

| Head Start Performance Standards | ECEAP Performance Standard |
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| 1302.60, 1302.61, 1302.62, 1302.63 | CO-2, 5, IA-2 |

Purpose

In our program we individualize education services and work in partnership with families and service providers (Part C/Part B) to support children with developmental delays, including those with Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP).

Process

Children with developmental delays and their families are welcome and included in all aspects of OESD Early Learning Programs. Their enrollment and participation in our program will not be denied or limited based on a developmental delay, ability or behavior challenge. Honor the family’s choices regarding services. Remember, it is the family’s decision to refer. It is our role to make sure families have all the information and support they need to make an informed decision for their child considerate of each family’s cultural values. Children can be identified for services through Part C/B using program screening tools or they may enter the program already connected to services.

Providing Ongoing Supports for Children and Their Families

- Observe children regularly and share assessment information with parents.
- Staff meet families where they are, in the moment. We partner with families to understand their perspective, any hesitancy or concerns about the referral and evaluation process.
- Support parents in completing forms and following the referral process to early intervention agencies or school districts. Ensure these partners provide interpretative services and translated forms for families who require them.
- Ask the family if/when they would like you to join as an advocate for any meetings involving the child’s referral and evaluation process (IFSP or IEP meetings).
- Support parents during the screening, referral, and evaluation process including what to expect in the process, defining terminology and timelines, and advocating alongside them in the process.
- Consult with the Disabilities Program Manager about any questions or concerns related to referrals.

Working with Children Receiving Early Intervention (Part C providers, birth to 3), Special Education (Part B providers, ages 3-21), and Related Services

- Request and receive a copy of the child’s IFSP/IEP from the Disabilities Program Manager. A current Authorization to Release and Exchange Confidential Information must be uploaded in ChildPlus under Disabilities tab. See Disability ChildPlus procedure.
- Collaborate with the child’s early intervention or special education service providers regarding strategies, goals, plans and other ways to support the child’s continued growth and development.
- Attend IEP/IFSP meetings and participate in Transition Planning Meetings.
- Maintain updated/current contact information for early intervention providers and school district Child Find personnel **and share this with families.**
- Early Learning staff engage in regular conversations with the family for updates, progress, and changes to IFSP/IEP services and they are documented.
- Contact your Disabilities Program Manager with any questions or concerns related to early intervention and special education services.

Inclusion of Children with Developmental Delays Procedure

Full Participation of Children with Developmental Delays and Their Families

Every Early Learning staff member will:

- Support each child and family in every learning setting
- Read and incorporate elements of the IFSP/IEP to inform individualized instruction and supports
- Support families in learning about their child's diagnosis, understand their rights per the Individuals with Disabilities Education Act 2004 (IDEA) Part B/Part C and access community resources as needed
- Collaborate with a child's family and IFSP/IEP service providers to integrate strategies, goals and supports in the home and classrooms. This could include inviting Part B/Part C providers to child conferences and/or joint home visits.
- Will individualize and provide accommodations and adaptations to the environment and curriculum to support the child's access and ability to fully participate in all aspects of the program.
- Discuss each child/family needs and progress regularly at Staffings
- Plan for and include children with suspected and identified developmental delays in all aspects of the program and in all family engagement activities.