



1308.4 Disability Services

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DISABILITIES SERVICE PLAN – SUBPART B–DISABILITIES SERVICE PLAN 2015-2016

1308.4

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.4	(a) A Head Start grantee 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 is to assure:	(1) All components of Head Start are appropriately involved in the integration of children with disabilities and their parents. (2) That resources are used efficiently.	1. Inter-Component Coordination <ul style="list-style-type: none"> • Orientation • Monthly Manager’s meetings • Case Management Meetings 1. Head Start will work collaboratively with the LEA to provide needed services.	1. Disabilities Coordinator 2. Component Coordinators\ 3. Teachers	Aug 2015 June 2016
1308.4(b)		(b) Plan must be updated annually	1. Updated and approved by Policy Council.	1. Mental Health Coordinator	June-July, 2015
1308.4(c)		(c) Plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all Head Start children and provisions for any necessary modifications.	1. Children will be served based on their professional diagnosis/evaluation/ recommendations, their IEP’s , health history, enrollment application information, and the Family Partnership Agreement. 2. Confidentiality will prevail, and the care will be given so that any special services provided do not result in undue attention to a child with a disability.	1. WOCCISD Department of Special Services 2. Teacher 3. Component Managers	Aug 2015 June 2016

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1308.4(d)		(d) Disability plan must be used as a working document, which guides the grantee’s effort to serve children with disabilities. This plan must take into account the needs of any modifications or individual help.	Provide opportunities through: (1) Field trips (2) Center activities (3) Materials showing children with disabilities <ul style="list-style-type: none"> • Puzzles • Books • Videos • Posters and games (4) Adaptive equipment as needed (5) OT/PT/Speech (6) Head Start and PPCD 4-year-old classes use inclusive practices. (7) Head Start and PPCD 3 year old classes use inclusive practices	1. Instructional staff 2. Component Coordinators	Aug 2015 June 2016
1308.4(e)		(e) The grantee must designate a coordinator of services for children with disabilities (disabilities coordinator) and arrange for preparation of the disabilities service plan and of the grantee application budget line items for services for children with disabilities. The grantee must ensure that all relevant coordinators their staff and parents are consulted.	1. North will designate a Disabilities Coordinator with understanding of the scope of the Head Start program, who has skills and adequate expertise to manage prepare and implement the disabilities service plan, including budgeting of items needed and coordinator of efforts with component coordinators, LEA’s, community agencies and parents.	1. Head Start Director/Principal 2. Policy Council	Aug 2015 June 2016

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1308.4(f) Related: 45 CFR Part 84		Plan must include: 1. Procedures for timely screenings	(A) Within 45 days of enrollment screenings will include: 1. Health (EPSDT) 2. Speech (DOCT) 3. Hearing 4. Vision 5. Developmental • DIAL 4 6. Behavioral – Social/Emotional • DIAL 4 Social/Emotional Questionnaire 7. Parents are informed during enrollment of the screenings to be done	1. Nurses 2. Teachers 3. Component Coordinators	Aug 2015 June 2016
		2. Procedures for making referrals to the LEA for evaluation to determine need for Special Education Services.	1. Referrals are processed according to the Legal Framework for the Child Centered Special Education Process found on line at: http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en 2. First Steps (ECI) schedule 90 day ARD meetings to determine placement of incoming 3 year olds. 90 day ARD committee consists of: • Disability Coordinator • Education Coordinator • Head Start Nurse • LEA Diagnostician • PPCD Teacher • Parent • ECI Representative	1. Disabilities Coordinator 2. West Orange-Cove Director of Special Services	Aug 2015 June 2016

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		(3) Assurances of accessibility of facilities.	1. School buildings will meet requirements as specified in the Americans with Disabilities Act.	1. West Orange-Cove Maintenance Department 2. Director of Special Services 3. Head Start Director/Principal	Aug 2015 June 2016
		(4) Plans to provide appropriate special furniture, equipment and materials if needed.	1. Children with disabilities will have furniture of correct size and type for their individual needs, with care given not to bring undue attention to them.	1. WOCCISD Special Services Director 2. Disabilities Coordinator 3. ARD Committee	Aug 2015 June 2016
1308.4(g)	(g) Transition Services Strategies	<p>1. Provide a smooth transition into Head Start from an infant and toddler program, daycare or home.</p> <p>2. Provide a smooth transition from Head Start into the next placement.</p> <p>3. Preparation of staff and parents for the entry of children with severe disabilities into the Head Start program.</p>	<p>1. An ARD committee meeting will be held with parent, managers, appropriate school personnel and referring agency representatives to determine the appropriate placement.</p> <p>2. Parents are encouraged to tour/visit campus at their convenience</p> <p>1. Children will visit their Kindergarten campus late in the school year.</p> <p>2. Spring/Annual ARD meetings shall include a representative from the receiving Kindergarten campus.</p> <p>1. A meeting with the management team, parents and appropriate LEA personnel will be held to orientate the child, family and staff into Head Start.</p> <p>2. Staff training as needed.</p> <ul style="list-style-type: none"> • Region V Service Center • West Orange-Cove Special Services Department. <p>3. The ARD committee will make the decision what services will be provided and by what program.</p>	<p>1. ARD Committee</p> <p>1. Principal/Head Start Director 1. WOCCISD Department of Special Services 2. Disabilities Coordinator</p> <p>1. Disabilities Coordinator 2. Education Coordinator 3. ARD Committee</p>	<p>Aug 2015 June 2016</p> <p>Feb 2016 June 2016</p> <p>Aug 2015 June 2016</p>

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1308.4(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.	1. Final decision on placement will be the parents along with the ARD committee.	1. ARD Committee	Aug 2015 June 2016

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1308.4(h)		Services provided and those responsible:	<ol style="list-style-type: none"> 1. Enrollment: a disability tracking system is updated daily. <ul style="list-style-type: none"> • ChildPlus • Access Data base • Skyward 2. Identification and recruitment: Head Start and LEA personnel participate in the Child Find program. <ul style="list-style-type: none"> • ECI – First Steps 3. Screenings: Timely screening for vision, hearing and developmental delays are done within 45 days of child’s enrollment. 4. Developmental Assessment/Evaluation: Process is ongoing and tracked by teachers and Education Coordinator <ul style="list-style-type: none"> • DIAL-4 • Teaching Strategies Gold <p>The Pre-referral team consist of the following as needed;</p> <ul style="list-style-type: none"> • Principal or representative • Mental Health/Disabilities Coordinator • Education Coordinator • Regular Education Teacher • Speech Language Pathologist • Nurse • Other Component Coordinators as needed • PPCD Teacher • Others as determined by principal <p>Team Purpose is to meet with teachers who have students who are at risk:</p> <ul style="list-style-type: none"> • Develop with the teacher modification to the regular education program to meet the students needs; • Document all efforts made to modify the program and adjust modifications if necessary; • Assess the need for a special education referral; • Develop the referral. 	<ol style="list-style-type: none"> 1. Disabilities Coordinator 1. Teachers 2. Nurses 3. Head Start Managers’ 1. Consultants 2. Nurse 1. Education Coordinator 	<p>Aug 2015 June 2016</p> <p>Aug 2015 June 2016</p> <p>Aug 2015 June 2016</p> <p>Aug 2015 June 2016</p>
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1308.4(h)			<p>5. Process for developing IEP's: The IEP is drafted by the teacher using the Success Ed. System based on the child's strengths and weaknesses.</p> <p>6. Program and related Services: Services will be provided according to the needs on the IEP.</p> <p>7. Program Accessibility: Classrooms, restroom, cafeteria, water fountains, playground and gym are of primary concern.</p> <p>8. Recording and Keeping and Reporting: Monthly reports are printed off the ChildPlus tracking system and compared to the disabilities tracking chart.</p> <p>9. Confidentiality: Records are released with parent/guardians written permission only. ✓ Records are transmitted electronically through the TREx system</p> <p>10. Special Safety Needs: Will be noted and tracked by nurses.</p> <p>11. Transportation: The LEA provides transportation for Head Start. Special buses are available upon request for field trips.</p> <p>12. Medications: Are kept in a locked cabinet and are administered by the nurse with doctor's orders.</p>	<p>1. Teacher</p> <p>1. ARD Committee</p> <p>1. WOCCISD Maintenance Department 2. Head Start Director/Principal</p> <p>1. Disabilities Coordinator</p> <p>1. Disabilities Coordinator</p> <p>1. Nurse</p> <p>1. WOCCISD Transportation</p> <p>1. Nurse</p>	<p>Aug 2015 June 2016</p> <p>Aug 2015 June 2016</p> <p>Aug 2015 June 2016</p> <p>Aug 2015 June 2016</p> <p>Aug 2015 June 2016</p> <p>Aug 2015 June 2016</p>

