

PARENT GUIDE

ACCA Infant Learning Program

Your provider's contact information:

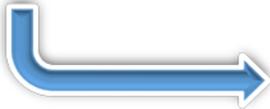
Alaska Center for Children and Adults, Inc. (ACCA)
Early Intervention/Infant Learning Program (ILP)
1020 Barnette Street, Fairbanks, Alaska 99701
(907) 456-4003
www.alaskacenter.org

Table of Contents

Service Outline	1
Overview of ILP	2
Getting Started	
Intake Process	3
Eligibility	3
IFSP	4
Services	
Home Visits	5
Partnership Agreement	5
Team Model	6
Parent Rights	7
Confidentiality, Mandated reporter, Grievance Procedures	8
Transition	9
ACCA Privacy Notice	10

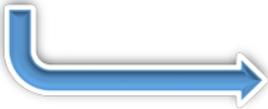
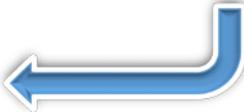


- Screening (Optional Step)**
- Review Developmental Milestones
 - Decide if evaluation is needed
 - Discuss community resources
 - Determine next steps



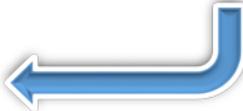
- Intake**
- Learn about ILP services
 - Get to know each other
 - Talk about your concerns
 - Review needed paperwork

- Eligibility Determination**
- Looking at your child's development
 - Children can be eligible based on:
 - 50% delay in development
 - Diagnosed disability
 - Clinical Opinion of the team



- Family Needs Assessment**
- Discuss and prioritize your concerns
 - Discuss your resources and identify needs
 - Explore your family's activities to support learning

- IFSP**
- Outline child/family strengths and needs
 - Develop child/family goals
 - Select service providers
 - Decide on frequency and location of services



- Services**
- Try activities together at home or in community
 - Explore ways to support learning in activities
 - Answer questions about development
 - Invite other team members as needed
 - Coordinate services with other community providers

- Periodic Reviews – 6 month, annual, exit**
- Keep track of your child's progress
 - Make changes to goals and services as needed
 - Explore options for when your child turns 3



Overview of Infant Learning Program

Infant Learning Program (ILP) services are available to families whose child experiences a developmental concern or disability. Visits with a Developmental Specialist will help your family work toward the goals you have for your child. ILP operates under the State and Federal guidelines of the Individuals with Disabilities Education Act (IDEA), with funding from the Alaska Department of Health and Social Services. Services can be provided for children up to age 3 years old.

Early Intervention Mission

Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.

Key Service Delivery Principles

1. Infants and toddlers learn BEST through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.
6. The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.

Getting Started

Intake Process

During your first few visits with your ILP home visitor, we will be asking you lots of questions about your child and family. You should feel free to share only information you are comfortable sharing. We will be gathering information about your child's development, medical history and interests. We will also be gathering information about your family and things your family likes to do. This will help us plan our services so that they will be the most helpful.

Eligibility Determination (ED)

One of the first steps in the ILP program is to decide whether your child is eligible for services. During an eligibility determination, ILP staff will use developmental tests, observation, and reports from you to look at your child's strengths and needs in the developmental areas outlined below. Based on this information, medical reports and with input from you, we will discuss whether your child qualifies for the program.

- **Social-emotional** - interactions with others, development of independence, and ability to regulate feelings, actions, and behaviors
- **Gross motor** - ability to move and explore the world through skills like playing on the tummy, crawling, walking, and climbing.
- **Fine motor** - control of the upper body, shoulders, arms, hands, and fingers to reach out for and play with objects like toys and food.
- **Self-help (adaptive)** - working toward independence in areas like sleeping, eating, dressing, grooming, toileting and regulating sensory systems.
- **Expressive communication** - use of sounds, gestures and words to communicate wants and needs with others.
- **Receptive communication** - understanding sounds, gestures and words to understand another person's communication.
- **Cognitive Development (problem solving)** - understanding new concepts, solving problems and mastering new skills.

Eligibility for services

There are three possible outcomes from your Eligibility Determination Visit:

1. **Eligible** – Children may qualify for ILP services based on:
 - 50% or greater delay in an area of development
 - Diagnosed disability or condition
 - Clinical Opinion – the team decides your child is eligible based on available information

After the assessment, we will talk about your child's eligibility and developmental needs. We may check back with the whole ILP team in order to get help deciding whether your child is eligible. ILP will write a report to summarize the eligibility determination. Recommendations will be made for

ways to support your child's development. If your child is eligible for services and you want to enroll, the next step is to write an Individualized Family Service Plan (IFSP).

2. *Non Part C Waitlist* – Some children have developmental concerns which are not large enough to make them eligible for services. This is called Non Part C eligibility. This means your child won't receive services at this time. You can call ILP back at any time if your child is not making progress or you have new concerns you would like to discuss. We will try to refer you to other community programs and supports.
3. *Not Eligible* – Some children are found to be not eligible for services. However, you can call ILP back at any time if you have new concerns you would like to discuss.

Family Assessment Process

In order to work with your family so that you can support your child's development, we need to learn about your family. This includes gathering information about your family's concerns, resources and supports, daily routines, activities and places you like to go, and your child's strengths and interests. We will gather information by asking you questions and may use some forms or tools as well. You only need to share the information you are comfortable sharing.

You can give input into how we gather this information. If there is any part of this process that you are not comfortable with, you can decline to participate.

Individualized Family Service Plan (IFSP)

Your family and ILP provider(s) will work together to write the IFSP. Sections of the IFSP include:

- Background and medical evaluation
- A summary of the eligibility determination
- Family assessment - information about your concerns, priorities and resources
- Summary of your child's abilities, strengths and needs
- Ratings of your child development in the areas of *positive social-emotional skills, acquiring and using knowledge and skills, and taking appropriate actions to meet needs* which are used to help us measure whether our program is helping children's development
- Goals for your child and family
- Summary of services (who, what, where, how often, how long)
- Transition plan
- Signatures

The IFSP provides a guide for our work together to support your child's development. Your signature on the IFSP is your agreement to enroll in ILP. You may decide not to participate in some parts of the IFSP. The IFSP is reviewed and rewritten at least every six months by the team. Goals which have been mastered will be deleted and new goals will be developed.

Services

Family Service Coordination

Every family enrolled in ILP will be assigned a Family Service Coordinator. Family Service Coordination includes help with enrollment paperwork, identifying resources and supports, accessing services from community partners, learning to advocate for your child's needs, and assisting you when it is time to exit our program.

Home and community visits

During visits your family and your ILP provider will work together toward the goals written on your IFSP. You and your provider will decide together what to work on during each visit. As you participate in activities with your child and provider you can discover what is working to support your child's learning goals, problem solve things that are not going well, try new strategies, and make plans for what to work on throughout your week. Home visits are intended to be a partnership between your family and the teacher.

