

**Tri-County Community Council, Inc.**  
**Early Head Start/Head Start**

**Section:**        **Disabilities**    P.S. 1308

**Subject:**        **Communication between Parents and Staff**

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**Policy:**

Early Head Start/Head Start encourages communication between staff and families.

**Procedure:**

1.     Staff will ensure that any information to the parent will be promptly sent home with the child.
2.     Any notes sent by the parent to the staff will be placed into the child's education file and a copy sent to the office to be placed into the family file.
3.     Staff will inform parents of their child's progress.
4.     Staff will address the parents in a professional and respectful manner in all situations.
5.     If there is a communication problem between staff and parents, the Center Coordinator will address problem immediately.
6.     Staff/Parent communication that addresses a child should be conducted in a private setting to ensure that confidentiality is maintained.
7.     When staff is meeting with parents to discuss a child's issues or concerns, the meeting will be documented. A copy of the documented meeting will be placed in the child's education file and family file.

**Tri-County Community Council, Inc.**  
**Head Start/Early Head Start**

**Section:       Disabilities   PS 1308**

**Subject:       Communication between Therapists and Staff**

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**Policy:**

Head Start/Early Head Start Program will establish open communication between therapist and staff. A team approach will be encouraged to enhance the education and well-being of the child.

**Procedure:**

1. Written material of what the child is working on with the therapist is to be shared with teaching staff to allow staff to support the services.
2. Copies of materials submitted by therapist should be placed in child's education file for quick reference. The information will be sent home to share with the parent/guardian.
3. Material that is being covered by therapist should be implemented by teaching staff through individualization with the child.
4. Staff should make every effort to address any questions or concerns about child's therapy with the therapist to ensure open communication.
5. Communication between therapist and staff will not include family or personal information on the child without parental or center coordinator's permission.
6. Ensure that any information being sent to the parent by the therapist is promptly sent home with the child.

**Tri-County Community Council, Inc.**  
**Head Start/Early Head Start**

**Section:       Disabilities    1308.4**

**Subject:       Cooperative Agreement**

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**Policy:** Head Start/Early Head Start program will develop or establish a plan for sharing resources and services with other agencies to meet the needs of children with disabilities and their families.

**Procedure:**

1. Head Start/Early Head Start will develop a Cooperative agreement with LEA/Early Steps and other agencies that provides services to children with disabilities and their families.
2. Two original copies of the agreement will be mailed to the cooperating agencies or service provider. Cooperating agencies will review the agreement and make any changes necessary. The agreement will be returned. If a disagreement occurs regarding the responsibilities, the dispute will be resolved by the Head Start Director and the lead person for the cooperating agency.
3. After all corrections have been made to satisfaction of both parties, two original copies of the amended agreement will be sent to the Executive Director for signature. The two original copies will be sent to the cooperating agencies for signature. One copy will be kept by the cooperating agency; the second copy will be mailed to Tri-County Head Start.
4. Agreements with service provider will be renewed annually unless either party gives a 30 day notice before the renewal date. The agreement may be terminated by either party upon a 30 day written notice.

**Tri-County Community Council, Inc.**  
**Head Start/Early Head Start**

**Section:       Disabilities    1308.4**

**Subject:       Disabilities Service Plan**

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**Policy:**   The Head Start/Early Head Start program will develop a Disabilities Plan to support the implementation of services to children with disabilities and their families.

**Procedure:**

1. Education/Disabilities Coordinator will annually review the disabilities regulation and the existing Disabilities Plan and revise the plan to meet ongoing needs of children with disabilities and their families.
2. Education/Disabilities will make necessary revision and prepare plan for Policy Council.
3. The Head Start/Early Head Start disabilities Plan will be presented to Policy Council for annual review.
4. Policy Council will approve the revised plan and the plan will be approved by the Board of Directors.