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1308.4(h)		(h) Head Start must arrange for, provide, or procure services which may include but not limited to special education and related services.	<ol style="list-style-type: none"> 1. Staff education and related services will be offered as indicate by the IEP including but not limited to: <ul style="list-style-type: none"> • Audiology Services • Physical Therapy • Occupational Therapy • Speech or Language Therapy • Psychological Services • Transportation • Assistive Technology • Counseling services 	<ol style="list-style-type: none"> 1. WOCCISD Department of Special Services 2. ARD Committee 	Aug. 2015 June 2016
		Provide training and technical assistance for parents and staff.	<ol style="list-style-type: none"> 1. Provide training and technical assistance for parents and staff. <ul style="list-style-type: none"> • Region V Service Center • Private Consultant • Department of Special Services • T/TA Specialist assist in obtaining training as needed. • Dual training with other Head Start Programs 	<ol style="list-style-type: none"> 1. Head Start Director/Principal 2. Component Coordinators 	Aug. 2015 Aug. 2016

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STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.4(i) 1308.4 (j)		The plan must include options to meet the needs and take into consideration the strengths of each child based upon the IEP so that a continuum of services available from various agencies is considered.	North will offer various program options to meet the needs and consider the strengths of each child, based on the IEP. Options available may include: 1. Joint placement 2. Shared provision of services with other agencies 3. Shared personnel to supervise special education services, when necessary to meet State requirement on qualifications 4. Administrative accommodations such as having two children share one enrollment slot. 5. Any other strategies to ensure that special needs are meet. 6. Head Start and PPCD use inclusive practices.	1. Head Start Director/Principal 2. WOCCISD Department of Special Services 3. ERSEA	Aug. 2015 Aug. 2016
1308.4(k)		(k) Assure that the personnel serving children with disabilities meet state standards.	1. All teachers at North Early Learning Center have the appropriate certification as deemed necessary by the Texas Education Agency. 2. Therapist contracted to North all have necessary certification for their particular field. <ul style="list-style-type: none"> • Physical Therapist • Occupational Therapist • Speech Language Therapist 	1. West Orange-Cove Personnel Office 2. WOCCISD Department of Special Services	Aug 2015 June 2016

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1308.4(l)		(l) To develop interagency agreements with LEA’s and other agencies within the service area.	1. Memorandums of agreement will be filed in a master file in the Family Services Manager’s office 2. Agreements address: <ul style="list-style-type: none"> • Participation in Child Find • Joint training of staff/parents • Referral procedures • Transition • Resource sharing • LEA Child Count • Update agreements annually 	1. Family Service Manager 2. Disabilities Coordinator	Aug. 2015 Aug. 2016
1308.4(m)		(m) Planning and budgeting of funds must assure that the special needs identified in the IEP are fully met; that children most in need of an integrated placement and of special assistance are served; and that funds are kept at the mandated level.	1. Budgetary planning will be based upon: <ul style="list-style-type: none"> • Anticipated needs and IEP requirement of eligible children • Enrollment Information • Will coordinate with Principal and Financial manager 	1. Principal 2. Financial Manager 3. Disabilities Coordinator	Aug. 2015 June 2016

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1308.4(n) 1308.4(o)		(n) The grant application budget form and supplement submitted must reflect requests for adequate resources to implement the objectives and activities in the plan and fulfill the requirements of the Performance Standards. (o) The budget request must address the implementation of the disabilities plan.	1. Allowable expenditures include: <ul style="list-style-type: none"> • Salaries. North currently has a Disabilities Coordinator who divides her time between Mental Health and Disabilities. • Evaluation of children: Currently all evaluations are done by the WOCCISD Department of Special Services • Transportation – provided by the LEA <ul style="list-style-type: none"> ➢ A transportation form is filled out prior to any activity that requires special buses for children • Special Equipment and Materials <ul style="list-style-type: none"> ➢ The Department of Special Services furnishes the equipment or materials needed as per the IEP/ARD committee recommendations. • Training and Technical Assistance <ul style="list-style-type: none"> ➢ West Orange-Cove Special Services Department ➢ Region V Service Center ➢ T/TA Specialist assist with training as needed 	1. Financial Manager 2. Principal 3. Disabilities Coordinator 1. WOCCISD Special Services Department 1. WOCCISD 1. WOCCISD Department of Special Services 1. Component Coordinators 2. Head Start Director/Principal	Aug. 2015 Aug. 2016 Aug 2015 June 2016 Aug 2015 June 2016 Aug 2015 June 2016
			<ul style="list-style-type: none"> • Travel <ul style="list-style-type: none"> ➢ Training ➢ Substitutes ➢ Fees for courses 		Aug 2015 Aug. 2016

**DISABILITIES SERVICE PLAN – SUBPART C – SOCIAL SERVICES
1308.5**

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.5	(a) The agency must incorporate specific actions to actively locate and recruit children with disabilities.	(a) The agency must incorporate specific actions to actively locate and recruit children with disabilities.	1. Community contacts by the following: <ul style="list-style-type: none"> • News releases • Pamphlets and flyers • Department of Human Services • Health Clinic • Churches • Child Find – Pamphlets and flyers given to parents during orientation • First Steps – ECI • On-site Recruitment • Head Start Door Hangers • Celebrity Breakfast • Public Service Announcements 	1. Component Coordinators 2. Head Start Director/Principal 3. WOCCISD School District	Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART C – SOCIAL SERVICES
1308.5

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.5(b)	Recruitment and enrollment of children with disabilities.	(b) A grantee must insure that staff engaged in recruitment and enrollment of children are knowledgeable about the provisions of 45 CFR Part 84, Nondiscrimination on the Basis of Disability in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and of the Americans with Disabilities Act of 1990.	<ol style="list-style-type: none"> 2. Records of all children identified, as having a disability will be kept in the office of Special Services. A copy of the child's IEP will be kept by the teacher. 3. An application shot record, social security and Medicaid information is kept in the front office at North. This folder is the child's cumulative folder, which will travel with that child to their different campuses. 4. Teachers have their own confidential file in their room locked up. 5. All files are locked and keys distributed with those with the need for access. 6. Staff members try to attend the annual Special Education Law Conference held in October of each year. 7. As needed training's are held during the year by the Special Services Director or her appointee to discuss changes in the laws. 	<ol style="list-style-type: none"> 1. Department of Special Services 1. Office Staff 1. Teachers 1. Head Start Director/Principal 1. Head Start Director/Principal 1. WOCCISD Department of Special Services 	<ol style="list-style-type: none"> Aug. 2015 Aug. 2016

DISABILITIES SERVICE PLAN – SUBPART C – SOCIAL SERVICES

1308.5

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.5(c)		(c) Placement of a child cannot be denied on the basis of a disability when: (1) parents wish to enroll; (2) child meets eligibility criteria; (3) Head Start is an appropriate placement; (4) Program has space to enroll more children even though the program has made ten percent of its enrollment opportunities available to children with disabilities. In that case children who have a disability and non-disable children would compete for the available enrollment opportunities.	North will follow the procedures outlines under 1308.5(c) when considering recruitment and placement of children with disabilities, providing the parents wish to enroll the child, Head Start is the appropriate placement based on the IEP, age and income eligibility guidelines and space is available	1. Principal 2. Disabilities Coordinator	Aug 2015 June 2016
1308.5(d)		(d) The grantee must access resources and plan for placement options, such as dual placement, use of resource staff and training so that a child with a disability for whom Head Start is an appropriate placement according to the IEP is not denied enrollment because of: 1. Staff attitudes; 2. Inaccessibility of facilities; 3. Need to access additional resources to serve a child; 4. Unfamiliarity with a disabling condition or special equipment; 5. Need for personalized special services.	1. Placement will be determined by the ARD committee. 2. On site immunizations when available <ul style="list-style-type: none"> • Shots across Texas <ul style="list-style-type: none"> • When available • UTMB • Local malls • Back to school Orange 	1. ARD Committee 1. WOCCISD District nurse 2. Head Start Nurse	Aug 2015 June 2016 Summer 2015