A typical visit might look like the following:

1. Check in on what has been happening since last visit
2. Trying new strategies together during an activity your family likes
3. Making a plan for what to work on until the next visit
4. Schedule next visit.

Parents are actively involved in discovering what strategies work best for your child and family. We use a partnering process called coaching, in which we combine your ideas and our ideas about how to help your child meet his/her goals.

Partnership Agreement

In order to be successful parents and providers must work together. It is helpful if we both agree:

- To cancel visits in advance whenever possible, at least one day ahead of time.
- To cancel visits if child, family member or provider is sick.
- To communicate clearly and openly when we have concerns
- That caregivers should actively participate in activities on the visit
- To work together to make the visit atmosphere appropriate for learning:
 - Plan visits around activities that your family likes to do.
 - Refrain from smoking during the visit
 - Limit use of perfumes, air fresheners and strong cleaning products
 - Consider turning off the TV, radio, music and phone during the visit
 - Discuss the presence of pets during visits.
- To be available for appointments as outlined on the IFSP. If three appointments in a row are missed or cancelled or fewer than half of scheduled visits are completed in three months, we will discuss why the schedule is not working.

Team Model

The ACCA ILP staff is made up of professionals who are experienced with young children and their families, and are skilled in addressing all areas of development. One person will be assigned to be your Family Service Coordinator and Primary Provider. She may come from any of the disciplines listed below. If there are questions you and your Primary Provider need help with, she can talk to other members of the team or have them come out to provide support on your visits.

The types of providers may include those listed below. Other providers from other disciplines may also be considered depending on your child's specific needs.

	Discipline Name	Special Areas of Interest
OT	Occupational Therapist	Fine motor skills, concerns with muscle tone, sensory regulation, feeding, adaptive self-help skills, play skills, vision concerns
PT	Physical Therapist	Motor skills, concerns with muscle tone
SLP	Speech and Language Pathologist	Expressive and receptive language, feeding, social communication, hearing concerns
SW	Social Worker	Family and child relationships, social emotional development, behavior concerns
SPED	Special Educator	Play skills, cognitive development, understanding the whole child, family supports, vision concerns, family and child relationships, communication development

Overview of Procedural Safeguards (Parent Rights)

Within the Alaska EI/ILP, you, as a parent, have the following rights:

- The right to a multidisciplinary **evaluation and assessment** followed by the development of an **Individualized Family Service Plan (IFSP)** at the initial IFSP meeting, within 45 calendar days from referral.
- The right to receive evaluation, assessment, IFSP development, family service coordination, and procedural safeguards at no cost to families.
- The right to receive an evaluation, if you request and provide consent for it, at any time.
- If eligible under Part C, the right to receive appropriate early intervention services for your child and family as addressed in an IFSP.
- The **right to refuse** evaluations, assessments, and services.
- The **right to be invited to and participate in all meetings** in which a decision is expected to be made regarding a proposal to change the identification, evaluation, or placement of your child, or the provision of appropriate early intervention services to your child or family.
- The **right to receive timely written notice** before a change is proposed or refused in the identification, evaluation, or placement of your child, or in the provision of appropriate early intervention services to your child or family.
- The right to receive each early intervention service in **natural environments** to the extent appropriate to meet your child's developmental needs.
- The right to maintenance of the **confidentiality** of personally identifiable information.
- The right to obtain an initial copy of your child's **early intervention record** at no cost.
- The right to a copy of each evaluation, assessment, and IFSP which must be provided to you as soon as possible after each IFSP meeting.
- The right to inspect and review and, if appropriate, amend your child's records.
- The right to request **mediation** and/or an impartial **due process hearing** to resolve parent/provider disagreements.
- The right to file an administrative complaint.

In addition to the rights noted above, you are entitled to be notified of specific procedural safeguards under Part C.

Confidentiality

Confidentiality is assured within the Infant Learning Program. Please refer to the ACCA Privacy Notice for more information.

Mandated reporter

All staff employed by the Infant Learning Program are mandatory reporters of suspected or documented child abuse and/or neglect. If conditions or situations in the home may be putting a child at risk a report of harm must be filed with the Office of Children's Services Child Protective Services.

ACCA Grievance Procedure

Your family has specific legal rights under the Individuals with Disabilities Education Act (IDEA), Part C, as outlined in the Alaska Early Intervention/Infant Learning Program Parent Rights and Procedural Safeguards document:

http://dhss.alaska.gov/dsds/Documents/InfantLearning/pdf/ilp_parentrights.pdf

In general terms, you should take the following actions in the order outlined below if you are not satisfied with the services you are receiving from ACCA ILP.

I. Talk to your ILP Provider

We find that many problems can be solved just by talking about them. Please feel free to bring up any concerns you have with your provider. We hope that by communicating your concerns, we can resolve the situation at this informal level.

II. Call ILP Coordinator

We understand that not all families are comfortable addressing concerns with their assigned providers and that not all issues can be resolved in this way. The Infant Learning Program Coordinator is always available to discuss any concerns you have about the level or quality of services you are receiving. Please feel free to contact us with any concerns or questions you have about our program services.

Susan Kessler
Executive Director
456-4003x105
susan.kessler@alaskacenter.org

III. Follow Procedures outlined in the Child and Family Rights booklet.

Transition out of ILP

Children with special needs may receive services from an Early Intervention/Infant Learning program (ILP) until age 3. At age 3, children may become eligible for special education services. Before your child's third birthday, ILP service providers help your family plan the next steps to transition to the local school district, Head Start, childcare or other early learning programs. Moving from one program to another is referred to as transition. Transition is different for every family. Your child's Family Service Coordinator will assist with developing a transition plan to meet the unique needs of your child and family.

As early as your child's 2nd birthday...

- Your family service coordinator, you and members of your IFPS team will begin to discuss potential transition options.
- The transition steps and services will be written on the transition plan page of your child's IFSP.

By the time your child is 2 years 3 months...

- The Infant Learning Program must notify the Alaska Department of Education and Early Development Special Education Child Find Office (Child Find) that your child is approaching 3 years of age and may be eligible for preschool special education services.
- **You can opt out of this notification any time prior to your child's 27th month by notifying your Family Service Coordinator and signing a form.**

By the time your child is 2 years 9 months...

- You will have a transition conference with your early intervention service providers, a representative from a future program and anyone else that you would like to invite.

At least 3 months prior to your child's 3rd birthday...

- Your Family Service Coordinator will follow up with activities included on your child's transition plan.

By your child's 3rd birthday...

