

Performance Standards 1308.4

SUBPART B – DISABILITIES SERVICE PLAN

Objective	Strategy	Staff	Resources	Time Frame
(a) Head Start grantee, or delegate agency, if appropriate, must develop a disabilities service plan providing strategies for meeting the special needs of children with disabilities and their parents. The purpose of this plan are to assure: (1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents; (2) That resources are used efficiently.	A written plan is in place to guide Head Start/Early Head Start services for children with disabilities. We will continue to collaborate with our local education agencies (LEA) and Early Steps to utilize the local resources and outside agencies to assist the special needs of Head Start /Early Head Start children and families	Education/Disabilities Coordinator Family Service Coordinator Health coordinator Disabilities Specialist LEA and Early Steps Parents and Teachers	Disabilities Service Plan	Annually

Performance Standards; 1308.4(b)

Objective	Strategy	Staff	Resources	Time Frame
The plan must be updated annually.	The plan will be evaluated and updated annually with input Program Coordinator and other resources. The plan will be reviewed and approved by Policy Council.	Education/Disabilities Coordinator Policy Council	Disabilities Plan Policy Council Minutes	Annually

Performance Standards 1308.4 ©

Objective	Strategy	Staff	Resources	Time Frame
<p>The plan must include provision for children with disabilities to be included in the full range of activities and services normally provided to all Head Start/Early Head Start children and provision for any modifications necessary to meet the special needs of the children with disabilities.</p>	<p>Review application that center supervisor's have question about in regards to suspected disabilities and next step for gathering appropriate documentation and information of current services.</p> <p>Plan with the staff and use an approved criteria sheet use for ranking application. Children with disabilities will participate in a full inclusion program with typical developing peers. Additional assistance, support, and materials will be provided as needed.</p> <p>Through planning with the Head Start/Early Head Start Director, identifies the 45th day following the school opening. This is used as a target date for all screenings at the center to be completed. To ensure that children are screened within the first 44 days after the first day of attendance.</p>	<p>Education/Disabilities Coordinator Health Coordinator Center Coordinator</p> <p>Family Service Coordinator Education/Disabilities Coordinator Health Coordinator Head Start/Early Head Start Director</p> <p>Head Start/Early Head Start Director Education/Disabilities Coordinator Disabilities Specialist Education Specialist Health coordinator</p>	<p>Head Start/Early Head Start Application Child Find Diagnostic Evaluation IEP/IFSP</p> <p>Copies of Completed Battelle</p>	<p>During Recruitment</p> <p>Ongoing throughout the year</p>

Performance Standard: 1308.4(d)

Objective	Strategy	Staff	Resources	Time Frame
Head Start grantee and delegate agency must use the disabilities services plan as a working document which guides all aspects of the agency's effort to serve children with disabilities. This plan must take into account the needs of children for small group activities for modification of of large group activities and for any individual special help.	Teaching staff will work with children with disabilities by encouraging them to try new things and to meet their IEP/IFSP goals. Staff will help them develop initiative by including them in opportunities to explore, create, to ask questions and include them in a wide variety of materials in science, art, imagination provide pictures, books to children and their parents from different cultures. Children will have the opportunity to work in large and small groups	Teaching staff Center Coordinator Disabilities Specialist Education/Disabilities Coordinator Teaching Staff and Parents	Lesson Plans, Individualization report IEP/IFSP Classroom Material	At the beginning and throughout the e school year

Performance Standards: 1308.4 (e)

Objective	Strategy	Staff	Resources	Time Frame
(e) The grantee or delegate agency must designate a coordinator of service for children with disabilities (Disabilities Coordinator) and arrange for preparation of disabilities service plan and of the grantee application budget line for services for children with disabilities. All staff must be consulted.	Planning for grant budget is a team effort to include all the Head Start/Early Head Start Director and staff. Carefully consideration is given to the cost of service cost implemented through several sources, review of the past year's activities, training requirements and community changes.	Team effort: Head Start/Early Head Start Director, Education/Disabilities Coordinator Program Coordinator Center Coordinator Disabilities Specialist Center Staff Budget Manager	Disabilities Service Plan Agenda , Sign- sheets	May –August On-going throughout the program year

Performance Standards: 1308.4 (f)

Objective	Strategy	Staff	Resources	Time Frame
<p>(f) The is disabilities service plan must contain: (1) Procedure for timely screening (2)Procedures for making referrals to the LEA for evaluation to determine whether there is a need for special education to determine whether is a need for special education and related services for a child as the early as child third birthday. (3) Assurance of accessibility of facilities, (4) Plans to provide appropriate special furniture, equipment and materials, if needed</p>	<p>Children must have their developmental Sensory screening and Ages and Stages screening completed by the first 45 calendar days of enrollment. Once the developmental screening results are available. Disabilities Specialist meets with staff and parents to get parental consent and fill out the referral package for Child Find. Education/Disabilities Coordinator or Disabilities Specialist will refer child to Child Find for further evaluation. Child Find will do the evaluation and once the child is determined eligible or ineligible the results are sent to the LEA. The LEA will Contact the Head Start and parent to schedule an IEP meeting. The LEA, teacher Parents/Guardian, Education/Disabilities or Disabilities Specialist are involved in planning the IEP goals if the child is eligible for special service or activities to strengthen skill areas if the child is ineligible for services. Written notice of meeting and Parents rights are given to parents/guardian.</p>	<p>Teaching Staff Family Service Worker Center Coordinator Disabilities Specialist Education/Disabilities Coordinator Parents Family Service Coordinator Community Partners, LEA, Child Find Disabilities Specialist Health Coordinator</p>	<p>Battelle Screening Results Ages and Stages Results Parent Consent Referral Evaluation IEP Case notes</p>	<p>May –August On-going throughout the program year</p>

Performance Standards: 1308.4 (f) Cont.

Objective	Strategy	Staff	Resources	Time Frame
4) Plans to provide appropriate special furniture, equipment and materials, if needed	The children will have the necessary equipment, furniture and materials in the classroom in order to accommodate the child's needs. The IEP goals are placed in child file to give the teaching team access to goals information for implementation in the classroom. The parents are given a copy of the IEP and given suggestions for exercises and activities that they can do with the child at home.	Teaching Staff Parent/Guardian LEA Disabilities Specialist Education/Disabilities Coordinator	IEP Education File	May –August On-going throughout the program year

Performance Standards: 1308.4 (g)

Objective	Strategy	Staff	Resources	Time Frame
The plan, when appropriate, must address strategies for the transition of children into Head Start from Infant/toddlers program (0-3), as well as the transition from Head Start in to next placement. The plan must include preparation of staff and parents for the entry of children with severe disabilities in to Head Start Program.	Head Start/Early Head Start, LEA/Early Steps or parents and Education/Disabilities Coordinator or Disabilities Specialist will be involved the transition IEP/IFSP meeting. The meeting purpose will be to discuss the overall goals and objective to continue services for the child and parent. Head Start will work with Early Head Start to effectively transition disabilities children by 3 rd birthday.	Teaching Staff Parent/Guardian LEA Disabilities Specialist Education/Disabilities Coordinator	IEP/IFSP Meeting sign-in sheets Education File	May –August On-going throughout the program year May (Head Start)

Performance Standards: 1308.4 (h)

Objective	Strategy	Staff	Resources	Time Frame
<p>(h) The grantee or delegate agency must arrange or provide special education and related services necessary to foster the maximum development of each child’s potential and to facilitate participation in the regular Head Start program unless the services are being provided by the LEA or other agency. The plan must specify the services to be provided directly by Head Start and those provided by other agencies. The grantee or delegate agency must arrange for, provide, or procure services which may include, but not limited to special education and these related services.</p> <p>(1) Audiology services, including identification of children with hearing loss and referral for medical or other professional attention.</p> <p>(2) Physical therapy to facilitate gross motor development.</p> <p>(3) Occupational therapy to improve, develop or restore fine motor.</p>	<p>All children with suspected disabilities will be referred to Child Find/LEA/Early Steps or when child has failed their Battelle Screening. Effective with ACF PI-HS-09-04., Head Start/Early Head Start will only Utilized IEP/IFSP written and Implemented by LEA/Early Steps.</p> <p>Head Start/Early Head Start will collaborate with other agencies such as Life Management, COPE and Children Home Society (ELKS) to provide services for children with disabilities based on individual needs of the children.</p>	<p>Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Disabilities Specialist LEA/Early Steps Teaching staff</p>	<p>Interagency Agreement with LEA/Early Steps Contracts for Mental Health Therapy Logs Transportation (log) for services Medical Prescription for therapy. Training sign- in sheets IEP/IFSP Meeting sign-in sheets</p> <p>Education File</p>	<p>May –August</p> <p>On-going throughout the program year</p> <p>July (contracts)</p>

Performance Standards: 1308.4 (h) (Cont.)