**DISABILITIES SERVICE PLAN – SUBPART C – SOCIAL SERVICES
1308.5**

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STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.5(e)(f)		<p>(e) The same policies governing Head Start eligibility for other children will apply to children with disabilities. The following must be taken into consideration when planning enrollment:</p> <ol style="list-style-type: none"> 1. Number of children with disabilities including types of disabilities And their severity; 2. Services and resources provided by other agencies; 3. State laws regarding immunizations of preschool children. <p>(f) The recruitment effort of a Head Start grantee must include recruiting those children with severe disabilities, including children who have been previously identified as having disabilities..</p>	<ol style="list-style-type: none"> 1. Department of Special Services holds 90 day face to face meetings with First Steps (ECI). Including in that meetings as needed are; <ul style="list-style-type: none"> • Head Start Disabilities Coordinator • Head Start Education Coordinator • Head Start nurse • WOCCISD Special Ed. Teacher • WOCCISD Diagnostician • WOCCISD SLP • Others as needed 2. WOCCISD Diagnostician calls/emails to schedules 90 day meetings through the Head Start Disability Coordinator. 	<ol style="list-style-type: none"> 1. West Orange-Cove Department of Special Services 2. Disability Coordinator 	<p>Aug. 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.6	Assessment of Children	(a) The Disabilities coordinator must be involved with other program staff throughout the full process of assessment of children, which has three steps: <ol style="list-style-type: none"> 1. All children enrolled in Head Start are screened as the first step in the assessment process; 2. Staff also carry out on-going developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities; 3. Only those children who need further specialized assessment to determine whether they have a disability and may require special education and related services proceed to the next step, evaluation. 	1. See Disabilities plan , page 17		Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

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STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.6(c)		(c) Staff must inform parents of the types and purposes of screenings well in advance of the screening, the results of these screenings and the purpose of any evaluations.	<ol style="list-style-type: none">1. Included in the enrollment application packet is a sheet giving the dates of the following screenings:<ul style="list-style-type: none">• Hearing• Visual Acuity Test• Health/Weights Measurements• Dental• Blood Pressure• Developmental Screenings2. Results of testing is sent to parents by:<ul style="list-style-type: none">• Home Visits• Notes• Phone calls3. Speech Screening and DIAL 4 S/E results are recorded on the screening Results Form and sent to parents.4. DIAL 4 results are given to parents on the DIAL 4 Score Report	<ol style="list-style-type: none">1. Family Services2. Nurses3. Teachers <ol style="list-style-type: none">1. Disabilities Coordinator2. Teachers	Aug 2015 June 2016 Sept 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

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STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.6(d)		(d) <i>Developmental Assessment, the second step, is the collection of each child's functioning.</i>	<ol style="list-style-type: none"> 1. Outside consultants and Mental Health /Disabilities Manger will administer a developmental assessment within 45 days of the child enrollment. <ul style="list-style-type: none"> • DIAL- 4 2. Developmental testing is done three times a school year. 3. Teachers will provide on-going developmental assessment and follow-up throughout the year. <ul style="list-style-type: none"> • Anecdotal notes • 9 week progress reports • Student Portfolio of skills 4. Emotional and Behavioral Assessments can include the following: <ul style="list-style-type: none"> • SPARKS • DIAL 4 Social/Emotional Questionnaire • DIAL 4 • Hawthorne • DECA-C 5. Response to Intervention (RTI) will be attempted before referral is made if applicable. 6. Pre-Referral Meeting will be held on all LEA referrals, participants include but not limited to; <ul style="list-style-type: none"> • Teacher • Mental Health/Disabilities Coordinator • Nurse • Speech Language Pathologist 	<ol style="list-style-type: none"> 1. Consultants 2. Education Coordinator 3. Disabilities/Mental Health Coordinator <ol style="list-style-type: none"> 1. Consultants <ol style="list-style-type: none"> 1. Teachers 2. Education Coordinator <ol style="list-style-type: none"> 1. Teachers 2. Mental Health Coordinator 3. Mental Health Professional? 4. Parents <ol style="list-style-type: none"> 1. Disabilities Manager 2. Teachers 	<p>Aug 2015 June 2016</p> <p>Aug 2015 June 2016</p> <p>Sept. 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

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1308.6(e)(1-2) i,ii,iii,iv,v,vi,v ii,viii		<p>(e) The Disabilities Coordinator must arrange for further, formal, <i>evaluation</i> of a child who has been identified as possibly having a disability, <i>the third step</i>.</p> <ol style="list-style-type: none"> 1. The Disability Coordinator must refer a child to the LEA for evaluation as soon as the need is evident, starting as early as the child’s third birthday. 2. If the LEA does not evaluate the child, Head Start is responsible for arranging or providing for an evaluation, using its own resources and accessing others. In this case, the evaluation must meet the following requirements: <ul style="list-style-type: none"> • Testing and evaluation procedures must be selected and administered so as not to be racially or culturally discriminator, administered in the child’s native language. • Testing and evaluation procedures must be administered by trained personnel. • No single procedure may be the sole criterion for determining an appropriate educational program for a child. • The evaluation must be made by a multidisciplinary team or group of persons including at least one teacher or specialist with knowledge in the area of suspected disability. 	<ol style="list-style-type: none"> 1. A referral is made to the Disabilities Coordinator and necessary paperwork is filled out according to http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en 2. Disabilities Coordinator contacts parent and expresses concern regarding the referral. Referral packet is then given to parents. 3. Parental permission for testing is obtained. 4. Referral papers are sent to the WOCCISD Department of Special Services 5. An ARD meeting is held to determine which eligibility criterion applies and provide recommendations for programming. 6. The LRE will be the first priority in determining placement. 7. If the LEA does not evaluate the child, Head Start is responsible for arranging or providing for an evaluation. 8. During the ARD process if modifications are made, child’s current teacher will initial page to show familiarization. 	<ol style="list-style-type: none"> 1. Disability Coordinator 2. ARD Committee 3. WOCCISD Department of Special Services 	<p>Aug 2015 June 2016</p>

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Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.6(e)(1-2) i,ii,iii,iv,v,vi,v ii,viii		<ul style="list-style-type: none"> • Evaluators must use only assessment materials, which have been validated for the specific purpose for which they are used. • Test used with child with impaired sensory, manual or communication skills must be administered so that they reflect the children’s aptitudes and achievement levels and not just the disabilities. • Tests and material must assess all areas related to the suspected disability. • In the case of a child whose primary disability appears to be a speech or language impairment, the team must assure that enough tests are used to determine that the impairment is not a symptom of another disability and a speech or language pathologist should be involved in the evaluation. <p>3. Parental consent in writing must be obtained before a child can have an initial evaluation to determine whether the child has a disability.</p> <p>4. Confidentiality must be maintained in accordance with grantee and stare requirements. Parents must be given the opportunity to review their child’s records in a timely manner and they must be notified and give permission if additional evaluations are proposed. Grantees must explain the purpose and results of the evaluation and make concerted efforts to help the parents understand them.</p>	<p>1. Parental consent is obtained before an evaluation is conducted.</p> <p>1. Confidentiality is maintained in accordance with the WOCCISD Policy and Procedures.</p>		Aug 2015 June 2016
Updated 6-3-15					

