hearing
- Obtain a written, or at the option of the parents, electronic findings of fact and decisions.

At least five (5) business days prior to the hearing, the parent and CCPS shall disclose to each other all evaluations completed by that date, and recommendations based on the party's evaluations that the party intends to use at the hearing. A hearing officer may bar any party who fails to comply with this requirement from introducing the relevant evaluation or recommendations at the due process hearing without the consent of the other party.

The parent has the right to have the student present and to open the hearing to the public. Each hearing must be conducted at a time and place that is reasonably convenient to the parent and student. The verbatim record of the hearing, when requested and the written decision are provided to the parent at no cost.

An Administrative Law Judge (ALJ) must make a decision on substantive grounds based on a determination of whether the student received FAPE. In matters alleging a procedural violation, an ALJ may find that a student did not receive FAPE:

- Only if the procedural inadequacies impeded the student's right to FAPE
- If CCPS significantly impeded the parents' opportunity to participate in the decision-making process regarding the provision of a FAPE to the parents' child
- The public agency caused a deprivation of education benefits.

Nothing in these requirements precludes an ALJ from ordering the public agency to comply with procedural requirements under the law and regulations governing special education.

Child's status during Proceedings: During the pendency of any administrative or judicial proceeding, unless the parent and CCPS agree otherwise, the student must remain in his or her current educational placement.

If the parent files a due process complaint to dispute a determination that the child does not meet the criteria for identification as a child with a disability under Part B, CCPS is not required to provide the child with early intervention services after the child's third birthday during the pendency of the due process hearing.

COMAR 13A.13.02.08 Administration of Services of Infants and Toddlers and Their Families

Policy - .08 Local Lead Agency Administration

A. Designation of Local Lead Agency.

- (1) The local governing authority of each jurisdiction shall designate the local lead agency to plan and coordinate early intervention services for eligible children and their families who reside within the jurisdiction.
- (2) The local governing authorities may agree to designate a single local lead agency for two or more jurisdictions.

Local Lead Agency Administration

In October 2008, the Calvert County Board of County Commissioners designated Calvert County Public Schools as being the lead agency for the Calvert County Infants and Toddlers Program.

Who is Involved	Timelines	What Happens: Local Lead Agency Administration
Calvert County Board of County Commissioners Calvert County Infants and Toddlers Program	October 2008	<ul style="list-style-type: none"> • The Calvert County Board of County Commissioners designated Calvert County Public Schools as being the lead agency for the Calvert County Infants and Toddlers Program in October 2008.

B. Local Interagency Agreements.

- (1) The local lead agency shall enter into formal local interagency agreements with local agencies, institutions, organizations, and early intervention service providers involved in the local early intervention system.
- (2) Local interagency agreements shall include:
 - (a) Assignment of financial responsibility for early intervention services;
 - (b) Procedures for achieving timely resolution of intra-agency and interagency disputes about payments for a given service, or disputes about other matters related to the local early intervention system, including a procedure for notifying the Department/Maryland Infants and Toddlers Program when local resolution is not possible to make a final determination that is binding upon the agencies involved, consistent with 34 CRF §303.511(c)(3);
 - (c) A mechanism to ensure that services for a child under the Act are not delayed or denied because of any dispute between agencies regarding financial or other responsibilities, consistent with 34 CFR §303.511(d)(1).
 - (d) A description of Medical Assistance (MA) billing procedures for health related services and service coordination, including the roles(s) of the partner agencies in the interagency agreement; and

- (e) Additional components as necessary to ensure effective cooperation and coordination among all service providers involved in the local early intervention system in accordance with Part C of the Act, COMAR 13A.13.01, this chapter, and local policies and procedures.

Local Interagency Agreements

A Local Interagency Agreement is signed annually between the Calvert County Public Schools, the Calvert County Health Department (CCHD) and the Calvert County Department of Social Services (CCDSS). The representatives of the above agencies meet annually to review the Interagency Agreement and discuss any possible changes. All of the components of the Interagency Agreement as identified in COMAR 13A.13.02.08 are included in the document.

