

**Northwest Arkansas Head Start Human Services, Inc.  
Part 1308 – Head Start Program Performance Standards  
2011-2012 Services for Children with Disabilities**

Governing Board Approval Date: 05-17-2011

Policy Council Approval Date: 05-16-2011

**Acronyms:**

ED-Executive Director	LPD-Local Program Director	HV-Home Visitor
FSW-Family Service Worker	LPT-Local Program Teacher	FCS-Family Community Specialist
APD-ES-Agency Program Director-Education Specialist	CDS-W-Child Development Specialist-Wellness	LPC-Local Program Cook
MHP-Mental Health Provider	FO-Fiscal Officer	TA-Teacher Aide
AT-Assistant Teacher	AA-Accounting Associate	PC-Policy Council
BOD-Board of Directors	MHP-Mental Health Professional	IEP-Individual Education Plan
SSA-Senior Systems Administrator	ECP-LEA-Early Childhood Program/Local Education Agency (COOP)	

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**Related Procedures:**

Mass Screening Procedure	Child Development Screener Procedure	Child Development Screener
Referral for Special Services Procedure	Referral Conference Procedure	Placement/Programming Conference Procedure
Annual Review/Dismissal Conference Procedure	IEP Transition to Kindergarten Conference Procedure	IEP Transition to Other Placement Procedure
Individualization Procedure	Weekly Education Plan Procedure	LAP-D Assessment Procedure
Child Outcome Procedure	Child/Adult Interaction Procedure	Setting up the Physical Environment Procedure
Developmentally Appropriate Materials, Equipment, Activities Procedure	On-Going Monitoring Procedures	

Subpart A - General

**1308.1 Purpose and application.**

This rule sets forth the requirements for providing special services for 3- through 5-year old children with disabilities enrolled in Head Start programs. These requirements are to be used in conjunction with the Head Start Program Performance Standards at 45 CFR part 1304. The purpose of this part is to ensure that children with disabilities enrolled in Head Start Programs receive all the services to which they are entitled under the Head Start Program Performance Standards at 45 CFR part 1304, as amended.

### 1308.2 Scope.

This rule applies to all Head Start grantees and delegate agencies.

### 1308.3 Definitions.

ACYF: means the Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services, and includes appropriate Regional Office staff.

Children with disabilities: means children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who, by reason thereof, need special education and related services. The term children with disabilities for children aged 3 to 5, inclusive, may, at a State's discretion, include children experiencing developmental delays, as defined by the States 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.

Commissioner: means the Commissioner of the Administration on Children, Youth and Families.

Day: means a calendar day.

Delegate agency: means a public or private non-profit agency to which a grantee has delegated the responsibility for operating all or part of its Head Start program.

Disabilities coordinator: means the person on the Head Start staff designated to manage on a full or part-time basis the services for children with disabilities described in part 1308.

Eligibility criteria: means the criteria for determining that a child enrolled in Head Start requires special education and related services because of a disability.

Grantee: means the public or private non-profit agency which has been granted financial assistance by ACYF to administer a Head Start program.

Individualized education program (IEP): means a written statement for a child with disabilities, developed by the public agency responsible for providing free appropriate public education to a child, and contains the special education and related services to be provided to an individual child.

Least restrictive environment: means an environment in which services to children with disabilities are provided: to the maximum extent appropriate, with children who are not disabled and in which; special classes or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Performance Standards: means the Head Start program functions, activities and facilities required and necessary to meet the objectives and goals of the Head Start program as they relate directly to children and their families.

Related services: means transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services, and parent counseling and training. It includes other developmental, corrective or supportive services if they are required to assist a child with a disability to benefit from special education, including assistive technology services and devices.

Assistive technology device: means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Assistive technology service: means any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. The term includes: The evaluation of the needs of an individual with a disability; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by individuals with disabilities; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; training or technical assistance for an individual with disabilities, or, where appropriate, the family of an individual with disabilities; and training or technical assistance to professionals who employ or provide services involved in the major life functions of individuals with disabilities.

Responsible HHS official: means the official who is authorized to make the grant of assistance in question or his or her designee.

Special education: means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a child with a disability. These services include classroom or home-based instruction, instruction in hospitals and institutions, and specially designed physical education if necessary.

<b>PERFORMANCE STANDARDS</b>	<b>ACTION TO BE TAKEN</b>	<b>WHO IS RESPONSIBLE</b>	<b>TIME LINE</b>	<b>DOCUMENTATION FOR OUTCOME</b>
<b>1308.4 - Purpose and scope of disabilities service plan.</b>				
<b>1308.4(a) 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 purposes of this plan are to assure:</b>				
<b>1308.4(a)(1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents;</b>				
1. Updated annually to include all service areas in the Disabilities Service Plan.		Management Team/ LP Staff PC/ BOD	January	1308 Service Plans
<b>1308.4(a)(2) That resources are used efficiently.</b>				

1. Outline appropriate use of resources.	ED FO	Ongoing	Grant Proposal Agency Budget
2. Resources obtained using a variety of methods including collaborative agreements, interagency agreements, in-kind, and incurring direct cost.	Child Development Team	Ongoing	ECP-LEA Agreements MHP Agreement Local Memorandums of Understanding
<b>1308.4(b) The plan must be updated annually.</b>			
1. Update annually to include all service areas in the Disabilities Service Plan.	FCS	January	1308 Service Plans
2. Reviewed and approved by Policy Council and Governing Board.	PC BOD	January- February	PC Meeting Minutes BOD Meeting Minutes
<b>1308.4(c) The 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 modifications necessary to meet the special needs of the children with disabilities.</b>			
1. Arrange and equip classroom to be inclusive of children with disabilities by following the Developmentally Appropriate Materials, Equipment, Activities Procedure.	LP Teaching Staff/ HV	Ongoing	Weekly Education Plan (HS3-10) HB Report/Plan (HS7-1) IEP Better Beginnings
2. Complete an ADA checklist on facilities.	PDS-HR/ FCS	Annually	ADA Checklist (HS5-15)
3. Adapt materials and equipment to accommodate children with special needs by following the Individualization Procedure.	LP Teaching Staff/ HV	Daily	IEP LAP-D Scoring Sheet (HS3-3) ADA Checklist (HS5-15)
4. Provide spaces enabling equipment and materials accessible to all children by following the Developmentally Appropriate Materials, Equipment, Activities Procedure.	PDS-HR/ FCS	Daily	ADA Checklist (HS5-15)
5. Assist children when necessary in using and playing with equipment and materials by following the Child/Adult Interaction Procedure.	LP Teaching Staff/ HV	Daily	Observation/ On-Going Monitoring Procedures Better Beginnings
6. Demonstrate sensitivity to parent's expectations.	LP Teaching Staff/ HV	Daily	Observation/ On-Going Monitoring Procedures DEH Screening (HS3-1) or DEH Disability Screening (HS3-1A)
7. Adapt activities and develop strategies to integrate children socially allowing them to participate by following the Weekly Education Plan Procedure.	LP Teaching Staff/ HV	Daily	Weekly Education Plan (HS3-10) Individual Objectives by Subscale Class Grouping by LAP-D Item
<b>1308.4(d) The Head Start grantee and delegate agency must use the disabilities service 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 the children for small group activities, for modifications of large group activities and for any individual special help.</b>			
1. Implement Disability Service Plan as a working document.	All Staff	Ongoing	1308 Service Plans
a. Copies of the Disability Service Plan will be provided to every Local Program.	FCS	August	Pre-Service Agenda
b. Updates/Changes to the Disability Service Plan will be provided to staff once approval has been received from the Policy Council and Governing Board.	FCS	Ongoing	Local Program Meeting Minutes PC Meeting Minutes BOD Meeting Minutes
2. Include in plan modification options and procedures in place to ensure children with disabilities are served on an individual basis.	FCS	January	1308 Service Plans
<b>1308.4(e) The grantee or delegate agency 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 or delegate must ensure that all relevant coordinators, other staff and parents are consulted.</b>			

1. Establish a Coordinator for Children with Disabilities.	ED	Annually	Administrative Chart
2. Develop and update the Disabilities Service Plan.	FCS	January	1308 Service Plans
3. Consult with FO concerning line-item budget cost for disabilities services.	FCS	June-August	Grantee Application
4. Gather input from parents and staff via management meetings, local program meetings, the self-assessment process, and Policy Council.	FCS	Ongoing	Management Team Minutes Local Program Meeting Minutes Annual Self Assessment PC Meeting Minutes
<b>1308.4(f) The disability service plan must contain:</b>			
<b>1308.4(f)(1) Procedures for timely screening;</b>			
1. Obtain permission from the parent/guardian for any screening prior to screening.	LP Teaching Staff/ HV/ LPD	Ongoing	Health and Developmental Services Form (HS6-4)
2. Administer screenings within the first 45 calendar days of attendance.	LP Teaching Staff/ HV/LPD	Within 45 days	Child Tracking Software
a. Hearing:	LP Teaching Staff/ HV/ LPD	Within 45 days	Child Tracking Software
b. Vision:	LP Teaching Staff/ HV/ LPD	Within 45 days	Child Tracking Software
c. Developmental:	LP Teaching Staff/ HV/ LPD	Within 45 Days	Child Development Screener Procedure Tracking Software
d. Temperament:	LP Teaching Staff/ HV/ LPD	Within 6 weeks of enrollment	Temperament Assessment (HS3-23)
e. Developmental, Education and Health/Learning Styles Intake:	LP Teaching Staff/ HV/ LPD Parent/Guardian	Within 6 weeks of enrollment At Registration	Quick Check of Child's Learning Style (HS3-22) DEH Screening (HS3-1) or DEH Disability Screening (HS3-1A)
f. Ages & Stages:	LP Teaching Staff/ HV/ LPD Parent/Guardian	Within 45 Days	Child Tracking Software
g. Speech:	LP Teaching Staff/ HV/ LPD	Within 45 Days	Child Development Screener Procedure Child Tracking Software
3. Notify parent/guardian of failed screening results.	LP Teaching Staff/ HV/ LPD	Within 2 days	Special Services Referral Form (HS5-17) Contact/Referral Log (HS4-3)
4. Re-screen failed screening.	LP Teaching Staff/ HV/ LPD ECP-LEA	Within 2 weeks for hearing and vision Within 60 days of referral conference	Disability Services Timeline (HS5-33) Health and Developmental Services Form (HS6-4) Special Services Referral Form (HS5-17)
5. Follow Referral for Special Services Procedure on failed screenings.	LP Teacher/ HV/ LPD	Same Day	Special Services Referral Form (HS5-17) Disability Services Timeline (HS5-33) Child Tracking Software Health Services Referral and Follow up Procedure
6. Share results of all screenings and assessments with parent/guardian.	LP Teacher/ HV/ LPD	Within 7 days of completion	Home Visit/Parent-Teacher Conference Form (HS3-21) Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Contact/Referral Log (HS4-3) Health and Developmental Services Form (HS6-4)
<b>1308.4(f)(2) Procedures for making referrals to the LEA for evaluation to determine whether there is a need for special education and related services for a child, as early as the child's third birthday;</b>			

