Memorandum of Agreement

Between

Tennessee Department of Education
Division of School Readiness and Early Learning

And

Tennessee Head Start and Early Head Start
Programs

In partnership with:

Tennessee Early Intervention System and Preschool 619 Program

TN Head Start State Collaboration Office,

TN Head Start Association, and

TN Migrant and Seasonal Head Start Programs

On behalf of Tennessee children and their families we pledge our commitment to the mobilization of available resources to assure appropriate and comprehensive services for Tennessee children with disabilities from birth to kindergarten.

Bobbi Lussier

Bobbi Lussier
Assistant Commissioner
TN Department of Education, Division of School Readiness and Early Learning

Date 7/22/11

Judy S Graham

Judy Graham
President
Tennessee Head Start Association

Date 8/2/11

Linda Hartbarger

Linda Hartbarger
Director, Office of Early Childhood Programs
TN Department of Education, Division of School Readiness and Early Learning

Date 7/22/11

J P Davis

J Davis
Director
Tennessee Migrant and Seasonal Head Start
Telamon Corporation

Date 8/4/11

Melanie Hatcher

Melanie Hatcher
619 Preschool Coordinator
TN Department of Education, Division of School Readiness and Early Learning

Date 7/22/11

Janet Coscarelli

Janet Coscarelli
Director, TN Head Start State Collaboration Office
TN Department of Education, Division of School Readiness and Early Learning

Date 8/5/11

Linda Hartbarger

Vacant (Linda Hartbarger)
Part C Coordinator
TN Department of Education, Division of School Readiness and Early Learning

Date 7/22/11

PURPOSE STATEMENT

The purpose of this partnership agreement is to provide guidance for the comprehensive, coordinated, and collaborative delivery of developmentally and individually appropriate services to young children (from birth through age 5) with disabilities and their families. The content of this interagency agreement is designed to specify the roles and responsibilities of the participating agencies and to provide guidance for the development and implementation of local interagency agreements. The Tennessee Department of Education (DOE), Division of School Readiness and the Tennessee Head Start and Early Head Start programs, including the Tennessee Migrant and Seasonal Head Start in partnership with the Tennessee Early Intervention System, the Preschool 610 Program, the Tennessee Head Start Association, and the Tennessee Head Start State Collaboration Office are committed to this purpose.

Areas of Collaboration

Head Start programs (which for the purposes of this agreement include Tennessee Early Head Start (EHS), Tennessee Head Start (HS), and Tennessee Migrant and Seasonal Head Start (MSHS) unless otherwise specified) are mandated to have formal partnership agreements with local education agencies (LEAs) (Part B of IDEA) and/or district Tennessee Early Intervention System (TEIS) agencies (Part C of IDEA) in regards to identifying and serving young children with disabilities. Local agreements should be developed which will help define relationships and specify areas of collaboration most appropriate to local situations. The intent is to maximize the potential of federal, state and local resources in meeting the needs of young children with disabilities. Areas of collaboration should include but are not limited to:

A. Communication

The Tennessee Department of Education, Division of School Readiness and Early Learning, and Head Start will maintain on-going communication through the Tennessee Head Start State Collaboration Office, the State Interagency Coordination Council (SICC), the Advisory Council, the Tennessee Head Start Association (THSA), and the Tennessee Head Start Training and Resource Specialists (HSTARS).

At the local level, systems of communication will be established and maintained. The LEAs, TEIS, and Head Start should develop and/or participate in local interagency councils or advisory councils for the purpose of establishing and maintaining ongoing and regular communication (e.g.: the Local Interagency Coordinating Councils (LICC) and Head Starts' Program Policy Councils or Advisory Councils).

The Early Childhood Consultants in the Tennessee Department of Education, Division of School Readiness and Early Learning should maintain a system of communication with Head Start programs and the HSTARS.

B. Child Find

LEAs and TEIS are required to locate, identify, and evaluate children with suspected disabilities who may be eligible for early intervention /special education and related services. This applies to highly mobile children (e.g. migrant, homeless) with disabilities, and children who are suspected of having disabilities. (see definition of Migrant Seasonal Head Start)

Head Start is required to identify eligible children who are most in need of services including children with suspected disabilities and those who have been diagnosed with significant disabilities. Local programs may choose to serve a small percentage of children who are over income. The Head Start Act of 2007 requires not less than 10 percent of the total number of children actually enrolled by each Head Start agency and each delegate will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services as rendered by the State or LEA providing services under section 619 or Part C of the Individuals with Disabilities Act (IDEA) (20 U.S.C. 1419, 1431 et seq.).

