

Inclusion of Children with Disabilities and Developmental Delays Guidance

Purpose

This document provides information about ways to recruit, enroll and individualize education services for children with disabilities.

Guidance

Recruiting children with disabilities

Children with disabilities and their families are welcome and included in all aspects of PSESD Early Learning Programs. Their enrollment may not be denied based on a child having a disability or developmental delay or behavior challenge.

- Actively recruit children through local school districts, agencies and programs that serve children with disabilities.
- Make sure information about the Early Learning Program is available at local Child Find activities/events and is provided to local early intervention agencies.
- Develop relationships with local school district special education staff to support transition of children from developmental preschool programs into the Early Learning Program.
- Contact the PSESD ERSEA Coordinator with any questions about the recruitment of a child with a disability.

Enrolling children with disabilities

- Use the information from application and enrollment (ERSEA) forms to prepare for the inclusion of children with disabilities.
- Consult with a PSESD Disabilities Consultant if you have questions or concerns about enrolling children with a disability.

Identifying children with developmental concerns

- Listen and ask questions about any concerns a parent may have about their child's development and behavior and discuss the information provided on the application and developmental enrollment form.
- Complete the developmental and behavioral screenings with the parent within 45 calendar days of the child's entry into the program.
- Consult with a PSESD Disabilities Consultant about any child whose score is in re-screen or refer range. Teachers complete the [Developmental Concerns/Disabilities Process Checklist](#).
- Observe children regularly and share assessment information with parents.
- Be familiar with the local early intervention agencies and school district referral process and timelines.
- Know that parents may have strong emotions when they hear their child may have developmental delays.
- Be aware of each family's culture and respect their choices concerning services.
- Use and complete the [Developmental Concerns/Disabilities Process Checklist](#) during the referral process.
- Support parents in completing forms and following the referral process to early intervention agencies or school districts.
- Consult with a PSESD Disabilities Consultant about any questions or concerns related to referrals of children with concerns about development.

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Early Intervention, Special Education and related services

- With parent's written permission, collaborate and communicate with the child's early intervention or special education staff about instruction strategies, the child's progress and services.
- Receive a copy of the child's IFSP/IEP from the parent and keep a copy in the family file.
- Share any concerns about the delivery of the services to the appropriate school district or special education staff.
- Contact the PSESD Disabilities Consultant with any questions related to disability services.

Full participation of children with disabilities and their families

- 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 PSESD in providing these.
- Plan for and include children with disabilities in all aspects of the curricula.
- In collaboration with parents, consider and incorporate the child's IFSP/IEP goals into the child's Individual School Readiness Goals.
- 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 with the parent if requested.
- 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 a PSESD Disabilities Consultant with questions or resource needs.

Interagency Collaboration

- PSESD Disabilities Consultants, Early Learning subcontractors, and the school district Special Education staff and early intervention providers meet every three years to review Interagency Agreements.
- PSESD Disabilities Consultants check in annually with directors to update Interagency Agreements if necessary.