

## **HEAD START SERVICE PLAN DISABILITIES**

**SUBJECT:** Development of Disabilities Service Plan and general services for children.

**OBJECTIVE 1308.4 (a)-(g), 1304.20 (a)-(f):** Tri-County Community Council, Inc., Head Start Program disabilities service plan provides strategies for meeting the needs of children with disabilities and their parents.

**EXPECTED OUTCOME:** Children with disabilities and their families will receive all the services to which they are entitled.

### **APPROACH:**

1. The Education Coordinator/Disability Specialist is responsible for knowing the requirements for developing a Disabilities Services Plan (DSP) as outlined in the performance standards including:
  - Assurance that all service areas are appropriately involved through coordination with other staff.
  - Assurance that resources are used effectively including budget items.
2. The agency ensures that all service area coordinators participate in the development of the service plan in order to ensure the integration of children with disabilities and their parents.
  - All service area coordinators are aware of the mandate under the individuals with Disabilities Education Act (IDEA) to serve children in integrated, developmentally appropriate programs.
  - Parent involvement in the process occurs at parent committee meetings prior to policy council review.
3. The agency ensures efficient use of resources by coordinating and collaborating with the Local Education Agency (LEA) and Early Intervention Program (Early Steps) who has general supervision of special education and related services.
  - The cooperative agreement between the grantee and Local Education Agency, Holmes, Washington and Walton Counties District Schools (LEA), Life Management and Chautauqua Office of Psychotherapy and Evaluation (COPE), establishes working procedures and use of resources in the provision of services to children with disabilities.
4. The Disabilities Service Plan is updated annually and approved by Head Start Policy Council.

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5. Children with disabilities are included in the full range of activities and services normally provided to all Head Start children. Tri-county Head Start will provide for any modifications necessary to meet the special needs of the children with disabilities with help from Holmes County, Washington County and Walton County District Schools, Life Management, C.O.P.E., and other private therapists.
  - Individualized planning is used to ensure children with disabilities are given the opportunity to participate in the Head Start curriculum. Individual Education Plan (IEP) or Individual Family Support Plan (IFSP) will address application of related services in the activities.
  - Special Services will be provided at the Head Start sites where appropriate.
  - Head Start Collaborates with Life Management and C.O.P.E. for both home-based and center-based services.
  
6. The disabilities service plan serves as a working document which guides all aspects of the agency's effort to serve children with disabilities, taking into account the needs of the children for small group activities, for modifications of large group activities, and for any individual special help.
  - Children with disabilities participate in all scheduled program activities to include field trips and special program events.
  - Where needed volunteers, additional staff, and special needs personnel will be provided to assist in the activities.
  - A wide variety of materials including science tools, art media and costumes are included in the classrooms as a part of everyday curriculum and activities.
  - All classrooms will include books and materials that show children and adults with disabilities.
  - Children with disabilities participate in meals and snacks with classmates to the fullest extent possible.
  - Head Start staff ensures that special services to children with disabilities will not result in undue and/or negative attention to children.
  - Necessary physical modifications in the facilities will be made if deemed appropriate and feasible to ensure a child's success.

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- Adaptive equipment will be purchased as necessary under guidance from qualified special services provider.
  - Modifications in transportation will be made if deemed appropriate and feasible to ensure that the child will get to school.
7. The program designates a manager of services for children with disabilities (Education Coordinator).
- The Education Coordinator works with other program services area managers/coordinators to develop the disabilities service plan.
  - The coordinator coordinates with the Head Start Director and Finance Director on the grantee application budget line items for services for children with disabilities.
  - The Education Coordinator/Disability Specialist meets the minimum job requirements as described in the Job Description which will require a general knowledge of disabilities, a basic understanding of Head Start Policy on serving children with disabilities, and knowledge of IDEA.

### **MILESTONES AND TIMELINES:**

<b>Procedure 1308.4 (a)-(g)</b>	<b>Time Frame</b>	<b>Who</b>	<b>Evidence</b>
The previous year's program self assessment will be reviewed in preparation for the annual plan update.	June/July	Program Coordinators	Self-Assessment Work Plans
The Education Coordinator will draft the disabilities plan and submit to managers for review and recommendations.	July	Education Coordinator	Disabilities Service Plan
Program Coordinators will meet and/or submit written suggestions to the Education Coordinator for the Disability Service Plan.	July	Program Coordinators	Disabilities Service Plan Sign-In sheets
Plan is submitted to the Program Director for routing to the Agency Director and Policy Council for approval.	August	Education Coordinator HS Director	Disabilities Work Plan Policy Council minutes

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Cooperative agreements outlining the provision of services to children with disabilities is renewed annually.	September/ October	Disabilities Specialist	LEA Agreement Part C Agreement
The Education Coordinator /Disabilities Specialist works closely with all service areas to ensure children with disabilities are included in the comprehensive services of the program.	Ongoing	Coordinators Program Staff Family Service Worker Transportation	Galileo Case Notes Child Study Review Team
Children participate in regular activities, field trips, and all special events unless limited as per the IEP, IFSP, or Health Plan.	Ongoing	Program Staff Center Directors	Daily Plans Field Trip Permission Forms
Staff is trained on strategies for including children with disabilities.	Ongoing	Education Coordinator /Disabilities Specialist Educational Staff	Staff Training Schedule
Collaborate with the Educational Staff on training staff on individualizing for children with disabilities to incorporate IEP/IFSP objectives in daily plans and HSCIP	Ongoing	Disabilities Specialist Educational Staff Program Staff	Daily Plans Staff Training Schedule and Agendas IEP/IFSP
Work with the Program Staff in the classroom to assist with the development and carrying out of the child's daily plan.	After IEP/IFSP	Disabilities Specialist Educational Staff Program Staff	Daily Plans

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Work with the Program Staff to insure that provisions to meet children with disabilities/special needs are incorporated into the nutrition program.	August -- July	Education Coordinator Disabilities Spec. Educational Staff Health & Nutrition Coordinator Program Staff	Menus IEP IFSP
Work with Family Service Worker to help families' access nutrition resources and services for children who have nutritional deficits.	As needed	Disabilities Specialist Health & Nutrition Coordinator Family Service Workers	Health Plans Galileo Case Notes
Assist Health Services in alerting staff and parents of baby bottle tooth decay that may lead to serious dental and speech problems.	As needed	Education Coordinator Health & Nutrition Coordinator Program Staff Family Service Worker	Parent Flyers Info. Sheets Parent/Staff Training Schedule and Agendas
Collaborate with Health Services to develop plans for children with health concerns that are not disabilities (allergies, asthma, history of seizures, etc.).	As needed	Disability Spec. Health Coordinator Parents	Health Plans
Consult appropriate professional (physical therapists, speech therapists, occupational therapists, nutritionists, and/or dieticians) on ways to assist Head Start staff and families in making necessary adaptations to the child's diet and modifications to the environment.	As needed	Disabilities Specialist Service Provider & Nutrition Coordinator	IEP IFSP Letters from Service Providers Monthly Consultation Logs

## **HEAD START SERVICE PLAN DISABILITIES**

**SUBJECT:** Recruitment and Enrollment of Children with Disabilities

**OBJECTIVE 1308.4(h), 1308.5(a-f), 1305.3(a)(3), 1305.6:** Recruitment activities incorporate specific actions to actively locate, recruit, and enroll children with disabilities.

