





Performance Standard	Action Steps	Person / Team Responsible	Time Frame	Documentation and *Resources
	<p>If further assessment/evaluation is needed, the Education Coordinator will complete the Education: Follow Up Assessment Needed Form with input from the Teacher/Home Visitor and parents and refer the child to the local LEA.</p> <p>Education Coordinators with input from the Education/Disability Manager will enter actions in Child Plus to indicate that the type of follow up needed.</p> <p>(3) The Head Start program will provide appropriate special equipment, and materials, if needed. We will work with other agencies involved with the child to determine what is needed and who can provide the necessary items.</p> <p>(g) The program makes a special effort to work closely with agencies serving children in birth to three programs (Part C) and LEAs so that a smooth transition can be made from those programs to Head Start. Head Start staff is invited to transition meetings prior to the child's third birthday to insure their involvement in the placement of the child. This also provides an opportunity for us to share information with parents about the services that Head Start can provide and gives us information regarding the needs of the child and what preparations we may have to make to serve the child.</p> <p>(h) The special education and related services deemed necessary by the child's Individual Education Plan are carried out by the Local Education Agency. Their personnel and the Head Start staff work together in meeting the needs of the children in the areas of:</p> <p>(1) Audiology services</p> <p>(2) Physical Therapy</p>	<p>Education Coordinators</p> <p>Education Manager</p>	<p>On-going</p>	<p>Follow-Up Assessment Needed Form</p> <p>Child Plus PIR C-29 Question</p> <p>Child Plus Report # 3510 Disability Concerns</p>

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	<p>(3) Occupational Therapy</p> <p>(4) Speech or Language Services</p> <p>(5) Psychological Services</p> <p>(6) Transportation</p> <p>(7) Assistive Technology Services</p> <p>(i) The Head Start Program will take into account the strengths of the child based on the IEP and the needs expressed on the IEP so that all of the services available from various agencies is considered.</p> <p>(j) Options that may be considered are:</p> <p>(1) Joint placement of children with other agencies</p> <p>(2) Shared provision of services with other agencies</p> <p>(3) Shared personnel to supervise special education services</p> <p>(4) Two children sharing one slot when each child's IEP calls for part time services.</p> <p>(5) Other strategies are used to insure that special needs are met.</p> <p>(i) The program may decide to hire a full, part-time, or temporary assistant to help meet the needs of a child with a severe disability.</p> <p>(ii) Volunteers may be used and this would free up time for regular Head Start staff to work with the child. If volunteers are working directly with the child with disabilities, they would be trained to meet the needs of that child.</p> <p>(iii) In certain areas of our program area we do have students available to work</p>			



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	<p>made as to the needs of those children and what resources will be available from other agencies and those costs that will be paid by Head Start.</p> <p>(n) The grant application will reflect requests for adequate resources to implement the objectives of the disabilities service plan.</p> <p>(o) The budget will reflect the following allowable expenditures:</p> <p>(1) Salaries for full and part-time staff that provide services to children and families.</p> <p>(2) Evaluation of children when warranted by screening results, staff observation, or parent request, when they are not provided by the Local Education Agency.</p> <p>(3) Services that are not provided by the LEA.</p> <p>(4) Making services accessible.</p> <p>(5) Transportation to the program site and other services when it is not available from other agencies.</p> <p>(6) Special equipment and material to be used in the program and at home.</p> <p>(7) Training and technical assistance will be provided for staff working with children with disabilities.</p>			
<p>Subpart C-Social Services</p> <p>1308.5 Recruitment and enrollment of</p>	<p>(a) Children with disabilities will be actively recruited through local Child Find, advertisement, referrals from Local Education Agencies, Birth to Three Agencies, Social Services, and other agencies working with children with disabilities. Head Start Staff members will participate in interagency planning by attending monthly meetings in communities where they are active.</p> <p>(b) Head Start staff involved in recruitment will be knowledgeable about</p>	<p>Disabilities Manager</p> <p>Family Services Coordinators</p>	<p>Ongoing</p>	<p>Child Plus</p> <p>Recruitment Posters / Flyers / Advertisements</p> <p>Enrollment Criteria</p>

