

ADA POLICY

1302.60 Full participation in program services and activities.

A program must ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities.

1302.61 Additional services for children.

(a) *Additional services for children with disabilities.* Programs must ensure the individualized needs of children with disabilities, including but not limited to those eligible for services under IDEA, are being met and all children have access to and can fully participate in the full range of activities and services. Programs must provide any necessary modifications to the environment, multiple and varied formats for instruction, and individualized accommodations and supports as necessary to support the full participation of children with disabilities. Programs must ensure all individuals with disabilities are protected from discrimination under and provided with all services and program modifications required by section 504 of the Rehabilitation Act (29 U.S.C. 794), the Americans with Disabilities Act (42 U.S.C. 12101 *et seq.*), and their implementing regulations.

(b) *Services during IDEA eligibility determination.* While the local agency responsible for implementing IDEA determines a child's eligibility, a program must provide individualized services and supports, to the maximum extent possible, to meet the child's needs. Such additional supports may be available through a child's health insurance or it may be appropriate or required to provide the needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in section 705(9)(b) of the Rehabilitation Act. When such supports are not available through alternate means, pending the evaluation results and eligibility determination, a program must individualize program services based on available information such as parent input and child observation and assessment data and may use program funds for these purposes.

(c) *Additional services for children with an IFSP or IEP.* To ensure the individual needs of children eligible for services under IDEA are met, a program must:

(1) Work closely with the local agency responsible for implementing IDEA, the family, and other service partners, as appropriate, to ensure:

(i) Services for a child with disabilities will be planned and delivered as required by their IFSP or IEP



Children with special needs are accepted into the program under the guidelines of the American with Disabilities Act (ADA). Olympic ESD 114 is committed to meeting the needs of all children. Inclusion of children with special needs enriches the program environment and is beneficial for all staff, families and children. All families are treated with dignity and with respect for their individual needs and/or differences. All children are given the opportunity to participate in the program to the fullest extent possible.

Serving Children with Disabilities or Developmental Delays

The purpose is to individualize education services for children with disabilities.

- Complete the developmental and social emotional screening within 45 calendar days of the child's first day of service; and every year after that.
- Consult with the EHS/HS Child Development Program Manager about any child whose score is in the refer range.
- Teachers/primary caregiver/home visitor will complete the Disabilities Services Checklist.
- Teachers/primary caregiver/home visitor will observe and share assessment information with parents.
- Teachers/primary caregiver/home visitor/coaches/educarers will be familiar with Holly Ridge, our Local Education Agencies (LEA), and school district referral process.
- Know that some parents may have strong emotions when they hear their child may have developmental delays. Please ask for guidance if you are unsure what to say.
- Be aware of each family's culture and respect their choices concerning services.
- Use and complete the ongoing Disabilities Services Checklist during the referral process.
- Support parents in completing forms and following the referral process to start early intervention services.



- Consult with Child Development Program Manager about any questions or concerns related to referrals of children with concerns about development.

Inclusion of Children with Disabilities and Developmental Delays

- With parent's written permission, collaborate and communicate with the child's early intervention or special education staff about instructional strategies to support the child's progress and services.
- Receive a copy of the child's IFSP/IEP and keep a copy in the family file.
- Contact the EHS/HS Education Program Manager with any questions related to disability services.
- Be familiar with any accommodations and adaptations to the environment and activities necessary for the child's safety and full participation, and seek assistance from the EHS/HS Education Program Manager in providing these.
- Plan for and include children with disabilities in all aspects of the curricula.
- In collaboration with parents, incorporate the child's IFSP/IEP goals and plan for goals in the curriculum.
- Plan and individualize curriculum experiences to support the child's progress on the child's Individual School Readiness Goals.
- Include families of children with disabilities in all Early Head Start, Head Start and ECEAP family engagement activities.

Supporting family efforts

- Support parents during the screening, referral, evaluation, IEP/IFSP and transition meetings.
- Attend IEP/IFSP meetings to support the family.
- Know who to contact at the local early intervention and school district about early intervention or Special Education services.
- Help parents obtain information about their child's disability and be aware of community resources.
- Help parents understand their rights and responsibilities as outlined under Individuals with Disabilities Education Act 2004 (IDEA).
- Consult with HS/EHS Child Development Program Manager with questions or resource needs.
- Support parents and children with a smooth transition from Early Head Start to Head Start/ECEAP and to kindergarten.