LEAs, TEIS, and Head Start will make good-faith efforts to coordinate efforts to conduct comprehensive system-wide child find activities (e.g.: joint screening and health fairs), as appropriate.

LEAs, TEIS, and Head Start will make good-faith efforts to collaborate in disseminating information and increasing public awareness about the importance of early childhood development and the impact on later school success.

C. Referral and Eligibility Determination

Children enrolled in Head Start programs who are suspected of having a disability are to be referred to TEIS (birth to three) or the LEA (three to five). Informed parental consent will be obtained by Head Start prior to referral to TEIS or the LEA. TEIS and the LEAs are responsible for ensuring that informed consent is obtained prior to evaluation for eligibility under IDEA and prior to the initial provision of special education and related services. Parents are to be included in each phase of locating, identifying and evaluating their children suspected of having a disability.

The Tennessee Department of Education and Head Start programs will support the implementation of referral procedures at the local level and agree to use communication systems discussed in section A (Communication) to inform TEIS, LEAs and Head Start programs of eligibility criteria and subsequent changes.

LEAs and TEIS should inform Head Start programs about their referral procedures including a contact person and the requirements for completed referral. Head Start programs should share information regarding selection criteria and enrollment priorities with LEAs and local TEIS agencies.

1. Birth to age 3 referral and eligibility

a. Early Head Start and Migrant and Seasonal Head Start will refer with informed parental consent, all children from birth to age 3 with suspected disabilities to the local TEIS Point of Entry Office for evaluation and determination of eligibility.

b. Upon receipt of a referral, TEIS will complete the evaluation process to determine eligibility under Part C within timelines (forty-five calendar days) specified in federal and state regulations.

c. Only those children under age three who meet TEIS criteria for eligibility for services under IDEA will be counted as disabled by the Early Head Start and Migrant and Seasonal Head Start program.

d. TEIS should refer with informed parental consent eligible families regardless of their eligibility for TEIS to Early Head Start and Migrant and Seasonal Head Start for possible placement.

2. Age 3 through 5 referral and eligibility

a. Head Start will refer with informed parental consent all children ages 3 through 5 with suspected disabilities to the LEA for determination of eligibility for Part B services.

b. Upon receiving a referral, the LEA will follow policies and procedures for evaluation and eligibility determination within timelines (forty school days) specified in federal and state regulations.

c. Children ages 3 through 5 who do not meet LEA eligibility criteria may be served in Head Start programs but will not count as part of the Head Start 10 percent requirement of children with disabilities, described on page 4 Child Find section of this document

3. **Evaluation and Assessment (Part B and Part C)**
Evaluation and assessments for children birth to 5 years of age will take place in accordance with IDEA regulations 300.532 and 303.300. A variety of assessment tools and strategies will be used to gather functional and developmental information about the child including information provided by the parent, and information related to enabling the child to participate in appropriate activities. No single procedure will be used to determine eligibility or appropriate programming. Assessments will be conducted in the child's native language with culturally appropriate tools. Where tools are not available, alternative evaluation methods shall be used which can reliably assess the child's development.

D. Individualized Family Service Plan and Individualized Education Plan Development and Implementation

Individualized Family Service Plan (IFSP) Development and Implementation
Individual family service plans are developed by a team that includes the family, the TEIS service coordinator and others as required by 34 CFR 303.343. For children who may attend Early Head Start or Migrant and Seasonal Head Start, a representative from those programs will be invited to the meeting. Tennessee state timelines and procedures for developing the IFSP will be followed (forty-five calendar days). To the greatest extent possible, all services to support progress toward the IFSP outcomes will be provided within natural environments. Natural environments are settings that are natural or normal for the child's family and for the child's same age peers who have no disabilities. TEIS, EHS/MSHS, and family members, as part of the IFSP team, will identify the natural supports and resources present in the child's environment and activities in the child's daily routine that offer opportunities for the child to learn new skills.

