

Revised 11/2010

Performance Standard	Objective	Strategies	Person Responsible	Time Frame	Documentation
1308.4	Purpose and scope of the disabilities service plan.				
1308.4 (a)	A Head Start grantee, or delegate agency, if appropriate, must develop a disability service plan providing strategies for meeting the special needs of children with disabilities and their parents. The purposes of this plan are to assure:	<p>Washita Valley Community Action Council is the grantee for the Head Start program.</p> <p>The plan will address each Performance Standard by explaining and describing strategies, person responsible, time frame and the documentation that is used to ensure that the program regulations are met.</p> <p>This plan will be utilized as a working document.</p>	<p>Special Services Mgr.</p> <p>Special Services Mgr.</p>	<p>On-going</p> <p>On-going</p>	<p>Disability Plan</p> <p>Disability Plan</p>
1308.4(a)(1)	That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents;	As needed the Special Services Manager will discuss concerns and/ or problems with the content area managers at manager's meetings.	Special Services Mgr.	As needed	Agenda and minutes of manager's meetings

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<b>1308.4(a)(2)</b>	Those resources are used effectively.	<p>Establish local and county interagency agreements.</p> <p>Utilize available resources in a cost-effective manner. (I.E. LEA's transportation, Audiologists, Optometrists, and Physicians.)</p>	<p>Head Start Director</p> <p>All Head Start Staff</p>	<p>On-going</p> <p>As needed</p>	Interagency Agreements
<b>1308.4 (b)</b>	The plan must be updated annually.	<p>The plan will be updated annually with recommendations from parents, content area managers, Disability sub-advisory committee, and policy council.</p> <p>The plan will then be given to each member of Policy Council for approval.</p>	<p>Special Services Mgr.</p> <p>Special Services Mgr.</p>	<p>September</p> <p>October</p>	<p>Agendas, minutes, sign in sheets</p> <p>Agenda and minutes</p>
<b>1308.4 (c)</b>	The plan must include provisions for children with disabilities to be included in the full range of activities and services normally provided to all Head Start children and provisions for any modifications necessary to meet the special needs of children with disabilities.	To ensure that the practices used to provide special services do not result in undue attention to a child with a disability the activities on the lesson plan are adapted to fit the needs of the individual child. The Special Services Manager and Education Manager communicate regularly to ensure that the children's individual needs are being met while not being excluded.	<p>Special Services Mgr.</p> <p>Education Mgr.</p>	On-Going	Meeting Notes

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1308.4 (c)	Continued	<p>Facilities coincide with Americans with Disability Act (1990). An ADA checklist will be completed on all Head Start sites and any additional sites that may be established.</p> <p>A copy of the ADA checklist is given to the Special Services Manager.</p>	Facility and Maintenance Supervisor	Annually	Completed ADA checklist
1308.4(d)	<p>The Head Start grantee and delegate agency must use the disabilities service plan as a working document which guides all aspects of the agency's effort to serve children with disabilities. The plan must take into account the needs of children for small group activities, for modifications of large group and for any individual help.</p>	<p>Include children with disabilities in opportunities to explore, create, and to ask rather than to answer questions by encouraging them to try new activities and to accomplish appropriate goals by small steps.</p> <p>Provide opportunities to use a variety of materials.</p> <p>Provide pictures, posters, and books that show children and adults with disabilities, including those in active roles.</p> <p>Include children with disabilities in regular group activities while providing successful experiences for children who differ widely in skills.</p>	<p>Head Start Staff</p> <p>Teaching Staff</p> <p>Special Services Mgr.</p> <p>Teaching Staff</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Lesson plans</p> <p>Lesson plans</p> <p>Classroom checklist</p> <p>Lesson plan</p>

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1308.4 (d)	Continued	<p>Assist children with disabilities to move into developmentally appropriate play with other children by the teacher providing opportunities for various types of play.</p> <p>Modify or adapt the classroom, lesson plans, and facilities in order to meet the needs of individualized children as listed in their IEP.</p> <p>Teachers will utilize the individual child profile that shows work or progress on goals and objectives consistent with the IEPs.</p> <p>Encourage children with disabilities to express their own ideas and to communicate during play and throughout all activities.</p> <p>Individualization, using codes for each child, is included on the lesson plans to reflect developmentally appropriate activities.</p> <p>The Special Services manager will monitor CCNet monthly to ensure that the individualization of children with an IEP is being completed in accordance to the goals on the IEP. The Special Services mgr and education mgr will communicate regularly to discuss the needs of individualization of children with a disability.</p>	<p>Teaching Team</p> <p>Teaching Team</p> <p>Teaching Team</p> <p>Teaching Team</p> <p>Teaching Team</p> <p>Special Services Mgr.</p> <p>Education Mgr.</p>	<p>On-going</p> <p>When stated on IEP</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Last week of each month</p> <p>As Needed</p>	<p>Classroom setup and lesson plans</p> <p>Lesson plans</p> <p>CC Net</p> <p></p> <p>Lesson plan</p> <p>Meeting notes</p> <p>Meeting Notes</p>

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<b>1308.4 (e)</b>	The grantee or delegate agency must designate a coordinator of services for children with disabilities, and arrange for preparation of the disabilities service plan and of the grantee application budget line items for services for children with disabilities.	Designate a disability content area manager that posses a general understanding of the scope of the Head Start effort and adequate skills in serving children with disabilities, which will include classroom goals/objectives including IEP goals, communication skills to coordinate with other components, community agencies and parents.	Program Director	As needed	Application and Job Description
<b>1308.4 (f)</b>	The disability service plan must obtain the following:				
<b>1308.4(f)(1)</b>	Procedures for timely screening.	All screenings will be completed within 45 days of the child's first day entry in to the program. All re-screens will be completed within 6 weeks of the non-passing date.	All Content Area Mgrs	Within 45 days of program entry	Screen results, monitoring and checklist
<b>1308.4(f)(2)</b>	Procedures for making referrals to the LEA for evaluation to determine if there is a need for services.	Children will be referred to the LEA for formal evaluations as soon as there is an evident need for a referral, upon parent request or upon completion of screening process. The teacher will then obtain a signed parent permission referral form.	Teaching Staff and Special Services Mgr.	As needed	Procedures and forms

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<b>1308.4(f)(2) Continued</b>		<p>Contact with the LEA will be charted in the Tracking log and/or communication folder.</p> <p>If the LEA does not complete the evaluation in a timely manner, then Head Start will look for other resources to complete the evaluations in order to meet the Performance Standard guidelines.</p>	<p>Special Services Mgr.</p> <p>Special Services Mgr.</p>	<p>As needed</p> <p>As needed</p>	<p>Contact Log</p> <p>Permission to refer to outside agency</p>
<b>1308.4(f)(3)</b>	Assurance of accessibility of facilities.	Follow Americans with Disabilities Act (1990) checklist making provisions as the need arises. An ADA checklist will be completed on all Head Start sites and on any additional Head Start sites that may be established.	Facility and Maintenance supervisor	Annually	ADA Checklist
<b>1308.4(f)(4)</b>	Plans to provide appropriate special furniture and equipment and materials if needed.	<p>Obtain additional materials or specific equipment needed as stated on the IEP by using available resources. (Local hospitals, health supplies, home health organizations and clubs)</p> <p>Assist parents in understanding the necessity of the needed equipment, furniture, and/or materials and help in obtaining them</p>	<p>Special Services Mgr. when stated on IEP.</p> <p>Special Services Mgr. &amp; Service Providers</p>	<p>As needed</p> <p>As Needed</p>	<p>IEP</p> <p>Resources</p>



Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1308.4(h)</b></p>	<p>The grantee or delegate agency must arrange or provide special education and related services necessary to foster the maximum development of each child's potential and to facilitate participation in the Head Start Program unless the services are being provided by the LEA or other agency.</p> <p>The plan must specify the services to be provided directly by Head Start or by other agencies.</p> <p>The grantee must provide for services which may include, but are not limited to special education and these related services:</p>	<p>Ensure that each child with a disability will participate in a regular Head Start Program unless otherwise stated in the child's Individualized Education Plan also referred to as IEP.</p> <p>Professionals providing services to children enrolled in Head Start include, but are not limited to the following: Local Education Authority; Speech Language Pathology Services; Grady Memorial Hospital, and the Lawton Speech Clinic.</p>	<p>Head Start Director, Special Services Mgr. and ERSEA Coordinator</p> <p>Content Area Mgrs.</p>	<p>On-going</p> <p>As Needed</p>	<p>Enrollment Applications and IEP Documentation</p> <p>Documentation of Services on the monthly IEP Record of Services.</p>

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<b>1308.4(h)(1)</b>	Audiology services - Including identification of children with hearing loss and referral for medical or other professional attention.	Utilize the child's primary care physician and any other available resources.	Content Area Mgrs	As needed	referral forms hearing screens
<b>1308.4(h)(2)</b>	Physical Therapy-to facilitate gross motor development in orthopedic problems and conditioning.	Utilize appropriate LEA, or service provider who will provide or contract services.	Special Services Mgr	As needed	Agreements referrals
<b>1308.4(h)(3)</b>	Occupational Therapy- to improve, develops, or restores fine motor functions.	Utilize appropriate LEA, or service provider who will provide or contract services.	Special Services Mgr	As needed	Agreements referrals
<b>1308.4(h)(4)</b>	Speech or language services- including physical therapy and use of assistive devices necessary for a child's development or to improve receptive or expressive means of communication.	Utilize appropriate LEA, or service provider who will provide or contract services.	Special Services Mgr	As needed	Agreements referrals

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<b>1308.4 (h)(5)</b>	Psychological services- such as evaluation of each child's functioning and interpreting the results to staff and parents. Counseling and guidance services for staff and parents regarding disabilities.	Utilize services with Ann Helton of Chuska Consulting, Pamela Foster of Options Counseling Services Inc., Glyn Byte of Byte and Associates Inc. and Dr. Lurna Champ of Calming Connections as a consultant.	Special Services Mgr.	As needed	Mental Health Agreements
<b>1308.4(h)(6)</b>	Transportation services- for children with disabilities to and from the program and to special clinics to other service providers when the services can not be provided on-site.	Head Start will provide transportation to and from special services or providers as needed unless otherwise stated on the IEP by Utilizing WVCAC transit, and/or other resources.	Special Services Mgr	As needed	Child's IEP.
<b>1308.4(h)(7)</b>	Assistive Technology- services or devices necessary to enable a child to improve functions such as vision, mobility, or communication to meet the objectives of the IEP.	Utilize LEA and other available resources within the community.	Special Services Mgr	As needed	Child's IEP