Who is Involved	Timelines	What Happens: Local Interagency Agreements
Infants and Toddlers Specialist Calvert County Public Schools Calvert County Health Department Calvert County Department of Social Services	Signed annually each year in May and submitted to MSDE in conjunction with the Consolidated Local Implementation Grant (CLIG)	<ul style="list-style-type: none"> • The Infants and Toddlers Specialist reviews and edits the Interagency Agreement as part of the yearly CLIG application. • The representatives from the CCPS, CCHD, and CCDSS meet annually to discuss the Interagency Agreement. • Any edits of the Interagency Agreement are made and reviewed by the Supervisor of Special Education and the Director of Special Education. • The Interagency Agreement is submitted annually with the CLIG.

C. Consolidated Local Implementation Grant (CLIG).

- (1) Each local lead agency shall develop and submit an annual consolidated local implementation grant for early intervention services, at the time and in the manner specified by the Department/Maryland Infants and Toddlers Program, including assurances whereby the interagency partners agree to comply with:
 - (a) The use of funds requirements, consistent with 34 CFR §303.510;
 - (b) The payer of last resort requirements, consistent with 34 CFR §303.501;
- (2) The Department/Maryland Infants and Toddlers Program shall distribute local implementation grants funds to local lead agencies, contingent upon the submission of an annual local interagency plan in compliance with COMAR 13A.13.01 and this chapter.

Consolidated Local Implementation Grant (CLIG) Procedures

The CLIG is developed yearly by the Infants and Toddlers Specialist and the Supervisor of Special Education in conjunction with the Special Education Department’s Financial Secretary and the Director of Special Education. The CLIG is reviewed by the CCPS Assistant Superintendent, CCPS Director of Finance, CCPS Staff Accountant. The draft CLIG is sent to representatives of the Calvert County Department of Social Services (CCDSS) and the Calvert County Health Department (CCHD) for their review. Upon completion of the reviews and revisions, the CLIG is signed by the Superintendent of CCPS, The Director of the CCDSS, and the Health Officer of the CCHD. A final copy is sent to the CCHD and CCDDS.

Who is Involved	Timelines	What Happens: CLIG Development
Infants and Toddlers Specialist; CCPS Director and Supervisor of Special Education; Special Education Department Financial Secretary; CCPS Assistant Superintendent and Superintendent of Schools; CCPS Director of Finance; CCPS Staff Accountant ; Director of DSS; Health Department Health Officer	Annually each year in May	<ul style="list-style-type: none"> • The Infants and Toddlers Specialist develops the narrative portion of the CLIG. • The SE Department’s financial secretary completes the budget section in conjunction with the supervisor of special education. • A draft CLIG is sent to the CCHD and CCDDS for review. • The CLIG is sent to designated personnel in CCPS for review at least two weeks before the CLIG is due to MSDE. • Revisions are made to the CLIG and approved. • CLIG is signed by the Superintendent, Health Officer of CCHD, and Director of DSS.

D. Identification and Coordination of Resources. The local lead agency shall provide information related to other funding sources for early intervention services, at the time and in the manner specified by the Department, consistent with §C(1) of this regulation.

Identification and Coordination of Resources

The local lead agency shall develop and submit an annual consolidated local implementation grant for early intervention services, at the time and in the manner specified by the

Department/Maryland Infants and Toddlers Program. This grant document includes assurances whereby the interagency partners agree to comply with the use of funds consistent with 34 CFR §303.510. Information regarding other funding sources for early intervention services are indicated on form 100b for each agency included with the grant.

E. Public Awareness.

- (1) Each local lead agency shall coordinate the development and implementation of a local public awareness program that focuses on the early identification of children who may be eligible to receive early intervention services, consistent with the provisions of 34 CFR §303.301 and Regulations .04A of this chapter, including:
- (2) A description of the child find system;
- (3) A description on how to refer a child under the age of three for an evaluation or early intervention services;
- (4) Preparation and dissemination of information to all primary referral sources; and
- (5) Dissemination of information to parents of toddlers with disabilities of the availability of services under section 619 of the Act not fewer than 90 days prior to the toddler’s third birthday.

Public Awareness Procedures

Through public awareness and community activities and contacts with local physicians and agencies, the CCITP prepares and disseminates semi-annually general and contact information related to early intervention identification and services in Calvert County to all primary referral sources.

The target audience includes, but not be limited to, the following: parents, the local Department of Social Services, the local Health Department, pediatricians, hospitals and clinics, day care centers, Head Start, Judy Center, Hippy/Healthy Families, and other community early childhood programs. This information included the procedures for referring a child under the age of three for an evaluation and assessment.

