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<p>§ 1308.4 Purpose and Scope of Disabilities Service Plan</p> <p>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:</p> <p>(1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents; and</p> <p>(2) That resources are used efficiently.</p>	<p>1. Grantee and Delegate staff/providers will implement and use the Disabilities Service Plan as a working document which serves as a guide to govern the program in the area of disabilities and focuses on children with a disability and their families.</p>	<p>Revised/Updated Annually prior to the start of the new program year</p>	<p>Disabilities Service Plan</p>
<p>1308.4(b) The plan must be updated annually.</p>	<p>1. The Disabilities Service Plan updates will be built into the funding application planning processes (i.e. goals and objectives etc...)</p> <p>2. Annual changes to disabilities related budget will be based on current or projected needs (training/resources expenditures.)</p> <p>3. Demographics data (PIR and Community Assessment) will be analyzed to determine service needs and guide service delivery for children with certified disabling conditions.</p> <p>4. Specific “Individualized Disabilities Support Plans” and/or School Readiness Support Plan will be developed per grantee/delegate operated programs (as needed) to provide agencies with a “working document” of specific agency plans to support full implementation of the Disabilities Service Plan and ensure that at minimum, 10% of enrollment vacancies are filled by children with certified disabling conditions.</p>	<p>Annually as a part of the funding application processes.</p> <p>Within 30 days of the start a new program year.</p>	<p>Community Needs Assessment Funding Application PIR</p> <p>Individualized Disabilities Support Plans School Readiness Support Plan</p>
<p>1308.4(c) The plan must include provisions for children with disabilities to be included in the full range of activities and</p>	<p>1. The child’s Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) will be used to guide necessary modifications and/or</p>	<p>Throughout program year</p>	<p>IFSP/IEP document</p>

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	<p>for the child's transition into a Head Start program.</p> <p>4. Individualized plans to address modifications to activities and classroom management for children with a disability will be reviewed at Child Success Team meeting or parent conference if support is provided to teacher prior to conference.</p> <p>5. During Child Success Team Meeting Grantee Operated and Delegate staff/providers, parents/guardians, special education specialists (as available) will identify strategies to be implemented within small and large group activities and within the environment.</p>	<p>Within 30 days of enrollment and ongoing as needed.</p> <p>Prior to 1st day of attendance and/or ongoing in order to meet the child's needs</p>	<p>Request for a Child Success Team Meeting Meeting Notification of Child Success Team Parent Contact Record</p> <p>Results of Child Success Team Meeting Activity Plan Family Home Visit Plan Home Base Socialization Activity Plan</p>
<p>1308.4(e)</p> <p>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.</p>	<p>1. Grantee Disabilities Supervisor is the designated coordinator of services for children with a disability for Grantee Operated programs and will collaborate with Delegate personnel who are designated the duties to coordinate services for children with a disability.</p> <p>2. Grantee Disabilities Supervisor will develop the Disabilities Service Plan and will collaborate with Delegate personnel to ensure the inclusion of agency specific strategies.</p> <p>3. Grantee Disabilities Supervisor will ensure that the Grantee Application Budget line items include services for children with disabilities.</p>	<p>Ongoing</p> <p>Prior to the start of the new program year</p> <p>In accordance with grant timelines</p>	<p>Job Description Division Organizational Chart</p> <p>Disabilities Service Plan</p> <p>Grant Application Budget</p>
1308.4(f)	<p>1. Grantee Operated and Delegate agencies will</p>	<p>Within 45 calendar days of</p>	<p>Disabilities Service</p>

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<p>The disability service plan must contain:</p> <ul style="list-style-type: none"> (1) Procedures for timely screening (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; (3) Assurances of accessibility of facilities; and (4) Plan to provide appropriate special furniture, equipment, and materials if needed. 	<p>implement procedures that pertain to the timely screening of children enrolled to ensure compliance.</p>	<p>child's first day of attendance (30 calendar days for programs operating 90 days or less)</p>	<p>Plan Screening Procedures</p>
	<p>2. Agencies will implement procedures that pertain to the referral of children needing special education assessment.</p> <ul style="list-style-type: none"> (a) Staff will refer children 6 weeks of age to 3 years old to a local Part C Agency for evaluation. (b) Staff will refer children 3 – 5 years of age to a local Part B Agency/LEA which is determined by the family's permanent residence. 	<p>As identified in agency specific procedure</p>	<p>Special Education Referral Procedure</p>
	<p>3. Agencies will ensure the accessibility and safety of indoor/outside environments by meeting current ADA and licensing standards.</p>	<p>Ongoing</p>	<p>Health and Safety Screener Indoor Safety Inspection Checklist</p>
	<p>4. When special furniture, equipment and materials are needed, Grantee Operated and Delegate agencies will collaborate with the child's local Part C or Part B/LEA in order to acquire necessary items for use in the center and/or at home.</p>	<p>As needed</p>	<p>Outdoor Safety Inspection Checklist Interagency Agreement Memorandum of Understanding</p>
	<p>5. When the child's local Part C or Part B/LEA are unable to provide the necessary item, family will be referred to a resource within their community.</p>	<p>As needed</p>	<p>Social Service Referral</p>

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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.	<ol style="list-style-type: none"> Families of children with an identified disability (mild, moderate or severe) will participate in the general transition planning activities when they are transitioning: into, between, or out of Head Start to their next placement. Children with an identified disability (mild, moderate or severe) will receive additional transition planning which will include strategies and activities identified by the child's: Part B (LEA/SELPA)/Part C agency, parent/guardian, and/or Head Start personnel/provider in order to support the upcoming transition. 	<p>Begin up to 6 months prior to child's 3rd birthday and not later than 30 days prior to transition Prior to the entry into TK or K</p> <p>As identified in agency specific procedure</p>	<p>Transition Plan IFSP Transition Plan</p> <p>IFSP/IEP Document Transition Plan</p>
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: (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; (2) Physical therapy to facilitate gross motor development in activities such as walking prevent or slow orthopedic problems and improve posture and conditioning; (3) Occupational therapy to improve, develop or restore	<ol style="list-style-type: none"> Grantee Operated and Delegate agencies will collaborate with Part B (LEA/SELPA)/Part C agencies and special education service providers to support the delivery of special education services in accordance with the child's IFSP/IEP. Interagency Agreement or Memorandum of Understanding will be developed with Part B (LEA/SELPA)/Part C agencies and will stipulate the collaboration between agencies in order to support special education service delivery to children with an identified disability. Part B(LEA/SELPA)/Part C agency will provide transportation services to children meeting their agencies' eligibility criteria in order to support the child's access to education services indicated in the child's IFSP/IEP document. When necessary, Grantee/Delegate staff will assist parent/guardian with requesting/obtaining transportation services. 	<p>Throughout the program year</p> <p>Reviewed/updated as needed</p> <p>Ongoing as needed</p> <p>As needed</p>	<p>IFSP/IEP Document Disabilities Service Plan</p> <p>Interagency Agreement Memorandum of Understanding</p> <p>IFSP/IEP Document Disabilities Service Plan</p> <p>Social Services Referral</p>