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<b>1308.4(i)</b>	The disability service plan must include options to meet the needs and take into consideration the strengths of each child based upon the IEP so that a continuum of services available from various agencies is considered.	Collaborate with various agencies by establishing and updating agreements annually to assure they continue with providing services to the program in order to assist in meeting the special needs of children with disabilities.  Ensure that collaborating agencies understand the strengths and concerns as stated on the IEP of each individual child they are servicing.	Special Services Mgr Head Start Dir.  Special Services Mgr	July  On-going	Agreements
<b>1308.4(j)</b>	The options may include:				
<b>1308.4(j)(1)</b>	Joint placement of children with other agencies.	Utilize joint placement with LEA or other agencies for a mainstreaming experience.	ERSEA Mgr. Special Services Mgr.	As needed	Enrollment Data IEP
<b>1308.4(j)(2)</b>	Shared provision of services with other agencies.	Utilize and offer shared services and personnel with collaborating agencies.	Content Area Managers	As needed	Collaborating Agreements
<b>1308.4(j)(3)</b>	Shared personnel to supervise special education services, when necessary to meet state requirements on qualifications.	Utilize and offer shared services and personnel with collaborating agencies.	Content Area Managers	As needed	Collaborating Agreements

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<b>1308.4(j)(4)</b>	Administrative accommodations such as having two children share one enrollment slot when one child's IEP calls for part-time services because of their individualized needs.	Allow two part-time children share one slot when in the children's best interest and if stated on the IEP.	ERSEA Mgr Special Services Mgr	as needed	Enrollment Data IEPs
<b>1308.4(j)(5)</b>	Any other strategies to be used to ensure that special needs are met: these may include:		Special Services Mgr	As needed	
<b>1308.4(j)(5)(i)</b>	Increased staff	When needed, hire additional staff in order to meet the needs of children with severe disabilities.	Head Start Director, Special Services Mgr.	As needed	Disability Aides
<b>1308.4(j)(5)(ii)</b>	Use of Volunteers; and	Encourage volunteers with some formal training to assist with the increased demands of a child with a severe disability.	Special Services Mgr Teaching Staff	When available	Volunteer Sign in

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<b>1308.4(j)(5)(iii)</b>	Use of supervised students in such fields as child development, special education, child psychology, various therapies and family services to assist staff.	Encourage students trained by professionals in their field of study from the University of Science and Arts of Oklahoma, Canadian Valley Vo-tech, Caddo Kiowa Vo-tech and surrounding schools to volunteer due to their knowledge in providing valuable individualized support.	Special Services Mgr	When available or as needed	Volunteer sign in sheets
<b>1308.4(k)</b>	The grantee must ensure that the disabilities service plan addresses grantee efforts to meet state standards for personnel serving children with disabilities by the 1994-1995 program years. Special education and related services must be provided by or under supervision of personnel meeting state qualifications by the 1994-1995 program years.	Ensure that special education and/or related professional services are provided by qualified professionals with state certification or licensure or are under the supervision of persons meeting those collaborating or utilizing agencies which meets the minimum requirements that Head Start had to meet.	Head Start Dir Special Services Mgr	July	Agreements

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<b>1308.4(1)</b>	The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEA and other agencies within the grantee's service area. If no agreement is made then the grantee must document its efforts and inform the regional office. The agreements must address:	<p>To develop contracts or interagency agreements with LEA's, Sooner Start, and other service providers. If no agreement can be reached between the agencies documentation will be required of the efforts made and the Regional office will be informed.</p> <p>Participation in Child Find will follow the guidelines of Part B of the Individuals With Disabilities Education Act (IDEA) by sending recruitment letters and passing out flyers.</p>	<p>Head Start Dir Special Services Mgr</p> <p>All Head Start Staff</p>	<p>July-Aug</p> <p>During Child Find</p>	<p>Agreements</p> <p>Flyers and Recruitment letters</p>
<b>1308.4(1)(1)</b>	Head Start Participation in the public agency's Child Find plan under Part B of IDEA;	As stated in the agreement; Head Start will participate by recruitment letters, and passing out of fliers.	All Head Start staff	During Child Find	Agreements
<b>1308.4(1)(2)</b>	Joint training of staff and parents.	The agreements address the contents of 1308.4(1)	Content Area Mgrs	When available	Agreements Training Agenda

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<b>1308.4(1)(3)</b>	Procedures for referral for evaluations, IEP meetings, and placement decisions	The agreements address the procedures for referral for evaluations, IEP meetings, and placement decisions.	Special Services Mgr	July	Agreements
<b>1308.4(1)(4)</b>	Transitions	The agreements address the contents of 1308.4(1)	Special Services Mgr	July	Agreements
<b>1308.4(1)(5)</b>	Resource Sharing	The agreements address the contents of 1308.4(1)	Special Services Mgr	July	Agreements
<b>1308.4(1)(6)</b>	Head Start commitment to provide the number of children receiving services under IEP's to the LEA for LEA child count report by December 1st annually and ;	The agreements address the contents of 1308.4(1)	Special Services Mgr	July	Agreements
<b>1308.4(1)(7)</b>	Any other items agreed to by both parties. Grantees must make efforts to update the agreements annually.	The agreements address the contents of 1308.4(1)	Special Services Mgr	July	Agreements

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<b>1308.4(m)</b>	<p>The disabilities coordinator must work with the director in planning and budgeting of grantee funds to assure that the special needs identified in the IEP are fully met; that children most in need of an integrated placement and of special assistance are served;</p> <p>And that the grantee maintains the level of fiscal support to children with disabilities consistent with the congressional mandate to meet their needs</p>	<p>Collaboration between the Special Services Manager and the Head Start Program Director will ensure that adequate funds will be allocated to properly serve the number of children with disabilities including the types and severity of the disabilities by reviewing the disability statistics from the previous year and projected disability services that may be necessary in the future.</p>	<p>Head Start Director Special Services Mgr</p>	<p>On-going</p>	

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<b>1308.4(n)</b>	The grant application budget form and supplement submitted with applications for funding must reflect request for adequate resources to implement the objectives and activities in the disabilities services plan and fulfill the requirements of these performance standards.	Head Start Program Director and Special Services Manager will keep current with the provisions of Part B of the IDEA and the services available under this act.	Head Start Director Special Services Mgr	When grant is submitted	Grant Application
<b>1308.4(o)</b>	The budget request included with the application for funding must address the implementation of the disabilities service plan. Allowable expenditures include:	Request on grant application	Program Director	When grants are submitted	Grant application

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<b>1308.4(o)(1)</b>	Salaries: Allowable expenditures include salaries of a full or part-time coordinator of services for children with disabilities. (disabilities coordinator ),who is essential to assure that the programs have the core capability to recruit, enroll, arrange for services of children with disabilities and work with Head Start coordinators and staff of other agencies which are working cooperatively with the grantee. Salaries of special education resources teachers who can augment the work of regular teachers are an allowable expenditure.	Request on grant application	Program Director	When grants are submitted	Grant application

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1308.4(o)(2)	Evaluation of children: when warranted by screening or re-screening results, teacher observation or parent request, arrangements must be made for evaluation to the LEA, evaluations that are not made by LEA are an allowable expenditure.	Request on grant application	Program Director	When grants are submitted	Grant application
1308.4(o)(3)	Services: Program funds may be used to pay for services which include special education, related services, and summer services deemed necessary on an individual basis and to prepare for serving children with disabilities in advance of the program year.	Request on grant application	Program Director	When grants are submitted	Grant application

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1308.4(o)(4)	<p>Making Services Accessible: Allowable cost include elimination of architectural barriers which effect the participation of children with disabilities in accordance with 45 CFR Part 84, nondiscrimination on the basis of handicap in program and activities receiving or benefiting From federal financial assistance and with the Americans with Disabilities Act of 1990(42 U.S.C. 12101). The Americans with disabilities act requires that public accommodations including private schools and day care centers cannot discriminate against disabilities.</p> <p>Physical barriers in existing facilities must be removed if removal is</p>	Request on grant application	Program Director	When grants are submitted	Grant application

<p><b>1308.4(o)(4)</b> <b>Continued</b></p>	<p>readily achievable.</p> <p>Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered areas and drinking fountains must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Program funds may be used for ramps, remodeling or modifications such as grab bars or railings. Grantees must meet new statutory and regulatory requirements that are enacted.</p>				
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<b>1308.4(o)(5)</b>	Transportation is a related service to be provided to children with disabilities. When transportation to the program site and to special services can be accessed from other agencies, it should be used. When it is not available, program funds are to be used to provide it. Special buses or use of taxis are allowable expenses if there are no alternatives available and they are necessary to enable a child to be served.	Request on grant application	Program Director	When grants are submitted	Grant application
<b>1308.4(o)(6)</b>	Special Equipment and Materials. Purchase or Lease of special equipment and materials for use in the program and home is an allowable program expense. Grantees must make available assistive devices necessary to make it possible for a	Request on grant application	Program Director	When grants are submitted	Grant application

<b>1308.4(o)(6) Continued</b>	child to move, communicate, improve functioning or address objectives which are listed in the child's IEP.				
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<b>1308.4(o)(7)</b>	Training and Technical Assistance: Increasing the abilities of staff to meet the special needs of children with disabilities is an allowable expense. Appropriate expenditure may include but are not limited to:	Request on grant application	Program Director	When grants are submitted	Grant application
<b>1308.4(o)(7) (i)</b>	Travel and per diem expenses for disabilities coordinators, teachers and parents to attend training and technical assistance events related to special services for children with disabilities;				

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1308.4(o)(7) (ii)	The provision of substitute teaching staff to enable staff to attend training and technical assistance events;				
1308.4(o)(7) (iii)	Fees and expenses for training/technical assistance consultants if such help is not available from another provider at no cost.				
1308.5	Recruitment and enrollment of children with disabilities.	Recruitment will begin in March when new applications are made available for the coming year or during regular enrollment time.	ERSEA and all Head Start Staff	On-going	Applications, list of places flyers handed out and copy of flyers

