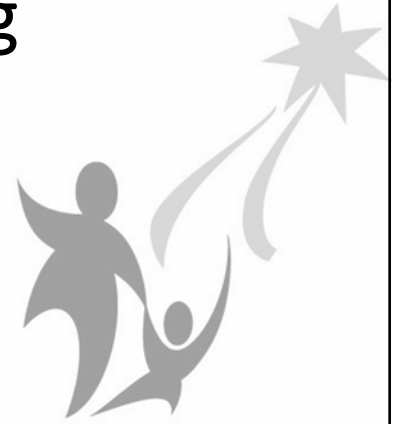


ECSE Connection Meeting

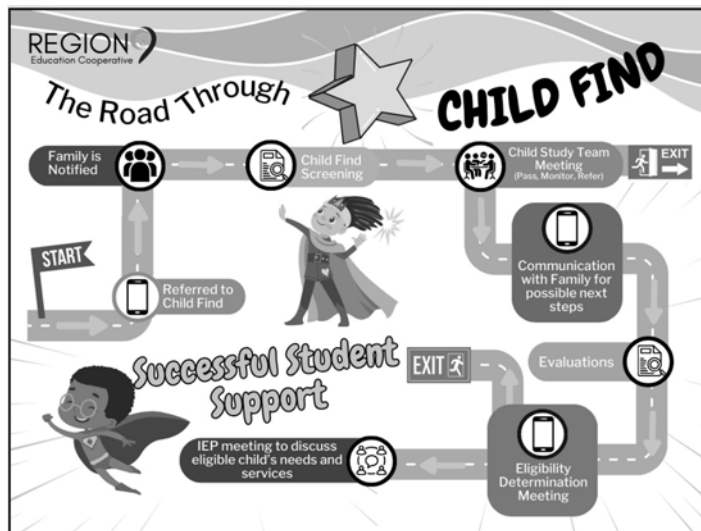
Initial IEP guidance

September 11th, 2024



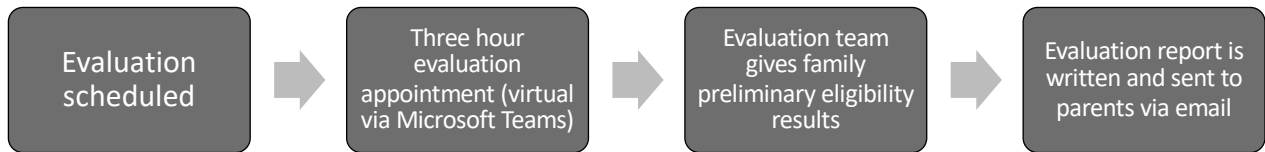
1

Eligibility in preschool.. How do students qualify in preschool?



2

Evaluation is needed what happens next?



3

People at the Evaluation Appointment

Will include:

- Child
- Parent/Guardian
- School Psychologist
- School Nurse

May include:

- Speech & Language Pathologist
- Occupational Therapist
- Physical Therapist
- Vision Teacher
- Audiologist
- Deaf/Hard of Hearing Teacher
- Orientation & Mobility Specialist
- Interpreter
- Teacher (not required)
- Part C service provider
- Family Resource Coordinator

