

2a. Referral and Evaluation Policy and Procedure

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Policy

Children will be referred to the Local Education Agency (LEA of Part C) for evaluation as soon as the need is evident.

Procedure

1. The ASQ 3 and ASQ SE Screening Tools will be completed by the parent for each child at enrollment and ongoing throughout the year as the child is enrolled. (See Developmental Screening Policy and Procedure)
2. The screening and scoring will be completed within a 45 calendar day period.
3. ASQ 3 and ASQ SE will be available in English or Spanish. For other languages, the DST will contact the interpreter to assist with the screening.
4. The ASQ 3 and ASQ SE is scored by online and the ASQ Information Summary Sheet will be uploaded to ChildPlus by the Health Coordinator. The School Readiness Specialist will monitor referrals.
5. [Developmental Screening Summary Form \(EDUC 4g\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/04-developmental-screening/g-summary\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/04-developmental-screening/g-summary) is completed by the staff and reviewed with parent(s) at the parent/teacher conference.
6. The Teacher will email the School Readiness Specialist and Health Specialist with a list of children who may need to be staffed with the LEA.
7. If School Readiness Specialists make a determination for LEA staffing, the teacher will complete the Teacher's Assessment Summary (DISA 2d), then send DISA 2d and attachments to the Health Coordinator.
8. The screening results for children who scored with developmental concerns will be discussed at an initial Disabilities Staffing with the LEA or Part C.
 - DST will notify the parent.
 - Disabilities Staffing Team will consist of the Teacher, Home Visitor, LEA or Part C representative, Family Advocate, Area Manager, Content Area Specialist(s), or Operations Manager (whenever possible).
 - Teacher will send Head Start/ECEAP Disabilities Staffing Form (DISA 2b) data to the Health Coordinator prior to the staffing date.
 - Possible actions include:
 - No action needed
 - Refer for evaluation in specified area
 - Monitor and re-staff if needed (decide on a timeframe)
 - Accommodations for Individual Care Plan

9. Information from the Disabilities Staffing is shared with the parent(s) by staff and/or identified LEA/Part C staff.
10. The Disabilities Staffing Form (DISA 2b or 2b2) is given to the Health Coordinator for databasing and then forwarded to DST to place in the site file.
11. If the decision is made to monitor a child rather than refer for further evaluation, the School Readiness Specialist and Area Manager will confer with the teacher and/or review at Child Coordination to determine next steps.
12. If further evaluation is indicated, the LEA or Part C will begin this process.
13. LEA or Part C will notify the parent and obtain permission for Evaluation.
14. LEA or Part C works with staff in scheduling meeting with parents. The LEA or Part C provides parents with information about IFSP/IEP's and their rights under the [Individual with Disabilities Act \(www.ed.gov/laws-and-policy/individuals-disabilities/idea\)](http://www.ed.gov/laws-and-policy/individuals-disabilities/idea) . Staff support the family throughout the entire process.
15. If the child does not qualify (DNQ) for LEA or Part C services, Teacher plans individualization with relevant content area specialist(s) for identified needs and provides relevant community resources to the parent(s) (i.e. mental health, private speech services, medication referrals, etc.) If community services are utilized by parent(s), staff seek permission to partner with outside providers in order to support goals. An Individual Care Plan may be created for accommodations being made in the classroom to support full participation.
16. All Special Education paperwork is to be placed in the Special Needs section of the site file. The ChildPlus Database Disabilities tab is to be utilized for all the initial staffing, IEP and/or any meetings regarding child's progress. When entering data, note the following information: What event you are discussing? (i.e. evaluation, IEP meeting); The result of the meeting (whether the child qualified or not); What support the teacher is going to need in the classroom to individualize for the student; Next steps or follow-up required.