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1308.5(a)	The grantee or delegate agency outreach and recruitment activities must incorporate specific actions to actively locate and recruit children with disabilities	<p>Recruitment letters, newspaper articles, radio broadcastings, flyers and postings are distributed through out various locations to help recruit children with disabilities.</p> <p>Posters and flyers are posted in Health Departments, Department of Human Services, hospitals and clinics, Dollar Stores, Colleges, Day Cares, laundry mats, grocery stores, Wal-Mart(s), churches, and any other places deemed necessary or appropriate.</p> <p>All recruitment correspondence including advertisements will state that children with disabilities including severe disabilities are eligible for application.</p>	<p>Special Services Mgr ERSEA coordinator</p> <p>All Staff</p>	<p>On-going</p> <p>On-going</p>	<p>Copies of Flyers and postings; Name of places distributed.</p> <p>Copies of flyers</p>

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<b>1308.5(b)</b>	A grantee must insure that staff engaged in recruitment and enrollment of children are knowledgeable about the provisions of 45 CFR Part 84, Nondiscrimination on the Basis of Disability in Programs and Activities Receiving or Benefiting from Federal Financial Assistance, and of the Americans with Disabilities Act of 1990, (42 U.S.C. 122101).	Provide nondiscriminatory recruitment practices in accordance with 45 CFR Part 84 and ADA of 1990 to staff involved in the recruitment process. See Training/Technical Assistance Plan.	Special Services Mgr	March	Training Agendas
<b>1308.5(c)</b>	A grantee must not deny placement on the basis of a disability or its severity to any child when:	Actively recruit children with disabilities including severe disabilities by following the recruitment process and child find procedures.	All staff	On-going	Listed on Flyers Enrollment Data
<b>1308.5(c)(1)</b>	The parents wish to enroll the child.	Sooner Start Early intervention refers prospective families to Head Start.	Special Services Mgr	On-going	Agreement with Sooner Start
<b>1308.5(c)(2)</b>	The child meets the Head Start age and income eligibility criteria.	Children are accepted into Head Start upon their third birthday according to enrollment criteria.	ERSEA	On-going	Enrollment Criteria in the ERSEA plan

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<b>1308.5(c)(3)</b>	Head Start is an appropriate placement according to the child's IEP, and	When an IEP is received it is reviewed by the Special Services Manager and if placement in Head Start is not considered appropriate the ERSEA coordinator is notified along with the Head Start Director.	Special Services Mgr	On-going	IEP and Enrollment Applications
<b>1308.5(c)(4)</b>	The program has space to enroll more children, even though the program has met 10% of its enrollment opportunities to children with disabilities. In that case children who have a disability and a non-disability would compete for the enrollment opportunity.	As stated in the enrollment criteria, a child with a diagnosed disability other than speech will receive 75 pts; a child diagnosed with a speech disability will receive 50 pts.	ERSEA	On-going	Enrollment and monitoring form
<b>1308.5(d)</b>	The grantee must access resources and plan for placement options, such as dual placement, use of resource staff and training so that a child with a disability for whom Head Start is an appropriate placement according to the IEP is not denied enrollment because of:	<p>The Special Services Manager will work closely with the community to access resources and plan for dual placement if necessary.</p> <p>Children with disabilities will not be denied enrollment by Head Start, unless otherwise stated on the child's IEP.</p>	<p>Special Services Mgr</p> <p>Special Services Mgr ERSEA</p>	<p>As needed</p> <p>On-going</p>	Enrollment

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<b>1308.5(d)(1)</b>	Staff attitudes and/or apprehensions;	Staff are trained at new employees training about the attitude and apprehensions held toward children with special needs.	Special Services Mgr	Monthly	Sign in sheets
<b>1308.5(d)(2)</b>	Inaccessibility of facilities;	ADA checklist are done annually and updated as needed. The checklist are shared with Head Start Director and Special Services Mgr	Maintenance Supervisor Special Services Mgr	Annually As needed	ADA Checklist
<b>1308.5(d)(3)</b>	Need to access additional resources to serve specific child	Agreements are established with local agencies to obtain resources and services.	Special Services Mgr	Annually and as needed	Agreements and services
<b>1308.5(d)(4)</b>	Unfamiliarity with a disabling condition or special equipment such as a prosthesis and;	Staff is trained at pre-service and in-service training on the different types of disabilities; Special Services Manager also trains one-on-one so they are familiar with a child with a disability who is enrolling in our program.	Special Services Mgr	As needed	Training Agendas Enrollment Sign in sheets
<b>1308.5(d)(5)</b>	Need for personalized special services such as feeding, suctioning, and assistance with toileting, including catherization, diapering, and toilet training.	If a child requires one of the following then the staff will be trained on a one-on-one basis by a knowledgeable person in the related area.	Special Services Mgr	As needed	

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1308.5(e)</b></p>	<p>The same policies governing Head Start program eligibility for other children, such as priority for those most in need of the services, apply to children with disabilities.</p> <p>Grantees also must take the following factors into account when planning enrollment procedures:</p>	<p>WVCAC will consider the following when planning enrollment:</p>	<p>ERSEA</p>	<p>on-going</p>	<p>ERSEA plan</p>
<p><b>1308.5(e)(1)</b></p>	<p>The number of children with disabilities in the Head Start service area including types of disabilities and their severity;</p>	<p>Number of disabled children in service area including types and severity of disability;</p>	<p>Special Services Mgr.</p>		<p>Community Assessment</p>

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.5(e)(2)</b>	The services and resources provided by other agencies; and	Resources and services available by other agencies;	All Staff		
<b>1308.5(e)(3)</b>	State Laws regarding immunization of preschool children. Grantees must observe applicable State laws which usually require that children entering State preschool programs complete immunizations prior to or within 30 days after entering to reduce the spread of communicable diseases.	<p>Follow state regulations regarding immunizations upon entering State preschool programs.</p> <p>Health mgr and Staff will monitor the child's immunization records to ensure that children entering Head Start complete the immunizations prior to or within 30 days of entering in to the program.</p>	<p>ERSEA</p> <p>All Staff</p>	<p>At enrollment</p> <p>Prior to enrollment or within 30 days of entering in to the program</p>	<p>Immunizations on file</p> <p>Monitoring of files Folder checklist Applications</p>

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1308.5(f)</b></p>	<p>The recruitment effort of a Head Start grantee must include recruiting children who have been previously identified as having disabilities.</p>	<p>As stated in 1308.5(a)</p> <p>Recruitment letters newspaper articles, radio broadcastings, flyers and postings are distributed through out various locations to help recruit children with disabilities.</p> <p>Posters and flyers are posted in Health Departments, Department of Human Services, hospitals and clinics, Dollar Stores, Colleges, Day Cares, laundry mats, grocery stores, Wal-Mart(s), churches, and any other places deemed necessary or appropriate.</p> <p>All recruitment correspondence including advertisements will state that children with disabilities including severe disabilities are eligible for application.</p>	<p>All Staff</p>	<p>On-going</p>	<p>Recruitment letters, flyers, postings, newspaper articles</p>
<p><b>1308.6</b> <b>1308.6(a)</b></p>	<p>Assessment of children</p> <p>The disabilities coordinator must be involved with other program staff throughout the full process of assessment of children, which has three steps:</p>	<p>Provide training and/or information about the screening process to persons involved in screenings to ensure that the persons completing screenings are knowledgeable in that area. All assessments are monitored by content area managers.</p>	<p>All staff</p>	<p>On-going</p>	<p>On-going monitoring and checklist</p>

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.6(a)(1)</b>	All children enrolled in Head Start are screened as the first step in the assessment process.	All screenings will be completed within 30 days of the child's first day entry into the program. All rescreens will be completed within 4 weeks of the non-passing date (6wks. EHS).	Content Area Mgrs	On-going	On-going monitoring, dates on screening forms
<b>1308.6(a)(2)</b>	Staff also carries out on-going developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities.	According to 1304.21(c) (2), staff will complete ongoing anecdotal observations, the Creative Curriculum Classroom Summary Worksheet and Creative Curriculum Individual Child Profile. The Brigance Preschool Screen II will also be administered for an overall development tool. In addition, the Head Start Positive Child Outcomes Framework will be used as a guideline.	Teaching staff	On-going	Observations on CCNet
<b>1308.6(a)(3)</b>	Only those children who need further specialized assessment to determine whether or not they have a disability and may require special education and related services proceed to the next step, evaluation. The disabilities coordinator has primary responsibility for this third step, evaluation only.	Children in need of further professional assessment will be referred for evaluations in the area of concern.  Referrals will be made to the appropriate LEA or contracted provider upon receiving documentation from the teacher.	Teaching Staff  Special Services Mgr	As needed  Upon receiving a referral	Referral form and Procedures  Referrals and procedures

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.6(b)</b>	Screening, the first step in the assessment process, consist of standardized health screening and developmental screening which includes speech, hearing, and vision. It is a brief process which can be repeated, and is never used to determine if a child has a disability. It only indicates that a child may need further evaluation to determine whether the child has a disability. Rescreening must be provided as needed.	<p>As listed in 1304.21(b) (1), Head Start Staff will perform screenings on all children using testing instruments approved by WVCAC. Executive Director, Head Start Program Director, Policy Council, recommended by Health Services Advisory Council and/or applicable to age and developmental guidelines.</p> <p>If a child does not pass a screening, the child will be rescreened according to the guidelines for that particular screening tool.</p> <p>Screenings alone will not determine the diagnosis of a disability or determine placement for services.</p>	<p>Head Start Staff</p> <p>Content Area Mgrs</p> <p>Content Area Mgrs</p>	<p>Within 45 days of entry</p> <p>Guidelines on instrument</p> <p>on-going</p>	<p>Screening Results</p> <p>Screening Procedures</p>
<b>1308.6(b)(1)</b>	Grantees must provided for developmental, hearing, and vision screening of all early Head Start and Head Start children within 45 days of the child's entry into the program.	Age appropriate vision, hearing and dental screenings will be administered within 45 calendar days of the child's entry into the program. The Brigance Preschool Screen II and Social Emotional Scale will be administered within 30 calendar days of the child's entry into the program.	<p>Health Mgr</p> <p>Special Services Mgr</p> <p>Teaching Staff</p>	Within 30 days of entry into the program	Screen instrument Forms and Procedures On-going monitoring

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
1308.6(b)(2)	Grantees must make concerted efforts to reach and include the most in need and hardest reaching in the screening effort, providing assistance but urging parents to complete screening before the start of the program year.	During the application process parents are encouraged to have an up-to-date physical and immunizations for their child.	All Staff	On-going	Monitoring and family contact notes

