

Kids Central Incorporated

Disability Services Plan
2014-2015
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INRODUCTION

Kids Central Incorporated seeks to enable all children – including those with special rights- to develop to their full potential. It is the goal of this program to provide early identification, evaluation, and intervention services to infants, toddlers and preschool age children in our program. Through the disability services endeavor, Kids Central Inc. ensures that children with disabilities receive the special education and related services they need for their physical, cognitive, language, social, and emotional development. Implemented in this endeavor, Kids Central Inc. also utilizes the transition of infant/toddlers with IFSP/IEPs into the preschool setting with as little emotional stress as possible.

This Disabilities Services Plan is a management tool for planning, organizing, implementing, and evaluating the following objectives into the disability services:

- To actively recruit children with disabilities and achieve a goal of 10 percent of the Early Head Start and Head Start enrollment.
- To assist parents in learning about and accepting their child's special needs, to provide training to parents in meeting those special needs, and to encourage parent involvement in their child's development.
- To deliver comprehensive services to every Kids Central Inc. child with a disability and their family.
- To establish and maintain a collaborative effort between Kids Central Inc. and the local Part B programs (local school systems), Part C program (local early intervention program), along with other community providers and parents to provide early identification, evaluation, and intervention services.
- To enhance the understanding of disability-related issues between Kids Central Inc. staff and encourage them to develop the necessary skills to work with children with disabilities through a proactive staff development program.
- To ensure the efficient use of resources.

There are presently 100 funded EHS slots and 320 funded HS slots for children with a total of three EHS centers, six EHS home visitors, fifteen HS centers, and six HS home visitors. Children with disabilities are integrated into various options, home base or center base, in developmentally appropriate ways.

Currently written agreements exist with Infant & Toddler Connection of DILENOWISCO, Wise County Schools, Dickenson County Schools, and the City of Norton School System. Kids Central Inc. also coordinates services with other community agencies as necessary.

SUBJECT: RECRUITMENT AND ENROLLMENT

PERFORMANCE OBJECTIVE: Selection Process 1305.6
Recruitment and Enrollment of Children with
Disabilities 1308.5 (a-f)

GOAL: To recruit and enroll children with disabilities including those with significant disabilities.

Objective:

1. To actively recruit everyday.
2. To have a formal process for establishing criteria and for selecting children and families that considers all eligible applicants for Head Start services.
3. To have children with disabilities make up 10 percent of enrollment opportunities.
4. To have and maintain a waiting list that ranks children according to program criteria to assure eligible children enter the program as vacancies occur.
5. To educate staff and provide resources for them to gain knowledge about children with disabilities so they can effectively teach a class with children with disabilities enrolled.

STRATEGIES:

1. Kids Central will follow the Recruitment Plan. In this plan are the steps to be followed to recruit children including children with disabilities.
2. The Disabilities Coordinator will work with staff to follow up on any contacts about children with disabilities.

PERSON (S) RESPONSIBLE: Family Advocates, Disabilities Asst., Education Supervisors, Senior Staff, and Education Staff.

TIME LINE: June 1- May 31

RESOURCES: Head Start Collaboration Project, Wise County School Board, Dickenson County School Board, Norton City School Board, Infant and Toddler Connection of Lenowisco, Social Security Administration, Medical professionals, Local Health Departments, Public Service announcements, Parents, and the Kids Central web site.

SUBJECT: SCREENING AND ASSESSMENT

PERFORMANCE STANDARD: SCREENING FOR DEVELOPMENTAL, SENSORY, AND BEHAVIORAL CONCERNS 1304.20 (b)
ASSESSMENT OF CHILDREN 1308.6 (a-d) 1308.4 (h)(1)

GOAL: To ensure every child has a developmental screening within 45 days after enrollment and every child is assessed throughout the year.

OBJECTIVE:

1. To identify any concerns regarding a child's development
2. To follow every child's progress throughout the year.
3. To refer children for evaluation as needed.
4. Inform parents of screening process and results.