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<p>children with disabilities.</p>	<p>the provisions of 45 CFR Part 84. They will be given a copy of the Head Start Performance Standards on Services for Children with Disabilities and a copy of the service plan.</p> <p>(c) The Head Start program will not deny placement on the basis of a disability or its severity to any child when:</p> <ol style="list-style-type: none"> <li>(1) The parents wish to enroll the child.</li> <li>(2) The child meets the Head Start age and income eligibility criteria.</li> <li>(3) Head Start is an appropriate placement according to the child's IEP.</li> <li>(4) The program has space to enroll more children, even though the program has made ten percent of its enrollment slots available to children with disabilities. In that case, children who have a disability and non disabled children would compete for the available enrollment slots.</li> </ol> <p>(d) The program will plan for placement options, such as dual placement, the use of resource staff and training so a child can participate and will not be denied enrollment because of:</p> <ol style="list-style-type: none"> <li>(1) Staff attitudes and/or apprehensions</li> <li>(2) Inaccessibility of the facilities</li> <li>(3) The need to access additional resources to serve a specific child.</li> <li>(4) Unfamiliarity with a disabling condition or equipment</li> <li>(5) Need for personalized special services such as feeding, suctioning, and assistance with toileting, including catheterization, diapering, and toilet training.</li> </ol> <p>(e) The same policies governing program eligibility for other children, such as priority for those most in need of the services, apply to children with disabilities. The program will take into account the following factors when planning enrollment procedures:</p> <p>(f) The program will recruit children with severe disabilities, including children who have been previously diagnosed.</p>	<p>Office Manager</p>		
<p><b>Subpart D-Health Services Performance Standards</b></p>	<p>(a) The Disabilities Manager will be involved with other program staff during the assessment process for children.</p> <ol style="list-style-type: none"> <li>(1) All children in the program will be screened using the Dial.</li> <li>(2) The teachers and home visitors will carry out on-going</li> </ol>	<p>Disabilities Manager Education</p>	<p>Annually 3 times</p>	<p>Dial 4 Teaching Strategies</p>

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<p><b>1308.6 Assessment of Children</b></p>	<p>developmental assessment by completing Teaching Strategies GOLD three times yearly. This will help them plan program activities for individual children.</p> <p>(3) Only those children who need further specialized assessment to determine if they have a disability will be referred for an evaluation.</p> <p>(b) See Subpart B 1308.4 (f)(1).</p> <p>(c) Parents will be sent a letter prior to the screening to inform them of the types of screenings.</p> <p>(d) Screening results will be shared with the parents at the time of screening.</p> <p>(e) The results of the developmental assessments will be shared with parents on home visits or parent teacher conferences.</p> <p>(f) The Disabilities Manager with the cooperation of the teachers, home visitors, Education Coordinators, and Education Manager will make arrangements for further evaluation for a child if it is deemed necessary. (see section Subpart B 1308.4 (f)(2))</p> <p>(1) The child will be referred as soon as it is evident there is a need.</p> <p>(2) If the Local Education Agency does not evaluate the child, the program will be responsible for arranging or providing the evaluation, using its own resources or accessing others. In this case, the evaluation will meet the following requirements:</p> <p>(i) Testing and evaluation procedures must be selected and administered so as not to be racially or culturally discriminatory, administered in the child’s native language or mode of communication, unless it clearly is not feasible to do so.</p> <p>(ii) Testing will be administered by State certified or licensed personnel.</p> <p>(iii) No single procedure will be the sole criterion for determining an appropriate educational program for a child.</p> <p>(iv) A multidisciplinary team with at least one person knowledgeable in the area will be involved in the</p>	<p>Coordinators</p> <p>Teachers / Home Visitors</p>	<p>yearly</p>	<p>GOLD</p> <p>GOLD Family Conference Form</p>