- If your child is eligible and you choose to participate in preschool special education services you will meet with the school district to develop an **Individual Education Program (IEP)** which will outline the special education services your child will participate in.

ACCA PRIVACY NOTICE

This notice is to inform you about ACCA's privacy practices and how we safeguard information. Protecting the privacy and confidentiality of information about our consumers is very important to us and we strive to comply with the following practices:

- We do not release or disclose personal or health information of our consumers for purposes unrelated to our services or without signed consent.
- We work to ensure information confidentiality and security. We maintain business practices that make sure personal information is gathered and stored in a secure manner.
- All ACCA employees respect the personal information of consumers and carry out practices developed to protect information about consumers and their families.

Information Collection

We collect information for the following purposes:

Treatment: determine eligibility for our services, provision of educational and therapeutic services, service coordination, referrals and consultation between providers within the agency and outside agency providers.

Payment and insurance functions: We may share your information with health plans, insurance companies, tribal or government programs to help you receive your benefits and so that we can be paid for services that are reimbursable.

Program operating functions: We sometimes utilize personal information when engaging in program quality assessment, development of clinical guidelines, compiling statistics for future planning or funding requests, and during employee performance evaluations.

Information that we collect includes: Nonpublic personal, financial, and health information such as names, addresses, social security numbers, demographics of consumer, insurance information, and health and medical records.

Personal Health Information applies to any information, whether oral or recorded in any form that relates to the past, present, or future physical or mental health or condition of an individual or the provision for the health care of an individual.

Information Disclosure and Authorization

We will not disclose your personal health information or that of your minor child unless you have signed a form authorizing the use or disclosure. You may be asked to complete and sign an *Authorization for Disclosure of Confidential Information* form listing physicians, or health and social service agencies that you authorize ACCA to provide information to or obtain information from. With your consent, only information that is generated through services at ACCA will be

disclosed to outside agencies. In the case of minor children, the parent, legal guardian, or authorized surrogate parent acts as the minor's *personal representative* in all aspects of consent and treatment.

Other Uses and Disclosures

We follow laws that tell us we have to share health care information in certain instances. It may be necessary to make disclosures without your authorization as follows:

- Contagious diseases and birth defects registries.
- When the court orders us to or to law enforcement officers when required.
- When abuse or neglect is related to child protection or vulnerable adults is suspected.
- When a court or other law authorizes someone other than the parent to make treatment decisions for a minor, the parent is not the *personal representative* of the minor.
- To state or federal entities, when required for statistical or program monitoring purposes.
- To the Federal Government when required by law for national security reasons.

Your Rights:

- **Access to your Personal Health Information and files:** You have the right to inspect and/or copy any information in your or your child's file.
- **Amendments to information:** You have the right to request changes or corrections to any information on file at our agency. Your request will be given careful consideration.
- **Restrictions to use and disclosure:** You have the right to request restrictions on certain uses of your information for insurance payment, health care, or others involved in care.
- **Request for Confidential Communications:** You have the right to request that communications about your information be made by alternate means. For instance, you may ask that messages not be left on voice mail or sent to a particular address.
- **Revocation of consent:** You have the right to request that your signed consent to exchange information be revoked. This request is available on the reverse of the Consent form.
- **Copy of this Notice:** You have a right to obtain a copy of this notice.
- **Ask questions or file a complaint.** (See complaint procedure below)

For further information or to file a complaint:

If you have questions or feel your privacy rights have been violated you can contact the Privacy Official at ACCA by calling 907-456-4003 x105 or by writing to: Privacy Official, 1020 Barnette St. Fairbanks, AK 99701.

You may also call the State of Alaska, Department of Health and Social Service Privacy Official at: 907-465-2150 or by writing to: State of Alaska, DHSS Privacy Official, PO Box 110650, Juneau, AK 99811-0650 or by e-mailing PrivacyOfficial@health.state.ak.us.

Your health care services will not be affected by any complaint made to our agency or the DHSS Privacy Official.



Guidebook
for Alaska's
Individualized Family Service Plan (IFSP)

*All about
IFSP Planning*

State of Alaska, Department of Health & Social Services, Office of Children's Services, Early Intervention/Infant Learning Program. 323 East 4th Street, Anchorage, AK 99501

For more information call (907) 269-3468 or toll free (877) 477-3659

Rev.3/11

Welcome to the Alaska Early Intervention / Infant Learning Program, a program for infants and toddlers birth through two years of age who have special developmental needs. The purpose of this guidebook is to help you prepare for your child and family goals.

A service family service coordinator will help your child and family access resources and supports as you move through the early intervention system. Federal Law lists the following seven functions for service coordination:

- Planning evaluations and assessments
- Developing, reviewing, and evaluating Individualized Family Service Plans (IFSPs)
- Assisting families to identify available service providers
- Planning and overseeing the delivery of available services
- Informing families of advocacy services
- Coordinating with medical and health providers
- Facilitating the development of the transition plan to preschool services, if appropriate.

What is an Individualized Family Service Plan (IFSP)?

The Individualized Family Service Plan, or IFSP, is your family's written plan for early intervention services. It helps you and your early intervention team work together to address the needs you identify for your child and family.

The IFSP is family-centered. The IFSP is based on information from your child's evaluation and from the concerns, resources, and priorities that you identify. It will list the services your child needs to develop and learn, and the services your family needs to support your child's development. Also, it will list the duties of everyone involved. Some of the help you receive may come from your own family and friends, while specialists may provide other services. Your service coordinator will answer any questions you have. Your signature on the IFSP shows your participation and your agreement with the plan. However, if you disagree with all or part of the IFSP, you have the right to share your concerns and ask for changes. You may accept or refuse any or all services recommended to you. Once a service begins, you may stop that service any time you wish. A copy of the IFSP must be given to you after it is completed and signed. The written IFSP is reviewed at least every six months. It is also updated at least once a year. However, your needs and resources may change, so more frequent reviews can be held to make changes, as needed.

What is an IFSP meeting and who will be involved?

An IFSP meeting is designed to give you and those who have evaluated your child an opportunity to discuss your child's strengths and challenges in order to develop a plan for early intervention services. The people who must be included in your IFSP meeting are:

- you and any other family members you choose;
- an advocate or person outside of the family, if you choose;
- your service coordinator;
- person or persons directly involved in conducting the evaluations and assessments; and
- as appropriate, persons who will be providing services to your child or family.



The more involved you and your family members are in the IFSP meeting, the more meaningful your plan will be. Think honestly about what is important to you and what your child needs. Read the evaluations and assessments about your child and ask any questions you have. Your first IFSP meeting starts when the initial evaluation/assessment has been completed.

What is in the IFSP Planning Document?

