

PROGRAM AREA PLANS

GRANTEE AGENCY STANISLAUS COUNTY OFFICE OF EDUCATION

PROGRAM AREA DISABILITIES SERVICE PLAN

PERFORMANCE STANDARD	STRATEGY	TIME FRAME	DOCUMENTATION
<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 style="padding-left: 20px;">(1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents; and</p> <p style="padding-left: 20px;">(2) That resources are used efficiently.</p>	<p>1. The Disabilities Service Plan will be implemented to ensure fully integrated services within all of the program areas. Procedures will be updated throughout the year (as needed) to include provisions for any necessary modifications to related services.</p>	Ongoing	<p>Disabilities Service Manual Training Agendas Meeting Minutes, (including meetings with LEA/SELPA)</p>
<p>1308.4(b) The plan must be updated annually.</p>	<p>1. Analyze previous year's enrollment data and current community needs assessment to determine projected numbers and types of disabilities to be served by program and update plan as needed.</p>	July – RHS/EHS March - MSHS	<p>Disability Service Level Projections Community Needs Assessment</p>
<p>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.</p>	<p>1. Each LEA/SELPA identified child will have a current IFSP/IEP on file and technical assistance will be provided as needed to ensure each child will be included in activities and services provided to all Head Start children.</p>	Throughout program year.	<p>IFSP/IEP Activity Plans IFSP/IEP</p>
<p>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.</p>	<p>1. Service Plan will provide resources to ensure children with disabilities will be fully included in all program activities; appropriate modifications will be made as needed.</p> <p>2. Monitoring will take place to verify all children are included in program activities. Training/Ta will be provided as needed and within T&TA plan.</p>	Ongoing	
<p>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.</p>	<p>1. Grantee application will include budget line items for services for children with disabilities.</p> <p>2. A coordinator of services for children with disabilities will be designated.</p>	Annually Annually	<p>Grantee Application</p> <p>Job Description Grantee Organizational Chart</p>

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Early Head Start / Head Start / Migrant Seasonal Head Start
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<p>1308.4(f) The disability service plan must contain: (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>	<ol style="list-style-type: none"> 1. All children will be screened to identify development concerns. 2. Staff will follow referral procedure to ensure appropriate referrals will be made in a timely manner. Case conferencing will determine the need for Child Success Team meeting. 3. Facilities will meet ADA and licensing standards. 4. Appropriate equipment will be provided according to needs as stated in the IFSP/IEP. All available community resources will be utilized and programs will utilize Head Start funds as needed. 	<p>(RHS/EHS) 45 days of enrollment, (MSHS) 30 days of enrollment</p> <p>Monthly</p> <p>Ongoing</p> <p>As needed</p>	<p>ASQ-SE ASQ ESI-R</p> <p>Case Conference Documentation Results of Child Success Team</p> <p>License posted</p> <p>IFSP/IEP</p>
<p>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.</p>	<ol style="list-style-type: none"> 1. Transition plan will be developed for children (0-3 yrs.) into their next placement. 2. Parents will be provided with information and training on their rights and how to be an advocate for their child. 3. Parents and staff will develop plans to prepare for severely disabled children entering into the classroom. Staff will be prepared to facilitate all transitioning children. Technical assistance and training will be provided based on monitoring reports and identified needs. 	<p>Within 6 months of 3rd birthday</p> <p>During Child Success Team (CST), IFSP/IEP or transition meetings and throughout program year</p> <p>Prior to attendance/as needed Throughout program year</p>	<p>IFSP Transition Plan</p> <p>Family Contact Log Results of Child Success Team Meeting IFSP/IEP Parent Contact Record</p> <p>IFSP/IEP Transition Manual TA Plan</p>
<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</p>	<ol style="list-style-type: none"> 1. Services will be arranged or provided for children with disabilities. Consult with local LEA's/ SELPA's, California Children's Services, audiologists, physical, occupational and speech 	<p>At enrollment and ongoing</p>	<p>IEP Disabilities Service Manual Referral</p>

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<p>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:</p> <p>(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;</p> <p>(2) Physical therapy to facilitate gross motor development in activities such as walking prevent or slow orthopedic problems and improve posture and conditioning;</p> <p>(3) Occupational therapy to improve, develop or restore 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>therapists as well as physicians for services.</p>		
	<p>2. An interagency agreement or Memorandum of Understanding with the LEA's/SELPA's will stipulate how support services will be provided and by whom. The agreement will be updated annually and as needed to include provisions for any necessary modifications to ensure integrated services.</p>	<p>Prior to the operational year and ongoing</p>	<p>Interagency Agreements with LEAs/SELPA's Meeting Minutes/ Agendas</p>
	<p>3. Support services are inclusive of Audiology, Physical Therapy, Occupational Therapy, Speech/Language and Psychological services to ensure the needs of disabled children are full supported.</p>	<p>Ongoing as needed</p>	<p>IFSP/IEP</p>
	<p>4. All necessary services are provided per IFSP/IEP. Head Start is payor of last resort when services cannot be obtained through public and private resource community agencies.</p>	<p>Ongoing</p>	<p>IFSP/IEP</p>
	<p>5. Transportation to be provided according to IFSP/IEP. When necessary transportation to be provided by Grantee Direct Op (DO) or Delegate Agency, only after all other resources have been exhausted.</p>	<p>Ongoing</p>	<p>IFSP/IEP Travel Logs</p>
	<p>6. Assistive devices will be provided according to the IEP. Head Start is payor as last resort.</p>	<p>Ongoing as needed</p>	<p>IFSP/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>	<p>1. Goals/objectives listed on the IEP will consider the strengths/needs of each child. A variety of options will be considered for each IEP so that a continuum of services can be integrated from applicable agencies.</p>	<p>At time of IEP development and ongoing</p>	<p>IEP Activity Plans</p>
<p>1308.4(j)</p>			

