

Performance Standard	Objective	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1304.24 (a)</b></p> <p><b>1304.24 (a)(1)</b></p>	<p><b>Mental Health Services</b></p> <p><b>Grantee and delegate agencies work collaboratively with parents by :</b></p>	<p>Agreements are established with Ann Helton at Chuska Consulting, Pamela Foster at Options Counseling Inc., Glyn Byte with Byte and Associates, and Dr. Lurna Champ as a consultant at Calming Connections</p>	<p>Special Services Mgr</p>	<p>July August</p>	<p>Mental Health Agreements</p>
<p><b>1304.24 (a)(1)(i)</b></p>	<p><b>Soliciting parental information, observations, and concerns about their mental health;</b></p>	<p>Promoting discussions at enrollment, parent meetings or IEP, IFSP meetings between parents and staff while focusing on a variety of topics in seeking to identify the mental health needs of children and families. Staff will have many opportunities to exchange information with parents on child development and growth. They will be available for home visits to support parenting in the first few months following a birth of a child. They will assist parents in helping children deal with separation issues. WVCAC Head Start will encourage parents to spend time in the classroom with their child, bring tangible reminders of home and family and assist the child to play out themes of separation and reunion to help reassure the child.</p>	<p>Head Start Staff</p> <p>Family Advocate Special Services Mgr.</p> <p>EHS Teaching Staff</p>	<p>On-going</p> <p>Birth of Child</p> <p>Enrollment as needed</p>	<p>Family Contact notes, IEP Meeting Notes Application</p> <p>Home Visit Form Handouts</p>

Performance Standard	Objective	Strategies	Person Responsible	Time Frame	Documentation
1304.24 (a)(1)(ii)	Sharing staff observations of their child and discussing and anticipating with parents their child's behavior and development, including separation and attachment issues;	Discuss and exchange information with parents at formal and informal meetings about their child's development and behavior.	Teaching Staff Family Advocates	On-going	Home Visit/Conference Forms & Family Contact Notes
1304.24 a(1)(iii)	Discussing and identifying with parents appropriate responses to their child's behavior	Children are taught and encouraged to use their "words" to settle differences. Mental Health lessons include identifying the name of different emotions. Staff will model appropriate behavior in regard to others' rights and cultural differences. Children are encouraged to take turns and share. Staff will model this attitude of sharing as well. Many of the toys and classroom materials are provided in small quantities to encourage the ability to share. Many activities such as games and music are put on the lesson plan to encourage socialization. Parents are informed of the child's social and emotional progress in the classroom.	Teaching Staff  Special Services Mgr and Education mgr  Teaching Staff	When lessons are given  Weekly  On-going	Documentation on lesson plan       Home Visit/Conference Forms Child Progress & Planning Reports

Performance Standard	Objective	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1304.24 (a)(1)(iv)</b></p>	<p><b>Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program;</b></p>	<p>Provide staff training and technical assistance on supportive environment in the home and at the Head Start Center.</p> <p>Staff and parents will encourage positive social behavior among children through modeling, coaching and encouraging appropriate behaviors.</p> <p>Books, dolls, teaching, pictures, and environmental print will be provided in different cultures and language.</p> <p>Classroom materials will be monitored to rule out those that show bias, or stereotyping of race, religion, gender, ethnic groups, or disabilities. Parents and Guardians are invited to share in celebrations, holidays, and cultural events.</p> <p>Staff have been trained and encouraged to use positive language and behaviors with children. Staff is nurturing and sensitive to each child's needs. Positive self-esteem of each child developed by genuine praise, with learning task geared to each child's developmental level. Staff is to be sensitive to the uniqueness of each child and family.</p>	<p>Special Services Mgr. Education Mgr.</p> <p>Teaching Staff</p> <p>Special Services Mgr. Education Mgr.</p> <p>Teaching Staff</p> <p>Special Services Mgr. Education Mgr.</p>	<p>On-going</p> <p>Always</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Agendas and Sign in sheets</p> <p>Checklists</p> <p>Agendas and Sign in sheets</p>

Performance Standard	Objective	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1304.24</b> <b>(a)(1)(iv)</b></p>	<p>Continued.....</p>	<p>Teaching staff interacts and participates in children's activities to model good social skills. This will also promote good bonding between staff and children. Children are encouraged to resolve conflicts through verbal skill. Staff will respect children's feelings and rights. Each child and parent will be greeted warmly upon arrival and made to feel welcome when entering the classroom.</p> <p>Each child will be referred to by his/her name. Each child will also have an area where he/she can place personal belongings.</p> <p>Child's artwork will be displayed at child's eye level in the classroom. Parents are encouraged to be involved in class projects and activities.</p>	<p>Teaching Staff</p> <p>Teaching Staff</p> <p>Teaching Staff</p> <p>Teaching Staff</p>	<p>Always</p> <p>Daily</p> <p>Always</p> <p>On-going</p>	<p>Policy and Procedures</p> <p>Family Contact Notes Newsletters</p>