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<p>1308.7 Eligibility Criteria: Health impairment                      1308.8 Eligibility Criteria: Emotional/behavioral disorders</p>	<p>evaluation.</p> <ul style="list-style-type: none"> <li>(v) Only validated assessment will be used.</li> <li>(vi) Tests that are used with children with impaired sensory, manual or communication skills will be administered so that they reflect the child’s aptitudes and achievement levels and not just the disabilities.</li> <li>(vii) Tests and materials will assess all areas related to the suspected disability.</li> <li>(viii) In the case of a child whose primary disability appears to be speech or language impairment, the team will assure that enough tests are used to determine that the impairment is not a symptom of another disability and a speech or language pathologist will be involved.</li> </ul> <p>(3) Parental consent will be obtained by the LEA before the child is evaluated. Consents will be on file at the LEA.</p> <p>(4) Confidentiality will be maintained in accordance with Head Start policies and state and federal requirements. Parents are given the opportunity to review their child’s records at any time. Parents will also be notified and give their permission if additional evaluations are necessary.</p> <p>(5) The multidisciplinary team will provide the results of the evaluation and their professional opinion as to whether or not the child qualifies for special services. Team members will understand that Head Start is funded to provide services for all eligible children, some of whom need special services and the intent of the evaluation procedure is to provide information to identify children who have a disability so they can receive appropriate services. It is also the intent to avoid mislabeling children that are experiencing developmental delays that can be overcome by participating in the regular Head Start program.</p>	<p>LEA Staff                      Education Staff</p>	<p>As Needed</p>	<p>LEA Consent for Evaluation</p>

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	1308.9 Eligibility Criteria: Speech or language impairments 1308.10 Eligibility Criteria: Mental retardation 1308.11 Eligibility Criteria: Hearing impairment including deafness 1308.12 Eligibility Criteria: Orthopedic impairment 1308.13 Eligibility Criteria: Visual impairment including blindness 1308.14 Eligibility Criteria: Learning disabilities 1308.15 Eligibility Criteria: Autism 1308.16 Eligibility Criteria: Traumatic brain injury 1308.17 Eligibility Criteria: Other impairment			
<b>Disabilities/health services coordination</b>	(a) The Disabilities Manager will work closely with the Health Services Coordinator in the assessment process and follow up to assure that the individual needs of the children are met. They will review the results of the screenings and assessments to determine if the referral, if necessary, should be medical or developmental. (b) The Disabilities Manager will work with the Mental Health Manager to help staff identify children who show signs of problems such as serious depression, withdrawal, anxiety or behavior. They will review the results of the Early Childhood Behavior Scales, the behavior screening from the Dial-3 and other information gathered on children to determine the best method to provide services. Some children may be referred to counseling services in their local area using the same procedures for all referrals. (c) A teacher or home visitor will be designated to administer any medications, including prescription and over the counter drugs, in accordance with State requirements. The medications will be stored in a locked cabinet and only authorized staff will have access. A record will be kept of when the medication was administered and the dose. (d) The Health coordinator under the supervision of the Health/Nutrition Manager will: <ol style="list-style-type: none"> <li>(1) Obtain the doctor’s instructions and parental consent before any medication is administered.</li> <li>(2) Have the teachers or home visitors maintain an individual record of all medications dispensed and review the record</li> </ol>	Disabilities Manger  Health Coordinator  Mental Health Coordinator          Teacher / Home Visitor	Ongoing          As Needed	Health Screenings  Dial 4    Early Childhood Behavior Scale       Medication Administration Form