A.Pagano

4

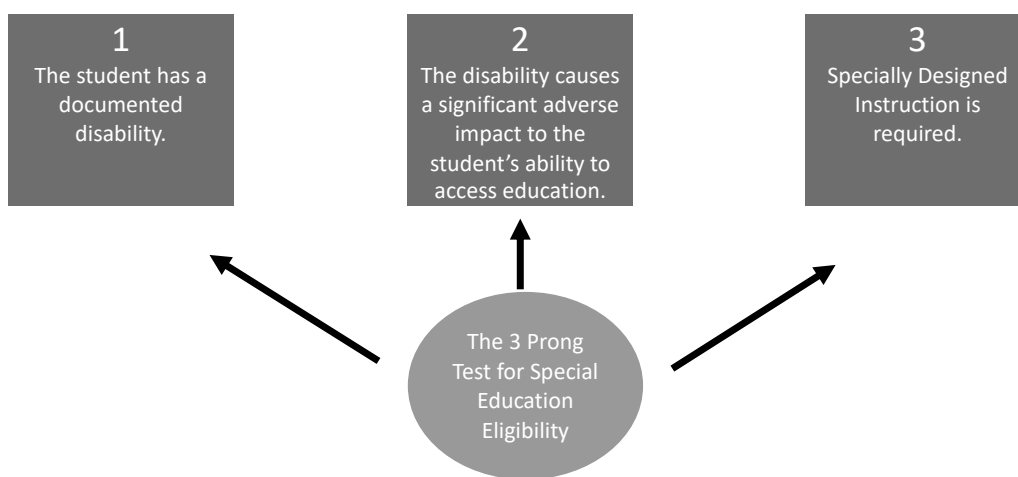
What happens at the Preschool Assessment Team (PAT) Evaluation?

- **Review records** (Part C documents, medical, teacher input, transition meeting documents)
 - **Parent/guardian will be interviewed**
 - development, strengths, concerns, medical and developmental histories
 - **Student Observation and parent ratings**
 - Rating scales Adaptive Behavior (observation, parent ratings)
 - Rating scales Social/Behavior (observation, parent ratings)
 - **Testing completed (as indicated):**
 - Communication testing
 - Motor testing
 - Cognitive/Pre-academic testing
 - **Vision, Hearing, Height & Weight Check**
- *Family leaves the assessment knowing if their child qualifies and in what areas they will receive special education services

5

How is eligibility determined?

STEP 5: Eligibility Determination, cont. The 3 Prong Test.



6

Preschool Assessment Team (PAT) Alert

Step 1: Initial eligibility is shared with family at evaluation meeting

Step 2: Psychologist creates confidential PAT alert

- Provides IEP teams with initial eligibility categories, pertinent information for IEP team
- PAT team completes needs matrix to use as guide for teams on placement

Step 3: IEP team assigned

- Central office assigns IEP teams based on student attendance area school and program capacity
- Central office sends confidential PAT alert to case manager and email outlining next steps

7

Preschool Assessment Team (PAT) Alert: email

SAMPLE PAT ALERT FORM AND EMAIL

Hi Case Manger,

STUDENT ABC 8191234 has just participated in an initial special education evaluation and was found likely eligible for SDI in the area social and adaptive and OT and SLP as related service. You have been assigned as case manager to develop the initial IEP for this student. Please forward this information to your colleagues who will also participate on the IEP team.

The evaluation team is working now to complete the written report and it is expected to be locked within 2 weeks of the student's evaluation date noted within the Alert. An initial IEP for this student is therefore **due 9/30/23** he student has already turned 3 – approximate 30 calendar days from lock date of evaluation or 3rd birthdate – whichever is sooner. Please note that an IEP cannot be held until the evaluation is locked). Please contact your Program Specialist if you anticipate not being able to meet the deadline.

Special Education program placement is an IEP team decision and your IEP team may consider options within the continuum of services and placements offered within SPS, with age requirements and district procedures for PCIS consideration in mind. Please connect with your assigned Program Specialist prior to your IEP team meeting if your team intends to recommend a program other than developmental preschool for instructions. Note that placement in SPP Plus in the current school year is dependent upon program capacity.


Please note that this student **is not enrolled**, and services may not begin for a student until they are both 3 years old and enrollment is complete. Please encourage the family to complete enrollment online when you connect with the parent or guardian.

Thank you for your work in support of this student.