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.6		5. The multidisciplinary team provides the results of the evaluation, and its professional opinion that the child does or does not need special education and related services, to the disabilities coordinator. If it is their professional opinion that a child has a disability the team is to state which of the eligibility criteria applies and provide recommendations for programming, along with their findings. Only children whom the evaluation team determines need special education and related services may be counted as children with disabilities.	1. Results of all testing are reviewed by the ARD Committee and placement is determined by the entire committee.	1. WOCCISD Department of Special Services 2. Disabilities Coordinator 3. ARD Committee 4. Parent	Aug 2015 June 2016
1308.7 (a-b)	Determining Eligibility Criteria: Health Impairment <i>(Other Health Impairment OHI- LEA definition)</i>	(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) Health Impairment includes but not limited to: cancer, severe asthma, uncontrolled seizure, diabetes, lead poisoning, AIDS, ADD, Heart disease, medically fragile children, and blood disorders: Hemophilia, Sickle cell, anemia, cystic fibrosis (c) This category includes medically fragile children such as ventilator dependent children who are in need of special education and related services.	2. In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en will apply. <ul style="list-style-type: none"> • Health Impairment 	1. West Orange-Cove Department of Special Services 2. ARD Committee	Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.7(d)		<p>(d) A child may be classified as ADD who has chronic and pervasive developmentally inappropriate inattention, hyperactivity, or impulsivity. To be considered a disorder, this behavior <i>must affect the child's functioning severely</i>.</p> <p>1. The child's learning must be severely affected in activities that require orienting, focusing, maintaining attention during instruction time, planning and completing activities and following simple directions. The disorder must manifest in at least two different settings, one of which may be Head Start</p>	<p>1. Concerns with this disorder are evaluated by the teacher and parent doing a Hawthorne and the results sent with the parent for further evaluation by child's doctor as parent sees the need.</p> <p>2. Extreme caution is used with 3-5 year old children so that issues such as maturity, and lack of early stimulation are considered before a referral is made.</p>	<p>1. Disabilities Coordinator 2. Teacher 3. Parent</p>	<p>Aug 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.7(d) (2) (i,ii,iii,iv,v)		(2) Children shall not be classified as having ADD/ADHD based on: <ul style="list-style-type: none"> • Temporary problems in family • Problems related to other psychiatric disorders • Frustration stemming from inappropriate demands or inappropriate programming. • Intentional noncompliance or opposition to reasonable requests that are typical of preschool programs • Inattention due to cultural or language differences 	1. Counseling groups are provided for those children affected by issues such as: <ul style="list-style-type: none"> • Death • Divorce • Incarcerated parents • Abuse • Social Skills • Others as needed 2. A behavior management plan can be devised with the help of parent, teacher, Mental Health/Disabilities and Education Coordinator. 3. Behavior modifications are made based on the child’s presenting problem. <ul style="list-style-type: none"> • Sticker charts • Star charts • Other rewards 4. Instructional modification will be provided to all children based on their instruction/academic level 5. Evaluation/Assessments forms used: <ul style="list-style-type: none"> • SPARKS • DIAL 4 Social/Emotional Questionnaire • Hawthorne • DECA-C • BRACKEN 	1. Mental Health Coordinator 2. Mental Health Professional 3. Education Coordinator 1. Teacher 2. Mental Health Coordinator 3. Education Coordinator 4. Parent 1. Teacher 2. Mental Health Manger 1. Mental Health Coordinator 2. Mental Health Professional 3. Speech Language Pathologist	Aug. 2015 Aug. 2016 Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
		<p>3. An ADD/ADHD disorder must have had its onset in early childhood and have persisted through the course of child development when children normally mature and become able to operate in a preschool environment. Because many children younger than four have difficulty orienting, maintaining and focusing attention and are highly active, when Head Start is responsible for the evaluation, ADD/ADHD can be applied to <i>four and five year olds but not to three year olds</i>.</p>	<ol style="list-style-type: none"> 1. Parental input is vital 2. Check Child Health Record 3. Classroom observations <ul style="list-style-type: none"> • Anecdotal notes • Sparks Checklist • Hawthorne • DIAL 4 Social/Emotional Questionnaire • DECA-C 	<ol style="list-style-type: none"> 1. Teacher 2. Disabilities Coordinator 3. Parents 	<p>Aug 2015 June 2016</p>
1308.7(d)		<p>(4) Assessment procedures must include:</p> <ul style="list-style-type: none"> • Teacher reports which document the frequency and nature of indications of possible ADD/ADHD; • Describe the specific situation and events occurring just before the problems manifested; • Reports must indicate how the child's functioning was impaired; • Confirmed by independent information from a second observer. 	<ol style="list-style-type: none"> 1. Anecdotal notes 2. SPARKS checklist 3. Hawthorne <ul style="list-style-type: none"> • DIAL 4 Social/Emotional Questionnaire 	<ol style="list-style-type: none"> 1. Mental Health Coordinator 2. Mental Health Professional 3. Teacher 4. Disabilities Coordinator 5. Parents 6. West Orange-Cove Department of Special Services 	<p>Aug. 2015 Aug. 2016</p>

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.8(a)	Determining Eligibility Criteria: Emotional /Behavioral (<i>Emotional Disturbance LEA-Definition</i>)	(a) Conditions in which a child’s behavioral or emotional responses are so different from those of the accepted age appropriate norms of children with the same ethnic or cultural background. 1. Impairments include but not limited to: <ul style="list-style-type: none"> • Social relationships • Self-care • Educational progress or classroom behavior 2. Exhibits one or more of the following characteristics with such frequency, intensity, or duration as to require intervention: <ul style="list-style-type: none"> • Seriously delayed social development • Inappropriate behavior: <ul style="list-style-type: none"> ➤ Self destruction • Inappropriate Behavior <ul style="list-style-type: none"> ➤ Self destruction ➤ Severely withdrawn ➤ Dangerously aggressive 3. Depressive mood, excessive fears, 4. Has a professional diagnosis of serious emotional disturbance.	1. In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://framework.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=Trks will apply. <ul style="list-style-type: none"> • Emotional Disturbance 2. The family will be given immediate support in securing outside mental health services.	1. West Orange-Cove Department of Special Services 2. Mental Health Manger 3. Mental Health Professional 4. Family Services Staff 5. Parent	Aug 2015 June 2016
1308.8(b)		1. Eligibility decision must be based on multiple sources of data, including assessment of the child’s behavior or emotional functioning in multiple settings.			Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.7(c)		1. The evaluation process must include a review of the child’s regular Head Start physical exam to eliminate the possibility of misdiagnosis due to an underlying physical condition.	1. The child’s Health Record will be reviewed to eliminate the possibility of a misdiagnosis due to an underlying physical condition.	1. Nurses	Aug 2015 June 2016
1308.9	Eligibility Criteria: Speech or Language impairment. (<i>Speech Impairment LEA Definition</i>)	(a) A speech or language impairment means a communication disorder such as stuttering, impaired articulation, a language impairment or a voice impairment, which adversely affects a child’s learning.	1. All children are screening within 45 days of enrollment with the DOCT 2. Referrals are sent to the Disabilities Coordinator. 3. The SLP will then pre-screen children who have had a concern noted by parent, teacher or DIAL 4 tester. 4. Referral will be based on SLP’s recommendation.	1. West Orange-Cove Department of Special Services 2. Speech Language Pathologist 3. Disability Coordinator	Aug 2015 June 2016
1308.9(b)		(b) A speech or language impairment is speech that is unintelligible much of the time, or who has been professionally diagnosed as having speech impairments, which require intervention.	1. In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://framework.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=Trks will apply. • Speech and Language Impairment	1. Speech Language Pathologist	Aug 2015 June 2016
1308.9(c)		(c) A language disorder may be receptive or expressive; difficulty in understanding and producing language . including semantics, and morphology, syntax and pragmatics.	1. Provide small group or individual assistance in speech therapy. 2. Test used is Preschool language Scale	1. Speech Language Pathologist	Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.9(d)		(d) A speech disorder occurs in the production of speech sounds (articulation), the loudness, pitch or quality of voice (voicing), or the rhythm of speech (fluency).	<ol style="list-style-type: none"> 1. Provide small group or individual assistance in speech therapy. 2. Test used include: <ul style="list-style-type: none"> • Goldman/Fristoe Test of Articulation • Assessment of Phonological Processes • Informal Assessment for Voice and Fluency 	<ol style="list-style-type: none"> 1. Speech Language Pathologist 	<p>Aug 2015 June 2016</p>
1308.9(e)		<p>(e) A child should not be classified as having a speech or language impairment whose speech or language differences may be attributed to:</p> <ol style="list-style-type: none"> (1) Cultural, ethnic, bilingual, or dialectical differences or being non-English speaking; (2) Disorders of a temporary nature due to conditions such as a dental problem; (3) Delays in developing the ability to articulate only the most difficult consonants or blends or sounds within the broad general range for the child’s age. 	<ol style="list-style-type: none"> 1. Possible ESL services will be considered first. 	<ol style="list-style-type: none"> 1. Head Start Director/Principal 2. Teacher 3. Speech Language Pathologist 	<p>Aug 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.10	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 independent skills in self care, communication and play.	<ol style="list-style-type: none"> In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://framework.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=Trks will apply. <ul style="list-style-type: none"> Intellectual Disability is new term The Disability Coordinator along with the health manager will review the child’s health history and physical examination to rule out a physical basis. 	<ol style="list-style-type: none"> West Orange-Cove Department of Special Services Disabilities Coordinator Health Manager Parent 	Aug 2015 June 2016
1308.10(b)		b. Measurement of adaptive behavior must reflect objective documentation through the use of an established scale and appropriate behavior/anecdotal records. An assessment of the child’s functioning must also be made in settings outside the classroom.	<ol style="list-style-type: none"> Teachers will document, DIAL-4 scores, along with anecdotal notes, classroom observations and any parent information . 	<ol style="list-style-type: none"> Teachers West Orange-Cove Department of Special Services Disabilities Coordinator 	Aug 2015 June 2016
1308.10(c)		c. 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, observation and professional judgment are to be used instead.	<ol style="list-style-type: none"> Evaluation instruments with age-appropriate norms will be used by the diagnostician. <ul style="list-style-type: none"> Wechsler Preschool and Primary Scale of Intelligence (WPPSI) Vineland Adaptive Behavior Scales 	<ol style="list-style-type: none"> West Orange-Cove Department of Special Services Disabilities Coordinator 	Aug 2015 June 2016