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	<p>with parents if changes in dosage or as needed.</p> <p>(3) The teachers or home visitors will record changes in a child’s behavior which have implications for drug dosage or type and share this information with the Health Coordinator, Education Manager, Disabilities Manager, and parents.</p> <p>(4) All medications, including those required by staff and volunteers, are adequately labeled and will remain in the original prescription container. The medication will be stored under lock and key and out of the reach of children. A special place will be provided for those medications needing refrigeration.</p>			
<p><b>Subpart E – Education Services Performance Standards</b></p> <p><b>1308.19 Head Starts responsibility if the LEA does not develop the individual education programs(IEPs)</b></p>	<p>(a) When Head Start provides the evaluation, the multidisciplinary evaluation team makes the determination whether the child meets the Head Start eligibility criteria. The team must assure that the evaluation findings and recommendations, as well as information from developmental assessment, observations and parent reports, are considered in making that determination.</p> <p>(b) Every child receiving services in Head Start who has been determined to meet the criteria and is in need of special education must have an IEP before special education and related services are provided.</p> <p>(c) When the Local Education Agency develops the IEP, a representative from Head Start will participate in the meeting and placement decision for any child receiving services in Head Start.</p> <p>(d) The state approved IEP form will be used if Head Start develops the IEP.</p> <p>(e) The IEP will include:</p> <p>(1) A statement of the child’s present level of functioning in the social-emotional, motor, communication, self-help, and cognitive areas of development, and the identification of _____ needs in those areas requiring specific attention.</p> <p>(2) A statement of annual goals, including short term objectives</p>	<p>Disabilities Manger</p> <p>Education Coordinators</p> <p>Teachers / Home Visitors</p>	<p>Annually</p>	<p>IEP</p>

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	<p>for meeting these goals.</p> <ul style="list-style-type: none"> <li>(3) A statement of services to be provided by Head Start that are in addition to the services provided to all enrolled children, including transition services.</li> <li>(4) A statement of the specific special education services to be provided to the child and those related services necessary for the child to participate in the Head Start program. This would include services provided by Head Start and services provided by other agencies.</li> <li>(5) The identification of the personnel responsible for the planning and supervision of services and the personnel to deliver the services.</li> <li>(6) The projected dates for initiation of the services and the anticipated duration of services.</li> <li>(7) A statement of objective criteria and evaluation procedures for determining at least annually whether the short-term objectives are being achieved or need to be revised.</li> <li>(8) Family goals and objectives related to the child’s disabilities, when they are essential to the child’s progress, will be addressed.</li> </ul> <p>(f) When Head Start develops the IEP, the team will include:</p> <ul style="list-style-type: none"> <li>(1) The Head Start Disabilities Manager or a representative who is qualified to provide or supervise the provision of special services.</li> <li>(2) The child’s teacher or home visitor.</li> <li>(3) One or both parents or guardians.</li> <li>(4) At least one of the professional members of the multidisciplinary team which evaluated the child and additional staff that will be providing the services.</li> </ul> <p>(g) A Local Education Agency representative will be invited in writing if Head Start is the one initiating the meeting.</p> <p>(h) Other individuals may be invited at the request of the parents and other individuals at the discretion of the Head Start program.</p> <p>(i) The meeting will be held at a time convenient for the parents and staff to develop the IEP. This meeting must be held within thirty calendar</p>			