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<p>fine motor functions in activities such as using a fork or knife;</p> <p>(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;</p> <p>(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;</p> <p>(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 required; and</p> <p>(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.</p>			
<p>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.</p>	<ol style="list-style-type: none"> Goals/objectives listed on the child's IEP/IFSP document will be imbedded into the classroom/ HB social/FCCH activity plans to support the strengths and needs of each child. IEP/IFSP goals/objectives will be imbedded into the individual child's school readiness plan. Services will be integrated from applicable agencies as appropriate based upon the child's IEP/IFSP document. 	<p>2 weeks upon receipt of IEP/IFSP document and ongoing</p> <p>Completed 3 times per program year based on assessment timeline</p> <p>Ongoing</p>	<p>IEP/IFSP Document Preschool Activity Plan IT Activity Plan FCCH Activity Plan Home Base Socialization Activity Plan</p> <p>Child School Readiness Plan</p> <p>IEP/IFSP Document</p>
<p>1308.4(j) The options may include:</p>	<ol style="list-style-type: none"> As part of the continuum of services available for children with a disability the following may take place based on the child's individual needs: 	<p>Throughout program year</p>	<p>IEP/IFSP Document Interagency Agreement</p>

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<p>(1) Joint placement of children with other agencies; (2) Shared provision of services with other agencies; (3) Shared personnel to supervise special education services, when necessary to meet State requirements on qualifications; (4) Administrative accommodations such as having two children share one enrollment slot when each child's IEP calls for part-time service because of their individual needs; and</p>	<ul style="list-style-type: none"> Joint placement/dual enrollment of children with a disability in a Head Start program and a special education program. Shared provision of services with other agencies to ensure children with a disability are receiving special education services in accordance with their IFSP/IEP document. Sharing of special education personnel in order to support the inclusion of children with a disability into the Head Start program. Head Start programs will enroll one child for each funded slot. When a child participates in the Head Start program for a modified amount of time, Head Start staff/provider, parent/guardian, and special education specialists will identify strategies and activities focused on building the child's skills in order to increase the amount of time the child participates in the Head Start program. 		<p>Memorandum of Understanding Results of Child Success Team Meeting Delegate Contract</p>
	<p>2. Grantee Operated and Delegate staff/provider will collaborate with IEP/IFSP case managers/special education service providers and parent/guardians to ensure the necessary continuum of services are meeting the child's needs. When necessary, adjustments will be made to support the child's growth.</p>	Throughout program year	<p>Parent Contact Record Results of Child Success Team Meeting IEP/IFSP document</p>
<p>1308.4(j)(5) Any other strategies to be used to insure that special needs are met. These may include:</p> <p>(i) Increased staff; (ii) Use of volunteers; and (iii) Use of supervised students in such fields as child development, special education, child psychology, various therapies, and family services to assist the</p>	<p>1. All children enrolled in a Head Start program are the direct responsibility of the teacher/provider.</p> <p>2. When necessary, Child Success Team meeting members will ensure the coordination of staff, use of supervised students and volunteers in order to provide additional classroom support.</p>	<p>Throughout Program Year</p> <p>Ongoing</p>	<p>Results of Child Success Team Meeting</p> <p>Results of Child Success Team Meeting</p>

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staff.	3. Increase in staff, volunteers and/or use of supervised student will be used to support the classroom as a whole and not as an individual child's one to one and/or shadow.	Throughout the Program year	Results of Child Success Team Meeting
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.	1. Special education and related services will be provided by (or under the supervision of) licensed/certificated professionals meeting state qualifications and the standards adhered to by Part B (LEA/SELPA)/Part C agencies.	Ongoing/ As needed	Interagency Agreements Memorandum of Understanding Contracts for special education services
1308.4(l) The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEA's 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: (1) Head Start participation in the public agency's Child Find plan under Part B of IDEA; (2) Joint training of staff and parents; (3) Procedures for referral for evaluations, IEP meetings, and placement decisions; (4) Transition; (5) Resource sharing; (6) Head Start commitment to provide the number of children receiving services under IEP's to the LEA for the LEA Child Count report by December 1 annually; and (7) Any other items agreed to by both parties. Grantees must make efforts to update the agreements annually.	1. Interagency agreement and/or a Memorandum of Understanding (MOU) will be developed with County SELPA's and LEA's and Part C agencies.	Reviewed/Updated as needed	Interagency Agreements Memorandum of Understanding
	2. These agreements will include the following: <ul style="list-style-type: none"> • Grantee Operated/Delegate staff/provider participation in the identification and referral for special education evaluation of children (Child Find) • Joint training of staff/parents • The development/implementation of procedures for: the referral and evaluation of children with a possible disability, invitation of Grantee/Delegate staff/providers to IEP/IFSP meetings, and participation in the placement decision • Transition planning and resource sharing • LEA/SELPA special education service providers will include all children with an identified disability receiving special education services from their LEA/SELPA in their agency's Child Count Report. 	Reviewed/Updated as needed	Interagency Agreements Memorandum of Understanding
1308.4(m)	1. The approved Recruitment, Prioritization,	Reviewed/Updated annually prior	Recruitment,

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The disabilities coordinator must work with director in planning and budgeting of grantee funds to assure that the special needs identified in the IFSP/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.	<p>Selection, Enrollment, Attendance procedure ensures the intentional recruitment, prioritization, selection and enrollment of children with a disability.</p> <p>2. Families will not be denied the ability to complete a Head Start application and/or to be selected for a Head Start program based on their child's disability status.</p> <p>3. To support children's inclusion in Head Start programs funds will be used to purchase supplemental material/resources to support IFSP/IEP goals/objectives.</p>	<p>to the start of the new program year</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Prioritizing, Selection, Enrollment, Procedure</p> <p>COPA Eligible/Accepted Wait Lists Head Start Application</p> <p>Program Budget Purchase Orders</p>
<p>1308.4(n)</p> <p>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.</p>	<p>1. The Grant Application Budget will include funding for resources to implement the Disabilities Service Plan.</p> <p>2. Grantee and Delegate budgets will identify line item(s) to support the needs of children with a disability as identified in the Disability Service Plan.</p>	<p>Annually</p> <p>Annually</p>	<p>Grant Application Budget</p> <p>Program Budget Disability Service Plan Grant Application Purchase Orders</p>
<p>1308.4(o)</p> <p>The budget request included with the application for funding must address the implementation of the disabilities service plan. Allowable expenditures include:</p> <p>1308.4(o)(1)</p> <p>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</p>	<p>1. The Grantee budget will include the necessary funding to support the salary of a staff member designated to coordinate the services of children with a disability or suspected disability.</p> <p>2. Grantee and Delegate budgets will designate funding to support the activities and strategies identified in the Disabilities Service Plan.</p> <p>3. Delegate budget may allocate funds to support the salary of a staff member designated to facilitate the following for children with a disability</p>	<p>Annually</p> <p>Annually</p> <p>Ongoing</p>	<p>Grantee Application Budget Job Description Agency Organization Chart</p> <p>Disabilities Service Plan</p> <p>Budget Job Description COPA</p>