Best,
Meredith

8


Preschool Assessment Team (PAT) Alert


**Preschool Assessment Team
Confidential Alert Form**

Family Information			
Guardian Name:	Mom Smith, Dad Smith		
Student Last Name:	Sally Smith		
Student First Name:		Middle Initial:	
Evaluation Date:	8/23/24	Birthdate:	10/4/2021
		Student ID:	8193012
Address:	356 24 NW 89th St, Seattle, WA 98117		
Phone:	206-388-7145; 206-969-1653	E-Mail:	momsmith@mac.com; dadsmith@gmail.com
Other Information			
Case Manager Name:	Patti Psychologist	Phone:	252-3435
Program Name:	ABC daycare	Current Placement	
Program Address:	123 ABC street	<input checked="" type="checkbox"/> Home	
Staff Name:	Miss Frizz	<input type="checkbox"/> Daycare	
Staff Phone:		<input type="checkbox"/> Breakout	

9

Preschool Assessment Team (PAT) Alert


Seattle Public Schools Student Needs Matrix

Student Name: Susie Smith Date Completed: 8/23/24

Preschool		Placement Recommendation			
K-12		K-12			
<input type="checkbox"/> Therapy Only <input type="checkbox"/> Itinerant <input type="checkbox"/> SSP Plus <input type="checkbox"/> Developmental PS <input type="checkbox"/> Med Frag PS		<input type="checkbox"/> Therapy Only <input type="checkbox"/> Resource <input type="checkbox"/> Access <input type="checkbox"/> Focus <input type="checkbox"/> Distinct			<input type="checkbox"/> SEL <input type="checkbox"/> DHH <input type="checkbox"/> Med Frag
Note: Sweet girl with a great personality! Lots of emerging social skills! Symptoms of ASD impact quality of peer interactions, emotion regulation, and communicating needs effectively. Monitor co/early learning. Dependental on adults for lost to adaptive needs but know					
Age Appropriate		Mild Support	Moderate-Intensive Support	High-Intensive Support	
Communication	Independent communicator in all environments.	Functional communicator, but has some articulation and/or language delays that require support.	Requires prompting to communicate functionally or to access communication system.	Functional communication system not yet established or not yet demonstrated.	
Transitions	Follows large group directions given to the whole class.	Transitions independently with accommodations.	Still developing independent transition skills; prompted in 50% of transitions or more.	Requires full physical assistance to transition between activities.	
Classroom Engagement	Able to access general education curriculum independently or with minimal accommodations.	Able to access general education curriculum with accommodations and/or supports.	Able to attend when provided visual supports/sensory strategies, etc in small group settings. May require 1:1 or more curriculum.	Requires 1:1 instruction to acquire new skills. Requires alternative curriculum focusing on functional life skills.	
Self-Management	Independently initiates self-help skills.	Follows self-help and classroom routines (washing hands, wiping nose, toileting routine).	Requires prompting or adult assistance to complete classroom routines.	Dependent on adult for personal care (toileting, feeding, dressing).	
Ready-to-Work Behavior	Independently completes tasks at developmentally appropriate level.	Works successfully in both large and small group activities with minimal adult assistance.	Requires small group or 1:1 instruction to complete work-related task.	Requires a high degree of structure to be successful in small group activities. Most instruction is 1:1.	
Social Interaction	Independently engages and builds relationships with peers.	Engages with peers with prompting and support.	Requires explicit instruction and support on social interaction.	Limited interest in/attention to peers and/or adults.	
Safety	Follows school rules at a rate typical for the student's age.	Not a safety concern, however requires additional practice/support to learn school rules.	Requires a higher level of safety supervision in and outside of the classroom.	Requires an adult in close proximity at all times due to safety risks (elopement, climbing, self-injury, injury to others).	
Behavior	Follows behavioral expectations given to the school community.	Requires additional check-in and support to follow classroom rules.	Requires explicit instruction on expected behaviors.	Requires FBA, BIP, and ERP due to the potential of behaviors to cause serious harm to the child or others.	