1. Notify parent/guardian of failed screening results.	LP Teaching Staff/ HV/ LPD	Within 2 days	Special Services Referral Form (HS5-17) Contact/Referral Log (HS4-3)
2. Follow Referral for Special Services Procedure to LEA/ECP on failed screenings and children with identified needs.	LP Teacher/ HV/ LPD	Same Day as Screening	Special Services Referral Form (HS5-17) Disability Services Timeline (HS5-33) Health Services Referral and Follow up Procedure
a. Inform via conference parent/guardian of any observable or suspected speech or developmental problems.	EPC/LEA LP Teaching Staff/ HV/ LPD	Within 15 days of referral	Special Services Referral Form (HS5-17) LEA Agreements Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Services Timeline (HS5-33)
b. Re-screen children who failed speech and developmental screenings.	ECP-LEA	Within 60 days of the referral conference	LEA Agreement Disability Service Timeline (HS5-33)
c. Follow-up with local LEA, and inform parents of LEA evaluation.	ECP-LEA LP Teaching Staff/ HV/ LPD	Within 30 days of the completed assessment	LEA Agreement Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Services Timeline (HS5-33)
5. Oversee and facilitate referral process, including all necessary due process paperwork, referral conferences, evaluations, evaluation conferences, and transition conferences.	FCS	Ongoing	Disabilities: File Checklist (HS5-12) FCS-Disability Tracking Spread Sheet (HS5-12) Disability Conference Procedures Child Tracking Software
<b>1308.4(f)(3) Assurances of accessibility of facilities; and</b>			
5. Complete an ADA checklist on facilities.	PDS-HR	Annually	ADA Checklist (HS5-15)
6. Staff ADA Plan to reflect current needs and prioritize action according to available resources.	ED/ PDS-HR	Annually	ADA Plan
<b>1308.4(f)(4) Plans to provide appropriate special furniture, equipment and materials if needed. )</b>			
1. Arrange and equip classroom to be inclusive of children with disabilities by following Developmentally Appropriate Materials, Equipment, Activities Procedure.	LP Teaching Staff/ HV ECP-LEA	Ongoing	Weekly Education Plan (HS3-10) HB Report/Plan (HS7-1) IEP Better Beginnings
2. Implement any IEP requirements on children with disabilities.	Local Program Staff ECP-LEA	Daily	IEP
<b>1308.4(g) The plan, when appropriate, must address strategies for the transition of children into Head Start from infant/ toddler programs (0-3 years), as well as the transition from Head Start into the next placement. The plan must include preparation of staff and parents for the entry of children with severe disabilities into the Head Start program.</b>			
1. Referrals received from Early Intervention Programs.	LPD/ FCS	Ongoing	Head Start Application (HSA-54A) (HSA-54B)
a. Release of Information will be sent to all agencies providing services to the child.	Parent/Guardian	At Registration	Release of Information (HSA-7)
b. Placement conferences will be held for children with a documented disability by following the Placement/Programming Conference Procedure.	ECP-LEA	Within 30 days of documentation of disability	IEP Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Services Timeline (HS5-33)
c. Training for staff and parents regarding children with severe disabilities.	FCS/ ECP-LEA	As Needed	Workshop Roster (HS1-4)
2. Implement IEP Transition to Kindergarten Conference Procedure.	ECP-LEA/ LPD/ FCS LP Teaching Staff/ HV	March-May	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11)

			IEP Disabilities: Disabilities Tracking Spread Sheet (HS5-12)
a. Head Start designee will accompany the parent/guardian to any conferences held at or by the public school.	LP Teaching Staff/ HV LPD/ FCS	Ongoing	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11)
<b>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. The grantee or delegate agency must arrange for, provide, or procure services which may include, but are not limited to special education and these related services:</b>			
1. Special education services and related services will be provided by ECP-LEAs and or other specialized professionals.	ECP-LEA Special Service Providers/Professionals	Ongoing	LEA Agreements Mental Health Agreement Local Memorandum of Understanding
a. Referrals will be made as soon as the need becomes evident following the Referral for Special Services Procedure.	LPT/ HV	Ongoing	Special Services Referral Form (HS5-17) Disability Services Timeline (HS5-33) Child Tracking Software Health Services Referral and Follow up Procedure
<b>1308.4(h)(1) Audiology services, including identification of children with hearing loss and referral for medical or other professional attention; provision of needed rehabilitative services such as speech and language therapy and auditory training to make best use of remaining hearing; speech conservation; lip reading; determination of need for hearing aids and fitting of appropriate aids; and programs for prevention of hearing loss;</b>			
1. Services will be secured through: *ECP-LEA *Arkansas School for the Deaf *Pediatric Clinics *Ear, Nose, and Throat Specialists *Medicaid *AR Kids First *Local EI Program *Insurance Providers	Child Development Team	Ongoing	Special Services Referral Form (HS5-17) Health Services Referral and Follow up Procedure LEA Agreements
<b>1308.4(h)(2) Physical therapy to facilitate gross motor development in activities such as walking prevent or slow orthopedic problems and improve posture and conditioning;</b>			
1. Services will be secured through: *ECP-LEA *Schmeiding Developmental Center *Local EI Program *Private Providers *Insurance Providers	Child Development Team	Ongoing	Special Services Referral Form (HS5-17) Health Services Referral and Follow up Procedure LEA Agreements
<b>1308.4(h)(3) Occupational therapy to improve, develop or restore fine motor functions in activities such as using a fork or knife;</b>			
1. Services will be secured through: *ECP-LEA *Schmeiding Developmental Center *Local EI Program *Private Providers *Insurance Providers	Child Development Team	Ongoing	Special Services Referral Form (HS5-17) Health Services Referral and Follow up Procedure LEA Agreements
<b>1308.4(h)(4) Speech or language services including therapy and use of assistive devices necessary for a child to develop or improve receptive or expressive means of communication;</b>			
1. Services will be secured through: *ECP-LEA	Child Development Team	Ongoing	Special Services Referral Form (HS5-17) LEA Agreements

*Private Providers *Insurance Providers			Local Memorandum of Understanding
<b>1308.4(h)(5) Psychological services such as evaluation of each child's functioning and interpreting the results to staff and parents; and counseling and guidance services for staff and parents regarding disabilities;</b>			
1. Services will be secured through: *ECP-LEA *Mental Health Provider *Schmeiding Developmental Center *MHP *Private Providers/Professionals *Insurance Providers	Child Development Team	Ongoing	Special Services Referral Form (HS5-17) Health Services Referral and Follow up Procedure LEA Agreements Mental Health Agency Contract Agreements
<b>1308.4(h)(6) Transportation for children with disabilities to and from the program and to special clinics or other service providers when the services cannot be provided on-site. Transportation includes adapted buses equipped to accommodate wheelchairs or other such devices if required; and</b>			
1. Transportation will be provided by: * MTM Advantage *Insurance provider travel coverage *Mileage paid to staff, parent or community member	PDS-HR	As Needed	Release for Emergency Transportation of Child (HST-9)
<b>1308.4(h)(7) Assistive technology services or devices necessary to enable a child to improve functions such as vision, mobility or communication to meet the objectives in the IEP.</b>			
1. Services will be provided through a variety of options once the need becomes evident and documented.	Child Development Team	Ongoing	Special Services Referral Form (HS5-17) Health Services Referral and Follow up Procedure LEA Agreements
a. Such options may include: *ECP-LEA *University of Arkansas Speech and Hearing Clinic *Arkansas School for the Deaf *Arkansas Children's Hospital *Schmeiding Developmental Center *Private Specialists *Insurance Providers	Child Development Team ECP-LEA Special Service Providers/ Professionals	Ongoing	Special Services Referral Form (HS5-17) Health Services Referral and Follow up Procedure LEA Agreements
<b>1308.4(i) The disabilities service 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. 1308.4(j)</b>			
1. Strength-based options will be addressed individually based on the IEP generated by the ECP-LEA and or the multidisciplinary team.	FCS/ ECP-LEA Special Service Providers/ Professionals	Evaluation/ Programming Conference	IEP Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11)
<b>1308.4(j) The options may include:</b>			
<b>1308.4(j)(1) Joint placement of children with other agencies;</b>			
1. Special allowances based upon the child's IEP will be made as far as attendance policies, times of arrival and departure.	FCS	Ongoing	IEP Special Services Action Form (HS5-24)
2. Various additional sites may serve the child jointly: *ECP-LEA *Arkansas School for the Deaf *Richardson Center *Early Childhood Program at MHP *Vista Health Clinic *Benton County Sunshine School	ECP-LEA Special Service Providers/ Professionals	Ongoing	IEP

*Carrol County Learning Center *Arkansas Better Chance			
<b>1308.4(j)(2) Shared provision of services with other agencies</b>			
1. Services will be shared between NWA Head Start and other agencies in order to ensure that the child's IEP goals are met.	ECP-LEA Special Service Providers/ Professionals	Ongoing	IEP
a. Other agencies may include: *ECP-LEA *Arkansas School for the Deaf *MHP *Vista Health Clinics *Private specialists in area of need	ECP-LEA Special Service Providers/ Professionals FCS	Ongoing	IEP
<b>1308.4(j)(3) Shared personnel to supervise special education services, when necessary to meet State requirement on qualifications;</b>			
1. Shared provisions will be in effect when special personnel are needed to meet the child's IEP goals.	FCS/ ECP-LEA Special Service Providers/ Professionals	Ongoing	IEP
a. Such provisions may include: *ECP-LEA therapist visiting on site-small peer group therapy sessions *Ozark Guidance counseling sessions in classroom center and/or home	FCS/ ECP-LEA Special Service Providers/ Professionals	Ongoing	IEP
<b>1308.4(j)(4) Administrative accommodations such as having two children share one enrollment slot when that child's IEP calls for part-time service because of their individual needs; and</b>			
1. Any accommodations established by the multidisciplinary team and documented on the IEP including shared enrollment will be considered a viable option.	Child Development Team/ FCS ECP-LEA Parent/ Legal Guardian Special Service Providers/ Professionals	As Needed	IEP
<b>1308.4(j)(5) Any other strategies to be used to insure that special needs are met. These may include:</b>			
<b>1308.4(j)(5)(i) Increased staff;</b>			
<b>1308.4(j)(5)(ii) Use of volunteers; and</b>			
<b>1308.4(j)(5)(iii) Use of supervised students in such fields as child development, special education, child psychology, various therapies and family services to assist the staff.</b>			
1. All strategies deemed necessary to meet the child's IEP programming will be considered by the multidisciplinary team.	ECP-LEA Special Service Providers/ Professionals Child Development Team Parent/ Legal Guardian	Ongoing	IEP Local Memorandum of Understandings
<b>1308.4(k) The grantee must ensure that the disabilities service plan addresses grantee efforts to meet State standards for personnel serving children with disabilities by the 1994-95 program year. Special education and related services must be provided by or under the supervision of personnel meeting State qualifications by the 1994-95 program year.</b>			
1. Collaborate with all applicable agencies to ensure that state qualified/certified professionals are serving children with disabilities.	ECP-LEA Special Service Providers/ Professionals Child Development Team	Ongoing	LEA Agreements Mental Health Agency Contract Agreement Local Memorandum of Understandings
2. Track trainer credentials through the Arkansas Early	FCS	As Needed	AECPPDS



