

# ***EARLY CHILDHOOD EDUCATION PROGRAMS***

## **LOS ANGELES UNIFIED SCHOOL DISTRICT**

### ***INFANT AND TODDLER PROGRAMS***

The District is mandated to serve infants and toddlers with the low incidence eligibilities of solely visual, hearing or severe orthopedic impairment, or any combination thereof. Regional Center is mandated to service other eligible infants and toddlers without low incidence disabilities. Under IDEA Part C Early Start guideline, the District serves all presently enrolled infants and toddlers until transition at age thirty-six months.

The District serves dually eligible children through an Individualized Family Service Plan (IFSP) developed with Regional Center as long as the District's state funded unit capacity of infants and toddlers has not been reached. Dually eligible children are those who meet the eligibility criteria for services under both the LAUSD and the Regional Center. Specific procedures for serving dually eligible infants and toddlers are delineated in an Interagency Agreement with each of the six Regional Centers geographically located within the District's boundaries.

### ***PROGRAM SERVICES AND OPTIONS***

Services to eligible infants and toddlers and their families are coordinated through Infant Support Services service coordinators and intake teachers. Specific services include the following: (1) service coordination, (2) direct services in the home or other natural environment for the child and family, (3) parent support/education, and (4) assistance to families in accessing other appropriate resources within each of their communities.

Infant Support Services is staffed by credentialed teachers including appropriate support staff for infants and toddlers with visual and hearing impairments. For solely served families, District Service coordinators work closely with departments within the District as well as outside agencies to ensure that the requirements of the law are met. Regional Center Service coordinators serve as a single point of contact for dually served families and assist them in developing the IFSP and accessing those services.

In the development of the IFSP, the team discusses appropriate services to meet the child's needs and that of his/her family. Services offered include identification, evaluation and assessment of infants and toddlers with visual, hearing or severe orthopedic impairment. The IFSP service coordinator works closely with the family in establishing a plan for this process to ensure its timely implementation.

Early Start objectives include:

- Develop on-going educational plans designed to equip parents to serve as children's first teachers.
- Provide an atmosphere for parent interaction and support;
- Provide an opportunity for transdisciplinary staff interaction;
- Increase awareness and, when appropriate, use of specialized resources by children and families/caregivers;
- Provide parent education and resources as appropriate, as they relate to children's low incidence disabilities.
- Develop parent awareness of typical milestones in all areas of development.

- Provide educationally-based respite care services to parents of eligible infants and toddlers with low incidence needs

## ***SERVICE DELIVERY PROCEDURES AND INTERAGENCY AGREEMENT***

- **Identification and Referral**
  - The District works in coordination with Regional Centers, Family Resource Centers and other related agencies to ensure the dissemination of information concerning the availability of services and procedures for referrals.
  - If a referral is received for an infant or toddler who is eligible for Part C but does not appear to meet the eligibility criteria for District service, within two working days, a referral is sent to a Regional Center.
  - If a referral is received for an infant or toddler who appears dually eligible and the District has either not reached its 1980-1981 mandate or is below its state-funded unit capacity, it will accept the Regional Center referral. If the 1980-1981 mandates and the funded capacity have both been reached, the dually eligible child becomes the sole responsibility of the Regional Center and the referral is sent to Regional Center within two working days.
  - If a District office or staff member receives a referral for an infant or toddler who appears to be eligible for Part C services through the District, the referral is immediately sent to one of the designated service coordinators and intake teachers.
- **Evaluation and Assessment**
  - The service coordinator/ intake teacher works with the family to plan appropriate evaluation and assessment activities.
  - An IFSP is completed within 45 days of the date of referral for services.
  - Appropriate qualified personnel conduct the evaluation(s) to determine a child's eligibility under Part C.
- **Individualized Family Service Plans (IFSP)**
  - The service coordinator is responsible for conducting an IFSP meeting within 45 days of the receipt of referral for services.
  - Content of the IFSP includes:
    - Summary of the child's strengths and challenges
    - Voluntary statement of the family's concerns, priorities and preferred resources related to enhancing the development of the child
    - Measurable outcomes expected to be achieved for the child and family
    - Detailed summary of the early intervention services necessary to meet the outcomes
    - Name of the service coordinator who will be responsible for the implementation of the IFSP and coordination with other agencies and persons
    - Plan for transitioning the child from Part C services to preschool special education services (IDEA Part B) or other services as appropriate.
- **Provision of Early Intervention Services**
  - Infants and toddlers eligible for Part C services through the District have access to home-based services delivered by Infant Support Services staff. These services are individually planned to meet the diverse needs of the children.
  - Infants and toddlers eligible for Part C services through the District have access to home and community services within the natural environment delivered by Infant Support Services staff.
  - The families of infants and toddlers eligible for Part C services are provided thorough family involvement activities delivered by Infant Support Services staff.