The Part B Representative meets with parents of children transitioning at 3 years of age in order to provide them with a comparison of the Extended IFSP Option and Special Education Preschool Services Option for Ages 3 and 4 in Calvert County. In addition, the service delivery options available for the Extended IFSP Option, and the IEP are also explained by the Part B Representative.

Who is Involved	Timelines	What Happens: Public Awareness
Infants and Toddlers Specialist Part B Representative	Ongoing/ Public awareness activities	<ul style="list-style-type: none"> • CCITP prepares brochures in English and Spanish and distributes them to the primary referral sources on a semi-annual basis. • CCITP periodically meets with primary referral sources to explain the early intervention system, including how to refer a child for an evaluation and assessment. In addition, it is stressed that referrals are

Service Coordinator		<p>to occur as soon as possible, but not longer than seven days after the child has been identified.</p> <ul style="list-style-type: none"> • CCITP engages in public awareness activities within the community in order to disseminate information pertaining to early intervention services in Calvert County. • CCITP ensures that parents of children currently receiving services understand the service delivery options available if their child is found eligible for Preschool Special Education services.
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F. Comprehensive Child Find System. Each local lead agency, consistent with the applicable provisions of 34 CFR §303.302 – 303.322 shall have local policies and procedures identified in 13A.13.01.04 of this regulation.

Comprehensive Child Find System Procedures

The local lead agency, Calvert County Public Schools, has designated the Calvert County Infants and Toddlers Program to be the single point of entry for the CCPS. CCITP has adopted a local comprehensive child find system to ensure that all eligible children in the jurisdiction are identified. As the single point of entry, CCITP will coordinate all major child find efforts and educate primary referral sources and others in the early childhood community who could identify a child with a suspected developmental delay or disability.

Child find efforts shall also include children three-years-old or younger who are involved in substantiated cases of abuse and neglect or who are identified as directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure.

In addition, CCITP ensures, through education, that the primary referral sources refer infants and toddlers as soon as possible, but not longer than seven days after the child has been identified.

Who is Involved	Timelines	What Happens: Child Find
Infants and Toddlers Specialist CCDDS; Primary referral sources	Ongoing	<ul style="list-style-type: none"> • CCITP prepares brochures in English and Spanish (CCPS’ highest number of non-English families) and distribute them to the primary referral sources on a semi-annual basis. • CCITP periodically meets with primary referral sources to explain the early intervention system, including how to refer a child for an evaluation and assessment. In addition, it is stressed that referrals are to occur as soon as possible, but not longer than seven days after the child has been identified.

		<ul style="list-style-type: none"> • CCITP coordinates with CCDSS on referrals of children under the age of three who are involved in substantiated case of abuse and neglect or who are identified as directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure.
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G. Screening. Each local lead agency may adopt written policies and procedures.

Screening Procedures

Maryland has allowed locals to determine whether or not to use a separate process for screening infants and toddlers. The Calvert County Infants and Toddlers Program has chosen *not* to use a separate process for screening this population. Rather, CCITP takes the information gained from by intake specialist, including the parent’s concerns for their child, and moves forward directly, after receiving parental consent, to the evaluation and assessment of all infants and toddlers referred. This process also allows CCITP to better adhere to the 45-calendar day timeline from referral to the determination of eligibility and initial development of an IFSP, if eligible.

H. Comprehensive System of Personnel Development. Each local lead agency shall develop and coordinate the implementation of a local comprehensive system of personnel development plan consistent with 34 CFR §303.118.

Comprehensive System of Personnel Development Procedures

The Comprehensive System of Personnel Development (CSPD) is developed by the Infants and Toddlers Specialist in consultation with the Supervisor of Special Education and submitted annually with the CLIG. The conferences and workshops attended by service providers and service coordinator become the training topics selected to share with the other ITP/ Child Find staff. In addition, the service providers and service coordinator complete a training needs assessment, highlighting specific topics of interest and need. As funding is available, outside training sources will be contacted and scheduled.

Additionally, the CSPD also includes parent education classes and parent support groups that are routinely offered throughout the school year. This may include the Hanen Program for Language Facilitation, SEFEL, Learning Parties, and parent support group trainings.