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1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.10(d)		d. Determination that a child is mentally retarded is never to be made on the basis of any one test alone.	1. A physician and/or multidisciplinary team (LEA) will consider eligibility, evaluation results and related information in determining whether or not services or related services should be provided.	1. WOCCISD Department of Special Services. 2. Disabilities Coordinator 3. Teacher 4. Parent	Aug 2015 June 2016
1308.11	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 or fluctuating hearing loss.	3. In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://framework.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=Trks will apply. <ul style="list-style-type: none"> Hearing Impairment 4. If a child fails a hearing screening: <ul style="list-style-type: none"> A recheck will be done in @ two weeks If a disability is suspected the school nurses will refer the child as per state law. 	1. West Orange-Cove Department of Special Services 2. Disability Coordinator 3. Parent(s) 4. Teachers 1. School Nurses	Aug 2015 June 2016
1308.11(b)		(b) Meet the legal criteria for being hard of hearing established by the State of Texas or:	1. As determined by: <ul style="list-style-type: none"> ENT exam Audiological results 	1. School nurses	Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.11(c)		(c) Experiences recurrent temporary or fluctuating hearing loss caused by otitis media, allergies, or eardrum perforations and other outer or middle ear anomalies over a period of three months or more. Problems included: impaired listening skills, delayed language development, and articulation problems. Children meeting these criteria must be referred for medical care, have their hearing checked frequently, and receive speech, language or hearing services as indicated by their IEP's. As soon as special services are no longer needed, these children must no longer be classified as having a disability.	<ol style="list-style-type: none"> 1. Refer to doctor for treatment 2. Physician may refer child for audiological evaluation. 3. Nurses will obtain physician reports of treatment. 	<ol style="list-style-type: none"> 1. School nurses 	<p>Aug 2015 June 2016</p>
1308.12	Eligibility Criteria: Orthopedic Impairment	(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 joints 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 affected educational performance.	<ol style="list-style-type: none"> 1. Significant delays in fine and gross motor will be referred to the Disabilities Coordinator for further evaluation. 2. The Disabilities and Health Manager will confer and review health history. 3. In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://framework.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=Trks will apply. <ul style="list-style-type: none"> • Orthopedic Impairment 	<ol style="list-style-type: none"> 1. WOCCISD Department of Special Services 2. Disabilities Coordinator 3. Parent 4. School nurse 	<p>Aug 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.12(b)		(b) An orthopedic impairment includes, but is not limited to spina bifida, cerebral palsy, loss of or deformed limbs, contractures caused by burns, arthritis, or muscular dystrophy.			
1308.13	Eligibility Criteria: Visual Impairment including blindness	(a) A child is classified as visually impaired when visual impairment, with correction, adversely affects a child's learning. The term includes both blind and partially seeing children. A child is visually impaired if: 1. The vision loss meets the definition of legal blindness in the State of Texas; or 2. Central acuity does not exceed 20/200 in the better eye with corrective lenses, or visual acuity is greater than 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 than 20 degrees.	1. The vision screening will be done 45 days after the child's enrollment. 2. If a child fails a vision screening a recheck will be done in @ two weeks. 3. If a disability is suspected the nurses will refer the child as per state law. 4. If a child is in need of glasses, the parent is guided to agencies that provide glasses. 5. If necessary, the ophthalmological examination will be paid out of disability monies. 6. If a severe visual disability is noted and glasses cannot correct the problem, referral is made to the LEA for possible eligibility. 7. In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://framework.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=Trks will apply. <ul style="list-style-type: none"> • Visual Impairment 	1. School nurses 2. Disabilities Coordinator 3. Parent	Aug 2015 June 2016

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1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.13(b)		(b) A child is classified as having a 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			
1308.14	Eligibility Criteria: Learning Disabilities	(a) A child is classified as having a learning disability who has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may 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 term includes such conditions as perceptual disabilities, brain injury and aphasia.	<ol style="list-style-type: none"> 1. In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://framework.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=Trks will apply. <ul style="list-style-type: none"> • Learning Disabilities 2. Teachers will gather documentation such as anecdotal information and samples of the child’s work for the pre-referral team. 3. If a child exhibits delays and discrepancies in abilities such as listening, thinking, or speaking, either by observation or by assessment (DIAL-4) the teacher, Disabilities Coordinator, Education Coordinator and Health Manager will review the test results along with health history and physical examination. 4. The Disabilities Coordinator and/or teacher will talk with parent(s) about a possible referral for testing. 5. If a disability is suspected the Disabilities Coordinator will refer to the LEA for a Full and Individual Evaluation (FIE). 	<ol style="list-style-type: none"> 1. WOCCISD Department of Special Services 2. Component Manager 3. Teacher 4. Parent 	<p>Aug 2015 June 2016</p>

**DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18**

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.14(b)		<p>(b) An evaluation team may recommend that a child be classified as having a learning disability if:</p> <ol style="list-style-type: none"> 1. The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in (a) above when provided with appropriate learning experiences for the age and ability; or 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 comprehensive, pre-reading, pre-writing and premathematics; or 3. The child shows deficits in such abilities as memory, perceptual and perceptual-motor skills, thinking, language and non-verbal activities which are not due to visual, motor, hearing or emotional disabilities, mental retardation, cultural or language factors, or lack of experience which would help develop these skills. 	<ol style="list-style-type: none"> 1. We recognize the individual developmental levels and abilities of all children and each child is taught at their level. 2. Individualization provides strategies for meeting the needs of all children. 	<ol style="list-style-type: none"> 1. West Orange-Cove Department of Special Services 2. Diagnostician 3. Disability Coordinator 4. Parent(s) 5. Teachers 	<p>Aug 2015 June 2016</p>