Childhood Professional Development Registry System.			
3. Certification numbers listed on all evaluation forms.	Special Service Providers FCS	Ongoing	Child Disability Files-FCS Electronic Folder
<b>1308.4(l) The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEAs and other agencies within the grantee's service area. If no agreement can be reached, the grantee must document its efforts and inform the Regional Office. The agreements must address:</b>			
1. Master agreement file maintained of every written agreement held between NWA Head Start and other agencies.	SSA	Ongoing	Written Agreements
<b>1308.4(l)(1) Head Start participation in the public agency's Child Find plan under Part B of IDEA;</b>			
1. Included in the written agreement between NWA Head Start and Northwest Arkansas Education Service Cooperative, Ozark Unlimited Resources and Bentonville Public Schools.	FCS/ Local ECP-LEAs	Ongoing	LEA Agreements
a. Agreements are reviewed by all entities and changes are made as needed.	FCS/ Local ECP-LEAs	June-August	LEA Agreements
<b>1308.4(l)(2) Joint training of staff and parents;</b>			
1. Training schedules shared between NWA Head Start and ECP-LEA's.	FCS/ Local ECP-LEAs	Ongoing	LEA Agreements
2. Notify Parents of upcoming trainings.	LP Teaching Staff/ HV	Ongoing	Home Visit/Parent Teacher Conference Form (HS3-21)
<b>1308.4(l)(3) Procedures for referral for evaluations, IEP meetings and placement decisions;</b>			
1. Outlined in written agreement between NWA Head Start and Northwest Arkansas Education Service Cooperative, Ozark Unlimited Resources and Bentonville Public Schools.	FCS/ Local ECP-LEAs	Ongoing	LEA Agreements
<b>1308.4(l)(4) Transition;</b>			
1. Included in the written agreement between NWA Head Start and Northwest Arkansas Education Service Cooperative, Ozark Unlimited Resources and Bentonville Public Schools.	FCS/ Local ECP-LEAs	Ongoing	LEA Agreements
<b>1308.4(l)(5) Resource sharing;</b>			
1. Included in written agreements with ECP-LEA and other local partners.	FCS/ Local ECP-LEAs Local agency partner	Ongoing	LEA Agreements Local Agreements
<b>1308.4(l)(6) Head Start commitment to provide the number of children receiving services under IEPs to the LEA for the LEA Child Count report due by December 1, annually, and</b>			
1. Outlined in the written agreement with Northwest Arkansas Education Service Cooperative, Ozark Unlimited Resources and Bentonville Public Schools, NWA Head Start and local LEAs will work jointly to gather the Child Count to ensure accuracy of reporting.	FCS/ Local ECP-LEAs	Annually	LEA Agreements
<b>1308.4(l)(7) Any other items agreed to by both parties. Grantees must make efforts to update the agreements annually.</b>			
1. Agreements are reviewed by all entities and changes are made as needed.	FCS/ Local ECP-LEAs	June-August	LEA Agreements
<b>1308.4(m) 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 are fully met; that children most in need of an 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.</b>			
1. Consult with ED and FO to ensure adequate budget planning for disability services.	FCS	Ongoing	Grant Application

2. Include the Community Assessment as a resource in planning and budgeting grantee funds.	FCS	Ongoing	Grant Application
<b>1308.4(n) The grant application budget form and supplement submitted with applications for funding must reflect requests for adequate resources to implement the objectives and activities in the disability services plan and fulfill the requirements of these Performance Standards.</b>			
1. Consult with ED, FO, Policy Council and Governing Board to ensure ample resources are available in the budget to fully implement the disabilities service plan.	FCS	Ongoing	Grant Application Budget Sheets PC Meeting Minutes BOD Meeting Minutes
<b>1308.4(o) The budget request included with the application for funding must address the implementation of the disabilities service plan. Allowable expenditures include:</b>			
<b>1308.4(o)(1) Salaries. Allowable expenditures include salaries of a full or part-time coordinator of services for children with disabilities (disabilities coordinator), who is essential to assure that programs have the core capability to recruit, enroll, arrange for the evaluation of children, provide or arrange for services to children with disabilities and work with Head Start coordinators and staff of other agencies which are working cooperatively with the grantee. Salaries of special education resource teachers who can augment the work of the regular teacher are an allowable expenditure.</b>			
1. Designated Specialist-FCS.	FCS	Annually	Job Description (HSP-88) Budget Line Items
<b>1308.4(o)(2) Evaluation of Children. When warranted by screening or rescreening results, teacher observation or parent request, arrangements must be made for evaluation of the child's development and functioning. If, after referral for evaluation to the LEA, evaluations are not provided by the LEA, they are an allowable expenditure.</b>			
1. Follow Referral for Special Services Procedure LEA/ECP on failed screenings and children with identified needs.	LPT/ HV	Same Day as Screening	Special Services Referral Form (HS5-17) Disability Services Timeline (HS5-33) Child Tracking Software Health Services Referral and Follow up Procedure
2. Referral for services not included by LEA/ECP will be made to outside specialist in the field.	LPT/ HV	Same Day as Screening/ Observation/ Request	Special Services Referral Form (HS5-17) Health Services Referral and Follow up Procedure
a. NWA Head Start will work in conjunction with insurance providers and other agencies to ensure payment needed for evaluation.	FCS	As Needed	Budget Sheets
<b>1308.4(o)(3) Services. Program funds may be used to pay for services which include special education, related services, and summer services deemed necessary on an individual basis and to prepare for serving children with disabilities in advance of the program year.</b>			
1. Secure funds for services that will include children currently enrolled with disabilities.	ED FO	Ongoing	Grant Proposal Agency Budget
2. Interagency programming and payment-sharing to ensure IEP goals are met.	FCS ECP-LEA Special Service Providers	As Needed	LEA Agreements MHP Agreements Local Memorandum of Understandings
<b>1308.4(o)(4) Making Services Accessible. Allowable costs include elimination of architectural barriers which affect the participation of children with disabilities, in conformance with 45 CFR Part 84, Nondiscrimination on the Basis of Handicap in Program and Activities Receiving or Benefiting from Federal Financial Assistance and with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101). The Americans with Disabilities Act requires that public accommodations including private schools and day care centers may not discriminate on the basis of disability. Physical barriers in existing facilities must be removed if removal is readily achievable (i.e., easily accomplishable and able to be carried out without much difficulty or expense.) If not, alternative methods of providing the services must be offered, if those methods are readily achievable. Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered areas (and the bathrooms, telephones and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Program funds may be used for ramps, remodeling or modifications such as grab bars or railings. Grantees must meet new statutory and regulatory requirements that are enacted.</b>			

1. Review each facility for existing barriers that can be readily removed.	PDS-HR	Annually	ADA Checklist (HS5-15) Setting up the Physical Environment Procedure
2. Create plan of action for current funding year based on available funding.	PDS-HR	Annually	ADA Plan of Action
3. Apply for special grants, as they are made available.	PDS-HR	Ongoing	Grant Proposals
4. Alternative services will be offered as identified.	PDS-HR/ FCS/ LPD/ LPT ECP-LEA	As Needed	IEP ECP-LEA
<b>1308.4(o)(5) Transportation. Transportation is a related service to be provided to children with disabilities. When transportation to the program site and to special services can be accessed from other agencies, it should be used. When it is not available, program funds are to be used to provide it. Special buses or use of taxis are allowable expenses if there are no alternatives available and they are necessary to enable a child to be served.</b>			
1. Provide transportation services to program site and special services.	FCS/ PDS-HR/ LPD/ FSW ECP-LEA	As Needed	LEA Agreements Local Disabled Persons Transportation Services
<b>1308.4(o)(6) Special Equipment and Materials. Purchase or lease of special equipment and materials for use in the program and home is an allowable program expense. Grantees must make available assistive devices necessary to make it possible for a child to move, communicate, improve functioning or address objectives which are listed in the child's IEP.</b>			
1. Assistive devices/materials required by a child with disabilities will be made available for use at home and in the classroom.	LP Teaching Staff/ HV/ FCS	As Needed	IEP
2. Develop partnerships with various agencies to ensure all devices/materials are obtained and utilized.	FCS	As Needed	IEP LEA Agreements Local Memorandum of Understanding
<b>1308.4(o)(7) Training and Technical Assistance. Increasing the abilities of staff to meet the special needs of children with disabilities is an allowable expense. Appropriate expenditures may include but are not limited to:</b>			
<b>1308.4(o)(7)(i) Travel and per diem expenses for disabilities coordinators, teachers and parents to attend training and technical assistance events related to special services for children with disabilities;</b>			
1. Provide funds for staff, parents, and community partners to attend trainings related to serving children with disabilities.	FCS	As Needed	T/TA Plan
<b>1308.4(o)(7)(ii) The provision of substitute teaching staff to enable staff to attend training and technical assistance events;</b>			
1. Provide substitute teaching staff to ensure child/staff ratio and quality is being maintained, when regular staff is attending training concerning children with disabilities.	FCS	As Needed	T/TA Plan
<b>1308.4(o)(7)(iii) Fees for courses specifically related to the requirements of the disabilities service plan, a child's IEP or State certification to serve children with disabilities; and</b>			
1. Provide funds for courses designated to meet requirements of the disabilities service plan and any other circumstances that arise.	FCS	As Needed	T/TA Plan
<b>1308.4(o)(7)(iv) Fees and expenses for training/technical assistance consultants if such help is not available from another provider at no cost.</b>			
1. Provide funds for training and technical assistance when fee-less training is unavailable as it pertains to a child with a disability.	FCS	As Needed	T/TA Plan
<b>1308.5 - Recruitment and enrollment of children with disabilities.</b>			
<b>1308.5(a) The grantee or delegate agency outreach and recruitment activities must incorporate specific actions to actively locate and recruit children with disabilities.</b>			
1. The Disabilities Service Area will follow the same recruitment process as used for all Head Start Children.	Local Program Staff/ FCS	Ongoing	Policy & Criteria for the Selection of Children for Registration & Enrollment (HSA-40)