STRATEGIES:

A. The disabilities coordinator and education staff will use appropriate standardized developmental instruments (ASQ:SE & ASQ), including parental observations to screen children to determine a child's developmental age and identify any concerns,

B. All children will be assessed using the High Scope Children's Observation Report year round to measure their development. The Education staff along with the parents will use the assessment tool to individualize each child's classroom academics. The information gathered, with parental permission, can also be used as a basis for referring a child.

C. Each child that has been identified as having a possible disability will, with parents permission be referred to the LEA for evaluation. In cases where the LEA will not evaluate and a staffing team finds the child to continue to need further evaluation, head start will refer families to agencies for evaluation.

E. The Disabilities Coordinator, Education Staff, Family Advocates, and Health Services Manager will hold staffings to discuss the progress of each child's development growth and will give suggestions and information on the child's disability needs to aid in the program planning activities.

F. The Education Staff, along with parents will sign for permission and help to complete screening conducted within the first 45 days.

G. Each child will receive an audiological examination and those children with identified hearing loss will be referred to the appropriate location for treatment for rehabilitative services.

PERSON (s) RESPONSIBLE: Disabilities Asst., Education Supervisors, Teachers and Assistants, Health Services Manager and Assistant, Assistant Director of Child & Family Services and Parents.

TIMELINE: 45 Calendar days after the date of enrollment for screenings.
Developmental Assessment: June 1- May 31

RESOURCES: High Scope COR, PALS, Ages and Stages Questionnaires(ASQ), Head Start Performance standards, and State Child Daycare Licensing Standards.

SUBJECT: REFERRAL FOR EVALUATION

PERFORMANCE STANDARD: INDIVIDUALIZATION OF THE PROGRAM

1304.20(f)(2)(ii)

Assessment of Children 1308.6(e)(1-5)

GOAL: To refer children with developmental concerns to the appropriate local agency.

OBJECTIVE:

1. To promptly refer children in the early head start program (zero to three years old) suspected of having a disability to the local early intervention agency to coordinate needed evaluations, determine eligibility, and coordinate the development of an IFSP.
2. To promptly refer children in the head start program (three to five years old) suspected of having a disability to the local LEA for appropriate evaluation, eligibility determination, and IEP development.

STRATEGIES:

A. If screening results show cause for concern, then these concerns will be discussed at a staffing. The staffing will include education staff, education supervisor, family advocate, health services manager, and parent. At the time of the staffing parental consent for the referral will be obtained. If a parent does not attend staffing, education staff will obtain consent during a parent conference. A referral for Part C services will be completed along with a consent to exchange information form. After this documentation is obtained the disabilities coordinator will send this information to the Infant & Toddler Connection of DILENOWISCO within two working days.

If screening results show cause for concern, then these concerns will be discussed at a staffing. The staffing will include education staff, education supervisor, family advocate, health services manager, and parent. At the time of the staffing parental consent for the referral will be obtained. If a parent does not attend staffing education staff will obtain consent during a parent conference. A permission to refer to special education form, a consent to exchange information, and an out of system referral will be

completed. These forms along with any other pertinent information will be sent to the disabilities coordinator. Then the disabilities coordinator will send this information to the local LEA within five working days.

PERSON (S) RESPONSIBLE: Education Staff, Education Supervisors, Disabilities Coordinator, Parent

TIMELINE: The Disabilities Coordinator has two working days after receiving referral to review and deliver to Part C and five working days to review and deliver to LEA.

RESOURCES: Head Start Performance Standards, Kids Central, referral procedures, VA State Day Care Licensing Standards

SUBJECT: IFSP/IEP DEVELOPMENT AND IMPLEMENTATION

PERFORMANCE STANDARD: Education and Early Childhood Development

1304.21(a)(1)(ii)

Developing individualized education programs 1308.19/1308.4(d)(f)

GOAL: To honor the individuality of each enrolled child with disabilities by following the child's IFSP or IEP and to ensure that each child receives the specialized education and support he or she requires.

