



Children's Center for
the Visually Impaired

Family Handbook

2023-2024 School Year

Children's Center for the Visually Impaired
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Welcome to Children's Center for the Visually Impaired

We are delighted that you have chosen us to provide for the needs of your child. The Parent Handbook has been written to describe our program, philosophy, and policies. Please carefully read this handbook and keep it for future reference. Our staff would be happy to address any questions or concerns. Once again, welcome!

Mission Statement

The mission of Children's Center for the Visually Impaired is to prepare children with visual impairments, including those with multiple disabilities, to reach their highest potential in the sighted world.

Our Philosophy

Children's Center for the Visually Impaired believes...

- Children have a right to reach their highest potential.
- Families provide the most significant role in the healthy development of a child.
- Our staff offers exceptional expertise, compassion, and hope for children who are visually impaired and their families.
- Our volunteers and contributors most generously dedicate their time, talent, and funds.
- Educating the community and advocating for children who are blind or visually impaired is our responsibility.

Our Promise

Children's Center for the Visually Impaired was founded as an educational facility to address the needs of infants and children with visual impairments. Over 85% of what a child learns is derived through vision and incidental learning before the age of five.

Vision is the sense, which in conjunction with the other senses, provides information and understanding about the world. Vision provides the motivation to explore one's environment and to understand one's position in space, and it is an important modality for the acquisition of speech and language. We believe vision is so crucial to the early development of a child that it is imperative we provide early intervention to help develop the other senses, to maximize the child's residual vision and to integrate visual and compensatory strategies into daily routines, play activities, and all learning opportunities.

We want to empower both children and families to function successfully in the world. Therefore, educating parents about their child's visual issues is a priority and is done on an individual basis as well as through group meetings.

By providing an atmosphere that is rich in diverse experiences, focused on potential rather than limitations and based on sound educational principles and best practice, we are preparing our children for continued success long after they transition out of CCVI and into their home school districts.

Admissions Policy

Children's Center for the Visually Impaired is a 501(c)(3), state approved educational facility that contracts with area school districts and private individuals, a Missouri licensed childcare facility. Our programs serve children from birth to 6 years of age. Enrollment is accepted year-round.

Our Programs

Children's Center for the Visually Impaired is the only school in the Kansas City area that offers specialized services for blind and visually impaired children. CCVI provides a comprehensive program, including specialized instruction, individualized therapy, and supportive family education.

Early Intervention Program

In-home services for ages 0-3 with a focus on maximizing use of functional vision, minimizing developmental delays, and developing the use of all senses. Our Early Intervention Program was designed to address the following goals:

- Maximize visual functioning. Over 90% of the legally blind population has some residual vision. The providers from the Early Intervention Program help each child use their functional vision to learn.
- Develop the other senses. Experts have stated that 85% of what a sighted child learns is learned through incidental vision before the age of five. The other senses of a child with a visual impairment are not automatically enhanced. Optimal development of the other senses comes about through planned intervention strategies and learning experiences.
- Anticipate hurdles commonly facing infants and toddlers with visual impairments. A proactive approach is taken to minimize developmental delays associated with visual impairments.
- Offer support to families and caregivers. Pertinent medical and developmental information is shared while designing activities for the family to help their child achieve the IFSP goals. CCVI has an active parent group and Early Intervention Program families are encouraged to attend.

Service Coordination is provided through the state-wide Missouri First Steps program as legislated under the Individuals with Disabilities Education Act (IDEA), Part C Program for children ages 0-3. CCVI staff does not provide service coordination. All services are determined with the family through the IFSP (Individual Family Service Plan) and must be approved by the Service Coordinator.

Early Learning Academy

Our Center-based Program is center based care for ages 2-6 designed to enhance learning skills, prepare for inclusion, Kindergarten readiness, and expanded core curriculum for real life experiential learning opportunities.

Enrollment

All Preschool Program students must have a completed enrollment packet on file prior to their first day which must include:

- Copy of your child's birth certificate
- Copy of your child's immunization records
- Annual physical and medical examination report completed by physician
- Annual eye examination and completed eye report form (not required for sighted peers)
- Emergency Medical Treatment Consent Form
- Notice of Privacy Practices
- Additional forms as needed

Hours of Operation

CCVI's Administrative Office is open Monday-Friday from 8:00 a.m. – 4:00p.m.