- The service coordinator assists the family in accessing needed related services. Some of these services are provided directly through the District’s transdisciplinary team of specialists. These services are provided through a coordinated effort with other private and public agencies.
- The service coordinator collaborates with the family in all decisions concerning choice of service options and consults with the family to ensure the effective provision of the ongoing services. The family is fully informed of information relative to the choice of services.
- Infant Support Services is staffed by a transdisciplinary team of professionals from various disciplines that work with the family and share their expertise both in assessment and in ongoing service delivery.
- **Service Coordination**
  - Infant Support Services offer services coordination as described in the in the previous *Program Services and Options* section.
  - Trained staff serve as service coordinators ensuring that families receive the appropriate service(s) as required in Part C.
  - Specific service coordination activities that offered through the family service plans include:
    - Coordinating evaluations and assessments;
    - Facilitating and participating in the development, review and evaluation of Individualized Family Service Plans;
    - Assisting families in voluntarily formulating their concerns and priorities and resources for their child and their family;
    - Assisting families in identifying available service providers and community resources;
    - Coordinating and monitoring the delivery of available services;
    - Informing families of the venues of advocacy services;
    - Coordinating with medical and health providers; and
    - Facilitating the development of a transition plan to preschool services, if appropriate.
- **Transition at Age Three (3)**
  - The IFSP for any child who will be turning three within any given year will include the steps that necessary to support that child in the transition from infant and toddler to preschool services. The service coordinator will work closely with the family in the transition process and assure that the following steps are included:
    - There will be discussions with, and training of, the parents regarding future placements and other matters related to the child’s transition. This may involve the sharing of specific information about future service options, visits to program sites, discussions with preschool program staff, and discussions with other families who have experienced the transition.
    - With parental consent, there will be the transmission of information about the child to the District’s Early Childhood Special Education office to ensure continuity of services. This will include evaluation and assessment information required in Part C and copies of the IFSPs that have been developed.
    - With parental consent, the service coordinator will also work to promote direct communication between service providers to facilitate a smooth and appropriate transition for the child.

### ***LOCAL INTERAGENCY DISPUTE RESOLUTION***

The plan for local interagency dispute resolution is part of the Interagency Agreement between Los Angeles County Regional Centers and Los Angeles County Local Education Agencies. In that agreement, a local dispute is defined as a disagreement between local education agencies and regional centers as to:

- The eligibility of the infant or toddler;

- Which agency is responsible for the infant and family evaluation and assessment, service coordination, and the development and implementation of the IFSP; and
- Which agency is responsible for the provision/purchase of appropriate early intervention services.

Both parties have agreed to guidelines that include, but are not limited to, the following principles and procedures:

- Every attempt should be made to resolve local disputes at the lowest possible administrative level, as addressed in the Memorandum of Understanding (MOU) or Interagency Agreement (IA);
- When a regional center and a local educational agency have a dispute that cannot be resolved between them, they may request technical assistance from the Department of Developmental Services (DDS) or the California Department of Education (CDE).
- If resolution cannot be reached within 60 calendar days, the issue will be referred to the DDS and the CDE for a state-level review and resolution.
- The state-level review will be conducted jointly by the DDS and the CDE and a decision rendered in 60 calendar days of receipt of the referral.

Nothing in these dispute resolution procedures shall preclude a parent or an agency from initiating due process or complaint procedures. During the pendency of a dispute, the DDS will assign financial responsibility.

## ***SPECIAL EDUCATION SERVICES FOR PRESCHOOL CHILDREN***

### ***CHILD FIND***

The District is in contact with a variety of outside agencies, early education centers, Head Start agencies, community preschools, regional centers, family resource centers, and neonatal intensive care units to implement child find activities.

In most cases, three and four year olds are not enrolled in public school programs. Therefore, a primary responsibility of the District is to make families, schools and agencies aware of available criteria for eligibility and special education services.

