	Monroe County School District Head Start Program Standard Operating Procedures/Plans
Program Performance Standards and Other Regulations	Subject: Program Operations Subpart F – Additional Services for children with Disabilities
Effective Date: August 16, 2017	Revision Date:

AUTHORITY:

Office of Head Start (OHS), Administration of Children and Families (ACF), Department of Health and Human Services (HHS)

REGULATION REFERENCE:

Subpart F– Additional Services for Children with Disabilities 45 CFR 1302.60 and 1302.61(a), (b), (c)

POLICY:


It is the policy of Monroe County School District head Start Program to 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.

In addition, Monroe County School District Head Start Program must ensure that parents, teachers and staff/consultants (*who may include, but are not limited to: school services team, ESE Department, staffing coordinators, school psychologist, school principal, school assistant principal, social workers, counselors, and mental health consultants, nutritionist, health staff, site coordinators, and other personnel*) collaborate and develop individual goals, objectives and strategies for each child based on results of screenings, parent and teacher observations, child assessments and IDEA source documentation which will support each child's pattern of development.

PROCEDURES:

Teachers will monitor students with disabilities using a consultative log to monitor progress and/or track program participation.

1. Schools/sites must provide high-quality early education and child development services, including for children with disabilities, which promote children's cognitive, social, and emotional growth for later success in school. A center-based or family childcare program must embed responsive and effective teacher-child interactions. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences.
2. Schools/sites must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of


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development.

- 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 (42U.S.C. 12101 *et seq.*), and their implementing regulations.

- b. *Services during IDEA eligibility determination.* While the Monroe County School District is 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 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:
 - i. Work closely with the MCSD responsible for implementing IDEA, the family, and other service partners, as appropriate, to ensure:
 - ii. Services for a child with disabilities will be planned and delivered as required by their IFSP or IEP, as appropriate;
 - iii. Children are working towards the goals in their IFSP or IEP;
 - iv. Elements of the IFSP or IEP that the program cannot implement are implemented by other appropriate agencies, related service providers and specialists;

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- v. IFSPs and IEPs are being reviewed and revised, as required by IDEA ; and, services are provided in a child’s regular Early Head Start or Head Start classroom or family childcare home to the greatest extent possible.
- 3. Plan and implement the transition services described in performance standards 1302 Section G, including at a minimum:
 - a. For children with an IFSP who are transitioning out of Child Find or ESE, collaborate with the parents, and the MCSD 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,
 - b. For children with an IEP who are transitioning out of Head Start to kindergarten, collaborate with the parents, and the MCSD 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.

Learning Outcomes Framework: Ages Birth to Five and support family engagement in children’s learning and development.


- 1. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, and approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based program must implement, at a minimum, the elements contained in HSPPS 1302.31 through 1302.34.
- 2. Center-based care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:
 - a. Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;
 - b. Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,
 - (a) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

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3. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement/intervention described in HSPPS 1302.32 paragraph (a)(1) to better meet the needs of one or more specific populations must use an external early childhood education curriculum or expert (such as: behavior analyst, counselor, social worker, education manager, curriculum coordinator) to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in HSPPS 1302.102(b) and (c). Programs are encouraged to collaborate with outside evaluators in assessing such adaptations.


Procedural Aspects to inform and guide Individualization and Follow up Intervention Planning

1. The schools/sites and/or partner agency teacher, in coordination with the assistant teacher and the Disabilities Managers, Mental Health Consultants and other SST members will be responsible for accessing and reviewing each file completely.
2. The teachers, Disabilities Managers, Mental Health Consultants, and other SST members in collaboration with parents will discuss the screening and assessment process and the goals, objectives, and strategies to support the child's development during their Head Start/Early Head Start experience.
3. Goals, objectives and strategies are to be developed by discussing observations from teachers and parents, Disabilities Managers, Mental Health Consultants, SST, screening results (including medical, dental, developmental, sensory, and behavioral, the Curriculum goals. Goals, objectives, and strategies on the Follow-up Intervention plan should be comprehensive and respond to each child's individual characteristics, strengths and needs.
(Source document: Follow-up intervention plan-DISABILITIES/ Forms)
4. Teachers, Disabilities Managers, Mental Health Consultants, and the SST will use the TSG Individual Development Profile to determine Follow-up Intervention plan goals, objectives, and strategies in conjunction with the parent. These goals will then be the base for individualized activities until an Individualized Education Plan (IEP) or an Individualized Family Services Plan (IFSP) is written by the local IDEA Part B /Part C provider. The child's progress will be shared with the parent. The parent, teacher, Disabilities Manager, Metal Health Consultant, and SST are to review and sign the Follow-up Intervention Plan in the designated area of concern during each formal parent contact.
5. Schools/sites and partner agency teachers will use the Anecdotal note log to document all activities implemented towards completion of individual goals, objectives, strategies and IEP/IFSP goals, if applicable.
6. Documentation of individual goals and activities to support those goals is to be documented on the Anecdotal Note Log and TSG Notes (online). (Copy referenced in Child's record)
7. Documentation and Follow-Up Intervention Planning will be reviewed by the schools/sites and/or partner agency Education Services Managers, teachers, Disabilities Managers, Mental Health Professionals, SST, and parents at least quarterly.

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8. MCSD's Disabilities Manager and Grantee ESE Department will inform, support, and ensure appropriate program assistance and continuous program compliance oversight is provided to all schools/sites and partner agency personnel via ongoing provision of training, technical assistance and related activities consistent with the HSPPS, program goals/objectives and school readiness best practices for all children/families.

*These procedures will be evaluated as part of the Grantee and Schools/sites Self-Assessment.