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1308.6(b)(3)</b></p>	<p>Developmental screening is a brief check to identify children who need further evaluation to determine whether they may have disabilities. It provides information in three major developmental areas: visual/motor, language and cognition, and gross motor/body awareness for use along with observation data, parent reports and home visit information.</p> <p>When appropriate standardized developmental screening Instruments exist, they may be used. The disabilities coordinator must coordinate with the health coordinator and staff who have the responsibility of implementing health screening and with the education staff who have the responsibility for implementing developmental screening.</p>	<p>The Brigance Preschool Screen II along with the Creative Curriculum Individual Profile and Head Start Positive Child Outcomes Framework are used as identifiers in determining a need for a developmental screening for a possible referral for further developmental evaluation.</p> <p>All content area managers coordinate in bi weekly managers meeting to discuss any concerns that may arise. The health manager, education manager and Special Services manager share screening results when a concern is identified.</p>	<p>Special Services Mgr Education Mgr Teaching Staff</p> <p>Health Mgr Special Services Mgr Education Mgr</p>	<p>When a referral is made</p> <p>On-going</p>	<p>Referral Form</p>

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.6(c)</b>	Staff must inform parents of the types and purposes of the screening well in advance of the screening, the results of these screenings and the Purposes and results of any subsequent evaluations.	The screening process according to the Head Start Performance Standards will be explained to parent/guardian during the application process. Information on the screenings can also be found in the parent handbook..	All staff	When entering into the program	Parent Consent on Application Parent Handbook
<b>1308.6(d)</b>	<p>Developmental assessment, the second step, is the collection of information on each child's functioning in these areas: gross and fine motor skills, perceptual discrimination, cognition attention skills, self-help, social and receptive skills and expressive language.</p> <p>The disabilities coordinator must coordinate with the education coordinator in the on-going assessment of each Head Start child's functioning in all developmental areas by Including this</p>	<p>An age appropriate developmental screening is conducted using the Brigance Preschool Screen. The Brigance assesses the child's development in motor, language and cognitive areas. The Creative Curriculum Individual Child Profile also lists social/emotional development.</p> <p>Anecdotal observations associated with the eight Domains of the Head Start Positive Child Outcomes Framework are documented by teaching staff in a Creative Curriculum Classroom Summary Worksheet and entered in the Creative Curriculum Individual Child Profile.</p>	<p>Teaching Staff Special Services Mgr Education Mgr</p> <p>Teaching Staff Education Mgr</p>	<p>Within 30 days of entry</p> <p>On-going</p>	<p>Screening Results</p> <p>Individual child profile</p> <p>Observations on CC Net</p>

	developmental information in later diagnostic and program planning activities for children with disabilities.	The Creative Curriculum Individual Profile will set learning objectives for the child in all aspects of the child's development.			
<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.6(e)</b>	The disabilities coordinator must arrange for further, formal, evaluation of a child who has been identified as possibly having a disability, the third step.	After the completion of the screenings if there is areas of concerns noted by teachers, managers, and/or parent then a referral form will be completed following the referral procedures that have been established.	Teacher Content Area Mgrs	After screening or as needed	Screening Results and Referral
<b>1308.6(e)(1)</b>	The disabilities coordinator must refer a child to the LEA for evaluation, as soon as the need is evident, starting as early as the child's third birthday.	Special Services Manager will send the following referral information to the LEA or other agency: Parent Permission/Referral Form which contains information regarding screenings. Request for Information, Authorization for Release of Information and any information that might be needed.	Special Services Mgr	Within 3 days of referral	Referral Form and Procedures Referral Monitoring

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.6(e)(2)</b>	If the LEA does not evaluate the child, Head Start is responsible for arranging or providing for an evaluation, using its own resources and accessing others. In this case, the evaluation must meet the following requirements:	The LEA will be contacted every two weeks to monitor referrals. If the LEA fails to respond then Head Start will use local resources and agencies to provide evaluations and/or services as funds are available.	Special Services Mgr	Every two weeks after referral is sent	Referral and Follow up log

<b>1308.6(e)(2)</b> <b>(i)</b>	Testing and evaluation procedures must be selected and administered so as not to be racially or culturally discriminatory, administered in the child's native language or mode of communication, unless it clearly is not feasible to do so.	The teaching staff that is administering the evaluation will not discriminate racially or culturally; administered in the child's native language or mode of communication if feasible;	Teaching Staff	on-going	Translator Form
<b>1308.6(e)(2)</b> <b>(ii)</b>	Testing and evaluation procedures must be administered by trained (State certified or licensed) personnel	The Special Services Mgr will ensure that testing and evaluations are performed by state certified or licensed personnel;	Special Services Mgr	When evaluations are conducted	Copies of Licensed Personnel

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.6(e)(2)(iii)</b>	No single procedure may be the sole criterion for determining an appropriate educational program for a child.	The Special Services Mgr will ensure that more than 1 measure or information source will be used to determine an appropriate educational program for a child.	Special Services Mgr	As needed	
<b>1308.6(e)(2)(iv)</b>	The evaluation must be made by the multidisciplinary team or group of persons including at least one teacher or specialist with knowledge in the area of suspected disability.	Washita Valley CAC Head Start will utilize a multidisciplinary team approach which always involves the parent/guardian;	Special Services Mgr	When evaluations are conducted	Parent Signature on MEETs and/or IEP
<b>1308.6(e)(2)(v)</b>	Evaluators must use only assessment materials which have been validated for the specific purpose for which they are used.	Washita Valley CAC Head Start will utilize assessment materials appropriate for specific evaluations;	Special Services Mgr	As needed	
<b>1308.6(e)(2)(vi)</b>	Tests used with children with impaired sensory, manual or communication skills must be administered so that they reflect the children's aptitudes and achievement levels and not just the disabilities.	Tests and Evaluation will take into consideration of the way the disability affects the child's ability to function as well as the cause of the condition.	Special Services Mgr	As needed	

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.6(e)(2) (vii)</b>	Tests and materials must assess all areas related to the suspected disability.	Washita Valley CAC will ensure that tests and materials must assess all areas associated with suspected disability(ies)	Special Services Mgr	As needed	
<b>1308.6(e)(2) (viii)</b>	In case of a child whose primary disability appears to be a speech or language impairment, the team must assure that enough test are used to determine that the impairment is not a symptom of another disability and a speech or language pathologist should be involved in the evaluation.	Washita Valley CAC will assure that speech/language evaluations are comprehensive enough to determine that the impairment is not secondary to any other disability.	Special Services Mgr	As needed	
<b>1308.6(e)(3)</b>	Parental consent in writing must be obtained before a child can have an initial evaluation to determine whether the child has a disability.	<p>Washita Valley CAC will obtain signed parent permission and referral form before an evaluation can be done to determine whether a child has a disability.</p> <p>If a parent does not wish to consent for the evaluation for services then the Refusal of Services portion on the referral form is completed.</p>	<p>Teaching Staff Special Services Mgr</p> <p>Teaching Staff Special Services Mgr</p>	<p>As needed</p> <p>Within 24 hours of referral</p>	<p>Signature line located on the parent permission and referral form</p> <p>Completed and signed Referral/Refusal of service form</p>

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1308.6(e)(4)</b></p>	<p>Confidentiality must be maintained in accordance with grantee and State requirements.</p> <p>Parents must be given the opportunity to review their child's records in a timely manner and they must be notified and give permission if additional evaluations are proposed.</p> <p>Grantees must explain the purpose and results of the evaluation and make concerted efforts to help the parents understand them.</p>	<p>The child's folder at the center and the child's disability file at the office will be placed in a locked file cabinet. A disclosure log sheet is place in each folder to be signed and dated by anyone reviewing the folder and stated reason for the review.</p> <p>Washita Valley Head Start will explain the purpose and results of the evaluation and make concerted efforts to help parents understand them.</p>	<p>Teaching Staff Special Services Mgr</p> <p>Special Services Mgr</p>	<p>At all times</p> <p>As needed</p>	<p>Locked file cabinets Monitoring of classrooms disclosure log sheet in child's folder</p>

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.6(e)(5)</b>	The multidisciplinary team provides the results of the evaluation, and its professional opinion that the child does or does not need special education and related services, to the disabilities coordinator. If it is their professional opinion that a child has a disability, the team is to state which of the eligibility criteria applies and provided recommendations for programming, along with their findings. Only children whom the evaluation team determines need special education and related services may be counted as children with disabilities	The LEA will provide a copy of the Multidisciplinary Evaluation & Eligibility Team Summary (MEETS) that lists what evaluation was completed and the results. If another professional outside of the LEA completes the evaluation, their documentation will be obtained and shared with parents.	Special Services Mgr	As needed	Signature on IEP
<b>1308.7</b>	Eligibility criteria: Health impairment.	Children who meet the enrollment criteria will not be denied enrollment due to health impairment if it is documented that Head Start is the appropriate placement.	ERSEA Special Services Mgr	At Enrollment	Enrollment Data Child's IEP

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.7(a)</b>	A child is classified as health impaired who has limited strength, vitality or alertness due to a chronic or acute health problem which adversely affects learning.	Washita Valley CAC will provide a copy of the eligibility criteria to the professional if requested	Special Services Mgr	As Needed	Communication Log
<b>1308.7(b)</b>	The health impairment classification may include, but is not limited to, cancer, some neurological disorders, rheumatic fever, severe asthma, uncontrolled seizure disorders, heart conditions, lead poisoning, diabetes, AIDS, blood disorders, including hemophilia, sickle cell anemia, cystic fibrosis, heart disease and attention deficit disorder.	<p>The Health Manager and Special Services Manager will continually work together during the assessment and follow-up of referrals. In addition, the Content Area Managers will be work as a team to ensure that community resources are available to families of children classified with health impairment.</p> <p>Staff will obtain training on blood borne pathogens during Pre-Service.</p>	<p>Content Area Mgrs</p> <p>Health Mgr</p>	<p>On-going</p> <p>Pre-Service</p>	<p>Child Staffing</p> <p>Pre-service Agenda and sign in sheets</p>

