

Head Start Suspected Disability

The screenshot shows the COPA system interface with the 'Primary Disability' form. The form includes fields for 'Professional Diagnosis to Determine Eligibility', 'Primary Condition - Broad Category', 'Specific Problem', 'Child receive Special Education Services with LEA/Public School', 'Child receive Part C Services of IDEA', and 'Disability/Dual Enrollment'. The 'Disability Status' dropdown menu is open, showing options: 'Certified IEP', 'No', 'Suspected', 'Certified IEP', and 'Certified IFSP'. The 'Suspected' option is highlighted. A red octagonal 'STOP' sign is overlaid on the right side of the form.

For Children with a Suspected Disability

- **Disability Status**

Select "Suspected"

- **Do not fill in any other information for a child with a Suspected Disability.**

- Children listed as having a suspected disability should be in the process of referral at CPS.



Head Start Diagnosed Disability

The screenshot shows the COPA system interface for entering disability information. The form is titled "Primary Disability" and includes the following fields and options:

- *Professional Diagnosis to Determine Eligibility:** Yes
- Diagnosis Date:** 02-02-2010
- *Primary Condition - Broad Category:** Non-Categorical/developmental delay (selected from a dropdown menu)
- Specific Problem:** Select
 - Autism
 - Developmental Impairment
 - Emotional/Behavioral
 - Health
 - Hearing Impairment/Deaf
 - Multiple Disabilities
 - Orthopedic
 - Learning Disability
 - Speech/Language
 - Traumatic Brain Disorder
 - Visual Impairment/Blindness
 - Other Impairments
 - Mental Retardation
 - Non-Categorical/developmental delay (highlighted)
- *Disability Status:** Certified IEP

Below the dropdown menu, there are checkboxes for various categories:

<input type="checkbox"/> Autism	<input type="checkbox"/> Develop	<input type="checkbox"/> Emotional/Behavioral
<input type="checkbox"/> Health	<input type="checkbox"/> Hearing	<input type="checkbox"/> Multiple Disabilities
<input type="checkbox"/> Orthopedic	<input type="checkbox"/> Learning	<input type="checkbox"/> Speech/Language
<input type="checkbox"/> Traumatic Brain Disorder	<input type="checkbox"/> Visual I	<input type="checkbox"/> Other Impairments
<input type="checkbox"/> Mental Retardation	<input type="checkbox"/> Non-Categorical/developmental delay	

For Children with a Diagnosed Disability

This section is completed only for children with a current IEP through the Chicago Public Schools.

Per the Individuals with Disability Act (IDEA), children two years six months or older can only be diagnosed with a disability through the Local Education Agency (Chicago Public Schools).

- **Professional Diagnosis to Determine Eligibility:** Select “Yes”
- **Diagnosis Date:** This is the date the IEP or Eligibility Conference was held, which can be found in the upper right corner of the IEP cover sheet.
- **Primary Condition – Broad Category:** Select the child’s primary disability as reported on the IEP in Section 2. In the sample IEP on the following page the child’s disability is “**Developmental Delay**”, which is the last selection on the drop-down menu “**Non-Categorical/developmental delay**”.

Head Start Diagnosed Disability – Sample IEP

Chicago Public Schools Individual Education Program (IEP)		
1. Identification Information		
Student Name:	Date of Meeting: 2/2/2010	
Student ID:	Gender:	Current CPS School: Non-attending (William G Hibbard Elementary School) Phone: (773) 534-5191 Area: 01 School ID: 609994
Birth Date:	Grade: 20 (Half-Day)	Homeroom/Division: N/A
Parent/Guardian:	Case Manager/Telephone: Juliana Youkhana McNally, (773) 534-5191	
Address:	Date of Most Recent Evaluation:	
Parent's Phone Numbers Home Voice:	Date of Next Proposed Reevaluation: 2/2/2013	
2. Disability		
Developmental Delay		
3. Purpose of the Conference		
Purpose of the Conference: Initial Eligibility		

Diagnosis Date

Primary Condition

Head Start Diagnosed Disability

Primary Disability		Diagnosis Date
*Professional Diagnosis to Determine Eligibility	Yes ▾	02-02-2010
*Primary Condition - Broad Category	Non-Categorical/developmental delay ▾	
Specific Problem		*Disability Status: Certified IEP ▾
*Child receive Special Education Services with LEA/Public School:	Yes ▾ Chicago Public Schools ▾	
*Child receive Part C Services of IDEA:	▾ Please Select ▾	
Disability/Dual Enrollment:	Blended Classroom ▾	
	Albany Park Community Center ▾ Kimball ▾	

For Children with a Diagnosed Disability (continued)

