

Head Start Performance Standard

§1302.60 Full participation in program services and activities.

A program must ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities.

1302.61 Additional services for children.

(a) Additional services for children with disabilities. Programs must ensure the individualized needs of children with disabilities, including but not limited to those eligible for services under IDEA, are being met and all children have access to and can fully participate in the full range of activities and services. Programs must provide any necessary modifications to the environment, multiple and varied formats for instruction, and individualized accommodations and supports as necessary to support the full participation of children with disabilities. Programs must ensure all individuals with disabilities are protected from discrimination under and provided with all services and program modifications required by section 504 of the Rehabilitation Act (29 U.S.C. 794), the Americans with Disabilities Act (42 U.S.C. 12101 *et seq.*), and their implementing regulations.

(b) Services during IDEA eligibility determination. While the local agency responsible for implementing IDEA determines a child's eligibility, a program must provide individualized services and supports, to the maximum extent possible, to meet the child's needs. Such additional supports may be available through a child's health

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insurance or it may be appropriate or required to provide the needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in section 705(9)(b) of the Rehabilitation Act. When such supports are not available through alternate means, pending the evaluation results and eligibility determination, a program must individualize program services based on available information such as parent input and child observation and assessment data and may use program funds for these purposes.

(c) Additional services for children with an IFSP or IEP. To ensure the individual needs of children eligible for services under IDEA are met, a program must:

(1) Work closely with the local agency responsible for implementing IDEA, the family, and other service partners, as appropriate, to ensure:

- (i) Services for a child with disabilities will be planned and delivered as required by their IFSP or IEP, as appropriate;
- (ii) Children are working towards the goals in their IFSP or IEP;
- (iii) Elements of the IFSP or IEP that the program cannot implement are implemented by other appropriate agencies, related service providers and specialists;
- (iv) IFSPs and IEPs are being reviewed and revised, as required by IDEA ; and,
- (v) Services are provided in a child's regular Early Head Start or Head Start classroom or family child care home to the greatest extent possible.

(2) Plan and implement the transition services described in

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subpart G of this part, including at a minimum:

- (i) For children with an IFSP who are transitioning out of Early Head Start, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure appropriate steps are undertaken in a timely and appropriate manner to determine the child's eligibility for services under Part B of IDEA; and,
- (ii) For children with an IEP who are transitioning out of Head Start to kindergarten, collaborate with the parents, and the local agency responsible for implementing IDEA, to ensure steps are undertaken in a timely and appropriate manner to support the child and family as they transition to a new setting.

Plan of Action

A comprehensive disabilities plan is in place and will be reviewed and updated annually and presented to the policy council and the Terrell Independent School District school board. The disabilities service plan will be implemented by the Disability Manager to ensure that the special needs of children with disabilities are met. Enrolled children who meet the disabilities eligibility criteria will receive the full range of health, dental, nutritional, developmental, parental involvement, and social services provided to all enrolled children unless a child's IEP specifies otherwise.

Children will receive a developmental screening within the first 45 calendar days of enrollment. A speech screening will also be done, unless the child is pre-enrolled in speech. Enrolled children with disabilities may participate in inclusion activities including, but not

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limited to: inclusion support, circle time, small group time, center time, field trips, outdoor events, and multicultural events.

To support these services, Terrell ISD Head Start program has a Memorandum of Understanding (MOU) with Terrell ISD Special Services Department. The MOU is signed by the Head Start Director, Special Services Director, and the Head Start Executive Director. The MOU details collaboration with the TISD Special Services Department to ensure continuity of services to students and their families. Students are served in the least restrictive environment to fully participate in all program activities.

The program services and activities are aligned with the IEP for each child. The W.H. Burnett Head Start Disability Manager will pass out IEP's and accommodations to teachers at the beginning of school and when an ARD (Admission, Review, Dismiss) meeting is held and a new IEP is created for the student. All IEP goals are addressed in the least restrictive environment for student success.

For students who meet eligibility for 504 services, the campus counselor will distribute the accommodation information to classroom teachers. Kindergarten transitions are addressed in the MOU and completed at the IEP meeting. Head Start Director will meet with the Elementary principals to review transition needs.

The campus diagnostician will attend ECI 120-day meetings and share results with the Head Start Disability Manager to ensure successful communication of possible Head Start services. Parent orientation will be provided prior to the beginning of the year and on an individual basis throughout the year for Head Start, with the focus on progress and the process of transitioning. The Disability

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Manager will be available to conduct parent trainings and answer questions related to transitioning. The Disability Manager will also review the transition plan to ensure that each student with a disability is included in all of the transition activities as appropriate. Transition activities and the child's planned enrollment will be executed in cooperation with the child's parent.