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.7(c)</b>	This category includes medically fragile children such as ventilator dependent children who are in need of special education and related service	Training will be provided to staff on specific health impairments as children are accepted into the Head Start Program to ensure that resources are being utilized in an effective manner and staff is up to date with the latest research and treatment.	Special Services Mgr Health Mgr	As needed	Sign in sheet
<b>1308.7(d)</b>	A child may be classified as having an attention deficit disorder under this category that has chronic and pervasive developmentally inappropriate attention, hyperactivity, or impulsivity. To be considered a disorder, this behavior must affect the child's functioning severely. To avoid overuse of this category, grantees are cautioned to assure that only the enrolled children who most severely manifest this behavior must be classified in this category.	<p>Head Start will not make a diagnosis of attention deficit disorder. However, documented behavior through observations may be shared with professionals licensed to be a diagnosis with parent/guardian permission.</p> <p>A child may be referred if he/she continues to present the inability to participate in the classroom and in Head Start activities due to lack of attention only after a transition period of a minimum of 45 days from the time of entry occurs.</p> <p>A referral for further testing is arranged through a referral based on Observations and the Creative Curriculum Individual Child Profile as well as parent/guardian concerns.</p>	<p>Special Services Mgr</p> <p>Teaching Staff Special Services Mgr</p> <p>Special Services Mgr</p>	<p>as needed</p> <p>As needed</p> <p>As needed</p>	<p>Observations and Referrals</p> <p>Observations</p> <p>Referral form and procedures</p>

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1308.7(d)(1)</b></p>	<p>The condition must severely affect the performance of a child who is trying to carry out a developmentally appropriate activity that requires orienting, focusing, or maintaining attention during classroom instructions and activities, planning and completing activities, following simple directions, organizing materials for play or other activities, or participating in group activities.</p>	<p>Documentation of the child’s behavior must reflect the manifestation within the Head Start setting.</p>	<p>Teaching Staff Special Services Mgr</p>	<p>On-going</p>	<p>Behavior Observation Instrument</p>
	<p>It also may be manifested in over activity or impulsive acts which appear to be or are interpreted as physical aggression. The disorder must manifest itself in at least two different settings, one of which must be the Head Start program site.</p>	<p>A referral for attention deficit disorder will not be made on the basis of one area.</p>	<p>Special Services Mgr</p>	<p>On-going</p>	<p>referral procedures</p>

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.7(d)(2)</b>	Children must not be classified as having attention deficit disorders based on:				
<b>1308.7(d)(2)(i)</b>	Temporary problems in attending due to events such as divorce, death of a family member or post-traumatic stress reactions to events such as sexual abuse or violence in the neighborhood;	Positive reinforcement will be consistent in the classroom and will be recommended to the family as a carry over program in the child's home.	Teaching Staff	On-going	Resources and parent handouts Modeling in classroom
<b>1308.7(d)(2)(ii)</b>	Problems in attention which occur suddenly and acutely with psychiatric disorders such as depression, anxiety and schizophrenia;	With consent from the parent/guardian a social/emotional referral may be made for an observation from the contracted mental health professional.	Teaching Staff Special Services Mgr	As needed	Referral forms

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.7(d)(2)(iii)</b>	Behaviors which may be caused by frustration stemming from inappropriate programming beyond the child's ability level or by developmentally inappropriate demands for long periods of inactive, passive activity;	Assistance may be obtained from the contracted mental health professional that assists staff with classroom design and activities to ensure that routines are age appropriate.	Special Services Mgr	As needed	Mental Health Professional reports
		When behaviors are documented to manifest during specific center times and/or activities the teacher may adapt the classroom schedule with guidance from the Education Manager and approval from the Program Director.	Teaching Staff Education Mgr Head Start Director	As needed	Classroom schedules

<b>1308.7(d)(2)(iv)</b>	Intentional noncompliance or opposition to reasonable requests that are typical of good preschool programs; or				
<b>1308.7(d)(2)(v)</b>	Inattention due to cultural or language differences.				

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.7(d)(3)</b>	An attention deficit disorder must have had its onset in early childhood and have persisted through the course of child development when children normally mature and become able to operate in a socialized preschool environment. Because many children younger than four have difficulty orienting, maintaining and focusing attention and are highly active, when Head Start is responsible for the evaluation, attention deficit disorder applies to 4& 5 year old children in Head Start but not to 3 year olds.	Will follow eligibility criteria when evaluating a child or when placing them on an IEP for services.	Special Services Mgr	When evaluating or placing on an IEP	Evaluation or IEP Paperwork

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1308.7(d)(4)</b></p>	<p>Assessment procedures must include teacher reports which document the frequency and nature of indications of possible attention deficit disorders and describe the specified situations and events occurring just before the problems manifested themselves. Reports must indicate how the child's functioning was impaired and must be confirmed by independent information from a second observer.</p>	<p>Observation summaries from the teacher through Anecdotal Observations and the Creative Curriculum Individual Child Profile and Classroom Summary Worksheet will be utilized.</p> <p>A contracted professional for feedback as an additional observer will conduct classroom observations.</p>	<p>Teaching Staff Education Mgr Special Services Mgr</p> <p>Special Services Mgr</p>	<p>on-going</p> <p>As needed</p>	<p>Observations, Individual child profile, and classroom summary worksheets</p> <p>Professional's reports</p>

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.8</b>	Eligibility criteria: Emotional/behavioral disorders				
<b>1308.8(a)</b>	<p>An emotional/behavioral disorder is a condition in which a child’s behavioral or emotional responses are so different from those of the generally accepted, age-appropriate norms of children with the same ethnic or cultural background as to result in significant impairment in social relationships, self-care, and education progress or classroom behavior.</p> <p>A child is classified as having an emotional/behavioral disorder who exhibits on one or more of the following characteristics with such frequency, intensity, or duration as to require intervention:</p>	<p>Staff will insure that behaviors presented are not typical of culture or ethnic group.</p> <p>Community resources will be utilized to provide mentoring to teaching staff and parents upon request.</p> <p>Contracted mental health professional is made available to staff to ensure behaviors are not misinterpreted.</p> <p>A licensed professional may make a social/emotional referral with parent/guardian permission for a formal observation and possible diagnosis, intervention and treatment.</p>	<p>Teaching Staff</p> <p>Content Area Mgrs</p> <p>Special Services Mgr</p> <p>Teaching Staff Special Services Mgr</p>	<p>as needed</p> <p>On-going</p> <p>Annually</p> <p>As needed</p>	<p>Behavior Observation</p> <p>Community Agreements</p> <p>Mental Health Agreement</p> <p>Referral Form</p>

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.8(a)(1)</b>	Seriously delayed social development including an inability to build or maintain satisfactory (age appropriate) interpersonal relationships with peers or adults (e.g., avoids playing with peers);	WVCAC will work closely with mental health professionals and consultant to ensure that the criterion for emotional behavioral disorder is being followed.	Special Services Mgr	When needed	
<b>1308.8(a)(2)</b>	Inappropriate behavior (.e.g., dangerously aggressive towards others, self-destructive, severely withdrawn, non-communicative);	WVCAC will work closely with mental health professionals and consultant to ensure that the criterion for emotional behavioral disorder is being followed.	Special Services Mgr	When needed	
<b>1308.8(a)(3)</b>	A general pervasive mood of unhappiness or depression, or evidence of excessive anxiety or fears (e.g., frequent crying episodes, constant need for reassurance); or	WVCAC will work closely with mental health professionals and consultant to ensure that the criterion for emotional behavioral disorder is being followed.	Special Services Mgr	When needed	
<b>1308.8(a)(4)</b>	Has a professional diagnosis of serious emotional disturbance	WVCAC will work closely with mental health professionals and consultant to ensure that the criterion for emotional behavioral disorder is being followed.	Special Services Mgr	When needed	

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308(b)</b>	The eligibility decision must be based on multiple sources of data, including assessment of the child's behavior or emotional functioning in multiple settings	No one tool will be utilized in determining that a social/emotional referral needs to be made. The use of social emotional screen, health records and teacher observations recorded on the behavior observation instrument will be used in determining the need for a referral.	Teaching staff Special Services Mgr	As needed	Behavior observation instrument social emotional screen
<b>1308.8(c)</b>	The evaluation process must include a review of the child's regular Head Start physical examination to eliminate the possibility of misdiagnosis due to an underlying physical condition.	The current health physical along with the social emotional screen and teacher observations will be used to determine the need for a referral to the mental health consult.	Special Services Mgr	When needed	Referrals, Screening instrument and health physical

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.9</b>	Eligibility criteria: Speech or language impairments				
<b>1308.9(a)</b>	A speech or language impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child's learning.	<p>Children will be closely monitored during the transition period of the initial 45 days from the entry date.</p> <p>Observations from the speech pathologist will ensure that shyness; lack of familiarity with setting and/or cultural factors is not adversely affecting the child's communication. Children will be referred for a speech and language evaluation when the parent has concern, there is an evident need, the child's health record indicates a need for services and or the screening process is completed.</p> <p>The transition time will ensure that the communication impairment is not due to environmental or transitional learning.</p> <p>However, if there is medical documentation regarding a delay, the referral will be initiated immediately upon the retrieval of the appropriate referral documentation.</p>	<p>Teaching staff</p> <p>Teaching Staff</p> <p>Teaching Staff Special Services Mgr</p> <p>Teaching Staff Special Services Mgr</p> <p>Special Services Mgr Health Mgr</p>	<p>Within 45 days of entry</p> <p>As needed</p> <p>As needed</p> <p>On-going</p> <p>As needed</p>	<p>Observations</p> <p>observations</p> <p>Referral forms Referral procedures</p> <p>Classroom Monitoring</p> <p>referral form and procedures</p>

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<b>1308.9(b)</b>	A child is classified as having a speech or language impairment whose speech is unintelligible much of the time, or who has been professionally diagnosed as having speech impairments which require intervention or who is professional diagnosed as having a delay in development in his or her primary language which requires intervention.	<p>Children who have been classified as having a speech or language impairment will receive intervention services through the LEA or other community provider unless the parent/guardian signs a Statement to refuse services.</p> <p>If the refusal form is obtained, Head Start will continue to encourage and support parent participation in obtaining services for speech and language.</p>	Special Services Mgr Teaching Staff	As needed	Referral/ refusal form
<b>1308.9(c)</b>	A language disorder may be receptive or expressive. A language disorder may be characterized by difficulty in understand and producing language, including word meanings (semantics), the components of words (morphology), the components of sentences (syntax), or the conventions of conversations (pragmatics).	Eligibility criteria will be followed by speech and language pathologist that are serving our program.	Special Services Mgr.	On-going	LEA Agreements