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<p>The options may include:</p> <ul style="list-style-type: none"> (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 	<ul style="list-style-type: none"> 1. When appropriate, joint program placement will occur, according to IEP recommendations. 2. Staff will talk with IEP case managers on a regular basis to ensure joint placement of children is handled effectively. 	<p>At time of IEP development</p> <p>Throughout program year.</p>	<p>IEP LEA/SELPA MOU's</p> <p>Family Contact Logs Meeting Minutes Correspondence MOU's</p>
<p>1308.4(j)(5) Any other strategies to be used to insure that special needs are met. These may include:</p> <ul style="list-style-type: none"> (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 staff. 	<ul style="list-style-type: none"> 1. When necessary, additional staff/volunteers will be included to ensure individual needs are being met. 2. Case conference or Child Success Team meetings, plan of action will ensure coordination of all staff/volunteers supporting individual children with disabilities. 	<p>Ongoing</p> <p>Within 14 days of enrollment or IEP/IFSP meeting.</p>	<p>IFSP/IEP Staff Schedules</p> <p>Plans of Action IEP/IFSP Results of Child Success Team</p>
<p>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.</p>	<ul style="list-style-type: none"> 1. Special education and related services will be provided by personnel and/or contractual licensed professionals meeting state qualifications/ standards of the LEA/SELPA. 	<p>July – August, RHS/EHS February - March, MSHS</p>	<p>LEA/SELPA Contracts</p>
<p>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:</p> <ul style="list-style-type: none"> (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, 	<ul style="list-style-type: none"> 1. The grantee DO and each delegate agency will develop an interagency agreement and/or a Memorandum of Understanding (MOU) with local LEA's. 2. The agreement will include grantee DO or the delegate's involvement in Child Find (recruitment), joint training of staff/parents, procedures for referral for evaluations, IEP 	<p>Prior to program year thereafter</p> <p>Annual updates</p>	<p>Interagency Agreements with LEA/SELPA Programs</p> <p>Disabilities Service Manual Training Agendas</p>

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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.	meetings, placement, transition plans, resource sharing, and other agreements. 3. Projected numbers and types of disabilities to be served will be submitted to the LEA for the upcoming year's child count of disabled children. 4. Interagency agreements or MOU's will be updated as dictated in agreement or as needed.	November -December Annually of as needed	Disability Service Level Projections MOU's Interagency Agreement
1308.4(m) 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.	1. Services needed by children with disabilities will be afforded adequate funding to meet such needs as identified in IFSP/IEP. 2. Recruitment efforts and waiting lists give priority to disabled children most in need of integrated placement/services in Head Start. 3. All funds should be provided by LEA. In the event that the LEA does not provide funds, Grantee DO or delegate Head Start funding will be used to assure that children identified as having a disability on an official IFSP/IEP receive appropriate services.	Spring – RHS/EHS Fall - MSHS	Grantee Application Budget Recruitment, Prioritizing, Selection, Procedure
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.	1. The Grantee will ensure that funding of the service plan is fully implemented. Requests by delegates for resources needed to support children with disabilities are addressed in the annual application for funding.	RHS/EHS - February and ongoing MSHS - November	Grant Application Budget
1308.4(o) The budget request included with the application for funding must address the implementation of the disabilities service plan. Allowable expenditures include:			
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	1. Budget will include salaries of staff needed to administer the Disabilities Service Plan. 2. Evaluation of all children warranted by initial screening and not provided by LEA will be documented and considered an allowable	Annually Throughout program year	Grantee Application Budget LEA interagency agreement Evaluation

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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.	expense		Documentation Budget Invoices
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. If, after referral for evaluation to the LEA, evaluations are not provided by the LEA, they are an allowable expenditure.	1. Program funds will be used to pay for services as needed, only after accessing all of the available LEA services. Head Start is designated as payor of last resort.	Throughout program year	Budget Invoices
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	1. Program funds will be used as needed to pay for services deemed necessary on an individual basis in advance of program year.	As needed	Budget Invoices
1308.4(o)(4) Making service 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	1. When necessary program funds will be made available to allow architectural changes when achievable, needed to allow children with disabilities full participation in Head Start program activities in accordance with the Americans with Disabilities Act (ADA). 2. Alternative service options will be offered that meet the facility accommodation needs of individual children if readily achievable. 3. Programs will adhere to state childcare licensing requirements.	Throughout program year As needed Ongoing	IFSP/IEP Invoice needed for construction modification Budget Application License posted at center Licensing Reports

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ramps, remodeling, or modifications such as grab bars or railings. Grantee must meet new statutory and regulatory requirements that are enacted.			
<p>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.</p>	<p>1. Transportation services will be provided for disabled children when no other resources are available. Parents will be encouraged to address transportation as a related service on IFSP/IEP.</p>	<p>During development of the IFSP/IEP</p>	<p>IFSP/IEP Travel Logs</p>
<p>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.</p>	<p>1. Special equipment and materials will be provided to children with disabilities for school and home use as deemed necessary in IFSP/ IEP. Head Start to be payor of last resort.</p>	<p>Throughout program year</p>	<p>IFSP/IEP Budget Invoices</p>
<p>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: (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; (ii) The provision of substitute teaching staff to enable staff to attend training and technical assistance events; (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 (iv) Fees and expenses for training/ technical assistance consultants if such help is not available from another provider at no cost.</p>	<p>1. Training and technical assistance will be provided to staff to meet needs of children with disabilities. Training may include travel, per diem expenses for coordinators, staff, and parents. Substitute teaching staff will be provided when necessary.</p> <p>2. Consultant services will be provided to ensure appropriate services are delivered.</p> <p>3. Fees for Disability Service Plan related courses will be provided as needed or available, when not available from other providers at no cost.</p>	<p>Throughout program year</p> <p>As needed</p> <p>As needed</p>	<p>Training Plan Agendas/Sign-In Sheets Invoices Results of Child Success Team</p> <p>IFSP/IEP Consultant Contract Budget</p> <p>Course Certificate</p>

