

Performance Target (Goal)	Milestones (Activities)	Evaluation Tool/Method	Person (s) Responsible	Timetable for Completion
<p><b>Subpart B: Disabilities Service Plan</b></p> <p><b>1308.4 Purpose and scope of the Disabilities Services Plan</b></p>	<p>The objective of the Disabilities Services Plan of MVCAA Inc. Child Development Division is to ensure that the program will:</p> <ol style="list-style-type: none"> <li>1. Encourage the recruitment and enrollment of children with known or suspected disabilities;</li> <li>2. Provide behavioral, developmental and sensory screenings of all children enrolled in the program within 45 days of entering the program;</li> <li>3. Initiate referrals to the Local Education Agencies (LEAs), Committee on Preschool Special Education (CPSE), and to the applicable counties for Early Intervention (EI);</li> <li>4. Coordinate services for children as outlined in each child's Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP). The Special Services Office ( SS ) will track that each child receives services through communication with the classroom staff and the LEA.</li> </ol>	<p>Application &amp; SS History Form</p> <p>Denver, PBCL, ASQ, ASQ-SE</p> <p>Parent concern, Teacher Observation, Consultant recommendation</p> <p>Therapy Tracking Forms</p>	<p>Family Advocates Special Quest Team</p> <p>Teachers &amp; Parents</p> <p>Special Services (SS) Assistant</p> <p>SS Assistant SS Manager</p>	<p>Ongoing</p> <p>Within 45 calendar days of child entering the program. ASQ's are completed on designated monthly intervals.</p> <p>Referral will be sent within 3 days of being received in the SS office</p> <p>Ongoing</p>
<p><b>1308.4 (a) A Head Start Grantee, or delegate agency, if appropriate, must develop a disabilities service plan providing strategies for meeting the special needs of children with disabilities and their parents. The purposes of this plan are to assure:</b></p>	<p>The Mohawk Valley Community Action Agency, Inc. Child Development Division Head Start and Early Head Start have developed this written Disabilities Services Plan to serve as a guideline for how this program will meet the objectives set forth by the US Department of Health and Human Services in serving children with special needs and their families.</p>	<p>Written Plan</p>	<p>SS Manager SS Coordinator</p>	<p>Annual Review</p>
	<p>All service areas of the program are involved in the integration of children with disabilities and their</p>			

<p><b>1308.4 (a) (1) That all components of Head Start are appropriately involved in the integration of children with disabilities and their parents;</b></p>	<p>families into the program.</p> <p><b>The Family and Community Partnership (F&amp;CP) service area:</b> The F&amp;CP service area staff are the first to build a relationship with children identified or suspected of having a disability and their families. The parent or guardian gives MVCAA Inc. staff permission by signing a consent form during the initial paperwork process to obtain medical and other personal records in order to get more information, facilitate the appropriate referrals and coordinate services. During the initial home visit and completion of recruitment paperwork, children with disabilities or suspected of having a disability or developmental delay, are identified as a priority for enrollment within the eligibility requirements set forth by the US Department of Health and Human Services. At least ten percent of the program's total enrollment must be available to children with special needs.</p> <p>Family Advocates are instrumental in the transition process for children with special needs to and from the program, accompanying parents to Special Education and Early Intervention meetings, assisting them with paperwork, and advocating for the child and empowering the family to advocate for the services to meet their child's needs.</p> <p><b>The Education service area:</b> The Education component has a vital role in our efforts to successfully integrate children with disabilities and their families into the program. All classrooms are organized in a manner to provide an inclusive setting for children with disabilities and developmental delays. Lesson plans are individualized to incorporate goals from the child's Individualized Education Plan or Individualized Family Service Plan. The physical environment is arranged with regard for children with disabilities to ensure that they are able to fully participate in all aspects of the program.</p>	<p>SS History Form PHI (release form)</p> <p>Special Services Transition Plan</p> <p>IFSP IEP Lesson Plan Classroom Observation Progress notes Individualized Child Outcome Summary</p>	<p>Family advocate Teacher</p> <p>Teacher or Family Advocate</p> <p>Teacher SS Manger Ed Managers SS Assistant</p>	<p>Recruitment Enrollment</p> <p>At time of transition</p> <p>Ongoing</p>
	<p>The program incorporates the use of The Creative Curriculum when developing lesson plans and activities. Education staff collaborate with service</p>	<p>Transition Plan</p>	<p>Teacher</p>	<p>Completion of Program</p>