**Tri-County Community Council, Inc.**  
**Head Start/Early Head Start**

**Section:       Disabilities    1308.4**

**Subject:       IEP/IFSP**

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**Policy:** Head Start/Early Head Start program will participate in the implementation of an Individualized Education Plan (IEP) and Individualized Family Service Plan (IFSP) for children with Disabilities

**Procedure:**

1. Head Start/Early Head Start staff members will attend Admission, Review, Dismissal meeting, Individualized Education Plan (IEP) meetings and /or Individualized Family Service Plan (IFSP) meeting.
2. The Local Education Agency/Early Steps will invite Head Start/Early Head Start to participate in the IEP/IFSP meeting
3. In cooperation with LEA/Early Steps, Head Start/Early Head Start staff will assist with the IEP/IFSP process for children with suspected disability.
4. At the IEP/IFSP meeting the beginning date of service for the child will be determined.
5. Appropriate placement of the child will be determined by the IEP/IFSP team.

**Tri-County Community Council, Inc.**  
**Head Start/Early Head Start**

**Section:       Disabilities    1308.4**

**Subject:       Inclusion**

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**Policy:** To the greatest extent possible, children with disabilities will be included in the full range of activities and services normally provided to all Head Start/Early Head Start children by making the necessary modifications to meet the child's special need.

**Procedure:**

1. When a child with disability enters the Head Start/Early Head Start program, or an enrolled child that is suspected of having a disability, the Education/Disabilities Coordinator /Disabilities Specialist will review documentation.
2. The Education /Disabilities Coordinator/Disabilities Specialist may consult the service provider who is currently working with the child to determine needs and strength.
3. The Education/Disabilities Coordinator/Disabilities Specialist may assist the school district/Early Steps in making any modification necessary to facilitate ongoing inclusion. Modification may include purchasing adaptive equipment and materials.
4. The Education/Disabilities Coordinator/Disabilities Specialist will make classroom staff aware of training and information resources related to specific disabilities.
5. Parental involvement and awareness will be facilitated through individual consultation, EHS Individualized Family Service Plan meeting, or Head Start IEP meeting. The parents will be given information regarding community resources.

**Tri-County Community Council, Inc.**  
**Head Start/Early Head Start**

**Section:       Disabilities    PS 1308.19**

**Subject:       Individual Education Plan (IFSP/IEP) & Lesson Plans**

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**Policy:**

Caregivers/Home visitors/Teachers will ensure that the short term objectives or goals on the IFSP/IEP will be incorporated into the lesson plan in the form of general lesson or individualization. The teaching staff will use the child's assigned number to indicate what he or she will be working on.

**Procedure:**

1. Caregivers/Home visitors/Teacher will attend the IFSP/IEP meeting and document goal in appropriate area on HSCIP.
2. A copy of the IFSP/IEP will be placed in the child's education file in the appropriate section. (Disability I)
3. Material the therapist submits to the teacher to work on in class should be placed in the Miscellaneous section of the child's education file and this material will be immediately included on the lesson plan.
4. Proper documentation of the presentation of the IFSP/IEP goals on the lesson plan and the implementation of these goals will be maintained in the education file in the Disability Section 2 under Progress Notes.
5. Caregivers/Home visitors/Teacher will get clarification from therapist on any area of uncertainty on the IFSP/IEP.

**Tri-County Community Council, Inc.**  
**Head Start**

**Section:**       **Disabilities** PS. 1308

**Subject:**       **In-House Individual Family Support Plan (IFSP)**

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**Policy:**

Children who attend Head Start and are determined to have special needs will have an IFSP if service agency does not provide one of their own.

**Procedure:**

1. Children who have been referred to Occupational Therapy or a Mental Health Agency will have an in-house IFSP
2. The Education Coordinator/Family Service Coordinator will conduct the IFSP meeting
3. The IFSP will follow the requirements of the Federal IDEA 614(d) (1) (A).
4. Parents/Guardians and service providers will receive notice of the IFSP meeting.
5. The IFSP will be conducted to ensure that goals set by service provider for the child are clearly understood by all parties.
6. Every attempt will be made to implement suggestions made by the service provider into the child's daily classroom schedule.