“Child Find” information is disseminated through letters, program brochures, presentations and workshops. Such educational information is directed to the following:

- Neighborhood schools
- Early Education Centers
- District classes for 4 year old children, Expanded Transitional Kindergarten (ETK), California State Preschool Programs, Los Angeles Universal Preschool Classes
- Pre-Kindergarten and Family Literacy Program Classrooms
- Head Start agencies
- Los Angeles Universal Preschool (LAUP) programs
- Regional Centers
- Family Resource Centers
- Hospitals and clinics
- Community preschools
- Child Care providers
- Child Care Resources and Referral Agencies
- Department of Children and Family Services

- Los Angeles County Office of Child Care
- Los Angeles County First 5

## ***REFERRAL AND IDENTIFICATION PROCEDURES***

For a child not enrolled in a District general education preschool program:

- If a parent, caregiver or agency representative requests an assessment or special education services for a child age three to five who is not currently enrolled in a District preschool program, there is a single point of contact for the entire District, the Early Childhood Special Education (ECSE) office at (213) 241-4713. Following this initial contact, the referral form and parent interview are completed with parents to help determine assessment needs.

For a child enrolled in a District elementary school-based preschool program or Early Education Center-staff referral:

- If a staff member believes that a child age three to five may have a disability and require special education and related services and wishes to request a special education assessment, they must follow the regular District procedures for *Referring Students for a Special Education Assessment*.
  - *In addition, they must:*
    - Observe and document the progress of the child using the California Desired Results Developmental Profile (DRDP);
    - Discuss concerns and review the DRDP with the administrator. The administrator/designee may discuss accommodations or modifications that can be made in the general education program to assist the student progress in the general education curriculum. A meeting of the Student Support and Progress Team can be utilized to design the accommodations or modifications.
    - If the decision is made to proceed with the Request of Special Education Assessment the prior modifications and accommodations must be listed on Part C of the form.
    - Enter the date that the Request Form was received on the Referral Details section on the Welligent screen.
    - Inform the parent/guardian that a request for special education assessment has been made and that they will receive a special education assessment plan for their review and approval.
    - Ensure that the assessment plan is completed and provided to the parent/guardian within 15 calendar days of receipt of the written request.

For a child enrolled in a District elementary school-based preschool program or Early Education Center-parent referral:

- If a parent expresses concerns about their child and/or raises the question of whether a special education assessment should be conducted, school staff will meet with the parent to discuss their concerns and complete all activities required of a Student Support and Progress Team (SSPT) using a Multi-Tiered System of Support (MTSS) framework. If after the above is completed and the parent wants to request a special education assessment of their child, the administrator/designee will proceed with procedures outlined for school-aged children.

For a child enrolled in a Head Start program – teacher/parent referral:

- If a Head Start teacher believes that a child age three to five may have a disability and require special education and related services and wishes to request a special education assessment, they must follow the procedures outlined in their MOU with the District. District staff reviews referrals with Head Start

staff to determine next steps that can include observations, Pre-Referral Intervention, behavior support or assessment.

## ***ASSESSMENTS OF THREE AND FOUR YEAR-OLD CHILDREN***

### ***RESPONSIBILITIES FOR ASSESSMENTS***

Children not enrolled in an elementary school-based general education program:

- All initial assessments of three and four year old children not enrolled in an elementary school-based general education program are the responsibility of the District's Early Childhood Special Education office. Once a child is receiving special education services any reassessments are the responsibility of the school of attendance or program in which the child is enrolled.

Children enrolled in an elementary school-based general education program and Early Education Centers:

- All initial assessments of three and four year old children enrolled in an elementary school-based general education program or Early Education Centers are the responsibility of the school-based assessment team. Once a child is receiving special education, any reassessments are the responsibility of the school of attendance or program in which the child is enrolled.

Transition from Preschool

- Prior to transitioning a student with an IEP from a preschool program to kindergarten or first grade an appropriate reassessment of the student must be conducted to determine if they are still in need of special education and related services (*See Transition From Preschool to Kindergarten below*).

### ***PREPARING FOR THE ASSESSMENT***

When the Assessment Plan is provided to the parent, the ECSE office or LAUSD school site designee informs the parent of all information relevant to the assessment activities for which their written consent is sought. The parent is a copy and an explanation of "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)."

Parents are requested to give their written consent to the Assessment Plan. Upon receipt of the signed Assessment Plan, the sixty calendar-day period for completion of the IEP begins.

### ***ASSESSORS***

Assessments may be conducted by single discipline assessors, interdisciplinary assessment teams or transdisciplinary assessment teams.