TEIS services provided will be those indicated through multidisciplinary assessment and determined by the IFSP team to be necessary to support the outcomes selected by the family with input from IFSP team. The IFSP team determines the services a child needs based on the outcomes and strategies listed in the IFSP in order to increase the likelihood that the skills learned will be functionally relevant to the child's natural environment and that the child will practice the skill on an ongoing basis. Early intervention services will be provided as determined by IFSP.

TEIS will coordinate IFSP development with EHS/MSHS families and at least one representative from EHS/MSHS. Efforts will be made to avoid duplication of services. EHS/MSHS will be considered as a service provider on an individual basis depending on the services determined necessary by the IFSP team and the EHS/MSHS program's capacity to provide the service in accordance with TEIS regulation.

TEIS and EHS/MSHS will participate in the IFSP team review every six months or more frequently as necessary for progress and possible modifications.

Individualized Education Plan (IEP) Development and Implementation
Individualized education plans are developed by a team that includes the parents, a representative from the school system (the LEA rep), the special education teacher, a regular education teacher, an evaluator of test results, and others as appropriate. If the child may be attending Head Start or Migrant and Seasonal Head Start, the Head Start classroom teacher and the Head Start program disabilities service coordinator or designee who has knowledge of the child's disability will be invited to the IEP team. Tennessee state timelines and procedures for developing the IEP will be followed, which is 40 school days from parents signed permission, with informed consent to the LEA for the evaluation. If Head Start initiates an individual plan for a child eligible under Head Start criteria, an LEA representative must be invited in writing (1308.19 (g)). Procedures for development and implementation of the individual plan will be followed as outlined in the Head Start Performance Standards on services to children with disabilities (Part 1308(1308.19)).

A free and appropriate public education will be provided for each child determined to be eligible for special education and related services. The special education and related services will be those determined by the IEP team to meet educational outcomes. The IEP team will determine the supplementary aids and services to enable the child to be educated in the least restrictive environment (LRE) with non-disabled children to the maximum extent appropriate. Related services to assist a child to benefit from special education will be provided as specified in the IEP. All services for children with disabilities will support the attainment of outcomes identified in the IEP.

The IEP will be updated at least annually. The LEA and Head Start will cooperate to report child progress at the same frequency as progress is reported for children without disabilities. The LEA is responsible for the supervision, implementation and reporting of progress for IEP.

E. Participation with Non-Disabled Children
Services to children birth to age 3 will be provided in natural environments. Educational placement for children ages 3 through 5 under IDEA will be provided in the least restrictive environment. All Head Start programs/classrooms are considered natural and least restrictive environments for young children. Justification must be included in the IFSP or the IEP for any services not provided in natural environments or least restrictive environments. In communities where Head Start/Early Head Start is available, they will be considered an educational placement option.

Children who are eligible for services under IDEA and who are eligible for Head Start services will be considered for Head Start placement without regard to the severity of the disability. The needs of the child, including health and safety issues and the support services necessary for that child to access appropriate activities will be primary considerations in determining placement.

F. Transition
For all children, the intent of transition is to assure a smooth continuous provision of services for children with disabilities and their families.

TEIS, the LEA, and Head Start/Early Head Start will cooperate to ensure a smooth, coordinated mutually agreed upon transition procedure. Transition plans will be provided and discussed with

parents to assure understanding. A contact person for transition will be established at each agency. The transition procedures may include but not limited to:

- The development of a collaborative process, including list of impending referrals to the receiving agency. Agencies should share numbers and types of disabilities but not personally identifying information;
- The development of a timeline for the steps in transition in accordance with State and Federal law;
- A mutually agreed upon process for sharing and reviewing children's records with informed parental consent;
- A cooperative development of the IFSP/IEP by the parent, appropriate professionals from the current agency, and the receiving agencies;
- A cooperative effort for involving the family in the process and preparing them for the next set of services;
- A plan for exchange visitation and other types of communication between personnel (principals/directors, teachers, social workers, and health staff) of transitioning agencies to facilitate continuity of programming, as appropriate;
- A description of how families will be included and supported in transition, including discussions with, and training of parents regarding future placements and other matters related to the child's transition (34 CFR 303.344 (h) (2) (i)) and
- With parental consent, the transfer of information about the child to ensure continuity of services, including evaluation and assessment information and copies of IFSPs and IEPs that have been developed and implemented (34 CFR 303.344 (h) (2) (iii)).