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STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.14(c)		This definition for learning disabilities applies to four and five year old children in Head Start. It may be used at a programs' discretion for children younger than four or when a three year old is referred with a professional diagnosis of learning disability. But because of the difficulty of diagnosing learning disability for three-year-olds, when Head Start is responsible for the evaluation it is not a requirement to use this category for three year olds.	<ol style="list-style-type: none"> 1. We recognize the individual developmental levels and abilities of all children and each child is taught at their level. 2. Individualization provides strategies for meeting the needs of all children 	<ol style="list-style-type: none"> 1. Teachers 2. Component Coordinators 	<p>Aug 2015 June 2016</p>
1308.15	Eligibility Criteria: Autism	A child is classified as having autism when the child has a developmental disability that significantly affects verbal and non-verbal communication and social interaction, that is generally evident before the age of three and that adversely affects educational performance.	<ol style="list-style-type: none"> 1. Any child screened and identified with possible delays seriously affecting his/her non-verbal communication and social interaction, will first have a review of their health history and physical examination by the teacher, Health and Disabilities Coordinator. <ol style="list-style-type: none"> 1. If a disability is suspected the Disabilities Coordinator will refer to the LEA . 2. In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en will apply. <ul style="list-style-type: none"> • Autism 	<ol style="list-style-type: none"> 1. WOCCISD Department of Special Services 2. Disabilities Coordinator 3. Health Manager 4. Teacher 5. Parent 	<p>Aug 2015 June 2016</p>

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Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.16	Eligibility Criteria: Traumatic Brain Injury	A child is classified as having traumatic brain injury whose brain injuries are caused by an external physical source, or by an internal occurrence such as stroke or aneurysm, with resulting impairments that adversely affect education performance. The term includes children with open or closed head injuries, but does not include children with brain injuries that are congenital or degenerative or caused by birth trauma.	3. In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en will apply. <ul style="list-style-type: none"> • Traumatic Brain Injury 	1. West Orange-Cove Department of Special Services 2. Diagnostician 3. Disability Coordinator 4. Parent(s) 5. Teachers	Aug 2015 June 2016
1308.17	Eligibility Criteria: Other Impairments <i>(Eligibility Criteria – General –LEA definition)</i>	(a) The purposes of this 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 placements; and (3) To assure that no 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.	1. In determining eligibility for Special Education services the policies outlined in The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en will apply. <ul style="list-style-type: none"> • Other Health Impairment 2. The following will be invited to all Annual ARD meetings: <ul style="list-style-type: none"> • Head Start Disabilities Coordinator • Head Start Education Coordinator • Head Start Teacher • Special Education Teacher • Speech Language Pathologist • Receiving Kindergarten Representative • Diagnostician (if needed) • School Nurse 	1. West Orange-Cove Department of Special Services 2. Disabilities Coordinator 3. Education Coordinator 4. Parents 5. Teacher 6. Nurse	Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.17(b)	Eligibility Criteria: Other Impairments <i>(Eligibility Criteria – General –LEA definition)</i>	(b) If the State Education Agency eligibility criteria for preschool children include 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. Examples are “preschool disabled,” “in need of special education,” “educationally handicapped,” and “non – categorically handicapped.”	1. Provisions are made in The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en regarding children described as non-categorical early childhood.	1. West Orange-Cove Department of Special Services 2. Disabilities Coordinator 3. Parent	Aug 2015 June 2016
1308.17(c)		(c) Children ages 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, or adaptive development, and who by reason thereof need special education and related services may receive services as children with disabilities in Head Start programs	1. Provisions are made in The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en for eligibility criteria. • See eligibility criteria	1. West Orange-Cove Department of Special Services 2. Diagnostician 3. Disability Coordinator 4. Parent(s) 5. Teachers	Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.17(d)	Eligibility Criteria: Other Impairments	(d) Children who are classified as deaf-blind, whose concomitant hearing and visual impairments cause such severe communication and other developmental problems that they cannot be accommodated in special education programs solely for deaf or blind children are eligible for services under this category.	<ul style="list-style-type: none"> Provisions are made in The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en 	<ol style="list-style-type: none"> West Orange-Cove Department of Special Services Diagnostician Disability Coordinator Parent(s) Teacher 	<p>Aug 2015 June 2016</p>
1308.17(e)		(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 recordkeeping purposes.	<ol style="list-style-type: none"> See The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en for eligibility criteria <ul style="list-style-type: none"> Multiple Disability 	<ol style="list-style-type: none"> West Orange-Cove Department of Special Services Disabilities Coordinator Parent 	<p>Aug 2015 June 2016</p>

**DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18**

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.18	Disabilities/ Health Services Coordination	(a) The grantee must ensure that the disabilities coordinator and the health coordinator work closely together in the assessment process and follow up to assure that the special needs of each child with disabilities are met.	<ol style="list-style-type: none"> 1. Audiometers are calibrated annually by Phelen in Beaumont Texas. 2. Managers and teachers have Case Management meeting to ensure all needs of children are being met. 	<ol style="list-style-type: none"> 1. WOCCISD School District 1. Component Coordinators 	<p>Aug 2015 June 2016</p>
		(b) The grantee must ensure coordination between the disabilities coordinator and the staff person responsible for the mental health component to help teachers identify children who show signs of problems such as possible serious depression, withdrawal, anxiety or abuse.	<ol style="list-style-type: none"> 1. Managers and teachers have case management meeting to ensure all needs of children are being met. 2. Individual and small group counseling sessions are offered to all children. 3. Referral to Mental Health Professional is made immediately upon a referral from the teacher, parent or Mental Health Coordinator. 	<ol style="list-style-type: none"> 1. Component Coordinators 2. Mental Health Professional 3. Teachers 4. Parents 	<p>Aug 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART D – HEALTH SERVICES
1308.6 – 1308.18

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.18(c) (d)		<p>(c) Each Head Start director or designee must supervise the administration of all medications, including prescription and over-the-counter drugs, to children with disabilities in accordance with State Requirement.</p> <p>(d) The health coordinator under the supervision of the Head Start Director or designee must:</p> <ol style="list-style-type: none"> 1. Obtain the doctors instructions and parental consent before medication is administered. 2. Maintain an individual record or all medication dispensed and review the record regularly with the child's parents. . 3. Record changes in a child's behavior which have implications for drug dosage or type and share this information with the staff, parents and the physician. <p>Assure that all medications, including those required by staff and volunteers are adequately labeled, stored under lock and key and out of reach of children, and refrigerated</p>	<ol style="list-style-type: none"> 1. Follow FFAC TEC #22.052, re:administration of medication at school. <i>(as per Health plan and Policies and Procedures for WOCCISD)</i> 	<ol style="list-style-type: none"> 1. School Nurses 2. WOCCISD School Board 	<p>Aug 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART E – EDUCATION SERVICES

1308.19

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.19	Developing Individualized Education Programs (IEP's)	(a) When Head Start provides for the evaluation, the multidisciplinary evaluation team (MET) make the determination whether the child meets the Head Start eligibility criteria. The MET must assure that the evaluation findings and recommendations, as well as information from developmental assessment observations and parent reports, are considered in making the determination whether the child meets Head Start eligibility criteria.	<ol style="list-style-type: none"> 1. All children will first be referred to the LEA for evaluations. 2. Every child in Head Start who has been evaluated and found to have a disability by the multidisciplinary team (ARD Committee), will have an IEP developed within 30 calendar days of such determination. 3. The least restrictive environment will always be the first consideration. 4. Head Start and PPCD use inclusive practices. 	<ol style="list-style-type: none"> 1. West Orange-Cove Department of Special Services 2. Diagnostician 3. ARD Committee 4. Parent(s) 	Aug 2015 June 2016
1308.19(b)		(b) Every child receiving services in Head Start who has been evaluated and found to have a disability and in need of special education must have an IEP before special education and related services are provided to ensure that comprehensive information is used to develop the child's program.	<ul style="list-style-type: none"> • See The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en IEP Development Procedures • Success Ed. Program 	<ol style="list-style-type: none"> 1. West Orange-Cove Department of Special Services 2. Diagnostician 3. ARD Committee 4. Teacher 5. Parent 	Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART E – EDUCATION SERVICES
1308.19