**EXPECTED OUTCOME:** Head Start will enroll children with disabilities necessary to achieve at least 10% of total enrollment.

**APPROACH:**

1. Tri-County Community Council, Inc. ensures that staff are engaged in recruitment and enrollment of children are knowledgeable about **“Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance”**, (45 CFR part 84), **IDEA as Amended by P.L. 105-17**, and the **“Americans with Disabilities Act”**) by:
  - Provide needed training for staff and volunteers in recruitment regarding disability regulations, IDEA and ADA at pre-service and in-service training.
  - Ensuring opportunities for staff to attend training and workshops on disabilities.
  
2. Tri-County Community Council, Inc. ensures that service area managers and coordinators, specialists, parents, community service agency representatives, and District Schools (LEA), Life Management and C.O.P.E., representatives are involved in recruitment as a team effort.
  - The Education Coordinator ensures that information regarding Head Start policies on serving children with disabilities is to be included in the recruitment plan.
  - The Education Coordinator assists the Family Service Coordinator and other service area staff in the active recruitment of children for the program including children with severe disabilities.

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- The Health Coordinator will elicit referrals through screening activities and involvement with County Health Department, WIC, and other private providers.
  - Parents of children in the program are encouraged to share information about Head Start disabilities services with other parents in the community.
  - District Schools (LEA), Life Management, C.O.P.E., Early, and other community agencies will be contacted as sources of referrals.
3. Tri-County Community Council Inc. assesses recruitment needs on an ongoing basis and establishes recruitment goals by:
- Reviewing the Community Assessment for information about the number of children with disabilities in the community, including types of disabilities, severity and availability relevant services. The grantee takes into account other inclusive opportunities in the community.
  - Reviewing the Program Information Report, “Services for children with Disabilities” to determine number of children served in the program with disabilities, types of disabilities, and the number of children determined to have a disability prior to enrollment.
  - Recruitment includes efforts to recruit children who have severe disabilities.
4. Strategies for recruiting children with disabilities include but are not limited to:
- Contacting agencies/programs for referrals:
    - Children Home Society
    - County District Schools/Local Education Agency
    - Dept. Of Children and Families
    - Social Service Agencies
    - Life Management Center
    - Child Care and other Early Childhood programs
    - Private Therapy Organizations
    - Medical Center
    - Local Hospital
    - WIC
    - Healthy Families
    - C.O.P.E.

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- Collaborating with the Social Services Manager to participate in community awareness and community outreach campaigns.
  - The disabilities efforts will involve continuous contact with the community in order to locate children who are not being served or under served.
  - Head Start recruitment and enrollment bulletins describing the benefits of an integrated inclusive program will be distributed throughout the service area.
  - Participating in screening activities with Child Find and PAEC.
5. 10% of total enrollment opportunities are made available to children with disabilities who meet the definition of children with disabilities in 1305.2(a).
- Eligibility requirement include children with disabilities. (See “Eligibility Priority Criteria”)
  - Tri-County Head Start, Inc. collaborates with other agencies serving children with disabilities and makes those agencies aware of the availability of enrollment opportunities in order to facilitate achievement of 10% enrollment. (See above for list of various agencies on #4.)
6. Placement will not be denied on the basis of a disability or its severity to any child when all the following are met:
- The parent wishes to enroll the child
  - The child meets the Head Start age and income eligibility criteria
  - Head Start is the least restrictive placement based on the child’s Individual Education Plan (IEP) or Individual Family Support Plan (IFSP)
  - There is a slot available.

The Education Coordinator/Education Specialist coordinates placement options for children with disabilities including dual placement, resource staff, and training assuring the children with disabilities are not denied enrollment in Head Start due to:

- Staff attitudes and apprehensions
- Inaccessible facilities

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- Need for additional resources
  - Unfamiliarity with a particular disability or special equipment
- Child's needs for personalized special services including toileting, diapering, cauterizations, etc.

The Education Coordinator/Disabilities Specialist is responsible for knowing Head Start policies regarding enrollment to ensure that eligibility guidelines for all children apply to children with disabilities while also considering the following:

- The number of children with disabilities and their severity being served.
- Services and resources which are provided to Head Start by other agencies.
- The Family Service Coordinator reviews the wait list reports for children who may have suspected/diagnosed disabilities and to alert the Education Coordinator /Disabilities Specialist in attempt to enroll those children into the Head Start Program.
- The number of children with disabilities and their severity being served.
- Services and resources which are provided to Head Start by other agencies.
- The Family Service Coordinator waiting list reports for children who may have suspected/diagnosed disabilities and to alert the Education Coordinator and Disabilities Specialist in attempt to enroll those children in to Head Start Program.
- The Family Service Coordinator reviews the waiting list for those which who are returning to the Head Start Program annually to determine eligibility for continued disability services.
- The Disabilities Specialist complete and submit a monthly report to the Education Coordinator.
- The Education Coordinator prepares the disabilities portion of the PIR; reporting the numbers of children with disabilities enrolled into the program.