Who is Involved	Timelines	What Happens
Infants and Toddlers Specialist; Supervisor of Special Education	Developed annually and submitted with the CLIG in May	<ul style="list-style-type: none"> • The Infants and Toddlers Specialist disseminates the needs assessment to the Infant and Toddlers staff. • The Infants and Toddlers Specialist enlists the assistance of service providers and the interim service coordinator who had attended conferences and workshops to share information throughout the year. • Parent trainings (such as, Hanen, SEFEL, Learning Parties) and parent support groups are also included in

		<p>the CSPD as they are routinely offered throughout the year.</p> <ul style="list-style-type: none"> As funding is available, outside training sources are acquired.
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- I. Personnel Standards. Each local lead agency shall develop and implement written policies to require personnel providing early intervention services for eligible children and their families to meet appropriate professional requirements established by the Department/Maryland Infants and Toddlers Program and consistent with 34 CFR §303.119.

Personnel Standards Procedures

The Director of Human Resources along with the Director of Special Education work together to ensure that all personnel who are providing early intervention services for eligible children and families meet the guidelines outlined in the Calvert County Public School Policy #6120 and #6120.1 (Personnel) entitled “Certification or Licensure of Professional Employees” In addition, the CCITP teacher specialist and special education supervisor ensure that all infants and toddlers staff meet the required Maryland Infant and Toddler Standards as outlined in *The Maryland’s Early Childhood Intervention & Education System Personnel Standards Guide*. Lastly, all CCITP staff participates in an initial COS training and competency check as outlined in the *Guide to B-K COS Process Training and Support (Appendix B)* as well as an annual refresher course utilizing the *COS Team Collaboration (COS-TC) Quality Practices* tool.

- J. Data Collection. The local lead agency shall:
- (a) Develop procedures for collecting and compiling data from all appropriate service providers for preparation of reports required by the Department/Maryland Infants and Toddlers Program.
 - (b) Use the statewide data system to compile the numbers of eligible children receiving early intervention services, and other information required by 34 CFR §303 and the U. S. Department of Education; and
 - (c) Submit the data at the time and in the manner specified by the Department.

Data Collection Procedures

The Infants and Toddlers Specialist is responsible for monitoring the data collection process that identifies the numbers of eligible infants and toddlers receiving EIS in Calvert County, as well as other data points related to those children. Once a month, an audit and timely service reports are run to ensure that all data has been entered into the database accurately. If there is missing data, the Infants and Toddlers Specialist contacts the service coordinator working with that child to request that the information is correctly entered into the Maryland IFSP Online database.

Who is Involved	Timelines	What Happens
Infants and Toddlers Specialist	Monthly	<ul style="list-style-type: none"> Infants and Toddlers Specialist completes audit and timely service reports to ensure that all data has been accurately captured. When missing date is located, the service coordinator is contacted and asked to enter

		the missing information into the Maryland IFSP Online database.
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- K. Supervision, Monitoring and Enforcement. Each local lead agency shall:
- (a) Submit financial and other written reports at the time and in the manner specified by the Department.
 - (b) Participate in periodic desk audits and on-site monitoring visits conducted by the Department; and
 - (c) Comply with enforcement actions required by the Department.

Supervision, Monitoring and Enforcement Procedures

The MITP Reports Checklist is used to monitor dates for the financial and other written reports. Timelines are monitored on a monthly basis and EIR files are monitored twice a year. The data in the Maryland Online IFSP is monitored to ensure accuracy.

Monthly staff meetings are held with the CCITP service providers and service coordinator to review procedures and regulations and provide updates on any new policies.

Who is Involved	Timelines	What Happens
Infants and Toddlers Specialist Supervisor of Special Education Budget and Grant Specialist	Ongoing – Monthly, Bi-Year Monitoring	The MITP Reports Checklist For Consolidated Local Implementation Grants is used to monitor dates that financial and other written reports are due to the Maryland Infants and Toddlers Program. <ul style="list-style-type: none"> • The Director of Special Education along with the Budget and Grant Specialist monitors the budget and expenditures to ensure grants are expended according to grant requirements • The Infants and Toddlers Specialist conducts bi-yearly self-monitoring of the EIRs for each service coordinator. • The Infants and Toddlers Specialist cooperates and provides documentation during on-site monitoring visits conducted by MSDE. • Monthly staff meetings are held by the Infants and Toddlers Specialist with the CCITP service providers and service coordinator to review procedures and regulations and provide updates on any new MSDE policies. • Timelines are monitored monthly for compliances by the Infants and Toddlers Specialist.

- L. Policy for Contracting or Otherwise Arranging for Services. The local lead agency shall include a policy pertaining to the contracting or making of other arrangements with public

or private individuals or agency service providers to provide early intervention services, consistent with 34 CFR §303.121, including:

- (a) The contents of the application;
- (b) The conditions of contract; and
- (c) Other arrangements, if applicable.