OBJECTIVES: To be inclusive with children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP).

STRATEGIES:

A. The Disabilities Coordinator and/or education staff will receive notification from Part C within 45 days and the LEA within 65 days of an IFSP or IEP meeting.

B. Education staff or Disabilities Coordinator will remind parent of meeting and discuss transportation arrangements if needed.

C. The Disabilities Coordinator and/or teacher will attend the IFSP/IEP meeting and obtain a copy of the IFSP/IEP after appropriate documentation has been exchanged.

D. The Education staff and parent along with Part C or LEA will coordinate a time for services to be provided in the center or home. IFSP/IEPs will be implemented immediately following the receipt of the document.

E. The Disabilities Coordinator will provide the education staff with an IFSP/IEP Activity Report to record activities completed and progress made toward IEP goals. Education staff will also document contacts with Part C staff or LEA staff on this form. Classrooms will keep a sign-in sheet to help track services provided.

F. Education staff will provide an appropriate setting in the center or on socializations for all special needs children to receive services in accordance with the IEP/IFSP and will make modifications in activities as needed based on each child's disability.

G. Education supervisors will monitor the education staff on individualization of disability children on lesson plans/home visit forms. The Disabilities Coordinator will monitor services by reviewing IEP/IFSP activity reports, sign-in sheets, and COR reports.

H. At the time of reviews and dismissal of services, the Part C/LEA will notify the disabilities coordinator and/or education staff of the scheduled meeting.

PERSON (S) RESPONSIBLE: Parents, Disabilities Assistant, Assistant Director of Child & Family Services Education Supervisors, Education Staff, LEA staff, Part C staff.

TIMELINE: Part C will develop IFSP within 45 days of referral. LEA will develop IEP within 30 days of eligibility. Kids Central will implement IEP/IFSP immediately after receipt of document.

RESOURCES: Head Start performance standards, A Parent's Guide to Special Education, IDEA, and VA State Day Care Licensing Standards.

SUBJECT: PROGRAM ACCESSIBILITY AND ACCOMODATIONS

PERFORMANCE STANDARD: Head Start physical environments and facilities 1304.53 (a) (1).
Purpose and scope of disabilities service plan 1308.4 (f)(3).

GOAL: All facilities will be welcoming, accessible, and safe for children with disabilities.

OBJECTIVE: 1. To make classrooms conducive to learning and reflect different stages of development of each child.
2. To make all classrooms and playground accessible and safe for children with disabilities.

STRATEGIES:

A. As determined by the IFSP/IEP materials or equipment needed to accommodate a child's disability will be provided by Part C or the LEA, parents, or Kids Central Inc. at the time of enrollment. Other organizations that work with children with disabilities will be consulted as needed.

B. The Disabilities Coordinator and the Education Supervisors will check the facilities before placing a child with a disability into that classroom to make sure the classroom is the best placement for that child and meets the child's accessibility needs. The Disabilities Coordinator will meet with the Family and Community Partnership Director to make sure transportation needs are met at the same time.

PERSON (S) RESPONSIBLE: Disabilities Assistant, Education Supervisors, Part C/LEA, Assistant Director of Child & Family Services, Parents.

TIMELINE: June 1- May 31

RESOURCES: Head Start Performance Standards, IDEA, ADA, Part C/ LEA and VA State Child Daycare Licensing Standards.

SUBJECT: INTERAGENCY COLLABORATION AND AGREEMENTS

PERFORMANCE STANDARD: Community Partnerships 1304.41 (a)(4)

GOAL: Kids Central will collaborate with other agencies to provide services to children with disabilities.

OBJECTIVE: To have written interagency agreements with local agencies to better identify and serve children with disabilities.

STRATEGIES: The Assistant Directors of Child & Family Services and Education will work together to develop a written agreement with the local Part C provider (Infant and Toddler Connection of DILENOWISCO) and the local LEA (Wise County, Dickenson County, and the City of Norton). After completion, the agreement will be reviewed and signed by the Executive Director of Kids Central and the Superintendent of the Schools. Each agency will keep a copy to review, follow and update annually.