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<p>§ 1308.5 Recruitment and Enrollment of Children with Disabilities</p> <p>1308.5(a) The grantee or delegate agency outreach and recruitment activities must incorporate specific actions to actively locate and recruit children with disabilities.</p>	<ol style="list-style-type: none"> 1. Grantee and Delegate Agency will contact LEA's, clinics, health departments, etc. informing them of services available to children with disabilities. 2. Relevant community agencies serving disabled children will be invited to program events and staff are encouraged to attend meetings or serve on Health Disability Advisory Committees. 3. Head Start staff will provide community presentations or Head Start information at meetings to relevant agencies serving disabled children to familiarize them with the Head Start program. 	<p>At the beginning of program year and throughout the year</p>	<p>Recruitment, Prioritizing & Selection Procedure Correspondence Inservice Training Agendas Recruitment Materials HDAC Roster</p>
<p>1308.5(b) A grantee must insure that staff engage in recruitment and enrollment of children are 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>	<ol style="list-style-type: none"> 1. Training will be provided as needed regarding regulations as they apply to recruitment and services of children with disabilities. 	<p>As needed</p>	<p>T/TA Plan Training Agendas Sign-in Sheets</p>
<p>1308.5(c) A grantee must not deny placement on the basis of a disability or its severity to any child when:</p> <ol style="list-style-type: none"> (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 (4) The program has space to enroll more children, even 	<ol style="list-style-type: none"> 1. Services will not be denied by any program on the basis of a disability. When the parents wish to enroll, the child meets age and income criteria and according to the IEP Head Start is an appropriate placement; the child will be enrolled if they have the highest priority on the waiting list. 2. Once programs have reached 10% of enrollment 	<p>At the time of enrollment</p> <p>Throughout program year</p>	<p>Recruitment materials Application Electronic Reports</p> <p>Electronic Enrollment</p>

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<p>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.</p>	<p>opportunities for disabled children they will be placed on the waiting list and priority/selection procedures will be followed.</p>		<p>Waitlist Reports Application</p>
<p>1308.5(d) The grantee must access resources and plan for 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: (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>	<ol style="list-style-type: none"> 1. Increase visibility of the Head Start inclusion effort by: <ol style="list-style-type: none"> (a) Seeking and inviting community child service providers to serve on Health Disabilities Advisory Committee. (b) Conduct presentations at local agencies serving children with disabilities. (c) Participating on Interagency councils 2. Children shall not be denied services due to staff attitudes or apprehension, or the need for specialized or personalized services or equipment. 3 Training will be provided to staff to ensure appropriate service. 4. Transition plans will include procurement of equipment/service or plan to address personalized services prior to a child's entry into a classroom. Every effort will be made to complete plan in a timely manner so enrollment delay is minimized. 	<p>Ongoing</p> <p>Throughout program year</p> <p>Ongoing</p> <p>As needed</p>	<p>Recruitment, Prioritizing, Selection Procedure HDAC Minutes Agendas</p> <p>Electronic Enrollment Waitlist Reports</p> <p>T/TA Plan Agendas Sign-in Sheets Evaluations</p> <p>Transition Plan</p>
<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: (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</p>	<ol style="list-style-type: none"> 1. Community assessment data will be updated and reviewed annually in regards to the number of disabled children in service areas that will be taken into account when planning enrollment procedures. 	<p>Annually</p>	<p>Community Assessment Meeting minutes</p>

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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.	2. Available community resources and services will be included in enrollment procedures.	Ongoing	Enrollment Procedures
	3. Immunization records will be obtained prior to entering the program for all children with disabilities unless medical waiver is indicated.	At Registration	California Schools Immunization Record (CSIR) Health Provider 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. Local Education Agencies and programs serving children with severe disabilities will be contacted for recruitment purposes.	Prior to the beginning of program year and monthly as programs are operating	Correspondence Interagency Agreements/MOU's
§ 1308.6 Assessment of Children 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.	1. Screenings and developmental assessments of children will be done with parent permission and initiated within the required timelines. Children will be referred for further evaluation as indicated by screenings, assessment and observation results. 2. Refer newly enrolled children with suspected disabilities upon obtaining parent consent for further assessment by specialist.	Ongoing Within 2 calendar days of identification for children ages 0 to 3 Within 15 calendar days of identification for children ages 3 and above.	Individual Health Education Files DRDP-R Outcomes Screening Results Observations Child Concern Form Referral Letter Consent to Refer for Assessment Results of Child Success Team
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. (1) Grantees must provide for the health and developmental screening of all Head Start children by 45	1. Health Screenings (including hearing and vision) will be provided in accordance with the Child Health and Disability Prevention Program. (Refer to Early Childhood Development and Health Services section.) 2. Developmental and mental health screening will be completed on each child. Developmental screening tools to be used will be standardized.	Within 30 calendar days of first day of attendance RHS/EHS: 45 calendar days of first day of attendance MSHS: 30 days-Developmental MSHS: 45 days – Mental Health	Individual Health Files Physical Exam Early Screening Inventory-Revised (ESI-R) Ages & Stages

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<p>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 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>		If "refer" on ESI-R, then complete Mental Health Screening at same time.	Questionnaire (ASQ) (under age three) ASQ: SE
	<p>3. Disabilities, Education, or Health Coordinators will refer those children with identified problems for further evaluation to LEA or other professional agencies after conferring with Child Success Team (CST) (as appropriate). See Disabilities Service Manual.</p>	<p>Within 2 working days of CST for children ages 0 to 3. Within 15 calendar days of CST for children 3 and above.</p>	<p>Referral Letter Referral Consent To Refer For Assessment Results of Child Success Team</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. Parents will be informed at time of enrollment of screenings provided and their purpose. Written permission will be obtained.</p> <p>2. Screening results will be shared with parents.</p>	<p>At time of enrollment</p> <p>Upon completion</p>	<p>Consent Form</p> <p>ASQ & ASQ-SE Observations Parent Contact Record Family Contact Log</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</p>	<p>1. An ongoing developmental assessment will be conducted on each child based on observations, parent input, samples of work (3-5 year olds).</p> <p>a. EHS children will be assessed approximately every 3-4 months, but not less than 3 times a year for a child enrolled a full program year. Primary Caregivers will share infant/toddler's developmental data with parents during monthly conferences when parents and</p>	<p>RHS/EHS-60 calendar days of child's first day of attendance MSHS-45 calendar days of child's first day of attendance and within 30 calendar days for programs operating less than 3 months.</p>	<p>DRDP-R</p>