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.19(c)		(c) 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.	<ol style="list-style-type: none"> 1. The LEA Diagnostician, Speech Language Pathologist, and Disabilities Coordinator will collaborate when scheduling all ARD meetings: <ul style="list-style-type: none"> • 90 day ARD meetings • PPCD ARD meetings • Speech ARD Meetings 2. The Disability Coordinator and Education Coordinator will attend all ARD meetings. Nurse will attend as needed. 	<ol style="list-style-type: none"> 1. West Orange-Cove Department of Special Services 2. Disabilities Coordinator 3. Education Coordinator 4. ARD Committee 5. Parent 	<p>Aug 2015 June 2016</p>
1308.19(d)		(d) If Head Start develops the IEP, the IEP must take into account the child’s unique needs, strengths, developmental potential and the family strengths and circumstances as well as the child’s disabilities.	<ul style="list-style-type: none"> • Head Start will abide by The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en for IEP Development Procedures • Success Ed. program 	<ol style="list-style-type: none"> 1. Disabilities Coordinator 2. Head Start Teacher 3. PPCD Teacher 4. Parent 	<p>Aug 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART E – EDUCATION SERVICES

1308.19

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.19(e)		<p>(e) The IEP must include:</p> <ol style="list-style-type: none"> 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 these goals. 3. A statement of services to be provided by each Head Start component that are in addition to those services provided for all Head Start children, including transition services 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. 5. The identification of the personnel responsible for the planning and supervision of services and for the delivery of services. 6. The projected dates for initiation of services and the anticipated duration of services. 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. 	<ul style="list-style-type: none"> • Head Start will abide by The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en IEP Development Procedures - Success Ed. program <ol style="list-style-type: none"> 1. Family goals are addressed in the Community & Family Partnership Agreement. During the ARD meeting the Disabilities Coordinator will ask the parent if they have any concerns or issues that Family Services can address. A referral will immediate be given to that families family service worker. 	<ol style="list-style-type: none"> 1. West Orange-Cove Department of Special Services 2. Diagnostician 3. ARD Committee 4. Parent 5. Disabilities Coordinator 	<p>Aug 2015 June 2016</p>

Updated 6-3-15

DISABILITIES SERVICE PLAN – SUBPART E – EDUCATION SERVICES

1308.19

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.19(e)		8. Family goals and objectives related to the child’s disability when they are essential to the child’s progress.			
1308.19(f)		<p>(f) When Head Start develops the IEP, the team must include:</p> <ol style="list-style-type: none"> The Head Start Disabilities Coordinator or a representative who is qualified to provide or supervise the provision of special education services; The child’s teacher or home visitor; One or both of the child’s parents or guardians; and At least one of the professional members of the multidisciplinary team which evaluated the child. 	<ul style="list-style-type: none"> Head Start will abide by The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en IEP Development Procedures Success Ed. program 	<ol style="list-style-type: none"> Disabilities Coordinator Teacher Parent ARD Committee 	<p>Aug 2015 June 2016</p>
1308.19(g)		(g) An LEA representative must be invited in writing if Head Start is initiating the request for a meeting.	1. Not applicable (One in the same)		
1308.19(h)		(h) The grantee may also invite other individuals at the request of the parents and other individuals at the discretion of the Head Start program, including those component staff particularly involved due to the nature of the child’s disability.	1. Parents and grantee may invite anyone they feel might contribute to the educational needs of the child.	<ol style="list-style-type: none"> Parents Disabilities Coordinator 	<p>Aug 2015 June 2015</p>

DISABILITIES SERVICE PLAN – SUBPART E – EDUCATION SERVICES

1308.19

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.19(i)		(i) A meeting must be held at a time convenient for the parents and staff to develop the IEP within 30 calendar days of a determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP.	<ol style="list-style-type: none"> IEP meetings are scheduled following the The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en <ul style="list-style-type: none"> IEP Timelines 	<ol style="list-style-type: none"> West Orange-Cove Department of Special Services Parent Disabilities Coordinator Teachers 	Aug 2015 June 2016
1308.19(j)	(j) Ensure that the grantee and their delegates make vigorous efforts to involve parents in the IEP process.	(1) 1. Notify parents in writing and, if necessary , also verbally or by other appropriated means of the purpose , attendees, time and location of the IEP meeting far enough in advance so that there is opportunity for them to participate;	<ul style="list-style-type: none"> 1. Head Start will abide by The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en <ul style="list-style-type: none"> Parent Participation in ARD Committee Meetings Notice of ARD Committee Meeting 2. The Department of Special Services sends parents a notification of ARD meeting through the mail. 3. Disabilities Coordinator will again remind the parent(s) in writing or with a phone call of the ARD meeting. 4. Child will be sent home with a reminder notice the day before an ARD meeting. 	<ol style="list-style-type: none"> Disability Coordinator Teacher Parent West Orange-Cove Department of Special Services 	Aug 2015 June 2016
		(2) Make every effort to assure that the parents understand the purpose and proceedings and they are encouraged to provide information about their child and their desires for the child’s program;	<ol style="list-style-type: none"> Disabilities Coordinator , Education Coordinator, and nurse (when applicable) will attend all ARD meetings and will act as a liaison, helping parents understand the ARD proceedings and help with any questions or comments. 	<ol style="list-style-type: none"> Disabilities Coordinator Education Coordinator Nurse 	Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART E – EDUCATION SERVICES

1308.19

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
		(3) Provide interpreters, if needed, and offer the parents a copy of the IEP in the parent’s language of understanding after it has been signed;	1. Interpreters will be provided and scheduled through the special services department or on campus interpreters will be utilized.	1. West Orange-Cove Department of Special Services 2. Disabilities Coordinator	Aug 2015 June 2016
1308.19(j)		(4) Hold the meeting without the parents only if neither parent can attend, after repeated attempts to establish a date or facilitate their participation. In that case, document its efforts to secure the parents participation, through records of phone calls, letters in the parents native language or visits to parents homes of places of work, along with any responses or results; and arrange an opportunity to meet with the parents to review the results of the meeting and secure their input and signature.	1. Parents are sent a confirmation card giving parents various options: <ul style="list-style-type: none"> • I will attend the ARD meeting • Have the ARD without me • Parent Participation by phone • Please reschedule at this time and date 2. Parents are given at least 3 opportunities to attend the ARD. 3. Parents that do not attend initial assessment and placement ARD meetings will be sent an “After ARD Notice” from the Department of Special Services. A representative, from Special Services will go to the home and secure initial placement and take the parent a copy of the ARD paperwork. Parents can call the SLP, Diagnostician or the Disabilities Coordinator and ask for an explanation. 4. After any ARD meeting, the parent does not attend, the SLP or Diagnostician sends a copy of the ARD along with the After ARD Notice and a brief explanation of the services to be provided to the parent. The Department of Special Services is responsible for mailing the ARD/After ARD Notice to the parent. 5. Disabilities Coordinator is available at any time to explain the ARD process.	1. West Orange-Cove Department of Special Services 2. Disabilities Coordinator 3. Parent	Aug 2015 June 2016

**DISABILITIES SERVICE PLAN – SUBPART F - NUTRITION
1308.20**

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.20	Nutrition Services	(a) The disabilities coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program.	<ol style="list-style-type: none"> 1. Head Start nurse oversee this area. 2. Nurse maintains food allergy list. 3. Teachers, Food Service Manager and Disability Coordinator are informed immediately. 4. Component Coordinators will help family's access nutritional resources and services as needed. 5. If severe allergies are present, the school nurse will work closely with the child's physician and Food Service Director to meet that child's needs. 	<ol style="list-style-type: none"> 1. Head Start Nurse 2. Food Service Manager 	<p>Aug 2015 June 2016</p>
1308.20(b)		(b) Appropriate professionals, such as physical therapists, speech therapists, occupational therapists, nutritionists or dietitians must be consulted on ways to assist Head Start staff and parents of children with severe disabilities with problems of chewing, swallowing and feeding themselves.	<ol style="list-style-type: none"> 1. The nurse will assure nutritional and related services are modified according to each child's individual needs, as determined by the appropriate consultants and staff. 	<ol style="list-style-type: none"> 1. Head Start Nurse 	<p>Aug 2015 June 2016</p>
1308.20(c)		(c) The plan for services for children with disabilities must include activities to help children with disabilities participate in meal and snack times with classmates.	<ol style="list-style-type: none"> 1. Disabilities Coordinator, teacher, Nutrition, Health, and Education Coordinators will work closely together to develop a educational plan for children with nutritional needs. 2. Vocabulary, counting, social skills such as conversation and acceptable manners can be developed at meal or snack time to enhance the skills of the children. 	<ol style="list-style-type: none"> 1. Component Coordinators 2. Teachers 	<p>Aug 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART F - NUTRITION
1308.20