	<p>providers who are assigned to specific children in their classroom to establish goals, communicate with parents and carryover strategies and activities into the classroom. Education staff are expected to attend CPSE and EI meetings to obtain information and plan for newly enrolled children, to give input and advocate for services for children in their classroom, and to assist in the development of the IEP or IFSP and in transition plans.</p> <p><b>The Health service area:</b> The Health Manager communicates very closely with the Special Services staff regarding health issues that may affect sensory or developmental screening results, and which may in turn require a referral for a full evaluation for therapy services. Children who receive medication related to their disability receive them according to the program's medication administration procedure. Every child who has a health condition that may require specific health care procedures while in program has an Individualized Health Plan developed by a team formed by the Health Manager, Special Services Manager, Parent and Teacher. Education staff are expected to attend CPSE and EI meetings to obtain information and plan for newly enrolled children, to give input and advocate for services for children in their classroom, and to assist in the development of the IEP or IFSP and in transition plans.</p> <p><b>The Nutrition service area:</b> Children with suspected or identified food allergies are accommodated, and the Nutrition Manager and Coordinator work closely with nutrition staff and education staff to plan programming components and safety considerations accordingly. When children with disabilities are at risk of developing further complications due to a nutritionally based issue, the Nutrition Manager will consult with the child's parent, physician, and appropriate staff to plan for the child's daily menu and diet. The program will purchase assistive eating devices that children may require to participate in self-feeding and family style eating on an individual basis. Children that exhibit difficulty with swallowing, eating chewing or self-feeding skills are referred initially to their physician, and possibly to CPSE or EI for further</p>	<p>IHP</p> <p>Nutrition alert</p>	<p>Health Manager</p> <p>Nutrition Coordinator Nutrition Manager</p>	<p>As needed</p> <p>As needed</p>
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	evaluation for possible oral motor, Occupation Therapy, Physical Therapy or sensory integration concerns.			
	<p><b>The Special Services service area</b> is responsible for ensuring the identification and evaluation of children with disabilities and tracking the provision of services for these children. Children are identified as having possible concerns through developmental screenings, physical examination records, parent report or teacher observation. MVCAA Inc. contracts with specialists and therapists to complete individual screenings in specific areas of concern based on the results of various developmental screenings to determine if a referral to Early Intervention or the Committee on Preschool Special Education (CPSE) is needed. Special Services staff act as the liason between Head Start/Early Head Start and the community agencies, Early Intervention offices, county offices and school districts which are involved in evaluation and service coordination. Resources are available and provided to staff and parents on special needs and related issues when requested. Children with special needs will be provided assistive devices for their successful participation in the program on an individual basis.</p>	<p>Referrals Therapy Tracking Forms</p> <p>Developmental Screenings</p>	<p>SS Manager SS Assistant</p> <p>Teacher</p>	<p>Ongoing</p> <p>Within 45 calendar days of child entering program</p>
	<p>A Special Services staff person attends all CPSE and EI meetings to represent the program and advocate on behalf of the child and family for the appropriate services and placement. In the event that a child referred to CPSE or EI is unable to receive services through the LEA but still exhibits significant need, MVCAA Inc. will coordinate appropriate support services through the use of an Individualized Enhancement Education Plan (IEEP) developed by this agency and consented to by the parents as set forth by Head Start Program Performance Standards</p>	<p>Meeting attendance IEEP</p>	<p>SS Manager SS Assistant</p>	<p>Ongoing</p>