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.9(d)</b>	A Speech disorder occurs in the production of speech sounds (articulation), the loudness, pitch or quality of voice (voicing), or the rhythm of speech (fluency).	Eligibility criteria will be followed by speech and language pathologist that are serving our program.	Special Services Mgr	On-going	LEA Agreements
<b>1308.9(e)</b>	A child should not be classified as having a speech or language impairment whose speech or language differences may be attributed to:	Eligibility criteria will be followed by speech and language pathologist that are serving our program.	Special Services Mgr	On-going	LEA Agreements
<b>1308.9(e)(1)</b>	Cultural, ethnic, bilingual, or dialectical differences or being non-English speaking;	Eligibility criteria will be followed by speech and language pathologist that are serving our program.	Special Services Mgr	On-going	LEA Agreements
<b>1308.9(e)(2)</b>	Disorders of temporary nature do to conditions such as a dental problem; or	A dental screening or current dental documentation should be made prior to a speech/language referral to rule out possible dental problems.	Health Manager and Special Services Manager	Within 45 days of entry	Dental screening form in child's folder

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.9(e)(3)</b>	Delays in developing the ability to articulate only the most difficult consonants or blends of sounds within the broad general range for the child's age.	An appropriate speech/language professional will conduct trainings for staff on age appropriate sounds and language.	Special Services Manager	As needed	Sign in sheets Meeting notes
<b>1308.10</b>	Eligibility criteria: Mental retardation.				
<b>1308.10(a)</b>	A child is classified mentally retarded who exhibits significantly sub average intellectual functioning and exhibits deficits in adaptive behavior which adversely affect learning. Adaptive behavior refers to age-appropriate coping with the demands of the environment through independent skills in self-care, communication and play.	If a teacher has concerns regarding development delays, a child may be referred to the LEA or professional for further evaluation after the Head Start screenings have been completed within the initial 45 days of entry. However, if documentation is received from a medical professional or early intervention program the referral may be made immediately upon the receipt of the appropriate documentation necessary to make a referral.	Teacher and Special Services Manager	As needed	Referral forms and procedures

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.10(b)</b>	Measurement of adaptive behavior must reflect objective documentation through the use of an established scale and appropriate behavioral/anecdotal records. An assessment of the child's functioning must also be made in settings outside the classroom.	When requested copy of the Brigance Preschool Screen as well as related documentation for screenings, Anecdotal Observations and the Creative Curriculum Individual Child Profile will be sent with the referral upon parent/guardian consent.	Teacher and Special Services Manager	When a referral is made	Screening forms and CC Net
<b>1308.10(c)</b>	Valid and reliable instruments appropriate to the age range must be used. If they do not exist for the language and cultural group to which the child belongs, observation and professional judgment are to be used instead	Valid and reliable instruments are used to screen all Head Start children. If they are not available or do not exist observations and professional judgments are used.	Head Start Director	When screening Instruments are purchased	Head Start Director Approval
<b>1308.10(d)</b>	Determination that a child is mentally retarded is never to be made on the basis of any one test alone.	Washita Valley CAC will look at several factors when determining if a child is diagnosed as mental retarded. Factors such as observations, screening instruments and parent's input.	Special Services Mgr	When diagnosing a child	MEETS and IEP

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.11</b>	Eligibility criteria: Hearing impairment including deafness.				
<b>1308.11(a)</b>	A child is classified as deaf if a hearing impairment exists which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, and learning is affected. A child is classified as hard of hearing who has a permanent or fluctuating:	Age appropriate auditory screenings are conducted using the audiometer or an audiometric test for 3 and 4 year olds.  Children respond physically or verbally to audiometric cues.  Children who have suspicious screenings (with any incorrect answers) are re-screened within 6 weeks.  A hearing referral may be generated if the child's re-screening failed or is suspicious.	Health Mgr Teaching Staff Family Advocate  Health Mgr Teaching Staff Family Advocate  Health Mgr and Special Services Mgr	within 45 days of entry  6 weeks from initial screen  failed rescreen	Screening Results  Re-screen results  Referral to professional
<b>1308.11(b)</b>	Meets the legal criteria for being hard of hearing established by the State of residence; or	Washita Valley CAC will meet the state legal criteria for diagnosis of hard of hearing	Special Services Mgr	As needed	Legal Criteria and Diagnosis

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1308.11(c)</b></p>	<p>Experiences recurrent temporary or fluctuating hearing loss caused by otitis media, allergies, or eardrum perforations and other outer or middle ear anomalies over a period of three months or more. Problems associated with temporary or fluctuating Hearing loss can include impaired listening skills, delayed language development, and articulation problems. Children meeting these criteria must be referred for medical care, have their hearing checked frequently, and receive speech, language or hearing services as indicated by their IEPs. As soon as special services are no longer needed, these children must no longer be classified as having a disability</p>	<p>Washita Valley CAC will look at all causes of hearing loss when determining a diagnosis.</p>	<p>Health Mgr Special Services Mgr</p>	<p>As needed</p>	

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.12</b>	Eligibility criteria: Orthopedic impairment.				
<b>1308.12(a)</b>	A child is classified as having an orthopedic impairment if the condition is severe enough to adversely affect the child's learning. An orthopedic impairment involves muscles, bones, or joints and is characterized by impaired ability to maneuver in education or non-educational settings to perform fine or gross motor activities, or to perform self-help skills and by adversely affected educational.	Children who present with difficulty in maneuvering either with fine or gross motor function, or by self-help skills may be monitored for a possible referral.	Teaching Staff	As needed	Observations
<b>1308.12(b)</b>	An orthopedic impairment includes, but is not limited to, spinal bifida, cerebral palsy, loss of or deformed limbs, contractures caused by burns, arthritis, or muscular dystrophy	Children who are enrolled into the Head Start Program with a diagnosis listed within 1308.13(b) will be referred to the LEA and or professional immediately upon parent/guardian permission to ensure that services do not lapse.	Special Services Mgr	As needed	Documentation of referral

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.13</b>	Eligibility criteria: Visual impairment including blindness.				
<b>1308.13(a)</b>	A child is classified as visually impaired when visual impairment, with correction, adversely affects a child's learning. The term includes both blind and partially seeing children. A child is visually impaired if:	<p>An age-appropriate vision screening is conducted using the charts within the initial 45 days of entry into the Program. Children match the correct symbol to a verbal or visual clue.</p> <p>Children who have a suspicious screening (with incorrect answers) are re-screened within 14 days. A referral may be made from a failed re-screen or if there are suspicious results.</p>	<p>Health Mgr Teaching Staff</p> <p>Teaching Staff Health Mgr</p>	<p>Within 45 days of entry</p> <p>Within 14 days of initial screen</p>	<p>Vision screening results</p> <p>Rescreening results and referral</p>
<b>1308.13(a)(1)</b>	The vision loss meets the definition of legal blindness in the state of residence; or	Washita Valley CAC will follow state definitions of legal blindness when determining vision loss.	Head Start Director	On-going	

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<b>1308.13(a)(2)</b>	Central acuity does not exceed 20/200 in the better eye with corrective lenses, or visual acuity is greater than 20/200, but is accompanied by a limitation in the field of vision such that the widest diameter of the visual field subtends in angle no greater than 20 degrees.				
<b>1308.13(b)</b>	A child is classified as having a visual impairment if central acuity with corrective lenses is between 20/70 and 20/200 in either eye, or if visual acuity is undetermined, but there is demonstrated loss of visual function that adversely affects the learning process, including faulty muscular action, limited field of vision, cataracts, etc	Eligibility criteria will be followed when diagnosing a child with an visual impairment	Special Services Mgr	When needed	IEP

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<b>1308.14</b>	Eligibility criteria: Learning disabilities.				
<b>1308.14(a)</b>	A child is classified as having a learning disability who has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak or, for preschool age children, acquire the precursor skills for reading, writing, spelling or doing mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, and aphasia.	<p>During the initial 30 days of entry all children whom acquired permission was given will be administered the Brigance preschool Screen 2.</p> <p>Referrals will be made to the LEA or professional upon receipt of the parent/guardian consent.</p> <p>Documentation that may be included in the referral will be a results of the Brigance Preschool Screen, related screenings and medical documentation.</p>	<p>Teaching Staff Special Services Mgr</p> <p>Special ServicesMgr</p> <p>Special Services Mgr</p>	<p>Within 30 days of entry</p> <p>Within 3 days of receiving referral</p> <p>When a child is referred</p>	<p>Brigance Screening Tool</p> <p>Referral dates and LEA follow up</p> <p>Results listed on referral form</p>

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<b>1308.14(b)</b>	An evaluation team may recommend that a child be classified as having a learning disability if:				
<b>1308.14(b)(1)</b>	The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in (a) above when provided with appropriate learning experiences for the age and ability; or	Eligibility criteria will be followed when diagnosing a child with a learning disability. The eligibility criteria will be made available to service providers.	Special Services Mgr	July-August	Communication Log
<b>1308.14(b)(2)</b>	The child has a severe discrepancy between achievement of developmental milestones and intellectual ability in one or more of these areas: oral expression, listening comprehension, pre-reading, pre-writing and pre-mathematics; or	Eligibility criteria will be followed when diagnosing a child with a learning disability. The eligibility criteria will be made available to service providers.	Special Services Mgr	July-August	Communication Log

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
1308.14(b)(3)	The child shows deficits in such abilities as memory, perceptual and perceptual-motor skills, thinking language and non-verbal activities which are not due to visual, motor, hearing or emotional disabilities, mental retardation, cultural or language factors, or lack of experiences which would help develop these skills	Eligibility criteria will be followed when diagnosing a child with a learning disability. The eligibility criteria will be made available to service providers.	Special Services Mgr	July-August	Communication Log

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1308.14(c)</b></p>	<p>This definition for learning disabilities applies to four and five year old children in Head Start. It may be used at a program’s discretion for children younger than four or when a three year old child is referred with a professional diagnosis or learning disability. But because of the difficulty of diagnosing learning disabilities for three year olds, When head Start is responsible for the evaluation it is not a requirement to use this category for three year olds.</p>	<p>Eligibility criteria will be made available to LEA Special Education Directors or any service provider in which we have an agreement with to serve our program.</p>	<p>Special Services Mgr.</p>	<p>As Needed</p>	<p>Communication Log</p>