- **Specific Problem:** This section is not completed.
- **Disability Status:** Select “Certified IEP”.
- **Child receive Special Education Services with LEA/Public School:** If child is receiving services at CPS, select “Yes”. If the child is not receiving services at CPS, select “No” and state the reason the child is not receiving services in the comments section.
- **Child receive Part C Services of IDEA:** Does not apply to Head Start children.
- **Disability/Dual Enrollment:** All children who receive CPS services and attend Head Start have “Dual Enrollment”. If possible, provide the specific CPS program model the child receives by referring to the “Description of Educational Settings” in section 12 of the IEP – Justification of Placement in the Least Restrictive Environment (LRE). See following page for an example with a sample IEP describing a Blended Classroom. **Select your agency and site from the next two drop-down menus.**

Head Start Diagnosed Disability – Sample IEP

12. Justification of Placement in the Least Restrictive Environment (LRE)

The Individuals with Disabilities Education Act (IDEA) presumes that students with disabilities will be educated in the general education classroom with their non-disabled peers with the appropriate supplementary aids and services UNLESS there is educational justification for services in a separate setting. A full elementary instructional week is 1500 minutes and a full high school instructional week is 1610 minutes. The bell-to-bell elementary week is 1725 minutes. The bell-to-bell high school week is 1875 minutes. Preschool students in a full-day program have 750 instructional minutes and 803 bell-to-bell minutes.

Specialized Instruction Area and/or Related Services	Modification or Accommodation	Frequency and location of Special Education/Related Services Frequency should be noted in number of minutes per week		
		Direct Services in Regular Class	Direct Services in Separate Class	Community-based Instruction
Language Arts/English/Reading	Yes	200 MPW		
Social/Emotional	Yes	100 MPW		
Independent Functioning	Yes	100 MPW		
Speech • Speech/Language	Yes		15 MPW	
Social Work • Social/Emotional	No		7 MPW	
TOTAL # of minutes per week (MPW)		400 MPW	22 MPW	0 MPW

Consultation/Collaboration Subject	Consultation/Collaboration Will Occur Between the Following Providers
Speech/Language	Speech Pathologist to Special Education Teacher

Description of educational settings:

General education setting full time with supplementary aides and services: Rejected

Rationale:

Option was determined not appropriate to meet behavioral/emotional needs.

General education with special education support 20% or less of the school day outside the general education setting : Accepted

Rationale:

Option was determined appropriate to meet student needs.

- Total amount of direct special education and related services: 422 minutes per week
- Percent of time is ~~provided~~ from general education classroom for special education (20% or less of time outside general education class)

Description of educational settings:

General education setting full time with supplementary aides and services: Rejected

Rationale:

Option was determined not appropriate to meet behavioral/emotional needs.

General education with special education support 20% or less of the school day outside the general education setting : Accepted

Rationale:

Option was determined appropriate to meet student needs.

Related services provided in a setting with non-disabled peers:

- Speech services cannot be provided in a setting with non-disabled for the following reasons:
behaviors require a small group instruction and a contained environment to help her focus on tasks presented. Time in a general education classroom will be considered when/ if it becomes appropriate.
- Social Work services cannot be provided in a setting with non-disabled for the following reasons:
presents with impulsive behavior, low tolerance to frustration, and poor social skills. She is mostly self-directed and communicates mainly with sounds and gestures. Small group activities are recommended to provide one on one attention and re-focus the student when necessary.

Head Start Diagnosed Disability




Training & Resources

HR
Family
Child
Enrollment
Sites
Reports
Log Out

Secondary Disability					
<input type="checkbox"/> Autism	<input type="checkbox"/> Developmental Impairment	<input type="checkbox"/> Emotional/Behavioral			
<input type="checkbox"/> Health	<input type="checkbox"/> Hearing Impairment/Deaf	<input type="checkbox"/> Multiple Disabilities			
<input type="checkbox"/> Orthopedic	<input type="checkbox"/> Learning Disability	<input type="checkbox"/> Speech/Language			
<input type="checkbox"/> Traumatic Brain Disorder	<input type="checkbox"/> Visual Impairment/Blindness	<input type="checkbox"/> Other Impairments			
<input type="checkbox"/> Mental Retardation	<input type="checkbox"/> Non-Categorical/developmental delay				

Special Education/Related or Part C Services Received												
IEP - School District/Public School:	Chicago Public Schools ▾		Chase Elementary School									
IFSP - School District/Regional Center or CFC:	Please Select ▾											
Head Start/Early Head Start attended IEP/IFSP Meeting:	Yes ▾											
IEP Dates:	<table border="0" style="font-size: small;"> <tr> <td style="text-align: center;">Start Date</td> <td style="text-align: center;">Expiration Date</td> <td style="text-align: center;">Hrs:Min</td> <td style="text-align: center;">Transition / Status</td> </tr> <tr> <td style="text-align: center;">02-02-2010 </td> <td style="text-align: center;">02-02-2011 </td> <td style="text-align: center;">7 2</td> <td style="text-align: center;">In Progress ▾</td> </tr> </table>	Start Date	Expiration Date	Hrs:Min	Transition / Status	02-02-2010	02-02-2011	7 2	In Progress ▾			
Start Date	Expiration Date	Hrs:Min	Transition / Status									
02-02-2010	02-02-2011	7 2	In Progress ▾									
	Comments: <input style="width: 90%;" type="text"/>											