Early Learning Department | 206-252-0600 | earlylearning@seattleschools.org

10

IEP Planning.. Setting up the Meeting

You will need to request access to the student on IEPO

- You are notified about an incoming student via PAT alert or a move in student and you need IEPO access
- Log into IEPO and type in the student name & ID # if you are able to access the student file click caseload>type in your name>check primary case manager
- If you do not have access to the student, email IEP Online Support IEPOnlineSupport@seattleschools.org and include in the subject line IEPO access
- In the body of the email list the student name and ID number- Please note if the student is not yet enrolled they may be dropped overnight and you will need to follow this process again.



11

IEP Planning.. Setting up the Meeting

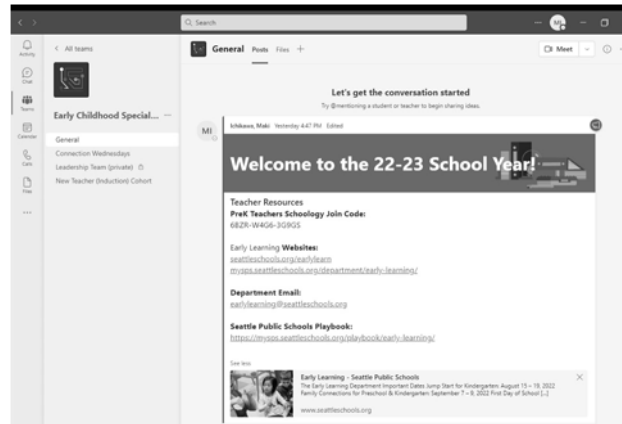
- Make sure your evaluation is locked prior to opening an initial IEP
- Please note the timeline in the PAT alert email if the evaluation is not locked after the timeline, then you can contact the psychologist working on the report for an update.
- Contact your IEP team to determine options for meeting times
- Contact family to determine options for meeting times
- When IEP is scheduled send a meeting invitation including a TEAMS link (even for in-person) in the event a team member needs to join virtually



12

ECSE Teams

- QRD on accessing teams resources



13

What will you find on ECSE Teams?

- ECSE IEP guidance
- IEP planning documents
- Presentations and resources on ECSE topics (covered under PD)
 - Risers
 - COS
 - SPP+ interest
 - PCIS
 - General education participation in IEPs



14

What is important to consider with IEPs in ECSE?

- LRE continuum of services
- LRE descriptions
- Preschool service minutes
- Documenting decision making in PWN
- Gathering consent for initial services

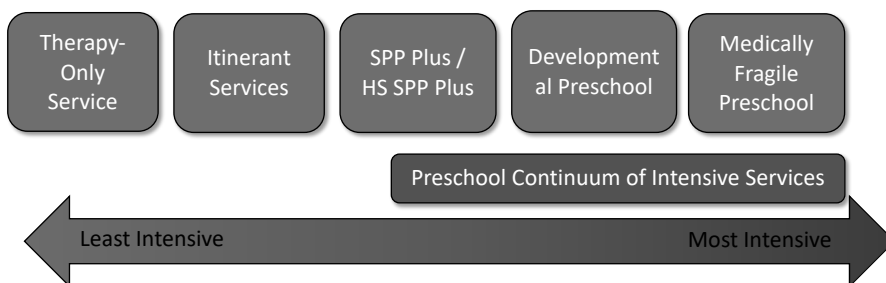


15

Early Childhood Special Education: Continuum of Services



Full Early Childhood Special Education Program Descriptions are posted on the SPS Website Here.



16

ECSE Program & Service Descriptions

Therapy Only Services

Students receiving **Therapy Only Services** receive specially designed instruction (SDI) in communication, motor, or vision skills at the service provider location. Services are delivered individually or small groups in a local school.

Indicator for Therapy Only Services: Student is ***eligible for specially designed instruction in a single area of service***, to include communication, motor, or vision and can make sufficient progress toward IEP goals receiving therapy-only services.



