

COMMUNICATION – EDUCATION AND DISABILITIES

Community Agencies:

The Education/Disabilities Director meets with community partners (DHS, Umatilla County Health, ESD, school district personnel) and other community agencies as needed, to address services to children with disabilities, education services, improvement of program and sharing of new information about their specific agency. Information affecting the agency is shared via administrative meetings, memos to appropriate staff. Concerns identified by staff within the agency may be addressed by specific appointment.

Services to Children with Disabilities:

The Family Advocates inform the Education/Disabilities Director upon receiving referrals for children with disabilities for potential enrollment. The Family Development Director informs the Education/Disabilities Director when children with disabilities are enrolled. Staff provides information via e-mail or in writing when parents have concerns about development and wish further observation or assessment. The Education/Disabilities Director provides updated list of children with disabilities to the appropriate staff (for monitors and maintenance of child files). Education staff communicates with parents regarding potential concerns, observations and referrals. The Education Managers and Education/Disabilities Director share information with staff on an as needed basis for specific disabilities as questions arise. The Education/Disabilities Director communicates with other Content Operations Directors as needed when issues and concerns arise.

Communication with Parents:

Home Visits-

Parents are able to communicate with staff and staff with parents through regularly scheduled home visits. Some activities provided on home visits for parents to communicate regarding their child's education program are:

- Share in information about their child and participate in the Developmental

Screening process-

- Give input on the Developmental history regarding their child's development
- Complete a Comprehensive Parent/Staff Conference, identifying their goals for their child and sharing observations of current levels of the child's abilities
- Give input on and completes the Portage Checklist and Portage Birth to Three with education staff to assist in determining child's goals.
- Discuss their child's progress on home visits or Comprehensive Parent/Staff Conference or during meeting scheduled for IFSP updates or revision.
- Visit informally with the education staff regarding concerns or to share successes
- Choose activities for their child to do with them during home visits and as "family activities" between home visits

Center Meetings and Activities-

Parents participate and communicate with education staff during scheduled or impromptu activities in the center such as:

- Attend comprehensive Staffing for the child when possible and participate as a team member in IFSP development
- Participate in the education/disabilities program development through committee meetings

- Act as a volunteer in the classroom, on field trips or participate as an education team member to present family celebrations, cultural activities or ideas for activities in the classroom
- Attend Parent/Staff conferences in the center
- Participate in the development of the parent area and classroom environment, giving ideas and sharing materials
- Participate in trainings designed to assist parents to better understand their child's behavior and development

Program Goals Committees-

Parents are invited to participate on the PC/SDC committees which will directly or indirectly affect their child's educational program, such as:

- Curriculum Committee/Literacy Committee
- Hiring committee
- Staff Development Committee
- Budget Committee
- Selection Committee
- Goals Committee

Written Communications-

Parents are able to communicate with staff and staff with parent through written communication. Some forms of written communication are:

- Reminders of agency events, scheduled home visits or staffings with parents
- Updates on child's progress
- Requests for information regarding the child's behavior or development
- Notices of school closure, delay or attendance issues
- Fliers for community resources or information

Verbal Communication-

Respectful verbal communication is an important part of the communication process. Parents can request information and staff responds or asks important questions regarding the child's development

Some examples of face to face communication are:

- Home Visits
- IFSP meetings
- Comprehensive Staffings
- Parent/Staff conferences
- Committee meetings and minutes
- Parent trainings
- Parent/staff events