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for children with disabilities.	<p>caregivers develop the child's Individualized Plan.</p> <p>b. MSHS programs operating 6 months or less will update infant/toddler assessment one time.</p> <p>c. All Preschool age children will be assessed three times during the program year. For MSHS programs operating less than 4 months or if children attend program less than 4 months, third assessment will be final update of any measures showing progress or regression.</p> <p>d. All ages will have developmental assessment outcomes incorporated into daily curriculum or classroom environment.</p>		Summary of Child's Developmental Progress (Preschool) Individual Plan Preschool Activity Plan
<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>1. Children suspected of a disability will be reviewed at Case Conferencing to determine need for Child Success Team meeting.</p> <p>2. Parents will be invited to participate on the Child Success Team in order to give permission and make a plan for further referral.</p>	<p>As required</p> <p>Ongoing</p>	<p>Case Conference Documentation Child Success Team Referral</p> <p>Notification of Child Success Team Meeting</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>	<p>1. Disabilities Coordinator will refer those children with suspected disabilities for further evaluation to LEA/SELPA or other professional agencies.</p>	<p>Throughout Program Year as soon as the need is evident.</p>	<p>Results of Child Success Team Copies of referrals to LEA/SELPA's/other agencies</p>
<p>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:</p>	<p>1. Evaluations will be conducted in the primary language of child/family</p>	<p>As needed based on IDEA requirements</p>	<p>LEA Evaluation Documentation (Narrative Report)</p>
<p>1308.6(e)(2)(i)-(viii) (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</p>	<p>1. Evaluations will be conducted by LEA/SELPA's, State certified or licensed practitioners appropriate in each individual case.</p>	<p>As required</p>	<p>IEP/IFSP</p>

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<p>language or mode of communication, unless it clearly is not feasible to do so. (ii) Testing and evaluation procedures must be administered by trained (State certified or licensed) personnel. (iii) No single procedure may be the sole criterion for determining an appropriate educational program for a child. (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. (v) Evaluators must use only assessment materials which have been validated for the specific purpose for which they are used. (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. (vii) Tests and materials must assess all areas related to the suspected disability. (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.</p>	<p>2. Both public and private sector clinicians are identified as resources for children with disabilities.</p> <p>3. Evaluations will be conducted by a multidisciplinary team when the child's screening results reveal more than one area of developmental delay, or a follow-up case conference/parent discussion indicates this need.</p> <p>4. Evaluators will utilize validated/normal assessment tools based on all areas related to suspected disabilities.</p> <p>1. Teachers/Home Educators will request a speech/ language pathologist consultation when further assessment is indicated to determine if it is a symptom of another disability.</p>	<p>15-30 days following case conference</p> <p>As mandated by regulations</p> <p>As required</p> <p>Ongoing</p>	<p>Observations Reports by Clinicians Reports by Parents</p> <p>Completed Evaluation Report from Clinician</p> <p>IEP IFSP</p> <p>SLP Consultation Request Observations Screening</p>
<p>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.</p>	<p>1. Parents will be informed of their rights and given the opportunity to review their child's records before signing the consent form with LEA/SELPA.</p>	<p>Ongoing</p>	<p>Results of Child Success Team LEA Assessment Plan Form</p>
<p>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</p>	<p>1. The LEA will obtain a signature of parent or guardian on their Assessment Plan Consent form when the assessment plan has been established.</p>	<p>Within 15 days of referral</p>	<p>LEA Assessment Plan signed by parent/guardian</p>

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explain the purpose and results of the evaluation and make concerted efforts to help the parents understand them.			
<p>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.</p>	<p>1. After evaluations are completed, the multidisciplinary team will determine eligibility and specific disability criteria. An IFSP/IEP meeting will be scheduled accordingly. The team will make recommendations to meet the child's needs at IFSP/IEP meetings.</p> <p>NOTE: IFSP (birth to 3 years) may indicate "Developmental Delay" rather than a specific disability.</p>	IFSP/IEP meeting must be scheduled within 60 days of receipt of signed Assessment Plan from parent/guardian.	Assessment Plan Form IFSP/IEP
<p>§ 1308.7 Eligibility Criteria: Health Impairment</p> <p>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.</p>	<p>1. LEA/SELPA's determine whether eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446</p>	IDEA requirements throughout program year	IFSP/IEP
<p>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.</p>	<p>1. If the LEA/SELPA evaluation done by the multidisciplinary team determines that the child has a health related disability, the team will make recommendations to meet the child's needs.</p> <p>2. Recommendations of Health Care professionals are received and preparations are made prior to enrollment. Staff are prepared to serve health impaired children upon enrollment.</p>	At time of IEP Development	IFSP/IEP Results of Child Success Team
<p>1308.7(c) This category includes medically fragile children such as ventilator dependent children who are in need of special education and related services.</p>	<p>1. If the LEA/SELPA evaluation done by the multidisciplinary team determines that the child is medically fragile, the team will make recommendations to meet the child's needs.</p>	At time of IEP Development	