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of special education resource teachers who can augment the work of the regular teacher are an allowable expenditure.	or suspected of having a disability: <ul style="list-style-type: none"> Recruitment and Enrollment Referral for special education evaluation Work collaboratively with Grantee Disabilities Supervisor and other agencies special education personnel. Assist staff with strategies to individualize curriculum, routines, and indoor/outdoor environments 		Eligible/Accepted Waitlist Preschool Activity Plan I/T Activity Plan FCCH Activity Plan Home Base Socialization Activity Plan
1308.4(o)(2) Evaluation of Children. When warranted by screening or re-screening results, teacher observation or parent request, arrangements must be made for evaluation of the child's development and functioning.	1. Agencies will implement procedures pertaining to the implementation of developmental screening and the referral of children needing special education assessment.	As identified in agency specific procedure	Disabilities Referral Procedure
	2. Agency staff will refer children 6 weeks of age to 3 years to a local Part C provider for evaluation determined by county of residence.	As identified in agency specific procedure	Part C Referral Form
	3. Agency staff will refer children 3 years of age – 5 years of age to the child's LEA determined by physical address.	As identified in agency specific procedure	Head Start Referral for Special Education Evaluation
Sec 640 (7)(d)(1) The Secretary shall establish policies and procedures to assure that, for fiscal year 2009 and thereafter, not less than 10 percent of the total number of children actually enrolled by each Head Start agency and each delegate agency will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.).	1. RHS/EHS Grantee Operated and Delegate agencies will maintain a minimum 10% cumulative enrollment of children with a disability. MSHS/MEHS Grantee Operated and Delegate agencies will achieve a minimum 10% cumulative enrollment children with a disabilities. 2. Grantee Operated and Delegate agencies will: <ul style="list-style-type: none"> Recruit & enroll children identified with a disability Refer children suspected of having a disability to their local Part B (LEA/SELPA) /Part C agencies for special education evaluation and determination for special 	At the start of the program year and each month following (RHS/EHS) By midpoint of program year (MSHS/MEHS) Ongoing	PIR Report COPA Eligible/Accepted Waitlist Recruitment Material Head Start Referral for Special Education Evaluation Part C agency Referral

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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. Grantee must meet new statutory and regulatory requirements that are enacted.			
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.	1. Part B (LEA/SELPA)/Part C agencies are the primary resource for transportation services for children with a disability based on the Part B/Part C agency's eligibility criteria for this service. 2. When necessary, Grantee Operated/Delegate staff will assist parent/guardian with obtaining transportation to the special education service for children with an identified disability.	Reviewed/updated Annually As needed	Interagency Agreement Memorandum of Understanding IFSP/IEP document Social Services Referral Form
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/IFSP.	1. When special furniture, equipment, and materials are needed Grantee Operated/Delegate agencies will collaborate with the child's local Part B (LEA/SELPA)/Part C agency in order to acquire necessary items for use in the program and/or home. 2. When the child's local Part B (LEA/SELPA)/Part C agencies are unable to provide the necessary item, staff will refer family to a local community resource agency. 3. Head Start funds will be used as payer of last resort, when other options to obtain the necessary equipment and/or material are not available.	As needed As needed As needed	Interagency Agreement Memorandum of Understanding Results of Child Success Team Meeting Social Service Referral Purchase Order Invoice
1308.4(o)(7) Training and Technical Assistance. Increasing the abilities of staff to meet the special needs of children with	1. Agency Training & Technical Assistance Plan may include, but not limited to :	In accordance with the Training & Technical Assistance Plan (T/TA Plan)	T/TA Plan Training Agendas Training Sign-In

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<p>disabilities is an allowable expense. Appropriate expenditures may include but are not limited to:</p> <p>(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;</p> <p>(ii) The provision of substitute teaching staff to enable staff to attend training and technical assistance events;</p> <p>(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</p> <p>(iv) Fees and expenses for training/ technical assistance consultants if such help is not available from another provider at no cost.</p>	<ul style="list-style-type: none"> • IFSP/IEP process • Individualization • Inclusion • Referral of children suspected of a disability • Supporting families <p>2. Training costs may include travel, per diem expenses, and substitute teaching staff.</p> <p>3. Staff will encourage parent/guardians to participate in training opportunities within the community.</p>	<p>In accordance with the Training and Technical Assistance Plan (T/TA Plan)</p> <p>Throughout program year</p>	<p>Sheets</p> <p>Travel Authorization Form</p> <p>Travel Reimbursement Form</p> <p>Substitute Timesheets</p> <p>Family Partnership Agreement</p> <p>Social Service Referral</p>
<p>§ 1308.5 Recruitment and Enrollment of Children with Disabilities</p> <p>1308.5(a)</p> <p>The grantee or delegate agency outreach and recruitment activities must incorporate specific actions to actively locate and recruit children with disabilities.</p>	<p>1. Grantee Operated and Delegate agency recruitment material will include text emphasizing families of children with a disability are encouraged to complete the application process.</p> <p>2. Grantee Operated and Delegate agencies will notify local Part B (LEA/SELPA)/Part C agencies, medical clinics, etc., of the services provided to children with a disability in order to locate and recruit children with a disability within the community.</p> <p>3. Grantee and Delegate agency Interagency Agreements and/or Memorandums of Understanding with local Part B (LEA/SELPA) /Part C and other agencies who service children and families will include content emphasizing the services Head Start programs provide to children with a disability.</p>	<p>Throughout the program year</p> <p>Throughout the program year</p> <p>Throughout the program year</p>	<p>Grantee Recruitment Material</p> <p>Delegate Recruitment Material</p> <p>Agency Recruitment Log</p> <p>Interagency Agreement</p> <p>Memorandum of Understanding</p>
1308.5(b)			

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<p>A grantee must insure that staff engaging in recruitment and enrollment of children is knowledgeable about the provisions of 45 CFR part 84, Nondiscrimination on the Basis of Handicap 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).</p>	1. Recruitment and enrollment training will include nondiscriminatory regulations and highlight disability related recruitment/enrollment procedures.	As Scheduled	T/TA Plan Training Agendas Sign-in Sheets
	2. Families will not be denied the ability to complete a Head Start application and/or to be selected for Head Start enrollment based on their child's disability status.	On going	COPA Eligible/Accepted Waitlists
<p>1308.5(c) A grantee must not deny placement on the basis of a disability or its severity to any child when:</p> <p>(1) The parents wish to enroll the child, (2) The child meets the Head Start age and income eligibility criteria, (3) Head Start is an appropriate placement according to the child's IEP, and</p> <p>Sec 640 (7)(d)(1) The Secretary shall establish policies and procedures to assure that, for fiscal year 2009 and thereafter, not less than 10 percent of the total number of children actually enrolled by each Head Start agency and each delegate agency will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.).</p>	1. Head Start enrollment will not be denied on the basis of a child's disability status.	Ongoing	Head Start Application
	2. Grantee Operated and Delegate staff/providers will collaborate with parent/guardian and special education specialists to identify Head Start service option(s) and location(s) that will best meet the child's individual needs based on IEP/IFSP team recommendations and parent/guardian preference(s).	Ongoing	Interagency Agreement Memorandum of Understanding IEP/IFSP document
	3. The child will be enrolled in accordance with the agency's enrollment procedure when the:	Ongoing	COPA Eligible/Accepted Waitlist Recruitment, Prioritizing, Selection Procedure
	<ul style="list-style-type: none"> • Parents wish to enroll their child into EHS, MSEHS, MSHS, RHS, • Child meets age and income criteria, • IEP/IFSP Team assists Head Start staff with identifying appropriate modifications 		
	4. Grantee Operated and Delegate agencies will maintain a minimum 10% cumulative enrollment of children with a disability. One of the strategies utilized by Grantee Operated and Delegate agencies will be to enroll children already identified with a disability into Head Start programs.	<p>(RHS/EHS) At the start of the program year and each month following</p> <p>(MSHS/MEHS) By midoint of the program year.</p>	<p>Recruitment, Prioritization, Selection Procedure COPA Eligible/Accepted Waitlist PIR Report</p>
<p>1308.5(d) The grantee must access resources and plan for</p>	1. Children will not be denied Head Start enrollment and/or services based on their disability status.	Ongoing	PIR Report COPA Eligible