Performance Standard	Objective	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1304.24 (a)(1)(v)</b></p>	<p><b>Helping parents to better understand mental health issues; and</b></p>	<p>Mental health topics are offered and discussed at parent meetings. Parents are invited to attend in-service meetings. Work with parents to develop and join support groups and access present community resources.</p>	<p>Special Services Mgr.</p>	<p>On-going</p>	<p>Handouts Letters Family Contact Notes Meeting Notes</p>
<p><b>1304.24 (a)(1)(vi)</b></p>	<p><b>Supporting parents' participation in any needed mental health interventions.</b></p>	<p>The mental health provider schedules a meeting with parents to discuss mental health issues beyond the classroom. Mental health provider's schedule of when they are at each site is posted so that parents can observe and participate in any interventions.</p>	<p>Special Services Mgr.</p>	<p>On-going</p>	<p>Schedule and Notes</p>

Performance Standard	Objective	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1304.24 (a)(2)</b></p>	<p><b>Grantee and delegate agencies must secure the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective manner of identification and intervention in family and staff concerns about a child's mental health; and</b></p>	<p>Scheduling frequency will allow the mental health professional ample time to observe and identify in order to meet the child's needs. Taking into account the assistance, consultation and needed treatment.</p>	<p>Special Services Mgr</p>	<p>On-going</p>	<p>Mental Health Professional Notes and Schedule</p>
<p><b>1304.24 (a)(3)</b></p>	<p><b>Mental health program services must include a regular schedule of onsite mental health consultation involving the mental health professional, program staff and parents on how to;</b></p>	<p>Develop a schedule in which mental health professionals will perform on onsite observation at each center throughout the program year in order to ensure the day to day program practices that promote mental health. Options Counseling (Chickasha only) and Chuska Consulting (all other sites) will travel at the beginning of the year to meet parents, observe classrooms and visit with teaching staff.</p>	<p>Special Services Mgr</p>	<p>Beginning of Year</p>	<p>Schedule and Notes</p>

<b>Performance Standard</b>	<b>Objective</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<p><b>1304.24 (a)(3)(i)</b></p>	<p><b>Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children;</b></p>	<p>The individual mental health needs of a child are addressed throughout the daily lesson plans and implemented in the classroom activities.</p> <p>Age appropriate developmental and social emotional screening is conducted using the Brigance Preschool Screen II. These screens are conducted within 30 days of entering into the program and monitored by the Special Services Manager.</p> <p>Second Step Mental Health Curriculum is provided for every classroom and will be documented on the lesson plan weekly and will be reinforced on a daily basis.</p> <p>Head Start will utilize the mental health professionals for on-site training and observations and in in-service training as needed.</p>	<p>Teaching Staff</p> <p>Teaching Staff and Special Services Mgr</p> <p>Teaching Staff Special Services Mgr</p> <p>Special Services Mgr</p>	<p>Weekly</p> <p>First 30 days</p> <p>Weekly</p> <p>As needed or requested</p>	<p>Lesson Plans and Procedures</p> <p>Brigance Screens</p> <p>Lesson Plans and Procedures</p> <p>Agendas and Sign in Sheets</p>

Performance Standard	Objective	Strategies	Person Responsible	Time Frame	Documentation
<p><b>1304.24 (a)(3)(ii)</b></p>	<p><b>Promote children's mental wellness by providing group and individual staff and parent education on mental health issues;</b></p>	<p>Provide opportunities for parents and staff to learn about mental health issues including specific guidance on how to seek help by providing training on the outcomes of the staff survey.</p> <p>Teachers will have one documented mental health lesson or activity per week.</p> <p>Provide opportunities for parents to share their own experiences and to learn from one another at parent training and meetings.</p> <p>Post a schedule of mental health professional on-site visits for parents and staff.</p> <p>Encourage the mental health professional to participate in classroom or group activities during the onsite observations.</p>	<p>Special Services Mgr</p> <p>Teaching Staff</p> <p>Family Service Mgr and Center Directors</p> <p>Teaching Staff</p> <p>Special Services Mgr. Teaching Staff</p>	<p>As requested or needed</p> <p>Weekly</p> <p>On-going</p> <p>When available</p> <p>On-going</p>	<p>Agenda and sign in sheet</p> <p>Lesson plan</p> <p>Agendas and sign in sheet</p> <p>Posted Schedule and/or family contact notes/flyers</p>

<b>Performance Standard</b>	<b>Objective</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Time Frame</b>	<b>Documentation</b>
<b>1304.24 (a)(3)(iii)</b>	<b>Assist in providing special help for children with atypical behavior or development; and</b>	For children recognized as having a disability, the mental health professional may help parents and staff to gain access to community agencies to ensure the IEP is properly implemented by suggestions or discussion at IEP meeting & address any mental health need associated with the disability.	Special Services Mgr	When needed	IEP and/or Contact notes
<b>1304.24 (a)(3)(iv)</b>	<b>Utilize other community mental health resources, as needed.</b>	<p>The mental health consultant and the mental health providers will train and assist staff in locating and utilizing existing community mental health resources, including specified contact persons in each county served such as:</p> <p>Health Department psychologist in both Grady and Caddo counties.</p> <p>Community Mental Health Centers in Grady and Caddo counties.</p> <p>Child Study Centers in Oklahoma City, Norman, and other facilities located throughout Grady and Caddo Counties.</p> <p>The Health Services Advisory Committee may also be of assistance in locating outside resources.</p>	Special Services Mgr	Ongoing or as needed	Agenda and sign in sheets