Intake

The IFSP planning document begins with identifying information about your child and family. To best serve your child, it is helpful to know about issues or concerns that are important to the family. Family members may share as much or as little information as they choose. The following categories may be helpful in thinking about concerns, priorities, resources and supports:

- Physical (food, shelter, transportation, etc.)
- Financial (income, bills, insurance, etc.)
- Health (medical, safety, immunizations, etc.)
- Emotional (nurturing, love, companionship, behavior, etc.)
- Recreation (free time, activities, sports, etc.)



Evaluation

Evaluation tools and methods use to determine present levels of development are listed briefly. This is meant to be a summary of the full evaluation. During IFSP meeting, the team may want to refer to the evaluation/assessment report for more detailed information.

Eligibility Determination

Your Family Service Coordinator and possibly another staff person will then go over eligibility with you. This is the time when the assessment helps the team know if your child qualifies for services. If your child is not eligible or you decline services, you will be offered information about other resources available to you.

Child Outcomes

Once eligibility is determined, you will begin the process of planning your child and family goals. To start with, your early intervention program will complete a Child Outcome Summary (COS). All states and US territories, including Alaska, are required to report child outcome data to the federal Office of Special Education Programs (OSEP). This data is confidential and grouped (aggregated) so that individual identities will always be protected. The data is not sent to OSEP with names or any identifying information. The state of Alaska believes this child outcome summary process provides useful information for parents and providers and is an important part of assuring quality services throughout the state. The COS will be used within a few weeks of your child's enrollment, at the yearly assessment and again near the time of exit from the program. Your input in this process is very important.

Child and Family Goals

Child and Family Goals are at the heart of your IFSP. This section of your IFSP planning document lists what you would like to work on during your enrollment in early intervention. The early intervention staff (and others as identified) will help you to identify these goals and find the resources needed to help you and your family achieve your goals. The IFSP team may use additional copies of this page to add as many outcomes as needed, including outcomes related to the child's transition to other services when appropriate.

As the plan is implemented, the family and service providers periodically evaluate and rate the appropriateness of your child outcomes, goals, and the effectiveness of the plan in meeting your child and family's needs. Whenever the IFSP is determined to need a revision or review, the FSC notifies all members of the IFSP team in writing of the meeting to discuss progress and changes in the plan. At the time of the IFSP review, team members determine whether outcomes and services need to be extended or revised in some other way. All

changes or extensions of the IFSP must be in writing and signed by team members present for the review. Team members not present should receive a copy of the revised IFSP with changes highlighted.

Summary of Services

This section defines what the family can expect from early intervention. For each service needed to enhance the child's development, the plan should list the provider's name, service location, how often and for how long the service will take place. The cost of the service, if applicable, and who is responsible to pay for it is recorded here. The cost and payer are listed separately for each service. For example, there may be several different payers, such as Medicaid for nutrition consult, ILP for special instruction, and the Lion's Club for special equipment.

The summary of services requires the IFSP team to determine where services will be held. Natural environments are places where infants and toddlers typically spend time. All children learn best in familiar places where they are comfortable. Whenever possible, services should be provided in your child's natural environment(s). Think about the family's typical day. Where does the child (and/or other children) generally spend time? Are these places possible sites for early intervention services? If not, explain why another site is a better choice for services at this time.

Service Exceptions or Special Conditions

Ideally, team members will all be in agreement about the IFSP. However, team members have the right to disagree with any part of the plan. In the rare situation where agreement cannot be reached at the meeting, the parent or other team member can indicate disagreement next to their signature and attach a note of explanation. All services agreed to by the parent(s) must proceed while negotiations take place regarding the area of disagreement.

Transition Plan

(Required for every child by 30 months of age)

The transition plan must include strategies to prepare the child for changes in service delivery. It also must include steps to inform and prepare parents regarding future placements and other matters related to the child's transition. The Alaska handbook, *Stepping Ahead at Age Three*, contains more detail on the transition process.

IFSP Meeting Signatures

Everyone involved in developing the plan is listed. If any team members are unable to attend the meeting in person, the family service coordinator makes arrangements for their input through other means, such as a telephone conference call, having an authorized representative attend the meeting, or making pertinent records available at the meeting. In this case, their names and titles are listed on the form, but only the signatures of team members actually present are required.

For more information about IFSP's go to: <http://www.nichcy.org/babies/IFSP/Pages/default.aspx>



Alaska Early Intervention/Infant Learning Program

Parent Rights and Procedural Safeguards

Introduction

The **Individuals with Disabilities Education Act (IDEA)** is a federal law that includes provisions for early intervention services for eligible infants and toddlers (ages Birth - 36 months) with disabilities and their families. These provisions are included under Part C of IDEA. These are described in federal regulations (34 CFR Part 303) and in the State of Alaska's policies and procedures.

In Alaska, the Part C system is called the **Early Intervention/Infant Learning Program (EI/ILP)**. The system is designed to maximize family involvement and ensure parental consent in each step of the early intervention process, beginning with initial referral and continuing through service delivery and transition.

The EI/ILP includes **procedural safeguards to protect the rights of parents and children**. Parents must be informed about these procedural safeguards as defined under federal regulations at 34 CFR 303.400-438, including dispute resolution options at 34 CFR 303.430-438, so that they can be actively involved and have a leadership role in the services provided to their child and family.

This parent rights document is an official notice of the procedural safeguards of children and families as defined under federal Part C regulations.

Additional information about child and family procedural safeguards is available through each Family Service Coordinator (FSC) and early intervention service provider that is involved in the provision of early intervention services.

Family Service Coordinators (FSCs), working with families, can suggest additional materials to help families understand their procedural safeguards under Part C. They can also suggest ways that you and other family members can be partners with professionals to help meet the developmental needs of your child.

Overview of Procedural Safeguards (Parent Rights)

Within the Alaska EI/ILP, you, as a parent, have the following rights:

- The right to a multidisciplinary **evaluation and assessment** followed by the development of an **Individualized Family Service Plan (IFSP)** at the initial IFSP meeting, within 45 calendar days from referral.
- The right to receive evaluation, assessment, IFSP development, family service coordination, and procedural safeguards at no cost to families.
- The right to receive an evaluation, if you request and provide consent for it, at any time.
- If eligible under Part C, the right to receive appropriate early intervention services for your child and family as addressed in an IFSP.
- The **right to refuse** evaluations, assessments, and services.
- The **right to be invited to and participate in all meetings** in which a decision is expected to be made regarding a proposal to change the identification, evaluation, or placement of your child, or the provision of appropriate early

intervention services to your child or family.