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	2. Recommendations of Health Care professionals are received and preparations are made prior to enrollment. Staff are prepared to serve health impaired children upon enrollment.		IFSP/IEP Results of Child Success Team
<p>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.</p>	<p>1. If the evaluation done by the multidisciplinary team determines that the child has a attention deficit disorder (ADD) which severely affects the child's functioning, the team will make recommendations to meet the child's needs in a Head Start setting.</p> <p>2. Head Start staff will work closely with special education partners to address the needs of ADD children.</p>	<p>At time of IEP development</p> <p>Ongoing</p>	<p>IFSP/IEP</p> <p>Results of Child Success Team</p>
<p>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 over activity 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.</p>	<p>1. Information/observations will be provided to the multidisciplinary team to verify that severe ADD symptoms exist in the Head Start setting.</p> <p>2. The multidisciplinary team will verify that ADD behavior also manifest in a second setting.</p>	<p>As required</p> <p>As required</p>	<p>Observation Results of Child Success Team</p> <p>IFSP/IEP</p>
<p>1308.7(d)(2)(i)-(v) Children must not be classified as having attention deficit disorders based on: (i) Temporary problems in attention 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; (ii) Problems in attention which occur suddenly and acutely with psychiatric disorders such as depression, anxiety, and schizophrenia; (iii) Behaviors which may be caused by frustration</p>	<p>1. The multidisciplinary team will research all potential problems or causes of the behavior in conjunction with Head Start staff prior to diagnosing a child with severe ADD.</p>	<p>As required</p>	<p>IFSP/IEP</p>

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stemming from inappropriate programming beyond the child's ability level or by developmentally inappropriate demands for long periods of inactive, passive activity; (iv) intentional noncompliance or opposition to reasonable requests that are typical of good preschool programs; or (v) Inattention due to cultural or language differences.			
<p>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 highly active, when Head Start is responsible for the evaluation, attention deficit disorder applies to four- and five-year-old children in Head Start but not to three-year olds.</p>	<p>1. The multidisciplinary team will research all potential problems or causes of the behavior in conjunction with Head Start staff prior to diagnosing a child with severe ADD.</p>	As required	IFSP/IEP
<p>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.</p>	<p>1. Teacher's reports/observations will be provided to LEA's multidisciplinary assessment team.</p>	As required	Observation Results of Child Success Team
<p>§ 1308.8 Eligibility Criteria: Emotional/Behavioral Disorders</p> <p>1308.8(a)(1)-(4) 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:</p>	<p>LEA/SELPA's determine whether eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	IDEA requirements throughout program year	IFSP/IEP

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<p>(1) Seriously delayed social development including an inability to build or maintain satisfactory (age appropriate) interpersonal relationships with peers or adults (e.g., avoids play with peers); (2) Inappropriate behavior (e.g., dangerously aggressive towards others, self-destructive, severely withdrawn, non-communicative); (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 (4) Has a professional diagnosis of serious emotional disturbance.</p>			
<p>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.</p>	<p>LEA/SELPA's determine whether eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year</p>	<p>IFSP/IEP</p>
<p>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.</p>	<p>1. Health staff will provide the results of the child's regular Head Start physical examination to LEA's multidisciplinary team to rule out any physical conditions.</p>	<p>During referral process</p>	<p>Physical Exam</p>
<p>§ 1308.9 Eligibility Criteria: Speech or Language Impairments</p> <p>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.</p>	<p>1. LEA/SELPA's determine whether Speech or Language impairment eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year.</p>	<p>IFSP/IEP</p>
<p>1308.9(b) (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</p>	<p>1. LEA/SELPA's determine whether Speech or Language impairment eligibility criteria is met for the development of an IEP (IFSP for children prior</p>	<p>IDEA requirements throughout program year.</p>	<p>IFSP/IEP</p>

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<p>impairments which require intervention or who is professionally diagnosed as having a delay in development in his or her primary language which requires intervention.</p>	<p>to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>		
<p>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).</p>	<p>1. LEA/SELPA's determine whether Speech or Language impairment eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year.</p>	<p>IFSP/IEP</p>
<p>1308.9(d) (d) A speech disorder occurs in the production of speech sounds (articulation), the loudness, pitch, or quality of voice (voicing), or the rhythm of speech (fluency).</p>	<p>1. LEA/SELPA's determine whether Speech or Language impairment eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year.</p>	<p>IFSP/IEP</p>
<p>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: (1) Cultural, ethnic, bilingual, or dialectical differences or being non-English speaking; or (2) Disorders of a temporary nature due to conditions such as a dental problem; or (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.</p>	<p>1. LEA/SELPA's determine whether Speech or Language impairment eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year.</p>	<p>IFSP/IEP</p>
<p>§ 1308.10 Eligibility Criteria: Mental Retardation 1308.10(a) A child is classified as 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.</p>	<p>1. LEA/SELPA's determine whether Mental Retardation eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start</p>	<p>IDEA requirements throughout program year</p>	<p>IFSP/IEP</p>

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1308.10(b) Measurement of adaptive behavior must reflect objective documentation through the use of an established scale and appropriate behavioral/anecdotal records. An assessment of the child's functioning must also be made in settings outside the classroom.	1. LEA/SELPA's determine whether Mental Retardation eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.	IDEA requirements throughout program year.	IFSP/IEP
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.	1. LEA/SELPA's determine whether mental retardation eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.	IDEA requirements throughout program year.	IFSP/IEP
1308.10(d) (d) Determination that a child is mentally retarded is never to be made on the basis of any one test alone.	1. LEA/SELPA's determine whether Mental Retardation eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.	IDEA requirements throughout program year.	IFSP/IEP
§ 1308.11 Eligibility Criteria: Hearing Impairment Including Deafness 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	1. LEA/SELPA's determine whether Hearing impairment eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.	IDEA requirements throughout program year	IFSP/IEP
1308.11(b) Meets the legal criteria for being hard of hearing established by the State of residence; or	1. LEA/SELPA's determine whether Hearing impairment eligibility criteria is met for the	IDEA requirements throughout program year.	IFSP/IEP

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	development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.		
<p>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 the IEP's. As soon as special services are no longer needed, these children must no longer be classified as having a disability.</p>	<p>1. LEA/SELPA's determine whether Hearing impairment eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p> <p>2. Children with a temporary or fluctuating hearing loss will be under medical care and other special services and as soon as special services are no longer needed, these children will not be considered disabled. Staff will document progress.</p>	<p>IDEA requirements throughout program year.</p> <p>As required</p>	<p>IFSP/IEP</p> <p>Observations Results of Child Success Team IEP/IFSP</p>
<p>§ 1308.12 Eligibility Criteria: Orthopedic impairment</p> <p>1308.12(a) A child is classified as having an orthopedic impairment if the condition is severe enough to adversely affect a 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.</p>	<p>1. LEA/SELPA's determine whether Orthopedic impairment eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year</p>	<p>IFSP/IEP</p>
<p>1308.12(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.</p>	<p>1. LEA/SELPA's determine whether Orthopedic impairment eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year.</p>	<p>IFSP/IEP</p>
<p>§ 1308.13 Eligibility Criteria: Visual Impairment Including</p>			

