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2a. Referral and Evaluation Policy and Procedure

- Created 07/03
- Reviewed 09/2025

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.

2a1. EHS Referral and Evaluation Procedure

- Created 06/21
- Reviewed 11/25

Developmental screenings of all children enrolled in Early Head Start are to be conducted **within** 45 calendar days of entry into the program using the Ages and Stages Questionnaire-3/ASQ-3.

In addition, the Ages and Stages Social Emotional/ASQ-SE2 will be completed within 45 days of entry into the program. Early Head Start staff will assist parents/guardians with the completion of these.

If child is showing concerns in the area of Social Emotional, EHS staff will discuss concerns with Mental Health Specialist, EHS Manager and School Readiness Specialist.

The following process will occur when Early Head Start staff or parent/guardian has a concern about a child or when screenings indicate an area of concern. When a child's score in one or more domains is at or below the standardized "cutoff", or when a child's score in two or more domains is borderline (refer to ASQ-3 and ASQ-SE2 for follow-up actions):

1. EHS staff will discuss the screening results with the families and share appropriate resources and discuss follow-up actions including making a referral to the Progress Center.
 - a. After these options are discussed with the family, document the conversation in case management under the education tab in ChildPlus. An action would be created for every conversation under the screening event. This should tell the story of where we are in the process.
 - b. If parents/guardians agree to the referral, they sign a release of information for the early intervention agency, Part C Agency (Progress Center), or other EI agencies, if they have not signed one at intake.
 - c. EHS staff are available to educate parents/guardians about the Individualized Family Service Plan (IFSP) and their rights under the [Individual with Disabilities Act \(IDEA\)](http://www.ed.gov/laws-and-policy/individuals-disabilities/idea) (www.ed.gov/laws-and-policy/individuals-disabilities/idea) .
 - d. If a family declines a referral, a meeting with the EHS Manager will occur, which will ensure that families receive the support they need.
2. EHS staff completes EHS Disabilities Staff form (DISA 2b2) and sends it to Area Manager and School Readiness Specialist.
3. School Readiness Specialist and Area Manager will schedule staffing with EHS Staff.
4. With parent consent, School Readiness Specialist or Area Manager completes and sends requested information with EHS Disabilities Staffing Form (DISA 2b2) and attachments to the Part C Agency (Progress Center).

2b. Disabilities Staffing Forms

- [2b. Head Start/ECEAP Disabilities Staffing Form \(lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA-02-b-HS-ECEAPDisabilitiesStaffingForm.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA-02-b-HS-ECEAPDisabilitiesStaffingForm.pdf)
- [2b2. EHS Disabilities Staffing Form \(lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA_2b2_EHS_Disabilities_Staffing_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA_2b2_EHS_Disabilities_Staffing_Form.pdf)

2c. Teacher Assessment Summary Form Procedure

The goals of the Teacher's Assessment Form is to provide referral information to various school districts. The form will be included in the referral packet given to the school district after a decision to further evaluate a student has been made.

1. Complete heading and identifying information.
2. Answer questions 1-3 on Teacher's Assessment Summary (DISA 2d) for each area circled.
3. Complete all information as requested.
4. Sign form and scan to Health Coordinator.

2d. Teacher Assessment Summary Form

- [2d. Teacher Assessment Summary Form \(lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA_2d_Teachers_Assessment_Summary.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA_2d_Teachers_Assessment_Summary.pdf)

2e. Special Education Process between Head Start/ECEAP & Longview School District

- *Created 10/06*
- *Reviewed 04/2020*

At the IEP Meeting

1. The Head Start/ECEAP staff will fill out with the assistance of the Longview School District staff the "IEP at a Glance" form (DISA 2e1). The purpose of this form is as follows:
 - To put into lay terms the over arching "big idea" of the specific year-long goals stated in the IEP.
 - To break down the areas into smaller steps in areas of social/emotional; cognitive; communication; and/or fine motor depending on the area of services.
2. This process will occur as follows:
 - During the IEP meeting the Longview School District and Head Start/ECEAP staff will discuss with the parent what they see as the child's strengths and what the parent would like to see their child improve or accomplish this program year in the area the child was assessed.
 - Head Start/ECEAP staff and the Longview School District staff will discuss with the parent family strategies and ways the program will support the goal.
 - Match the IEP goals/objectives to the Teaching Strategies Gold for easy documentation.

2f. Request for IEP Records from School District

- [2f. Request for IEP Records from School District \(lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA-02-f-RecordsRequestForIEPFromSchoolDistrict.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA-02-f-RecordsRequestForIEPFromSchoolDistrict.pdf)

2g. Records Request from Progress Center

- 2f. Records Request from Progress Center (lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA-02-g-RecordsRequestFromProgressCenter.pdf)

2i. Monthly Special Education Service Log Procedure

- *Created 07/04*
- *Reviewed 10/2025*

The Monthly Special Education Service Log is designed to track, month by month, all disabilities services being provided to an individual child. Upon completion, the form provides evidence that the services have, or have not occurred.

1. A Monthly Special Education Service Log will be completed for each child by the Specialist and/or Teacher after each date of service and will be kept in a Special Education Services notebook in the classroom.
2. The Area Manager and/or Teacher will complete the heading and identifying information at the IEP meeting before services begin.
3. Enter the specialist's first and last name and the service provided one time.
4. Specialist and/or Teacher shall insert their initials & time in the days the services were provided.
5. If services are not provided on a scheduled day, indicate the reason according to the legend.
 - A = Child Absent
 - NS = Therapist No Show
 - S = Therapist Sick
 - L = Therapist Arranged Leave
 - T = Therapist Testing
 - E = IEP Exit
 - WD = Withdrawn
6. The original is to be sent to the Area Manager who will review and forward to the Health Coordinator. A copy will be placed in the child's site file in the Special Needs section.
7. The Health Coordinator will upload to the school district shared Google drive and forward the original to the Fiscal Specialist.
8. The Fiscal Specialist will record for In-Kind records.

2j. Special Education Services Log

- [2j. Special Education Services Log \(lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA-02-j-SpecialEducationServicesLog.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/DISA/_assets/documents/DISA-02-j-SpecialEducationServicesLog.pdf)