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### MILESTONES AND TIMELINES:

<b>Procedure (1308.4 (h), 1308.5 (a-f), 1305.3 (a)(3), 1305.6(c))</b>	<b>Time Frame</b>	<b>Who</b>	<b>Evidence</b>
Review Community Assessment to determine recruitment area to target recruitment of children with disabilities or children who are at risk.	Spring	Education Coordinator Family Services Coordinator	Community Assessment
Review eligibility criteria with Family Services Coordinator significant weight is given for disabilities to allow 10% of enrollment slots to be available to children with disabilities.	Spring	Education Coordinator Family Services Coordinator	Eligibility Criteria
Work with the managers to review and revise recruitment literature to include recruitment of children with disabilities, including children with severe disabilities.	February/ March	Coordinators	Flyers News Articles PSAs
Participate in county wide round-up to reach eligible children (distributing literature, registration, public awareness activities).	March/April	Family Service Staff	Flyers, News Articles PSAs
Assist in training Staff on nondiscriminatory policy of Head Start regarding the recruitment and enrollment of children with disabilities.	August --July	Education Coordinator/ Disabilities Specialist	Staff Training Schedule Training Agendas

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Maintain relationships and systems of communication with community agencies and providers who serve children with disabilities and promote Head Start as a full inclusive program serving children with varying disabilities.	ongoing	Education Coordinator/ Disabilities Specialist	Interagency Agreements
The Education Coordinator reviews the waiting list children who have a suspected/diagnosed disability to ensure priority is given to those children.	Monthly	Education Coordinator/ Disabilities Specialist	Applications Reports
Family Service Worker & Education Coordinator reviews the waiting list returning children with a diagnosed disability.	Ongoing	Education Coordinator & Family Service Coordinator	Reports
The Disabilities Specialist completes and submits the quarterly report to the Education Coordinator	Quarterly	Disabilities Specialist	Monthly Report
The Education Coordinator prepares the disabilities portion of the PIR.	June	Education Coordinator	PIR Report

## **HEAD START SERVICE PLAN DISABILITIES**

**SUBJECT:** Screening of Children with Disabilities

**OBJECTIVE 1304.20 (b)(1), 1308.6 (b) & (c):** All children enrolled in the program must have developmental screening within 45 calendar days after the start of the program services in the fall or 45 calendar days after the child enters the program.

**EXPECTED OUTCOME:** Children are screened for possible speech, hearing, vision, developmental, and social/emotional behavioral within 45 calendar days of entering the program.

**APPROACH:**

1. Children accepted into the program, will be screened within 45 calendar days of program start or of the child enter the program.
  - The screening process is explained to the parents prior to the screening.
  - Parents sign a permission to screen form prior to the screening.
  - Parents are notified of the screening results and are advised of their parental rights with regards to any further assessments.
2. Head Start and Child Find coordinate screenings when appropriate (45 CFR 1308.41). The Head Start Program and Child Find will agree to avoid duplication of screening of children by exchanging information on children screened. The agency conducting the screening will also obtain the parent/guardians consent to release the information and ensures confidentiality is maintained.
3. Developmental screenings will address fine motor, language, and cognition, and gross motor awareness.
  - The Developmental Indicators for the Assessment of Learning (DIAL 3) or the Ages and Stages Questionnaire (ASQ) is administered to all children who are enrolled in the Head Start program.
4. Additional observation data is included and parent reports will be used to obtain additional information on their child about their development.

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### MILESTONES AND TIMELINES:

Procedure (1304.20 (b)(1), 1308.6 (b) & (c))	Time Frame	Who	Evidence
All children are screened within 45 days of enrollment using the DIAL or ASQ.	August --July	Disabilities Specialist Educational Staff Program Staff	DIAL 3 ASQ
Staff receives training on the administration and application of the instrument.	August --July	PAEC Educational Staff Program Staff	Staff Training Plan and Agendas
Parents receive education on the purpose and use of screening instruments.	Before entering the program.	Coordinator Educational Staff Family Services Staff	Intake Parent Conferences
Parents must give written consent for all screening.	Before entering the program.	Family Service Worker	Consent for Screening Form
Head Start and Child Find will avoid duplication of screening by sharing results with parent consent. The agency that conducted the screen will obtain release of information.	August --July	Disabilities Specialist	DIAL 3 HS-Release of Information Child Find-Preschool Screening Clinic Form
Disabilities Specialist/ Education Coordinator reviews the DIAL-3 and Ages and Stages to identify those children who may have a potential delay.	Upon receiving referrals from teachers.	Disabilities Specialist /Education Coordinator	DIAL- 3 ASQ Disability Case

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Education Coordinator will meet with the program staff to discuss the referral and complete the Interdisciplinary Review Team Form.	Within 14 days of receiving the Referral.	Education Coordinator Program Staff	IRT Forms
Disabilities Specialist notifies the parents of the results from the screenings.	After screening	Program Staff Disabilities Specialist	Disabilities Case Notes in Education Files Family Worker Services Case Notes
Screening results are used as a first look in assessment of children's strengths and potential delays.	With 45 Calendar Days of enrollment	Program Staff Disabilities Specialist	Child's Education Files Family Worker Service Case Notes

## **HEAD START SERVICE PLAN DISABILITIES**

**SUBJECT:** Assessment of children

**OBJECTIVE 1308.6 (a-e), 1304.20 (f)(2)(ii):** Each child receives an assessment that identifies the unique strengths and needs of the child and the identification of services appropriate to meet such needs.

**EXPECTED OUTCOME:** Children are identified as soon as possible for referrals for appropriate evaluations, diagnosis and if indicated special education and/or related services.

**APPROACH:**

1. Health and Developmental screenings are completed on all children within 45 calendar days of program services in the fall or 45 calendar days after the child enters the program. (See Disabilities Plan, Education Plan, and Health Plan for Screenings).
2. Disabilities Specialist collaborates with staff in the on-going assessment of each child's functioning by including the information in later diagnostic and program planning activities for children with disabilities.
  - Parents are provided assistance and training in order that they can participate in the developmental assessment.
  - Preschool program staff will be trained in using the Galileo for the ongoing assessment.
  - Assessments are conducted throughout the year in accordance with Head Start Performance Standards and Education Work Plans using an appropriate assessment tool.
  - Ongoing assessment information is documented in each developmental area in order to document progress and plan activities for children with disabilities on the Head Start Child's Individual Plan (HSCIP).
3. Disabilities Specialist arranges for the evaluation of children with suspected disabilities.
4. Disabilities Specialist maintains files, track services, and report on services to children with disabilities and ensures confidentiality is maintained in accordance with grantee and state requirements. Access to files is restricted pursuant to

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Head Start guidelines by housing files in a locked file cabinet located at the central agency office and in the classroom in child's education file.

