

Disabilities Overview

Procedure/Approach:

Southern Oregon Head Start (SOHS) is committed to providing high quality services to children with disabilities. A minimum of 10% of the children enrolled in the program are children that are eligible for services under the Individuals with Disabilities Education Act (IDEA). SOHS will work in partnership with various agencies and professionals to deliver individualized services to young children with disabilities in accordance with IDEA and section 504 of the Rehabilitation Act.

Head Start Program Performance Standards:

1302.10-1302.11(c)(vi)-Eligibility, Recruitment, Selection, Enrollment, and Attendance

1302.14-Selection Process

1302.31(b)(1)(iii)-Teaching and the Learning Environment

1302.33-Child Screenings and Assessments

1302.34-Parent and Family Engagement in Education and Child Development Services

1302.35-Education in Home-Based Programs

1302.60-1302.63 Additional Services for Children with Disabilities

Oregon Department of Early Learning and Care, Rules for Certified Child Care Centers:

414-305-1050 Care of Children with Special Needs

Overview

1. SOHS will actively recruit the application, enrollment, and attendance of children with disabilities. SOHS staff are trained about the Americans with Disabilities Act as it applies to our agency and the required posting of IDEA is posted at all worksites.
2. SOHS will work cooperatively with other agencies to improve and coordinate services for children with disabilities. The Behavior and Disabilities Supervisor will attend Local Interagency Coordinating Council (LICC) meetings for both Jackson and Josephine County. SOHS will cooperatively work with the local EI/ECSE agencies on updating annually Mutual of Understanding agreements. Quarterly meetings will occur between the EI/ECSE Coordinators and the Behavior and Disabilities Supervisor to ensure both parties are upholding the agreement and are problem solving any issues.
3. Each child will have a developmental screening and behavioral screening within 45 days of the first day of school or child's first Home-Based home visit. Please see the "[Child Development and Social-Emotional Screenings](#)" policy and procedure for additional information. If indicated, the child will be referred, with

parent permission, to the local EI/ECSE agency for further evaluation. EI/ECSE agencies are the entities primarily responsible for implementing and supporting special education services that comply with the principles mandated by IDEA. Please see the [“Early Intervention and Early Childhood Special Education Referrals”](#) policy and procedure for additional information.

4. Eligibility for EI/ECSE services will be determined by the outcome of the evaluations. If the child is found eligible for special education services, EI/ECSE staff, parents, and SOHS staff will attend an initial Individual Family Service Plan (IFSP) team meeting and all subsequent meetings. SOHS in collaboration with EI/ECSE staff will ensure that the child’s IFSP goals, adaptations and accommodations, are thoroughly reviewed and implemented by the classroom team to best serve the child’s needs within the classroom. The department will also collaborate with staff to ensure Dual Language Learners on an IFSP receive the support they need in order to maximize the growth toward their individual goals. Please see the [“Individual Family Service Plan and Goal Tracking Sheets”](#) procedure for additional information.
5. SOHS teachers and Home Visitors are required to implement individualized curriculum based on the child’s IFSP goals. Teachers and Home Visitors are responsible for documenting the child’s progress on goal tracking sheets provided by the child’s IFSP Coordinator, and the weekly lesson plan. Please see [“Child Individuation 0-5”](#) procedure for additional information.
6. Parents will be informed of their child’s progress on IFSP goals and will have the opportunity to meet regularly to plan and discuss their child’s education program (examples: IHV, Conferences, pick up...).
7. SOHS staff will support families and collaborate with EI/ECSE staff in a child’s transition from EI services to ECSE services, from EHS services to HS services, from home-based services to center-based services or from SOHS services to another placement determined by the IFSP team. For each of these transitions there will be an IFSP meeting where the transition is indicated on the Placement page of the child’s IFSP. SOHS communicates with families that a child’s next transition is to be determined by the IFSP team. A child’s transition from Head Start services to public-school will additionally include the collaboration with School District staff. A public-school transition meeting will be held to develop the child’s Individual Education Plan. Please see [“Transition Policy 0-5”](#) for additional information.
8. SOHS in accordance with section 504 of the Rehabilitation Act and the Oregon Department of Early Learning Child Care Rules will provide individualized care for children with special needs. This care will also extend to children with a suspected disability while pending evaluation results and determination of eligibility. The care of children with special needs necessitates a comprehensive approach. When providing care for a child who has, or is at an elevated risk for, a chronic physical, developmental, behavioral, or emotional condition that



demands health and related services exceeding those typically required by children, SOHS will partner with the necessary agencies and professionals to develop and implement a documented Individual Care Plan and/or a guidance plan. For additional information on Individual Care Plans see "[Individual Care Plans – Medical, Nutrition, Safety](#)" policy and procedure. For additional information on guidance plans see "[Child Guidance Plan & Emergency Plan 0-5](#)" policy and procedure.