Objective	Strategy	Staff	Resources	Time Frame
<p>(4) Speech/language services including therapy and use of assistive devices necessary for a child to develop or improve receptive or expressive means of communication.</p> <p>(5) Psychological services such as evaluation of each child's function and interpreting the results of staff and parents; and counseling and guidance services for staff and parents regarding disabilities.</p> <p>(6) Transportation for children with disabilities to and from the program, adapt buses equipment to accommodate wheelchair if needed.</p> <p>Assertive technology services or devices necessary to enable a child to improve function such as vision, mobility, or communication to meet the objective of the IEP.</p>	<p>All IEP/IFSP will be developed by LEA/Early Steps. The cooperative Agreement with each LEA/Early Steps will indicate placement option and determining the appropriate services for the child. Children with IEP/IFSP will be included to every extent appropriate in the regular Head Start/Early Head Start day and routine.</p> <p>Any needed accommodations of the physical environment will be put in place as necessary and according to IEP/IFSP.</p> <p>Including materials and activities requiring different skill levels for self-choice and to adapt group activities to accommodate each child to the greatest extent possible.</p> <p>Any assistive devices or special materials or equipment as indicated by the child's IEP/IFSP will be provided.</p>	<p>Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Disabilities Specialist LEA/Early Steps Teaching staff</p>	<p>Interagency Agreement with LEA/Early Steps Contracts for Mental Health Therapy Logs Transportation (log) for services Medical Prescription for therapy. Training sign- in sheets IEP/IFSP Meeting sign-in sheets</p> <p>Education File</p>	<p>May –August</p> <p>On-going throughout the program year</p> <p>May (Head Start)</p> <p>July (Contracts)</p>

Performance Standards: 1308.4(i)

Objective	Strategy	Staff	Resources	Time Frame
The disabilities service plan must include option to meet the needs and take into consideration the strength of each child based upon the IEP so that a continuum of services available from various agencies is considered.	Goals and objective will be developed during an IEP/IFSP meeting through the partnership with other agencies serving children with disabilities. Head Start – LEA Early Head Start –Early Steps	Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Disabilities Specialist LEA/Early Steps Teaching staff Parents	IEP/IFSP goals Meeting notes Sign –in sheet Release of information/records authorization when needs	September - May On-going throughout the program year

Performance Standards: 1308.4 (j)

Objective	Strategy	Staff	Resources	Time Frame
The option may include: (1) joint placement of children with other agencies; (2) Shared provision of services with other agencies. (3) Shared personnel to supervise special education services when necessary to meet State requirements on qualifications. (4) Administrative accommodations such as having children share one enrollment slot when child’s IEP/IFSP calls for part-time services because of their individual needs.	Tri-County Head Start/Early Head Start will collaborate with other agencies serving children with disabilities and inform those agencies of the availability of enrollment opportunities in Head Start. Children placement will not be denied on the basis of a disability or its severity. Education/Disabilities Coordinator will coordinate the placement option of children with disabilities including dual enrollment, resource staff, and training to assure the child’s individual needs are met.	Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Disabilities Specialist LEA/Early Steps Life Management/Cope Elks Teaching staff	Interagency Agreement with LEA/Early Steps Contracts for Mental Health Therapy Logs Transportation (log) for services Medical Prescription for therapy. Training sign- in sheets IEP/IFSP Meeting sign-in sheets Education File	May –August On-going throughout the program year May (Head Start) July (Contracts)

Performance Standards: 1308.4 (j) Cont.

Objective	Strategy	Staff	Resources	Time Frame
5) Any other strategies to be used to insure that special needs are met, these may include (i) Increased staff; (II) Use of volunteer (iii) Use of supervised students in such fields as child development, special education, child psychology, various therapies and family services to assist staff	An IEP/IFSP can be created to serve the child not only in Head Start/Early Head Start program, but with additional facilities and services through the collaboration and coordination with parents, the LEA/Early Steps of the child's residence and agencies.	Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Disabilities Specialist LEA/Early Steps COPE/Life Management Elks Teaching staff Parents	IEP/IFSP goals Meeting notes Sign –in sheet Copies Agreement Contracts Release of information/records authorization when needed	September - May On-going throughout the program year

Performance Standards: 1308.4 (k)

Objective	Strategy	Staff	Resources	Time Frame
The grantee must ensure that the disabilities service plan addresses grantee efforts to meet State standards for personnel serving children with disabilities, specials education and related services must be provided by and under supervision of personnel meeting state qualifications by 1994-95 school year.	Tri-County Head start/Early Head Start Program will provide training opportunities for teaching staff to modify large groups, small groups or individual activities through pre-service, in-service, outside training to meet the needs of children with disabilities and to identify or arrange the necessary support to carry out training for parents and staff.	Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Teaching staff Parents	Training certificates, continuing education units (CEU), sign-in-sheets Training materials	August - May

Performance Standards: 1308.4 (I)

Objective	Strategy	Staff	Resources	Time Frame
<p>The disabilities service plan must include commitment to specific efforts to develop interagency agreement with the LEAs and other agencies within grantee service area. If not agreement can be reached, the grantee must document its efforts and inform the Regional Office. The agreement must address</p> <ul style="list-style-type: none"> (1) Head Start participates in the public agency Child Find plan under Part B IDEA (2) Joint training of staff and parents (3) Procedures for referral for evaluation, IEP/IFSP meetings and placement decision. (4) Transitions (5) Resource sharing. (6) Head Start commitments to provide the number of children receiving services under IEP to the LEA for the LEA Child Count report by December 1 annually. (7) Any other terms agreed to by both parties. Grantee must make effort to update the agreement annually. 	<p>Tri-County Head start/Early Head Start Program has three Cooperative Agreements with the LEA</p> <ul style="list-style-type: none"> Walton County School Board Holmes County School Board Washington County School Board Part C Early Steps Cooperative Agreement with Early Steps 	<p>Education/Disabilities Coordinator</p> <ul style="list-style-type: none"> Head Start Director Child Find Washington County School District Holmes County School District Walton County School District Early Steps 	<p>Partnership Agreements</p>	<p>August - May</p>

Performance Standards: 1308.4 (m)

Objective	Strategy	Staff	Resources	Time Frame
<p>The Disabilities Coordinator must work with the director in planning and budgeting of grantee funds to assure that the special needs identified in the IEP/IFSP are fully met, that children most in need of integrated placement and of special assistance are served, and that the grantee maintains the level of fiscal support to children with disabilities consistent with the Congressional mandate to meet their special needs.</p>	<p>The Head Start/Early Head Start Director, Education/Disabilities Coordinator, Finance Manager and Program Coordinator must work together in planning and budgeting funds for disability children so their needs can be met. The budget will reflect the resources available from other agencies as part of interagency agreement, which include sharing resource material, joint training, and donations of goods and services. Education/Disabilities Coordinator will assess the appropriate inclusion material for classroom with LEA/Early Steps as needed. The budget will reflect allocation of funds as appropriate for disabilities services</p>	<p>Head Start/Early Head Start Director Administrative Assistant Education/Disabilities Coordinator Transportation Manager Parent Health Coordinator Family Service/Mental Health Coordinator Policy Council Govern Body</p>	<p>Meeting Agenda Sign in sheet Grant Designate fund notes</p>	<p>July - August</p>

Performance Standards: 1308.4 (n)

Objective	Strategy	Staff	Resources	Time Frame
The grant application budget form and supplement submitted with applications for funding must reflect request for adequate resources to implement the objective and activities in the disability services plan and fulfill the requirement of these Performance Standards	Tri-County Head start/Early Head Start budget should reflect resources a available from other agencies and to meet the needs of all children enrolled including those with disabilities	Head Start/Early Head Start Director Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator	Budget application Names of agencies	August

Performance Standards: 1308.4 (o)

Objective	Strategy	Staff	Resources	Time Frame
The budget request included with the application for funding must address the implementation of the disabilities service plan allowable expenditures includes. (1) Salaries: for a full or part-time coordinator capability to recruit, enroll, arrange for the evaluation of children, provide or arrange services to children with disabilities. (2) Evaluations of Children: by screening or re-screening results, teacher observation or parent request, arrangement will be made for evaluation.	All Head Start/Early Head Start staff will actively recruit children with disabilities to achieve at least 10% of total enroll children. Staff will establish relationships local agencies and program for referral of children with disabilities Children will be screened within 45 days of enrollment with parent consent. If a child need further evaluation the child will be referred to Child Find with parent consent. The staff and parent are given the opportunities to be involved in trainings set up by Head Start/Early Head Start	Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Center Coordinators Teaching staff Parents LEA Early Steps Child Find Dept of Children & Families	Training certificates, continuing education units (CEU), sign-in-sheets Training materials	August - May

Performance Standards: 1308.4 (o) Cont.