### **MILESTONES AND TIMELINES:**

Procedure (1308.6 (a-e) and 1304.20 (f)(2)(ii))	Time Frame	Who	Evidence
Education Coordinator/Disabilities Specialist reviews the DIALs, ASQs, and children's health history, and gathers additional information from parents and teacher in the assessment of children with potential delays.	ongoing	Education Coordinator Disabilities Specialist Family Service Teaching Staff	Disability Case Notes Health History DIAL 3 ASQ
Education Coordinator works with service area staff to identify concerns through Interdisciplinary Team Meetings and individual contact.	ongoing	Coordinators Teaching Staff Family Service Worker	IRT Forms
Galileo will be used as the ongoing assessment instrument for children enrolled in Head Start.	August---July	Teaching Staff	Galileo
Screening and Assessments will be used for individual planning for children. Disability Specialist assists with individualization for children with disabilities through training and classroom visits.	August---July	Teaching Staff Disabilities Specialist	DIAL 3/ASQ Creative Curriculum Daily Planning Form HSCIP
Provide information on the requirements of IDEA to parents and staff as it pertains to parental rights and due process.	August---July	Disabilities Specialist Family Service Worker Teaching Staff	Family Service Case Notes Disabilities Compliance Checklist
The Disabilities Specialist makes referrals to the LEA/EIP for children with suspected disabilities or potential delays.	August---July	Disabilities Specialist	Disability Case File Disability Compliance Checklist Family Service & Disability Case Notes

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**SUBJECT:** Further evaluation and referral of children to the Local Education Agency (LEA) and Early Intervention Program (EIP).

**OBJECTIVE 1308.6(e); 1308.7-17; 1304.20(f)(2):** The Disabilities Specialist/ Education Coordinator arranges for further formal evaluations of children who have been identified as possibly having a disability.

**EXPECTED OUTCOME:** Children are identified as soon as possible for referrals for appropriate evaluations, diagnosis and if indicated special education and/or related services.

### **APPROACH:**

1. Children are identified as having a suspected disability through the recruitment process, screening, observations of program staff, outside agency referrals, and/or parental concerns. (See Referral Process for Disabilities)
  - Education Coordinator/Disabilities Specialist reviews information received from all sources.
  - Education Coordinator arranges for an Interdisciplinary Review Team (IRT) meeting to discuss the child's needs and to determine if further testing/evaluation is needed.
  - If agreed upon by the Interdisciplinary Review Team, the referral process for further testing/evaluation will proceed by:
    - The appropriate referral consent form will be completed and signed by the parent.
    - The appropriate request for services forms being completed.
    - Copies of the referral form, relevant teacher observations, anecdotal, consent forms, and developmental screenings will be included.
2. Parents are informed of concerns and involved in the decision for further evaluation.
3. Parents are informed of their rights and procedural safeguards.

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4. Disabilities Specialist ensures that prior written parental consent is obtained before any evaluations for determining a child's disability takes place. The purpose and results of all evaluations must be explained to the parent.
5. The referrals are made to the County District Schools (LEA) as soon as possible after the need has been identified and includes:
  - Parental Consent Form
  - Referral/Request for Services Form (must include the child's Social Security number)
  - Copy of the DIAL 3
  - Hearing and Vision Results
  - Any other relevant data such as teacher observations and notes
  - Copies of evaluations from private therapists; to avoid duplication of testing on young children.
6. As per the agreement with the County District Schools (LEA), if the County District Schools (LEA) cannot provide the evaluation in a timely manner, the evaluation is to be completed by the Head Start program using available resources. Education Coordinator arranges for and/or provides an evaluation based on the following guidelines:
  - The evaluation must not be racially or culturally discriminatory.
  - The evaluation must be administered in the child's native language or mode of communication unless it clearly is not feasible to do so.
  - Testing and evaluation procedures are to be administered by trained personnel who are state certified/licensed.
  - Evaluations must be made by a multidisciplinary team including at least one teacher or specialist with knowledge in the area of suspected disability.
  - Assessment materials used must be validated for the specific purpose for which they are used.

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- Tests used with children with impaired sensory, manual, or communication skills must reflect the child's aptitudes and achievement levels and not just the disabilities.
  - Tests and materials must evaluate all areas related to the suspected disability. In cases where the primary disability appears to be speech or language related, the team must administer enough tests to be certain that the impairment is not a symptom of another disability. A speech or language pathologist should be involved.
  - A referral will be made to the necessary service provider, as soon as possible after the need has been identified and includes:
    - Parental Consent Form (Release of Information letter)
    - Referral - including on the referral all pertinent information and the reason for the referral.
    - Current Dial – 3 information.
    - Disabilities Specialist works with the Family Services staff to assist families in the area of transportation, if requested by the parent, to ensure the getting to and from the evaluation appointments.
10. Education Coordinator works with the County District Schools (LEA), or the Multidisciplinary Team who evaluated the child to coordinate a meeting to review the results and to make a recommendation as to whether or not the child requires special education and/or related services.
11. When the Multidisciplinary Team makes the recommendation for the child to receive special education services, the team must state which criteria apply and recommend program suggestions.
12. Education Coordinator insures that an Individual Education Plan (IEP)/Individual Family Support Plan (IFSP) is developed for all children recommended to receive special education and/or related services. Only a child with an Individual Education Plan (IEP)/Individual Family Support Plan (IFSP) with parent consented are counted toward the 10% enrollment as a child with a disability.

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13. Education Coordinator is responsible for knowing the Eligibility Criteria for the various impairments in Part B of the Individuals with Disability Education Act (IDEA), state guidelines, and 1308.7 - 1308.17 and must ensure that these criteria are used when a Multidisciplinary Team is determining a child meets the requirements for special education and/or related services. These impairments include:

- Health Impairment
- Emotional/Behavioral Disorders
- Speech/Language Impairments
- Mental Retardation
- Hearing Impairment including Deafness
- Orthopedic Impairment
- Visual Impairment including Blindness
- Learning Disabilities
- Autism
- Traumatic Brain Injury
- Other Impairments

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### MILESTONES AND TIMELINES:

Procedure (1308.6(e); 1308.7-17; 1304.20(f)(2))	Time Frame	Who	Evidence
Children are identified as having a suspected disability through the recruitment process, screenings, observations of program staff, outside agency referrals, and /or parental concerns.	August -- July	Disabilities Specialist Education Coordinator	HS Applications Teacher Referral Forms Referrals from other agencies
Interdisciplinary Review Team meets to discuss a child's needs and to determine if further evaluation is needed.	August -- July	Interdisciplinary Review Team	IRT Forms
Disabilities Specialist ensures that prior parental consent is obtained before any evaluations take place.	Ongoing	Disabilities Specialist	Parent Consent for Evaluation Forms Release of Information Forms
Parents are informed of rights and procedural safeguards.	Point of entry	Disabilities Specialist	Disabilities Compliance Checklist
Disabilities Specialist works with the Family Service Worker to assist parents if transportation is needed.	Ongoing	Disabilities Specialist Family Service Worker	Disability Case Notes Family Service Notes
Disabilities Specialist works with the LEA, or the Multidisciplinary Team to coordinate a meeting to review the results of the evaluation.	Ongoing	Disabilities Specialist	Disability Case Files and notes
Disabilities Specialist ensures that an IEP/IFSP is developed for all children who are recommended to receive special education and/or related services.	Ongoing	Disabilities Specialist	IEP IFSP

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**SUBJECT:** Developing Individual Education Plans (IEP) or Individual Family Support Plans (IFSP).

