

**SIUC HEAD START  
Operating Policies and Procedures Manual**

<b>Part 1308 Services for Children with Disabilities</b>	
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<b>Subject:</b> Disabilities Service Plan – Purpose and Scope	<b>Number:</b> H.08.1
<b>Service Area:</b> ECDHS- Services for Children with Disabilities	<b>Section:</b> Disabilities Service Plan
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.4 & 1308.4(b-d)

**POLICY:** A disabilities service plan is updated annually and used as a working document that outlines the implementation of Performance Standards by SIUC Head Start for children with disabilities.

**PROCEDURE:** The disabilities plan is to be reviewed by the Child Development Specialist in May with input and review by Policy Council and necessary revisions made to ensure all modifications are implemented.

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<b>Subject:</b> Designation of Disabilities Coordinator of Services	<b>Number:</b> H.08.2
<b>Service Area:</b> ECDHS- Services for Children with Disabilities	<b>Section:</b> Disabilities Service Plan
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.4(e)

**POLICY:** SIUC Head Start designates the Child Development Specialist as the coordinator of disabilities services to ensure completion/revisions to the disabilities service plan and management of the coordination of services for children and families.

**PROCEDURE:** The Child Development Specialist must work with parents, staff, and other agencies to ensure appropriate services are provided for children with disabilities. The Child Development Specialist in coordination with the Child Development Coordinator and Program Director will ensure the budget reflects available funding to serve the needs of children with disabilities.

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<b>Subject:</b> Disabilities Service Plan	<b>Number:</b> H.08.3
<b>Service Area:</b> ECDHS- Services for Children with Disabilities	<b>Section:</b> Disabilities Service Plan
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> 08/2003

**REGULATION REFERENCE:** Performance Standard 1308.4(f-g)

**POLICY:** The disabilities service plan must contain the following:

- Procedures for timely screenings
- LEA referral procedures
- Assurances of accessibility of facilities
- Plans to provide any necessary special furniture and equipment
- Transition strategies for children into Head Start and into the next placement.

**PROCEDURES:** N/A

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<b>Subject:</b> Disabilities - Interagency Agreements	<b>Number:</b> H.08.4
<b>Service Area:</b> ECDHS- Services for Children with Disabilities	<b>Section:</b> Disabilities Service Plan
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.4(l) & 1308.4(h)

**POLICY:** The Disabilities Service plans must include ways to develop specific interagency agreements that address:

- SIUC Head Start's participation in Child Find efforts
- Joint training
- Procedures for referral and evaluations
- Provision of services
- Transition
- Other mutually agreed upon items

**PROCEDURE:** SIUC Head Start collaborates with Tri-County Special Education Co-op (Jackson County) and Williamson County Special Education Co-op (Williamson County) through an interagency agreement to provide services for children diagnosed as having a disability.

Interagency agreements are reviewed within 2 months prior to their annual renewal date by the Child Development Specialist for necessary changes. Changes are then reviewed by the Child Development Coordinator and approved by the Program Director. Upon signature by the Head Start Program Director, the agreements are sent by the Child Development Specialist to the Directors of Tri-County and Williamson County Special Education Cooperative based on the annual renewal dates. A signed copy is given to the SIUC Head Start Director, Family/Community Partnership Coordinator, and the Child Development Coordinator for the purposes of documentation.

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<b>Subject:</b> Disabilities - Meeting Children's Needs	<b>Number:</b> H.08.5
<b>Service Area:</b> ECDHS- Services for Children with Disabilities	<b>Section:</b> Disabilities Service Plan
<b>Relevant Forms:</b> Disabilities Service Plan, IEP	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.4(i) & (j)

**POLICY:** The Disabilities Service Plan must provide options to meet children's needs and consider the child's strengths as identified in the IEP to ensure continuity of services between agencies.

**PROCEDURE:** The Child Development Specialist will collaborate with Special Education Co-op staff during the IEP meeting to decide if joint placement is appropriate with the SIUC Head Start program. If joint placement is found to be appropriate, both programs will work in partnership to determine necessary services and/or strategies such as transportation, additional materials, increased staff, use of volunteers, and supervised students.