Objective	Strategy	Staff	Resources	Time Frame
<p>(3) Services: program funds may be used to pay for services include special education or related services</p> <p>(4) Making services accessible: grantee must meet new statutory and regulatory requirements.</p> <p>(5) Transportation: related services to be provided to children with disabilities to and from the program or special services can be accessed from other Agencies.</p> <p>(6) Special Equipment and Materials: purchase or lease of special equipment and materials.</p> <p>(7) Training and Technical Assistance: increasing the abilities of staff to meet the special needs with disabilities:</p> <p>(i) Travel per diem expenses for disabilities Coordinator, teachers, and parents to attend training and technical assistance;</p> <p>(ii) Provision for substitute staff to attend any training and technical assistance;</p>	<p>Tri-County Head start/Early Head Start Program will provide training opportunities for teaching staff to modify large groups, small groups or individual activities through pre-service, in-service, outside training to meet the needs of children with disabilities and to identify or arrange the necessary support to carry out training for parents and staff.</p> <p>Tri-County Head Start/Early Head Start will provide transportation, special equipment, training and any other expense associated with a child with disabilities</p>	<p>Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Teaching staff Parents</p>	<p>Training certificates, continuing education units (CEU), sign-in-sheets Training materials</p>	<p>August - May</p>

Performance Standards: 1308.4 (o) Cont.

Objective	Strategy	Staff	Resources	Time Frame
(iii) Fees for course related to serve children with disabilities; (iv) Fees and expenses for training and technical assistance for consultants.	Tri-County Head Start/Early Head Start will pay for courses and training related to children with disabilities.	Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Head Start/Early Head Start Director	Training certificates, continuing education units (CEU), sign-in-sheets Training materials, PO	August - May

Performance Standards: 1308.5 (a)

SUBPART C – SOCIAL SERVICES PERFORMANCE STANDARDS

Objective	Strategy	Staff	Resources	Time Frame
Recruitment and enrollment of children with disabilities. (a)The grantee or delegate Agency outreach and recruitment activities must incorporate specific actions to activity to locate and recruit children with disabilities.	The Head Start/Early Head Start program recruits children during child Find Activities, as well as public schools, Health Department. Early Steps, Health Care Provider and Department of children families, Childcare Services	Head Start/Early Head Start staff LEA Education/Disabilities Coordinator Health Coordinator Family Service Coordinator	Flyers and Pamphlet Head Start/Early Head Start Application for enrollment, Waitlist, children files, database	August -July

Performance Standards: 1308.5(b)

Objective	Strategy	Staff	Resources	Time Frame
A grantee must insure that staff engage in recruitment and enrollment of children are knowledgeable about the provision of 45 CPR Part84, Nondiscrimination on Basis of Disability in Program and receiving Benefits from Federal Financial Assistance and America Disabilities Act 1990.	Children files are confidential collection of documents that is kept in lock file cabinet. Child file is used by HS/EHS staff and parents. Any person viewing the record must sign the access page and state purpose. Confidential statements are signed by HS/EHS staff. Breach of Confidentiality is grounds for termination	Head Start/Early Head Start staff Parents Monitors LEA COPE Life Management	Confidentiality forms Child file record access page Employee record Locking file cabinet Documentation of security is being enforced.	August - July

Performance Standards: 1308.5 (c)

Objective	Strategy	Staff	Resources	Time Frame
<p>A grantee must not deny placement on the basis of a disability or its severity to any child when</p> <p>(1)The parents wish to enroll the child.</p> <p>(2) The child meets the HS/EHS age and income eligibility criteria.</p> <p>(3) HS/EHS an appropriate placement according to IEP/IFSP</p> <p>(4) The program has a space to enroll more children, even through the program has made ten percent of its enrollments opportunities available to children with disabilities. In that case children who have a disability and not-disabled children would compete for the available enrollment opportunities.</p>	<p>HS/EHS will actively pursue applications with written documentation of disabilities when the child meets age and income eligibility requirements parents want the child in the program regardless of the disability</p>	<p>Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Teaching staff Parents</p>	<p>Application Waitlist Head Start/Early Head Start Cooperative Agreement LEA, Early Steps</p>	<p>August - July</p>

Performance Standards: 1308.5 (d)

Objective	Strategy	Staff	Resources	Time Frame
<p>The grantee must access resources and plan for placement options, such as dual placement, use of resource staff and training so that the child with disability for whom Head Start is an appropriate placement according to the IEP/IFSP is an appropriate placement.</p> <p>(1)Staff attitude and/or apprehensions (2)Inaccessibility of facilities. (3)Need to access additional resources to serve a child (4)Unfamiliarity with a disable condition or special equipment such as prosthesis (5)Need for personalized special services such as feeding, suctioning, and assistance with toileting, including catheterization, diapering and toilet training.</p>	<p>There will be no discrimination toward children with disabilities, regardless of the severity. Head Start/Early Head Start staff will be trained, accessibility accommodations will be made, additional resources will access and training on the use of special equipment will be done in order to include children with significant disabilities.</p> <p><u><i>Absolutely No Children will be Denied enrollment into Head Start/Early Head Start based on the need for help with Toilet training or Diapering.</i></u></p>	<p>Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Nutrition Coordinator Teaching staff Parents</p>	<p>Application Waitlist Head Start/Early Head Start Cooperative Agreement LEA, Early Steps</p>	<p>August - July</p>

Performance Standard 1308.5(e)

Objective	Strategy	Staff	Resources	Time Frame
<p>The same polices governs HS/EHS program eligibility for other children, such as priority for those most in need of services, apply to children with disabilities Grantee must also take the following factors into account when planning enrollment procedures: (1)The number of children with disabilities in the HS/EHS service area including types of disabilities and their severity. (2)The services and resources provided by other agencies a (3) State laws regarding immunization of pre-school children. Grantee must observe applicable State Laws which usually require that children entering State preschool program complete immunizations prior to or within thirty days after entering to reduce the spread of communicable disease.</p>	<p>Head Start/Early Head Start program will meet the mandate of 10% of the children enrolled will be disability children.</p> <p>Staff will recruit children with mild to severe disabilities. The program will make every effort possible to serve and meet the needs of the families and children with a disability.</p> <p>The families and children with a disability will adhere to Head Start/Early Head Start policies and procedures and licensing requirements.</p>	<p>Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Family Service Worker Community partners Parents</p>	<p>Application Immunization Record Written diagnose IEP/IFSP Well Baby Check Cooperative Agreement</p>	<p>August - July</p>

Performance Standards: 1308.5 (f)

Objective	Strategy	Staff	Resources	Time Frame
The recruitment efforts of Head Start grantee must include recruiting children who have severe disabilities, including children who have been previously identified as having disabilities.	Children with documented disabilities are given points on priority ranking scale after their application are submitted	Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator	Application Written documentation of disability	August - July

Performance Standards: 1308.6 (a)

SUBPART – D HEALTH SERVICES PERFORMANCE STANDARDS

Objective	Strategy	Staff	Resources	Time Frame
The Disabilities Coordinator must be involved with other program staff throughout the full process of assessment of children, which has (3) steps; (1)All children enrolled in Head Start are screened as the first step in the assessment process. (2) Staff also carries out on-going development for all enrolled children throughout the year to determine progress and to plan program activity. (3) Only those children who need further specialize assessment to determine whether they have a disability and may require special education and related services proceed to the next step, evaluation. The Disability Coordinator responsible for Step (3) only	Parents are encouraged to get physical and an immunizations record before school begins. After school begins and before forty five days deadline, we screen all Head Start and Early Head Start children to complete the first step of the assessment process. To adhere to the developmental skills the Battelle Developmental Inventory (BDI) is completed	Education/Disabilities Coordinator Disabilities Specialist Health Coordinator Education Specialist LEA/Early Steps	Physical exam form Battelle Developmental Inventory (BDI) Parental Consent form Assessment results	August - July

