

SERVICE DELIVERY PROCEDURE CHECKLIST PRESCHOOL

The Early Intervention (EI) program has a procedure for service delivery that includes the following:

- Timelines for service delivery.
- Obtaining parental consent.
- Monitoring service delivery to ensure that evidence-based practices are used.
- Providing services in least restrictive environments.

- Ensuring the requirements of the OCDEL Announcement DS-03 related to inclusion are being met including:
 - The development and implementation of a written local EI program policy on the inclusion of young children with disabilities in early childhood education (ECE) programs.
 - A process for reviewing and modifying any existing policies, practices, and procedures to ensure barriers are removed that would prevent including children with disabilities.
 - Communicating with families and ECE partners the benefits of, and a family's rights related to inclusion.
 - Assessment of program staff competencies and implementation of professional development, which includes family perspectives, related to inclusion based on the needs of staff and families.
 - Collaborating with the Early Learning Resource Center to identify examples of inclusive program policies, structures, and activities.
 - Strengthening partnerships with ECE programs so supports and services for children with disabilities can be provided within the daily routines and activities of quality ECE programs.
 - Participate and engage in ongoing opportunities for stakeholder input, professional development opportunities and additional guidance related to the inclusion of all children.
 - Implement procedures in conjunction with the OCDEL Announcement: EI-17 #02, Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania.
 - Implement any additional guidance from OCDEL related to the inclusion of all children.

- Ensuring the requirements of the OCDEL Announcement EI-17 #02 related to the reduction of suspension and expulsion are being met including:
 - The development and implementation of a written program policy on:
 - How staff implement positive behavior strategies,
 - Ensuring that all families and EI program staff are aware of available resources, including:
 - Referral to ECMHC, Behavioral Health, and other community-based services, to help maintain the child in their current ECE program; and
 - Family-oriented resources regarding child development, behavior, social development and other topics.
 - Training activities and supports based on the current needs of EI staff and the children and families they serve.
 - Creating culturally sustaining practices such as:
 - Hiring practices that promote a diverse staff,
 - Training staff to be culturally sustaining and linguistically responsive,
 - Strategically analyzing the effects of implicit biases within program, and
 - Investing and engaging in partnerships with diverse family leaders and community organizations.

- Establish written procedures to assist ECE partners to reduce the incidence of suspension or expulsion, including:
 - How staff are to engage with families to request assistance
 - Communication with families on challenges and successes
 - providing resources to families and caregivers who are facing behavioral challenges
 - Response process for a child with an IEP enrolled in ECE to prevent suspension/expulsion
 - Phone call or email to ECE within 48 hours
 - Holding IEP meeting within 10 program calendar days from date of request
 - Adding information on the special consideration page of the IEP if needed.
 - Following the appropriate procedural safeguards related to placement changes
 - If child is not enrolled in EI and at risk of suspension/expulsions, child's family must be referred to EI
 - If child is referred and not found eligible, program shall coordinate with local behavioral health partners and other community resources.

- Supports and services are provided in a manner that recognize and support the family's cultural preferences.
- Communication among IEP team members.
- Referrals to therapists who will be providing IEP services, including how to address scheduled and unscheduled breaks in service:
 - no-shows/cancellations,
 - breaks in service delivery.
- Monitoring progress.
- Providing transportation service.
- Early Intervention services during scheduled breaks
 - stretch calendar, services generally should not exceed three weeks
 - using data to determine whether some level of service should be provided during scheduled breaks for each individual child.
- Routine checking of hearing aids and external components of surgically implanted medical devices to ensure they are functioning properly.
- The Early Intervention program has procedures for the collection and reporting of early childhood outcome data that includes the following:
 - Identification of one IFSP/IEP team member responsible for gathering and entering ECO data. The IFSP/IEP team member is entered in PELICAN.
 - Collection of child outcome data is coordinated with the family and other team members and integrated into the normal service delivery activities and discussions.
 - Entry and exit ratings are based on information collected from an identified authentic assessment tool and the use of the decision tree.
 - Timelines for the collection of entry and exit data and input into PELICAN to include:
 - Entry within 60 calendar days of the development of the child's IFSP/IEP
 - Exit within 60 calendar days prior to a child's anticipated exit from the program

- Exit within 60 calendar days prior to a child's sixth birthday.

- Identification of children who need exit data to include:
 - In service at least 6 months
 - And leaving for the following exit reasons: no longer eligible; anticipated move out-of-state, parent withdrawal, or transition at school age.

- Identification of children who need entry data to include:
 - Have an IFSP/IEP with EI services.

- Coordination of the collection of child outcome data for those children transitioning at age 3 between the infant toddler and preschool programs.

- Ensuring staff are trained on new or updated procedures. *

- Effective date of the procedure.

*This item does not necessarily need to be found in every procedure; however, there must be at least one statement that indicates how training is provided on new or updated procedures.

REFERENCES

IDEA 34 CFR §300.101; §300.113; §300.114; §300.116; §300.112; §300.300; §300.320-324
Title 22 Pa Code §14.154
EI ANNOUNCEMENTS: 12-#07; 13 #07, 17-#02, DS-3
School Based Access Program Manual