- The **right to receive timely written notice** before a change is proposed or refused in the identification, evaluation, or placement of your child, or in the provision of appropriate early intervention services to your child or family.
- The right to receive each early intervention service in **natural environments** to the extent appropriate to meet your child's developmental needs.
- The right to maintenance of the **confidentiality** of personally identifiable information.
- The right to obtain an initial copy of your child's **early intervention record** at no cost.
- The right to a copy of each evaluation, assessment, and IFSP which must be provided to you as soon as possible after each IFSP meeting.
- The right to inspect and review and, if appropriate, amend your child's records.
- The right to request **mediation** and/or an impartial **due process hearing** to resolve parent/provider disagreements.
- The right to file an administrative **complaint**.

In addition to the rights noted above, you are entitled to be notified of specific procedural safeguards under Part C. These rights are described below.



Native Language, where used to refer to people with limited English language skills, means the language normally used by you. When conducting evaluations and assessments of your child, native language means the language normally used by your child. When used with respect to a person who is deaf or hard of hearing, blind or visually impaired, or for a person with no written language, native language means the mode of communication that is normally used by that person (such as sign language, Braille, or oral communication).

Prior Written Notice

Prior written notice must be given to you within a reasonable time before an early intervention service provider proposes or refuses to initiate or change the identification, evaluation, or placement of your child, or the provision of appropriate early intervention services to your child and your family. The notice must be sufficiently detailed to inform you about:

- The action that is being proposed or refused by the early intervention services program (EIS program) or early intervention service provider. The reasons for taking the action.
- All procedural safeguards that are available under Part C.
- The state’s mediation, state complaint, and due process hearing procedures, including a description of how to file a complaint and the timelines for those procedures.

The notice must be written in language understandable to the general public and provided in your native language, unless clearly not feasible to do so.

If your native language or other mode of communication is not a written language, the early intervention service provider shall take steps to ensure that:

- The notice is translated orally or by other means to you in your native language or other mode of communication; You understand the notice; and
- There is written evidence that the requirements described in these procedures have been met.

Parental Consent

Consent means:

- You have been fully informed of all information relevant to the activity for which consent is sought, in your native language;
- You understand and agree in writing to the carrying out of the activity for which your consent is sought;
- The consent describes the activity and lists the early intervention records (if any) that will be released and to whom; and
- You understand that the granting of consent is voluntary on your part and may be revoked at any time.

If you revoke your consent, it is not retroactive (it does not apply to an action that occurred before consent was revoked).

Your written consent must be obtained before:

- Conducting all evaluations and assessment of your child.
- Providing early intervention services to your child.
- Using public benefits or insurance or private insurance to pay for services.
- Sharing personally identifiable information about you and your child.

Your written consent must also be obtained before early intervention services are provided.

If you do not provide consent, no action will be taken to coerce (force) you. In other words, the Family Service Coordinator (FSC), or early intervention service provider may not use the due process hearing procedures to

challenge your refusal to provide consent.

The FSC, the early intervention service provider or appropriate qualified staff shall make reasonable efforts to ensure that you:

- Are fully aware of the nature of the evaluation and assessments or the services that would be available.
- Understand that your child will not be able to receive the evaluation and assessments or the services unless consent is given.

As the parent of a child eligible under Part C, you may determine whether your child or other family members will accept or decline any early intervention service(s) under this program. You may also decline such a service (except the administrative functions required under the regulations for Family Service Coordination) after first accepting it without jeopardizing other early intervention services under the EI/ILP.

“Appropriate early intervention services” are determined through the IFSP process. The IFSP must include a statement of the specific early intervention services necessary to meet the unique needs of the child and the family to achieve the outcomes identified in the IFSP. Federal Part C regulations (<https://idea.ed.gov/part-c/downloads/IDEA-Regulations.pdf>) define early intervention services as services that “are designed to meet the developmental needs of each child eligible under Part C and the needs of the family related to enhancing the child’s development.”

The following **definitions** are used in this section: (1) "Destruction" means physical destruction or removal of personal identifiers from information to ensure that it is no longer personally identifiable; (2) "Early intervention records", "Education record(s)" or "record(s)" means all records regarding a child that are required to be collected, maintained or used under Part C; and (3) "Participating agency" means any individual, agency, entity or institution that collects, maintains, or uses personally identifiable information to implement the requirements in Part C. A participating agency includes the state lead agency, each early intervention service provider that provides Part C services (including service coordination, evaluations and assessments and other Part C services). It does not include primary referral sources or public or private agencies that fund early intervention services.

Records

Confidentiality

In accordance with the confidentiality of information procedures outlined in this document, you must be given the opportunity to inspect and review any records relating to evaluations and assessments, eligibility determinations, development and implementation of IFSPs, provision of early intervention services, individual complaints concerning your child, and any other portion of the Part C program involving records about your child and your family.

Each early intervention service provider must give you the opportunity to inspect and review (during business hours) any records relating to your child or family that are collected, maintained or used by the EIS program or provider under

Part C from the point in time when your child is referred for early intervention services until the later of when the participating agency is no longer required to maintain or no longer maintains the information under applicable Federal and State laws. The early intervention service provider must comply with a request without unnecessary delay and before any meeting regarding an IFSP or hearing relating to identification, evaluation, placement, or provision of services for your child and family and, in no case, more than 10 calendar days after the request has been made. The opportunity to inspect and review early intervention records includes:

- The right to a response from the early intervention service provider to reasonable requests for explanations and interpretations of the record.
- The right to request that the early intervention service provider provides records containing the information, if failure to provide those copies would effectively prevent you from exercising the opportunity to inspect and review the records.
- The right to have someone who is representing you inspect and review the record.

An early intervention service provider may presume that you have the authority to inspect and review records related to your child unless the EIS Program or provider has been provided documentation that you do not have the authority under applicable state law governing such matters as custody, foster care, guardianship, separation, and divorce.

Each early intervention service provider shall keep a written record of parties obtaining access to records collected, obtained or used under Part C (except access by parents and authorized employees of such EIS program or provider), including the name of the party, the date access was given, and

the purpose for which the party is authorized to use the child's record.

If any early intervention record includes information on more than one child, you may inspect and review only the information relating to your child, or you, or to be informed of that specific information.

Each early intervention service provider shall provide you, upon request, a list of the types and locations of early intervention records collected, maintained, or used by the EIS program or provider.

An early intervention service provider may charge a fee for copies of records that are made for you under Part C if the fee does not effectively prevent you from exercising your opportunity to inspect and review those records. However, they may not charge a fee to search for or to retrieve information under Part C. In addition, you must also be provided at no cost a copy of each evaluation, assessment of the child, family assessment, and the IFSP as soon as possible after each IFSP meeting.

If you believe that information in early intervention records collected, maintained, or used under Part C is inaccurate or misleading, or violates the privacy or other rights of you or your child, you may request the early intervention service provider that maintains the information to amend the information.