Performance Standards: 1308.6(b)

Objective	Strategy	Staff	Resources	Time Frame
<p>Screening the first step in assessment process. Consist of standardized health screening and developmental screening which include speech, hearing and vision. It is a brief process, which can be repeated, and is never used to determine that a child has a disability; It only indicates that a child may need further evaluation to determine whether that a child may have a disability. Rescreen must be provided as needed.</p> <p>(1)Grantee must provide for development, hearing and vision screening to all HS/EHS children within 45 days of the entry into the program, does not preclude in the springs, before program services begin in fall.</p> <p>(2) Grantee must make effort to reach the most in and hardest by providing assistance to parents by completing screenings before the start of the program year.</p> <p>(3) Developmental screening a brief check to identify children who need further evaluations to determine</p>	<p>Tri-County HS/EHS program will arrange sensory and developmental screening within the first forty-five calendar days of a child’s attendance.</p> <p>Children will be rescreened upon request of teacher and parents.</p> <p>Children will receive hearing and vision within 45 days of enrollment.</p> <p>Education/Disabilities Coordinator/Disabilities Specialist will work with the Health Coordinator on</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Health Coordinator Family Service Workers</p>	<p>Screening forms Documentation of hearing and vision Physical Battelle Developmental Inventory (BDI)</p>	<p>August - July</p>

Performance Standards: 1308. (b)

Cont.

Objective	Strategy	Staff	Resources	Time Frame
Whether they may have a disability. The disabilities coordinator and staff who have the responsibility for implementing health and developmental screenings	Implementing health and developmental screenings.	See above	See above	See above

Performance Standards: 1308.6 (c)

Objective	Strategy	Staff	Resources	Time Frame
Staff must inform parents of the type and purpose of the screening in advance of the screening, the results of these screening and the purpose and results of any subsequent evaluations.	During enroll process parent are provided with information on out screening and purpose. Parent sign a consent form to allow us to arrange screenings. Family Service/Center Coordinator complete enrollment packet.	Family Service Worker Center Coordinator Family Service/Mental Health Coordinator	Parent consent to screen Screening results Notes and documentation	August - July

Performance Standards: 1308.6 (d)

Objective	Strategy	Staff	Resources	Time Frame
Developmental screening steps: Is the collections step of information on each child's functioning in these areas: gross and fine motor skills, perpetual discrimination, cognitive, attention skills, self-help, social and receptive, expressive language. The disabilities coordinator with the Education Coordinator in the	The coordination of ongoing assessments of children requiring additional information on developmental strengths and areas indicated as needing improvement	Education/Disabilities Coordinator Health Coordinator Teaching staff Parents	Developmental Screening Battelle Developmental Inventory (BDI) Assessment to Galileo Observations Lesson Plan IEP/?IFSP	August - July

Performance Standards: 1308.6 (d)

Cont.

Objective	Strategy	Staff	Resources	Time Frame
On-going assessment of each Hs/EHS child's function in all developmental area by including this developmental information in later diagnostic and program planning activities for children with disabilities.	See above	See above	See above	See above

Performance Standards: 1308.6 (e)

Objective	Strategy	Staff	Resources	Time Frame
<p>The disabilities coordinator will arrange for further, formal evaluations of a child who has been identified as possibly having a disability: the third step.</p> <p>(1)The disabilities coordinator must refer a child to LEA for evaluation.</p> <p>(2)If the LEA does not evaluate the child, Head Start is responsible for arranging or providing for an evaluation or using it's our resources to meet the following requirements.</p> <p>(i) Testing and evaluation procedures must be selected and administered in child's natively language.</p> <p>(ii)Must be administered by a trained personnel State certified or licensed.</p>	<p>Children who show a need for further testing must be referred for evaluation to the Child Find/Local Education Agency/Early Steps.</p> <p>Head Start/Early Head Start will work with Child Find/LEA/Early Steps agencies to promptly identify children's need so they will receive any needed special services for the program year.</p>	<p>Education/Disabilities coordinator Disabilities Specialist Center Coordinator Teaching Staff LEA Early Steps Child Find</p>	<p>Written invitation of Staffing Parent Right Parental consent to evaluate Summary of Screening Screening form</p>	<p>August - July</p>

Performance Standards: 1308.6 (e)

Cont.

Objective	Strategy	Staff	Resources	Time Frame
<p>. (iii) No single procedure may be the sole criteria for determining an appropriate educational program for child.</p> <p>(iv) The evaluation must be made by a multidisciplinary team.</p> <p>(v) evaluator must use any assessment materials</p> <p>(vi) Test used must administer that they reflect the children’s aptitudes and achievement levels and not just the disability.</p> <p>(vii) Test and materials must assess all areas related to the suspected disability.</p> <p>(viii) primary disability is speech or language impairment, pathologist should be involved in the evaluation</p> <p>(3) Parental consent in writing to be obtained before initial evaluation.</p> <p>(4) Confidentiality must be maintained according to the grantee and State requirements, parents must be given the opportunity to review their child’s records.</p>	<p>Staff must obtain parent/guardian written consent before a child can be referred to be evaluated.</p> <p>Head Start will use the <i>FDLRS/CHILD FIND PRE-K SCREENING REFERRAL FORM</i> to obtain written parental consent to do further evaluation on preschoolers.</p> <p>Early Head Start will use the <i>BIRTH TO THREE EARLY INTERVENTION INTAKLE/REFERRAL FORM</i> to obtain written parental consent to do further evaluation on infant/toddlers.</p> <p>Head Start/Early Head Start Confidentiality Policy must be adhered to regarding children with disabilities.</p> <p>Parents/guardian must have access to their own child’s file at any time their child is attending Head Start/Early Head Start. Items may be release on to other agencies or to parent /guardian with the informed consent.</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>

Performance Standards: 1308.7(a); 1308.7(b); 1308(c)

Objective	Strategy	Staff	Resources	Time Frame
<p>Eligibility criteria: Health Impairment: (a) A child is classified as health impaired who has limited strength, vitality or alertness due to a chronic or acute health problem which adversely affects learning. (b)The health Impairment classification must include, but is not limited to, cancer, some neurological disorder, rheumatic fever, severe asthma, uncontrolled seizure disorders, heart conditions, lead poisoning, diabetes, AIDS, blood disorders, including hemophilia, sickle cell, fibrosis, heart disease, and attention deficits disorder. © The category includes medically fragile children such as ventilator dependent children who are in need of special education and related service</p>	<p>During enrollment and screening process, if a child is found to medical issues that interfere with or impede with the development and growth and maturity process, with parent permission the Education/Disabilities, Coordinator Disabilities Specialist, Health coordinator will pursue medical documentation and refer the child for further evaluation to the LEA/Early Steps, Cope, Life management or community partners.</p>	<p>Education/disabilities Coordinator Disabilities Specialist Health coordinator Parent involvement Frontline staff LEA Community Medical partners</p>	<p>Child Health Record Documentation of medical diagnose and treatment Meeting notes Parent rights Evaluation report Child file access sheet Training sign- in sheet.</p>	<p>August - July</p>

Performance Standards: 1308.7(d)

Objective	Strategy	Staff	Resources	Time Frame
<p>A child may be classified as having an attention deficit disorder under the category who has chronic and pervasive developmentally inappropriate inattention, hyperactivity, or impulsivity to be considered a disorder, this behavior must affect the child's functioning severely to avoid overuse of this category, grantees are cautioned to assure that only the enrolled children who most severely manifest this behavior must be classified in this category.</p> <p>(1)The condition must severely affect the performance of a child who is trying to carry out developmental activities that requires orienting, focusing or maintaining attention during classroom instructions.</p> <p>(2)Children must be classified as having attention deficit disorder based on:</p> <p>(i) Temporary problems in due to events such as divorce, death of a family member or post-traumatic stress such as sexual abuse or violence.</p>	<p>Head Start/Early Head Start staff will observe the child and meet with parents to seek additional assistance with the child. If further evaluations are needed, Head Start/Early Head Start staff will refer the child to COPE/Life Management/Early Steps with the written consent of the parent/guardian.</p> <p>Attention deficit disorder is a medical diagnosis and requires treatment and documentation. In the meantime Head Start and Parents will collaborate on behavior plan to modify the environment and instruction to identify the child's strength and interest as well as the child's trigger for noncompliance behavior. Collaborate with community partners for suggestions.</p>	<p>Head Start staff Parents Physician Life management COPE</p>	<p>Child's Health record Screening Summary Meeting notes Review of what works and what did not work for parents and staff List of child's interest and preferences Medical statement Classroom observations from Community partners</p>	<p>August - July</p>

Performance Standards: 1308.7 (d)

Cont.