17

ECSE Program & Service Descriptions

Itinerant Services

Students receiving **Itinerant Services** receive specially designed instruction (SDI) addressing mild functional and pre-academic needs 1-2 times per week, in the context of their regular early childhood preschool program. Seattle Public Schools offers itinerant special education services in the Seattle Preschool Program (SPP) and Head Start classrooms, as well as in community preschool and childcare programs offered within SPS school buildings.

Possible Indicators for Itinerant Services:

- Student is ***currently enrolled and participating in a program SPS is able to serve itinerantly.***
- ***Requires mild levels of adult support*** to engage in activities, as reflected on Student Needs Matrix.
- Team agrees student can make adequate progress toward IEP goals with special education ***services provided 1-2 times per week.***
- ***Family preference*** for continued participation in the student's current preschool program.



18

ECSE Program & Service Descriptions

Seattle Preschool Program Plus (SPP Plus)

Students with IEPs participating in **Seattle Preschool Program Plus (SPP Plus)** receive daily specially designed instruction (SDI) addressing mild to moderate functional and pre-academic needs within the context of a regular early childhood or general education preschool setting.

Possible Indicators for Placement in SPP Plus:

- **Age Requirements.** All preschool students eligible. Preference for **4 year-old students**.
- **Requires mild-moderate levels of adult support** to engage in activities, as reflected on Student Needs Matrix.
- Requires daily specially designed instruction in order to access education.
- **Able to meaningfully participate in and benefit from full-day programming.**
- **Family preference** for placement in SPP Plus.



19

ECSE Program & Service Descriptions

Developmental Preschool

Students participating in **Developmental Preschool** receive daily specially designed instruction (SDI) addressing intensive functional and pre-academic needs within the context of a structured, small-group special education setting.

Possible Indicators for Placement in Developmental Preschool:

- Requires **high levels of daily adult support** to meaningfully participate and engage in activities, as reflected on the Student Needs Matrix.
- **Unable to access/ benefit from instruction in a large group**, regular early childhood setting due to level of stimulation.
- **Requires more complex services** (i.e. eligible for multiple areas of special education services).
- **Requires instruction on foundational learning skills** (e.g. attending to instruction, joint attention, functional communication, imitation, etc.).
- **Family preference for Developmental Preschool.** Consider factors including: stamina for half-day vs full day programming, access to other opportunities to engage with peers, health considerations, etc.



20

Procedures for SPP Plus Placement 24-25

1. During the 24-25 school year IEP teams will continue to discuss LRE and document placement considerations. This discussion may be documented in an Initial IEP, IEP Review or Amendment, or with a Prior Written Notice.
2. If the IEP team is in agreement a student should be considered for SPP Plus, then case manager documents placement recommendation by completing an SPP Plus Interest Form with the parent and in the IEP or PWN.
3. Send completed SPP Plus Interest form **USING THIS LINK**
4. Program specialist will notify the team if a seat is available or if the student will be added to the waitlist.
5. If a student remains on the waitlist for the 24-25 school year and are eligible for PreK for the 25-26 school year they will have priority for seat offers for the following year.



21

SPP+ Prior Written Notice example

Description: A recent initial evaluation determined that STUDENT is eligible for special education services and specially designed instruction in pre-academics, communication, social/behavior and adaptive skills with related SLP and OT services. The IEP team met to review instructional needs, draft goals, determine services, and determine placement.

Reason: STUDENT meets eligibility qualifications under the eligibility category of Developmental Delay and their disability is adversely impacting their social/behavior, adaptive/life skills, communication, and cognitive/pre-academic skills. Occupational therapy as a related service is required as part of this student's educational plan.

Description of any other options considered & rejected:

1. The IEP team considered and accepted developmental preschool as a preschool option for the 23-24 school year. This placement is currently offered by Seattle Public Schools.
2. The IEP team discussed SPP+ preschool program and is also in support of this option for student if available to student.