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	<p>days of a determination that the child needs special education and related services.</p> <p>(j) Vigorous efforts will be made to involve the parents or guardians in the IEP process. Head Start will:</p> <ol style="list-style-type: none"> <li>(1) Provide a minimum of five school days prior notice to the parents or guardians in writing and, if necessary, also verbally or by other means of the purpose, attendees, time, and location of the IEP meeting.</li> <li>(2) Provide parents with a copy of their rights and responsibilities.</li> <li>(3) Make every effort to assure that the parents understand the purpose and proceedings and that they are encouraged to provide information about their child and their desires for their child’s program.</li> <li>(4) Provide interpreters, if needed, and give the parents a copy of the IEP in the parents’ language.</li> <li>(5) The IEP meeting will be held without the parents or guardians only if they cannot attend, after repeated attempts to establish a date that would facilitate their participation. In that case, efforts to secure their participation will be documented and a meeting will be set up to review the results and get input and signatures.</li> </ol> <p>(k) Head Start will initiate the implementation of the IEP as soon as possible after the meeting by arranging for provision of services. If a child enters the program with an IEP completed, services must begin within the first two weeks of program attendance</p>			
<p><b>Subpart F – Nutrition Performance Standards</b></p> <p><b>1308.20 Nutrition Services</b></p>	<ol style="list-style-type: none"> <li>(a) The Disabilities Manager will work with staff to ensure that provisions are made to meet the special needs of children with disabilities.</li> <li>(b) Appropriate professionals, such as physical therapists, speech therapists, occupational therapists, physicians, nutritionists or dietitians will be consulted on ways to assist Head Start staff and parents of children with severe disabilities with problems of chewing,</li> </ol>	<p>Disabilities Manager</p> <p>Nutrition Manager</p> <p>Education Staff</p>	<p>As Needed</p>	<p>IEP</p> <p>Professional Reports</p> <p>Nutrition Assessments</p>

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	<p>swallowing and feeding themselves.</p> <p>(c) The Head Start program will provide every means possible to include children with disabilities at meal and snack times with their classmates including but not limited to making menu changes or adaptations of the menus.</p> <p>(d) Special equipment will be provided if needed.</p> <p>(e) The Head Start staff will provide information to staff, parents, guardians, volunteers and others about the prevention of disabilities with a nutrition basis. (ex. Baby bottle carries)</p>	Therapists		
<p><b>Subpart G – Parent Involvement Performance Standards</b></p> <p><b>1308.21</b></p> <p><b>Parent participation and transition of children into Head Start and from Head Start to public school.</b></p>	<p>(a) In addition to the many references to working with parents and guardians throughout this services plan, the staff will carry out the following:</p> <p>(1) Provide support for parents of children with disabilities entering from infant/toddler programs. If at all possible, a Head Start staff person will attend the meeting transferring the child from Part C services to Part B preschool services.</p> <p>(2) Provide information to parents on how to foster the development of their child.</p> <p>(3) Provide opportunities for parents to observe large group, small group and individual activities.</p> <p>(4) Provide follow-up assistance and activities to be done at home.</p> <p>(5) Refer parents to other parents with children with similar disabilities who can provide peer support.</p> <p>(6) Inform parents of their rights under IDEA. (Individuals with Disabilities Education Act)</p> <p>(7) Inform parents of resources and training which may be available to them.</p> <p>(8) Identify needs (caused by the disability) of siblings and other family members.</p> <p>(9) Provide information in order to prevent disabilities among younger siblings.</p> <p>(10) Build parent confidence, skill and knowledge in accessing resources and advocating meeting the special needs of their child.</p>	<p>Disabilities Manager</p> <p>Education Coordinators</p> <p>Family Service Coordinators</p>	Ongoing	LEA Agreements

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	<p>(b) Head Start will assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year. Head Start will:</p> <ol style="list-style-type: none"> <li>(1) Provide families with information from the sending and receiving agencies regarding services provided.</li> <li>(2) Opportunities will be made available to the parents and children to observe and meet with the staff of the receiving agency.</li> <li>(3) Prior to the transition, pertinent information will be sent to the receiving agency from the sending agency. Parent permission will be obtained before information is sent.</li> <li>(4) Training and technical assistance will be provided for the receiving agency if necessary.</li> <li>(5) The team will monitor the child’s participation in the new setting. Family Service Coordinators will provide assistance to parent through newsletters, telephone contacts and personal contacts if necessary. Meetings can be called by any team member on an as need basis to discuss the transition.</li> <li>(6) Head Start and the parents will notify the school of the child’s planned enrollment prior to the date of enrollment.</li> </ol>			