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<p>placement options, such as dual placement, use resource staff and training so that a child with a disability for whom Head Start is an appropriate placement according to the IEP's is not denied enrollment because of:</p> <p>(1) Staff attitudes and/or apprehensions; (2) Inaccessibility of facilities; (3) Need to access additional resources to serve a specific child; (4) Unfamiliarity with a disabling condition or special equipment, such as a prosthesis; and (5) Need for personalized special services such as feeding, suctioning, and assistance with toileting including catheterization, diapering, and toilet training.</p>	2. If a facility is inaccessible, necessary accommodations and/or construction will take place to ensure children of all abilities, are able to access indoor/outside environments, restrooms, sinks, and learning areas.	As needed	Accepted Waitlist Work Orders Purchase Orders Invoices
	3. Training will be provided to staff/provider to ensure they are prepared to meet the needs of individual children. This includes: use of specialized equipment, feeding and suctioning, diapering and toileting needs.	Prior to staff/provider providing care	Health Care Plan Training Sign-In Sheet
	4. Catheterization services will be provided during the hours the child attends a Head Start program, in accordance with the child's IEP/IFSP document and doctor's orders.	Per doctors' orders	Diaper Changing Chart Infant Needs and Service Plan Health Care Plan IEP/IFSP Document Doctors' Orders
<p>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:</p> <p>(1) The number of children with disabilities in the Head Start service area including types of disabilities and their severity; (2) The services and resources provided by other agencies; and (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</p>	1. Head Start services will be provided to children with the most need. Grantee Operated and Delegate agencies will follow the McKinney-Vento Act ensuring that children identified as homeless are selected and enrolled for Head Start services immediately upon open vacancy in order to provide educational stability for homeless children.	Ongoing	Head Start Application COPA Eligible/Accepted Waitlist PIR Report
	2. Community assessment and PIR Report data will be updated and analyzed annually for enrollment planning purposes in regards to: (a) the number of children with disabilities (b) the types of disabilities	Annually	Community Assessment PIR Report
	3. Interagency Agreements and Memorandum of Understandings will indicate the collaboration	Revised/Updated Annually	Interagency Agreement

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the spread of communicable diseases.	between Head Start programs and Part B (LEA/SELPA)/Part C agencies to ensure children dually enrolled in Head Start programs can access special education services/resources.		Memorandum of Understanding
	4. California State Law indicates that children must be immunized prior to entering a child care center. (101220.1 Title 22-Prior to admission to a child care center, children shall be immunized against diseases; California code of regulations Title 17 commencing with section 6000.) Exceptions include: <ul style="list-style-type: none"> McKinney-Vento Act: indicating that homeless children are enrolled immediately upon vacancy Children currently on a catch-up schedule as verified by medical provider as documented by the child's immunization record and/or physical Parent/guardian chooses to waive immunizations based on religious and/or personal belief. (Parent/guardian must provide completed Personal Belief's Exemption To Required immunization by physician prior to enrollment) 	Prior to enrollment	Immunization Record Health Provider Documentation
	5. Grantee Operated and Delegate staff will provide parent/guardian ongoing support to ensure immunization of the child is obtained and medical services are provided, as needed.	Within 30 days of enrollment or prior to enrollment Per medical provider recommendations Prior to enrollment Per EPSDT Schedule	Self-Identification of Current Residency Form Physical or Immunization Record Personal Beliefs Exemption To Required Immunizations Case Notes Notice of Needs Case Conferencing documentation
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.	1. Grantee Operated and Delegate agencies will collaborate with local Part B (LEA/SELPA)/Part C service providers to actively recruit children with severe disabilities and who have been previously identified as having a disability. 2. Interagency Agreements or memorandum of Understandings with local Part B (LEA/SELPA) /Part C agencies will include the enrollment of children with mild, moderate or severe	Prior to and during the program year Prior to and during the program year	Interagency Agreements Memorandum of Understanding Interagency Agreements Memorandum of Understanding

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	disabilities in the Head Start programs.		
<p>§ 1308.6 Assessment of Children</p> <p>1308.6(a) The disabilities coordinator must be involved with other program staff throughout the full process of assessment of children, which has three steps. (1) All children enrolled in Head Start are screened as the first step in the assessment process; (2) Staff also carry out ongoing developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities; (3) Only those children who need further specialized assessment to determine whether they have a disability and may require special education and related services proceed to the next step, evaluation. The disabilities coordinator has primary responsibility for this third step, evaluation, only.</p>	<ol style="list-style-type: none"> 1. Grantee Disabilities Supervisor will collaborate with Grantee Operated and Delegate administrators to ensure agency procedures are established to address: developmental and sensory (hearing & vision) screening, assessment and referral for special education assessment to determine special education eligibility. 2. Grantee Operated and Delegate agency procedure pertaining to developmental screening will include the following: <ul style="list-style-type: none"> • Children enrolled in Head Start are screened, per parent/guardian consent. • Children already identified as having a disability and are receiving special education services under an IEP/IFSP document are <u>exempt</u> from participating in developmental screenings. • All children including those identified with a disability <u>will</u> participate in social-emotional and sensory screenings. • A process to rescreen children that is in accordance with the screening tools user manual and best practice. 3. Grantee Operated and Delegate procedure pertaining to developmental assessment will indicate that <u>all children</u> will receive ongoing developmental assessment in accordance with 	<p>Upon initial development and any subsequent revision of procedures</p> <p>Within 45 calendar days of child's first day of attendance (30 days for programs operating 90 days or less)</p> <p>Child assessment interval timelines based on number of program service days</p>	<p>Agency Specific Procedures</p> <p>Parent/Guardian Consent Form ASQ-SE Hearing & Vision Screenings IEP/IFSP document Agency Specific Procedure</p> <p>Agency Specific Procedure DRDP</p>