The **Early Learning Academy (ELA)** has two options available for program attendance:

Half day option Tuesday-Friday

Morning Session: 8:15 a.m. – 11:15 a.m.

OR

Afternoon Session: 12:00 p.m. - 3:00 p.m.

Full day option

Monday: 8:15 a.m. – 12:00pm

&

Tuesday- Friday 8:15 a.m.- 3:00 p.m.

The **Toddler classrooms** are half-days Tuesday-Friday with a morning or afternoon option for program attendance:

Morning Session: 8:15 a.m. – 11:15 a.m.

OR

Afternoon Session: 12:00 p.m. - 3:00 p.m.

Arrival and Departure

Being prompt to the start of sessions help children develop a good attitude about the importance of school. When children are late, they often feel that they have missed out on something. Late arrivals are also distracting to the other children. The therapy and classroom schedules are full and rely on the consistent attendance of our students. Please help us provide a full session of services to your child by being on time.

Please notify the school if you are going to be late for pick-up, as we need to make staff adjustments to provide adequate supervision of the children who are waiting to be picked up.

Please notify CCVI if an emergency prevents you from picking up your child. Should you send someone other than those listed on your child's enrollment packet, please notify us ahead of time. I.D.'s will be checked upon arrival.

If your child is transported by the school district or any other means of transportation, please notify the bus driver and the teacher of your plans for picking up your child yourself. Beginning in August 2022, all persons picking up a student (including parents) must have a copy of their driver's license/state ID on file. Copies can be made in the office and will be maintained in your child's file.

If you have any legal paperwork regarding care and custody of your child, please make sure to share a copy with the CCVI front office for your child's file. Students will be automatically released to parents listed on the child's birth certificate unless a copy of legal paperwork is on file at CCVI with specific legal guidance. Parenting plans will not be enforced by staff at CCVI.

Tuition and Therapies

All children at CCVI receive some subsidized funding to cover the gap between the actual cost of CCVI services and reimbursement/payments by the state, school district or parent pay.

- State or School District
If tuition and therapy fees are paid for by your school district, Missouri First Steps, or another source, billing is managed by the CCVI bookkeeping staff.
- Parent Pay
Parent Pay Tuition for classroom instruction is based on a sliding fee schedule and is set in a meeting with the Director of Education and Vision Services and the Director of Therapy and Early Intervention. Parents will sign a parent pay agreement before the child's first day of attendance.

Tuition/therapy invoices will be sent out no later than the 10th of the following month the services were provided (ex: March 10th for Feb). Payment is expected within 30-days of the invoice date.

As the tuition rates that CCVI charges families do not cover the actual cost of educating each child, CCVI will fundraise throughout the year to make up that gap. While CCVI encourages family involvement with their time, talent and/or other financial contributions, volunteers will not receive any financial compensation for their involvement with fundraising efforts including tuition assistance.

Medical Insurance Payment for Out-Patient Services

As an early childhood educational setting, CCVI does not bill insurance or participate as an in-network provider with any insurance carriers. Individual therapy services and/or tuition are billed to contracting agencies such as school districts, the Missouri First Steps program, Missouri county boards, and parents as per written agreement. If your child is receiving services through a parent-pay arrangement, services such as physical, occupational, and speech-language therapy may be reimbursable by your insurance company after payment is made by you to CCVI. If interested in pursuing reimbursement, it is the parent's responsibility to determine eligibility and individual benefits for your child. You will need to do so by contacting your insurance carrier and requesting information pertaining to out-of-network services and the self-submission process. Our organization cannot guarantee reimbursement; however, CCVI can provide payment receipts and therapy codes to families for submission to insurance plans for reimbursement of services after payment has been made to CCVI for services rendered.