The reason we rejected those options: No currently available preschool placement options were rejected by the IEP team.

Other factors: The family understands that if [Student] is not selected for the SPP Plus program through the lottery or waitlist, they will attend [current program – e.g. developmental preschool or SPP/Head Start with itinerant services] as determined by the IEP team. The IEP will be amended to include the appropriate LRE once enrollment is confirmed.



22

Developing the Service Matrix in ECSE IEPs?

- Total Minutes in School:
 - Developmental Preschool = 640 (+ PCIS minutes if applicable) ○ SPP Plus/HS SPP Plus = 1775
 - EEU = All minutes in the student's school day ○ All other scenarios = total # minutes receiving special education services per week.
- Enter services for each of the student's qualifying areas.
- In determining service minutes, consider:
 - How much instructional time is required to achieve IEP goals?
 - Should that instruction take place in general ed or special ed? Err on the side of less restrictive. ○ Who will provide the service? ○ Daily classroom schedule ○ Tip: Use the Student Activity Matrix tool to guide decision making.
- If two services will occur during the same periods of time, mark one service (not both) as "yes" under "concurrent."
- Cognitive/Pre-Academic SDI for students entering kindergarten must be reflected as reading, math, and/or writing.
 - Select reading, math, and/or writing SDI based on student need. Use TS Gold Data to guide decision making.
 - Within the service matrix create an SDI service line in Cognitive/Pre-Academic for each sub service (i.e. functional math, functional reading, functional written expression) the student requires. List services provided in general education and special education locations separately.



23

OSPI Changes to Instructions for LRE Codes for Preschool

Historically

LRE recorded based on the location the school district is providing special services to the student.

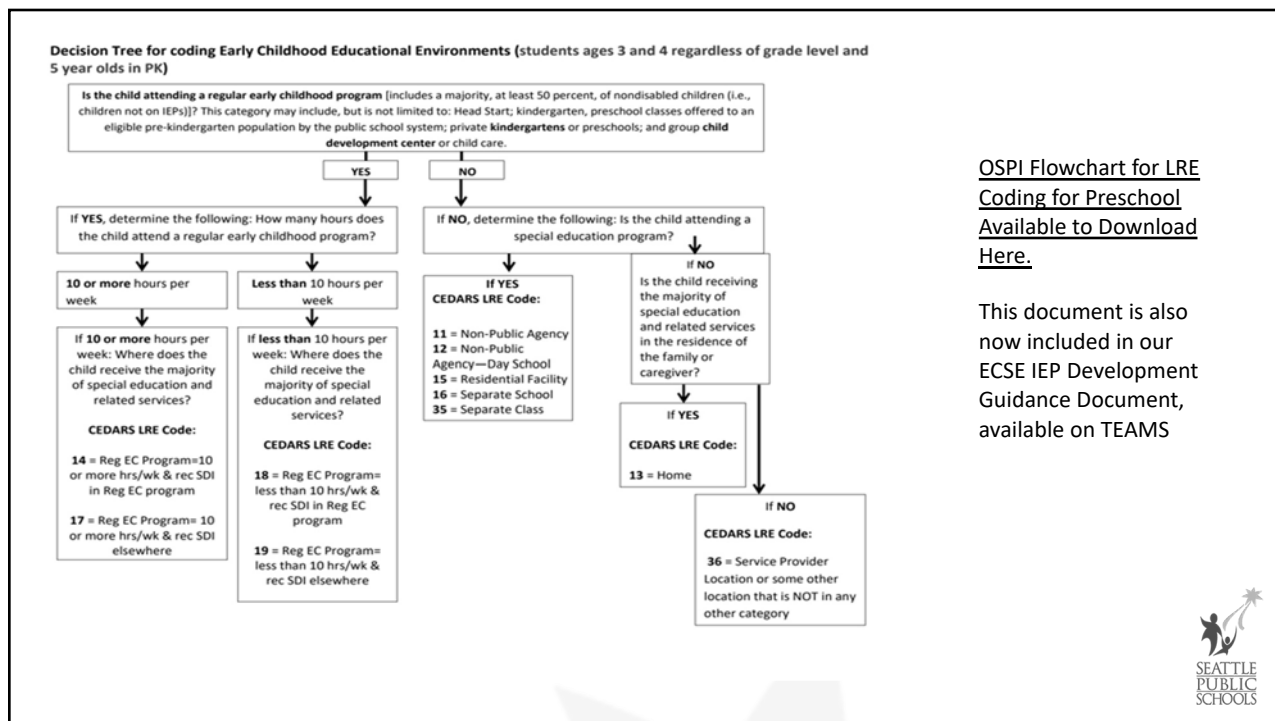
Did not incorporate information on a student's participation in a regular early childhood program *outside* of where the student receives special education service.