	45-CFR 1308, Services for Children with Disabilities.			
	<p>Special Services staff coordinate and facilitate case reviews when necessary to meet as a team and develop an action plan for providing services to appropriately meet a child's special needs. Representatives from all service areas will be in attendance (Education, Family &amp; Community Partnership, Special Services, Nutrition and Health). Those designated with follow up tasks, will notify the Behavior Specialist within 3 working days to report progress made with their follow up action.</p>	Individual Guidance Plan	SS Manager SS Assistant Parents Center Team	As needed
	<p>There is also a mental health and behavior component of the Special Services service area in the program that addresses mental health issues related to disabilities and other developmental and behavioral disorders. The special services office coordinates the development of positive behavioral interventions in conjunction with parents, leadership members and education staff. Mental health consultants are utilized when necessary to conduct classroom observations, provide training for staff, consult with parents, assist in the functional behavior analysis process, and write Positive Behavior Intervention Plans.</p>	<p>ASQ-SE PBCL Teacher Inventory ABC Observation Form Behavior Frequency Checklist Investigating Behavior &amp; Developing a Behavior Support Plan Child specific observation reports Behavior Plan</p>	<p>SS Assistant MH Consultants Child Development Division (CDD) Leadership Team</p>	Ongoing
<b>1308.4 (a) (2) Those resources are used efficiently.</b>	<p>All resources available to children with known or suspected disabilities and their families within MVCAA Inc. Child Development Division are well planned and reviewed to provide efficient, appropriate and fiscally responsible services to meet their individual needs. The majority of services are paid for by the LEA through State or Federal funds, or the coordinating County. Any additional services provided through MVCAA Inc. are proposed by the Special Services staff, reviewed by the Fiscal staff and by the Program Director. The CDD Director gives final approval.</p>	Current Budget Estimation of requested services.	<p>SS Manager SS Coordinator Child Development Division (CDD) Director</p>	Ongoing
<b>1308.4 (b) The plan must be updated annually.</b>	<p>The Special Services Manager is responsible for ensuring that the Disabilities Service Plan of MVCAA Inc. Child Development Division Head Start and Early Head Start will be updated annually. The updated plan will be submitted to Policy Council for review and</p>	SS staff will consult with Leadership Team.	<p>SS Manager SS Coordinator CDD Director</p>	Annual

	approval.			
<b>1308</b> <b>.4 (c) 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 the children with disabilities.</b>	Some children may enter the Head Start program already identified as a Preschool Student with a Disability through the Committee on Preschool Special Education. Many of these children were referred to CPSE by physicians, WIC, Even Start, and Early Intervention. When previously identified children are brought to the attention of the SS Office through the SS History Form or other notification, the parent will be asked to complete a PHI release form, so that we may obtain records and to assist the parent and child through the special education process. Children suspected of having a developmental delay, disability or other special need are identified through developmental screenings, sensory screenings, physical examination records, observation, anecdotal notes, parent/teacher conferences and parent report.	SS History Form Initial Paperwork  PHI Developmental Screening	Family Advocate Parent  Teacher SS Manager SS Assistant	Application Process At time of initial paperwork  Ongoing
	Children with special needs are integrated into the classroom with the assistance of service providers, consultants and aides (as needed) who provide support services on a push-in or pull-out basis, whichever method is consistent with the child's IEP or IFSP. Whenever possible, children are provided services in the classroom to ensure that the child is able to fully participate in general classroom activities and also allows education staff to observe the specialist and provide consistency through carryover activities. Modifications stated in the child's IEP or IFSP in regards to classroom environment or learning style are implemented into the child's daily program through lesson planning. When necessary, education staff are given guidance by Special Services staff, consultants and service providers when there is question as to whether a child needs additional support to participate in an integrated setting.	SS classroom observation  General Classroom or Child specific observation	Ed Managers Teacher Therapist/Consultant SS Assistant  MH consultant SS Manager SS Assistant Education Managers	Ongoing  At least once per year Ongoing
	Education staff help integrate children with special needs into the classroom by encouraging them to fully participate in regular group activities, providing a least restrictive environment and encouraging	Training Consultation Special Services Resources	SS Office	Ongoing August Training