For Children with a Diagnosed Disability (continued)

- **Secondary Disability:** If a secondary disability is identified on the IEP, select the appropriate box in this section.
- **IEP – School District/Public School:** Select Chicago Public Schools. In the second box, enter the name of the school where the child is receiving services.
- **IFSP – School District/Regional Center or CFC:** Does not apply to Head Start children.
- **Head Start/Early Head Start attended IEP/IFSP Meeting:** Select “Yes” if Head Start staff accompanied parent to the IEP meeting. Select “No” if Head Start staff did not attend the meeting.

Head Start Diagnosed Disability – IEP

The screenshot shows the COPA system interface with a navigation bar at the top containing 'HR', 'Family', 'Child', 'Enrollment', 'Sites', 'Reports', and 'Log Out'. A 'Training & Resources' button is also visible. The main content area displays three rows of data for IEP, IFSP, and IEP/IFSP Service Plan/Implementation Plan Dates. Each row includes fields for Start Date, Expiration Date, Hrs:Min, and Transition / Status, along with a Comments field.

Category	Start Date	Expiration Date	Hrs:Min	Transition / Status
IEP Dates:	02-02-2010	02-02-2011	7 2	In Progress
IFSP Dates:				
IEP/IFSP Service Plan/Implementation Plan Dates:	02-02-2010	02-02-2011	7 2	In Progress

For Children with a Diagnosed Disability (continued)

- **IEP Dates:**

- **Start Date and Expiration Date:** Start date is the date of meeting (2/2/2010 in the sample IEP) and the expiration date is a year later (2/2/2011). IEPs are valid for one year.
- **Hrs:Min:** The total number of minutes can be found in section 12 of the IEP, which need to be converted to hours and minutes to be able to enter in COPA. In the example on the following page, the minutes of service in a week is 422, which converts to 7 hours and 2 minutes.

For hours, take the total minutes and divide them by the number of minutes in an hour $422 \div 60 = 7.033$. The number of hours is 7 (*but the minutes are not .033*).

For minutes, convert your hours back to minutes $7 \times 60 = 420$ and then subtract from the total minutes $422 - 420 = 2$. The number of minutes is 2.

- **Transition/Status:** Focus on the status of the IEP. If the IEP is current, select “In Progress”. If/when the child’s IEP expires, select “Completed”.
 - **Comments:** Enter any important information.
- **IEP/IFSP Service Plan/Implementation Dates:** Enter the same information used for IEP Dates.

Head Start Diagnosed Disability – Sample IEP

To complete the remaining information, you will need to refer to the grid found in section 12 of the IEP as shown in this sample. Children may not receive some of the therapies listed; make sure it is indicated in the grid on the IEP. The amount of time is usually reported on the IEP as minutes per week (mpw), but sometimes the services are reported as minutes per month (mpm). Should the time be written as per month, divide the monthly number by 4 weeks and enter that number. For example, if the child receives 120 minutes of a service per month, that would convert to 30 minutes per week.

12. Justification of Placement in the Least Restrictive Environment (LRE)

The Individuals with Disabilities Education Act (IDEA) presumes that students with disabilities will be educated in the general education classroom with their non-disabled peers with the appropriate supplementary aids and services UNLESS there is educational justification for services in a separate setting. A full elementary instructional week is 1500 minutes and a full high school instructional week is 1610 minutes. The bell-to-bell elementary week is 1725 minutes. The bell-to-bell high school week is 1875 minutes. Preschool students in a half-day program have 750 instructional minutes and 863 bell-to-bell minutes.

Specialized Instruction Area and/or Related Services	Modification or Accommodation	Frequency and location of Special Education/Related Services Frequency should be noted in number of minutes per week		
		Direct Services in Regular Class	Direct Services in Separate Class	Community-Based Instruction
Language Arts/English/Reading	Yes	200 MPW		
Social Emotional	Yes	100 MPW		
Independent Functioning	Yes	100 MPW		
Speech ● Speech/Language	Yes		15 MPW	
Social Work ● Social/Emotional	No		7 MPW	
TOTAL # of minutes per week (MPW)		400 MPW	22 MPW	0 MPW

Consultation/Collaboration Subject	Consultation/Collaboration Will Occur Between the Following Providers	Frequency of Consultation/Collaboration
Speech/Language	Speech Pathologist to Special Education Teacher	15 minutes quarterly

Head Start Diagnosed Disability – IEP

The screenshot shows the COPA system interface with the 'Child' tab selected. The interface includes a navigation bar with tabs for HR, Family, Child, Enrollment, Sites, Reports, and Log Out. Below the navigation bar, there are two main sections: 'Occupational Therapy Dates' and 'Physical Therapy Dates'. Each section contains a table with columns for Start Date, Expiration Date, Hrs:Min, and Transition / Status. Below each table is a 'Comments:' field.