Objective	Strategy	Staff	Resources	Time Frame
<p>(ii) Problems in attention which occur suddenly with psychiatric disorder such as depression, and anxiety.</p> <p>(iii) Behavior which may be caused by frustrations stem by developmental inappropriate demands for periods of inactive activity,</p> <p>(iv) Intentional non compliance or opposition to reasonable request that are typical of good preschool programs: or (v) inattention due to culture or language</p> <p>(3) An attention deficit disorder must have its onset in early childhood and have persist through the course of child development, because children younger than four have difficulty orienting, maintaining or focusing and are highly active Head Start is responsible for evaluation applies to 4 and five year olds, but not three year olds.</p> <p>(4)Assessment procedures must include teacher documentation of indications of possible attention deficit disorder & must indicate how the child’s functioning was impaired and must be observed by a second staff.</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>

Performance Standard 1308.8

Objective	Strategy	Staff	Resources	Time Frame
<p>Eligibility criteria: Emotional/behavior Disorder (a)An emotional/behavior disorder is a condition in which a child’s behavioral or emotional responses are so different from those of the generally accepted, age appropriate norms of children with the same ethnic or cultural background as to result in significant impairment in social relationships, self-care, educational progress or classroom behavioral. A child is classified as having an emotional/behavior disorder who exhibits one or more of the following characteristics with such frequency, intensity, or durations as to require interventions.</p> <p>(1)Seriously delayed social development including an inability to build or maintain interpersonal relationships with peers or an adult.</p> <p>(2)Inappropriate behavior (dangerously aggressive toward others.</p> <p>(3)A general pervasive mood of unhappiness or depression, or depression or</p>	<p>The collaborations and team interaction is essential to provide services to allow the child to gain self-control and socializations skills without creating serious risk to the child or others.</p>	<p>Education/Disabilities Coordinator Health Coordinator Family Service/Mental Health Coordinator Disabilities Specialist Parents Mental Health service Consultant</p>	<p>Child Health Records Screening Results Written observation Progress notes Medical documentation Behavior Plan</p>	<p>August - July</p>

Performance Standards: 1308.8

Cont.

Objective	Strategy	Staff	Resources	Time Frame
evidence anxiety or fear or: (4) Has a professional diagnosis of serious emotional disturbance. (b) The eligibility decision must be based on multiple sources of data, including assessment of the child's behavior or emotional functioning in multiple settings. @the evaluation process must include a review of the child's regular Head Start physical examination to eliminate the possibility of misdiagnosis due to an underlying physical condition	See above	See above	See above	See above

Performance Standards: 1308.9(a); 1308.9(b); 1308.9(c); 1308.9(d)

Objective	Strategy	Staff	Resources	Time Frame
<p>Eligibility criteria: Speech or language (a)A speech or language impairment means a communication disorder such as stuttering, impaired articulations, or voice impairment, which adversely affect a child’s learning. (b)A child is classified as having a speech/language impairment which require intervention or who is professionally diagnosis as having a delay in development in his or her primary language which require intervention. ©A language disorder may be receptive or expressive. A language disorder may be characterized by difficulty in understanding and producing language, including words meanings (semantics), the component of sentences (syntax), or the conventions of conversations of (pragmatic). (d)A speech disorder occurs in the production of speech sounds (articulation), the loudness, pitch, or quality of voice (voicing), of the rhythm of speech (fluency).</p>	<p>Children with communication concerns are identified early through parent concerns, observations, medical referrals and screenings.</p> <p>Children and parents are given modeling practices through classroom activities, the screening process identifies sample of errors and modification strategies are provided if sounds and language are considered emerging and age appropriate. Those children with emerging communication skills will be monitored and rescreened after opportunities to learn, interact and match peers performance. For those children with the need of direct interventions such as speech therapy they will be referred to the Child Find/LEA /Early Steps for Further evaluations.</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Teaching staff LEA/Early Steps</p>	<p>Application Child Health Record Screening summary Written classroom observations</p>	<p>August - July</p>

Performance Standards: 1308.9(e)

Objective	Strategy	Staff	Resources	Time Frame
<p>A child should not be classified as having speech/language impairment whose speech or language differences may be attributes:</p> <p>(1)Cultural, ethnic, bilingual, or dialectical differences or being non-English speaking (2)Disorder of a temporary nature due to conditions such as dental problems (3)Delay in development the ability to articulate only the most difficult consonant or blends of sound within the broad general range for the child age.</p>	<p>Children with primary language other than English will not be referred for further evaluation unless the family is concerned also about the child's primary language skills</p>	<p>Education/Disabilities Coordinator Disabilities Specialist LEA/Early Steps Teaching staff Parents</p>	<p>Application Child Health Record Ages/stages Screening Summary Written concerns</p>	<p>August - July</p>

Performance Standards: 1308.10(a); 1308.10(b); 1308.10(c); 1308.10(d)

Objective	Strategy	Staff	Resources	Time Frame
<p>Eligibility criteria; Mental retardation: (a)A child is classified mentally retarded who exhibits significantly –sub-average intellectual functioning and exhibits deficits in adaptive behavior which adversely affect learning. Adaptive behavior refers to age-appropriate coping with the demands of the environment through</p>	<p>Head Start/Early Head Start children with the mental retarded diagnosis have usually been seen through the Child Find, Early Steps /LEA. These agencies usually provide assistance through additional staff and trainings to Head Start staff.</p>	<p>Education/Disabilities Coordinator Health Coordinator Teaching staff Parents Child Find Early Steps LEA</p>	<p>Applications Health Record Prior Preschool interventions Screening Summary</p>	<p>August - July</p>

Performance Standards: 1308.10(a); 1308.10(b); 1308.10(c); 1308.10(d) Cont.				
Objective	Strategy	Staff	Resources	Time Frame
<p>Independent skills in self care communication and play.</p> <p>(b) Measuring of adaptive behavior must reflect objective documentation through the use of an established scale and appropriate behavioral/anecdotal records. An assessment of the child’s functioning must also be made in settings outside the classroom.</p> <p>© Valid and reliable instruments appropriate to the age range must be used. If they do not exist for the language and cultural group to which the child belongs, observations and professional judgments are to be used instead.</p> <p>(d) Determination that a child is mentally retarded is never to be made on the basis of any one test alone.</p>	<p>Head Start/Early Head Start will also refer children with behavioral issues to Life Management/COPE and Early Steps with the written consent of parents/guardian.</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

Performance Standards: 1308.11(a)

Objective	Strategy	Staff	Resources	Time Frame
<p>Eligibility Criteria: Hearing impairment including deafness. (a)A child is classified as deaf if a hearing impairment exists which is so severe that the child is impaired in processing linguistic information through hearing with or without amplification, and learning is affected. A child is classified as hard of hearing who has a permanent of fluctuating</p>	<p>Medical diagnosis the child's hearing ability and strategies to improve instruction for the child.</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Health Coordinator LEA/Early Steps Teaching staff Parents</p>	<p>Application Child Health Record Hearing exam Screening Summary</p>	<p>August - July</p>

Performance Standards: 1308.12(a); 1308.12(b)

Objective	Strategy	Staff	Resources	Time Frame
<p>Eligibility criteria: Orthopedic (a)A child is classified as having an orthopedic impairment if the condition is severe enough to adversely affect the child's learning. An orthopedic impairment involves muscles, bones or joint and is characterized by impaired ability to maneuver in educational or non educational settings to perform fine or gross motor activities, or to perform self-help skills and by adversely affect educational performance</p>	<p>Children with orthopedic management issues require additional training for staff. Staff must be preparing the environment to facilitate the child's movement and participation in all activities.</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Health Coordinator LEA/Early Steps Teaching staff Parents LEA/Early Steps Elks Community partners</p>	<p>Application Child Health Record Prior preschool intervention Screening Summary Training sign in sheets</p>	<p>August - July</p>

Performance Standards: 1308.12(a); 1308.12(b) Cont.