As part of the transition process from Part C to Part B, TEIS will convene a transition planning conference at least 90 days and up to 9 months before the child's third birthday. Transition plans and activities will be developed and implemented as part of the IFSP process. Part B personnel must be present at the transition planning conference. If the child is eligible for Head Start, the Head Start program will be invited. If the child is enrolled in EHS or MSHS, appropriate EHS/MSHS personnel will participate in the transition planning conference.

A child enrolled in EHS/MSHS may remain in EHS/MSHS following the third birthday for additional months until he or she can transition into Head Start or another community program.

Migrant and Seasonal Head Start will work with the LEA/TEIS and parents to review existing IFSP/IEPs and implement appropriate activities. When an infant or toddler migrant Head Start child arrives in the state of Tennessee with an existing IFSP from another state, every effort will be made to reduce duplication of diagnostics and planning. A review will be conducted of eligibility documentation to verify eligibility under Tennessee definition. When a migrant Head Start child arrives with an existing IEP, services will begin immediately and a diagnostic IEP will be implemented until an annual IEP is developed in accordance with Tennessee policies and procedures.

When a Head Start child is transitioning into elementary school, a Title I preschool program, or other child care setting, the Head Start program will follow procedures established in section 1304.40(h) and 1304.41(c) and 1308.21 of the Head Start Performance Standards.

G. Joint Training

The Tennessee Department of Education, Division of School Readiness and Early Learning and Head Start/Early Head Start agree that all personnel providing special education services to children with disabilities shall meet or be under supervision of personnel meeting state qualifications for personnel serving children with disabilities, as appropriate.

Tennessee Department of Education, Division of School Readiness and Early Learning and Head Start/Early Head Start support joint training of agencies' staff for the purposes of providing direct services to children with disabilities and their families especially for those collaborative efforts such as Child Find, family centered services, IEP/IFSP planning and implementation and transition.

H. Resource Sharing

Head Start/Early Head Start, LEAs, and TEIS should negotiate agreements to utilize resources to the best advantage to meet the local need for services to children with disabilities and their families. These agreements may include sharing or exchanging resources such as personnel, transportation, in-service training, classroom space, resource libraries, equipment, etc. Braiding funds, blending of services, and contracting for services are allowable options when funds are not commingled and federal funds are not supplanted.

I. Information Sharing

Efforts should be made to develop compatible systems for collecting and reporting information on children served and services provided. Parental consent for release of information will be obtained prior to sharing any information between agencies. All HIPPA, FERPA and agency requirements for obtaining and sharing information will be followed, as applicable.

Head Start/Early Head Start and Migrant and Seasonal Head Start agree to assist the LEA and TEIS with necessary child count information for children with disabilities. If Migrant and Seasonal Head Start are not operating at the time child count information is collected, MHS will provide the information to the LEA and TEIS as soon as possible.

LEAs and TEIS agree to provide Head Start/Early Head Start programs with all state regulations, policies and procedures necessary to provide services to children with disabilities.

Head Start/Early Head Start programs are mandated to develop a disabilities service plan to assure that all components of Head Start are appropriately involved in the integration of services to children with disabilities and their families. Upon request Head Start programs agree to provide a copy of this plan to TEIS, LEAs, and other community partners serving pre-kindergarten children with disabilities.

J. Parent Involvement

Families must be involved in all aspects of services to their children with disabilities. The Tennessee Department of Education and Head Start/Early Head Start agree that families must be actively involved in a young child's program if the program is to have lasting benefit. Family centered services are those that recognize the family as an equal partner in service planning and implementation. Head Start will make every effort to support parents' participation in the determination of eligibility, planning and implementation of services for their children with disabilities. Furthermore, the nature and degree of individual family involvement should be designed to meet the unique concerns, resources and priorities identified by the family.

Procedural safeguards will be provided and reviewed with parents upon referral for evaluation; upon each notification of an IFSP/IEP meeting and upon reevaluation of the child.

Family centered services and best practices for young children and their families are when agencies:

- Inform families of organizations and associations for children with disabilities;
- Invite family members to serve on advisory boards and other decision and policy making committees/boards;
- Empower families with information and opportunity to be involved in therapies and other services;
- Encourage and support parents to be advocates for their children;
- Support parents in developing a family file that contains all records regarding evaluations and services provided to their children with disabilities; and
- Establish family to family support systems including support for siblings of children with disabilities.