	<p>independence and self-help skills. Materials and activities are open-ended and child-directed as much as possible to allow for differing levels of ability. Regular group activities are planned so that children of differing levels of ability can meet individual goals and experience success. Lesson plans are individualized for each child by incorporating goals from the child's IEP. Activities and strategies suggested by a child's service provider are incorporated into the individual child's daily schedule as well as being applied when necessary to the whole group.</p>	<p>Lesson plans Creative Curriculum STEP Literacy Education Resources</p>	<p>Education Manager(s) Teacher</p>	<p>Ongoing Education area meeting</p>
	<p>Children are supported in their development of empathy through the use of role modeling an empathic and accepting attitude toward others. Children will be taught the importance of not only accepting differences, but celebrating them. Just as the program makes available resources and materials showing children of various cultural, ethnic, linguistic, and gender groups, materials will also be provided in the classroom to expose children to children and adults with differing abilities. These materials will be sensitive to stereotypes, and will show individuals with disabilities in active, successfully integrated roles.</p>	<p>Lesson Plans Education Resources SS Resources Positive Behavioral Intervention Manual</p>	<p>Teacher  SS Office</p>	<p>Ongoing  Ongoing Monthly MH classroom activities</p>
<p><b>1308.4 (d) The Head Start grantee and delegate agency must use the disabilities service plan as a working document that guides all aspects of the agency's effort to serve children with disabilities. This plan must take into account the needs of the children for small group activities, for modifications of large group activities and for any individual special help.</b></p>	<p>Head Start/Early Head Start takes into account the needs of children by purchasing books and other materials on a yearly basis that show individuals with disabilities. These materials are incorporated into the classroom environment and lesson plans. An Occupational Therapist visits classrooms, conducts observations and suggested activities are provided to the classroom teacher to give to an individual child's parent as needed. An Occupational Therapist will meet with individual parents, if requested and will conduct staff trainings on related topics. A Speech Therapist will visit classrooms, conducts classroom observations and provides the Teacher with suggested activities. A Speech Therapist will conduct staff trainings on related topics. The Special Services History Form provides staff with background information on the individual child and their specific needs, and allows the program to track and follow-up</p>	<p>Classroom Observations Progress notes IEEP (for Speech Enhancement) Lesson Plans OT Handouts</p> <p>SS History Form</p> <p>Therapy Tracking Forms OT Handouts</p>	<p>Teacher SS Manager SS Assistant</p> <p>Parent Teacher Family Advocate</p> <p>OT Consultants Teacher SS Assistant</p>	<p>Ongoing</p> <p>Enrollment/Initial Paperwork</p> <p>Monthly</p>

	on services. For children already receiving Special Education services, the goals from the IEP are incorporated into lesson plans and activities are modified accordingly.			
<b>1308.4 (e) The grantee or delegate agency must designate a coordinator of services for children with disabilities (disabilities coordinator) and arrange for preparation of the disabilities service plan and of the grantee application budget line items for services for children with disabilities. The grantee or delegate must ensure that all relevant coordinators, other staff and parents are consulted.</b>	The program has designated a Special Service team which includes the Education/Special Services Coordinator, Special Services Manager, Special Services Assistant, to coordinate services for children with disabilities and their families. The Education/Special Services Coordinator, SS Manager, Child Development Division Director and Policy Council are responsible for ensuring that the Disabilities Services Plan reflects how the program is meeting the needs of children with special needs, and that it is done within the extent of the budget.	Self Assessment	Policy Council Child Development Director SS Coordinator SS Manager SS Assistant	Annual Review
<b>1308.4 (f) The disability service plan must contain:</b>				
<b>(1) Procedures for timely screening;</b>	Behavioral, developmental and sensory screenings are completed for all children enrolled in the Head Start and Early Head Start program within 45 calendar days of a child's first day of attendance in the program. The result of this process is the monitoring of children at risk for developmental delays, or the referral for further screenings and evaluations to be completed by a consultant or the applicable CPSE/EI agencies. The <i>Ages and Stages Questionnaire (ASQ)</i> & <i>Ages and Stages Questionnaire: SE</i> are completed at the appropriate age interval for all children attending Early Head Start. They both investigate development in the skill areas of gross motor, fine motor, communication, problem solving and personal-social.	Ages & Stages Questionnaire  Ages & Stages Questionnaire: SE  COPA Developmental Screening Database	Assistant Teacher Teacher SS Manager Ed Managers SS Assistant	ASQ and ASQ: SE are done at the appropriate age intervals  Ongoing
	The Denver Developmental Screening Test II (Denver II) is completed within the 45 calendar days for all children enrolled in program. The Denver II screens development in gross and fine motor, and speech and language. The Denver II along with the ASQ are used	Denver II	Teacher Assistant Teacher SS Manager Ed Managers	Within 45 calendar days of start date