- Such EIS program or provider must decide whether to amend the information in accordance with the request within a reasonable period of time after it receives the request.
- If such EIS program or provider refuses to amend the information as you request, you must be informed of the refusal and be advised of the right to a hearing. The early intervention service provider must, on request, provide an opportunity for a hearing to challenge

information in early intervention records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of you and your child. You may request a due process hearing under Part C procedures or hearing procedures that are consistent with the Family Educational Rights and Privacy Act (FERPA) regulations at 34 CFR 99.22.

- If, as a result of the hearing, such EIS program or provider decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of you and your child, it must amend the information accordingly and must inform you in writing.
- If, as a result of the hearing, such EIS program or provider decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of you and your child, you must be informed of your right to place in the records of your child, a statement commenting on the information, and setting forth any reasons for disagreeing with the decision of the EIS program or provider.
- Any explanation placed in the records of your child under these procedures must be maintained by the early intervention service provider as part of the records of your child as long as the record or contested portion (that part of the record with which you disagree) is maintained by such EIS program or provider.
- If the records of your child or the contested portion are disclosed by such EIS program or provider to any party, your explanation must also be disclosed to the party.

Notice to Parents

EI/ILP must give notice when your child is referred under Part C of IDEA that is adequate to fully inform you about the requirements in confidentiality including:

- A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods Alaska intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information;
- A description of all the rights of parents and children regarding this information, including their rights under the Part C confidentiality provisions; and
- A description of the extent that the notice is provided in the native languages of the various population groups in New Jersey.

Personally identifiable information includes: 1) the name of your child, your name, or the names of other family members; 2) the address of your child or family; 3) a personal identifier such as your child's or your social security number; 4) other indirect identifiers, such as your child's date of birth, gender, place of birth, and mother's maiden name; 5) a list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty; or 6) information requested by a person who the early intervention program reasonably believes knows the identity of your child.

Consent Prior to Disclosure

Parental consent must be obtained before personally identifiable information is:

- Disclosed to anyone other than officials of the EIS program or

- provider in collecting, maintaining, or using information under Part C, unless authorized to do so under Part C (34 CFR 303.414) and FERPA (34 CFR 99.31); or
- Used for any purpose other than meeting a requirement under Part C.

Information from your child's early intervention record cannot be released by an early intervention service provider to other agencies without your consent unless the EIS program or provider is authorized to do so under FERPA. If you refuse to provide consent, the early intervention service provider implements procedures related to refusal, such as explaining to you how not providing consent affects the ability of your child to receive early intervention services, as long the procedures do not override your right to refuse consent.

Under Part C, EI/ILP is required to release your child's name, gender and date of birth, and your contact information (including your names, addresses, and telephone numbers) without your consent to the state education agency (Alaska Department of Education and Early Development) and the local education agency (local school district) where your child resides if you do not opt out of that notification. This information is needed to identify all children potentially eligible for services under Part B of IDEA.

The following safeguards must be in place to ensure confidentiality of records:

- Each early intervention service provider must protect the confidentiality of personally identifiable information at collection, maintenance, storage, disclosure, and destruction stages.
- One official of each early intervention service provider is responsible for ensuring the confidentiality of any personally identifiable information.

- All persons collecting or using personally identifiable information must receive training or instruction regarding Alaska's Part C policies and procedures which comply with IDEA and FERPA.
- Each early intervention service provider must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.
- The early intervention service provider must inform parents when personally identifiable information collected, maintained, or used is no longer needed to provide services to your child or family under Part C, the GEPA provisions in 20 USC 1232f, and EDGAR, 34 CFR parts 76 and 80.
- Once the information is no longer needed for service provision to the child or family, the information must be destroyed at the request of the parents.

Permanent records of your child's name, date of birth, parent contact information (including address and phone number), names of service coordinator(s) (FSCs), and early intervention provider(s), and exit data (including year and age upon exit, and any programs entered into upon exiting) may be maintained without time limitations.

Dispute Resolution Procedures

If you have a concern about your child's early intervention program, please share it with the FSC or IFSP team as soon as possible. The EI/ILP encourages resolution of disagreements at the lowest level possible.

However, if a concern cannot be resolved informally, dispute resolution options are available.

If you disagree with an early intervention service provider on the identification, evaluation, placement of

your child, or provision of appropriate early intervention services to your child or family, you may request a timely resolution of your concerns.

The following are the three formal procedures available to you for dispute resolution. These include mediation, an impartial due process hearing and an administrative complaint.

About Mediators and Hearing Officers . . .

Mediators and due process Hearing Officers must be "impartial." Impartial means that the person appointed to serve as a Mediator or Hearing Officer: (1) Is not an employee of the state lead agency, early intervention service provider involved in providing early intervention services, other services, or care of the child; and (2) Does not have a personal or professional interest that would conflict with his or her objectivity in implementing the process. A person who otherwise qualifies as a Mediator or Hearing Officer is not an employee of the state lead agency, early intervention service provider solely because the person is paid by the agency or program to implement the mediation or due process hearing provisions.

Mediation

Mediation provides an opportunity for you to resolve a disagreement in a non-adversarial way. It is voluntary and must be freely agreed to by both parties.

The state lead agency may establish procedures to offer parents and early intervention service providers that choose not to use the mediation process an opportunity to meet, at a time and location convenient to you, with a disinterested party (impartial Mediator), who is under contract with a dispute resolution entity, or a parent training and information center or

community parent resource center in the State, to explain the benefits of, and encourage the use of, the mediation process.

Mediation must be completed in a timely manner following receipt by the state lead agency of a request for mediation and may not be used to deny or delay your rights to an impartial due process hearing or to deny any of your other rights under Part C.

The mediation will be scheduled in a timely manner and held in a location that is convenient to both parties. A qualified and impartial Mediator, who is trained in effective mediation techniques, will meet with both parties to help find a solution to the dispute in an informal, nonadversarial atmosphere.

The state lead agency maintains a list of qualified impartial Mediators who are knowledgeable of the laws and regulations relating to the provision of early intervention services for infants and toddlers with disabilities and their families.

Mediators must be selected on a random, rotational, or other impartial basis. The state lead agency is responsible for the cost of mediation including the costs of any meetings to encourage mediation.

If the disagreement is resolved through mediation, the parties must complete a legally binding agreement that describes the resolution and that states that all discussions that occurred during the mediation process must be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings. The agreement must be signed by you and a representative of the state lead agency who has the authority to bind the agency. The written, signed mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

Mediation does not restrict you from requesting an impartial due process hearing at any time. You may simultaneously file a request for mediation and for an impartial due process hearing as described below.

Impartial Due Process Hearings

An impartial due process hearing is a formal procedure conducted by an impartial Hearing Officer and is an option for families seeking to file an individual complaint on behalf of their child.