Assessment team members may include the following: adapted physical education teachers, audiologists, audiometrists, doctors, early childhood special education teachers, nurses, occupational therapists, psychologists, physical therapists, speech and language pathologists, social workers, teachers of the hearing impaired, and/or teachers of the visually impaired.

### ***ASSESSMENT SITES***

Children enrolled in preschool programs at elementary schools or early education centers are assessed at their sites. For children not enrolled in programs at elementary schools or early education centers, the Early Childhood Special Education (ECSE) office is responsible for scheduling children and their families for the assessments at locations throughout the community. If an assessment is to occur at a neighborhood school or Early Education Center, arrangements are made with the neighborhood school administrator for appropriate assessment space.

Assessments of Head Start children are conducted at the child's program site, if possible.

## ***ASSESSMENT PROCEDURES***

Assessors use a variety of approved assessment instruments for young children including standardized tests and developmental scales. The assessment instruments use a combination of observation and elicited test behaviors. If the child is receiving Part C services, existing records and reports are also reviewed and summarized. Parents are an integral part of the assessment process. Assessors confer and collaborate in the preparation of an assessment report that covers assessed areas. Contracted agencies that may assess children are certified by the State Board of Education and use approved assessment instruments.

Prior to transitioning a student with disabilities from a preschool program to kindergarten, an appropriate reassessment of the student shall be conducted to determine if the student is still in need of special education and services. This determination is based on the transdisciplinary team's review of the District's Classroom Team Assessment Report (CTAR).

## ***ELIGIBILITY CRITERIA***

To be eligible for special education, a child 3 or 4 years of age must require special education pursuant to Section 3030 in Title 5, CCR.

## ***INDIVIDUALIZED EDUCATION PROGRAM (IEP) RESPONSIBILITIES AND REQUIREMENTS***

Initial IEP meetings for children not enrolled in preschool programs at elementary schools and Early Education Centers are coordinated by the District's Early Childhood Special Education office.

Initial IEP meetings for children enrolled in preschool programs at elementary schools and Early Education Centers are coordinated by the school of attendance.

IEP meetings for children in Head Start are coordinated by District staff and held at the Head Start site. Subsequent IEPs are the responsibility of the school of attendance or program in which the student is enrolled.

IEPs for preschool students follow the regular District procedures and guidelines. *In addition:*

- Present levels of performance and annual goals and objectives are to be aligned to the Preschool Foundations, Learning Frameworks, and District-adopted preschool curricula
- Services are to be designed to meet the unique needs of the child and his/her family.
- Services may be provided to individuals or small groups
- Services must include, when appropriate:
  - Observing and monitoring the child's behavior and development in his/her environment;
  - Presenting activities that are developmentally appropriate for the child and are specially designed, based on the child's needs, to enhance the child's development;
  - Interacting and consulting with family members, general education preschool teachers, and other service providers, as needed, to demonstrate appropriate activities;
  - Assisting parents to seek and coordinate other services in their community that may be provided to the child by various agencies;
  - Providing opportunities for the child to participate in play and exploration activities, to develop social emotional and pre-academic skills;
  - Providing access to developmentally appropriate equipment and specialized materials; and
  - Providing related services, including parent counseling and training, to help parents understand the special needs of their child and their child's development.

## ***TRANSITION FROM PRESCHOOL TO KINDERGARTEN***

An IEP meeting must be held before a student, currently receiving special education and services, transitions to kindergarten. At the meeting the IEP team must consider whether the child is still in need of special education and services.

To prepare for the IEP meeting the following should be implemented:

- Classroom staff reviews the current classroom assessments, portfolios and anecdotal records and completes pages one through eight of the Classroom Team Assessment Report (CTAR)
- School based team comprised of the site administrator/designee, special and general education teacher, psychologist and related services providers meets and reviews the CTAR to make a recommendation for the IEP team as to whether the student continues to need special education and services. The team recommendations are recorded on page 8 of the CTAR.
- Parents complete the Preschool Health Questionnaire for School Enrollment available in the Document section of the Welligent IEP system. School nurse reviews the questionnaire, completes additional assessment, if needed, and documents health report in Welligent. For children enrolled in District elementary schools, Health Questionnaire is reviewed by the nurse assigned to the school site. For children enrolled in Early Education Centers, Head Start, afterschool programs or community preschools, Health Questionnaire is reviewed by Early Childhood Special Education nurses.
- Based on the recommendations, the team determines if additional assessments of the student are needed. If the team determines that additional assessments are needed, an assessment plan must be developed and provided to the parent.