Sighted Peers

Sighted Peers are incorporated into classrooms with the goal of creating a community of learners where every student is a contributing member where individual skills, talents, and abilities are strengthened. All children learn from one another and realize from an early age that we all have differences and similarities. Visual impairment should not create a barrier to friendship. The Sighted Peer Program is a vital part of our early childhood special education classroom instruction. The Sighted Peer Program provides typically developing children an opportunity to interact with same-age peers who are receiving specialized instruction in a developmentally appropriate classroom. This "inclusion" program provides a stimulating and challenging environment that offers all children a wide range of learning opportunities.

Research-based practices tell us that typically developing peers are positive role models for students with disabilities. Inclusive preschool environments promote belonging, friendships, understanding, and acceptance of others that are different. Sighted Peer students learn confidence, empathy, and school readiness skills while supporting the educational needs of their peers by being a leader and a friend. This model provides a wide range of learning opportunities that are both stimulating and challenging for both groups of children. The program also promotes belonging, friendships, understanding and acceptance of others who are different.

Children selected to serve as peer role models must demonstrate developmentally appropriate speech, language, social skills, and behaviors. Peer Models must be able to communicate clearly, interact well with others, model cooperative interactions and follow directions.

Students who apply for this placement will be screened for eligibility before being invited to participate as a Sighted Peer. Eligibility criteria includes, but is not limited to:

- Age 2 or older by August of the current school year
- Separates easily from
- Able to follow rules and routines
- Can independently attend to a preferred/self-directed activity for at least 5 to 10 minutes
- Able to play beside and/or with other children while sharing the same bin of toys
- Talks to or interacts with other children while playing

- Speech is developmentally appropriate for
- Can understand and answer simple questions
- Is well-coordinated and able to walk, run, jump, and climb
- Consistent attendance

Upon invitation to participate as a Sighted Peer at CCVI, all enrollment procedures must be completed.

A 3-week trial enrollment period will take place before placement as a Sighted Peer Model becomes permanent.

Families of children accepted as Sighted Peers must commit to having their child attend when the program is in session, provide transportation to and from preschool, and sign an agreement letter.

Full Day PreK 4 full days \$765.00 (without lunch) or \$860.00 (lunch included)

Full Day PreK 2 full days \$410.00 (without lunch) /\$460.00 (lunch included)

Half Day preschool 4 half days \$410.00/ 3 half days \$310.00/ 2 half days \$205.00

Sighted Peer Program Qualifications

Sighted Peer Program seats are extremely limited per classroom. Sighted Peers are children, aged 2-5 and pre-kindergarten, without special needs who demonstrate average to above average skills in the areas of play, social, behavior, speech, language, and motor. Additionally, all peer models must be independent with toileting. Children must be at least 2 years old by July 31 of the current school year to be eligible.

All Sighted Peer applicants must participate in a developmental screening as part of the consideration process. The screening instrument used is the Developmental Indicators for Academic Success, 4th edition or the DIAL IV. This screening tool provides information about the child’s development in Vision, Hearing, Language, Motor, Concepts, Self Help and Social Skills.

This screening can be scheduled when the Director of Student Services contacts you regarding your interest form submission. If your child has participated in this same developmental screening opportunity through your local Parents As Teachers program within the last 6 months, you may also share the screening summary with CCVI to review. The screening summary must contain information related to all areas of development.

For additional information regarding developmental milestones for young children, please see the following link: [CDC Milestones for ages 2 months to 5 years of age](#)

If you have concerns regarding your child's development, please contact your local school district. Should you need assistance with this process, please contact Sarah Birk, Director of Student Services at CCVI.

Hot Lunch Program

CCVI offers a hot lunch program catered by a local third-party vendor to full day students contracted by school districts. Full day parent-pay students have the option to receive lunch at an additional cost or students may bring a sack lunch from home. Half day students will receive a snack during their session. Children will be provided with a variety of foods to practice self-feeding skills. A monthly lunch menu will be provided prior to the start of the month. Please let us know if your child has any allergies to any foods or any special instructions regarding eating. Parents are welcome to provide snacks for their child’s classroom.

Nut Free Policy

Due to student allergies, foods containing nuts or peanut products will not be served in the classrooms. This includes products processed in facilities that also process nuts. Please read all food labels carefully.