**OBJECTIVE 1308.19 (a-k); 1308.4(f); 1308.4(i); 1304.20 (f)(2)(ii):** To ensure that all children who are diagnosed with a disability are served under an appropriately developed Individual Education Plan (IEP) or Individual Family Support Plan (IFSP) and to facilitate appropriate delivery of the needed services.

**EXPECTED OUTCOME:** Each child who is professionally diagnosed as having a disability is served through the use of an appropriate Individual Education Plan (IEP) or Individual Family Support Plan (IFSP).

### **APPROACH:**

1. The Education Coordinator coordinates a meeting of the multidisciplinary team, including the parent, teacher, and any other program staff deemed as necessary to determine eligibility for disability services based on the formal evaluation and other related information.
  
2. When County District Schools (LEA) develops the Individual Education Plan (IEP), the Education Coordinator/Disabilities Specialist assists in the development of the Individual Education Plan (IEP) before special education and/or related services are to begin and monitors the implementation of the Individual Education Plan (IEP) after the development.
  - When eligibility for services are being considered, the designated Resource Teacher from County District Schools (LEA) will facilitate the Individual Education Plan (IEP) meeting in accordance to County District Schools (LEA) rules and regulations.
  
  - Individual Education Plans (IEP) for special services are developed at the Individual Education Plan (IEP) meeting with County District Schools (LEA) representative and the person who will provide the therapy, Head Start teacher, Head Start representative, and the child's parent when the evaluation indicates the need for services.
  
  - County District Schools (LEA) Resource Teacher coordinates the staffing in cooperation with the Disabilities Specialist.
  
  - The Disabilities Specialist assures that the Individual Education Plan (IEP) process considers all placement options to meet the Least Restrictive Environment (LRE) requirements as indicated by a child's Individual Education Plan (IEP).

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3. When County District Schools (LEA) develops the Individual Education Plan (IEP), the Education Coordinator arranges for a representative to be present at the Individual Education Plan (IEP) meeting and at any Placement meetings.
4. The implementation of a Individual Family Support Plan (IFSP), is overseen by the service provider. The Disabilities Specialist will work in conjunction with the services provider to help coordinate the implementation of any needed special services.
5. The Disabilities Specialist assures that the Individual Education Plan (IEP) or Individual Family Support Plan (IFSP) reflects the following required elements:
  - Statement of the child's current level of functioning in developmental areas.
  - Statement of annual goals, including the short- term objectives to meet the annual goal.
  - Statement of the services that are to be provided to the child and any necessary equipment that is needed for the child to participate in the Head Start program. This statement will identify the services that are to be provided by Head Start or any other non-Head Start professional.
  - Identification of the personnel responsible for the planning and supervision of services and the delivery of services.
  - The projected dates for initiation of services and anticipated duration of services.
  - Statement of objective criteria and evaluation procedures for determining at least annually that the short-term objectives are being achieved or need to be revised.
6. When Head Start develops the Individual Education Plan (IEP), the Education Coordinator ensures that the multi-disciplinary team will consist of the Disabilities Specialist, the child's teacher or home visitor, the child's parent or guardians, at least one member from the evaluation team and other individuals at Head Start discretion or as requested by the parents. The Education Coordinator invites a Local Education Agency (LEA) representative in writing to attend the Head Start Individual Education Plan (IEP) Meeting.
7. The Education Coordinator coordinates the Individual Education Plan (IEP) meeting with the help of the Family Service Worker so that the time is convenient for the parents and staff, but occurs within 30 calendar days of determination of eligibility for services. Services are to begin as soon as possible after the

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development of the Individual Education Plan (IEP).

8. The Disabilities Specialist coordinates with the Family Service Worker and other participating agencies to make vigorous efforts to involve the parents in the Individual Education Plan (IEP) or Individual Family Support Plan (IFSP) process. This is accomplished by:
  - Parents are notified either by writing or verbally of the purpose of the Individual Education Plan (IEP) or Individual Family Support Plan (IFSP) meeting, who will be attending, the time and location of the meeting far enough in advance so that there is opportunity for them to participate.
  - The Education Coordinator, Program Staff, Family Service Worker, and other participating agencies attempt to make every effort to ensure that the parent understands the purpose and encourage them to provide any additional information about their child.
  - Head Start or other participating agencies provides interpreters as needed and that the copy of the Individual Education Plan (IEP)/Individual Family Support Plan (IFSP) in the parent's primary language.
  - The Individual Education Plan (IEP)/Individual Family Support Plan (IFSP) meeting is held only when permission has been given by the parent and is documented.
  - Head Start does provide the opportunity to review the results of the Individual Education Plan (IEP) or Individual Family Support Plan (IFSP) meeting and to also get the parents input and signature.
9. The Education Coordinator/ Disabilities Specialist arranges for implementation of the Individual Education Plan (IEP) or Individual Family Support Plan (IFSP) as soon as possible after the meeting date by modifying the program to meet the goals and objectives that are stated in the Individual Education Plan (IEP) or Individual Family Support Plan (IFSP). If a child enters the Head Start program with an Individual Education Plan (IEP) or Individual Family Support Plan (IFSP) that was written prior to enrolling; services are to begin within two weeks of enrollment.
10. The Disabilities Specialist will ensure that the appropriate staff receives copies of the Individual Education Plan (IEP) or Individual Family Support Plan (IFSP). Once the teacher's have a copy of IEP/IFSP, teachers and home-based family advocates will implement the goals and objectives into the daily schedule.
11. The teachers will begin implementing the Consultation Log (see Consultation Log procedure) to ensure ongoing communication between the Head Start staff and therapists.

## HEAD START SERVICE PLAN DISABILITIES

12. The Disabilities Specialist reviews Head Start policies and procedures annually to assure that confidentiality is maintained. A confidential record on each child is maintained. The Head Start Managers and Coordinators coordinate efforts to monitor compliance with policies regarding confidentiality.
13. The Education Coordinator/ Disabilities Specialist is responsible for knowing the Americans with Disabilities Act and Section 504 to ensure the accessibility of all facilities.