K. Interagency Dispute Resolution

The Tennessee Department of Education and Head Start/Early Head Start support local interagency efforts to resolve conflict through forthright communication. LEAs, TEIS and Head Start should design procedures for reaching local solution to specific concerns. The HSTARS and the Early Childhood Consultants are available for questions and the facilitation of communication regarding situations of concern. If a concern involves a specific family situation every effort will be made to ensure confidentiality, provide positive support to the family, including maintaining the child's current placement will be maintained until resolution is reached. If no local procedures are in place or are not effecting in resolving the concerns through face-to-face meetings of all parties, then agencies will submit communication to the Tennessee Department of Education, Division of School Readiness and Early Learning which will review the information regarding the conflict and provide possible solutions and implications for compliance with state and federal regulations. The Tennessee Head Start State Collaboration Office will be kept informed of the status of the dispute resolution in a timely manner.

Implementation of Agreement

A copy of this agreement will be made available to all Head Start programs, school districts and TEIS contracted agencies. The agency representatives who signed the agreement will address feedback, comments, and concerns related to the implementation of the agreement.

The Tennessee Head Start Training and Resource Specialists (HSTARS), the Early Childhood Consultants in the Tennessee Department of Education, Division of Special Education Regional Resource Centers and the Director of the Tennessee Head Start State Collaboration Office will assist with communication and implementation by offering state and cluster training to promote the development of local agreements that are in alignment with this agreement.

The Administration for Children and Families, Region IV Head Start Office located in Atlanta, GA will receive a copy of the signed Memorandum of Agreement each time the document is reviewed and/or updated.

Legislative Authority

The Individuals with Disabilities Education Act (IDEA), 20 U.S.C. Chapter 33
The Individuals with Disabilities Education Act requires a free and appropriate pubic education for children with disabilities ages three through twenty-one. It offers incentives for states to provide early intervention services in natural environments for children with disabilities from birth to age 3. In Tennessee, responsibility for Part C services for children ages birth to three and Part B services to children ages 3-21 rests with the Department of Education.

IDEA Regulations, Assistance of States for the Children With Disabilities and the Early Intervention Program for Infants and Toddlers With Disabilities, 34 CFR Parts 300 and 303

The Rehabilitation Act of 1973, U.S. C. Chapter 16
The Rehabilitation Act of 1973 addresses discrimination against person with disabilities of all ages.

The Rehabilitation Act of 1973 (Section 504) Regulations, 34 C.F.R. Part 104
Section 504 of this law provides individuals with disabilities with basic civil rights protection against discrimination in any program that receives federal funding.

Americans with Disabilities Act of 1990, 42 U.S.C. Chapter 126
The Americans with Disabilities Act of 1990 extended 504 protection to include areas of employment, public accommodations, state and local government services, and telecommunications.

Head Start Programs, 42 U.S.C. Chapter 105

Head Start Act, 2007

Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies 45 C.F.R. Part 1304 and 1308.
Section 1304 of the revised Head Start Performance Standards includes specifications for services to children with disabilities ages 0 to 3.

Section 1308 of the Head Start Performance Standards consolidates, clarifies, and updates Head Start policies and procedures regarding services to children with disabilities ages 3 to 5.

The Coates Human Services Reauthorization Act of 1998
The Coates Human Services Reauthorization Act of 1998 amended the Head Start Act: to allow the sharing of Head Start purchased equipment and supplies with non-Head Start participants in collaborative funding arrangements; to require Early Head Start programs to develop linkages with the agencies providing services under IDEA to infants and toddlers with disabilities; and to expand the scope of Migrant Head Start to include services to seasonal farm workers and their families.

Tennessee State Law

T.C.A. Title 49-6-101 through 110 Preschool
T.C.A. Title 49-10 Special Education

APPENDIX A

Resources for the Implementation of this Agreement

Tennessee Head Start State Collaboration Office*

Contact: Janet Coscarelli, Director
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Andrew Johnson Tower, 9th Floor
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Nashville, TN 37243-0376
615-741-4849
Janet.Coscarelli@tn.gov

*The Tennessee Head Start State Collaboration Office acts as a single point of contact and liaison for the Tennessee Head Start community within state government.