Birthday Celebrations

Families are encouraged to bring non-food items to celebrate holidays or birthdays. If food items are brought in, please make sure they are store bought and in their original packaging. Homemade food items are not permitted. Holidays and special occasions can be celebrated with healthy foods or with non-food items like stickers or mylar balloons. Families who do not want their child to participate in birthday celebrations are welcome to opt out.

Parent and Staff Communication

Conferences with your child's teacher are scheduled twice a year. In addition, the staff at CCVI hopes to keep in close touch with parents through phone calls, journals, video conferencing, daily notes sent home with your child, and face-to-face visits. Please check with your child's teacher to see when the best time is to call. Journals allow both the teacher and the parent to share information about the child's day. Quick visits with the teacher when children are arriving and departing may occasionally be necessary, but please be aware that the teacher's responsibility is to all children in the room. Save lengthy conversations for a mutually convenient time.

CCVI does not allow staff to communicate with students or families using social media platforms like Twitter, Instagram, or Facebook. Some teachers and therapists use a secure app, Class Dojo, for communicating with families. You will be notified by your child's team if they are using this method of communicating. The preferred method of communication between you and your child's teacher or therapist is face-to-face conversations, telephone calls, Class Dojo, or private email to your child's teacher or therapist at his/her CCVI email address.

- Home and School Communication
- Parent-Teacher Conferences
- Daily Verbal Communication
- Communication App
- Email Communication

Discipline

Positive behavior management techniques are the basis for appropriate discipline used at CCVI. Parents/guardians will be kept informed of their child's behavior to assure the best learning environment for all students in the classroom. Communication between CCVI staff and the parent/guardian is encouraged to establish a common approach to the child's behavior. If there is a concern regarding a student's behavior, the teacher will keep a daily record of disruptive and/or non-compliant behaviors for communication with the parent / guardian to maintain a successful learning environment.

Clothing

Please send your child to school in comfortable play clothes. The children often work with paints and play outside on a regular basis, so they should not wear anything that you would not want them to get dirty. Smocks will be worn for messy activities, but accidents do happen! Please send an extra set of clothing in your child's backpack/to be kept in your child's cubby so that your child may change into dry clothes in the event of a toileting accident. This should include underwear and socks.

The shoes your child wears should be comfortable and appropriate. Tennis shoes are best; cowboy boots, sandals and patent leather shoes make running and climbing difficult (no flip flops, sandals, open/split toe shoes or Crocs). If your child wears snow boots or rain boots to school, please send a pair of shoes for them to wear indoors. Clothing should also be appropriate for the weather, as we spend a part of each day outside if the weather permits. Winter clothing should include a hat, mittens or gloves, and boots.

Personal Items

If your child brings a personal item to school, please be sure it is marked with his or her first and last name. Sharing

items from home can be very meaningful, but it is sometime difficult to keep track of the owner. Check with your child's teacher to see how sharing is managed in each individual class.

Transportation

Transportation to and from CCVI is the responsibility of the parent and/or the local school district. We ask that you:

- Have your child dressed and ready prior to the arrival of the cab, bus, or van.
- Please be home and at the door when it is time for your child to be returned.
- If your child will be absent on a scheduled attendance day, please contact the driver as early as possible and let them know your child does not need to be picked up.

Habitual tardiness and/or absence without notification may result in discontinuation of transportation by the school district.

Photos and Social Media

CCVI respects the right of any CCVI Parent to maintain a blog and other types of self-published online journals, social media sites, and collaborative Web-based discussion forums. Such participation may include but is not limited to postings in online forums, blogs, microblogs, wikis, or vlogs (e.g., Facebook, LinkedIn, YouTube, Instagram, Twitter, health pages and blogs, media sites or similar types of online forums). To protect CCVI students and families, online social communications should never contain information identifying a student's health condition or any information protected by the Health Insurance Portability and Accountability Act (HIPAA). If you choose to post photos on social media sites of your child at a CCVI event or at school, please post only photos of your child. Please be considerate of other families. If there is a photo you would like to share that includes another child, please email it to, Marketing/Communications Manager, for approval.