2. Form collaborations with other service providers to reach the more significantly disabled populations.	FCS/ ECP-LEA Child Find/ Health Providers	Ongoing	LEA Agreements Local Memorandum of Understanding
2. Use the Community Assessment as an outreach tool to locate and recruit children with disabilities.	FCS	Ongoing	Annual Community Assessment
<b>1308.5 (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, (42 U.S.C. 12101).</b>			
1. All eligible children, regardless of disability, will be considered for placement in the program as long as the IEP does not conflict with Head Start being an appropriate placement.	Local Program Staff/ FCS	Ongoing	IEP
<b>1308.5(c) A grantee must not deny placement on the basis of a disability or its severity to any child when:</b>			
1. NWA Head Start will not deny placement on the basis of disability or its severity when:	All Staff	Ongoing	
<b>1308.5(c)(1) The parents wish to enroll the child</b>			
1. Complete all appropriate paperwork and supply all required records for application submission and consideration.	Parent/ Legal Guardian	As Needed	Head Start Application (HSA-54A) (HSA-54B)
<b>1308.5(c)(2) The child meets the Head Start age and income eligibility criteria</b>			
1. Age criteria-the child turns 3 on or before August 15 of that year but is not yet 5 on or before September 1.	LPD/ FSW/ FCS	Ongoing	Head Start Application (HSA-54A) (HSA-54B) Policy & Criteria for the Selection of Children for Registration & Enrollment (HSA-40) Child Tracking System
2. Family must meet income guidelines *Over-income applications will be accepted for children with disabilities, with priority placement going to a child with a disability that is income eligible.	LPD/ FSW/ FCS	Ongoing	Head Start Application (HSA-54A) (HSA-54B) Policy & Criteria for the Selection of Children for Registration & Enrollment (HSA-40) Child Tracking Software
<b>1308.5(c)(3) Head Start is an appropriate placement according to the child's IEP, and</b>			
1. Placement is found appropriate for Head Start.	Child Development Team ECP-LEA	As Needed	IEP
<b>1308.5(c)(4) The 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-disabled children would compete for the available enrollment opportunities</b>			
1. Ten percent of funded slots are available to children with professionally diagnosed disabilities.	Local Program Staff/ FCS	Ongoing	Child Tracking Software FCS-Disability Tracking Form
a. The remaining children with diagnosed disabilities will be placed on the local program waiting list just as any other applicant.	LPD	Ongoing	Application Waiting List (HS4-38) Child Tracking Software
b. The number of disabled children served over the initial ten percent will be decided by the appropriateness of placement taking into consideration least restrictive environment issues, as well as the special needs of the children already attending at that location.	Local Program Staff/ FCS	Ongoing	Child Tracking Software FCS-Disability Tracking Spread Sheet (HS5-12) Application Waiting List (HS4-38)
<b>1308.5(d) The grantee must access resources and plan for placement options, such as dual placement, use of resources 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:</b>			
1. NWA Head Start will not deny enrollment on the basis of disability or its severity when the IEP and multidisciplinary team deem Head Start to be an appropriate placement.	All Staff ECP-LEA	Ongoing	IEP
<b>1308.5(d)(1) Staff attitudes and/or apprehensions;</b>			

1. Staff attitudes and/or apprehensions concerning a child with disabilities will not affect that child being served by the program.	All Staff	Ongoing	Standards/Code of Conduct (HSA-55) Child/Adult Interaction Procedure
a. Staff training on a specific disability and sensitivity training can be provided.	FCS/ ECP-LEA	As Needed	T/TA Plan
<b>1308.5(d)(2) Inaccessibility of facilities;</b>			
1. Facilities will be modified to serve children with disabilities, as long as the modifications are not structurally and/or cost prohibitive.	PDS-HR	Annually	ADA Plan
a. If facility cannot be modified in the manner required to meet the child's needs, services will be provided at a site that is or can be modified.	PDS-HR	As Needed	ADA Plan
<b>1308.5(d)(3) Need to access additional resources to serve a specific child;</b>			
1. Collaborate with other community partners to provide the resources a child with a disability requires.	FCS/ LPD/ FCS	Ongoing	Local Memorandum of Understandings
<b>1308.5(d)(4) Unfamiliarity with a disabling condition or special equipment, such as a prosthesis; and</b>			
1. Provide training to staff and parents on the disability and use of any devices/materials needed to meet the child's needs.	FCS ECP-LEA	As Needed	T/TA Plan
<b>1308.5(d)(5) Need for personalized special services such as feeding, suctioning, and assistance with toileting, including catheterization, diapering, and toilet training,</b>			
1. Implement the child's IEP goals including the above-mentioned tasks.	Local Program Teaching Staff/ HV	Ongoing	IEP
a. One-on-one staff will be provided if deemed necessary by the multidisciplinary team.	Child Development Team ECP-LEA	As Needed	IEP
<b>1308.5(e) The same policies governing Head Start program eligibility for other children, such as priority for those most in need of the services, apply to children with disabilities. Grantees also must take the following factors into account when planning enrollment procedures:</b>			
1. The Disabilities Service Area will follow the same eligibility requirements as used for all Head Start Children	Local Program Staff/ FCS	Ongoing	Head Start Application (HSA-54A) (HSA-54B)
<b>1308.5(e)(1) The number of children with disabilities in the Head Start service area including types of disabilities and their severity;</b>			
1. NWA Head Start considers the number of children with disabilities in its service area, as well as the types of disabilities present and prevalent.	Child Development Team/ FCS	Ongoing	Annual Community Needs Assessment
<b>1308.5(e)(2) The services and resources provided by other agencies;</b>			
<b>1308.5(e)(3) State laws regarding immunization of preschool children. Grantees must observe applicable State laws which usually require that children entering State preschool programs complete immunizations prior to or within thirty days after entering to reduce the spread of communicable diseases.</b>			
1. Outline enrollment procedures based on services provided by other agencies in NWA Head Start's service area.	FCS	Ongoing	Head Start Application (HSA-54A) (HSA-54B)
2. See 1304.20(a) Sub-Part B Plan for immunization requirements.			
<b>1308.5(f) the recruitment effort of a Head Start grantee must include recruiting children who have severe disabilities, including children who have been previously identified as having disabilities</b>			
1. Actively recruit children with significant disabilities.	LPD/ FSW	Ongoing	Policy & Criteria for the Selection of Children for Registration & Enrollment (HSA-40)
2. Receive referrals from local Early Intervention Programs.	LPD/ FCS	Ongoing	Head Start Application (HSA-54A) (HSA-54B)
<b>1308.6 Assessment of children</b>			
<b>1308.6(a) The disabilities coordinator must be involved with other program staff throughout the full process of assessment of children, which has three</b>			

<b>steps:</b>			
1. Work in conjunction with all staff to ensure that all children are assessed according to guidelines.	FCS	Ongoing	Child Tracking Software LAP-D Assessment Procedure Child Outcome Procedure
<b>1308.6(a)(1) All children enrolled in Head Start are screened as the first step in the assessment process;</b>			
1. Obtain permission from the parent/guardian for any screening prior to screening.	LP Teaching Staff/ HV	Ongoing	Health and Developmental Services Form (HS6-4)
2. Administer screenings within the first 45 calendar days of attendance.	LP Teaching Staff/ HV	Within 45 days	Child Tracking Software
a. Hearing:	LP Teaching Staff/ HV	Within 45 days	Child Tracking Software
b. Vision:	LP Teaching Staff/ HV	Within 45 days	Child Tracking Software
c. Developmental:	LP Teaching Staff/ HV	Within 45 Days	Child Development Screener Procedure Child Tracking Software
d. Temperament:	LP Teaching Staff/ HV	Within 6 weeks of enrollment	Temperament Assessment (HS3-23)
e. Developmental, Education and Health/Learning Styles	LP Teaching Staff/ HV Parent/ Guardian	Within 6 weeks of enrollment At Registration	Quick Check of Child's Learning Style (HS3-22) DEH Screening (HS3-1) or DEH Disability Screening (HS3-1A)
f. Ages & Stages:	LP Teaching Staff/ HV Parent/ Guardian	Within 45 Days	Child Tracking Software
g. Speech:	LP Teaching Staff/ HV	Within 45 Days	Child Development Screener Procedure Child Tracking Software
3. Notify parent/guardian of failed screening results.	LP Teaching Staff/ HV	Within 2 days	Special Services Referral Form (HS5-17)
4. Re-screen failed screening.	LP Teaching Staff/ HV ECP-LEA	Within 2 weeks for hearing and vision Within 60 days of referral conference	Disability Services Timeline (HS5-33) Health and Developmental Services Form (HS6-4) Special Services Referral Form (HS5-17)
5. Follow Referral for Special Services Procedure on failed screenings.	LP Teacher/ HV	Same Day	Special Services Referral Form (HS5-17) Disability Services Timeline (HS5-33) Child Tracking Software Health Services Referral and Follow up Procedure
<b>1308.6(a)(2) Staff also carries out on-going developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities;</b>			
1. Ensure ongoing formal assessment tool addresses 8 domains and 13 mandatory elements/indicators.	FCS	Ongoing	LAP-D Assessment Tool LAP-D Assessment Procedure Child Outcome Procedure
2. Ensure ongoing assessment tools are appropriate to children's ages, language, culture and special needs.	Management Team	Ongoing	Outcome Reports Home Visit/ Parent Teacher Conference Form (HS3-21) Child Development Screener Mental Health Observation Visit Form (HS8-7) Nutrition Classroom Checklist (HS9-18)
3. Provide adequate training in ongoing child assessment.	LPD	As Needed	LP Education Staff Training Agenda

			Agency's Training Records
4. Ensure monitoring and reporting of child assessment information for analysis.	FCS/ LEA	Ongoing	Outcomes Report Child Tracking Software Management Team Meeting Minutes File
5. Ensure children with disabilities are included in ongoing assessment with appropriate accommodation for their special needs.	FCS/ LEA/ LP Teaching Staff	Ongoing	Individual Objectives by Subscale IEP Outcomes Report
6. Ensure analysis includes information on children's progress from the beginning, middle, and end of the program year.	FCS/ LEA	Ongoing	Education Schedule Management Team Meeting Minutes File Outcomes Report Child Outcome Procedure
7. Ensure analysis includes assessment information on all children.	FCS/ LEA	Ongoing	Outcomes Report Child Outcome Procedure Class Grouping by LAP-D Item Child Tracking Software
8. Ensure analysis of information provides data on the progress and accomplishments within all 8 domains and on each of 13 mandatory elements/indicators.	FCS/LEA	Ongoing	Outcomes Report Management Team Meeting Minutes File Child Outcome Procedure
9. Utilize results of analysis in program self-assessment and program improvement planning.	Management Team	January-July	Self-Assessment/follow-up Self-Assessment File Management Team Meeting Minutes File Agency Strategic Plan
<b>1308.6(a)(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. The disabilities coordinator has primary responsibility for this third step, evaluation only.</b>			
1. Notify parent/guardian of failed screening results.	LP Teaching Staff/ HV	Within 2 days	Special Services Referral Form (HS5-17) Contact/Referral Log (HS4-3)
2. Follow Referral for Special Services Procedure to LEA/ECP on failed screenings and children with identified needs.	LP Teacher/ HV	Same Day as Screening	Special Services Referral Form (HS5-17) Disability Services Timeline (HS5-33) Child Tracking Software Health Services Referral and Follow up Procedure
a. Inform parent/guardian of any observable or suspected speech or developmental problems following the Referral Conference Procedure.	EPC/ LEA LP Teaching Staff/ HV	Within 15 days of referral	Special Services Referral Form (HS5-17) LEA Agreements Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Services Timeline (HS5-33)
b. Re-screen children who failed speech and developmental screenings.	ECP-LEA	Within 60 days of the referral conference	LEA Agreement Disability Services Timeline (HS5-33)
c. Follow-up with local LEA, and inform parents of LEA evaluation.	ECP-LEA LP Teaching Staff/ HV	Within 30 days of the completed assessment	LEA Agreement Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Services Timeline (HS5-33) Placement/Programming Conference Procedure
5. Oversee and facilitate referral process, including all necessary due process paperwork, referral conferences, evaluations, evaluation conferences, and transition conferences.	FCS	Ongoing	Disabilities: File Checklist (HS5-12) FCS Disability Tracking Spread Sheet (HS5-12) Disability Conference Procedures