Tennessee Head Start Association (THSA)*

Contact: Judy Graham, President
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South Pittsburg TN 37380
423-837-6724
judygra423@aol.com

*The Tennessee Head Start Association is a professional organization of Head Start staff, parents and community leaders organized to promote Head Start and Early Head Start services in Tennessee communities.

Head Start Resource and Training Specialists (HSTARS)*

Contact – East
Nancy Thomas
Knoxville-Knox County
Head Start Services
2400 Piedmont Road
Knoxville, TN 37921
865-522-2193
nancykkchs@aol.com

Contact – Middle
Sherry Hutsell
Chattanooga Head Start Services
2302 Ocoee Street
Chattanooga, TN 37406
423-493-9750
hutsell_s@mail.chattanooga.gov

Contact – West:
Eleanor McChriston
Goodwill Homes Community
Head Start Services
4590 Goodwill Road
Memphis, TN 38109
901-789-1636
cemcchriston@bellsouth.net

*These three Head Start grantees in Tennessee are funded to provide training and technical assistance to a group of local Head Start programs organized in a geographic cluster. The HSTARS' primary responsibilities are to provide assistance in regard to provision of quality services to children with disabilities and to facilitate collaboration with local education agencies.

Migrant and Seasonal Head Start *

Contact:
J Davis, State Director
Tennessee Migrant and Seasonal Head Start
6424 Baum Road
Knoxville TN 37919
865-212-4011
jdavis@telamon.org

*The Telamon Corporation, located in Raleigh, North Carolina administers the statewide Tennessee Migrant and Seasonal Head Start program with central office located in Knoxville, TN. Migrant and Seasonal Head Start program serves children 6 weeks of age to five years of age.

Tennessee Department of Education
Division of School Readiness and Early Learning*

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*This division of the TN Department of Education coordinates, implements, and monitors IDEA across the state of Tennessee.

Tennessee's Early Intervention System's Nine Single Point of Entry (SPOE) Offices

First Tennessee **196 Freckles Crt** **Johnson City, TN 37601** District Administrator Regina.Bowman@tn.gov	Main number Fax number Regina Bowman	423-434-4401 423-434-4407 423-434-4401x102
East Tennessee **2700 Western Avenue** **Knoxville, TN 37921** District Administrator Patricia.Cooper@tn.gov	Main number Fax number Pat Cooper	865-579-3099 865-579-5033 865-609-3567
Southeast Tennessee **1501 Riverside Dr.** **Suite 230** **Chattanooga, TN 37406** District Administrator Julie.Clark@tn.gov	Main number Fax number Conference room Julie Clark	423-624-6344 423-697-4920 423-624-6344 x1007 423-624-6344 x1002
Upper Cumberland **1519 East Spring St.** **Suite E** **Cookeville, TN 38506** District Administrator Georgia.Modreck@tn.gov	Main number Fax number Conference Line Georgia Garrett	931-528-1623 931-528-1648 931-528-1654 931-528-1623 x116
Greater Nashville **Tennessee Preparatory School** **1232 Foster Ave-Davis 1** **Nashville, TN 37243** District Administrator -	Main number Fax number Vacant	615-532-7237 615-532-7263 or 615-532-7270
South Central **745 South Church St.** **Suite 703** **Murfreesboro, TN 37130** District Administrator Ruthe.Threet@tn.gov	Main number Fax number Ruthe Threet	615-904-3636 615-904-3648 615-904-3636 x1025

Northwest Tennessee		
538 University St.	Main number	731-881-7114
145 Gooch Hall	Fax number	731-881-7206
University of TN at Martin		
Martin, TN 38238		
District Administrator	Olga Page	731-881-7115
Olga.Page@tn.gov		

Southwest Tennessee	Main number	731-784-6603
225 Highway 45 West	Fax number	731-784-7365
Humboldt, TN 38343		
District Administrator	Joan Kennedy	731-784-6603x103
Joan.Kennedy@tn.gov		

Memphis Delta		
Perimeter Point Business Park	Main number	901-937-6738
2175 Business Center Dr, Suite 11	Fax number	901-372-2866
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DEFINITIONS

Agency – means any institution which collects, maintains, or uses personally identifying information or from which such information is obtained.

Agency representative – means any agency's staff person, other than the child's teacher or primary program implementer, who is authorized to make decisions on behalf of the agency.