PERSON (S) RESPONSIBLE: Disabilities Assistant, Assistant Directors Special Education Director, Executive Director, Superintendent of Schools, Infant Services Coordinator

TIMELINE: June 1- May 31

RESOURCES: Written agreements, Head Start Performance Standards, IDEA, ADA, and Part C

SUBJECT: PARENT TRAINING AND STAFF DEVELOPMENT

PERFORMANCE STANDARD: Purpose and Scope of the Disabilities Services Plan 1308.4 (1)(2)
Recruitment and Enrollment of Children with Disabilities 1308.5 (d).

GOAL: For parents and staff to be trained to meet the needs of children with disabilities.

OBJECTIVES:

1. To give staff and parents a better understanding of the laws involved with Children who have disabilities.
2. To provide training sessions on predominately disability topics.

STRATEGIES:

A. The Disabilities Coordinator will schedule trainings for the education staff from the LEA, Part C providers and Frontier Health. During these trainings education staff will learn about the services these agencies provide and the eligibility requirements. The Family Advocates schedule training throughout the year based on parent interest. The Disabilities Coordinator will also inform parents and staff about upcoming trainings in the area sponsored by local agencies.

PERSON (S) RESPONSIBLE: Disabilities Coordinator, Family Advocates, Education Supervisor, Education Services Director, Health Services Manager, and Education Staff

TIMELINE: June 1- May 31

RESOURCES: Head Start Performance Standards, LEA, Part C, Parents, Media advertisements.

SUBJECT: TRANSITION

PERFORMANCE STANDARD: Transition Services 1304.41 (c) (1)(2)(3)
Parent Participation and Transition of Children into Head Start and From Head Start to Public School. 1308.21(a) (1) 1308.4(g)

GOAL: Children with disabilities will have a smooth transition into and from EHS to HS to public schools.

OBJECTIVE:

1. To inform parent of transition options
2. To initiate meeting involving Head Start Teachers, parents, child, and kindergarten teachers to discuss progress and abilities of children.
3. To coordinate with schools and other agencies to ensure relevant records are transferred.
4. To begin transition planning six months before the transition is to take place.
5. To prepare the parent for transition and to continue being an advocate for their child.

STRATEGIES:

- A. The Education Staff will discuss the next placement for children with their parents. Children in EHS this will be HS, for children in HS the next placement will be public schools.
- B. Education Staff will coordinate visits to the new HS center for children transitioning out of EHS. Education Staff will arrange field trips to the kindergarten class so the children will become familiar with their new environment and so the parents have a chance to visit and talk to the teacher for children transitioning into public schools. The Disabilities Coordinator and Education staff will join parent in the IEP meeting to help with questions and discussions of the child's progress
- C. The Disabilities Coordinator and Education Staff will communicate with Part C or LEA to coordinate the transfer of relevant records. The Disabilities Coordinator will deliver the records with parental permission.
- D. All transition activities will take place six months prior to transition date.
- E. The Disabilities Coordinator and/or Education staff will meet with the parent before transitions to discuss the child's progress and help answer any questions. The Disabilities Coordinator and Education staff will join parent in the IEP meeting to help with questions and discussions of the child's progress

SUBJECT: NUTRITION

PERFORMANCE STANDARD: Nutrition Services 1308.20 (a, b, c, & d)

GOAL: The nutritional needs of children with disabilities will be met in the classroom.

OBJECTIVES:

1. To work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program.
2. To consult with other professionals (physical therapist, occupational therapist, speech therapist, or nutritionist) as needed to assist with children with severe disabilities.

STRATEGIES:

A. The Disabilities Asst./Assistant Director will hold staffings with the Health Service Specialists and Food and Nutrition Specialist to make the nutritional needs of the child with a disability known. The Food and Nutrition Specialist will check menus and notify cooks to review mealtimes and menus.