Field Trips

Visually impaired students benefit from concrete experiences that allow them to develop concepts for understanding of information shared through literature.

Believing that children with visual impairments have a right to access the world as fully as possible, CCVI is committed to providing students with regular community experiences in line with the Expanded Core Curriculum.

Teachers and staff plan field trips in advance and will send notice to families including the date, time, location, and travel arrangements. If parents and other family members attend the field trip, it will be at their own cost.

Health Policies and Attendance

Regular attendance is considered essential if your child is to receive maximum benefit from services at CCVI. Attendance records will be maintained on each student and tracked for regularity.

To protect other children from contagious diseases, please keep your child home or cancel home visits if they exhibit any of the following symptoms:

- A. An elevated temperature (100 degrees or higher)
- B. A cold (sore throat, cough, sneezing, a green or yellow discharge from the nose)
- C. Upset stomach (vomiting, diarrhea, abdominal cramps)
- D. An earache or discharge from the ears
- E. Inflamed eyes or irregular discharge from the eyes
- F. An undiagnosed rash

If a child becomes sick at school, the parent/guardian will be notified by phone. The parent/guardian is responsible for arranging for the child to be picked up.

Absences

It is important that your child attend school each day to have a consistent educational program. Of course, illness or other family events can cause absences. If your child will be absent, please let CCVI know by contacting your child's teacher via email, or by calling our front office at 816-841-2284. For your child's safety, if we have not heard from the parent/guardian within about an hour of school starting, we will attempt to contact the parent/guardian regarding student absence. In the event of frequent unexcused or extended absences or tardiness, a review of the enrollment status of the child will take place and a plan of action will be developed. Services could be decreased, suspended, or terminated by the school district if excessive unexcused absences take place.

If your child has **3 consecutive unexcused absences** in a row, the Director of Student Services or designated CCVI staff member will reach out to the family by phone and/or email. If there is no response from the family within a 24-hour period, the Director and/or a designated CCVI staff member will conduct a home visit on the next day (Monday-Friday) to meet with the family to create a plan for the child to return to school and/or therapies.

If your child demonstrates **frequent absences**, the Director of Students Services and/or a designated CCVI staff member will contact the parent/guardian to see how they can help create a consistent attendance plan.

In the event of an **extended unexcused absence**, the Director of Student Services or designated CCVI staff member will send a letter to the family regarding the intent to drop enrollment for the child and cease services by a specific date if there has been no communication from the parent/guardian regarding reason for absences and anticipated date for return. In addition, if the child is receiving services funded through a local school district and/or MO First Steps or other agency, the Director of Student Services or designated CCVI staff member will contact the appropriate Local Education Agency (LEA) to provide updated information regarding this action. At this time, it will be the responsibility of the LEA to follow up with the family regarding continuation of the IEP/IFSP.

In the event a student is dropped from enrollment at CCVI, the family will have to complete the enrollment process again prior to determining a start date for services.

Listed below are the definitions pertaining to attendance:

1. Excused Absence: Child illness, family illness affecting transportation, doctor's appointment, or death in family. Other circumstances preventing attendance will be decided on an individual basis. Doctor's note may be required for absences due to illness.
2. Unreported Absence: An absence that is not called in or otherwise reported to CCVI by the parent/guardian.
3. Unexcused Absence: An absence that occurs without notification, without a doctor's note, or for any reason not listed above.
4. Illness: If a child has had a fever within 24 hours of his/her class-time, has a discolored mucous (anything darker than clear) from a cold, or viral diarrhea, etc., please keep the child home and call CCVI to report the absence. This is to prevent passing viruses and bacteria to other children and families.
5. Frequent Absences: Absences that result in the child missing 1 out of every 3 scheduled class-times and/or therapies per month or 3 consecutive unexcused or unreported absences.
6. Extended Absences: A reported absence of more than 2 consecutive weeks.

Nursing Staff

CCVI provides an on-site nurse. The nurse provides basic first aid for illness and injury and is available to give medications or treatments at school with orders from a physician. The nurse also promotes environmental safety and infection control. There will not be a nurse with the students during community outings.