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<b>Subject:</b> Disabilities - Staff Training	<b>Number:</b> H.08.6
<b>Service Area:</b> ECDHS- Services for Children with Disabilities	<b>Section:</b> Disabilities Service Plan
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.4(k)

**POLICY:** SIUC Head Start must provide training to program staff to obtain the necessary skills and knowledge to implement services for children with disabilities.

**PROCEDURE:** The SIUC Head Start training plan outlines annual training opportunities provided to appropriate program staff on a variety of general topics to support children with disabilities such as modifying environments, use of equipment/materials, recognizing signs/symptoms of a disability, new practices, and strategies to meet the needs of newly enrolled children with a condition requiring special skills or equipment.

Child Development Specialist will work with local community agencies, higher education institutions, Special Education Co-ops, and parents to ensure necessary ongoing and/or specialized training and technical assistance pertinent to a child's specific needs is implemented.

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<b>Subject:</b> Disabilities – Budgeting Funds	<b>Number:</b> H.08.7
<b>Service Area:</b> ECDHS- Services for Children with Disabilities	<b>Section:</b> Disabilities Service Plan
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> 08/2003

**REGULATION REFERENCE:** Performance Standard 1308.4(m-o)

**POLICY:** The program must maintain a level of fiscal support needed to serve the mandated 10% of children with disabilities addressing any allowable expenditure.

**PROCEDURE:** The Program Director in conjunction with the Child Development Coordinator will determine annually, generally in August the necessary funds to cover allowable expenditures such as, salaries, evaluation of children, services, additional staff, transportation costs, training and technical assistance and any special equipment and materials specifically needed to serve children with disabilities. The ECD budget will reflect a specific line designated for anticipated needs for the disabilities service area such as classroom supplies, specialized materials, etc.

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<b>Subject:</b> Disabilities – Recruitment and Enrollment	<b>Number:</b> H.08.8
<b>Service Area:</b> ECDHS- Services for Children with Disabilities	<b>Section:</b> Social Services Performance Standards
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.5(a)&(b)&(c)&(f)

**POLICY:** The program must utilize a systematic process based on the results of the community-wide strategic plan to recruit and locate children with disabilities including children with severe disabilities. Placement may not be denied if the parent wishes to enroll the child if he/she meets age/income guidelines, and Head Start is deemed an appropriate placement according to the child’s IEP.

**PROCEDURE:** The Child Development Specialist participates in the local Child Find, and transition meetings for children from the Part C agencies is used to assure enrollment of eligible children with disabilities including those with severe disabilities.

- The Child Development Specialist must maintain and keep locked, records of Child Find, Early Intervention Transition meeting notices, and notification of IEP meetings.
- Child Development Specialist and FCP coordinators develop a schedule of participation in Child Find by staff including FCSWs, Specialists and Coordinators.
- The lead agency provides the SIUC Head Start program with the list of families who participated. The lists are provided to the Program Systems Operation Coordinator who forwards the lists to centers for follow up by the FCSW’s within one month of receipt.
- The Child Development Specialist will distribute recruitment materials to early intervention providers, special education co-ops, and local school districts.
- Referrals from EI/Special Ed agencies are handled with priority year-round by the Child Development Specialist. Referrals/Interests are submitted to the Program Systems Operations Coordinator, she forwards to the appropriate center, the FCSW calls the family to schedule an enrollment within one month and follow up documentation is sent to the PSOC.
- *See agency recruitment plan in the ERSEA area procedures.*

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<b>Subject:</b> Disabilities - Files	<b>Number:</b> H.08.9
<b>Service Area:</b> ECDHS- Services for Children with Disabilities	<b>Section:</b> Social Services Performance Standards
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.5(b)

**POLICY:** The program must maintain confidential files for each child with a disability.

**PROCEDURE:**

- Children's disability files located at the central office (CD Specialist's desk) include the following:
  - Child and family demographic information
  - Copies of the child's screenings
  - Health and developmental history
  - Health information (i.e. physical, immunizations, dental, hearing and vision results)
  - Disability Release of Information
  - IEP
  - Copies of the monthly individualization activities
  