The impartial due process hearing must be completed, and a written decision made, within 30 calendar days of the receipt of the request. (Mediation, if attempted, must occur within the same 30 calendar days.)

Hearing Officers are appointed to conduct due process hearings. Hearing Officers must have knowledge about the provisions of Part C and the needs of and services available for eligible children and their families and perform the following duties:

- Listen to the presentation of relevant information about the complaint, examine all information relevant to the issues and seek to reach a timely resolution of the complaint.
- Provide a record of the proceedings at the cost of the state, including a written decision.

Under Part C, you are given the rights listed below in any impartial due process hearing carried out under these procedures.

- To be accompanied and advised by counsel (at your expense) and by individuals with special knowledge or training about early intervention services for children eligible under Part C (at your expense).
- To present evidence and confront, cross-examine, and compel the attendance of witnesses.
- To prohibit the introduction of any evidence at the hearing that has not

been disclosed to you at least five calendar days before the proceeding.

- To obtain a written or electronic verbatim (word by word) transcription of the hearing at no cost to you.
- To obtain written findings of fact and decisions at no cost to you.

The impartial due process hearing described in these procedures must be carried out at a time and place that is reasonably convenient to you.

No later than 30 calendar days after the state lead agency receives your complaint, the impartial due process hearing must be completed and a written decision must be mailed to each of the parties. The Hearing Officer may grant specific extensions of time beyond the 30 days at the request of either party. Any party not satisfied with the findings and decision of the impartial due process hearing has the right to bring a civil action in state or federal court.

During the pendency (time period) of any proceeding involving a due process complaint, unless the early intervention service provider and you otherwise agree, your child and family will continue to receive the appropriate early intervention services in the setting identified in the IFSP to which you have consented.

If the complaint involves an application for initial services under Part C, your child and family must be provided those services that are not in dispute.

Administrative Complaints

In addition to the mediation and due process hearing procedures listed above, an individual or organization including those from another state may file a written signed complaint against any public agency or private service provider, including any early intervention service provider that is violating a requirement of the Part C program. The state lead agency widely disseminates the state's complaint

procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, and other appropriate entities.

The complaint must include:

- A statement that the lead agency, public agency, or early intervention service provider has allegedly violated a requirement of Part C.
- The facts on which the statement is based.
- The signature and contact information for the person filing the complaint.
- If alleging violations with respect to a specific child:
 - The child's name and address where the child resides.
 - The name of the child's early intervention services contract or early intervention service provider.
 - A description of the nature of the child's problem including facts relating to the problem.
 - A proposed resolution of the problem to the extent known and available at the time the complaint is filed.

Administrative complaints must be filed and received by the state lead agency within one (1) year of the alleged violation. The individual or agency filing the complaint must forward a copy of the complaint to the early intervention service provider serving the child at the same time the complaint is filed with the state lead agency.

Once the state lead agency has received the complaint, it has 60 calendar days to:

- Carry out an independent, on-site investigation, if the state lead agency determines that an investigation is necessary.
- Give the individual or organization filing the complaint an opportunity to submit additional information, either

orally or in writing, about the allegations in the complaint.

- Provide the agencies/providers with an opportunity to respond to the complaint, including at the discretion of the lead agency, a proposal to resolve the complaint and an opportunity for the all parties to engage in mediation.
- Review all relevant information and make an independent determination as to whether or not a violation of a Part C requirement has occurred.
- Issue a written decision to the person filing the complaint that addresses each allegation in the complaint and contains the findings of facts and conclusions as well as the reasons for the lead agency's final decision.

If the final decision indicates that appropriate services were not/are not being provided, the state lead agency must address:

- The failure to provide appropriate services, including corrective actions appropriate to address the needs of your child who is the subject of the complaint and your family (such as compensatory services or monetary reimbursement); and
- Appropriate future provision of services for all infants and toddlers with disabilities and their families.

The state lead agency must include procedures for effective implementation of the decision, if needed, including technical assistance activities, negotiations and corrective actions to achieve compliance.

If a written complaint is received that is also the subject of a due process hearing, or contains multiple issues, of which one or more are part of that hearing, the state lead agency must set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due

process action must be resolved within the 60 calendar day timeline and complaint procedures described in this document.

Complaints that have already been decided in an impartial due process hearing involving the same parties cannot be considered under this procedure. The state lead agency must notify the complainant that the hearing decision is binding.

A complaint alleging a public agency's or private service provider's (including an early intervention services EIS program or early intervention service provider) failure to implement a due process decision must be resolved by the state lead agency.

Surrogate Parents

The rights of children eligible under Part C are protected if:

- No parent can be identified;
- The early intervention service provider, after reasonable efforts, cannot locate a parent; or
- The child is a ward of the State of Alaska under the laws of the State.

An individual is assigned to act as a "surrogate" for the parent according to the procedures that follow.

These procedures include a method for determining whether a child needs a surrogate parent and making a reasonable effort to assign a surrogate to the child not more than 30 calendar days after determining the child needs a surrogate parent.

The following criteria are employed when selecting surrogates. Surrogate parents are selected by each early intervention service provider and must meet the following requirements:

- Has no personal or professional interest that conflicts with the interest of the child he or she represents.
- Has knowledge and skills that ensure adequate representation of the child.

- Is not an employee of any state agency; or an employee of any person providing early intervention services, education, care, or other services to the child or to any family member of the child. A person who otherwise qualifies to be a surrogate parent under these procedures is not an employee solely because he or she is paid by an early intervention service provider to serve as a surrogate parent.

When a child is a ward of the State of Alaska or placed in foster care, the early intervention service provider agency must consult with the public agency that has been assigned care of the child.

For a child who is a ward of the state, instead of being appointed by the early intervention service provider agency, a judge overseeing the child's case may appoint the surrogate parent as long as the selection meets the selection criteria above.

The surrogate parent has the same rights as a parent for all purposes under Part C.

