



# University of Arkansas at Pine Bluff

## Early Head Start - Child Care Partnership



### Policy and Procedure for Disability Services

UAPB-EHS will adhere to the 2007 Head Start Act 640(d)(1) to ensure that a minimum of 10% of total number of children actually enrolled will be children with disabilities who are determined to be eligible for special education and related services. Based on the 88 enrollment of children, UAPB will ensure that a minimum of 9 children will be provided disability services. These services are provided at no cost to the family.

In accordance with the Head Start Program Performance Standard (1302.3), all newly enrolled children will be screened using the Ages and Stages Questionnaire (ASQ) and Social Emotional (SE) developmental screening tool. When the assessment indicates disability services may be needed, a meeting with the parent to develop the child's Individual Family Service Plan (IFSP) will occur (to the extent possible) in the family's home language. The IFSP [based on Performance Standards 1302.61] will address specifically meaningful age-appropriate knowledge, skills, abilities, and development. The IFSP will be also used by the child's teacher to assist in the child's progress to attain his/her individual goals. The IFSP will be reviewed a minimum of annually with parents and UAPB educational staff. There will be ongoing dialog between the parent, Department of Health and the UAPB disabilities staff. Services will continue throughout the program year and be reviewed and monitored by UAPB Mental Health and Disabilities Coordinator.

### Disabilities Services

#### GENERAL PLAN/APPROACH:

The University of Arkansas at Pine Bluff Early Head Start - Child Care Partnership is committed to serving children with any and all suspected or diagnosed disabilities, to the fullest extent possible. As per the Head Start Performance Standards, we are open to serving children with eligibility criteria such as health impairments, emotional/behavioral disorders, speech/language impairments, developmental delays, hearing or vision impairments, orthopedic impairments, learning disabilities, autism, and traumatic brain injury.

This section of The University of Arkansas at Pine Bluff Early Head Start - Child Care Partnership Integrated Service Plan (ISP) also serves as our Disabilities Services Plan, and as such guides the work of the Early Disability Coordinator in overseeing implementation of all disabilities services in the program. To be hired to serve in this position, the Disability Coordinator must have both experience in the provision of services to children with disabilities and college-level educational coursework in individualizing services for children.

The Disabilities Services Plan addresses each aspect of the services we provide, including:

- **Provision for Disabilities Services:** Strategies for addressing individualized needs, including the modification of group activities
- **Interagency Coordination:** Nature of LEA and/or Part C agreements
- **Disabilities Screening, Referral and Evaluation:** Process for identifying, referring, and evaluating children to be diagnosed with Individualized Education Plans (IEPs) or Individualized Family Service Plan (IFSP)
- **Disabilities Recruitment, Enrollment and Transition**
- **Developing and Implementing IEPs / IFSPs**

- **Record-Keeping Database for Disabilities:** Our system for documenting the identification and diagnosis of a child with an IEP and/or IFSP
- **Disabilities Monitoring**
- **Disabilities – Parent Involvement**
- **Disabilities – Transportation (when applicable)**

**HEAD START PROGRAM PERFORMANCE STANDARDS**

Subpart F—*Additional Services for Children with Disabilities*

1302.60—*Full participation in program and service activities*

1302.91(d)(1)(2)—*Staff Qualifications and competency requirements*

**KEY DATES & CALENDAR TASKS:**

<b>Tasks &amp; Activities</b>	<b>Timeframe</b>	<b>Staff Responsible</b>
Update Disabilities Services plan to account for any changes needed to address children’s needs	Annually	Educational team LEA/Part C
Integrated Service Plan, including Disabilities Services plan, reviewed and approved by Policy Committee	Annually	Executive Director

**Provision of Disabilities Services**

**General Plan/Approach:**

The University of Arkansas at Pine Bluff Early Head Start - Child Care Partnership collaborates with Local Educational Agencies (LEAs) and/or Part C agencies to ensure that disabilities services are individualized to each child and family. We are committed to adapting the program as needed to meet each child’s specific circumstances. Key elements of our approach are as follows:

- **Inclusion Statement:** The University of Arkansas at Pine Bluff Early Head Start - Child Care Partnership believes that it is our responsibility to provide inclusive care for children with disabilities in the least restrictive environment possible. The Disability Coordinator works with teachers and Site Directors to integrate any treatment, special education, related services or program modifications into group activities otherwise occurring in the classroom, through Individualized Action Planning.
- **Modification of Group Activities:** The Disability Coordinator, Family Services Advocates, parents, Site Director and teaching staff work in collaboration with the LEA and/or Part C agency, to make modifications to the general education setting to ensure that children with special needs can participate in the full range of program activities.
- **Appropriate Materials and Equipment:** The University of Arkansas at Pine Bluff Early Head Start - Child Care Partnership works with Site Directors to ensure, as far as possible within lease conditions and within the Americans with Disabilities Act (ADA) requirements, that our facilities are accessible to individuals with disabilities. On an annual basis, we use the budgeting process to identify and allocate the resources required to provide appropriate materials and equipment specific to the needs of children we serve. *See also B-20.*
- **Modified Program Options:** We provide modified program options if alternate arrangements are sought by parents and articulated in the child’s IEP /IFSP. Specific examples might include joint placement of a child with another child care provider.