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<p>Blindness</p> <p>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:</p> <p>(1) The vision loss meets the definition of legal blindness in the State of residence, or</p> <p>(2) Central acuity does not exceed 20/200 in the better eye with corrective lenses, or visual acuity is greater than 20/200, but is accompanied by a limitation in the field of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees.</p>	<p>1. LEA/SELPA's determine whether visual impairment eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year</p>	<p>IFSP/IEP</p>
<p>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.</p>	<p>1. LEA/SELPA's determine whether visual impairment eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year.</p>	<p>IFSP/IEP</p>
<p>§ 1308.14 Eligibility Criteria: Learning Disabilities</p> <p>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.</p>	<p>1. LEA/SELPA's determine whether Learning Disability eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year</p>	<p>IFSP/IEP</p>
<p>1308.14(b) An evaluation team may recommend that a child be classified as having a learning disability if:</p> <p>(1) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed</p>	<p>1. LEA/SELPA's determine whether Learning Disability eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of</p>	<p>IDEA requirements throughout program year</p>	<p>IFSP/IEP</p>

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<p>in (a) above when provided with appropriate learning experiences for the age and ability; or</p> <p>(2) The child has a severe discrepancy between achievement of developmental milestones and intellectual ability in one or more of these areas: oral expression, listening comprehension, pre-reading, pre-writing, and pre-mathematics; or</p> <p>(3) The child shows deficits in such abilities as memory, perceptual and perceptual motor skills, thinking, language, and nonverbal activities which are not due to visual, motor, hearing or emotional disabilities, mental retardation, cultural or language factors, or lack of experiences which would help develop these skills.</p>	<p>2004; Public law 108-446 which meets Head Start standards.</p>		
<p>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.</p>	<p>1. LEA/SELPA's determine whether Learning Disability eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year.</p>	<p>IFSP/IEP</p>
<p>§ 1308.15 Eligibility Criteria: Autism</p> <p>A child is classified as having autism when the child has a developmental disability that significantly affects verbal and nonverbal communication and social interaction, that is generally evident before age three and that adversely affects educational performance.</p>	<p>LEA/SELPA's determine whether Autism eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year</p>	<p>IFSP/IEP</p>
<p>§ 1308.16 Eligibility Criteria: Traumatic Brain Injury</p> <p>A child is classified as having traumatic brain injury whose brain injuries are caused by an external force, or by an occurrence such as stroke or aneurysm, with resulting impairments that adversely affect educational performance. The term includes children with open or closed head injuries,</p>	<p>LEA/SELPA's determine whether Traumatic Brain Injury eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p>	<p>IDEA requirements throughout program year</p>	<p>IFSP/IEP</p>

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but does not include children with brain injuries that are congenital or degenerative or caused by birth trauma.			
<p>§ 1308.17 Eligibility Criteria: Other Impairments</p> <p>1308.17(a) The purposes of this classification, Other impairments, are: (1) To further coordination with LEA's and reduce problems of record-keeping; (2) To assist parents in making the transition from Head Start to other placements; and (3) To assure that no child enrolled in Head Start is denied services which would be available to other preschool children who are considered to have disabilities in their State.</p>	LEA/SELPA's determine whether meets "other impairments" eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.	IDEA requirements throughout program year	IFSP/IEP
<p>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."</p>	LEA/SELPA's determine whether eligibility criteria of additional categories is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.	IDEA requirements throughout program year	IFSP/IEP
<p>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.</p>	LEA/SELPA's determine whether eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) to provide special education or related services under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.	IDEA requirements throughout program year	IFSP/IEP
<p>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.</p>	LEA/SELPA's determine whether deaf-blind eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.	IDEA requirements throughout program year	IFSP/IEP
<p>1308.17(e) Children classified as having multiple disabilities whose</p>	LEA/SELPA's determine whether multiple disabilities	IDEA requirements throughout	IFSP/IEP

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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.	eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.	program year	
§ 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. The Grantee/Delegate Disabilities and Health Coordinators meet on a regular basis during the program year to assure the procedures and monitoring concerns are addressed to ensure the needs of disabled children are met in a timely manner.	Ongoing as needed	Health & Disabilities Service Meeting Minutes
	2. The Child Success Team, which includes parents and may include health and disabilities coordinators, will meet to discuss the coordination of services for the child/family.	Ongoing as needed	Results of Child Success Team
	3. Case Conferencing will address needs of disabled children and families and may include health and disability coordinators.	Monthly	Case Conference Documentation
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.	1. The Grantee or Delegate Coordinator and Mental Health Consultant will ensure classroom observations, individual child observations and staff and/or parents trainings are accessible. 2. The Grantee, Direct Op, or Delegate Mental Health Consultant provide data to program staff and the Grantee Disabilities Supervisor.	Throughout Program Year	Disabilities Services Manual Training Agendas Observations Case Conference Documentation
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.	1. Head Start Directors will ensure procedure is in place for administration of medications. 2. Annual training on administration of medication will be provided to staff at all sites.	Prior to the program year of operation and as needed.	Electronic referrals Training Agenda Sign-in Sheets