### **MILESTONES AND TIMELINES:**

Procedure (1308.19(a-k); (1308.4(f); 1308.4(i); 1304.20(f)(2)(ii))	Time Frame	Who	Evidence
The Multi-Disciplinary Team meets to determine eligibility for disability services and is coordinated by the Education Coordinator.	August – July	Multi-disciplinary Team	IEP
The Disabilities Specialist oversees the implementation of the IEP/IFSP goals in the classroom through coordination with the Educational Staff. (See Continuous Quality Enhancement for Disabilities Procedure)	August – July	Disabilities Specialist Coordinators Program Staff	IEP IFSP
The Disabilities Specialist provides technical assistance and training to teachers and staff in the development of activities and individualization to implement the IEP/IFSP goals and objectives.	August – July	Disabilities Specialist Education Coordinator Teaching Staff Family Service Worker	Staff Training Schedule & Agendas
The Disabilities Specialist assists the teaching Staff in modifying classroom activities to accomplish the IEP/IFSP short-term objectives and long-term goals.	August – July	Disabilities Specialist Teaching Staff	Disability Case Files Disability Consultation Log

## HEAD START SERVICE PLAN DISABILITIES

The Disabilities Specialist arranges for appropriate furniture, equipment and materials as indicated in the IEP/IFSP for the child to participate fully in the Head Start classroom through collaboration with the LEA, EIP, and other community agencies.	Ongoing	Disabilities Specialist LEA IEP Service Providers	IEP IFSP Letters from the Service Providers
The Disabilities Specialist reviews the children's files of children who have a diagnosed disability for individualization.	Ongoing	Disabilities Specialist	Individual Program Plan Lesson plan IEP
The Disabilities Specialist receives reports on the children with disabilities and maintains accurate confidential files on each child.	Ongoing	Disabilities Specialist	Disability Case Files Therapy Logs Letters from Service Providers
The Disabilities Specialist arranges for any special transportation that may be needed by the child with the disability and arranges for any transportation that may be needed to assist the family in attending the IEP/IFSP meetings.	August – July	Disabilities Specialist Transportation Staff Family Service Worker	IEP IFSP
The Disabilities Specialist gather information for parents on specific issues relating to raising a child with a disability or special needs.	Ongoing	Disabilities Specialist	Parent Training Schedule & Agendas PSP Agendas
The Disabilities Specialist collaborates with the LEA and update IEP's and IFSP's for all children with diagnosed disabilities.	IEP-Annually IFSP-every 6 months	Disabilities Specialist	IEP IFSP

## **HEAD START SERVICE PLAN DISABILITIES**

**SUBJECT:** Coordination of Services by Staff

**OBJECTIVE 1304, 1308:** To coordinate with other Head Start staff to ensure the special needs of children with a disability are met.

**EXPECTED OUTCOME:** Quality services are provided to children with disabilities through the coordination of efforts by the Head Start staff.

**APPROACH:**

1. The Education Coordinator meets with all management staff at regularly scheduled staff meetings.
2. The Education Coordinator receives referrals from all service areas on an ongoing basis.
  - The Disabilities Specialist reviews the documents from Galileo of children with suspected disabilities or having a disability.
  - The Disabilities Specialist follow-ups as needed on the children with suspected disabilities and those who have been diagnosed as having a disability.
  - The Disabilities Specialist coordinates follow-up efforts with other service area managers/coordinators to avoid duplication.
3. The Education Coordinator/ Disabilities Specialist collaborates with the Health Coordinator during screenings, assessments and follow-up on children to be sure that the needs are met for passes in hearing and vision for those children being referred to County District Schools (LEA).
4. The Education Coordinator coordinates with the Head Start Program Coordinators to provide:
  - Appropriate program activities for children with disabilities in the program based from the Individual Education Plan (IEP) or Individual Family Support Plan (IFSP) goals and objectives.
  - Appropriate training opportunities for the program staff regarding services to children with disabilities in all environments.

## HEAD START SERVICE PLAN DISABILITIES

- To identify in-service training needs.
5. The Education Coordinator coordinates with the Family Services Coordinator and the Disabilities Specialist to ensure parent participation and support for parents of children with disabilities.
    - Review the Disabilities Service Plans to be sure that the parent’s needs are being met.
    - Identify areas of weakness in the plan’s efforts to support parents and correct these weaknesses.
  6. The Education Coordinator coordinates recruitment, enrollment, and selection with Family Services Coordinator.
  7. The Education Coordinator meets with staff from other Head Start service areas on an as needed basis to discuss and coordinate services to children with disabilities including: Family Service Worker Meetings, Head Start Team Meetings, Center Meetings, and Interdisciplinary Review Team Meetings.

### **MILESTONES AND TIMELINES:**

Procedure (1304 & 1308)	Time Frame	Who	Evidence
Management staff meets at regularly scheduled times.	Weekly	Head Start Coordinators	Sign In Sheets
The Education Coordinator & Disabilities Specialist reviews reports pertaining to children with a suspected disability or a diagnosed disability.	August – July	Education Coordinator Disabilities Specialist	Galileo Reports
The Education Coordinator arranges for Interdisciplinary Review Team Meeting to discuss the children who have a suspected disability and those who have a diagnosed disability.	August – July	Education Coordinator Interdisciplinary Review Team	Interdisciplinary Review Team Forms
The Education Coordinator works with other service area coordinator to avoid duplication of services to children with a suspected disability or a diagnosed disability.	August – July	Coordinators	Management Meeting Minutes

**HEAD START SERVICE PLAN  
DISABILITIES**

The Disabilities Specialist coordinates with the Education Team, Program Staff, and Therapists to provide appropriate program activities for children with disabilities in the program based on the IEP/IFSP goals and objectives.	Ongoing	Disabilities Specialist Educational Staff Program Staff Therapists	Disability Consultation Log
The Disabilities Specialist works with the Educational Staff to identify in-service training needs.	August – July	Disabilities Specialist Educational Staff	Staff Training Schedule and Agendas
The Education Coordinator works with the Social Services Department to coordinate recruitment, enrollment, and selection.	August – July	Education Social Services Department	Flyers News Articles PSAs
The Education Coordinator arranges to meet with Head Start staff to discuss the coordination of services for children with disabilities at scheduled meetings.	August – July	Education Coordinator Staff from other Head Start Service Areas	Interdisciplinary Review Team Forms Parent/Staff Conferences Sign-In Sheets

## **HEAD START SERVICE PLAN DISABILITIES**

**SUBJECT:** Coordination of Services with Other Agencies

**OBJECTIVE 1308 and 1304:** To ensure consistency of services to children with disabilities in Head Start through coordination between Head Start and other agencies serving children with disabilities.

**EXPECTED OUTCOME:** Services are coordinated with other agencies to facilitate effectiveness of services and to prevent duplication of services.

**APPROACH:**

1. The Education Coordinator/Disabilities Specialist will participate in Child Find activities to the greatest extent possible.
  - Assist with Child Find community screenings as a volunteer screener scheduled.
  - The Education Coordinator/Disabilities Specialist networks and coordinates with community agencies providing services to children with disabilities.