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.20(d)		(d) The plan for services for children with disabilities must address prevention of disabilities with a nutrition basis.	<ol style="list-style-type: none"> 1. Workshops will be provided to parents throughout the year dealing with nutritional issues. 2. A registered dietician is contracted with through Head Start to meet with parents who have a nutritional need. 	<ol style="list-style-type: none"> 1. Family Service Manager 2. Nurse 	<p>Aug 2015 June 2016</p>

**DISABILITIES SERVICE PLAN – SUBPART G – PARENT INVOLVEMENT
1308.21**

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.21	Parent Participation and transition of children into Head Start and from Head Start to public school.	(a) In addition to the many references 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/toddler programs.	The policies outline in The Legal Framework for the Child-Centered Special Education Process located at http://fw.esc18.net/display/Webforms/ESC18-FW-Category.aspx?DT=T&LID=en will apply along with the Head Start ERSEA guidelines. 1. Three Year olds: <ul style="list-style-type: none"> • Eligibility criteria: children must be 3 years of age on or before Sept. 1 to be eligible for the 3 year old class 2. Children entering Head Start from the local ECI program must: <ul style="list-style-type: none"> • Meet eligibility requirements • 90 day face to face meeting will be scheduled. • LEA will be represented • Head Start will be represented 3. Four year olds <ul style="list-style-type: none"> • Eligibility criteria: children must be 4 years of age on or before Sept. 1 to be eligible for the 4 year old class 4. Children entering Head Start from the local PPCD programs must: <ul style="list-style-type: none"> • Meet eligibility requirements • 10% of children can be over income • Parents will be given the Head Start enrollment packet and explanations at the ARD meeting. 5. The annual ARD's will discuss placement for the next school year.	1. Disabilities Coordinator 2. Nurses 3. ARD Committee 4. Parents 5. WOCCISD Department of Special Services	Aug 2015 June 2016

DISABILITIES SERVICE PLAN – SUBPART G – PARENT INVOLVEMENT

1308.21

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.21		2. Provide information to parents on how to foster the development of their child with disabilities.	<ol style="list-style-type: none"> 1. The Disabilities and Family Services staff will collaborate in referring parents to peer support groups. 2. Refer to Region V or other specialized agencies for support group information. 	<ol style="list-style-type: none"> 1. Component Coordinators 2. Teachers 3. WOCCISD Department of Special Services 	<p>Aug 2015 June 2016</p>
1308.21		(3) Provide opportunities for parents to observe large group, small group and individual activities described in their child’s IEP.	<ol style="list-style-type: none"> 1. Parents are encouraged to visit classrooms any time prior to or while their child is enrolled at North. 2. Family Services staff will work with parents to encourage volunteering in classroom. 	<ol style="list-style-type: none"> 1. Disabilities Coordinator 2. Family Service Manager/Staff 3. Teachers 	<p>Aug 2015 Aug 2016</p>
1308.21		(4) Provide follow-up assistance and activities to reinforce program activities at home.	<ol style="list-style-type: none"> 1. Monthly “I Care” Meetings. 2. Breakfast Buddies 3. Various parent meeting scheduled. 4. Teacher newsletters with weekly activity listed. 	<ol style="list-style-type: none"> 1. Family Services Staff 2. Teachers 	<p>Aug 2015 June 2016</p>
1308.21		(5) Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.	<ol style="list-style-type: none"> 1. Refer parent to the local Life Resource program who have parent advocates. 2. Disabilities and Family Services staff will collaborate in referring parents to peer support groups. 3. Have Region V provide training to staff and parents as needed. 	<ol style="list-style-type: none"> 1. Component Coordinators 2. Region V 3. Spindletop MHMR 	<p>Aug 2015 June 2016</p>
1308.21		(6) Inform parents of their rights under IDEA.	<ol style="list-style-type: none"> 1. Disabilities Coordinator or Special Services Staff will provide parents with the “Explanation of Rights and Procedural Safeguards of a Parent with a child with Disabilities in school”. 	<ol style="list-style-type: none"> 1. Disabilities Coordinator 2. West Orange-Cove Department of Special Services 	<p>Aug 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART G – PARENT INVOLVEMENT

1308.21

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.21		(7) Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, The Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program, and other sources and assist them to initial efforts to access such resources.	<ol style="list-style-type: none"> 1. All parents are given the Community Resource Handbook. 2. All parents are invited to attend the resource fairs help throughout the school year. 3. Family Services workers maintain monthly contact with their families to ensure services are obtained as needed. 	<ol style="list-style-type: none"> 1. Component Coordinators 2. Teachers 3. Family Services Staff 	<p>Aug 2015 June 2016</p>
1308.21		(8) Identify needs (caused by the disability) of siblings and other family members.	<ol style="list-style-type: none"> 1. Refer or give parents information about First Steps (ECI program) and their services. 2. During Home Visits teachers could assess the possibility of siblings needing further services. 	<ol style="list-style-type: none"> 1. Component Coordinators 2. Family Services Staff 3. Nurses 4. Teachers 	<p>Aug 2015 Aug 2016</p>
1308.21		(9) Provide information in order to prevent disabilities among younger siblings.	<ol style="list-style-type: none"> 1. Provide or help families obtain information about prevention services available in community. 	<ol style="list-style-type: none"> 1. Component Coordinators 2. Family Services Staff 	<p>Aug 2015 Aug 2016</p>
1308.21		(10) Build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.	<ol style="list-style-type: none"> 1. Encourage parents to volunteer in their child’s classroom or elsewhere on campus. 2. Provide resources to parents concerning support groups, etc. 	<ol style="list-style-type: none"> 1. Disabilities Coordinator 2. WOCCISD Department of Special Services 3. Teachers 4. Family Service Staff 	<p>Aug 2015 June 2016</p>

DISABILITIES SERVICE PLAN – SUBPART G – PARENT INVOLVEMENT

1308.21

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.

STANDARD	GOAL	OBJECTIVES	SPECIFIC TASKS/ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE
1308.21(b)		(b) Grantees must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.	3. Celebrity Breakfast is held early in the school year that allows parents to meet various community people, agencies, and other school personal. 4. Kindergarten visits are scheduled which allow the Head Start children to tour their receiving campus, meet staff, including the Principals, counselors, nurse, speech therapist etc. 5. Annual ARDs held in Spring will always include an invitation to the receiving campus for their Speech therapist, teacher, counselor or administrator to attend.	5. Component Coordinators 6. Teachers 7. Head Start Director/Principal	Aug 2015 June 2016
1308.21(c)		(c) Head Start grantees, in cooperation with the child’s parents, must notify the school of the child’s planned enrollment prior to the date of enrollment.	1. Receiving Elementary campus receive a list of all students who will be attending their campus in the Fall. 2. Head Start, PreKindergarten and PPCD teachers along with the Education Coordinators participate in district vertical alignment teaming with Kindergarten teachers.	1. Attendance Clerk – North 1. Education Coordinator 2. Principal 3. Teachers 4. WOSE Kindergarten Teachers	June 2015 Sept 2015 May 2016
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DISABILITIES SERVICE PLAN – SUBPART G – PARENT INVOLVEMENT

1308.21

Goal: To meet the objectives of the Head Start Performance Standards with regards to children with disabilities.