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	<p>the assessment tools guidelines.</p> <ul style="list-style-type: none"> Staff/providers will use information gathered from observations within the classroom and parent/guardian observations to develop individualized goals/plans that are based on the outcome of screenings, assessment and ongoing observations/work samples. 		
	<p>4. Grantee Operated and Delegate procedure pertaining to referral for specialized assessment to determine special education eligibility will indicate the following:</p> <ul style="list-style-type: none"> Staff/provider role in referring children to a local Part B (LEA/SELPA)/Part C agency when a referral for special education evaluation is necessary based on developmental screening, assessment results, medical condition, and/or observations from parent/guardian or staff/provider. 	Per Agency Specific Procedure	Agency Specific Procedure
<p>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. Rescreening must be provided as needed.</p> <p>(1) Grantees must provide for the health and developmental screening of all Head Start children by 45 calendar days after the start of program services in the fall, or for children who enroll after program services have begun by 45 calendar days after the child enters the program. This does not</p>	<p>1. Health Screenings (including hearing and vision) will be provided in accordance with the Child Health and Disability Prevention Program/EPSDT. (Refer to Early Childhood Development and Health Services section.)</p> <p>2. Children will be referred to physician/optometrist if the vision results are:</p> <ul style="list-style-type: none"> 3 years old: 20/60 4 years old: 20/50 5 years old: 20/50 <p>3. For children who have failed the hearing screening twice, staff will refer the child to their</p>	<p>Within 45 calendar days of child's first day of attendance (30 calendar days for programs operating 90 days or less). <i>Retest for test failures:</i> Within 2 weeks of original test.</p> <p>As needed</p> <p>As needed</p>	<p>Individual Health Files Physical Exam COPA Report</p> <p>Social Services Referral Form Case Notes Case Conferencing Documentation for COPA Report</p> <p>Social Services Referral Form</p>

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<p>preclude starting screening in the spring before program services begin in the fall.</p> <p>(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 screening before the start of the program year.</p> <p>(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 screen 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 who have the responsibility for implementing developmental screening.</p>	<p>medical provider for follow-up treatment and document outcome/additional services.</p>		<p>Case Notes Case Conferencing Documentation COPA Report</p>
	<p>4. Standardized developmental screening tools will be utilized to conduct developmental and social emotional screenings for children.</p>	<p>Within 45 calendar days of child's first day of attendance (30 calendar days for programs operating 90 days or less). Rescreen will be completed 2 weeks after initial screening.</p>	<p>ESI-R ASQ-3 ASQ- SE</p>
	<p>5. When parent/guardian expresses concern with their child's development at time of application, the parent will be provided a social services referral with information to contact the appropriate agency to address next steps including determining need for a developmental assessment. (This strategy primarily applies to children who will not be enrolled for a period of time exceeding 30 days.)</p> <p>6. When education staff and parent suspect concerns with a child's development upon enrollment, a developmental screening will be conducted to prepare for a possible special education referral</p>	<p>At time of application</p> <p>Within 2 weeks of enrollment</p>	<p>ESI-R ASQ-3 ASQ:SE</p>
<p>1308.6(c) Staff must inform parents of the types and purposes of the screening well in advance of the screening, the results of these screenings and the purposes and results of any subsequent evaluations.</p>	<p>1. Parent/guardian will be informed at time of enrollment of developmental, social-emotional and sensory screenings provided and their purpose.</p> <p>2. Written parent/guardian permission will be obtained prior to conducting child screenings.</p> <p>3. All developmental, social-emotional and sensory (hearing & vision) screening results will be</p>	<p>Prior to completing screening</p> <p>Prior to completing screening</p> <p>Not to exceed 60 days for programs operating more than</p>	<p>Parent/Guardian Consent Form Child's Screening Result Summary COPA Report</p> <p>Parent/Guardian Consent Form</p> <p>Child's Screening Results Summary</p>

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	<p>shared with parent/guardian regardless the child's screening results.</p> <p>4. Disabilities, Education, and/or Health Administrators will integrate agency specific policies/procedure to ensure screening results are shared with parent/guardian (s) so necessary referrals for further medical and/or special education evaluation can be completed</p>	<p>90 days. Not to exceed 45 days for programs operating 90 days or less.</p> <p>Per Agency Specific Procedure</p>	<p>COPA Report Parent Contact Record</p> <p>Agency Specific Procedure</p>
<p>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 ongoing assessment of each Head Start child's functioning in all developmental areas by including this developmental information in later diagnostic and program planning activities for children with disabilities.</p>	<p>1. Grantee Disability Supervisor will collaborate with the Grantee Education Coordinator and Delegate Education content area leads to ensure the successful assessment of all children enrolled in Head Start.</p> <p>2. Child assessment data will be reviewed at the agency, classroom and individual child level as available in order to include this developmental information into program planning activities for children with a disability</p> <p>3. An ongoing developmental assessment will be conducted on <u>all children</u>, which will include parent/staff observations, photos and samples of work.</p> <p>(a) The assessment plan timeline will be based on each child's enrollment/program intervals.</p> <p>(b) Aggregation, analyzing and planning based on assessment data will take place 3 times per program year for programs operating more than 90 days and 2 times per program year for programs operating 90 days or less.</p> <p>(c) Primary Caregivers and Teachers will share the child's developmental data with parents during conferences when</p>	<p>Throughout program year</p> <p>Child assessment interval timelines based on number of program service days</p> <p>Child assessment interval timelines based on number of program service days</p>	<p>Agency Specific Procedure</p> <p>DRDP-PS DRDP-IT</p> <p>Preschool Activity Plan I/T Activity Plan FCCH Activity Plan Child's School Readiness Summary Child School Readiness Plan Family Home Visit Plan</p>

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	<p>parents and caregivers develop the Child's School Readiness Plan.</p> <p>(d) Based on child outcomes staff will individualize curriculum in order to meet children's educational goals.</p>		
<p>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.</p> <p>Sec 640 (7)(d)(2) Such policies and procedures shall ensure the provision of early intervening services, such as educational and behavioral services and supports, to meet the needs of children with disabilities, prior to an eligibility determination under the Individuals with Disabilities Education Act.</p>	<ol style="list-style-type: none"> 1. Grantee Disability Supervisor will collaborate with Grantee Operated and Delegate administration to ensure agency specific procedures indicate the process staff/provider should follow when referring a child to a Part B(LEA/SELPA)/Part C agency for special education evaluation. This process should be in alignment with Part B (LEA/SELPA)/Part C Agency Interagency Agreements or Memorandum of Understanding. 2. Grantee Disability Supervisor will assist Grantee Operated and Delegate staff with the referral of children for special education assessment in accordance with approved agency specific procedures. 3. Staff/provider will support parent/guardian with the referral process by providing information about the special education assessment process and Parent Rights. 	<p>Throughout program year</p> <p>Agency Specific Procedure</p> <p>At time of referral and as needed</p>	<p>Agency Specific Procedure Interagency Agreement Memorandum of Understanding</p> <p>Agency Specific Procedure Head Start Special Education Referral Part C Agency's referral form</p> <p>Social Service Referral Form Results of Child Success Team</p>
<p>1308.6(e)(1) The disabilities 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</p>	<ol style="list-style-type: none"> 1. Grantee Disabilities Supervisor will ensure Grantee Operated and Delegate agency procedures ensure the timely referral of children ages 3-5 years of age to a local Part B (LEA/SELPA) for special education evaluation. 	<p>Throughout the program year</p>	<p>Agency Specific Procedures</p>