Objective	Strategy	Staff	Resources	Time Frame
(b) An orthopedic impairment includes, but not limited to spine bifida, cerebral palsy, loss of or deformed limbs, contractures caused by burns, arthritis, or muscular dystrophy.	Same as above	Same as above	Same as above	Same as above

Performance Standards: 1308.13(a); 1308.13 (b)

Objective	Strategy	Staff	Resources	Time Frame
<p>Eligibility criteria: Visual Impairment including blindness.</p> <p>(a) A child is classified as visual impaired when visually impaired, with corrections, adversely affects a child learning. The term included both blind and partially seeing children. A child is visually impaired.</p> <p>(1) The vision meets the definition of legal blindness in the state of residence or.</p> <p>(2) Central acuity does not exceed 20/200 in the better with connective lenses, or visual acuity is greater from 20/200, but is accompanied by a limitation in the field of vision such that the widest diameter of the visual field subtends an angle no greater</p>	<p>Services to children with vision issues must focus on the abilities that the child has and the preferences that are observed.</p> <p>Vision care will guide strategies for maximizing the child's participation with peers.</p>	<p>Education/Disabilities Coordinator</p> <p>Disabilities Specialist</p> <p>Health Coordinator</p> <p>Vision care specialist</p> <p>LEA/Early Steps</p> <p>Teaching staff</p> <p>Community partners</p> <p>Training facilitator</p> <p>Parents</p>	<p>Application</p> <p>Child Health Record</p> <p>Eye examination report</p> <p>Written observation</p> <p>Prior preschool interventions</p> <p>Screening Summary</p> <p>Training sign in sheets</p> <p>Meeting notes</p>	<p>August - July</p>

Performance Standards: 1308.13(a); 1308.13(b) Cont.

Objective	Strategy	Staff	Resources	Time Frame
b) A child is classified as having visual impairment if central acuity with corrective lenses is between 20/70 and 20/200 in either eye, or if visual acuity is undetermined, but there is demonstrated loss of visual function that adversely affects the learning process, including faulty muscular action, limited field of vision, cataracts etc	See above	See above	See above	See above

Performance Standards: 1308.14(a); 1308.14 (b); 1308.14 (c)

Objective	Strategy	Staff	Resources	Time Frame
Eligibility criteria: learning disabilities. (a)A child is classified as having learning disability that has a disorder in one or more of the basic psychological process involved in understanding or written, which might manifest itself in imperfect ability to listen, think, speak, or for preschool age children, acquire the precursor skills for reading, writing, spelling or doing mathematical calculations. The tern includes such conditions as perceptual disabilities, brain injury	Collaborations and observations are essential to home and school efforts to reinforce new skills as they are learned	Education/Disabilities Coordinator Disabilities Specialist LEA/Early Steps Teaching staff Parents Mental Health Consultant	Application Child Health Record Previous interventions home and school Screening Summary Ongoing observations training sign in sheets Individualization on lesson plan	August - July

Performance Standards: 1308.14(a); 1308.14(b); 1308.14(c) Cont

Objective	Strategy	Staff	Resources	Time Frame
<p>(b) An evaluation team may recommend that a child be classified as having a learning disability if.</p> <p>(1) The child does not achieve commensurate with his or her age and ability levels in one or more areas listed in (a) above when provided with appropriate learning experiences for the age and ability or</p> <p>(2) The child has a severe discrepancy between achievement of developmental milestones and intellectual ability in one or more of these areas: oral expression, listening comprehension, pre-reading, pre-writing, and pre – mathematics, or</p> <p>(3) The child shows deficit in such abilities as memory perceptual-motor skills, thinking, language and non-verbal activities which are not due to visual, motor, hearing, emotional disabilities, mental retardation, cultural or language factors or lack of experience which would help develop these skills.</p>	<p>Collaborations and observations are essential to home and school efforts to reinforce new skills as they are learned</p>	<p>Education/Disabilities Coordinator Disabilities Specialist LEA/Early Steps Teaching staff Parents Mental Health Consultant</p>	<p>Application Child Health Record Previous interventions home and school Screening Summary Ongoing observations training sign in sheets Individualization on lesson plan</p>	<p>August - July</p>

Performance Standards: 1308.14(a); 1308.14. (b); 1308.14(c) Cont.

Objective	Strategy	Staff	Resources	Time Frame
<p>©The definition for learning disabilities applies to four and five year olds children in Head Start. It may be used at a program’s discretion for children younger than four or when a three year old child is referred with a professional diagnosis of learning disability. But because of the difficulty of diagnosing learning disabilities for three year olds, when Head Start is responsible for the evaluations it is not a requirement to use this category for three year olds</p>	<p>Collaborations and observations are essential to home and school efforts to reinforce new skills as they are learned</p>	<p>Education/Disabilities Coordinator Disabilities Specialist LEA/Early Steps Teaching staff Parents Mental Health Consultant</p>	<p>Application Child Health Record Previous interventions home and school Screening Summary Ongoing observations training sign in sheets Individualization on lesson plan Training sign in sheets</p>	<p>August - July</p>

Performance Standards: 1308.15

Objective	Strategy	Staff	Resources	Time Frame
<p>Eligibility criteria: Autism A child is classified as having autism when the child has a developmental disability that significantly affects verbal and non-verbal communications and social interactions, that is generally evident before the age of three and that adversely affects educational performance.</p>	<p>Recognized that regular strategies and order of events may not receive the expected response. Parents are the best source for likes and dislikes communication tactics. Every child with autism is unique. Trial and error strategies will be attempted until something works consistently. Training is essential for staff and parent. Team work is required to provide supervision, to build structure and transition activities. Sue to the lack of communication meltdowns are almost impossible to void. Document behavior daily for pattern predictors.</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Mental Health Coordinator LEA/Early Steps Teaching staff Parents Mental Health Consultant</p>	<p>Application Child Health Record Previous interventions home and school Screening Summary Ongoing observations training sign in sheets Individualization on lesson plan</p>	<p>August - July</p>

Performance Standards: 1308.16

Objective	Strategy	Staff	Resources	Time Frame
<p>Eligibility criteria; Traumatic Brain injury. A child is classified as having traumatic brain injury whose brain injury are caused by an external physical source, or by a internal occurrence such as stroke or aneurysm, with resulting, impairments that adversely affect educational performance. The term includes children with open or closed head injuries. But not include child with brain injuries that are congenital or generative or caused by birth trauma.</p>	<p>Children with traumatic brain injury require close supervision as they often do not see danger or risk. Their learning focus may arise with maturation for some fine motor tasks. The injuries most often affect the communication area. Direct instructions will be essential for most academic skills.</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Health Coordinator LEA/Early Steps Teaching staff Parents Training facilitator Physician Speech pathologist</p>	<p>Application Child Health Record Previous interventions home and school Screening Summa Ongoing observations training sign in sheets Individualization on lesson plan</p>	<p>August - July</p>

Performance Standards: 1308.17 (a); 1308.17 (b); 1308.17 (c); 1308.17 (d); 1308.17 (e)

Objective	Strategy	Staff	Resources	Time Frame
<p>Eligibility criteria: other impairment (a)The purpose of the classification “other impairments” are (1) To further coordination with LEA’s and reduce problems of recordkeeping. (2) To assist parents in making the transition from Head Start to other placement, and. (3) To assure that not child enrolled in Head Start is denied services which would be available to other preschool children who are considered to have disabilities in their state. (b)If the State Education Agency eligibility criteria for preschool children includes an additional category which is appropriate for a Head Start child, children meeting the criteria for that category must receive services as children with disabilities in Head Start Programs. Example are “preschool disabled” in need of special education’, Educationally handicapped and not-categorically handicaps.</p>	<p>Collaboration is essential to providing educational and social opportunities to children with multiple of challenges that interfere with communication and performance. These children need close supervision to ensure that they have opportunities to experience classroom learning and social events</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Health Manager Mental Health Coordinator LEA/Early Steps Teaching staff Parents Mental Health Consultant Training facilitator Head Start Director</p>	<p>Application Child Health Record Release of Information Authorization Medical Diagnosis Screening Summary Medication list Evaluation Report training sign in sheets Individualization on lesson plan</p>	<p>August - July</p>

Performance Standards: 1308.17(a); 1308.17(b); 1308.17(c); 1308.17(d); 1308.17(e) Cont.