Medication

Written orders from a physician licensed to prescribe (on his his/her office letterhead) and written permission from the parent/guardian must be provided for any prescription medication to be administered at school. The

information should include the name of the student and the medication. It should also include dosage information, route of administration, and the time the medication is to be taken. All medications should be transported to CCVI by guardian. Medications may not be sent with students.

All prescription medication must have the label attached by the pharmacist/physician and should include on the container: the child's name, the name of the medication, dosage, and the physician's name.

All non-prescription (over the counter) medication must be sent in the original container marked with the child's name and accompanied by a parent's/guardian's authorization to administer. No dosage higher than the manufacturer's recommendation will be given unless the physician provides alternative instructions.

If a question arises, the school nurse has the right to refuse administration of the medication until further clarification or documentation from the physician is received.

Any change in the time or dosage of child's medication must be accompanied by a written request from the physician.

Students exiting from CCVI will be contacted if your child has medications with the nursing staff. Any medications not picked up by the program exit date will be disposed of in accordance with FDA guidelines.

Treatment for an Accident or Injury

In the event of an accident or injury at school, the parent/guardian will be notified by phone. The staff member nearest the child at the time of the accident is responsible for completing an incident report which will be sent home with the child.

When emergency medical attention is needed, the parent or guardian will be contacted immediately. A signed CCVI Medical Treatment Consent form, which authorizes the school to consent to any necessary x-ray, examination, anesthetic, medical or surgical diagnosis or treatment, and/or hospital care, must be on file for each child. If we are unable to locate the parent/guardian, we will then contact the person listed as the emergency contact on the application form.

Family Services

Parent Group

CCVI offers a Parent Group that meets periodically during the academic year. Meeting topics include educational sessions regarding visual impairment, advocacy, estate planning, and other related topics. All Early Intervention and Early Learning Academy student's families are welcome to attend.

The Parent Group is run by a current CCVI Parent. This individual shows a willingness to collaborate with CCVI Leadership in planning parent engagement and parent education events. This person will provide vital insight during CCVI Board and committee meetings. Communication around with other enrolled families around school happenings, community events, CCVI social events and alumni families is beneficial.

The duties and responsibilities include a minimum of one year commitment to the position, with two years being preferable. A willingness to collaborate with the outgoing individual and receive feedback, training, and other helpful insight. Attending CCVI events as much as possible and attending Board/Committee meetings as requested. Communication with current and past families through email and social media to ensure lifelong connections, support and learning throughout the education of their child.

If interested in serving in this position, please contact the Executive Director. If more than one person displays interest, parents will vote for the leader of the parent group.

Family Room

If parents bring their children to school and wish to wait for them, the Family Room across from CCVI's primary office is available. A bulletin board holds information regarding activities and community resources that may be useful to parents of visually impaired children, and there are toys and books in the event siblings are brought along too. Coffee and tea are available. The Family Room has Wi-Fi access as well as a school phone that may be used. This room is equipped with a refrigerator and microwave for the convenience of families. In addition to being a comfortable place to wait, the Family Room can also be a place to exchange ideas and get acquainted with parents of other CCVI students.

Observation Rooms

Observation Rooms are adjacent to each classroom. These rooms are equipped with sound systems and one-way windows that allow occupants to see into the classrooms but appear to be mirrors from the classroom perspective. These rooms are small and are often used for storage of specialized seating and other equipment used by our children, so care should be used whenever entering and exiting these rooms. We ask that you follow teachers' suggestions and trust their judgment as much as possible regarding staying in the classroom or moving to the Observation Room. We understand that it is sometimes difficult to separate from your child, but when there are more adults than children in the classroom, participation and learning may be compromised for all students.

Parents should only observe their child's classroom, respecting every student's privacy. Parents are not to observe children in other classrooms.

Due to the lack of an observation room/window and many therapists using the designated therapy spaces, we ask that all parents make an appointment with their child's therapist before observing a therapy session. The distraction of conversation and movement deters from the limited amount of time that we spend with each child. We welcome you to make an appointment to join us so that we can plan for adequate space for your child and others receiving therapy at that time, as well as to plan for skills with which you would like our assistance, guidance, and support. Thank you for understanding and respecting the therapeutic environment.