**Tri-County Community Council, Inc.**  
**Head Start/Early Head Start**

**Section:       Disabilities PS 1308**

**Subject:       Multi-Disciplinary Team**

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**Policy:**

The Multi-Disciplinary Team will consist of Education Coordinator, Family Service Coordinator, Health Service Coordinator and Nutrition Coordinator. The team will meet with Center staff members to address concerns on children suspected of having special needs.

**Procedure:**

1. The Education Coordinator will arrange a Multi-Disciplinary Team Meeting to discuss children who have a suspected disability.
2. The Education Coordinator will coordinate the meeting, provide information, and guide discussion while all parties are encouraged to provide input.
3. The meeting will include at least one parent/guardian, child's teacher, Center Coordinator, Disabilities Specialist, Family Service Worker, and Multi-Disciplinary Team.
4. The meeting will be documented on a staffing form and the original form will be kept in the child's family file, and a copy in education file and a copy in the child's file in Disabilities Specialist office.
5. The Disabilities Specialist will assist the educational staff in implementing the short-term objective and the long-term goals.
6. The Disabilities Specialist will be responsible for making referrals and monitoring the child's progress.

**Tri-County Community Council, Inc.**  
**Head Start/Early Head Start**

**Section:       Disabilities    1308.4**

**Subject:       Referral Procedure**

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**Policy:** Head Start/Early Head Start children will be referred for further evaluation when screening (Battelle), Ages and Stages, parents and teaching staff indicates a need.

**Procedure:**

1. The Head Start/Early Head Start staff will discuss the screening results and concerns with parents.
2. Parents/Guardian must have a “*Release of Information Form*” sign in order to exchange information between Head Start/ Early Head Start and LEA/Early Steps.
3. The Disabilities Specialist will indicate the need for a referral on the screening summary and discuss the results with Education/Disabilities Coordinator for Head Start/Early Head Start children. A referral packet will be sent to the Head Start classroom for staff to be completed with parents, if deemed necessary. The referral packet will be sent to Child Find/LEA.
4. For Early Head Start, if the results indicate a need for further evaluation, the child will be referred to Early Steps. Written parental consent must be obtain on *the Birth to Three Early Intervention Intake/Referral Form* in order to refer the child for services.
5. Parents will be informed of their rights by Head Start/Early Head Start and LEA and Early Steps.
6. Disabilities Specialist/Education/Disabilities Coordinator will review the referral packet and make arrangements for delivery to the appropriate agency.

**Tri-County Community Council, Inc.**  
**Early Head Start/Head Start**

**Section:       Disabilities                               PS 1308**

**Subject:       Requests for special equipment and supplies**

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**Policy:**

Children with special needs will have access to special equipment and supplies as deemed necessary by the therapist.

**Procedure:**

1. Requests for special equipment and supplies by the therapist will be written by therapist with explanation of need and submitted to Disabilities Specialist.
2. The request for equipment/supplies will be forwarded to the Education Coordinator with a copy of the request placed in the child's education file on (unlabeled) back cover.
3. The request for equipment/supplies will be promptly reviewed by the Education Coordinator and every effort made to obtain the supplies in a timely manner.
4. Requests for equipment/supplies must be reasonable and made with consideration to availability, facility space, and cost effectiveness of material.
5. All equipment/supplies purchased by Tri-County Community Council Inc. Head Start/Early Head Start immediately becomes and remains the property of the agency.

**Tri-County Community Council, Inc.**  
**Head Start/Early Head Start**

**Section:       Disabilities   PS 1308.4**

**Subject:       Screening**

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**Policy:** All children with disabilities will be screened using the same procedures and timelines for all Head Start/Early Head Start children.

**Procedure:**

1. At the beginning of the year/upon enrollment, parental permission will be obtained for standard screening on the “Battelle Permission Form”.
2. Head Start/Early Head Start staff member will select a screening instrument that addresses the following areas: visual/motor, language/cognitive, gross and fine motor/body awareness and self help.
3. Timelines addressed in Head Start/Early Head Start regulations will be observed
4. Classroom staff/home visitors will inform parents of the screening results in writing.
5. If the child needs further evaluations, staff must obtain informed parental consent in writing before the referral process begins. Upon consent the child is referred to Child Find/LEA/Early Steps.