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<p>1308.18(d) The health coordinator under the supervision of the Head Start director or designee must:</p> <p>(1) Obtain the doctor's instructions and parental consent before any medication is administered.</p> <p>(2) Maintain an individual record of all medications dispensed and review the record regularly with the child's parents.</p> <p>(3) Record changes in a child's behavior which have implications for drug dosage or type and share this information with the staff, parents, and the physician.</p> <p>(4) 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.</p>	<ol style="list-style-type: none"> All medications must be in labeled containers with child's name, physician's name, name of medication, dosage to be given, expiration date and notation of possible reactions to be reported to physician. Staff will follow health procedures and will be monitored. All medication will be stored out of reach of children and refrigerated when necessary. 	<p>Before arrival at Head Start site.</p> <p>Throughout Program year</p> <p>Ongoing</p>	<p>Parent Consent for Administration of Medication Medication Chart Procedure Manual</p> <p>Monitoring Reports</p> <p>Medication Administration Form Locked Storage/Box Area</p>
<p>§ 1308.19 Developing Individualized Education Programs (IEP's)</p> <p>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 developmental assessment, observations, and parent reports, are considered in making the determination whether the child meets Head Start eligibility criteria.</p>	<ol style="list-style-type: none"> Children suspected of a disability will be reviewed by the Child Success Team with appropriate parent involvement and referred to LEA/SELPA's for multidisciplinary evaluation with appropriate Head Start documentation provided. 	<p>As Required</p>	<p>Developmental Screenings Child Success Team Referrals Results of Child Success Team</p>
<p>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.</p>	<ol style="list-style-type: none"> When a multidisciplinary evaluation identifies a child as having a disability, the resulting IEP is used to develop an individualized program for the child. 	<p>At IEP meeting At time of enrollment</p>	<p>Copies of referrals to LEA/SELPA's IEP Goals/Objectives Activity Plans</p>
<p>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.</p>	<ol style="list-style-type: none"> Head Start staff will be sent notification of all IEP meetings, per Interagency Agreement/MOU and will make every effort to attend meetings, especially when notified well in advance of 	<p>As scheduled</p>	<p>IEP signatures Correspondence</p>

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	meeting (at least one week).		
<p>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.</p>	<p>1. LEA/SELPA's will develop the IFSP/IEP according to federal regulations of the Individuals with Disabilities Improvement Act of 2004; Public Law 108-446 which meets Head Start Standards.</p>	<p>Within 60 calendar days of Assessment Plan signed by parent/guardian.</p>	<p>Results of Child Success Team Copies of referrals sent to LEA/SELPA's IFSP/IEP</p>
<p>1308.19(e) The IEP must include:</p> <p>(1) A statement of the child's present level of functioning in the socio-emotional, motor, communication, self-help, and cognitive areas of development, and the identification of needs in those areas requiring specific programming.</p> <p>(2) A statement of annual goals, including short-term objectives for meeting these goals.</p> <p>(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.</p> <p>(4) A statement of the specific special education services to be provided to the child and those related services necessary for the child to participate in a Head Start program. This includes services provided by Head Start and services provided by other agencies and non-Head Start professionals.</p> <p>(5) The identification of the personnel responsible for the planning and supervision of services and for the delivery of services.</p> <p>(6) The projected dates for initiation of services and the anticipated duration of services.</p> <p>(7) A statement of objective criteria and evaluation procedures for determining at least annually whether the short-term objectives are being achieved or need to be revised.</p> <p>(8) Family goals and objectives related to the child's disabilities when they are essential to the child's progress.</p>	<p>1. The IEP (ages 3-5) will identify all service areas as required by Performance Standards, including the child's unique needs, strengths, and current performance levels with goals and services to be provided. Transition plans into/out of program will also be included.</p>	<p>At time of development and ongoing</p>	<p>Results of Child Success Team IEP IFSP Family Contact Log</p>
	<p>2. All documentation used to develop the IEP will be, with parent permission, sent to the local LEA for referral for services recommended.</p> <p>3. The IFSP/IEP will identify the services provided by Head Start personnel and non-Head Start professionals responsible for the planning, implementation, and supervision of services, as well as the projected dates for initiation of services and the anticipated duration.</p> <p>4. Family Goals/Needs reflect the needs of a child at risk for, or diagnosed with a disability.</p>	<p>Within 1 week of development</p> <p>As needed</p>	<p>Documentation of parental input and assessment referrals</p> <p>IFSP/IEP</p> <p>Family Partnership Agreement Family Contact Log Family Portfolio</p>
<p>1308.19(f) When Head Start develops the IEP, the team must include:</p>	<p>1. Primarily the LEA/SELPA's determine whether</p>	<p>Ongoing</p>	<p>IFSP/IEP</p>

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<p>(1) The Head Start disabilities coordinator or a representative who is qualified to provide or supervise the provision of special education services; (2) The child's teacher or home visitor; (3) One or both of the child's parents or guardians; and (4) At least one of the professional members of the multidisciplinary team which evaluated the child.</p>	<p>eligibility criteria is met for the development of an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 which meets Head Start standards.</p> <p>2. On rare occasions, if Head Start develops an IEP outside of the LEA, the Head Start program will coordinate a multidisciplinary evaluation, which is conducted by a minimum of two professional clinicians. Head Start will invite LEA/SELPA professionals to all Head Start IEP meetings.</p>	<p>As private clinicians are available</p>	<p>Written Reports Notification of Meeting</p>
<p>1308.19(g) An LEA representative must be invited in writing if Head Start is initiating the request for a meeting.</p>	<p>1. The LEA representative shall be invited in writing to IEP meetings (write/implement goals and objectives) of children in their service area.</p>	<p>Within 2 weeks prior to the scheduled MHS IEP Meeting</p>	<p>Copy of Notification Letter</p>
<p>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.</p>	<p>1. Every effort will be made to address reasonable requests to invite other individuals the parents deemed necessary to attend IEP due to their involvement with the child's disability/needs.</p>	<p>As needed</p>	<p>Notification of IEP meeting</p>
<p>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.</p>	<p>1. Every effort will be made to hold IEP meetings at the convenience of parents. 2. The IEP will be developed and implemented within the required time.</p>	<p>As required Developed within 30 calendar days of diagnosis and implemented within 14 days of development of IEP by MSHS</p>	<p>IFSP/IEP Meeting Notification IEP Activity Plans</p>
<p>1308.19(j) Grantees and their delegates must make vigorous efforts to involve parents in the IEP process. The Grantee must: (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;</p>	<p>1. LEA/SELPA's will develop an IEP (IFSP for children prior to 3 years of age) under the requirements of the Individuals with Disabilities Improvement Act of 2004; Public law 108-446 2. The follow are generally the procedures of LEA's multidisciplinary assessment team. a. Parents will be notified, in a timely manner, verbally and in writing (in their primary language) of IFSP/IEP location, date, and time.</p>	<p>Ongoing Within 60 calendar days after receipt of Assessment Plan signed by parent</p>	<p>IFSP/IEP Copy of Notification Letter Family Contact Log</p>