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.15</b>	Eligibility criteria: Autism A child is classified as having autism when the child has a developmental disability that significantly affects verbal and non-verbal communication and social interaction, that is generally evident before the age of three and that adversely affects education performance.	A child who manifests characteristic of the condition after age three can still be diagnosed by a licensed professional as having autism.	Special Services Mgr	As needed	Disability Eligibility Criteria
<b>1308.16</b>	Eligibility criteria: Traumatic brain injury. A child is classified as having traumatic brain injury whose brain injuries are caused by an external physical source, or by an internal occurrence such as stroke or aneurysm, with resulting impairments that adversely affect education performance. The term includes children with open or closed head injuries, but does not include children	Eligibility criteria will be made available to all LEA Special Education Directors or any service provider in which we have an agreement with to serve our program.	Special Services Mgr	As Needed	Communication Log

<b>Continued 1308.16</b>	with brain injuries that are congenital or degenerative or caused by birth trauma.				
<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.17</b>	Eligibility criteria; Other impairments.				
<b>1308.17(a)</b>	The purpose of this classification, “Other impairments”, are:				
<b>1308.17(a)(1)</b>	To further coordinate with LEA and to the problems of recordkeeping	The Special Services Mgr will keep a log of all communication with service providers and LEA.	Special Services Mgr.	On-going	Communication Log
<b>1308.17(a)(2)</b>	To assist parents in making the transition from Head Start to other placements; and	The Special Services Mgr will provide families with a transition packet also see transition procedures in family community partnership plan.	Special Services mgr	At year end	Transition packet and family community partnership plan
<b>1308.17(a)(3)</b>	To assure that no child enrolled in Head Start is denied services which would be available to other preschool children who are considered to have disabilities in their State.	WVCAC will monitor and follow procedures to ensure that all Head Start children are receiving the service they need.	Special Services Mgr	On going	Monitoring documentation

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<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.17(b)</b>	If the State Education Agency eligibility criteria for preschool children include an additional category which is appropriate for a Head Start child, children meeting the criteria for that category must receive services as children with disabilities in Head Start programs. Examples are “preschool disabled,” “in need of special education,” “Educationally handicapped and non-categorically handicapped.”	All service providers will follow e Eligibility criteria will be given to all LEA Special Education Directors any service provider in which we have an agreement with to serve our program.	Special Services Mgr.	Beginning of School Year	LEA Agreements
<b>1308.17(c)</b>	Children ages three to five, inclusive, who are experiencing developmental delays, as defined by their State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who by reason thereof need special	Eligibility criteria will be given to all LEA Special Education Directors any service provider in which we have an agreement with to serve our program.	Special Services Mgr	Beginning of School Year	LEA Agreements

	education and related services may receive services as children with disabilities in Head Start programs.				
<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.17(d)</b>	Children who are classified as deaf-blind, whose concomitant hearing and visual impairments cause such severe communication and other developmental problems that they cannot be accommodated in special education program solely for deaf or blind children are eligible for services under this category.	Eligibility criteria will be given to all LEA Special Education Directors any service provider in which we have an agreement with to serve our program.	Special Services Mgr	Beginning of School Year	LEA Agreements
<b>1308.17(e)</b>	Children classified as having multiple disabilities whose concomitant impairments (such as mental retardation and blindness), in combination, cause such severe educational problems that they cannot be accommodated in special education program solely for one of the impairments are eligible for services under this category. The term does not include deaf-blind children, for record keeping purposes.	Children who have speech and language impairments are not considered to have multiple disabilities.	Special Services Mgr	When reporting disabilities	PIR Monitoring of disabilities

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
1308.18(a)	The grantee must ensure that the disabilities coordinator and the health coordinator work closely together in the assessment process and follow up to assure that the special needs of each child with disabilities are met.	The Special Services mgr. and Health Manager Mgr. will work closely in the assessment and follow up of referrals by discussing the health tracking and disabilities tracking during manager meetings	Special Services Mgr  Health Mgr  Head Start Director	Bi-weekly managers meetings	Manager meetings notes Agenda Sign in sheet

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.18(b)</b>	The grantee must ensure coordination between the disabilities coordinator and the staff person responsible for the mental health component to help teachers identify children who show signs of problems such as possible serious depression, withdrawal, anxiety or abuse.	<p>Teaching staff will complete behavior observations on the behavior observation instrument to record the child's activities, tantrums and the events that appear to contribute to atypical behaviors.</p> <p>A referral for further evaluation will be made within two weeks of the initial anecdotal record if further assessment is needed.</p> <p>Encourage the Mental Health professional to make specific recommendations by completing regularly scheduled classroom observations.</p>	<p>Teaching staff Special Services Mgr</p> <p>Teaching Staff Special Services Mgr</p>	<p>On-going</p> <p>Within two weeks of observation</p>	<p>Behavior observation instrument</p> <p>Referral and behavior observation instrument</p>
<b>1308.18(c)</b>	Each Head Start director or designee must supervise the administration of all medications, including prescription and over-the-counter drugs, to children with disabilities in accordance with State requirements.	Head Start will follow guidelines stated in Performance Standard 1308.18 (c) & (d).	Health Mgr	On-going	
<b>1308.18(d)</b>	The Health coordinator under the supervision of the Head Start director or designee must:	Refer to Medication plan and Health Service plan.	Health Mgr		

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.18(d)(1)</b>	Obtain the doctor's instructions and parental consent before all medication is administered	WVCAC will only give prescriptions with a label on it. Staff will obtain parents signature and will keep a running log of when the medicine is administered.	Teaching Staff Health Mgr	As needed	Dr. Instructions and medication procedures
<b>1308.18(d)(2)</b>	Maintain an individual record of all medications dispensed and review the record regularly with the child's parent	See medical policy and procedures	Teaching Staff Health Mgr	As needed	Medication log and procedures
<b>1308.18(d)(3)</b>	Record changes in a child's behavior which has implications for drug dosage or type and share this information with the staff, parents and the physician. Assure that all medications, including those required by staff and volunteers, are adequately labeled, stored under lock and key and out of reach of children, and refrigerated, if necessary	Staff will keep a record of changes in behavior which has implications for drug dosage or type and share this with the parents.	Teaching Staff	As needed	Behavior Observation Instrument
<b>1308.19</b>	Developing individualized education programs (IEP).	When a child qualifies for services the teacher and Special Services Mgr will participate in developing of the IEP	Teaching Staff Special Services Mgr	When IEP developed	IEP Signatures

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<b>1308.19(a)</b>	When Head Start provides for the evaluation, the multidisciplinary team makes the determination whether the child meets the Head Start eligibility criteria. The multidisciplinary evaluation team must assure that the evaluation findings and recommendations, as well as information from developmental assessment, Observations and parent reports are considered in making the determination whether the child meets Head Start eligibility criteria.	Provide LEA with a copy of Head Start eligibility criteria.  Request input from each Multidisciplinary Team member including the parent Multidisciplinary Evaluation Plan and Team Summary or Individualized Education Plan meeting.	Special Services Mgr	As Needed	Communication Log
<b>1308.19(b)</b>	Every child receiving services in Head Start who has been Evaluated and found to have a disability and in need of special education must have an IEP before special education and related services are provided to ensure that comprehensive information is used to develop the child's program.	Within 30 calendar days after the multidisciplinary team has made determination, the IEP will be developed and implemented. A copy of the, MEETS and IEP will be placed in the disability section of the child's primary folder in the classroom and in the child's confidential disabilities folder in the Special Services Manager's office.	Special Services Mgr	Within 30 days	LEA follow up

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.19(c)</b>	When the LEA develops the IEP, a representative from Head Start must attempt to participate in the IEP meeting and placement decision for any child meeting Head Start eligibility requirements.	The Head Start Special Services Manager will attempt to attend/participate in the IEP meetings conducted by the LEA for any Head Start child. If not feasible, a Head Start representative will attend, when available.	Special Services Mgr	When IEP meeting is held	Signature on IEP and IEP meeting notes
<b>1308.19(d)</b>	If Head Start develops the IEP, the IEP must take into account the child's unique needs, strengths, developmental potential and the family strengths and circumstances as well as the child's disabilities.	When developing a Head Start IEP, Head Start will consider the child's strengths, concerns and potential as well as the family strengths and goals by requesting input from the parent/guardian and Head Start teacher. The LEA and/or community professionals will be invited to attend the Head Start IEP meeting, even if the parent signs a denial of services for public school assistance. This invitation will ensure that the LEA is aware of the child in the community.	Special Services Mgr	As needed	Head Start IEP
<b>1308.19(e)</b> <b>1308.19(e)(1)</b>	The IEP must include: A statement of the child's present level of functioning in the social/emotional, motor, communication, self-help, and cognitive areas of development, and the identification of needs in those areas requiring specific programming.	Head Start will follow the Performance Standards of 1308.19(e).	All Staff	Always	

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.19(e)(2)</b>	A statement of annual goals, including short term objectives for meeting these goals.	Head Start will follow the Performance Standards of 1308.19(e).	All Staff	Always	
<b>1308.19(e)(3)</b>	A statement of services to be provided by each Head Start Content Area that are in addition to those services provided for all Head Start children, including transition services.	Head Start will follow the Performance Standards of 1308.19(e).	All Staff	Always	
<b>1308.19(e)(4)</b>	A statement of the specific special education services to be provided to the child and those related services necessary for the child to participate in a Head Start program. This includes services provided by other agencies and non-Head Start professionals.	Head Start will follow the Performance Standards of 1308.19(e).	All Staff	Always	
<b>1308.19(e)(5)</b>	The identification of the personnel responsible for the planning and supervision of services and for the delivery of services.	Head Start will follow the Performance Standards of 1308.19(e).	All Staff	Always	

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.19(e)(6)</b>	The projected dates for initiation of services and the anticipated duration of services	Head Start will follow the Performance Standards of 1308.19(e).	All Staff	Always	
<b>1308.19(e)(7)</b>	A statement of objective criteria and evaluation procedures for determining at LEA annually whether the short-term objectives are being achieved or need to be revised	Head Start will follow the Performance Standards of 1308.19(e).	All Staff	Always	
<b>1308.19(e)(8)</b>	Family goals and objectives related to the child's disabilities when they are essential to the child's progress.	Head Start will follow the Performance Standards of 1308.19(e).	All Staff	Always	
<b>1308.19(f)</b>	When Head Start develop the IEP, the team must include:	Head Start will follow the Performance Standards of 1308.19(e).	All Staff	Always	
<b>1308.19(f)(1)</b>	The Head Start disabilities coordinator or a representative who is qualified to provide or supervise the provision of special education services;	The Special Services Manager and/ or teacher will participate in developing an IEP/IFSP.	Special Services Mgr Teacher	When IEP is scheduled	Signature on IEP/IFSP and IEP/IFSP meeting notes