	for the early detection of possible developmental delays/disabilities.			
	The screening that the program uses to assess behavior and social-emotional development is the <i>Preschool Behavior Checklist(PBCL)</i> . This screening identifies children ages 2-5 years who are likely to exhibit challenging behavior and/or experience difficulty with social interaction in later years if there is no intervention. Children who receive a score greater than the cut-off point are monitored for possible individualized intervention. On an individual basis, education staff may also complete the <i>Teacher's Inventory of Social and Emotional Development in Children Ages 2-5 Years(TI)</i> to gain more information about the child's strengths and needs in regards to mental health and behavior. The completion of the appropriate developmental screenings in a timely manner is tracked by the Education Managers and the Special Services office using the Developmental Screenings Tracking Database, and the <i>Child Outcomes Planning and Administration (COPA)</i> software.	PBCL  Developmental Screening Lists COPA reports  Teacher Inventory	SS Behavior Specialist  Ed Managers SS Manager Teachers  SS Behavioral Specialist	The PBCL is to be completed within 45 days of start date.  Ongoing  As Needed
<b>(2) Procedures for making referrals to the LEA for evaluation to determine whether there is a need for special education and/or related services for a child, as early as the child's third birthday;</b>	The SS Office will train classroom teaching staff regarding the Special Education process (referral, evaluation, eligibility determination). Staff will be provided with the appropriate forms needed to make a referral to the LEA. The completed paperwork will then be sent to the SS Office for processing.	SS Binder CPSE referral PHI (release form) Parental Rights	Teacher Assistant Teacher Family Advocate SS Office staff	August Training Ongoing
<b>(3) Assurances for accessibility of facilities; and</b>	A meeting to discuss an individual child's need(s) or necessary facility modifications will be held on an as needed basis.	Evaluation reports on file Physical Written documentation, IFSP/IEP Parental Concerns	SS Manager, CDD Leadership Team Classroom Staff Parent Consultants/Therapists	As needed
<b>(4) Plans to provide appropriate special furniture, equipment and materials if needed.</b>	An individual child's needs and appropriate modifications will be addressed and through borrowing materials from RCIL and/or UCP Triad Center and purchasing materials or equipment as	Evaluation reports on file Physical Written documentation,	Teacher SS Manager SS Services Assistant Classroom Staff	As needed

	necessary.	IFSP/IEP Parental Concerns	Parent Consultants/Therapists	
<b>1308.4 (g) The plan, when appropriate, must address strategies for the transition of children into Head Start from infant/toddler programs (0-3 years), as well as the transition from Head Start into the next placement. The plan must include preparation of staff and parents for the entry of children with severe disabilities into the Head Start program.</b>	<p>The Special Services EHS Transition Plan will be used for children receiving related services as a tool to familiarize the child's new teacher of their individual needs.</p> <p>Teachers will complete the Transition report for children entering Kindergarten in the fall. This report is reviewed with the parent and forwarded to the school district with parent permission.</p> <p>Upon a child's transition to Kindergarten, the child's HS teacher will complete a Transition Plan which will provide the kindergarten with information pertaining to the child's current level of functioning.</p>	<p>SS Transition Plan: EHS to HS</p> <p>Teacher observation Development Screenings</p> <p>Transition report form</p>	<p>Teacher EHS Manager SS Office</p> <p>Teacher Ed Manager Parent</p> <p>Teacher Ed Manager Parent</p>	<p>Six months prior to transition</p> <p>June</p> <p>June</p>
<b>1308.4 (h) 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 to facilitate participation in the regular Head Start program unless the services are being provided by the LEA or other agency. The plan must be specify the services to be provided directly by the other agencies. The grantee or delegate agency must arrange for, provide, or procure services which may include, but are not limited to special education and these related services:</b>				
<b>(1) Audiology services, including identification of children with hearing loss</b>	The classroom staff will obtain parent permission and notify the parent/guardian in writing of when the hearing test will be administered. The results are	Screening results	Classroom aides Health Manager	Within 45 calendar days of entry into the program