<b>1308.6 (b) Screening, the first step in the assessment process, consists of standardized health screening and developmental screening which includes 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 the child has a disability. Re-screening must be provided as needed.</b>			
<b>1308.6(b)(1) Grantees must provide for developmental, hearing and vision screenings of all Early Head Start and Head Start children within 45 days of the child's entry into the program. This does not preclude starting screening in the spring, before program services begin in the fall.</b>			
1. Conduct mass screening following the Mass Screening Procedure.	FCS CDS-W LP Staff ECP-LEA	August	Health and Developmental Services Form (HS6-4) Child Tracking Software LEA Agreements MHP Agreements
2. Obtain permission from the parent/guardian for any screening prior to screening.	LP Teaching Staff/ HV	Ongoing	Health and Developmental Services Form (HS6-4)
3. Administer screenings within the first 45 calendar days of attendance.	LP Teaching Staff/ HV	Within 45 days	Child Tracking Software
a. Hearing:	LP Teaching Staff/ HV	Within 45 days	Child Tracking Software
b. Vision:	LP Teaching Staff/ HV	Within 45 days	Child Tracking Software
c. Developmental:	LP Teaching Staff/HV	Within 45 Days	Child Development Screener Procedure Child Tracking Software
d. Temperament:	LP Teaching Staff/ HV	Within 6 weeks of enrollment	Temperament Assessment (HS3-23)
e. Developmental, Education and Health/Learning Styles Intake:	LP Teaching Staff/ HV Parent/ Guardian	Within 6 weeks of enrollment At Registration	Quick Check of Child's Learning Style (HS3-22) DEH Screening (HS3-1) or DEH Disability Screening (HS3-1A)
f. Ages & Stages:	LP Teaching Staff/ HV Parent/ Guardian	Within 45 Days	Child Tracking Software
g. Speech:	LP Teaching Staff/ HV	Within 45 Days	Child Development Screener Procedure Child Tracking Software
4. Notify parent/guardian of failed screening results.	LP Teaching Staff/ HV	Within 2 days	Special Services Referral Form (HS5-17)
5. Re-screen failed screening.	LP Teaching Staff/ HV ECP-LEA	Within 2 weeks for hearing and vision Within 60 days of referral conference	Disability Services Timeline (HS5-33) Health and Developmental Services Form (HS6-4) Special Services Referral Form (HS5-17)
6. Follow Referral for Special Services Procedure on failed screenings.	LPT/ HV	Same Day	Special Services Referral Form (HS5-17) Disability Services Timeline (HS5-33) Child Tracking Software Health Services Referral and Follow up Procedure
<b>1308.6(b)(2) Grantees must make concerted efforts to reach and include the most in need and hardest to reach in the screening effort, providing assistance but urging parents to complete screenings before the start of the program year.</b>			
1. Refer parent/legal guardian to providers who conduct screenings required by Head Start.	LPD FSW	During application and enrollment process	Head Start Application (HSA-54A) (HSA-54B) Health and Developmental Services Form (HS6-4) Parent Orientation (HSA-28) Community Crisis or Referral Hotlines <a href="http://www.nwacommunityresources.org">www.nwacommunityresources.org</a>
2. Work closely with agencies transitioning children into Head Start to ensure timely screenings and referrals.	LPD FSW	During enrollment	Head Start Application (HSA-54A) (HSA-54B) Release of Information (HSA-7)



	FCS	process	Health and Developmental Services Form (HS6-4)
<b>1308.6(b)(3) Developmental screening is a brief check to identify children who need further evaluation to determine whether they may have disabilities. It provides information in three major developmental areas: visual/motor, language and cognition, and gross motor/body awareness for use along with observation data, parent reports and home visit information. When appropriate standardized developmental screening instruments exist, they must be used. The disabilities coordinator must coordinate with the health coordinator and staff who have the responsibility for implementing health screening and with the education staff whom have the responsibility for implementing developmental screening.</b>			
1. Coordinate timely completion of standardized developmental screening with management team, local program staff and parents/legal guardian.	APD-ES/ FCS	Ongoing	Management Meeting Minutes Dial-3 Screen Child Tracking Software
2. Provide training on administration and scoring of standardized developmental screening.	APD-ES/ FCS ECP-LEA LPD	Pre-Service As Needed	Pre-Service Agenda Education Staff Training (HSP-9)
3. Consult CDS-W and LP staff to ensure that proper health screenings are being conducted by local health professionals.	FCS	Ongoing	Management Meeting Minutes Child Tracking Software
4. Results from screenings and observations are used to develop and plan individualized services for each child.	LP Staff Child Development Team Health Professionals ECP-LEA	Ongoing	IEP Weekly Education Plan Procedure
<b>1308.6(c) Staff must inform parents of the types and purposes of the screenings well in advance of the screening, the results of these screenings and the purposes and results of any subsequent evaluations.</b>			
1. Notify parents/legal guardian of required screenings.	LPD FSW	At Enrollment Parent Orientation	Health and Developmental Services Form (HS6-4) Parent Orientation (HSA-28)
2. Explain to parent/legal guardian purpose of required screenings.	LPD FSW	At Enrollment Parent Orientation	Parent Handbook Parent Orientation (HSA-28)
3. Obtain permission from the parent/guardian for any screening/evaluation prior to screening/evaluation.	LP Teaching Staff/ HV	Ongoing	Health and Developmental Services Form (HS6-4) Special Services Referral Form (HS5-17)
4. Notify parent/guardian of screening results.	LP Teaching Staff/ HV	Within 2 days	Special Service Referral Form (HS5-17) Health and Developmental Services Form (HS6-4)
<b>1308.6(d) Developmental assessment, the second step, is the collection of information on each child's functioning in these areas: gross and fine motor skills, perceptual discrimination, cognition, attention skills, self-help, social and receptive skills and expressive language. The disabilities coordinator must coordinate with the education coordinator in the on-going assessment of each Head Start child's functioning in all developmental areas by including this developmental areas by including this developmental information in later diagnostic and program planning activities for children with disabilities.</b>			
1. Ensure ongoing formal assessment tool addresses 8 domains and 13 mandatory elements/indicators.	APD-ES	Ongoing	LAP-D Assessment Tool Child Outcome Procedure
2. Ensure ongoing assessment tools are appropriate to children's ages, language, culture and special needs.	Management Team	Ongoing	Outcome Reports Home Visit/ Parent Teacher Conference Form (HS3-21) Child Development Screener Mental Health Observation Visit Form (HS8-7) Nutrition Classroom Checklist (HS9-18) LAP-D Assessment Procedure
3. Ensure monitoring and reporting of child assessment information for analysis.	APD-ES/ FCS	Ongoing	Outcomes Report Child Tracking Software Management Team Meeting Minutes File Child Outcome Procedure

4. Ensure children with disabilities are included in ongoing assessment with appropriate accommodation for their special needs.	APD-ES/ FCS	Ongoing	Individual Objectives by Subscale IEP Outcomes Report LAP-D Assessment Procedure
5. Ensure analysis includes information on children's progress from the beginning, middle, and end of the program year.	APD-ES/ FCS	Ongoing Final in July	Education Schedule Management Team Meeting Minutes File Outcomes Report Child Outcome Procedure
<b>1308.6(e) The disabilities coordinator must arrange for further, formal, evaluation of a child who has been identified as possibly having a disability, the third step.</b>			
1. Coordinate formal evaluation on children whose screening results indicate a possible delay.	FCS	Ongoing	LEA Agreements Special Services Referral Form (HS5-17) FCS-Disability Tracking Spread Sheet (HS5-12) Disability Services Timeline (HS5-33)
<b>1308.6(e)(1) The disabilities service 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.</b>			
1. Notify parent/guardian of failed screening results or suspected speech or developmental delays.	LP Teaching Staff/ HV	Within 2 days	Special Services Referral Form (HS5-17) Referral for Special Services Procedure
2. Follow Referral for Special Services Procedure to LEA/ECP on failed screenings and children with identified needs.	LPT/ HV	Same Day as Screening	Special Services Referral Form (HS5-17) Disability Services Timeline (HS5-33) Child Tracking Software Health Services Referral and Follow up Procedure
a. Inform parent/guardian via conference of any observable or suspected speech or developmental problems.	EPC/LEA LP Teaching Staff/ HV	Within 15 days of referral	Special Services Referral Form (HS5-17) LEA Agreements Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Services Timeline (HS5-33)
b. Re-screen children who failed speech and developmental screenings.	ECP-LEA	Within 60 days of the referral conference	LEA Agreement Disability Services Timeline (HS5-33)
c. Follow-up with local LEA, and inform parents of LEA evaluation.	ECP-LEA LP Teaching Staff/ HV	Within 30 days of the completed assessment	LEA Agreement Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Services Timeline (HS5-33) Placement/Programming Conference Procedure
5. Oversee and facilitate referral process, including all necessary due process paperwork, referral conferences, evaluations, evaluation conferences, and transition conferences.	FCS	Ongoing	Disabilities: File Checklist (HS5-12) FCS-Disability Tracking Spread Sheet (HS5-12) Disability Conference Procedures
6. Qualified Head Start designee will attend all conferences with ECP-LEA.	FCS/ LPD/ LPT/ HV ECP-LEA	Ongoing	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) IEP Disability Conference Procedures
<b>1308.6(e)(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:</b>			