Note: If the team recommends that the student may no longer be eligible for special education, an assessment plan must be developed. District procedures for developing a Special Education Assessment Plan will be followed. If the team does not believe that further assessment are needed, the parent must be informed, with an accompanying copy of "A Parent's Guide to Special Education (Including Procedural Rights and Safeguards)" and be advised that if they disagree they may request assessments.

- All staff responsible for the student's IEP goals must determine the student's present levels of performance, at a minimum, in all six preschool curricular domains. Suggested goals for the coming year should be developed from discussions at the IEP meeting. Goals should be based on Kindergarten standards. Goals for functional skill areas can also be developed.
- At the IEP meeting, the IEP team identifies and documents a means of monitoring continued success of the student if the team recommends less intensive programs or services
- If the IEP team determines that the student will exit from special education, the team completes the present levels of performance and documents the student's learning style. This information is to be provided to the student's kindergarten teacher.
- Once a student enrolls in an elementary school for Kindergarten and not prior, the District approved process for identifying children as Limited or Fluent English Proficient will be followed.

## ***PROGRAM AND SERVICE OPTIONS***

The IEP team determines the specific services that are appropriate for each preschool child eligible for special education.

## ***INFANT/PRESCHOOL TRANSITION SERVICES***

The purpose of these services is to facilitate the transition from Infant to Preschool Services. Non-classroom based Transition Service Facilitators work with families from the time of referral through the assessment,



Individualized Education Program (IEP), and placement process. For children leaving early intervention services, this process begins at the Transition Individualized Family Service Plan (IFSP) meeting when the child is between 2 years three months and 2 years 9 months of age. The Transition Service Facilitators act as a bridge, linking the IDEA Part C (Infant) systems with the Part B (Preschool) systems, while also providing support and information to each individual family. The services offered to both Part C enrolled children and new referrals include family conferences, preschool program visits, resources on the assessment and IEP process, and ongoing updates during the transition period.

## ***AFTERSCHOOL EARLY CHILDHOOD PROGRAMS***

### **PRESCHOOL PHONOLOGICAL GROUPS**

Small groups of eligible children and their families meet together once a week as determined by the IEP for instruction that focuses on speech needs in the area of articulation. Instruction is delivered by a speech/language pathologist, special education teacher, and a special education trainee/assistant. Family involvement and professional partnership is an important component of the program's model. Facilitation of goals and objectives is achieved through cooperation between parents and professionals. Professionals demonstrate and model instructional strategies that parents use throughout the week in the child's natural environment.

### **INTENSIVE LANGUAGE EDUCATION AFTERSCHOOL PROGRAM (ILEAP)**

Small groups of eligible children and their families meet together once a week as determined by the IEP for instruction that focuses on intense language needs. Instruction is delivered by a special education teacher and a special education assistant with a speech language pathologist providing support through the use of Hanen program principles. Family involvement and professional partnership is an important component of the program's model. Facilitation of goals and objectives is achieved through collaboration between parents and professionals. Professionals demonstrate and model instructional strategies that parents use throughout the week in the child's natural environment.

### **PLAY TO LEARN (PTL)**

Small groups of eligible children and their families meet together once a week as determined by the IEP for instruction that focuses on social emotional skill building and enhanced overall development through implementation of a structured play-based preschool curricula. Instruction is delivered by a special education teacher and 2 special education assistants. Guest speakers will provide parent education on a variety of topics regarding early childhood development. Facilitation of goals and objectives is achieved through collaboration between parents and professionals. Professionals demonstrate and model instructional strategies that parents use throughout the week in the child's natural environment.

### **RELATED SERVICES**

The full range of related services is available to eligible preschool children.

## ***PRE-KINDERGARTEN ITINERANT TEACHER (PKIT) SERVICES AT HOME AND COMMUNITY SITES***

Itinerant early childhood special education teachers serve preschool students in District general education preschool classrooms, early education centers, community preschools, and in student homes. Supports and services include:

- Facilitating goal achievement for individual children by providing collaborative support with general and special education teachers;
- Providing consultative and direct instructional support in the areas of behavior and overall development including progress monitoring and assessments;
- Working collaboratively with multiple departments to provide smooth transitions into Kindergarten programs;

- Providing temporary Home Instruction when preschool students are not medically cleared to attend school; and
- Supporting families as the District liaison for a variety of related services personnel and K-12 partners.