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REGULATION REFERENCE:

Part 1302 Subpart F, Additional Services for Children with Disabilities 45 CFR 1302.62 (a)(b)

POLICY (Additional Services for Parents):

It is the policy of Monroe County School District Head Start Program to ensure that additional services are available for parents of all children with disabilities. Services will also be available for parents of children eligible for services under IDEA.


PROCEDURES:

1. The program will work closely with Monroe County School District Exceptional Student Education Department to ensure individualized needs are being met, including but not limited to environmental modifications, multiple and varied formats of instruction, and individualized accommodations and supports as necessary to support the full participation of children with disabilities.
2. Collaboration will take place with parents, Head Start staff, and the local agency responsible for implementing IDEA for children transitioning into the Head Start program or from Head Start into kindergarten to ensure all steps are undertaken in a timely and appropriate manner to support the family and child as they transition into a new setting. A sign in sheet will be kept in the students file.
3. The school and district partners will assist parents to access services and resources for their family, including securing adaptive equipment, 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.

Parents of children eligible for services under IDEA


For parents of children eligible for services under IDEA, a program will also help parents:

- A. Understand the referral, evaluation, and service timelines required under IDEA;
 - a. 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;
 - b. Understand the purposes and results of evaluations and services provided under an IFSP or IEP; and
 - c. Ensure their children's needs are accurately identified in, and addressed through, the IFSP or IEP.

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4. Parents will be invited to participate in the IEP development process and provided additional information and resources based on the individual needs of the child.

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REGULATION REFERENCE:


Subpart F – Additional Services for Children with Disabilities 45 CFR 1302.53, 1302.63

POLICY (Local Agency Responsible for Implementing IDEA):

It is the policy of Monroe County School District Head Start Program coordinate and collaborate with the locally identified IDEA Child-Find-Florida Diagnostic and Learning Resources System Healthy Start, Early Learning Coalition, Wesley House to develop interagency agreements through the state T&TA committee to create collaborative interagency procedures to improve service delivery to children eligible or referred for services under IDEA.

PROCEDURES:

1. Monroe County School District Head Start Program grantee, school and early child care child care partners will establish ongoing collaborative relationships and early child care partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children's and families' needs and family early child care partnership goals, and community needs and resources, as determined by the community assessment.
2. The program will work closely with Monroe County School District Exceptional Student Education Department and Child Find to identify children that may be eligible for services.
3. The Head Start teacher will provide screenings, assessments and/or other documentation and participate in meetings to review and monitor students considered for or with support services.
 1. The school, district and other consultants as necessary collaborate with community organizations that may include:
 - (a) Health care providers, including child and adult mental health professionals, Medicaid managed care networks, dentists, other health professionals, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers;
 - (b) Individuals and agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of child care services;

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2. The school and early child care child care partners will 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.

3. The school and early child care child care partners will 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:

- (a) The referral and evaluation process
- (b) Service coordination
- (c) 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
- (d) Transition services as children move from services provided under Part C of IDEA to services provided under Part B of IDEA and from pre- school to kindergarten.

4. The school and early child care childcare partners will 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 will offer:

- (a) To provide relevant information from its screenings, assessments, and observations to the team developing a child's IFSP or IEP; and,
- (b) 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.


5. The school and early child care child care partners will retain a copy of the IEP or IFSP for any child enrolled in Head Start for the time the child is in the program, consistent with the IDEA

Requirements in 34 CFR parts 300 and 303.

6. MCSDHS will be the lead entity in working towards supporting the ongoing collaborative agreement and/or collaborative procedures process with identified local IDEA Part B (FDLRS-Child- Find-MDCPS) and Part C (Early Steps) providers.

Training and resource sharing for program staff, parents, and early child care partners

- (a) The Child Find/MCSDHS and sometimes other contracted services or other agencies are invited to attend and participate in the annual in-service training conferences for program personnel. The program also makes available service personnel to provide

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ongoing training to staff to each of these agencies.

7. The program will forward agendas and/or related reference materials of trainings to IDEA MCSD staff and other community professionals to invite them to participate in available training resources regarding Head Start program services.

8. The Grantee, school and partner agency Disabilities Manager and Health/Nutrition Services Coordinator collaborate with local school districts, HS Nurse, medical professionals, and community agencies to obtain reciprocal collaboration for training and resource sharing.

9. Parents are notified via school and childcare partners of appropriate training opportunities through newsletters, center notices, and other means.

Collaborative Process Aspects

10. MCSDHS's Disabilities Services Coordinator, in collaboration with MCSDHS's Head Start Director or designee, will assume primary coordination/collaboration duties to develop and establish collaborative interagency agreements and/or related interagency procedures with identified IDEA Part B / Part C provider organizations as follows:

- (a) T&TA meetings will be scheduled to discuss and update agreements on an annual and on an as needed basis by both parties.
- (b) MCSDHS's Disabilities Manager or designee will contact the IDEA LEA Part B and IDEA Part C providers each spring and/or as necessary, to coordinate efforts to update the contents of the agreements mutually and collaboratively or agreed upon procedures.
- (c) Informal meetings and phone calls during the remainder of the year will supplement annual agreements or related procedures until the agreements are completed to the satisfaction of the parties.

11. MCSDHS's Disabilities Manager and Grantee Disabilities Specialists will inform, support, and ensure appropriate program assistance and continuous program compliance oversight is provided to all school and partner agency personnel via ongoing provision of training, technical assistance and related activities consistent with the HSPPS, program goals/objectives and school readiness best practices for all children/families.

*These procedures will be evaluated as part of the Grantee and School Self-Assessment