Occupational Therapy Dates:	Start Date	Expiration Date	Hrs:Min	Transition / Status
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Comments: <input type="text"/>			

Physical Therapy Dates:	Start Date	Expiration Date	Hrs:Min	Transition / Status
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Comments: <input type="text"/>			

For Children with a Diagnosed Disability (continued)

In the sample IEP, the child does not receive Occupational or Physical Therapy, so it would be left blank. If the child does receive these services, as indicated in the grid, follow the directions below.

- **Occupational Therapy Dates:**
 - **Start Date** and **Expiration Date:** Enter the same dates as used for the IEP start and end dates.
 - **Hrs:Min:** Enter the number of hours and minutes per week as described in the directions for IEP Dates.
 - **Transition/Status:** Enter as described for IEP status.
 - **Comments:** Enter any important information
- **Physical Therapy Dates:** Follow the same directions as above.

Head Start Diagnosed Disability – IEP

Educational Therapy Dates:	Start Date	Expiration Date	Hrs:Min	Transition / Status
Language/Reading	02-02-2010	02-02-2011	6 40	In Progress
Mathematics	02-02-2010	02-02-2011		
Independent Functioning	02-02-2010	02-02-2011		

Comments: Social Emotional 100 mpw

For Children with a Diagnosed Disability (continued)

- Educational Therapy Dates:** In the sample IEP, the child is receiving services for “Language Arts/English/Reading” and “Independent Functioning” and so is receiving educational therapy. Enter the Start Date, Expiration Date, and Status as described previously. The hours and minutes may be different than the total hours and minutes entered for the IEP. The Educational Therapy is provided in the classroom, which is a total of 400 minutes per week in the example. This is entered as 6 hours and 40 minutes. The information for Social Emotional was noted in the comments since there is not a space provided in COPA for this area.

Head Start Diagnosed Disability – IEP

The screenshot shows the COPA system interface with a navigation bar at the top containing 'HR', 'Family', 'Child', 'Enrollment', 'Sites', 'Reports', and 'Log Out'. The main content area is divided into several sections:

- Speech/Language Therapy dates:** A table with columns: Start Date (02-02-2010), Expiration Date (02-02-2011), Hrs:Min (15), and Transition / Status (In Progress). Below this are fields for Social Work Services, Nursing Services, and Transportation, each with Start and Expiration date pickers.
- 504 Plan Dates:** A table with columns: Start Date, Expiration Date, Hrs:Min, and Transition / Status.
- Case Management Dates:** A single date picker field.
- Comment:** A large text area for entering notes.

For Children with a Diagnosed Disability (continued)

- **Speech/Language Therapy Dates:** If the IEP indicates the child is receiving speech/language therapy, enter the information as described previously. The sample IEP on page 8 shows the child is receiving 15 minutes per week.
- **Social Work Services:** If the IEP indicates the child is receiving social work services, enter the dates as described previously.
- **Nursing Services:** If the IEP indicates the child is receiving nursing services, enter the dates as described previously.

Head Start Diagnosed Disability – IEP

15. Transportation
<i>In most situations, if a student is attending her attendance area school, it is expected that she can walk to school except in unique circumstances. In cases where transportation is a necessary related service, it is expected that almost all children will be able to travel with non-disabled children.</i>
is eligible for transportation as a related service.
Justification for Transportation: Other: Her home school does not have the appropriate program that she needs at this time so she must be transported to another school that has the necessary program.
Options: Transportation services will be provided by CPS. An aide is required for the following reasons: Due to her safety issues and age.

For Children with a Diagnosed Disability (continued)

- **Transportation:** Refer to section 15 of the IEP to see if the child qualifies for Transportation. If transportation is indicated, as it is in the example, complete the dates as previously described. The Transportation section of COPA must also be completed for all children receiving services whether or not they qualify on the IEP. See the Transportation COPA Manual for more information.
- **504 Plan Dates:** Does not apply to Head Start children.
- **Case Management Dates:** This section can be left blank.
- **Comments:** Provide and information pertaining to the child’s disability status including the ways the services are being monitored. Many disability coordinators prefer to keep more detailed notes in the Child Case Notes section of COPA. It is not necessary to enter detailed notes in both this and in the Case Notes. However, on this page enter critical dates, a brief explanation of what occurred, and add a reference to Case Notes. For example, “1/10/2011: Spoke to the case manager at the child’s home school regarding annual IEP meeting – see case notes.”