

Re: ECSE Policy Guidelines/Draft #2(*final*)

Date: 01/26/05, 02/23/05

#### **Maximum Peer Model Guideline:**

Peer models will not exceed a ratio of 50/50 in any classroom during the school year. For example, if there are 5 identified SPED students then there would be no more than 5 peer models. *The number of peer models per class will be no more than 5 (set in April and May of every year.) This number can be increased as the year unfolds in order to attempt to maintain a 50/50 ratio of identified students equal to that of peer models. The day-to-day coordinator of this guideline will be the building principal.* Peer models are not required during Extended School Year (ESY) services.

#### **Early Entry Of Identified Infant/Toddler Students Into ECSE Services:**

Early entry into ECSE services (prior to the 90 day normal transitional phase) outlined in Federal Regulations For The Infant Toddler Part of IDEA (34 CFR 303) can be delivered given the following general guidelines: a) maintaining a family-centered service, b) understanding that the site of service needs to best meet the needs of the child and family, c) that the frequency of services is to reflect the needs of the child and family and is to be determined in collaboration with the family, d) the amount of time per session of service is to be based on the needs (tolerances) of the child and family, and will vary across time as those needs (tolerances) change, e) that no single service delivery model is appropriate to meet the needs of all infants-toddlers and their families, f) that the number of children and families seen by a service provider cannot follow a rigid schedule because the frequency of services, length of sessions and service delivery model vary according to the individualized needs of each child/family, g) that early intervention services are to be provided by qualified personnel, and finally h) that to the extent appropriate, service providers; consult with parents, other service providers, and representatives of appropriate community agencies to ensure the effective provision of services in that area-training parents and others regarding the provision of those services and participate in the multidisciplinary team's assessment of a child and the child's family, and in the development of integrated goals and outcomes for the individualized family service plan {34 CFR 303.12 (c) (1-3) } or IEP.

Prior to any placement being made the Director will determine whether or not the new placement of a student is appropriate given the guidelines addressed above. If the Director determines that a new placement can be considered then Cooperative staff to include the Director of Services, the Coordinator of the Infant/Toddler Program and designees and the Principal and staff located at the potential site where services could be best provided **will convene** to discuss all points listed above. Should the team determine that services are deemed to be in the best interest of the child the team will write and reach consensus on a plan of transition. The plan would then be reviewed with the parent to determine consensus. Notification of an IEP team meeting would then be mailed to the parent. Appropriate placement forms would then be completed at the IEP meeting and the transition plan would be implemented.