Assessment – means the ongoing procedures, governed by 34 CFR 303.322 used by appropriate qualified personnel throughout the period of a child's eligibility to identify:

(I) the child's unique strengths and needs and the services appropriate to meet those needs; and

(II) the resources, priorities, and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their child.

Collaboration and collaborative relationships with other agencies - means planning and workings with them in order to improve, share and augment services, staff, information and funds; and the parents, means working in partnership with them.

Child Find – means the system that is coordinated with all other major efforts conducted by state agencies responsible for administering the various education, health, and social service programs relevant to Part C to locate, identify, and evaluate children, including, but not limited to the:

I. Assistance to States Program under Part B of the Individuals with Disability Education Act.
II. Maternal and Child Health (MCH) programs under Title V of the Social Security Act;
III. Medicaid's Early Periodic Screening, Diagnosis and Treatment (EPSDT);
IV. Developmental Disabilities Assistance and Bill of Rights Act
V. Head Start

Developmentally appropriate - means any behavior or experience that is appropriate for the age span of the children and is implemented with attention to the different needs, interests, and developmental levels and cultural backgrounds of individual children.

Early Head Start Program means a program that provides low-income pregnant women and families with children from birth to age 3 with family-centered services that facilitate child development, support parent roles, and promote self-sufficiency.

Evaluation (34 CFR 303.322 and 303.323) – means the nondiscriminatory procedure used by appropriate qualified personnel to determine a child's initial and continuing eligibility and the nature and of extent of the special education and related services a child needs.

Family Centered Services – means services which (a) consider that the child is part of a family unit; (b) are responsive to the family's priorities, concerns, and needs; and (c) allow the family to participate in early intervention and special education with their child as much as they desire (Bailey, McWilliam, & Winton, 1992).

Head Start program - means a program, funded under the Head Start Act and carried out by a Head Start agency or delegate agency, that provides ongoing comprehensive child development services.

Individualized Education Program (IEP): means a written plan for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with 300.341 – 300.350.

Individualized Family Service Plan (IFSP) – means a written plan for providing early intervention and other services to an eligible child from birth to age 3 and the child's family which:

I. is developed jointly by the family and appropriate qualified personnel involved in the provision of the early intervention services;
II. is based on the multidisciplinary evaluation and assessment of the child, and the assessment of the child's family;
III. includes services necessary to enhance the development of the child and the capacity of the family to meet the special needs of the child;
IV. contains a statement of natural environment in which early intervention services shall appropriately be provided, including a justification of the extent, if any, to which the services will not be provided in a natural environment and
V. is reviewed by interactive means acceptable to all parties, and at least on a six month interval.

Informed Parental Consent – means that the parent has been fully informed of all information relevant to the activity for which his or her consent is sought, and understands and agrees in writing to the carrying out of the activity. Consent is voluntary and may be revoked at any time.

Migrant and Seasonal Head Start – means a Head Start and Early Head Start program that serves families fitting in these three categories:

1. Migrant Farm worker Family – A family with children under the age of compulsory school attendance which has changed its residence by moving from one geographic

location to another, either intrastate or interstate, within the preceding two years for the purpose of engaging in agricultural work that involves the production and harvesting of tree and field crops and whose family income comes primarily from this activity.

2. Primary – For purposes of eligibility for migrant and seasonal farm worker families, Head Start defines primary as "more than half"; this would apply to the total family income within the twelve-month period or calendar year prior to application.
3. Seasonal Farm worker Family – A family with children under the age of compulsory school attendance which has not changed its residence from one geographic location to another in the preceding two year period and who are engaged primarily in seasonal agricultural labor.

Policy Council – means the formal group of parents and community representatives required to be established by a Head Start agency to assist in decisions about the planning and operation of the program.

Young Child – means a child birth to age 5 years who has not reached the age of eligibility to enroll in kindergarten.

Referral – means the directing of a child or family to an appropriate source or resource for help, treatment or information.

Related Services (34 CFR 300.34) – means transportation, and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also includes school health services, school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the IEP of the child, social work services in schools, and parent counseling and training.

Special Education (CFR 300.38) – means the specially designed instruction to meet the unique needs of a child with a disability.

Supplemental Aides and Services (CFR 300.41) – means aids, services, and other supports that are provided in the regular education classrooms or the education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate in accordance with Sec. 300.112 through 300.116.