Agencies may include:

- Children's Home Society
- Child Find
- District Schools (LEA)
- EIKs Therapy
- C.O.P.E.
- Life Management
- Medical Center
- Local Hospital
- WIC

- The Education Coordinator/Specialist attends and participates in other community and national organizations.

Organizations may include:

- Area Council for Children
- Interagency Council Meeting for County
- Council for Exceptional Children (CEC)
- Florida Transition Project

## HEAD START SERVICE PLAN DISABILITIES

### MILESTONES AND TIMELINES:

Procedure (1308; 1304)	Time Frame	Who	Evidence
The Education Coordinator /Disabilities Specialist participates in community screenings with Child Find.	August –July	Education Coordinator Disabilities Specialist	Child Find Screening Schedule
The Education Coordinator /Disabilities Specialist works with and various community agencies that provide services for children with disabilities.	August – July	Education Coordinator Disabilities Specialist	Phone Logs Galileo Case Notes Agreements with other agencies
The Education Coordinator & Disabilities Specialist is involved in various organizations locally and nationally that work with children with disabilities.	August—July	Education Coordinator Disabilities Specialist	Minutes from Meetings Agendas Publications

## **HEAD START SERVICE PLAN DISABILITIES**

**SUBJECT:** Nutrition and Disabilities

**OBJECTIVE 1308.20:** To ensure that the program provides appropriate nutrition services to children with disabilities.

**EXPECTED OUTCOME:** Children with disabilities requiring special nutrition services will be accommodated.

**APPROACH:**

1. Disabilities Specialist works with Nutrition Coordinator to ensure that the dietary requirements of children with diagnosed disabilities are incorporated into the nutrition program.
2. Disabilities Specialist ensure that appropriate professionals are to be consulted on methods of therapy when assisting Head Start staff and parents when there are nutrition and feeding concerns with children that have a diagnosed disability.
3. Disabilities Specialist oversees activities along with the Education and Health Coordinators to ensure that children with disabilities are integrated into meal and snack times.
4. Disabilities Specialist consults with the Nutrition Coordinator to ensure that the menus for the program reflect diets that aide in the prevention of nutritionally related disabilities.

## HEAD START SERVICE PLAN DISABILITIES

### MILESTONES AND TIMELINES:

Procedure (1308.20)	Time Frame	Who	Evidence
The Disabilities Specialist and Program Staff work with the appropriate professionals for children with disabilities who are having feeding concerns.	August – July	Disabilities Coordinator Nutrition Coordinator Therapists	IEP IFSP Consultation Log
Children with disabilities are integrated into meal and snack times.	August – July	Disabilities Specialist Educational Staff Health Coordinator	IEP IFSP
The Coordinators work together to ensure that the menus for the program reflect the dietary needs that aid in the prevention of nutritionally related disabilities.	August -- July	Coordinators Parents	Coordinators Meeting Agendas and Minutes

## **HEAD START SERVICE PLAN DISABILITIES**

**SUBJECT:** Confidentiality

**OBJECTIVE 1308.6 (e)(4):** To maintain confidential, on-going records on each child who has a disability.

**EXPECTED OUTCOME:** Complete, ongoing, records on each child diagnosed with a disability will be maintained in a confidential manner.

**APPROACH:**

1. The Disabilities Specialist establishes on-going records on each child with a diagnosed disability. The file should include all reports and information available on a child.
2. Records are stored in a locked cabinet in the following places:
  - In a locked file cabinet in the disabilities office.
  - In a locked file cabinet in the classrooms and maintained by the Instructional Staff.
3. The Coordinators coordinate efforts to monitor compliance with policies regarding confidentiality.
4. The Disabilities Specialist oversees the review and update of records throughout the program year on children with disabilities.
5. The Disabilities Specialist coordinates with other service areas and community providers to maintain a comprehensive child tracking system through file systems and through the use of .
6. The Disabilities Specialist will share information with other agencies only when parental permission has been given to exchange information.
7. The Disabilities Specialist forwards information from records to appropriate professionals after parents have given written consent.

## HEAD START SERVICE PLAN DISABILITIES

### **MILESTONES AND TIMELINES:**

Procedure (1308.6 (e)(4))	Time Frame	Who	Evidence
Records on each child with a diagnosed disability will be maintained	August--July	Disabilities Specialist	Disability Case Files
The Coordinators coordinate efforts to monitor compliance with policies regarding confidentiality.	August – July	Coordinators	Confidentiality of Records Form
The Disabilities Specialist oversees the review and update of records throughout the program year.	August – July	Disabilities Specialist	Disability Case Files
A comprehensive child tracking system is kept on children with disabilities through file systems and through the use of .	August – July	Disabilities Specialist	Disability Case Files Reports
Information is shared with other agencies after written permission has been given from the parent.	August – July	Disabilities Specialist	Release of Information Form BDS Consent for Evaluation

## **HEAD START SERVICE PLAN DISABILITIES**

**SUBJECT:** Disabilities Service Plan and Budget

**OBJECTIVE 1308.4 (m):** The Disabilities Coordinator works with the Head Start Director and Program Coordinators in planning and budgeting.

**EXPECTED OUTCOME:** The disabilities budget reflects elements required in the provision of services for children with disabilities or special needs.

**APPROACH:**

1. The Education Coordinator works with the Head Start Director, Head Start Program Coordinators, and Finance Director in planning and budgeting of grantee funds to assure that the special needs identified in the Individual Education Plan (IEP)/ Individual Family Support Plan (IFSP) are fully met; that children most in need of a integrated placement and of special assistance are served.
  - The Education Coordinator attends training on budget development and management.
  - The budget reflects resources available from other agencies as part of interagency agreements, which include sharing of resource materials, joint training, and donations of goods and services as in-kind.
  - The Education Coordinator coordinates with the Head Start Program Director in the assessment of appropriate inclusion materials for classrooms for the annual budget.
  - The budget will reflect allocation of funds as appropriate for disability services.