- A disability file located in the center director's office in which the child attends is to be kept separate from the child's enrollment file and in a locked file cabinet. Access is only to be granted to appropriate staff working with that child and family. The center file includes:
  - A copy of the child's IEP
  - Copies of the monthly individualization activities

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<b>Subject:</b> Disabilities - Resources and Placement	<b>Number:</b> H.08.10
<b>Service Area:</b> ECDHS- Services for Children with Disabilities	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.5(d) & (e)

**POLICY:** SIUC Head Start must access resources and plan for placement if Head Start is deemed an appropriate placement per the IEP. The child should not be denied enrollment due to staff attitudes, inaccessibility of facilities, need to access additional resources to serve a specific child, lack of familiarity with equipment, prosthesis, etc., and/or specialized health care such as toileting, feeding and suctioning.

**PROCEDURE:**

- The program collaborates with Special Education Co-ops during IEP meetings to determine appropriate placement and any other special considerations such as transportation needs, facility accessibility, or special equipment to meet the child's needs according to his/her IEP.
- Child development specialist provides on-going training and individual mentoring for program staff to lower apprehensions, increase familiarity with conditions or special equipment needed when working with children with disabilities.
- The Child Development Specialist and Health staff work together to ensure each child has proof of health requirements which includes: immunizations, physical, and hearing and vision results.

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<b>Subject:</b> Disabilities - Assessment, Referral, and Evaluation	<b>Number:</b> H.08.11
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.6 (a)-(e), 1308.19(a)-(k)

**POLICY:** The program must inform parents and coordinate with staff to ensure screenings are conducted within the child’s first 45 days of attendance. The program must implement on-going assessments to determine the child’s skill level, progress and identify the need for any further evaluation or program planning changes.

**PROCEDURE:**

Screenings

During the enrollment process, in agency newsletters, and during parent contacts, parents are notified about the screenings and the results. Children are screened by Supervising Teachers in the areas of development, sensory, and behavior within their first 45 days of attendance. The Child Development Specialist scores, monitors and inputs screening data into COPA. If a developmental, sensory or behavioral screening is two weeks from the due date and has not been completed a Screening Request form is completed by the Child Development Specialist and sent to the Supervising Teacher as reminder of the due date.

Screening tools used by the program are the Denver II (developmental), DASE (language), and DECA (behavioral).

**DENVERII EXCEPTION:** Those children who enter the program with an Individualized Education Plan (IEP) that states a disability other than speech/language should not be administered a developmental screening.

**DASE EXCEPTION:** Those children who enter the program with an Individualized Education Plan (IEP) that states a disability of speech/language should not be administered speech screening.

**DECA:** The supervising teacher is required to screen all new children entering the program after four weeks of observation but within the child’s first 45 days of attendance using the Devereux Early Childhood Assessment (DECA), a standardized behavior rating scale evaluating within-child protective factors in preschool children aged two to five years old.

Hearing and Vision Screenings are conducted and monitored by the Health/Nutrition staff.

Screenings with suspect results will have a follow up re-screen that occurs generally within 2 weeks and an observation of the child is completed by the Child Development or Health staff depending on the screening completed. A determination is then made by the Child Development Specialist or Health/Nutrition staff if a further, formal evaluation is needed.

### Referral

If a referral needs to be made to a Special Education Co-op to determine disability the following are the steps to follow:

- Child Development Specialist makes a copy of the screening(s)
- CD Specialist observes the child within 2 weeks and speaks with the teacher and/or the center director to gather input.
- The Supervising Teacher is instructed to contact the parent and inform them of screening concerns and to let them know the CD Specialist will be in contact the parent within 2 weeks to discuss a potential referral.
- The CD Specialist contacts the parent asking about
  - The parent's observations and any concerns
  - The screening results and staff observations
  - Any other pertinent information gathered
- The Child Development Specialist will provide a Disability follow up functioning form to the center for completion by the Supervising Teacher for the child. Once the form is completed by the designated due date it will be returned to the Child Development Specialist and the form is used to document action needed/taken.
- A disability release of information is either mailed to the parent or contact is made face to face in order to obtain a signature.
- Once the release of information is received by the CD Specialist contact will be made by the CD Specialist to the Special Education Co-op within 1 week as to the need for formal evaluation.
- A disabilities file that is kept by the Child Development Specialist must contain the following:
  - Child and family data sheet (from program database)
  - Disabilities release of information
  - Copies of screenings and other observation notes
  - Health and developmental history
  - Physical, immunizations
  - Hearing/Vision results
  - Other information pertinent to the referral
- An INA (individual needs assessment) meeting is set in coordination with the Special Education Co-op staff, Child Development Specialist and parent. During these meetings attendees discuss concerns and complete the domains form based on concerns of all in attendance. If the parent is unable to attend, Co-op/LEA staff, generally the social worker will make contact with parent to get more information and permission for evaluation.
- Time frames and dates for further testing are set by the Co-op/LEA staff.

## Evaluation

- All evaluations are administered by Special Education Co-op staff holding the appropriate credentials, licenses, or certification.
- From the time a parent's written signature is received agreeing to further evaluation the Co-op/LEA has 60 school days to complete evaluation and hold an IEP meeting to discuss the evaluation results and possible placement. Notification of the IEP meeting is sent by the Co-op or LEA to the parent and SIUC Head Start Child Development Specialist.
- Upon receiving the Notification of Conference Letter, the Child Development Specialist will send a copy to the parent as a reminder within the week that the meeting is scheduled.
- At the IEP meeting, evaluation results are shared by evaluators and a decision is made in conjunction with team members as to the need for services.
  - If the parent is in attendance and services are recommended, the team discusses the service options and a start date for services is set with the parent written permission.
  - If parents are not in attendance a member of the Co-op staff typically the social worker contacts the parent to explain testing results, potential services available, and get a signature of permission for services.
  - Services will begin within 10 days of the IEP meeting unless the parent signs the waiver form provided by the Co-op TAS.
- The Co-op staff designee must provide the parent and Child Development Specialist with a copy of the child's IEP.
- The Child Development Specialist must provide a copy of the IEP and an IEP documentation form for review/signature to the center the child attends within one week. The CD specialist, center director, and both teachers are to sign the form after reviewing the IEP. The form is then sent to the CD Specialist for documentation and filed in the central office disability file.
- Center directors develop a disability file for the child that is kept in a locked cabinet in the center director's office which includes
  - Signed IEP documentation form
  - Child's IEP
  - Copies of the monthly individualization activities completed to support IEP goals
- Teachers are required to begin bi-monthly individualized activities based on the IEP goals within two weeks after receiving a copy of the IEP. These activities are documented on the individualization forms and a copy is sent to the Child Development Specialist for purposes of monitoring and is kept in the child's central office disability file.

The child's center disabilities file is to be kept separate from the child's regular enrollment file.

All disability files are to be kept confidential and in a locked file cabinet.

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<b>Subject:</b> Disabilities - Eligibility Categories	<b>Number:</b> H.08.12
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> 08/2003

**REGULATION REFERENCE:** Performance Standard 1308.7(a-d) & 1308.8(a-c) & 1308.9(a-e) & 1308.10(a-d) & 1308.11(a-c) & 1308.12(a-b) & 1308.13(a-b) & 1308.14(a-c) & 1308.15 & 1308.16 & 1308.17(a-e)

**POLICY:** The program must comply with the IDEA eleven federal disability categories and/or state definition of these categories as follows:

- Health Impairment
- Emotional/Behavioral Disorder
- Speech or Language Impairment
- Mental Retardation (Cognitive Delay)
- Hearing Impaired including deafness
- Orthopedic Impairment
- Visual Impairment including blindness
- Learning Disabilities
- Autism
- Other Impairment (Developmental Delay/Impairment or other impairment that meets state-specific criteria for service to preschool children)

**PROCEDURE:** N/A

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<b>Subject:</b> Disabilities - Coordination/Communication with Component Staff	<b>Number:</b> H.08.13
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.18(a)&(b)

**POLICY:** The Child Development Specialist must work closely with the Health/Nutrition and Mental Health staff to ensure the assessment process leading to diagnosis and any necessary follow up is completed in an accurate, timely manner.