1. Arrange for evaluation with appropriate professionals in the community.	FCS CDS-W	As Needed	Community Crisis or Referral Hotlines
2. Work closely with special service providers to ensure the prompt delivery of services and that the family's rights are protected.	FCS CDS-W	As Needed	Local Memorandum of Understanding
<b>1308.6(e)(2)(i) Testing and evaluation procedures must be selected and administered so as not to be racially or culturally discriminatory, administered in the child's native language or mode of communication, unless it clearly is not feasible to do so,</b>			
1. Evaluations will be completed within 60 days of referral.	Special Service Provider	Within 60 days of referral	Disabilities Tracking Spread Sheet (HS5-12)
2. All evaluations will be culturally non-biased and administered in the family's native language.	Special Service Provider FCS	During evaluation process	Evaluation Instrument
<b>1308.6(e)(2)(ii) Testing and evaluation procedures must be administered by trained (State certified or licensed) personnel.</b>			
1. Evaluators must meet all state/federal licensing requirements (under IDEA).	Special Service Providers	Ongoing	LEA Agreements Local Memorandum of Understanding
2. Certification numbers listed on all evaluation forms.	Special Service Providers FCS	Ongoing	Child Disability Files-FCS Electronic Folder
<b>1308.6(e)(2)(iii) No single procedure may be the sole criterion for determining an appropriate educational program for a child.</b>			
1. Evaluation will consist of a battery of qualifying instruments in order to establish the presence or lack of a delay (as outlined in IDEA).	Special Service Providers FCS	Ongoing	Evaluation Report-Child Disability Files-FCS
<b>1308.6(e)(2)(iv) 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.</b>			
1. The evaluation team will be a team that will consist of at least the parent/legal guardian, LP Teacher, other management team members, and the evaluating professional.	Special Service Providers FCS	Ongoing	Evaluation Report-Child Disability Files-FCS
<b>1308.6(e)(2)(v) Evaluators must use only assessment materials which have been validated for the specific purpose for which they are used.</b>			
1. Assessment tools will only be used to assess only those areas in which the tools have been validated.	Special Service Providers FCS	Ongoing	Evaluation Report-Child Disability Files-FCS
<b>1308.6(e)(2)(vi) Tests used with children 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.</b>			
1. Evaluation process is operated from a strength-based focus.	Special Service Providers	As Needed	Evaluation Report-Child Disability Files-FCS
<b>1308.6(e)(2)(vii) Tests and materials must assess all areas related to the suspected disability</b>			
1. Evaluations conducted are of a comprehensive nature.	Special Service Providers	As Needed	Evaluation Report-Child Disability Files-FCS
<b>1308.6(e)(2)(viii) 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.</b>			
1. Suspected speech/language delays will be evaluated by a Speech/Language Pathologist.	Speech/ Language Pathologist	As Needed	Provider Referral Form
2. Speech/Language Pathologist will conduct oral mechanism exams.	Speech/ Language Pathologist	As Needed	Evaluation Report-Child Disability Files-FCS
3. Hearing and Vision screenings must be passed by the child prior to a Speech/Language Pathologist evaluation.	Speech/ Language Pathologist	As Needed	Evaluation Report-Child Disability Files-FCS Child Tracking Software
4. Speech/Language Pathologist will refer child to other specialists.	Speech/ Language Pathologist	As Needed	Evaluation Report-Child Disability Files-FCS

<b>1308.6(e)(3) Parental consent in writing must be obtained before a child can have an initial evaluation to determine whether the child has a disability.</b>			
3. Obtain permission from the parent/guardian for any screening/evaluation prior to screening/evaluation.	LP Teaching Staff/ HV	As Needed	Health and Developmental Services Form (HS6-4) Special Services Referral Form (HS5-17)
<b>1308.6(e)(4) Confidentiality must be maintained in accordance with grantee and State requirement. 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.</b>			
1. Records are kept locked.	Management Team LP Staff	Ongoing	Central Office Secure File Room
2. Record of access maintained in front of every child's file.	LP Staff	Ongoing	Individual Record of Access (HSA-14)
3. Results explained to parent/legal guardian in-depth.	Special Service Providers LPD/ LPT/ HV/ FCS	Referral Conference Evaluation Conference	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) IEP
4. Due process and informed consent guidelines are strictly followed.	Special Service Providers LPD/ LPT/ HV/ FCS	Ongoing	IDEA
<b>1308.6(e)(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.</b>			
1. Evaluation/placement conference held after all necessary evaluations are complete.	Special Service Providers FCS LPT/ HV LPD	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) IEP Placement/Programming Conference Procedure
a. Discuss evaluation results and the need or lack of need for special services.	Child Development Team Special Service Providers Parent/Legal Guardian LPT/ HV LPD	As Needed	IEP or Assessment Form Placement/Programming Conference Procedure
b. Develop IEP if results warrant the need.	Child Development Team Special Service Providers Parent/Legal Guardian LPT/ HV LPD	As Needed	IEP Assessment Form Placement/Programming Conference Procedure
2. Due process and informed consent guidelines are strictly followed.	Special Service Providers LPD LPT/ HV FCS	Ongoing	IDEA
<b>1308.7 - Eligibility criteria: Health impairment.</b>			
<b>1308.7(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>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)

<b>1308.7(b) The health impairment classification may include, but is not limited to, cancer, some neurological disorders, rheumatic fever, severe asthma, uncontrolled seizure disorders, heart conditions, lead poisoning, diabetes, AIDS, blood disorders, including hemophilia, sickle cell anemia, cystic fibrosis, heart disease and attention deficit disorder.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.7(c) This category includes medically fragile children such as ventilator dependent children who are in need of special education and related services.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.7(d) A child may be classified as having an attention deficit disorder under this 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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.7(d)(1) The condition must severely affect the performance of a child who is trying to carry out a developmentally appropriate activity that requires orienting, focusing, or maintaining attention during classroom instructions and activities, planning and completing activities, following simple directions, organizing materials for play or other activities, or participating in group activities. It also may be manifested in overactivity or impulsive acts, which appear to be, or are interpreted as physical aggression. The disorder must manifest itself in at least two different settings, one of which must be the Head Start program site.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.7(d)(2) Children must not be classified as having attention deficit disorders based on:</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.7(d)(2)(i) Temporary problems in attending due to events such as a divorce, death of a family member or post-traumatic stress reactions to events such as sexual abuse or violence in the neighborhood;</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.7(d)(2)(ii) Problems in attention which occur suddenly and acutely with psychiatric disorders such as depression, anxiety and schizophrenia;</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.7(d)(2)(iii) Behaviors which may be caused by frustration stemming from inappropriate programming beyond the child's ability level or by developmentally inappropriate demands for long periods of inactive, passive activity;</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.7(d)(2)(iv) Intentional noncompliance or opposition to reasonable requests that are typical of good preschool programs; or</b>			
1. See eligibility qualifying form for specific definition and	FCS/ ECP-LEA	As Needed	Health Impairment Assessment (HS5-20)

qualifying factors.	Special Service Providers/ Professionals		
<b>1308.7(d)(2)(v) Inattention due to cultural or language differences.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.7(d)(3) An attention deficit 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 socialized preschool environment. Because many children younger than four have difficulty orienting, maintaining and focusing attention and are rarely</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.7(d)(4) Assessment procedures must include teacher reports which document the frequency and nature of indications of possible attention deficit disorders and describe the specific situations and events occurring just before the problems manifested themselves. Reports must indicate how the child's functioning was impaired and must be confirmed by independent information from a second observer.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Health Impairment Assessment (HS5-20)
<b>1308.8 - Eligibility criteria: Emotional/behavioral disorders</b>			
<b>1308.8(a) An emotional/behavioral 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 behavior. A child is classified as having an emotional/ behavioral disorder who exhibits one or more of the following characteristics with such frequency, intensity, or duration as to require intervention:</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Emotional/Behavioral Disorders Assessment (HS5-5)
<b>1308.8(a)(1) Seriously delayed social development including an inability to build or maintain satisfactory (age appropriate) interpersonal relationships with peers or adults (e.g., avoids playing with peers);</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Emotional/ Behavioral Disorders Assessment (HS5-5)
<b>1308.8(a)(2) Inappropriate behavior (e.g., dangerously aggressive towards others, self-destructive, severely withdrawn, non-communicative);</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Emotional/Behavioral Disorders Assessment (HS5-5)
<b>1308.8(a)(3) A general pervasive mood of unhappiness or depression, or evidence of excessive anxiety or fears (e.g., frequent crying episodes, constant need for reassurance); or</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Emotional/Behavioral Disorders Assessment (HS5-5)
<b>1308.8(a)(4) Has a professional diagnosis of serious emotional disturbance.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Emotional/Behavioral Disorders Assessment (HS5-5)
<b>1308.8(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.</b>			
1. See eligibility qualifying form for specific definition and	FCS/ ECP-LEA	As Needed	Emotional/Behavioral Disorders Assessment

qualifying factors.	Special Service Providers/ Professionals		(HS5-5)
<b>1308.8(c) 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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals Health Providers	As Needed	Emotional/Behavioral Disorders Assessment (HS5-5)
<b>1308.9 - Eligibility criteria: Speech or language impairments.</b>			
<b>1308.9(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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Speech or Language Impairments Assessment (HS5-2)
<b>1308.9(b) A child is classified as having a speech or language impairment whose speech is unintelligible much of the time, or who has been professionally diagnosed as having speech impairments which require intervention or who is professionally diagnosed as having a delay in development in his or her primary language which requires intervention.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Speech or Language Impairments Assessment (HS5-2)
<b>1308.9(c) A language disorder may be receptive or expressive. A language disorder may be characterized by difficulty in understanding and producing language, including word meanings (semantics), the components of words (morphology), the components of sentences (syntax), or the conventions of conversation (pragmatics).</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Speech or Language Impairments Assessment (HS5-2)
<b>1308.9(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).</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Speech or Language Impairments Assessment (HS5-2)
<b>1308.9(e) A child should not be classified as having a speech or language impairment whose speech or language differences may be attributed to:</b>			
<b>1308.9(e)(1) Cultural, ethnic, bilingual, or dialectical differences or being non-English speaking; or</b>			
<b>1308.9(e)(2) Disorders of a temporary nature due to conditions such as a dental problem; or</b>			
<b>1308.9(e)(3) Delays in developing the ability to articulate only the most difficult consonants or blends of sounds within the broad general range for the child's age.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Speech or Language Impairments Assessment (HS5-2)
<b>1308.10 - Eligibility criteria: Mental retardation.</b>			
<b>1308.10(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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Mental Retardation /Autism/Traumatic Brain Injury Assessment (HS5-4)
<b>1308.10(b) Measurement of adaptive behavior must reflect objective documentation through the use of an established scale and appropriate</b>			

<b>behavioral/anecdotal records. An assessment of the child's functioning must also be made in settings outside the classroom.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Mental Retardation /Autism/Traumatic Brain Injury Assessment (HS5-4)
<b>1308.10(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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Mental Retardation /Autism/Traumatic Brain Injury Assessment (HS5-4)
<b>1308.10(d) Determination that a child is mentally retarded is never to be made on the basis of any one test alone.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Mental Retardation /Autism/Traumatic Brain Injury Assessment (HS5-4)
<b>1308.11 - Eligibility criteria: Hearing impairment including deafness.</b>			
<b>1308.11(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 impairment which adversely affects learning; or</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals Health Providers	As Needed	Hearing Impairment Including Deafness Assessment (HS5-19)
<b>1308.11(b) Meets the legal criteria for being hard of hearing established by the State of residence; or</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals Health Providers	As Needed	Hearing Impairment Including Deafness Assessment (HS5-19)
<b>1308.11(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 associated with temporary or fluctuating hearing loss can include 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 IEPs. As soon as special services are no longer needed, these children must no longer be classified as having a disability.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals Health Providers	As Needed	Hearing Impairment Including Deafness Assessment (HS5-19)
<b>1308.12 - Eligibility criteria: Orthopedic impairment.</b>			
<b>1308.12(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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals Health Providers	As Needed	Orthopedic Impairment Assessment (HS5-3)
<b>1308.13(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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Orthopedic Impairment Assessment (HS5-3)