<b>Performance Standards</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1308.19(f)(2)</b>	The child's teacher or home visitor;	The Head Start teacher will participate in developing IEP/IFSP.	Teacher	When IEP/IFSP is developed	Signature on IEP/IFSP
<b>1308.19(f)(3)</b>	One or both of the child's parents or guardians; and	To invite parent/guardian to IEP/IFSP meeting with adequate advanced notice by sending a Parent Invitation to Head Start Staffing.	Special Services Mgr Teacher	Three weeks prior to meeting	Parent Invitation and Documentation on family contact notes
<b>1308.19(f)(4)</b>	At Least one of the professional members of the multidisciplinary team which evaluated the child.	To invite the professional who evaluated the child to IEP/IFSP meeting by sending an Invitation to Head Start Staffing Form or a letter.	Special Services Mgr	When IEP/IFSP meeting is established	Note of invitation
<b>1308.19(g)</b>	A LEA representative must be invited in writing if Head Start is initiating the request for a meeting.	To send the LEA representative a Invitation to Head Start Staffing form that states the date, time and location of meeting along with the child being staffed and the disability previously determined.	Special Services Mgr	When IEP meeting is established	Note of invitation
<b>1308.19(h)</b>	The grantee may also invite other individuals at the request of the parents and other individuals at the discretion of the Head Start program, including those component staff particularly involved due to the nature of the child's disability.	To accommodate the parent/guardian and/or professional request by inviting other individuals.	Special Services Mgr	When IEP/IFSP meeting is established	Note of invitation

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<b>1308.19(i)</b>	A meeting must be held at a time convenient for the parents and staff to develop the IEP within 30 calendar days of a determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP.	<p>To make efforts to arrange a meeting date and time to accommodate the parents/guardians, professional and staff by obtaining input from the persons involved, if possible.</p> <p>A Head Start Multidisciplinary Team Meeting or IEP Meeting will only be held without a parent/guardian present in accordance to the Performance Standard 130.19(j)(4).</p>	<p>Special Services Mgr</p> <p>Special Services Mgr</p>	<p>When IEP meeting is established</p> <p>When IEP meeting is established</p>	<p>Note of invitation</p> <p>Signature on IEP</p>
<b>1308.19(j)</b>	Grantees and their delegates must make vigorous efforts to involve parents in the IEP process. The grantee must				
<b>1308.19(j)(1)</b>	Notify parents in writing and, if necessary, also verbally or by other appropriate means of the purpose, attendees, time and location of the IEP meeting far enough in advance so that there is opportunity for them to participate;	Send parents a Parent Invitation to Staffing Conference Form in advance notice. The Center Director/teaching staff will also remind the parent of the meeting, when feasible.	Special Services Mgr Teaching Staff	Within 3 weeks of meeting	Note of invitation and documentation of reminder on family contact log

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<b>1308.19(j)(2)</b>	Make every effort to assure that the parents understand the purpose and proceedings and that they are encouraged to provide information about their child and their desires for the child's program;	To encourage the professional to help put the parents at ease by eliminating or explaining specialized terminology and encourage input. Request any additions/changes from parents.	Special Services Mgr	As needed	
<b>1308.19(j)(3)</b>	Provide interpreters, if needed, and offer the parents a copy of the IEP in the Parents' language of understanding after it has been signed;	Lessen parent anxiety to increase participation by providing a comfortable setting, familiar meeting rooms, ample preparation time, and interpreters, as needed.	Special Services Mgr Teaching Staff	As needed	
<b>1308.19(j)(4)</b>	Hold the meeting without the parents only if neither parent can attend, after repeated attempts to establish a date or facilitate their participation. In that case, document its efforts to secure the parents' participation, through records of phone calls, lettering the parents' native language or visits to parents' homes or places of work, along with any responses or results; and arrange an opportunity to meet with the parents to review the results of the meeting and secure their input and signature.	Involve parent/guardian actively by encouraging their participation and contribution of valuable information about how their child functions at home.	All Staff	When needed	

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<b>1308.19(k)</b>	Grantees must initiate the implementation of the IEP as soon as possible after the IEP meeting by modifying the child's program in accordance with the IEP and arranging for the provision of related services. If a child enters Head Start with an IEP completed within two months prior to entry, services must begin within the first two weeks of program attendance.	WVCAC will implement an IEP that was completed within 2 months prior to entry by the first 2 weeks of attendance.	Special Services Mgr	Within 2 weeks on entry	LEA follow up
<b>1308.20</b> <b>1308.20(a)</b>	Nutrition services  The disabilities coordinator must work with staff to ensure that provisions to meet special needs are incorporated into the nutrition program.	The Special Services Manager will collaborate with the staff to ensure the nutrition program is incorporated in meeting the needs of the children by implementing an Health/ Nutrition Program according to the recommendations of the teacher, Health Specialist, parent/guardian, physician and Nutritionist.	Special Services Mgr Health Mgr Teaching Staff	on-going	

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<b>1308.20(b)</b>	Appropriate professionals such as physical therapists, speech therapists, occupational therapists, nutritionists or dietitians must be consulted on ways to assist Head Start staff and parents of children with sever disabilities with problem of chewing, swallowing and feeding themselves.	The Special Services Manager will send a letter that requests recommendations on how to better serve the child with a disability.  Appropriate professionals are available for consultation on an as needed basis.	Special Services Mgr	As needed	Agreements with professionals
<b>1308.20(c)</b>	The plan for services for children with disabilities must include activities to help children with disabilities participate in meal and snack times with classmates.	All children will participate in meal/snack time. Provide appropriate materials and equipment and/or modifications according to the disability of the child in order to ensure complete participation.	Content Area Mgrs	Always	Monitoring of meal and snack time
<b>1308.20(d)</b>	The plan for services for children with disabilities must address prevention of disabilities with a nutrition basis	Ensure the staff understands the ramifications and effects of malnutrition on a child by providing information/training about prevention of disabilities, when necessary. A Registered Dietician is consulted for underweight/overweight referrals. The menu's complies with regulations. When necessary provide information to parents about the prevention of disabilities through proper nutrition	Special Services Mgr Health Mgr	As needed	Documentation of training and changes if they are made

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<b>1308.21</b>	Parent participation and transition of children into Head Start and from Head Start to public school.	Special Services Mgr will work closely with Sooner Start early intervention services. Special Services Mgr will have a transition/exit meeting with children with disabilities.	Special Services Mgr	As needed	Sooner Start transition form and Head Start Transition/Exit form
<b>1308.21(a)</b>	In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks:	Support the parents by encouraging in parent meetings parent participation and volunteer participation in order to assist in a smooth transition process for the child and family.	All Staff	on-going	
<b>1308.21(a)(1)</b>	Support parents of children with disabilities entering from infant/toddler programs.	Provide needed information and/or training by contracting consultants of the Options Family Counseling Services or Chuska Consulting, Individual and Family Counseling Center or specialized agencies.	Content Area Mgrs	As needed	Training agenda and sign in Transition Planning Form
<b>1308.21(a)(2)</b>	Provide information to parents on how to foster the development of their child with disabilities.	Provide child development information to parents, when requested.	Teaching Staff Content Area Mgrs	As requested	Newsletters, handouts, training agenda
<b>1308.21(a)(3)</b>	Provide opportunities for parents to observe large group, small group and individual activities described in their child's IEP.	To encourage the parents to observe or volunteer in their child's classroom.	All Staff	Ongoing	

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<b>1308.21(a)(4)</b>	Provide follow-up assistance and activities to reinforce program activities at home.	The Special Services Mgr, service provider and teacher will encourage the parents to reinforce the program activities at home.	Special Services Mgr Teaching Staff	On going	
<b>1308.21(a)(5)</b>	Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.	Refer parents to local support groups when necessary. Encourage parents to Use Resource Booklet.	All Staff	as needed	
<b>1308.21(a)(6)</b>	Inform parents of their rights under IDEA.	When the public school does not provide the parents rights Head Start will provide information pertaining to IDEA by providing a Parents Rights booklet to parents at MEETS/IEP meetings.	Special Services Mgr	During IEP Meeting	Parents rights
<b>1308.21(a)(7)</b>	Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program and other sources and assist them with initial efforts to access such resources.	Inform parents of the Supplemental Security Income (SSI) Program and the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program by referring to the appropriate agencies such as the Department of Human Services and assisting with the claim in order to utilize the resources.	Special Services Mgr Teaching Staff	As needed	Documentation of assistance provided to parents

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<b>1308.21(a)(8)</b>	Identify needs (caused by the disability) of siblings and other family members.	Encourage the Content Area Managers, Family advocates, and teaching staff during enrollment and when doing home visits to watch for possible disabilities which younger siblings may need to be referred to a professional in order for early evaluation and preventative actions.	Special Services Mgr	On-going	Training Agenda
<b>1308.21(a)(9)</b>	Provide information in order to prevent disabilities among younger siblings.	Refer to Sooner Start. Collaborate with other Content Area Managers during Managers meeting in order to obtain information to send to parents on disability prevention.	Special Services Mgr	As needed	Meeting minutes
<b>1308.21(a)(10)</b>	Build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.	Encourage meeting the special needs of their children through reinforcement and through attending/participating in parent meetings and various offered training	All Staff		Parent Meeting Sign in

Performance Standards	Objectives	Strategies	Person Responsible	Time Frame	Documentation
<b>1308.21(b)</b>	Grantees must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.	Parents are encouraged to be active team members when transition their children into and out of Head Start. Children and families will have the opportunity to tour the public school Kindergarten class along with other Head Start peers. Representatives from the public school system are invited to speak at parent meetings so parents will know what the expectations are and will be able to ask questions. An exit/transition meeting between the parent/guardian, Special Services Manager, teacher, appropriate professional, and/or LEA, or other persons will be attempted during the transition process.	All Staff	on-going	Transition Form and Activities
<b>1308.21(c)</b>	Head Start grantees, in cooperation with the child's parents, must notify the school of the child's planned enrollment prior to the date of enrollment.	To provide early and mutually planned transfer of records with parent consent at times convenient for both systems.	All Staff	Always	Parent consent