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	2. Designated Grantee Operated and Delegate staff will monitor the agency's implementation of approved procedures.	Throughout the program year	Site Visit Report Self-Monitoring Head Start Special Education Referral LEA/SELPA Referral Forms
	3. Grantee Disabilities Supervisor will provide assistance with the individual referral of children for special education evaluation, based on agency specific procedure.	Throughout the program year	Agency Specific Procedure
<p>1308.6(e)(2) no longer applies as per HS ACT Sec 640 (7)(d)(1)</p> <p>Sec 640 (7)(d)(1) The Secretary shall establish policies and procedures to assure that, for fiscal year 2009 and thereafter, not less than 10 percent of the total number of children actually enrolled by each Head Start agency and each delegate agency will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.).</p> <p>Head Start programs should note that to be counted toward the 10% actual enrollment requirement, the children with disabilities they serve must, under Section 640(d)(1), have been determined eligible for special services under IDEA by the agency providing IDEA services in their community. Therefore, Head Start programs should not count, for purposes of meeting this requirement, those children who have an individualized education program (IEP) developed solely by the Head Start program, as described under 45 CFR §1308.19(d) Log No. ACF-PI-HS-09-04 Issuance 03/10/09</p>	<p>1. Grantee Operated and Delegate agencies will maintain a minimum 10% cumulative enrollment of children with a disability.</p> <p>2. Grantee Operated and Delegate agencies will:</p> <ul style="list-style-type: none"> Recruit & enroll children identified with a disability Refer children suspected of having a disability to their local Part B (LEA/SELPA) /Part C agencies for special education evaluation and determination for special education eligibility 	<p>At the start of the program year and each month following</p> <p>Ongoing</p>	<p>PIR Report</p> <p>COPA Eligible/Accepted Waitlist Recruitment Material Head Start Referral for Special Education Evaluation Part C agency Referral form</p>
1308.6(e)(3)			

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Parental consent in writing must be obtained before a child can have an initial evaluation to determine whether the child has a disability.	1. Grantee Operated and Delegate staff/provider will obtain written parent/ guardian consent prior to submitting a referral to local Part B (LEA/SELPA)/Part C agencies for special education evaluation.	Prior to submitting referral	Results of the Child Success Team Meeting
	2. Part B (LEA/SELPA)/Part C agency staff will obtain written parent/guardian consent prior to conducting special education evaluation.	Prior to conducting special education evaluation	Part B/Part C Assessment Plan
1308.6(e)(4) Confidentiality must be maintained in accordance with grantee and State requirements. Parents must be given the opportunity to review their child's records in a timely manner and they must be notified and give permission if additional evaluations are proposed. Grantees must explain the purpose and results of the evaluation and make concerted efforts to help the parents understand them.	1. Confidentiality policies will be included in Interagency Agreement or Memorandum of Understanding with local Part B (LEA/SELPA)/Part C agencies. 2. Grantee Operated and Delegate staff/provider will obtain parent/guardian written consent prior to providing information to other agencies. 3. Part B (LEA/SELPA)/Part C staff will explain purpose and results of assessments conducted as part of the child's special education evaluation. 4. Grantee Operated and Delegate staff/provider will support parent/guardian prior to/during/and after the IFSP/IEP meeting with their understanding of the information shared.	Ongoing Prior to providing information to an outside agency At IEP/IFSP Meeting As needed	Interagency Agreements Memorandum of Understanding Parent/Guardian Release of Information Form IFSP/IEP Document Notes Case Notes
1308.6 (e) (5) and 1308.7- 1308.17 no longer applies as per HS ACT Sec 640 (7)(d)(1)			
§ 1308.18 Disabilities/Health Services Coordination 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.	1. Collaboration between health and disabilities component areas, procedures are integrated to ensure the individual child's health and disability needs are met.	Ongoing	Agency Specific Procedure
1308.18(b)			

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<p>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.</p>	1. Collaboration between mental health and disabilities component areas, procedures are integrated to ensure the individual child's social and emotional needs are met.	Ongoing	Agency Specific Procedure
	2. All children receive social-emotional screening to identify suspected areas of need.	Within 45 calendar days of child's first day of attendance (30 calendar days for programs operating 90 days or less). Rescreen will be completed 2 weeks after initial screening.	ASQ:SE
	3. Screening results are reviewed with parent/guardian in order to determine intervention strategies designed to support the child's social-emotional development. Whenever possible, social emotional screening must be completed with parent(s)/guardian(s).	When concerns exist, results are shared with parent/guardian no later than 2 weeks after completion. When there are no concerns, results may be shared at the first conference/home visit that occurs after screening is complete. Within 4 weeks	Child's Screening Results Summary Results of Child Success Team Meeting Parent Contact Record
	4. Staff and parent/guardian will collaborate to determine if a referral for mental health support is appropriate in order to meet the child and family's needs.		Social Services Referral Request for Child Success Team Meeting Notification of Child Success Team Meeting Results of Child Success Team Meeting
<p>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.</p>	<p>1. Procedures to administer medications will be fully implemented by all Grantee Operated and Delegate staff/providers.</p> <p><u>Procedure will include:</u></p> <ul style="list-style-type: none"> Identification of multiple designees listed who are responsible for the administration of medication as prescribed by medical provider. 	Throughout program year	Medication/Administration Procedure Consent for Medication Medication Chart Asthma Care Plan Individual Health Care Plan

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	<ul style="list-style-type: none"> Designees will be listed in the order of responsibility to administer medication in order to facilitate medication administration 		
	<ul style="list-style-type: none"> in the event of primary staff/provider absence. Identification of documentation which includes mandatory Grantee health forms: Individual Health Care Plan, Asthma Care Plan and Consent/Verification for Nebulizer Care form. Staff/provider training will include steps for reviewing and completing Medication Administration forms, knowledge of how to administer medication, medication side effects, and process for documentation of medication administration. Proper medication storage. Documentation of child's behavior. 		
	<p>2. Children receiving medication onsite will have an Individual Health Care Plan, Asthma Care Plan and Consent/ Verification for Nebulizer Care (LIC 9166) developed by: parent/guardian, nurse/designated health staff and reviewed/approved by medical provider, as appropriate per medical condition.</p>	No later than child's first day of attendance	Consent for Medication Individual Health Care Plan Asthma Care Plan Consent/Verification for Nebulizer Care (LIC 9166)
	<ul style="list-style-type: none"> When parent/guardian is unable to provide medication and/or appropriate documentation prior to the first day of attendance, a Temporary Individual Health Care/Emergency Plan will be completed by parent/guardian and nurse/designated health care staff until child's medication and medical provider instructions/signature is obtained. 	No later than child's first day of attendance	Temporary Individual Health Care /Emergency Plan Critical Notes Case Notes
	<ul style="list-style-type: none"> Staff/provider will follow-up with parent/guardian to ensure necessary medication and/or medical provider 	Within 30 days of completion of Temporary Individual Health Care/Emergency Plan	Case Notes Individual Health Plan Medication Consent Asthma Care Plan

