Disabilities Overview

GENERAL PLAN/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 collaborate with other agencies and professionals providing services to young children with disabilities in order to plan and coordinate services tailored to meet the needs of individual children.

HEAD START PROGRAM PERFORMANCE STANDARD:

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

- SOHS will actively recruit the application, enrollment, and attendance of children with disabilities. SOHS staff are informed of the Americans with Disabilities Act as it applies to our agency and a copy is posted at all worksites.

- SOHS will work cooperatively with other agencies to improve and coordinate services for children with disabilities.

- Each child will have a developmental screening and behavioral screening within 45 days of the first day of school. If indicated, the child will be referred, with parent permission, to the local Early Intervention/Early Childhood Special Education (EI/ECSE) agency for further evaluation.

- Eligibility for 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 Individualized Family Service Plan (IFSP) team meeting. During this team meeting, IFSP goals will be created and the child’s best placement will be determined.

- The SOHS Disabilities and Mental Health Department will ensure that the child’s IFSP goals, adaptations and modifications, are thoroughly evaluated and implemented in order to best serve the child’s needs within the Early Head Start or Head Start classroom. The

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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.

- SOHS teachers and specialists are required to implement individualized curriculum based on the child’s IFSP goals. Teachers and specialists are responsible for documenting the child’s progress on goal tracking sheets provided by the child’s IFSP case manager.

- Parents will be informed of their child’s progress on IFSP goals at school and will have the opportunity to meet regularly to plan and discuss their child’s education program.

- Teachers and EHS Specialist will attend mid and annual review IFSP team meetings and document notes in our agencies data system.

- Family Advocates and EHS Specialists will provide support to parents regarding their child’s Special Education services, including but not limited to, transportation and information.

- SOHS will assist in the transition of children with special needs from Early Head Start (EHS) to Head Start (HS), and from HS to Kindergarten. SOHS will also assist in the transition of children with special needs from EHS or HS to the agency where best placement has been determined.

- Staff and parents will be provided materials and training to prepare them for the entry of children with severe disabilities into the SOHS classroom.