Contact Info

If you need more information about your procedural safeguards, contact your local Family Service Coordinator

Or

If you are planning to file a complaint, request mediation and/or a due process hearing, please contact the Alaska Early Intervention/Infant Learning Program at:

Alaska Early Intervention/Infant Learning Program

Department of Health and Human Services

323 East 4th Avenue
P.O. Box 240249
Anchorage, AK 99501

907-269-8442

1-877-HSS-FMLY (477-3659) Outside Anchorage

Fax: (907) 269-3497

Parent Advocacy Resources:

Early Intervention/Infant Learning Program

323 East 4th Avenue
Anchorage, Alaska 99501
Phone: (907) 269-8442 in Anchorage
1-877-477-3659 Long Distance in Alaska
1-877-HSS-FMLY
Fax: (907) 269-3497
Website:

hss.state.ak.us/ocs/InfantLearning/

Stone Soup Group

Phone: (907) 561-3701
Fax: (907) 561-3702
Website:

<http://www.stonesoupgroup.org>

National Information Center for Children and Youth with Disabilities (NICHCY)

Toll Free: (800) 695-0285
Web site: <http://www.nichcy.org>

Disability Law Center

Anchorage: (907) 565-1002
Juneau: (907) 586-1627
Fairbanks: (907) 456-1070
Bethel: (907) 543-3357
Toll Free: (800) 478-1234

The Governor's Council on Disabilities and Special Education

Anchorage: (907) 269-8990

Alaska Special Education Mediation Services

Toll Free: 1-800-580-2209
Fax: 1-406-863-9229



Alaska Early Intervention/ Infant Learning Program Billing Policy Summary



This is a summary of ILP payment policies.

You can find the complete policies at:

<http://tinyurl.com/ak-ilp-fees>

A helpful video can be found at:

<https://vimeo.com/172983494>

ILP Services with no fee: All **evaluation** and **service coordination services** are provided at no cost to families. If your child is eligible and enrolls in the program, ILP staff will work with you to develop and coordinate your Individualized Family Service Plan (IFSP) free of charge.

ILP Services with a fee: Therapy and Special Instruction are examples of services which have a fee associated.

Annual family participation fee: Enrolled children are charged an annual participation fee by their local ILP. You will not be charged more than the actual cost of services. Fees are based on a sliding scale; the amount depends on a family's income and size. Families who have public benefits are not charged an annual family participation fee.

Family income: We will ask you to report your family income and size once a year or when significant changes occur, counting all family income from any source except the Alaska Permanent Fund Dividend. You don't have to share your income information with us. However, if you don't, your family will be charged the maximum annual participation fee based on the sliding fee scale.

Extraordinary expenses: You may request a reduction in your annual fee due to medical expenses, child care costs, or child support/ alimony payments.

Public benefits: Some families are eligible for public benefits or insurance, such as Medicaid, Denali Kid Care, Indian Health Services or Tricare. If you have these benefits, we will ask your permission prior to using them. You don't have to sign up for public benefits or insurance to receive ILP services. If you have them but don't want us to use them, ILP will still make services available as outlined on your child's IFSP.

Private insurance: ILP will ask your permission to bill your insurance. If you allow us to bill services to your insurance, we will waive your co-pays and deductibles and reduce your annual participation fee by 50 percent. ILP will not delay or deny services that are outlined on your IFSP if you do not provide consent for us to bill your private insurance. Your family is responsible for paying your insurance premiums. Families who have insurance or benefits will not be charged more than families who don't.

You have rights: If you disagree with a fee or the determination of your ability to pay, you may participate in mediation, request a due process hearing, or file a complaint.

Questions? For more information, please contact your ILP family service coordinator or Billing Specialist.

Alaska Center for Children and Adults

1-907-456-4003 or 1-866-456-4003

www.alaskacenter.org



State of Alaska
Department of Health & Social Services
Division of Seniors and Disabilities
Alaska Early Intervention/Infant Learning Program
dhss.alaska.gov/dsds/Pages/infantlearning



Client Care Notification

Client Rights

ACCA maintains a patient care policy focused on the mission of the agency while promoting meaningful participation, inclusion and self-determination for each client or family. ACCA clients and families will have the opportunity to create strengths-based and person-centered activities promoting growth that support their goals.

Hours

ACCA is open Monday through Friday from 8:30am to 5pm. Providers will work with clients to schedule appointments which may occur outside of the regular business hours if agreed upon by both the client and provider.

Communication

ACCA has designed and adapted our service model to support services, as appropriate, to accommodate the visual, auditory, linguistic and motor abilities of clients. Please inform ACCA of how you best communicate.

Fees

ACCA charges a fee for services provided. All fees are reviewed and set annually. Rates are billed based on the specific services provided. Fees specific to your services are outlined in your payment agreement.

If you receive a bill from ACCA for an unexpected amount, please call our Billing Specialist and we will work with you to resolve the situation.

Billing Specialist	Rachael	456-4003 x101
Billing Specialist	Tiffany	456-4003 x125

Confidentiality

ACCA staff follow procedures outlined in the Protection of Health Information and Confidentiality policy and procedures in order to safeguard confidential information. ACCA Staff will not release client records or details of service without written permission except in specific legal circumstances described in policy. ACCA clients and/or their legal guardians have a right to access their ACCA Records. A Privacy Notice summarizing this policy is provided to each client and is available on the ACCA website or by request.

Mandated Reporting

Under state law, ACCA service providers are mandated reporters of abuse and neglect of children and vulnerable adults. If a provider suspects or becomes aware of abuse or neglect a report will be made to Child or Adult Protective Services within 24 hours.

Technology Based Service Delivery

ACCA may recommend technology-based services for clients. Clients will be advised if the service is HIPAA compliant when video conferencing is utilized. Clients may decline services delivered through video conferencing at any time.

Grievances

All ACCA clients have the right to initiate a formal grievance procedure without interference or retaliation. If clients have difficulty with ACCA services, they are encouraged to speak directly to their provider or contact the Executive Director. If the situation cannot be resolved informally the client may follow the steps below to initiate a formal grievance. Clients in certain programs may have specific rights for dispute resolution under State and Federal laws. These rights will be described upon enrollment in those programs.

ACCA Grievance Procedure:

1. To initiate the grievance process, a client or authorized representative should write a letter or email to the Executive Director detailing the client's name, the date, the date of any incident referenced, the names of the persons involved, a description of the incident or situation that prompted the grievance, and any proposed resolutions, if applicable.
2. Upon receipt of a grievance, the Executive Director will review the events as described by the grieving party and obtain verbal and/or written statements from other involved parties. The Executive Director shall make a written decision regarding resolution of the situation within seven (7) days of receipt of the grievance.
3. If the client is dissatisfied with this decision, he/she may request a review by a Board of Directors designee by presenting a written request to the Executive Director within seven (7) days of receipt of the decision. The request for review shall contain the original written document and a copy of the Executive Director's written decision.
4. The Executive Director and Board designee will review all material submitted and conduct face to face interviews with all pertinent parties. The Board Designee will prepare and sign a written decision within ten (10) days of receipt of the request for review. This decision is final.

Discharge

Patients may be discharged as a result of:

- Physician, client or provider decision
- Lack of client and family attendance/compliance
- The individual demonstrates behavior that interferes with improvement or participation in treatment (e.g., noncompliance, malingering), providing that efforts to address the interfering behaviors have been unsuccessful.

All policies are available for review by contacting our front office at 456-4003.

Revised 1-25-2021