## HEAD START SERVICE PLAN DISABILITIES

### MILESTONES AND TIMELINES:

Procedure (1308.4(m))	Time Frame	Who	Evidence
The Education Coordinator works with the Head Start Director, Head Start Program and Finance Director in planning and budgeting of grantee funds to assure that the special needs identified in the IEP/FSP are fully met.	Annually	Education Coordinator Head Start Director Head Start Program Coordinator Finance Director	Head Start Budget  Letters from Service Providers
The Education Coordinator attends training on budget development and management.	August – July	Education Coordinator Program Director	Training Agendas
The budget reflects resources available from other agencies for possible sources of In-Kind.	August – July	Education Coordinator Disabilities Specialist	Interagency Agreements In-Kind Forms
The Disabilities Specialist coordinates with the Head Start Program Coordinator to ensure that toys for inclusion are reflected in the budget.	Annually	Disabilities Specialist Head Start Program Coordinator	Head Start Budget Purchase Order Forms
Funds are allocated as appropriate for disability services for children needing special equipment and/or for therapies that need to be paid for.	August – July	Disabilities Specialist	IEP IFSP Letters from Service Providers

## **HEAD START SERVICE PLAN DISABILITIES**

**SUBJECT:** Transition of children with disabilities.

**OBJECTIVE 1308.21 (a-c); 1308.4 (g); 1304.20(f)(2)(iii-iv):** To plan for the transition of all children with disabilities being transitioned into and/or out of Head Start to the next placement, including the public school system.

**EXPECTED OUTCOME:** Head Start supports the transition process for children who have disabilities or special needs who are entering and/or leaving Head Start.

**APPROACH:**

1. The Disabilities Specialist attends transition meetings for children receiving services from the Local Education Agency (LEA) that have an Individual Education Plan (IEP), and will be leaving Head Start. A Local Education Agency (LEA) representative, the child's parents, and a Head Start representative are included in this meeting.
2. For other children transitioning into Head Start that have pre-diagnosed conditions, they are identified in the application. The Family Service Coordinator, Health Coordinator, and/or Social Services staff contacts families to share information on the program philosophy, vision, and services available to children with disabilities.
3. If parents are interested in Head Start, the Family Service Coordinator works with the Social Services staff in making necessary arrangements for enrollment, providing eligibility criteria are met.
4. Once the child is enrolled, meetings between parents, Head Start staff, and service providers will take place, to begin in determining eligibility for special education and/or related services.
  - The Individual Education Plan (IEP) is written when the child meets eligibility either by County District Schools (LEA) or the Head Start program.
  - The Individual Family Support Plan (IFSP) is written when the child meets as determined by Multi-Disciplinary Team.
5. The Disabilities Specialist works with parents and the Educational staff to identify the Kindergarten the child may enter. The transition (see transition plan) to determine the child's educational needs, and determine appropriate placement.

## **HEAD START SERVICE PLAN DISABILITIES**

6. When a child receives speech/language therapy while in the Head Start Program from County District Schools, the therapist will arrange for a transition to Kindergarten of the parents choice. Invited to this meeting will be LEA representative, LEA therapist for Head Start, LEA therapist for Kindergarten, parent, child's teacher, and service coordinator for Head Start.
7. When a child moves to another preschool or childcare program, the Disabilities Specialist will work with the parent and providers to ensure continuity of services.
8. The Disabilities Specialist coordinates any follow-up assistance to parents and County District Schools (LEA) (IEP).
9. The Disabilities Specialist assists parents of children with disabilities transitioning into Head Start or leaving Head Start by:
  - Supporting parents of children who have disabilities entering into the HS program.
  - Provide information to parents of children with disabilities on how to encourage the development of their child.
  - Provide opportunities for parents to Participate in educational activities.
  - Provide the parent with follow-up assistance and supplemental activities to do at home.
  - Refer families to support groups who can offer peer support.
  - Inform parents of their parental rights under IDEA.
  - Inform parents of additional resources that may be available to them and their family.
  - Identify needs of siblings and other family members that could be caused by the disability.
  - Provide the family with information about disabilities for any siblings who may be "at-risk".
  - Provide the parent with knowledge and skills to access resources and ways to advocate to meet the special needs of their child.

## HEAD START SERVICE PLAN DISABILITIES

### **MILESTONES AND TIMELINES:**

Procedure (1308.21(a-c) & 1308.4(g); 1304.20 (f)(2)(iii-iv))	Time Frame	Who	Evidence
Parents of children who were diagnosed prior to applying for the Head Start program will be contacted to share information about the program.	August – July	Family Service Coordinator Health Coordinator Family Service worker	Disability Case Files Family Service Case Files
A child with a disability will be enrolled into the program, providing an eligibility criterion is met. (See Enrollment & Recruitment Plan)	August – July	Family Service Coordinator Family Service Worker	Eligibility Criteria Sheet
An IEP is written when a child meets eligibility by the LEA or the Head Start program.	August – July	Disabilities Specialist LEA	IEP
IFSP is written when the child meets eligibility by the Multidisciplinary Team	August – July	Program Coordinator	IFSP
Disabilities Specialist and Program Staff help the parent to identify the Kindergarten their child may enter and assist parents w/disability children in and out of Head Start	February/March	Disabilities Specialist Program Staff	Disability Case Files Child's Education and Family Service file
The Disabilities Specialist works with the families to ensure continuity of services when moving to another preschool or childcare program.	Ongoing	Disabilities Specialist	Disability Case File
The Education Coordinator & Disabilities Specialist will attend transition IEP meetings for children receiving services from the LEA and are leaving Head Start.	Spring	Education Coordinator Disabilities Specialist	IEP
The Disabilities Specialist coordinates any follow-up assistance to parents and or the LEA.	August – July	Disabilities Specialist	IEP IFSP Disability Case Files

## HEAD START SERVICE PLAN DISABILITIES

**SUBJECT:** Training and Technical Assistance

**OBJECTIVE 1308.5(b); 1308.5(d); 1308.21:** To provide training and technical assistance for all staff and parents about children with disabilities.

**EXPECTED OUTCOME:** Trainings are provided to ensure quality services and inclusion of children with special needs or a disability into a Head Start classroom or care room.

**APPROACH:**

1. The Education Coordinator/Disabilities Specialist coordinates trainings for staff and parents to learn more about serving children with disabilities in the Head Start classroom.
- 2.. The Disabilities Specialist provides technical assistance on a case-by-case basis for specific children to program staff.

**MILESTONES AND TIMELINES:**

Procedure (1308.5(b); 1308.5(d); 1308.21)	Time Frame	Who	Evidence
The Education Coordinator schedules trainings for staff and parents in collaboration with other Coordinators.	August – July	Coordinators	Staff/Parent Training Schedule
The Education Coordinator /Disabilities Specialist provides trainings for parents and staff.	August – July	Education Coordinator Disabilities Specialist	Meeting Agendas In-service Agendas
Technical assistance is provided on a case-by-case basis for specific needs to program staff.	August – July	Disabilities Specialist	Disability Case File
Disabilities Specialist will provide training on Individualization for children with disabilities.	August – July	Disabilities Specialist	Sign-In Sheets