

Preschool Screening Procedure

1302.33 Child Screening and Assessment a) *Screening.* (1) In collaboration with each child's parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program. (2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior. (3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent's consent, promptly and appropriately address any needs identified through: (i) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and, (ii) Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process. (4) If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part. (5) If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:

(i) Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and, (ii) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs. (A) Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability. (B) A program may use program funds for such services and supports when no other sources of funding are available.

(b) *Assessment for individualization.* (1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year. (2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models. (3) If warranted from the information gathered from paragraphs (b)(1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA. (c) *Characteristics of screenings and assessments.* (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed. (2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to: (i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition; (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and, (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications. (3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments described in paragraphs (2)(i) through (iii) of this section.

ECEAP Performance Standard E-10 Screening and Referrals

Contractors must conduct developmental screenings to identify children who may need further evaluation. Screening must include speech/language, social-emotional, physical/motor, and cognitive development. Screening tools must be responsive and sensitive to the cultural and linguistic needs of each child and family and administered only with parent consent.

Contractors must document:

Developmental screening of each child within 90 calendar days of the child's first day of class.

Referrals for further assessment, if needed, based on screening, observation, and/or parent concerns.

Follow up with parents to ensure that referred children receive needed developmental services.

If a child is identified as having special needs, contractors must work with the Local Education Agency (LEA) to develop an Individualized Education Program (IEP) that identifies and plans for needed services.

Procedure:

The school districts conduct Child Find activities to locate, evaluate, and identify students with a suspected delay.

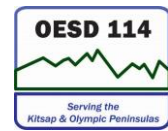
Head Start/ECEAP screens all children (including children on Speech IEP's) within 45 days of their first day of service. In addition to the screening being completed within the first 45 days, staff will screen each child each year within the first 45 days **unless the child is on an IEP for Developmental Delays.**

If a child we serve speaks a language other than English, we must use a qualified bilingual staff, contractor or consultant. When screening, assess language skills in English and in the child's home language to assess both the child's progress in the home language and in English Language Acquisition.

Children transferring from another Head Start/ECEAP program and have already been screened in the same school year, do not need to be rescreened. Staff needs to ensure that screening results are in each child's file and entered in PROMIS and in ELMS.

OESD HS/ECEAP screens children using the Early Screening Inventory (ESI) and ASQ. Staff who administer this screening are trained prior to doing so. The ESI/ASQ is used only to screen children and see if they need further evaluation through the school district. It is not meant to generate goals for the children.

Children score one of three ways on the ESI/ASQ. A score in the "OK" range means that no further evaluation is needed. **"Rescreen" implies that the child needs to be rescreened at 8 weeks.** "Refer"



means that the child should be referred with parent permission to Child Find to receive further evaluation from the school district. Teachers/Providers also include their own observations as well as parent input when deciding whether to refer a child to Child Find. **If a child comes up a “rescreen” or a “refer,” teachers/providers will let the Child Development Program Manager know to support next steps in the classroom for child.**

Next Steps

In 8 weeks from the date of screening, the child will be rescreened. If they then score an OK, continue on with the on-going assessment. However, if the child again scores a Rescreen or Refer, then you will make the referral to the district with the parent/guardian approval.

Child Find Process

When warranted (through screening and assessment results, classroom observations, or parent/guardian concerns) parents/guardian will be encouraged to contact the school district to schedule further screenings this is known as Child Find.

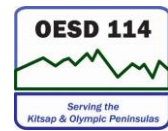
North Kitsap School District:

To assist in the referral process, teachers are requested to complete a Head Start/ECEAP Screening Summary, form with the parent(s)/guardians. This form includes an Authorization for Exchange of Confidential Information, which allows communication between Head Start/ECEAP and the school district regarding the child. One copy of this form goes to the parents/guardian. One goes in the child’s file. The original Screening Summary is given to the Child Development Program Manager. The Child Development Program Manager makes a copy of the Screening Summary for their files and then forwards the original to the school district.

For South Kitsap School Districts:

To assist in the referral process, teachers are requested to complete a Head Start/ECEAP Screening Summary, form with the parent(s)/guardians. This form includes an Authorization for Exchange of Confidential Information, which allows communication between Head Start/ECEAP and the school district regarding the child. One copy of this form goes to the parents/guardian. One goes in the child’s file. The original Screening Summary is given to the Child Development Program Manager. The Child Development Program Manager makes a copy of the Screening Summary for their files and then forwards the original to the school district.

For Central Kitsap School District: To assist in the referral process, teachers are requested to complete a Head Start/ECEAP Screening Summary, form with the parent(s)/guardians. This form includes an



Authorization for Exchange of Confidential Information, which allows communication between Head Start/ECEAP and the school district regarding the child. One copy of this form goes to the parents/guardian. One goes in the child's file. The original *Screening Summary* is given to the Child Development Program Manager. The Child Development Program Manager makes a copy of the *Screening Summary* for their files and then forwards the original to the school district.

Teachers/providers help parent/guardian fill out the Central Kitsap referral envelope packet. The original Screening Summary with the completed envelope packet is given to the Child Development Program Manager who sends them on to the School District.

Once referrals have been made, this information needs to be added to PROMIS/ELMS and the back side of the Child Services Monitoring Log. You will now start the Disabilities Services Checklist. This form is placed in Child Service section in the family file.

If a parent chooses not to do Special Education Evaluation

If a parent chooses not to go ahead with a special education evaluation have them fill out the Parent Refusal for Special Education Evaluation form and place it in the child services section of the file. ECEAP must document and add a written note in ELMS