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	<p>instructions/signature is obtained in a timely manner.</p> <ul style="list-style-type: none"> If parent/guardian has been unsuccessful in obtaining medication, providing medication to the site/FCCH, and/or obtaining medical provider instructions/signature a Child Success Team Meeting will be held in order to identify strategies to support the family and child. 	Within 45 days of enrollment	<p>Consent/Verification for Nebulizer Care (LIC 9166)</p> <p>Results of Child Success Team Meeting</p> <p>Notification of Child Success Team Meeting</p> <p>Request of Child Success Team Meeting</p> <p>Case Notes</p>
<p>1308.18(d) The health coordinator under the supervision of the Head Start director or designee must:</p> <ol style="list-style-type: none"> Obtain the doctor's instructions and parental consent before any medication is administered. Maintain an individual record of all medications dispensed and review the record regularly with the child's parents. Record changes in a child's behaviors which have implications for drug dosage or type and share this information with the staff, parents, and the physician. 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. 	<ol style="list-style-type: none"> Parent/guardian consent and doctor's order must be obtained prior to the administration of child's medication. All child prescribed medication must be in unaltered labeled containers with child's name, physician's name, name of medication, dosage to be given, frequency of dosage, route of medication administration, expiration date, pharmacy name, and pharmacy or doctor phone number. All child prescribed over the counter medication can only be given by staff/provider when it is in its original packaging, written physician instructions that include: dose amount, frequency and physician signature. Staff/provider will utilize the Medication Chart to document medication given to child during program hours and parent/guardian will also utilize the Medication Chart to document medication given to child outside of Head Start program hours. 	<p>Prior to administration of medication</p> <p>Prior to administration of medication</p> <p>Prior to administration of medication</p> <p>Daily</p>	<p>Parent Consent for Administration of Medication</p> <p>Monitoring Reports Medication Administration Form Medication Label</p> <p>Monitoring Report Medication Administration Form</p> <p>Medication Chart</p>
	<ol style="list-style-type: none"> Staff/provider will review children's Medication 	During Parent Conference and	Medication Chart

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	<p>Chart with their parent/guardian.</p> <p>6. Staff/provider record the child's behavior on the Medication Chart after administering child medication.</p> <p>7. Staff and volunteers will have access to a locked box and/or location to store personal medications separate from Head Start children's medication. All medication will be inaccessible to children, staff, volunteers, or visitors.</p>	<p>upon request</p> <p>1 hour after medication administration</p> <p>Daily during the hours of site operation</p>	<p>Medication Chart</p> <p>Locked Storage/Box Area</p>
<p>§ 1308.19 Developing Individualized Education Programs (IEP's)</p> <p>1308.19 (a) no longer applies as per HS ACT Sec 640 (7)(d)(1)</p> <p>1308.19(b)</p> <p>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.</p>	<p>1. An evaluation provided by the Part B (LEA/SELPA)/Part C agency will be the only means to determine if a child has a disability and qualifies for special education services.</p> <p>2. The Part B (LEA/SELPA)/Part C agency will develop the IFSP/IEP document with the child's parent/guardian.</p> <p>3. The IFSP/IEP document will be utilized by Head Start staff to identify necessary modifications to classroom/outdoor environments including the individualization of curriculum/instruction.</p>	<p>As appropriate per IDEA</p> <p>As appropriate per IDEA</p> <p>First day of attendance</p>	<p>IFSP/IEP Document</p> <p>IFSP/IEP Document</p> <p>IFSP/IEP Document Child School Readiness Plan Preschool Activity Plan I/T Activity Plan Home Base Socialization Plan FCCH Activity Plan</p>
<p>1308.19(c)</p> <p>When the LEA develops the IEP, a representative from Head</p>	<p>1. Grantee and Delegate Interagency Agreement/Memorandum of Understandings will</p>	<p>Ongoing</p>	<p>Interagency Agreement</p>

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PROGRAM AREA SERVICES FOR CHILDREN WITH DISABILITIES

PERFORMANCE CITATION	STRATEGY	TIME FRAME	DOCUMENTATION
Start must attempt to participate in the IEP meeting and placement decision for any child meeting Head Start eligibility requirements.	<p>address the need for Head Start staff/provider to be invited to the IFSP/IEP meetings of children currently enrolled in Head Start.</p> <p>2. Staff will make every effort to attend scheduled IFSP/IEP meetings and will assist Part B (LEA/SELPA)/Part C agency staff by providing information pertaining to child's present levels of performance and Head Start program options.</p> <p>3. Staff will document strategies and/or activities to be completed by Head Start staff/providers in partnership with the child's parent/guardian and/or special education service provider, especially when notified well in advance of meeting (at least 1-2 weeks).</p>	<p>As scheduled</p> <p>At time IFSP/IEP meeting</p>	<p>Memorandum of Understanding</p> <p>IFSP/IEP Document Results of Child Success Team Meeting</p> <p>Results of Child Success Team Meeting</p>
<p>1308.19(d) –(k) no longer applies as per HS ACT Sec 640 (7)(d)(1)</p> <p>Sec 640 (7)(d)(1)</p> <p>The Secretary shall establish policies and procedures to assure that, for fiscal year 2009 and thereafter, not less than 10 percent of the total number of children actually enrolled by each Head Start agency and each delegate agency will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.).</p> <p>Head Start programs should note that to be counted toward the 10% actual enrollment requirement, the children with disabilities they serve must, under Section 640(d)(1), have been determined eligible for special services under IDEA by the agency providing IDEA services in their community. Therefore, Head Start programs should not count, for purposes of meeting this requirement, those children who have an individualized</p>	<p>1. Grantee Operated and Delegate agencies will ensure a minimum 10% cumulative enrollment of children with a disability.</p> <p>2. Grantee Operated and Delegate agencies will:</p> <ul style="list-style-type: none"> Recruit & enroll children identified with a disability Refer children suspected of having a disability to their local Part B (LEA/SELPA)/Part C agencies for special education eligibility 	<p>(RHS/EHS) At the start of the program year and each month following</p> <p>(MSHS/MEHS) By the midpoint of the program year.</p> <p>Ongoing</p>	<p>PIR Report</p> <p>COPA Eligible/Accepted Waitlist</p> <p>Recruitment Material Head Start Referral for Special Education Evaluation Part C agency Referral form</p>