**PROCEDURE:** N/A

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<b>Subject:</b> Medication Dispensing	<b>Number:</b> H.08.14
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> 08/2003

**REGULATION REFERENCE:** Performance Standard 1308.18 (c)&(d)

**POLICY:** Prescribed medication will only be given if a written statement from the child's physician is on file at Head Start. Over-the-counter medication will not be dispensed at Head Start Centers.

**PROCEDURE:**

1. In order to give prescribed medication, a written statement from the child's physician must be on file at Head Start. The child's parents must complete a Request for Administering Medication at Head Start and a Release from Liability form. The child's physician must complete a Statement of Physician, which includes the medication log. The physician may also need to complete a Conditions and Limitations Physician Statement. Medication will not be given until all of the necessary forms are received.
2. Medication must be in its original container with the full pharmacy label attached, which is to include the child's name, physician's name, and full dosage instructions.
3. All medication, whether refrigerated or not refrigerated, will be kept in locked cabinets or containers, which are out of the reach of children.
4. The center director is responsible for determining who will dispense the medication and maintaining a Medication Record Log of the time, date, dosage, prescription number, and name of the persons dispensing the medication. The teacher or person dispensing the medication should record this information on the medication log and the Daily Health Observation.
5. After the medication is given for the first time and documented, a photocopy of the medication log shall be forwarded to the health/nutrition service area staff.
6. Teachers should use the Daily Health Observations to record any changes in behavior that may be attributed to the medication and discuss these changes with the child's parents. If the child is experiencing adverse reactions or other implications to the medication, health/nutrition service area staff should be informed and will work with the parent to ensure that the primary care physician is informed.
7. Center directors will ensure that medication logs are reviewed monthly with parents. Once the parent has reviewed the medication log, they should sign and date the bottom of the form in the blank space.
8. A copy of the medication log signed by the parent is to be forwarded to Health staff on the last working day of the month.
9. Health service staff are to review logs for any inconsistencies or issues. If any concerns are noted, the Health Consultant is to be contacted.

10. Health staff and/or the Health Consultant are available to train staff on appropriate methods of dispensing medication as needed.

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<b>Subject:</b> Disabilities - IEP Development	<b>Number:</b> H.08.15
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.19(a-d)

**POLICY:** SIUC Head Start must work collaboratively with Tri-County and Williamson County Special Education Joint Cooperatives to develop an IEP for enrolled children determined to have a disability.

**PROCEDURE:** The MDC team, consisting of Special Education Co-op Staff, Child Development Specialist, and parents discuss concerns, test results, eligibility criteria to determine services needed at the IEP meeting. Once the MDC team comes to an agreement, the IEP is completed outlining educational and other services to be provided to meet the child's needs in a least restrictive environment.

The Child Development Specialist will provide information regarding current screenings, student's performance, deficits, and observations from the classroom using the disabilities follow-up form.

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<b>Subject:</b> Disabilities - IEP Contents	<b>Number:</b> H.08.16
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> 08/2003

**REGULATION REFERENCE: 1308.19(e) & (f)**

**POLICY:** SIUC Head Start work collaboratively with the IEP teams at Tri-County, Williamson County Special Education Co-op, and the child's parents to develop the contents of the child's IEP.

**PROCEDURE:** SIUC Head Start does not develop an IEP on its own. The designee from the special education co-op which leads the IEP meeting uses the required IEP forms from the State of Illinois that include the following content:

- Conference Summary Report (i.e. demographic information for child/family, participants attending the IEP meeting, procedural safeguards)
- Parent/Guardian Notification of Conference Recommendations
- Present levels of Academic Achievement and Functional Performance (i.e. student strengths, effect of disability in the general education, parental input, present level of academic achievement, present level of functioning performance, social/emotional status, communicative status, motor abilities, independent functioning, hearing and vision results)
- Goals and Objectives/Benchmarks
- Educational Services and Placement (i.e. initiation of services date, minutes and duration of services)
- Educational Accommodations and Supports
- Assessment (i.e. classroom based, district-wide, state assessment, state assessment of language proficiency, assessment accommodations)

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<b>Subject:</b> Disabilities - Involving Parents in the IEP Process	<b>Number:</b> H.08.17
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.19(j)

**POLICY:** SIUC Head Start must assist parents, in a variety of ways to be actively involved in the IEP process.

**PROCEDURE:** The IEP process involves parents by first sharing screening results with them. If after the re-screen results are still of concern the teacher contacts the parent. The teacher will discuss any concerns that the parent and/or teacher may have with the results and that the Child Development Specialist will be contacting them.