**HEAD START PROGRAM PERFORMANCE STANDARDS**

1302.60—*Full participation in program and service activities*

1302.14 (a) (b)—*Selection criteria*

**KEY DATES & CALENDAR TASKS:**

<b>Tasks &amp; Activities</b>	<b>Timeframe</b>	<b>Staff Responsible</b>
Modify lesson plans and create individualized action plans to ensure full participation of children with disabilities, or identified concerns	On-going	Teachers, Site Directors, Education/Disability/Mental Health Specialist
Monthly service coordination meetings held at each center to ensure appropriate support for all children with disabilities, or identified concerns	Monthly, or more often as needed	Site Directors, Education/Disability/Mental Health Specialist Family Service Advocates,

**Interagency Collaboration with LEAs / Part Cs****GENERAL PLAN/APPROACH:**

In order to meet the individualized needs of children with suspected or diagnosed disabilities, The University of Arkansas at Pine Bluff Early Head Start - Child Care Partnership collaborates with local LEAs and/or Part Cs serving children in Pine Bluff, Rison, North Little Rock, Warren, Monticello, Eudora, Arkadelphia. The agreements with these agencies include the following information on our collaboration:

- Early Head Start participation in recruitment efforts and identification of children with disabilities in collaboration with the LEA and/or Part C
- Opportunities for joint training of staff and parents when available
- Procedures for referral for evaluations, IEP / IFSP meetings and placement decisions
- Policies for transition of children with IEPs /IFSP both into and out of Early Head Start
- Provisions for resource sharing with EHS staff and families of children with IEPs / IFSPs
- Confirmation of EHS commitment to provide the number of children receiving services under IEPs/IFSPs to the LEA and/or Part C as requested

The University of Arkansas at Pine Bluff Early Head Start - Child Care Partnership makes every effort to renew, update, and affirm this collaborative agreement on an annual basis.

**HEAD START PROGRAM PERFORMANCE STANDARD**

1302.63(a)(b)(c)(d)—*Coordination and collaboration with local agency responsible for implementing IDEA*

**KEY DATES & CALENDAR TASKS:**

<b>Tasks &amp; Activities</b>	<b>Timeframe</b>	<b>Staff Responsible</b>
Update and renew collaborative agreement with all participating LEAs / Part Cs	Annually	Education/Disabilities/ Mental Health Specialist

**Identifying Children with Disabilities: Screening, Referral and Evaluation****GENERAL PLAN/APPROACH:**

To identify and follow-up on suspected disabilities in the children we serve, The University of Arkansas at Pine Bluff Early Head Start - Child Care Partnership Learning uses a consistent, well-coordinated, clearly-documented process that consists of the following:

- Developmental and Social Emotional screening: of all new children within 45 days of program entry; this includes children with existing IEP/IFSPs to ensure current data exists to support IEP/IFSP goals or to advocate for necessary modifications
- Internal referral: to Disability Coordinator to collect data and determine next steps for children whose screening scores indicate possible concerns
- Development of short-term, Individualized Action Plans: to address these suspected concerns in the classroom and home environments
- Referral and formal evaluation: in conjunction with the LEA or Part C, of children whose suspected disabilities are clear, extreme, and/or persist after.

The Education/Disability/Mental Health Specialist works closely with the Site Directors and other staff on (a), (b), and (c) and has primary responsibility for (d). No screening instrument or process is ever used in isolation to determine that a child has a disability. Indeed, our collaborative process for identifying disabilities does not occur in isolation, but rather is part of a comprehensive approach to assessment implemented throughout the year. We believe assessment should be authentic and ongoing; reflect all aspects of children’s development; include measures that are developmentally, linguistically and culturally appropriate; linked to curriculum wherever possible; incorporate input from multidisciplinary staff teams; and involve parents as partners throughout the process.

**HEAD START PROGRAM PERFORMANCE STANDARDS**  
 1302.33—*Child screenings and assessments*  
 1302.61(a)(b)—*Additional Services for Children*  
 1302.63(b)—*Coordination and collaboration with local agency responsible for implementing IDEA*

**KEY DATES & CALENDAR TASKS:**

<b>Tasks &amp; Activities</b>	<b>Timeframe</b>	<b>Staff Responsible</b>
45-day developmental/behavioral screening completed, letter sent home/discussion of results	Within 45 days of child’s entry	Teachers
Review all 45-day screening compliance and results	Within 2 weeks of completion	Site Director, Education/Disability/Mental Health Specialist
Electronic referral to Disability Coordinator as needed	Ongoing, as concerns identified	Teachers, Site Directors
Internal Planning Meeting: discuss all available data, create Individualized Action Plan (IAP), determine timelines for referral to LEA/Part C	Within 14 days of referral for children scoring at bottom of scale; 30 days for children scoring on border of rescreen/refer;	Multidisciplinary team