B. The Disabilities Asst./Assistant Director will keep in touch with other professionals to discuss special equipment, utensils, etc. to aid child during meal times. If needed a medical professional will be consulted to identify nutritional needs.

PERSON (S) RESPONSIBLE: **Food** and Nutrition Assistant, Health Services Specialist, Disabilities Asst, Assistant Director of Child and Family Services, Education Staff, Cooks, Parents

TIMELINE: June 1- May 31

RESOURCES: Head Start Performance Standards, IDEA, VA State Licensing Standards.

SUBJECT: PARENT INVOLVEMENT

PERFORMANCE STANDARD: Parent Participation and Transition of Children into Head Start and from Head Start to Public Schools. 1308.21 (a) (1-10).

GOAL: Parents will participate in activities with their child and will be given information pertaining to their child.

OBJECTIVES:

1. To support parents, provide information on the development on their child, refer parents to support groups, inform parents of their rights and resources, and provide opportunities for parents to be included in the classroom.

STRATEGIES:

A. The Disabilities Assistant/Assistant Director will confirm that parents receive a copy of Parent's rights from the Part C or LEA agency. The Education staff will invite parents to field trips, socializations, and classroom visits so they can observe activities. The Disabilities Asst. will provide information on resources such as SSI. The Disabilities Asst. will provide information for the whole family on having a child with special needs and what affect it has on the family.

PERSON (S) RESPONSIBLE: Parents, Part C or LEA, Education Staff, and Disabilities Staff.

TIMELINE: June 1-May 31

RESOURCES: Head Start Performance Standards, ADA, IDEA, VA State Daycare Licensing Standards.

SUBJECT: RECORD KEEPING AND REPORTING

PERFORMANCE STANDARDS: Education and Early Childhood Development
1304.21 (c) (2)

GOAL: Documentation will be kept to track disability services and to track the progress of children with disabilities.

OBJECTIVES: 1. To develop a written plan for disabilities services
2. To document and track children's services and progress in the class.

STRATEGIES:

A. The Disabilities Staff will complete PIR each year and develop the written plan. The plan will be reviewed annually. However, this plan is a work in progress and can be changed throughout the year. The Policy Council and Board of Directors will approve the plan annually.

B. The Education Staff will complete an IFSP/IEP Activity Report once a month. This form will help track the child's progress toward their IEP/IFSP. It will also show how the teacher is implementing the IEP/IFSP into her classroom. This form will document contacts made by the teachers with the Part C or LEA staff. The Education Staff will also ask the Part C or LEA staff to sign into their classrooms each visit. The Education Staff will send a copy of the sign in sheet and the IFSP/IEP Activity Report to the Disabilities Coordinator once a month.

PERSON(s) RESPONSIBLE: Disabilities Staff, Education Staff, Education Supervisors, Part C or LEA staff.

TIMELINE: June 1- May 31

RESOURCES: IDEA, Head Start Performance Standards, VA State Licensing Standards

SUBJECT: BUDGET DEVELOPMENT

PERFORMANCE STANDARD: Purpose and Scope of Disabilities Plan
1308.4(e)(m)(o)(j)

GOAL: The Disabilities Staff will be designated and be involved in budget planning.

OBJECTIVES:

1. To designate a Disabilities Representative.
2. To be involved in the planning of the budget.

STRATEGIES:

- A. A Disabilities Staff member will be designated to coordinate services for children with disabilities and help identify children who are at risk. This person will develop the written plan and participate in budget planning.
- B. The Disabilities Staff will work with the director of planning and budgeting to assure that children with IEPs have all their needs met. The budget must address the implementation of the written plan. Allowable expenditures include salaries, transportation, special equipment and materials, evaluation of children, training, technical assistance and increased staff when needed to aide in a classroom with a disabilities child when a volunteer and other options have been exhausted.

PERSON (S) RESPONSIBLE: Disabilities Assistant, Senior Management, Executive Director

TIMELINE: June 1- May 31

RESOURCES: IDEA, ADA, Head Start Performance Standards