Contracting or Otherwise Arranging for Services Procedures

The Director of Special Education along with the Director of Procurement and Resource Management assure that all contracts for services with public or private individuals or agencies meet the requirements listed with the Calvert County Public Schools Policy #5510 (Business), entitled “Procedures for Bidding”.

M. Timely Reimbursement of Funds

- (1) The local lead agency shall have procedures for securing the timely reimbursement of funds used under Part C of the Act, in accordance with 34 CFR §§303.500 – 303.521.

Timely Reimbursement of Funds Procedures

The Lead Agency makes arrangements for reimbursement of any funds expended through Part C. All reimbursements are processed in a timely manner through the agency assigned financial responsibility as indicated in the signed Local Interagency Agreement.

N. Delivery of Services in a Timely Manner.

- (1) Each local lead agency shall develop procedures to ensure that services are provided to eligible children and their families in a timely manner, pending the resolution of disputes among service providers. Procedures shall be consistent with Regulation .05(a)(2)(b) of this chapter.
- (2) Service providers shall implement procedures in M(1) of this regulation.

Delivery of Services in a Timely Manner

After the initial IFSP meeting, the IFSP team assigns a service coordinator from the profession most immediately relevant to the child’s or family’s needs. This service coordinator assists families in gaining access to and coordinating the provision of early intervention services for all subsequent IFSP meetings. The service coordinator is responsible for entering the first home visit date in the online database. The service coordinator is also responsible for entering into the ITP calendar the six- month review and the annual review date for each new child they receive. The subsequent meetings are scheduled after the first annual review. In addition, and when appropriate, the service coordinator supports the family, starting when the child is between 27 and 33 months, with the child’s transition to preschool, school, the Extended IFSP Option, or other services, when appropriate. The service coordinator is also responsible for transmitting children’s information from Part C program (EIS) to Part B (IEP) services, to ensure the child’s continuity of services.

At the transition planning meeting, the service coordinator is responsible for scheduling any evaluation and assessments that are recommended by the IFSP team. If the parent wants to consider Extended IFSP or IEP, the service coordinator notifies the CCPS Part B representative

that an IEP meeting is needed to determine eligibility and schedules the extended IFSP meeting if the family chooses to continue with part C services. If the family chooses to continue services with an IEP, the IEP chair is responsible for scheduling the IEP development meeting.

Other measures utilized to ensure timely delivery of services include monthly staff meetings held with the CCITP service providers and service coordinators to review procedures and regulations, provide updates on any new state guidance, review caseloads, and monitor timelines, data and Early Intervention Records.

O. Notice of Availability of Programs.

- (1) The local lead agency in the State shall notify the parents or guardians of each hearing-impaired child of the availability of the education programs offered by the Maryland School for the Deaf.
- (2) The local lead agency in the State shall notify the parents or guardians of each blind or visually impaired child, including children with multiple disabilities, of the availability of the educational programs offered by the Maryland School for the Blind.

Notice of Availability of Programs

When developing the IFSP for a child with a visual or hearing impairment, the service coordinator working with that child and family share information about the Maryland School for the Blind (MSB) and the Maryland School for the Deaf (MSD). This notice is indicated in the IFSP under early intervention services-additional early intervention services.

P. Local Interagency Coordinating Council (LICC).

- (1) The local governing authority of each jurisdiction shall establish a local interagency coordinating council to advise and assist the local lead agency in the development and implementation of policies that constitute the local early intervention system.
- (2) The membership and meeting requirements of the local interagency coordinating council shall be consistent with the requirements establish by the Department in the application for local implementation grant funds.

Local Interagency Coordinating Council (LICC)

The members of the LICC are from organizations actively working with young children and their families. Most LICC members are involved with many of the same organizations and regularly attend the Calvert County Interagency Council for Children and Families. This commonality in participation provides opportunities for sharing information about different community events and services that benefit Calvert's families. As a result, the Calvert County LICC has become more knowledgeable of what is occurring in Calvert County that affects the young children and families we serve and the resources available to us and our families.

The LICC Membership directory and meeting dates are submitted with the annual local implementation grant. The LICC meets four times a year with the Calvert County Infants and Toddlers Program Specialist and the ITP Special Education Supervisor, providing a sounding board, new ideas, assistance, and support.