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<p>(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;</p> <p>(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;</p> <p>(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.</p>	<p>b. Parent will be given a copy of their rights, purpose, and procedures of IFSP/IEP process. They will participate as team members in a plan for their child.</p> <p>c. The IFSP/IEP will be conducted in language of the parents whenever possible (translated into English for files).</p> <p>d. Every effort will be made to include parents in the IFSP/IEP process. Meetings shall be held at times that parents are available. If not possible, a home visit or parent conference shall be made to obtain parent input prior to and after IFSP/IEP meetings.</p>	<p>Within 60 calendar days after receipt of Assessment Plan signed by parent</p> <p>Within 60 calendar days after receipt of Assessment Plan signed by parent</p> <p>Within 60 calendar days after receipt of Assessment Plan signed by parent</p>	<p>Consent for Assessment</p> <p>Family Contact Log IFSP/IEP</p> <p>Family Contact Log IFSP/IEP</p>
<p>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.</p>	<p>1. A Child success Team meeting will take place to create a plan and the strategies needed to implement the goals and objectives of the IFSP/iep.</p> <p>2. The IFSP/IEP goals and objectives will be shared with teachers, classroom support staff, Home Educators and/or Child Care Specialists for the purpose of supporting the individual child.</p>	<p>Within 2 weeks of IFSP/IEP completion or enrollment</p> <p>Within 2 weeks of IFSP/IEP completion or enrollment</p>	<p>Results of Child Success Team IFSP/IEP Activity Plans Observation</p> <p>IFSP/IEP Activity Plans</p>
<p>§ 1308.20 Nutrition Services</p> <p>1308.20(a) The disabilities coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program.</p>	<p>1. Children with disabilities related to possible nutrition or feeding difficulties will be referred to the nutrition consultant or the nurse for evaluation or intervention as needed.</p> <p>2. A nutrition plan will be developed and relevant staff will meet about the plan to ensure all needs are incorporated.</p>	<p>Ongoing</p> <p>Prior to enrollment or as needed</p>	<p>IFSP/IEP Electronic Referrals Correspondence</p> <p>Infant/Toddler Needs and Service Plan Infant Toddler</p>

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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 needs are met, including consultations with appropriate professionals, (i.e. occupational therapists, dieticians, etc) in order to include disabled children in appropriate food activities.	Ongoing	IFSP/IEP Activity Plans Correspondence
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. The nutritionist shall be notified of any child on IFSP/IEP with nutritional/dietary needs.	Throughout Program Year	Electronic Referrals Monitoring Reports Copies of Menus
1308.20(d) The plan for services for children with disabilities must address prevention of disabilities with a nutrition basis.	1. The Disability Service Plan will include prevention of disabilities with a nutrition basis.	Ongoing	Disability Service Plan
§ 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: (1) Support parents of children with disabilities entering from infant/toddler programs. (2) Provide information to parents on how to foster the development of their child with disabilities. (3) Provide opportunities for parents to observe large group, small group, and individual activities described in their child's IEP. (4) Provide follow-up assistance and activities to reinforce program activities at home.	1. A transition plan will be developed to assist parents of children with disabilities in the transitions within Head Start (i.e. infant to toddler room) and from 0-3 classrooms into 3-5 year old classrooms. 2. A transition plan will be developed to assist parents in the transition of children from Head Start to public school and will include notification of the child's planned enrollment date. 3. Parents are welcome in the classrooms or FCCH's, and will be given opportunities to observe activities described in their child's IFSP/IEP. In addition, information to reinforce program activities at home will be provided.	As soon as possible or within 2 months prior to child exiting the program Prior to end of program year Ongoing	Transition Plan IFSP Transition Plan Transition Plan IEP Family Contact Log Activity Plans

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<p>(5) Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.</p> <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>4. Parents will be informed of the available resources for their children including parent support group information.</p> <p>5. Parents will be supported in their advocacy for their children and informed of their rights under IDEA.</p> <p>6. Parents will be provided with resources and assistance to obtain them. They will be provided information on community connections to assist in their parenting role.</p> <p>7. When indicated, referrals will be made to California Children's Services or March of Dimes for genetics counseling.</p> <p>8. Parents will be provided information promoting healthy living and prevention.</p> <p>9. Support the relationships amongst staff and parents to build parents' confidence and knowledge in addressing or advocating for the special needs of their children.</p>	<p>As scheduled or referred during program year</p> <p>At time of referral to LEA/SELPA During IFSP/IEP meetings</p> <p>Ongoing</p> <p>As needed</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Parent Meeting Minutes Family Contact Log Family Partnership Agreement</p> <p>Family Contact Log Results of Child Success Team IFSP/IEP</p> <p>Family Contact Log Parent Meeting Minutes</p> <p>Electronic referral or correspondence</p> <p>Family Contact Log Parent Meeting Minutes</p> <p>Family Contact Log Parent Meeting Minutes</p>
<p>1308.21(b) (b) Grantees must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.</p>	<p>1. The transition plan will be discussed with parents and individualized transition plans will be created.</p>	<p>Ongoing</p>	<p>Family Contact Log Transition Plan IEP</p>
<p>1308.21(c) (c) Head Start grantees, in cooperation with the child's parents, must notify the school of the child's planned enrollment prior to the date of enrollment.</p>	<p>1. Transition plan will be used to establish timelines and effective communication strategies to transition child out of Head Start.</p>	<p>Throughout Program Year</p>	<p>Transition Plan IEP</p>

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