Based on screening, teacher observations or parent request, the child may be referred to SST to further meet the students' needs or to determine if the student may need a referral for a suspected disability. If a child has no diagnosis, but is suspected of having an impairment, the SST committee may refer the child for further evaluation. All services will be provided as indicated by the ARD.

Monitoring Plan

Child Plus documentation for SST, Memorandum of Understanding with TISD Special Services, case manager notes, ARD minutes and IEPs. T-TESS formal evaluations are conducted by the Head Start Director or Education Manager at least 4 times per year to monitor progress. Staffings are conducted 3 times per year with teachers, case managers, counselor, Head Start Director and/or Education Manager.

Person (s) Responsible

Disability Manager, Diagnostician

Timeline

August-June

§1302.62 Additional services for parents.

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(a) Parents of all children with disabilities.

- (1) A program must collaborate with parents of children with disabilities, including but not limited to children eligible for services under IDEA, to ensure the needs of their children are being met, including support to help parents become advocates for services that meet their children's needs and information and skills to help parents understand their child's disability and how to best support the child's development;
- (2) A program must assist parents to access services and resources for their family, including securing adaptive equipment and devices and supports available through a child's health insurance or other entities, creating linkages to family support programs, and helping parents establish eligibility for additional support programs, as needed and practicable.

(b) Parents of children eligible for services under IDEA. For parents of children eligible for services under IDEA, a program must also help parents:

- (1) Understand the referral, evaluation, and service timelines required under IDEA;
- (2) Actively participate in the eligibility process and IFSP or IEP development process with the local agency responsible for implementing IDEA, including by informing parents of their right to invite the program to participate in all meetings;
- (3) Understand the purposes and results of evaluations and services provided under an IFSP or IEP; and,

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- (4) Ensure their children's needs are accurately identified in, and addressed through, the IFSP or IEP.

Plan of Action

Based on screening, teacher observations or parent request, the child may be referred for a SST to further meet the student's needs or to determine if the student may need a referral for a suspected disability. If a child has no diagnosis, but is suspected of having an impairment, the SST committee may refer the child for further evaluation. All services will be provided as indicated by the ARD, including securing adaptive equipment and devices to support IEP goals.

The SST committee is composed of the parent, counselor, teacher, case manager, a campus administrator, and other specialists as needed. The SST committee may refer the child for further evaluation. All services will be provided as indicated by the ARD. Parents of students with disabilities are an essential part of programming for their child. Training on topics, per parent request, are available through TISD Special Services department for students with autism, and there are trainings available through Region 10 Service Center for parents.

Monitoring Plan

Memorandum of Understanding with TISD Special Services, copies of fliers sent home, and case managers' notes.

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Person(s) Responsible

Disabilities Manager, Family Services Manager

Timeline

August-June

**§1302.63 Coordination and collaboration with the local
agency responsible for implementing IDEA.**

(a) A program must coordinate with the local agency responsible for implementing IDEA to identify children enrolled or who intend to enroll in a program that may be eligible for services under IDEA, including through the process described in §1302.33(a)(3) and through participation in the local agency Child Find efforts.

(b) A program must work to develop interagency agreements with the local agency responsible for implementing IDEA to improve service delivery to children eligible for services under IDEA, including the referral and evaluation process, service coordination, promotion of service provision in the least restrictive appropriate community-based setting and reduction in dual enrollment which causes reduced time in a less restrictive setting, and transition services as children move from services provided under Part C of IDEA to services provided under Part B of IDEA and from preschool to kindergarten.

(c) A program must participate in the development of the IFSP or IEP if requested by the child's parents, and the implementation of the IFSP or IEP. At a minimum, the program must offer:

- (1) To provide relevant information from its screenings, assessments, and observations to the team developing a child's IFSP or IEP; and,
- (2) To participate in meetings with the local agency responsible for implementing IDEA to develop or review an IEP or IFSP for a child being considered for Head Start enrollment, a currently enrolled child, or a child transitioning from a program.

(d) A program must retain a copy of the IEP or IFSP for any child enrolled in Head Start for the time the child is in the

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program, consistent with the IDEA requirements in 34 CFR parts 300 and 303.

Plan of Action

W.H. Burnett Head Start has a Memorandum of Understanding with the TISD Special Services to coordinate services and formal assessment of students. The SST meeting is held to determine if the student needs a full assessment. Parents are invited to all meetings, consent for assessment and placement in the program for special needs is required before assessment or services may begin. The MOU includes a multi-disciplinary team to assess and provide services detailed in the IEP. A copy of the IEP and accommodations are given to teachers and maintained by the Disabilities Manager.

Monitoring Plan

SST meeting minutes, Disability Manager documentation, Child Plus monitoring, ARD (Admission Review Dismissal) minutes, IEPs (if applicable)

Person (s) Responsible

Disability Manager, Diagnostician

Timeline

August-June