Objective	Strategy	Staff	Resources	Time Frame
<p>©Children age three to five, inclusive, who are experiencing developmental delays, as defined by their State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development and who by reason thereof need special education programs and related services as children with disabilities in Head Start programs. (d) Children who are classified as deaf-blind, whose concomitant hearing and visual impairments, cause such severe communication and other development problems that they cannot be accommodated in special education programs solely for deaf or blind children are eligible for services under this category.</p>	<p>Collaboration is essential to providing educational and social opportunities to children with multiple of challenges that interfere with communication and performance. These children need close supervision to ensure that they have opportunities to experience classroom learning and social events</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Health Manager Mental Health Coordinator LEA/Early Steps Teaching staff Parents Mental Health Consultant Training facilitator Head Start Director</p>	<p>Application Child Health Record Release of Information Authorization Medical Diagnosis Screening Summary Medication list Evaluation Report training sign in sheets Individualization on lesson plan</p>	<p>August - July</p>

Performance Standards: 1308.17(a); 1308.17 (b); 1308.17(c); 1308.14(d); 1308.17(e) Cont.

Objective	Strategy	Staff	Resources	Time Frame
(e) Children classified as having multiple disabilities whose concomitant impairments (such as mental retardation and blindness), in combination, cause such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments are eligible for services under this category, The term does not include deaf-blind children, for record keeping purpose.	Collaboration is essential to providing educational and social opportunities to children with multiple of challenges that interfere with communication and performance. These children need close supervision to ensure that they have opportunities to experience classroom learning and social events	Education/Disabilities Coordinator Disabilities Specialist Health Manager Mental Health Coordinator LEA/Early Steps Teaching staff Parents Mental Health Consultant Training facilitator Head Start Director	Application Child Health Record Release of Information Authorization Medical Diagnosis Screening Summary Medication list Evaluation Report training sign in sheets Individualization on lesson plan	August - July

Performance Standards: 1308.18(a); 1308.18(b); 1308.18(c); 1308.18(d);

Objective	Strategy	Staff	Resources	Time Frame
Disabilities/Health Services Coordination: (a)Grantee ensure that the disabilities coordinator and health services coordinator work closely together in the assessment process and follow up to assure that the special needs of each child with disabilities are met.	The education/disabilities Coordinator oversees the disabilities content area, health coordinator oversees health, and the family service coordinator oversees mental health for Tri-County Head Start/Early Head Start. The teaching staff submit all referral to Education/Disabilities Coordinator, then she forward the referral to the appropriate Program Coordinator such as Mental	Education/Disabilities Coordinator Disabilities Specialist Health Manager Mental Health Coordinator LEA/Early Steps Teaching staff Parents Mental Health Consultant COPE Life management Training facilitator Head Start Director	Application Child health record Screening Summary Formal/informal observation Classroom observation Meeting notes Parent consent Consultant report Physician instructions Medication administration packet Mental health contracts IA Training certificate	August - July

Performance Standards: 1308.18(a); 1308.18(b); 1308.18(c); 1308.18(d); Cont

Objective	Strategy	Staff	Resources	Time Frame
<p>(b) The grantee must ensure coordination between the disabilities coordinator and the staff person responsible for mental health component to help teachers identify children who show sign of problems such as possible serious depression, withdrawn, anxiety or abuse.</p> <p>© Each Head Start director or designee must supervise the administration of all medication, including prescription and over-the-counter drugs, to children with disabilities in accordance with the State requirement</p> <p>(d)The health coordinator under the supervision of Head Start director or designee must:</p> <p>(1) Obtain the doctor’s instruction and parental consent before any medication is administered.</p> <p>(2)Maintain an individual record of all medication dispensed and review the record regularly with the child’s parent.</p> <p>(3) Record changes in a child’s behavior which has implication for drugs dosage</p>	<p>Health, Nutrition and Health). Meetings with teaching staff and parents are schedule to discuss the concerns.</p> <p>At each center one or more staff members have been trained to work with parents on the administration of medication during the school day. Parents are given to opportunities to review information on the medication policy describe in the Parent Handbook. Frontline staff make arrangements with parents following our policy for giving medication</p> <p>All staff at each Head Start/Early Head Start is trained in medication administration. The Head Start/Early Head Start sites have designated 2 staff to manage the medication administration.</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Health Manager Mental Health Coordinator LEA/Early Steps Teaching staff Parents Mental Health Consultant COPE Life Management Training facilitator Head Start Director</p>	<p>Application Child health record Screening Summary Formal/informal observation Classroom observation Meeting notes Parent consent Consultant report Physician instructions Medication administration packet Mental health contracts IA Training certificate</p>	<p>August - July</p>

Performance Standards: 1308.17(a); 1308.17 (b); 1308.17(c); 1308.14(d); 1308.17(e) Cont.

Objective	Strategy	Staff	Resources	Time Frame
or type and shares this information with staff, parent, and the physician. (4) Assure that all medication including those required by staff and volunteers are adequately labeled, stored under lock and key and out of reach of children, and refrigerated, if necessary.	See above	See above	See above	See above

Performance Standards: 1308.19(a); 1308.19(b); **SUBPART E- EDUCATION SERVICES PERFORMANCES STANDARDS**

Objective	Strategy	Staff	Resources	Time Frame
<p>(a)When Head Start provides for the evaluation, the multidisciplinary evaluation team makes the determination whether the child meets the Head Start eligibility criteria. The multidisciplinary evaluation team must assure that the evaluation findings and recommendations, as well as information from developmental assessment, observation and the parent reports, are considered I making the determination whether the child meets Head Start eligibility criteria.</p> <p>(b)Every child receiving services in Head Start who has been evaluated and found to have a disability and a need of special education must have an IEP/IFSP before special education and related services are provided to ensure that comprehensive information is used to develop the child’s individual needs.</p>	<p><i>Head Start no longer develop IEP’s in accordance with ACF-PI-HS -09-04</i></p> <p><i>Part (a, (b),(c),(d),(e), (f), (g),(h),(i),(j),(k),</i></p>			

Performance Standards: 1308.19(c);

Objective	Strategy	Staff	Resources	Time Frame
<p>©When the LEA develops the IEP, a representative from Head Start must attempt to participate in the IEP meeting and placement decision for any child meeting Head Start eligibility requirements. (d)If Head Start develops the IEP, the program must take into account the child's unique needs, strength, developmental potential and family strengths and circumstances as well as the child's disability.</p>	<p>When the local education agency/Early Steps develop an IEP/IFSP for any children who are already enrolled in Head Start/Early Head Start or are referred such children HS/EHS must be involved in placement decision. HS/EHS representative, parent, teacher, LEA/Early Step must attend meeting.</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Child find LEA/Early Steps Representative Center Coordinator Teaching staff Parents</p>	<p>Referral Assessment Observations Parent, Teachers, Center Coordinator Written Reports Written Notice of Meeting IEP/IFSP Alternate plans to assist IEP/IFSP ineligible children Ongoing observation</p>	<p>August - July</p>

Performance Standards: 1308.19(e);

Objective	Strategy	Staff	Resources	Time Frame
<p>(e) The IEP/IFSP must include: (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 programming. (2) A statement of annual goals, including short-term objectives for meeting goals</p>	<p>The LEA/Early Steps collaborate with Head Start/Early Head Start staffs, parents to develop a working document of the child's present level of function in social emotional, motor, communication, self-help and cognitive area of development. The IEP/IFSP requires that an annual meeting take place to review the goals and make appropriate changes to objectives and services.</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Child find LEA/Early Steps Representative Center Coordinator Teaching staff Parents</p>	<p>IEP/IFSP Meeting notes Sign –in anecdotal Progress note Parent right Written notification</p>	<p>August - July</p>

Performance Standards: 1308.19(e)

Objective	Strategy	Staff	Resources	Time Frame
<p>(3) A statement of services to be provided by each Head Start components that are in addition to those services provided for all Head Start children, including transition services.</p> <p>(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 a Head Start program. This includes services provided by other agencies and non- Head Start professionals.</p> <p>(5) The identification of the personnel responsible for the planning and supervision of services and for the delivery of services.</p> <p>(6) The projected dates for initiation of services and the anticipated duration of services.</p> <p>(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.</p> <p>(8) Family goals and objectives related to the child</p>	<p>The LEA/Early Steps and Head Start/Early Head Start staff will make sure the following component</p> <p>IEP/IFSP will include:</p> <ol style="list-style-type: none"> 1. Short term goals and the objectives for meeting the goals. 2. Special education services to be provided by Hs/EHS components 3. Special education services to be provided other agencies 4. Identify personnel responsible for supervision of services and delivery of service. 5. Projected date of initiation of services and duration of services. 6. An objective criteria and evaluation procedure for determining of least annually whether the short –term objectives are being achieved. 7. Family goals and objective as related to child disabilities. 	<p>Education/Disabilities Coordinator Disabilities Specialist Child find LEA/Early Steps Representative Center Coordinator Teaching staff Parents</p>	<p>IEP/IFSP Meeting notes Sign –in anecdotal Progress note Parent right Written notification</p>	<p>August - July</p>

Performance Standards: 1308.19(f); 1308.19(g); 1308.19(h); 1308.19(i) Cont.