	Professionals Health Providers		
<b>1308.13 - Eligibility criteria: Visual impairment including blindness.</b>			
<b>1308.13(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:</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Visual Impairment Including Blindness Assessment (HS5-1)
<b>1308.13(a)(1) The vision loss meets the definition of legal blindness in the State of residence; or</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Visual Impairment Including Blindness Assessment (HS5-1)
<b>1308.13(a)(2) Central acuity does not exceed 20/200 in the better eye with corrective lense, 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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Visual Impairment Including Blindness Assessment (HS5-1)
<b>1308.13(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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Visual Impairment Including Blindness Assessment (HS5-1)
<b>1308.14 - Eligibility criteria: Learning disabilities.</b>			
<b>1308.14(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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Learning Disability Assessment (HS5-6)
<b>1308.14(b) An evaluation team may recommend that a child be classified as having a learning disability if:</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Learning Disability Assessment (HS5-6)
<b>1308.14(b)(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</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Learning Disability Assessment (HS5-6)
<b>1308.14(b)(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</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Learning Disability Assessment (HS5-6)
<b>1308.14(b)(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 experiences which would</b>			

<b>help develop these skills.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Learning Disability Assessment (HS5-6)
<b>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 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 evaluation it is not a requirement to use this category for three year olds.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Learning Disability Assessment (HS5-6)
<b>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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Mental Retardation /Autism/Traumatic Brain Injury Assessment (HS5-4)
<b>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 educational 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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Mental Retardation /Autism/Traumatic Brain Injury Assessment (HS5-4)
<b>1308.17 - Eligibility criteria: Other impairments.</b>			
<b>1308.17(a) The purposes of this classification, "Other impairments," are:</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Non-Categorical Assessment (HS5-21)
<b>1308.17(a)(1) To further coordination with LEAs and reduce problems of record keeping;</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Non-Categorical Assessment (HS5-21)
<b>1308.17(a)(2) To assist parents in making the transition from Head Start to other placements; and</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Non-Categorical Assessment (HS5-21)
<b>1308.17(a)(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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Non-Categorical Assessment (HS5-21)
<b>1308.17(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."</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Non-Categorical Assessment (HS5-21)

	Professionals		
<b>1308.17(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</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Non-Categorical Assessment (HS5-21)
<b>1308.17(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.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Non-Categorical Assessment (HS5-21)
<b>1308.17(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 purposes.</b>			
1. See eligibility qualifying form for specific definition and qualifying factors.	FCS/ ECP-LEA Special Service Providers/ Professionals	As Needed	Non-Categorical Assessment (HS5-21)
<b>1308.18 - Disabilities/health services coordination.</b>			
<b>1308.18(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.</b>			
1. Coordinate mass screening.	APD-ES/ FCS/ CDS-W	June-August	LEA Agreements MHP Agreements
2. Track all screening and assessments.	APD-ES/ FCS/ CDS-W	Ongoing	Child Tracking Software Management Team Meeting Minutes
3. Staff children receiving special services.	APD-ES/ FCS/ CDS-W	Ongoing	Child Tracking Software Management Team Meeting Minutes
4. Monitor all referrals made for special services.	APD-ES/ FCS/ CDS-W	Ongoing	Child Tracking Software Management Team Meeting Minutes
<b>1308.18(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.</b>			
1. Coordinate mass screening.	APD-ES/ FCS/ CDS-W	June-August	LEA Agreements MHP Agreements
2. Track all screening and assessments.	APD-ES/ FCS/ CDS-W	Ongoing	Child Tracking Software
3. Staff children receiving special services.	APD-ES/ FCS/ CDS-W	Ongoing	Management Team Meeting Minutes Child Tracking Software Training Agenda Workshop Roster (HS1-4)
4. Monitor all referrals made for special services.	APD-ES/ FCS/ CDS-W	Ongoing	Child Tracking Software Training Agenda Workshop Roster (HS1-4)
5. Schedule mental health trainings for staff and parents.	CDS-W/ FCS/ MHP/ MHP	August-May	Management Team Meeting Minutes Child Tracking Software Training Agenda

			Workshop Roster (HS1-4)
6. Review and staff Ages & Stages Results.	CDS-W/ MHP	Ongoing	Management Team Meeting Minutes
<b>1308.18(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 requirements.</b>			
1. Medication administered to disability children will follow the same guidelines established for all other Head Start Children. *See 1304.22(c)	CDS-W LPD LP Teaching Staff	As Needed	Medication Procedure, Permission & Tracking (HS6-8)
<b>1308.18(d) The health coordinator under the supervision of the Head Start director or designee must:</b>			
<b>1308.18(d)(1) Obtain the doctor's instructions and parental consent before any medication is administered.</b>			
1. See 1304.22(c) Sub-Part B Plan			
<b>1308.18(d)(2) Maintain an individual record of all medications dispensed and review the record regularly with the child's parents.</b>			
1. See 1304.22(c) Sub-Part B Plan			
<b>1308.18(d)(2) 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.</b>			
1. See 1304.22(c) Sub-Part B Plan			
<b>1308.18(d)(2) 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, if necessary</b>			
1. See 1304.22(c) Sub-Part B Plan			
<b>1308.19 - Developing individualized education programs (IEPs).</b>			
<b>1308.19(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 develop-mental assessment, observations and parent reports, are considered in making the determination whether the child meets Head Start eligibility criteria.</b>			
1. Review IEP recommendations and goals.	CDS-W/ FCS	Ongoing	IEP
2. Staff developmental assessment, observations and parent reports.	FCS CDS-W	Ongoing	LAP-D Reports Child Intake/Observation Assessment Form (HS3-45) DEH Disability Screening (HS3-1A) Contact/Referral Log (HS4-3)
<b>1308.19(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.</b>			
1. All children with a diagnosed disability will have an IEP on file at the Local Program and at the Central Office.	FCS LPT/HV	Ongoing	IEP
<b>1308.19(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.</b>			
1. A NWA Head Start designee will participate in all meetings pertaining to the IEP (referrals, placements, programming, annual reviews, follow-up, and transitions).	FCS LPT/HV LPD	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) IEP Disability Conference Procedures
<b>1308.19(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.</b>			
1. All IEPs are developed by the ECP-LEA.	ECP-LEA	Ongoing	IEP
<b>1308.19(e) The IEP must include:</b>			
<b>1308.19(e)(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.</b>			

<b>1308.19(e)(2) A statement of annual goals, including shortterm objectives for meeting these goals.</b>			
<b>1308.19(e)(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.</b>			
<b>1308.19(e)(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.</b>			
<b>1308.19(e)(5) The identification of the personnel responsible for the planning and supervision of services and for the delivery of services.</b>			
<b>1308.19(e)(6) The projected dates for initiation of services and the anticipated duration of services.</b>			
<b>1308.19(e)(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.</b>			
<b>1308.19(e)(8) Family goals and objectives related to the child's disabilities when they are essential to the child's progress.</b>			
<b>1308.19(f) When Head Start develops the IEP, the team must include:</b>			
<b>1308.19(f)(1) The Head Start disabilities coordinator or a representative who is qualified to provide or supervise the provision of special education services;</b>			
1. Qualified Head Start designee will attend evaluation/programming conference when the IEP is developed with ECP-LEA.	FCS/ LPD/ LPT/ HV ECP-LEA	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) IEP Placement/Programming Conference Procedure
<b>1308.19(f)(2) The child's teacher or home visitor;</b>			
1. Child's Teacher/Home Visitor active participant in developing the child's IEP with ECP-LEA.	LPT/ HV ECP-LEA	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) IEP Placement/Programming Conference Procedure
<b>1308.19(f)(3) One or both of the child's parents or guardians; and</b>			
1. Notify Parent of evaluation/programming conference with ECP-LEA.	LP Staff	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11)
<b>1308.19(f)(4) At least one of the professional members of the multi-disciplinary team which evaluated the child.</b>			
1. ECP-LEA therapist or special service professional will attend the evaluation/programming conference.	ECP-LEA Special Service Provider	As Needed	IEP
<b>1308.19(g) An LEA representative must be invited in writing if Head Start is initiating the request for a meeting.</b>			
1. Notify ECP-LEA representative of Head Start initiated meetings. *Via written agreement waves the need to be notified in writing in order to expedite the process. The ECP-LEA prefers the option to request notification via phone, fax, or e-mail.	FCS LPD LPT/ HV	As Needed	LEA Written Agreement
<b>1308.19(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.</b>			
1. Encourage parent/legal guardian to invite anyone he/she feels needs to attend the conference.	LPD LPT/ HV	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Conference Procedures
2. Invite Management staff if the nature of the meeting warrants their involvement.	FCS	As Needed	IEP
<b>1308.19(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.</b>			
1. Consult with parent/legal guardian to schedule a time for the evaluation/programming conference.	LPD LPT/ HV	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Placement/Programming Conference Procedure
2. Conference will be held within 30 days of diagnosis of	FCS	Within 30 days	IEP

disability.	ECP-LEA	of completed assessment	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Services Timeline (HS5-33)
3. Teachers/Home Visitors will begin implementing the IEP.	LPT/ HV	Within 7 days of receiving IEP	IEP Disability Services Timeline (HS5-33)
4. ECP-LEA will begin services.	ECP-LEA Therapist	Within 7 days of developing IEP	IEP Sign-In/Sign-Out Sheet Therapist and Evaluators (HS5-34) or LEA Session Notes Disability Services Timeline (HS5-33)
<b>1308.19(j) Grantees and their delegates must make vigorous efforts to involve parents in the IEP process. The grantee must:</b>			
<b>1308.19(j)(1) Notify parents in writing and, if necessary, also verbally or by other appropriate 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;</b>			
1. Notify parent/legal guardian of conferences involving their child (referrals, placements, programming, annual reviews, follow-up, and transitions).	LPD LPT/ HV	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Conference Procedures
2. Verbal reminders to parent/legal guardian of all upcoming conferences.	LPD LPT/ HV	As Needed	Contact/Referral Log (HS4-3)
<b>1308.19(j)(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;</b>			
1. Follow informed consent and due process procedures outlined in IDEA concerning parental rights and responsibilities of a child with a disability.	All Staff	Ongoing	IDEA
2. Ensure that parents/legal guardians understand their rights to fully participate in the decision-making process for their child.	LPD/ LPT/ HV/ FCS ECP-LEA	Ongoing	IDEA PL 99-457
3. Provide and review Parent's Rights Under PL 99-457 booklet with parent/legal guardian.	FCS ECP-LEA	Ongoing	Parent's Rights Under PL 99-457 Booklet IEP
<b>1308.19(j)(3) Provide interpreters, if needed, and offer the parents a copy of the IEP in the parents' language of understanding after it has been signed;</b>			
1. Provide interpreters if the parents/legal guardian native language is non-English.	ECP-LEA FCS	As Needed	
2. When available, the Parent's Rights booklet and the IEP will be provided to the parents/legal guardian in their native language.	ECP-LEA	As Needed	IEP Parent's Rights Under PL 99-457 Booklet
<b>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 or 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.</b>			
1. Conference will be held without the parent/legal guardian present ONLY after the parent/legal guardian has missed two previously scheduled agreed-upon conferences for the purpose of placement.	ECP-LEA FCS	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11)
2. All documentation efforts to secure parent/legal guardian participation will be documented.	LPD/ LPT/ HV/ FCS ECP-LEA	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Telephone Log (HSA-29) Contact/Referral Log (HS4-3)