Updated Guidance

LRE determined by incorporating information on the extent to which a student participates in any regular early childhood program and the location a majority of a student's specially designed instruction are provided.



24




25

Finalizing your IEP

Locking IEPs: Please make sure you lock your IEPs within 48 hours of the meeting. Any extenuating circumstances please contact [@Fourre, Meredith S](#) and [@Barbara Roman](#) asap.

Parental Consent/No Show: If you have a family no show or does not return consent. Please document your contact attempts in the parental contact tab and PWN and lock. Please see the attached guidance on how to upload signature page. Please ask for verbal consent at meetings so we can document in our follow up if the parent does not return consent via email.

SPP+: If the team would like to recommend SPP+ please complete an [interest form](#) and document in the PWN team recommendation. The IEP will reflect Dev PreK services until a placement is confirmed and the IEP can be amended. Due to capacity we have to ensure we are tracking all students recommended for the program. If space is available we will notify the family of an offer of a seat or waitlist.



26

Finalizing your IEP continued

Transportation: Please use the [transportation request form](#) to request transportation

Enrollment: Students need to be enrolled and assigned prior to starting services and submitting transportation request
[SPS Enrollment Services Website](#)

Starting services: Services can begin, after a 3rd birthday and student is enrolled and assigned or when the student is enrolled and assigned.



27

Initial IEP Checklist!

IEP Resources on Teams

Student name & ID#		Initial IEP Checklist		
Steps	To Do	Done	Date	
Receive PAT Alert Email	<ul style="list-style-type: none"> Open PAT alert attachment and review email - SPS/SPS due date & enrolled/not enrolled Request access to student's file 			
Notify IEP team IEP team members	<ul style="list-style-type: none"> Check availability for IEP team members to schedule meeting 			
Contact Family Family contact info	<ul style="list-style-type: none"> Introduce self Check availability for IEP meeting Interpretation services 			
Pre-IEP Meeting	<ul style="list-style-type: none"> Make sure evaluation is locked Reach out to psych listed on PAT alert if any issues 			
Open an initial IEP At IEP Resources on Teams	<ul style="list-style-type: none"> Use LACE guidance and/or IEP guidance document to fill in each section of the IEP 			
Schedule Meeting	<ul style="list-style-type: none"> Create Teams link to put on everyone's calendar, even if it's in person! For online meetings, ask building to support if their reach out to assigned program specialist 			
Send Draft IEP up to 5 days before meeting	<ul style="list-style-type: none"> Draft of initial IEP Procedural Safeguards & Transition and Referral QSL - Transferring IEPs via IEP 			
IEP Meeting Required Signatures Special Guidelines SPS Technical Team	<ul style="list-style-type: none"> Interpretation services Create agenda Services, IES, SPS Guidance 			
Post IEP Meeting Look within 48 hours Documenting Virtual Signatures	<ul style="list-style-type: none"> Locks IEP Fill out PWN If virtual signature template to Family Attach all signatures Send final draft to Family 			

28