The Child Development Specialist will then contact the parent to discuss further concerns, obtain a disability release, and will explain the referral process.

Parents are then notified of the Pre-Referral and IEP meeting via a conference notification letter which are generally sent from the Special Education Co-op. Conference Notification letters sent out by the Co-op or Head Start ensure the parent have a minimum of 10 days advanced notice of any meeting. Occasionally, the Special Education Co-op will request Head Start Child Development Specialist send a notification letter for a pre-referral meeting. The Child Development Specialist is to inform the Co-op if an interpreter is needed. The Special Education Co-op will arrange for an interpreter when necessary.

During the initial needs assessment meeting and the individual educational programming meeting parents provide input about observations of the child and vision for the child's programming.

If the parent is unable to attend the meeting, the notification of conference letter provides contact information of the Co-op staff to call and reschedule. Parents may also agree to attend the conference via telephone. The Special Education designee must contact parents a minimum of three times to provide notification. The Child Development Specialist sends a copy of the notification of conference letter to the parent, one week prior to the meeting and call to remind the parent of the conference the day before the meeting. These dates of notification are documented on the conference summary page of the IEP. If the parent is unable to attend the meeting, either a Special Education Co-op designee or the Child Development Specialist will review the results of the conference with the parent to secure their input and signature.

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<b>Subject:</b> Disabilities - IEP Implementation	<b>Number:</b> H.08.18
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.19(k)

**POLICY:** IEP accommodations and classroom activities must be implemented within two weeks or as soon as possible upon notification of need.

**PROCEDURE:** The Child Development Specialist will notify the center director, Child Development Coordinator, and Health/Nutrition Staff of any necessary accommodations outlined in the child's IEP. Those accommodations are to be made within two weeks. If accommodations are not possible within two weeks, the Child Development Specialist and the center director will work in conjunction to make accommodations as soon as possible.

The Child Development Specialist provides a copy of the child's IEP and the IEP documentation form, to the center for review and signature. The center director, supervising teacher, and teacher will sign the IEP documentation form after reviewing the IEP. Center Director then returns the signed IEP documentation form to the Child Development Specialist. This form is then placed in the central office disabilities file. After reviewing the IEP teachers are to implement classroom activities within two weeks.

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<b>Subject:</b> Disabilities - Nutrition Services	<b>Number:</b> H.08.19
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.20(a-d)

**POLICY:** The program must design and implement a comprehensive nutritional services plan to ensure any special dietary needs are met.

**PROCEDURE:**

- The Child Development Specialist in conjunction with the Health/Nutrition Coordinator to ensure any special dietary needs are met and children with disabilities may fully participate in meal and snack with their classmates.
- The Child Development Specialist must inform HNC of any special nutrition needs upon receiving the information and before a child with a disability enters the program.
- The Child Development Specialist will contact parent or therapists to provide staff with information related to the child that needs help with chewing, swallowing or feeding themselves.
- If the child has a special diet that needs to be accommodated the appropriate form will be used to document the nutrition accommodations that need to be made.
  - For a cultural, religious, ethical, or personal preference, the parent/guardian must indicate the accommodations on the Exemption statement and sign and date the form.
  - For a food allergy or other diagnosed health issue requiring a modified diet, the child's physician must complete the Child and Adult Care Food Program's Food Substitution Form and indicates the accommodations that need to be made.
  - Once the food substitution need is written, a red flag will be placed on the child's file indicating that there is a special health/nutrition related need to alert staff that review the file.
  - These special nutritional needs will be tracked in the referrals section of the COPA database to ensure that health/nutrition staff and center directors are aware of the accommodations that are needed. The Health/Nutrition Coordinator will share information with the Center Director and be available to answer any questions regarding the special diets.
  - Center Directors are responsible for notifying the kitchen staff and teachers about the special nutritional needs that need to be accommodated.
  - In addition, teachers are to review each child's file in their classroom to review entire information regarding a child's special nutritional need.