Objective	Strategy	Staff	Resources	Time Frame
<p>(.disabilities when they are essential to the child’s progress. (f)When Head Start develops the IEP the team, must (1) The Head Start disabilities coordinator or a representative who is qualified to provide or supervises the provision of special education services. (2)The child’s teacher or home visitor. (3) One or both of the child’s parents or guardian, and (4) At least one of the professional members of the multidisciplinary team which evaluated the child. (g) An LEA representative must be invited in writing to the IEP if Head Start is initiating the request for a meeting. (h)The grantee must also invite other individuals of the request of parents and others individual of discretion of the Head Start Program, including those components staff particularly involved due to the nature of the child’s disability.</p>	<p><i>All IEP/IFSP will be developed by LEA/Early steps for Head Start/Early Head Start.</i></p>			

Performance Standards: 1308.19(i) Cont.

Objective	Strategy	Staff	Resources	Time Frame
(I)A meeting must be held at a time convenient for the parents and staff to develop the IEP within 30 calendar	The LEA/Early Steps must develop an IEP within 30 calendar days after evaluation of child.	LEA/Early Steps, Parent, teacher, Disabilities Coordinator/Disabilities Specialist, Center Coordinator	Parent Consent, Notice of meeting, IEP/IFSP, Screening Summary	August – July ongoing

Performance Standards: 1308.19(j)

Objective	Strategy	Staff	Resources	Time Frame
Grantee and their delegates must make vigorous efforts to involve parents in the IEP process. (j) The grantee must: (1) Notify parents in writing and, if necessary, also verbally or by other appropriate means of the purpose, attendance, time, and location of the IEP meeting for enough time in advance so that there is opportunity for them to participate. (2) 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 the child's program. (3) Provide interpreters, if needed and offer the parents a copy of the IEP in the parents' language of	Tri-County Head Start collaborates with the parents and LEA to develop a working document. The LEA arranges a date and time to have a staffing at the center. Head Start check with parents to make sure the time and date is convenient for them. Head Start will also provide transportation for parents to attend the meeting. An interpreter will be made available if necessary. Dates in IEP will identify the agreed upon timeframe.	Education/Disabilities Coordinator Disabilities Specialist LEA Center Coordinator	IEP/IFSP Meeting notes Note from parent Parent right Written notification IEP	August - July

Performance Standards: 1308.19(j)

Cont.

Objective	Strategy	Staff	Resources	Time Frame
<p>Understanding after it has been signed. (4) Hold the meeting without the parents only if neither can attend, after repeated attempts to establish a date or facilitate their participation, through records of phone calls, letters in the parents' native language or visit to parents' some or place of work along with any responses or results and arrange an opportunity to meet with the parents to review the results of the meeting secure their input and signature. (k)Grantee must initiate the implementation of the IEP as soon as possible after the IEP meeting by modifying the child's program accordance with IEP and arranging for the provision of related services. If a child enters Head Start with an IEP completed within two prior to entry, services must begin within the first two weeks of program attendance.</p>	<p>Every attempt possible will be made to schedule and establish a date so the parent can participate in the IEP/IFSP meeting.</p> <p>Head Start/Early Head Start will collaborate with parents, Child Find/LEA/Early Steps to implement an IEP/IFSP in a timely manner.</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>

Performance Standards: 1308.20(a); 1308.20(b); 1308.20(c); 1308.20(d)

SUBPART F - NUTRITION

Objective	Strategy	Staff	Resources	Time Frame
<p>Nutrition Services: (a)The disabilities Coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program. (b)Appropriate professionals, such as physical, speech, occupational therapists, nutritionist, and dietitians must be consultant on ways to assist Head Start staff and parents of children with severe disabilities with problems of chewing, swallowing and feeding themselves. ©The plan for services for children with disabilities must include activities to help children with disabilities to participate in meal and snack time with classmates. (d) The plan for services with disabilities must address prevention of disabilities with a nutrition basis.</p>	<p>The appropriate professionals will be consulted to assist Head Start/Early Head Start staff and parents of children with severe feeding disorders on an as needed basis.</p> <p>The disabilities/education, health and nutrition coordinators will work with staff to assure that the children with disabilities have opportunities to learn to family style dining by serving themselves, interact using social skills, to demonstrate more expressive and receptive vocabulary, build eating and meals concepts , and develop manners at meal or snack time.</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Health coordinator Nutrition Coordinator LEA Community partners Dental consultant Family Service Worker Teaching staff Parents</p>	<p>Lesson plans Classroom observation Meeting notes consent to screening</p> <p>Tooth brushing charts Sign in sheets</p>	<p>August - July</p>

Performance Standards: 1308.21(a); 1308.21(b); 1308.21(c);

SUBPART G PARENT INVOLVEMENT

Objective	Strategy	Staff	Resources	Time Frame
<p>Parent participation and transition of children into Head Start and from Head Start to public school. (a) In addition to the many reference to working with parents throughout these standards, the staff must carry out the following tasks: (1) Support parents of children with disabilities entering from infant toddlers programs. (2) Provide information to parents on how to foster the development of their children with disabilities. (3) Provide opportunities for parents to observe large group, small group and individual activities described in their child's IEP. (4) Provide follow-up assistance and activities to reinforce program activities at home. (5) Refer parents to group of parents or children with similar disabilities who can provide helpful peer support. (6) Inform parents of their rights under IDEA. (7) Inform parents of resources which may be available to them from the</p>	<p>Head Start staff will attend all placement meeting, IEP/IFSP meetings and other evaluation meeting with parents/guardians of the children with a disability as they enter Head Start and Early Head Start. Staff will make sure that parents have the resources they need to advocate for their child.</p> <p>Staff will provide developmental information for parent/guardian of children with disabilities. Staff will also encourage parents/guardians to participate in therapies and special education service with their child. Parents and guardians of children with disabilities will be welcomed in to the Head Start/Early Head Start classroom at any time during their child's day. Parents/Guardians will be allowed to observe large group and small group and individual activities from child's IEP/IFSP. IF the IEP/IFSP services is done by LEA/Early Steps in the classroom, HS/EHS staff will</p>	<p>Education/Disabilities Coordinator Disabilities Specialist Health coordinator Family Service Coordinator LEA/Early Steps Center Coordinator Teaching staff Parents</p>	<p>IEP/IFSP IA Meeting notice Sign in sheet Written notification</p>	<p>May and July</p>

Performance Standards: 1308.21(a); 1308.21(b); 1308.21(c)

SUBPART G PARENT INVOLVEMENT Cont.

Objective	Strategy	Staff	Resources	Time Frame
<p>Supplement Security Income (SSI) Program, the Early and Periodic Screening Diagnosis and Treatment (EPSDT) Program and other sources and assist them with initial efforts to access such resources.</p> <p>(8) Identify needs (caused by 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, skills and knowledge in accessing resources and advocating meeting the needs of their children.</p> <p>(b) Grantee must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program.</p> <p>© Head Start grantees, in cooperation with child's parent, must be notified the school of the child's planned enrollment prior to date of enrollment</p>	<p>support parents/guardian in participating in those services by offering to go with them to the designate site.</p> <p>Staff will seek out additional information on each child's disability in order to support program activities at home.</p> <p>Parents and guardian will be given a copy of Parents and Guardian Rights in Special Education and connected with other families with children of similar disabilities.</p> <p>Staff will share information with families that is designed to prevent disabilities in siblings.</p> <p>Head Start/Early Head Start staff will work with families to prepare for transitions of children with disabilities from HS to public school or other placement.</p> <p>Staff will arrange for child/parent/guardian visit to the receiving placement.</p> <p>With the parent/guardian written permission Head Start/Early Head Start will release pertinent information to the receiving placement in order to facilitate transition and notify receiving placement of the child.</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>