Other Services

Additional family services provided include connections to other families, referrals to community services, and advocacy and support throughout the Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) process.

Inclement Weather Policy

Safety is our priority. Our staff understands that our decision to open, close, or delay school opening during inclement weather often disrupts family schedules. We also understand that our children are better served – academically, emotionally, and socially – by being in school. But, as always, our top priority is the safety of our children and staff, so the decision to close or delay opening is not an easy one.

Please understand that we make the decision to open or close in severe weather based on a careful consideration of all relevant factors including:

- Information on road conditions from transportation staff, local law enforcement, and road crews
- Amount of snow and/or ice accumulated
- Forecasted precipitation accumulations throughout the day
- Temperature and wind chill
- Weather predictions (including those from a weather alert service)
- Storm timing, trajectory, and projection
- Building conditions

- Parking lot conditions
- Area school district closures

Parents may be notified via email, voice recording, Facebook, and our website of any closures. When weather conditions worsen throughout the school day, we may need to have an early dismissal and will notify parents and districts immediately.

Early Intervention providers will additionally notify parents so that sessions can be rescheduled.

Although, we do our absolute best in this process, we know that often no perfect decision exists. If you do not feel that it is safe for your child to attend, use your best judgment whether your child should attend. Should you decide not to send your child due to inclement weather, please be sure to notify the office of your child's absence.

IFSPs / EIPs / IEPs

Upon enrollment at CCVI and initiation of services (special instruction or therapy), an individualized treatment plan will be developed by CCVI teachers and therapists in partnership with the contracting agency for each child based on the goals written in the Individual Family Service Plan (IFSP) or Individualized Education Program (IEP).

The IFSP is a written plan developed by a multidisciplinary team in coordination with the family for every child who is eligible to receive services. The Service Coordinator from Missouri First Steps is responsible for writing the IFSP and overseeing the implementation of the services. It must be updated every six months, or more often if necessary, and evaluated annually.

Included in the IFSP must be the following:

1. Present levels of functioning in all developmental domains.
2. A statement of the family's strengths and needs, as well as their concerns, priorities, and resources.
3. A statement of expected intervention outcomes.
4. A description of the services that the child and family will need.
5. A statement of the strategies and activities that will be used to meet the outcomes.
6. A statement of the natural environments where the services will be provided.
7. Projected dates to begin services and the expected duration of services.
8. The name of the Family Service Coordinator.
9. Procedures to ensure a successful transition to a preschool program.

Six months prior to a child's third birthday, a transition meeting will be held between Missouri First Steps and the child's school district of residence to plan for transitioning a child to the school district or private programs such as CCVI. When a child enters the school district or receives services through a school district contract at CCVI, an Individualized Education Program (IEP) will guide the services.

Included in an IEP must be the following:

1. A statement of the child's present level of educational performance.
2. A statement of annual goals and short-term objectives.
3. A statement of the specific special education and related services to be provided to the child and extent to which they will be able to participate in the regular education programs.
4. The initiation dates and duration of services.
5. Appropriate objectives, criteria, and evaluation procedures and schedules for determining on at least an annual basis whether short-term instructional objectives are being achieved.

Students, age birth to three, receiving services through the Early Intervention Program without the support of an IFSP, have services guided by the outcomes of the CCVI Service Plan with the parents as part of the team.

Students, age three or older, attending CCVI without the support of their school district, have services guided by the development of a CCVI Goal Plan. This document contains similar information as the IEP does but is not a legal document.

For more information concerning the IFSP or IEP process, refer to the Procedural Safeguards for Children and Parent booklet available from your Family Service Coordinator, school district, or at CCVI. For more information about the CCVI Service Plan and Goal Plan, please contact Alex Olson, Director of Education and Vision Services.

Important Contact Information

Kerry Boehm, Executive Director
kboehm@ccvi.org

Danielle Schulte, Director of Therapy and Early Intervention
_Services dshulte@ccvi.org

Sarah Birk, Director Student
Services sbirk@ccvi.org

Alex Olson, Director of Education and Vision Services
aolson@ccvi.org