**SIUC HEAD START  
Operating Policies and Procedures Manual**

<b>Subject:</b> Disabilities - Parent Involvement	<b>Number:</b> H.08.20
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> Revised 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.21(a)(1-10)

**POLICY:** Through the collaborative efforts of component staff, FCSW's, and teachers, parents of children with disabilities are to be supported in participation and transition of their children into the program and into the public school.

**PROCEDURE:** The Child Development Specialist promotes parent involvement in the disabilities service area by:

- Providing information to parents on how to foster the development of their child, through IEP meetings, annual reviews, phone calls and/or home visits, and educational materials. Teachers will provide information to parents on how to foster the development of their child through home visits and parent/teacher conferences.
- Providing parents the opportunity to observe a variety of activities, such as large group, small group, mealtimes, and individual activities within the classroom by inviting them to come in and volunteer in the classroom.
- Providing assistance with follow-up activities through annual reviews, educational materials, and during formal and informal parent contact.
- Assisting parents in finding peer support groups by looking in the community resource guide, talking to the Special Education Co-ops, researching peer support groups on the internet, and talking to other parents who have children with disabilities.
- Working collaboratively with the Special Education Co-ops to inform parents of their rights under IDEA by providing parents with a copy and explanation of procedural safeguards during the initial needs assessment meeting and the individualized educational planning meeting
- Filling out necessary paperwork including the supplemental security income forms.
- Identifies needs of siblings and other family members through formal and informal contacts, home visits, Initial needs assessment meeting, individualized educational planning meeting, and annual reviews.
- Provide parents with educational materials to prevent disabilities among younger siblings.
- The health/nutrition staff will monitor the needs of the children through the early and periodic screening, diagnosis, and treatment regulations. The FCSW's informs parents of resources which may be available to them through home visits, community resource guide, and formal and informal contacts.

- Providing the parents with parent rights, educational materials, and resources on advocating for their child and their child's needs to build the parent confidence, skill, and knowledge.
- Advocating with the parent to ensure their child needs are met.
- Encouraging parents to gain skills and knowledge around how to access available resources by participating in monthly parents meetings, newsletters, parent/teacher conferences, home visits, family fun fairs, parent activities, and a variety of other program functions.

Classroom teachers promote parent involvement by:

- Providing activities to skills at home through weekly home activities or during parent contacts documenting them on the Progress and Planning form.

The classroom teacher and family/community service workers promote parent involvement by:

- Working with families are to identify needs of siblings and other family members through home visits, formal and informal contacts.
- Encouraging parents to gain skills and knowledge around how to access available resources by participating in monthly parents meetings, newsletters, parent/teacher conferences, home visits, family fun fairs, parent activities, and a variety of other program functions.

**SIUC HEAD START  
Operating Policies and Procedures Manual**

<b>Subject:</b> Disabilities - Parent Participation and Transition	<b>Number:</b> H.08.21
<b>Service Area:</b> ECDHS	<b>Section:</b> Services for Children with Disabilities
<b>Relevant Forms:</b> Located on P:/common drive	<b>Date Effective:</b> 08/2008

**REGULATION REFERENCE:** Performance Standard 1308.21(b & c)

**POLICY:** The program must assist parents of children with a disability in the process of transitioning out of the program and into the public school.

**PROCEDURE:** The Special Education Co-op schedules an annual review for each child by mailing a notification of conference form to the child's parent. Attendees at the annual review are the parent, Child Development Specialist, and other therapist and educators providing services. During the annual review team members share the child's current functioning levels, progress and concerns. Modifications and updates are made to the IEP as necessary and parents are given information about the receiving program's facilities, expectations, schedules, and staffing patterns.