### ***HEAD START INTEGRATED PROGRAM (HSI)***

- Head Start Integrated is an LAUSD special education program that supports children with IEPs enrolled in designated Head Start classrooms. Special education staff are assigned according to the goals of the child's IEP. The program operates within the District's traditional calendar in alignment with each Head Start agency's instructional program. Eligible children enrolled in Head Start are provided Early Childhood Itinerant Teacher Services (ECIT) and/or Language and Speech services through contracted State-certified Non-Public Agencies. Contracted agency personnel provide special education services approximately once a week within the Head Start classrooms of the identified children. All other related services (OT, PT, APE, DHH, VI) are provided by District Staff at the Head Start site.

### ***PRESCHOOL COLLABORATIVE CLASSROOMS (PCC) WITH EXPANDED TRANSITIONAL KINDERGARTEN (ETK)***

- The PCC / ETK model is a team teaching program in Expanded Transitional Kindergarten (ETK) classrooms at general education elementary schools. The staff includes one ETK teacher and teacher assistant and an early childhood special education teacher and trainee /assistant. This is a full day program serving 24 children enrolled in ETK. Eight of the 24 students have moderate to severe needs and are eligible for special education.
- The content of the children's program is based on the preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The classroom receives support from the speech and language specialist, adaptive physical education teacher, school psychologist and nurse assigned to that school.

### ***PCC WITH CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)***

- The PCC/CSPP model is a team-teaching program in California State Preschool Program (CSPP) classrooms at general education elementary schools. The staff includes one CSPP teacher and assistant, and an early childhood special education teacher and assistant. This is a Monday through Friday program serving 48 children, 19 children from CSPP and 5 children eligible for special education. The staff teams serve morning and afternoon groups of children for 3 hours per session. The children with special needs are fully integrated in both sessions and required to meet the California State Preschool Program requirements.
- The content of the children's program is based on the preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The classroom receives support from the speech and language specialist, adapted physical education teacher, school psychologist and nurse assigned to that school.

### ***PRESCHOOL COLLABORATIVE CLASSES (PCC) AT EARLY EDUCATION CENTER SITES***

- This program is designed for preschool children enrolled in Early Education Center programs and children with moderate to severe needs eligible for special education. The staff includes Early Education Center personnel, an early childhood special education teacher and special education assistant. Monday through Friday morning the staff serves the preschoolers enrolled in Early Education Center programs and 10 children eligible for special education. They are fully integrated into the morning program at the Center for 4.5 hours each day. The children with special needs may meet the regular Early Education Center eligibility requirements but it is not required.

- The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The centers receive other special education support when it is required to help meet the particular needs of the enrolled children.

***PRESCHOOL FOR ALL LEARNERS (PALS) SPECIAL DAY PROGRAMS***

- The PAL Special Day Program serves 10 preschool age children who are eligible for special education services due to moderate to severe needs. The staff includes an early childhood special education teacher and two special education trainees / assistants. The class meets Monday through Friday for 4.5 hours daily.
- The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives through developmentally appropriate concrete experiences and play. The program includes opportunities for interaction with typical preschool and kindergarten peers served in programs on the same school campus. Speech / Language and Adapted Physical Education services are embedded through the daily classroom routines and instructions.

***PRESCHOOL DEAF AND HARD OF HEARING (DHH) AND VISUALLY IMPAIRED (VI) SPECIAL DAY PROGRAMS***

- The DHH and VI Preschool Categorical classes are provided to eligible students on general education campuses. The staff includes a special education DHH or VI credentialed teacher and a special education trainee / assistant. Students attend Monday through Friday for 4.5 hours daily.

***PRESCHOOL COMPREHENSIVE PROGRAM (PSC) SPECIAL DAY PROGRAM***

- The PSC is a full day Special Day Program serving 8 preschool age children who are eligible for special education services due to severe needs. The staff includes an early childhood special education teacher, special education trainee/assistant, a speech language pathology assistant (SLP-A), and a behavior intervention assistant.
- The content of the program is based on the District adopted preschool curriculum and stresses the facilitation of goals and objectives targeting “learning to learn” skills such as joint attention, imitation and turn taking.

***NONPUBLIC SCHOOL OR NONPUBLIC AGENCY***

- When determined appropriate by an IEP team, the District will provide for preschool service through a State-certified Nonpublic School or Nonpublic Agency.