3. Communications with non-English speaking parent/legal guardian will be conducted in their native language.	LPD/ LPT/ HV/ FCS ECP-LEA	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11)
4. Results of the evaluation/programming conference will be shared with the parent/legal guardian at the first available opportunity and parent/legal guardian signatures will be obtained.	LPD/ LPT/ HV/ FCS	As Needed	IEP
<b>1308.19(k) Grantees must initiate the implementation of the IEP as soon as possible after the IEP meeting by modifying the child's program in accordance with the IEP and arranging for the provision of related services. If a child enters Head Start with an IEP completed within two months prior to entry, services must begin within the first two weeks of program attendance.</b>			
1. Consult with parent/legal guardian to schedule a time for the evaluation/programming conference.	LPD LPT/HV ECP-LEA	As Needed	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11)
2. Conference will be held within 30 days of diagnosis of disability.	FCS ECP-LEA	Within 30 days of completed assessment	IEP Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Disability Services Timeline (HS5-33)
3. Teachers/Home Visitors will begin implementing the IEP.	LPT/ HV	Within 7 days of receiving IEP	IEP Disability Services Timeline (HS5-33)
4. ECP-LEA will begin services.	ECP-LEA Therapist	Within 7 days of developing IEP	IEP Sign-In/Sign-Out Sheet Therapist and Evaluators (HS5-34) or LEA Session Notes Disability Services Timeline (HS5-33)
5. Transitional, temporary placement conference conducted for children entering Head Start with a completed and up to date IEP.	FCS/ LPD/ LPT/ HV ECP-LEA	Within two weeks of program attendance	Temporary IEP
a. Services will begin within two weeks of program attendance.	FCS ECP-LEA	Within two weeks of program attendance	Temporary IEP
<b>1308.20 - Nutrition services.</b>			
<b>1308.20(a) The disabilities coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program</b>			
1. The Disabilities coordinator will work with the CDS-W and other team members to ensure that all specific nutritional requirements are met. See 1304.23 Sub Part-B Service Plan.	FCS/ CDS-W	As Needed	Special Dietary Prescription Form (HS6-12)
<b>1308.20(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.</b>			
1. Consult with special service professionals on how to meet the needs of children who have problems chewing, swallowing and feeding themselves.	FCS CDS-W Special Service Providers	As Needed	Special Dietary Prescription Form (HS6-12) DEH Screening (HS3-1) or DEH Disability Screening (HS3-1A) Child Tracking Software
2. Adjust mealtime for children whose disability may place limitations on rate of consumption.	FCS/ CDS-W/ LP Staff	As Needed	Special Dietary Prescription Form (HS6-12)
<b>1308.20(c) The plan for services for children with disabilities must include activities to help children with disabilities participate in meal and snack times</b>			

<b>with classmates.</b>			
1. Provide all necessary assistive devices, special materials, or special dietary requirements for all meals and nutritional activities.	FCS CDS-W LP Staff ECP-LEA	As Needed	Special Dietary Prescription Form (HS6-12) DEH Screening (HS3-1) or DEH Disability Screening (HS3-1A) Child Tracking Software IEP
<b>1308.20(d) The plan for services for children with disabilities must address prevention of disabilities with a nutrition basis.</b>			
1. Implement strategies to prevent nutrition based disabilities from developing.	CDS-W Registered Dietician	Ongoing	Agreement for Dietician Health Advisory Committee Minutes Menus
<b>1308.21 - Parent participation and transition of children into Head Start and from Head Start to public school.</b>			
<b>1308.21(a) In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks:</b>			
<b>1308.21(a)(1) Support parents of children with disabilities entering from infant/toddler programs.</b>			
1. Transitional conferences will be held with parents.	FCS/ LPD/ LPT/ HV ECP-LEA	As Needed	Temporary IEP
2. Proper referrals made to special service providers.	FCS/ LPD/ LPT/ HV	As Needed	Special Services Referral Form (HS5-17) Health Services Referral and Follow up Procedure
3. On-going dialogue between Early Intervention Program and Head Start	FCS	As Needed	Release of Information (HSA-7)
4. Special needs taken into account when developing Family Partnership Agreement.	FCS FSW	As Needed	Family Partnership (HS4-23)
<b>1308.21(a)(2) Provide information to parents on how to foster the development of their child with disabilities.</b>			
1. Provide information to parents on early childhood development.	LPT/ HV	August-May	Home Visit/Parent Teacher Conference Form (HS3-21) Home Visit Handouts
2. Special information regarding a child with a disability is provided to families on an individualized basis.	LPT/ HV LPD FCS	August-May	Home Visit/Parent Teacher Conference Form (HS3-21)
<b>1308.21(a)(3) Provide opportunities for parents to observe large group, small group and individual activities described in their child's IEP.</b>			
1. Encourage parents/legal guardians to volunteer/and or visit their child's early childhood environment whenever they wish.	LPT/ HV/ LPD	Ongoing	Parent Orientation Parent Handbook
2. Invite parents/ legal guardian to attend the various therapy sessions their child attends.	LPT/ HV/ LPD ECP-LEA Therapist Special Service Providers	Ongoing	IEP
<b>1308.21(a)(4) Provide follow-up assistance and activities to reinforce program activities at home.</b>			
1. Provide all parent/legal guardians with at-home activities that support their child's development and reinforce program activities.	LPT/ HV LPD	Ongoing	Getting Ready for Kindergarten Calendar Home Visit/Parent Teacher Conference Form (HS3-21) Home Visit Handouts Individual Objectives by Subscale
2. Provide quarterly updates on goals/objectives of children receiving services.	ECP-LEA	Ongoing	ECP-LEA quarterly reports
<b>1308.21(a)(5) Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.</b>			
1. Provide a list of resources for families with children with disabilities.	LPD	Ongoing At Registration	Community Crisis or Referral Hotlines
<b>1308.21(a)(6) Inform parents of their rights under IDEA.</b>			
1. Follow informed consent and due process procedures	All Staff	Ongoing	IDEA



outlined in IDEA concerning parental rights and responsibilities of a child with a disability.			
2. Ensure that parents/legal guardians understand their rights to fully participate in the decision-making process for their child.	LPD/ LPT/ HV/ FCS ECP-LEA	Ongoing	IDEA PL 99-457
3. Provide and review Parent's Rights Under PL 99-457 booklet with parent/legal guardian.	FCS ECP-LEA	Ongoing	Parent's Rights Under PL 99-457 Booklet IEP
4. When available, the Parent's Rights booklet will be provided to the parents/legal guardian in their native language.	ECP-LEA	As Needed	IEP Parent's Rights Under PL 99-457 Booklet
<b>1308.21(a)(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)</b>			
1. Refer parents/legal guardians to all necessary resources.	All Staff	Ongoing	www.nwacommunityresources.org Community Crisis or Referral Hotlines
2. Provide parents/legal guardians with brochures and publications from community resource providers.	All Staff	Ongoing	www.nwacommunityresources.org Brochures/Publications
<b>1308.21(a)(8) Identify needs (caused by the disability) of siblings and other family members.</b>			
1. Obtain information from parent/legal guardian regarding the needs of siblings and other family members.	LPD LPT/HV FSW	At Registration As Needed	DEH Screening (HS3-1) or DEH Disability Screening (HS3-1A) Child Intake/Observation Assessment Form (HS3-45) Family Partnership (HS4-23)
<b>1308.21(a)(9) Provide information in order to prevent disabilities among younger siblings.</b>			
1. Provide parent/legal guardian with information in order to prevent disabilities among other family members, including younger siblings.	LPD/ LPT/ HV/ FSW ECP-LEA	Ongoing	Brochures/Publications www.nwacommunityresources.org
2. Refer the family for screenings and evaluations.	LPD/ LPT/ HV/ FSW ECP-LEA	As Needed	Brochures/Publications www.nwacommunityresources.org Child Tracking Software
<b>1308.21(a)(10) Build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.</b>			
1. Ensure that parents/legal guardians understand their rights to fully participate in the decision-making process for their child.	LPD/ LPT/ HV/ FCS ECP-LEA	Ongoing	IDEA PL 99-457
2. Provide and review Parent's Rights Under PL 99-457 booklet with parent/legal guardian.	FCS ECP-LEA	Ongoing	Parent's Rights Under PL 99-457 Booklet IEP
3. When available, the Parent's Rights booklet will be provided to the parents/legal guardian in their native language.	ECP-LEA	As Needed	IEP Parent's Rights Under PL 99-457 Booklet
4. Refer parents/legal guardians to all necessary resources.	All Staff	Ongoing	Contact/Referral Log (HS4-3) Community Crisis or Referral Hotlines
5. Provide parents/legal guardians with brochures and publications from community resource providers.	All Staff	Ongoing	www.nwacommunityresources.org Brochures/Publications
6. Use every conference/home visit held with the parent/legal guardian as an opportunity for the family, Head Start staff, and therapy providers to network and gain knowledge concerning the disability and the overall process.	FCS ECP-LEA LPD LPT/ HV	Ongoing	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Home Visit/Parent Teacher Conference Form (HS3-21)
<b>1308.21(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.</b>			
1. Receive parent/legal guardian consent to forward all	LPD/ LPT/ HV	At Registration	Release of Information (HSA-7)

applicable paperwork to the public school for transition into Kindergarten.	FSW		
2. IEP transition conferences will be held for Kindergarten eligible children following the IEP Transition to Kindergarten Procedure.	ECP-LEA LP Teaching Staff/ HV LPD/ FCS	March-May	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) IEP Disability Tracking Spread Sheet(HS5-12)
a. Head Start designee will accompany the parent/guardian to any conferences held at or by the public school.	LP Teaching Staff/ HV/ LPD FCS	Ongoing	Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) IEP Transition to Kindergarten Procedure
<b>1308.21(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.</b>			
1. Receive parent/legal guardian consent to notify the public school prior to the enrollment of a child with a disability.	ECP-LEA LPD/ LPT/ HV/ FSW	At Registration	Child and Family Transition Form (HSA-53)
2. Notify public schools of kindergarten eligible documented children.	ECP-LEA	March-May	IEP Transition to Kindergarten Procedure Parent/Legal Guardian Notice of Conference/Educational Home Visit (HS3-11) Transition Conference