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education program (IEP) developed solely by the Head Start program, as described under 45 CFR §1308.19(d) Log No. ACF-PI-HS-09-04 Issuance 03/10/09			
§ 1308.20 Nutrition Services 1308.20(a) The disabilities coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program.	1. Collaboration between disabilities and nutrition component areas, procedures are integrated to ensure that individual child's nutrition and disability needs are met.	Ongoing	Agency Specific Procedures IFSP/IEP Document Child Physical Child Health History Medical Statement to Request Special Meals Accommodation
1308.20(b) Appropriate professionals, such as physical therapists, speech therapists, occupational therapists, nutritionists, or dieticians 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.	1. Accommodations will be made as needed to ensure the individual child's nutrition needs are met, including consultations with appropriate IFSP/IEP team members and/or licensed professionals, (i.e. occupational therapists, dieticians, speech therapists etc.).	Per indicated child needed	IFSP/IEP Document Individual Health Care Plan Medical Statement to Request Special Meals Accommodations Child Physical COPA Referral
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 with classmates.	1. Meal and snack times will be accessible to children with varied abilities.	Throughout Program Year	Self-Monitoring Program Audit Consultant Reports
	2. Children needing meal accommodations will be provided in family style dinning in order to fully include all children.	Throughout program Year	COPA Referrals Nutrition Referral IFSP/IEP Document
	3. Grantee Operated and Delegate staff/providers will incorporate individualized activities to promote healthy eating/dining habits.	Throughout Program Year	Child's School Readiness Goals Preschool Activity Plans I/T Activity Plans FCCH Activity Plans Home Base

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			Socialization Plans
1308.20(d) The plan for services for children with disabilities must address prevention of disabilities with a nutrition basis.	<ol style="list-style-type: none"> 1. All Head Start centers/FCCH will utilize the USDA Meal Patterns, per age group. 2. Grantee Operated and Delegate staff will review child physical, height/weight, and hemoglobin results to identify possible nutrition deficiencies. 3. Grantee Operated and Delegate Staff will refer child to nutritionist/dietician and/or medical provider in order to determine necessary meal accommodation. 	Ongoing Within 45 calendar days of child's first day of attendance (30 calendar days for programs operating 90 days or less). Within 90 calendar days of child's first day of attendance (45 calendar days for programs operating 90 days or less).	Menus Child Physical COPA Referral Social Services Referral Medical Statement to Request Special Meals Accommodations
§ 1308.21 Parent Participation and Transition of Children into Head Start and from Head Start to Public School 1308.21(a) In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks:	<ol style="list-style-type: none"> 1. Grantee Operated and Delegate staff will collaborate with parent/guardian in order to plan for the child's transition into a Head Start program, between Head Start programs and when they exit. A transition plan will be developed to assist parents of children with disabilities regarding the transitions within Head Start. 2. Grantee Operated and Delegate staff will meet with the family to develop a transition plan that will include: <ul style="list-style-type: none"> • Completing a Head Start application • Scheduling of transition visits to new setting • Support to parent/guardian in obtaining necessary special education assessment (s) to determine child's special education eligibility at age 3 	Begin up to 6 months prior to child's 3 rd birthday and not later than 30 days prior to transition Transition IFSP meeting will be held per IDEA timeline	IFSP/IEP Document Transition Plan IFSP Document

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<p>(6) Inform parents of their rights under IDEA.</p> <p>(7) Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program and other sources and assist them with initial efforts to access such resources</p> <p>(8) Identify needs (caused by the disability) of siblings and other family members.</p> <p>(9) Provide information in order to prevent disabilities among younger siblings.</p> <p>(10) Build parent confidence, skill, and knowledge in accessing resources and advocating to meet the special needs of their children.</p>	<p>3. Parent/guardian will participate in Agency's Orientation activities. Additional transition activities will include a Child Success Team Meeting in order to support the family/child's individual needs. Topics discussed at the Child Success Team Meeting will include but are not limited to providing parent/guardian information about:</p> <ul style="list-style-type: none"> Local support groups and/or agencies (social service referrals will be completed) Information about parent rights under IDEA Information about resources such as Supplemental Security Income (SSI) Program, Early and Periodic Screening Diagnosis and Treatment (EPSDT) program 	<p>Enrollment at start of program year: Orientation no less than 1 week prior to the first day of school</p> <p>Enrollment during program year: Prior to 1st day of attendance</p>	<p>Orientation Parent/Guardian Sign-In sheet Case Notes Results of Child Success Team Meeting</p>
	<p>4. Child Success Team Meetings will be held for children with a disability who meet one or more of the following criteria prior to the first day of attendance:</p> <ul style="list-style-type: none"> Special equipment Attend a preschool special day class (dually enrolled) Have a medical condition Have a food allergy Are homeless Out-of-district special education services 	<p>Prior to 1st day of attendance</p>	<p>Pre-Assessment Teacher/Caregiver Goals Results of Child Success Team Meeting</p>
	<p>5. Strategies to meet specific child needs will be implemented for children who receive special education services other than a special day class for example: speech and language, resource, physical therapy services.</p>	<p>Upon enrollment</p>	<p>Pre-Assessment Teacher/Caregiver Goals Results of Child Success Team Meeting Activity Plan Family Contact Record Family Case Notes</p>

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	<p>6. Parents are encouraged and welcomed to visit and observe instruction thought their child's day.</p> <p>7. For families participating in Home Base program, home educator will work collaboratively with parent/guardian to plan individual child activities and family visits. Parents are encouraged to attend socialization opportunities.</p> <p>8. Parent/guardian will be provided information promoting disability prevention:</p> <ul style="list-style-type: none"> • Nutrition education • Importance of prenatal care • Recognizing early signs of a possible disability. <p>9. Grantee Operated and Delegate staff will assist parent/guardian with the referral of siblings for special education evaluation and supporting them through the evaluation process.</p> <p>10. Grantee Operated and Delegate staff will build parent/guardian confidence by developing family goals focused on increasing families' knowledge of resources and advocating for their family/child's individual needs.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Orientation</p> <p>As needed</p> <p>Throughout the program year</p>	<p>Visitor Sign-In Sheet</p> <p>Home Base Socialization Plan Socialization Sign-In Family Home Visit Plan</p> <p>Orientation Parent/Guardian Sign-In Sheet Orientation Material</p> <p>Social Service Referral Case Notes</p> <p>Family Partnership Agreement Case Notes Social Service Referral</p>
<p>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.</p>	<p>1. Grantee Operated and Delegate staff will collaborate with parent/guardian in order to plan for the child's transition from Head Start to public school or other placement.</p>	<p>Not later than 30 days of transition</p>	<p>Transition Plan</p>
	<p>2. Grantee Operated and Delegate staff will meet with the family to develop a transition plan that will include:</p> <ul style="list-style-type: none"> • Discussing next placement registration process • Review results of kindergarten readiness assessment • Identifying transition activities, can include: 	<p>Not later than 30 days of transition</p>	<p>Transition Plan KSEP</p>

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	visiting new setting and curriculum activities focused on transition <ul style="list-style-type: none"> • Participation in the Transition IEP meeting • Assist parent/guardian with obtaining necessary records for registration to new program. 		
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.	<ol style="list-style-type: none"> 1. Parent/guardian will identify their elementary school of residence or school of choice. 2. Grantee Operated and Delegate staff will assist parent/guardian with contacting Part B (LEA/SELPA) agencies in order to schedule/hold a Transition IEP meeting for the child prior to the child entering next placement. 	RHS: January MSHS: At time of enrollment Prior to starting next placement	Transition Plan Transition IEP Meeting