<p><b>and referral for medical or other professional attention; provision of needed rehabilitative services such as speech and language therapy and auditory training to make best use of hearing; speech conversation; lip reading; determination of need for hearing aids and fitting of appropriate aids; and programs for prevention of hearing loss;</b></p>	<p>given to the parents. The screening is repeated if there are concerns and a referral is made.</p>			
<p><b>(2) Physical therapy to facilitate gross motor development in activities such as walking prevent or slow orthopedic problems and improve posture and conditioning;</b></p>	<p>The LEA provides physical therapy (PT) services through the use of Certified Physical Therapists for those children meeting the criteria per their IEP.</p> <p>Otherwise, Head Start provides gross motor activities in all classrooms, held inside and/or outside on a daily basis.</p>	<p>IEP</p> <p>Lesson plans</p>	<p>SS Office</p> <p>Teacher</p>	<p>Ongoing</p>
<p><b>(3) Occupational therapy to improve, develop or restore fine motor functions in activities such as using a fork or knife;</b></p>	<p>In the classroom, meals are served family style. Children are encouraged to serve and feed themselves with the use of utensils. Daily activities are structured to enhance fine motor skills by the use of scissors and writing utensils along with encouraging independence through self help skills.</p> <p>An Occupational Therapist visits each classroom and makes recommendations and offers suggested activities.</p> <p>Activity sheets are provided by the Occupational Therapist which support individual children's needs.</p>	<p>Lesson Plans OT consultation &amp; results EI/CPSE evaluations</p> <p>Therapy Tracking Form</p> <p>OT Handout Parents</p>	<p>Classroom staff</p> <p>Occupational Therapist</p> <p>Occupational Therapist SS Services Assistant</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p><b>(4) Speech and language services including therapy and use of assistive devices necessary for a child to develop or improve receptive or expressive means of communication;</b></p>	<p>Head Start provides a literacy rich environment by following Head Start S.T.E.P. guidelines. A Speech Therapist visits each classroom. Recommendations are given to the Teacher, along with suggested activities to foster individual children's development.</p>	<p>Lesson Plans SS History Forms</p> <p>Lesson Plans Speech consultation</p>	<p>Classroom Staff Speech Therapist</p> <p>Classroom Staff Speech Therapist</p>	<p>Ongoing</p>

		and report EI/CPSE evaluations IEEP Therapy Tracking Form	Parent SS Assistant I	
<b>(5) Psychological services such as evaluation of each child's functioning and interpreting the results to staff and parents; and counseling and guidance services for staff and parents regarding disabilities;</b>	MVCAA Inc. contracts with a Mental Health consultant(s) to observe individual children at risk for mental health or behavioral concerns, and provide consultation to staff and parents. The consultant will recommend strategies for assisting the child in the program, as well as making referrals to agencies within the community that parents may utilize for counseling or other services. Parents are also able to meet with the mental health consultant for short-term mental health services and to get referrals for themselves to access more intensive mental health services in the community. The consultants will also provide staff training, and act as a resource for parents and staff as they work toward meeting each child's social and emotional goals.	MH observation reports Assessments Positive Behavior Intervention Plans	SS Assistant MH Consultant Classroom Staff Parents	Ongoing
<b>(6) Transportation for children with disabilities to and from the program and to special clinics or other service providers when the services cannot be provided on-site. Transportation includes adapted buses equipped to accommodate wheelchairs or other such devices if required; and</b>	Transportation Manager is investigating the possibility of adapting an existing bus to accommodate wheelchairs. SS Manager will develop plans with partnering schools, LEA's and collaborating agencies to provide transportation for children with disabilities.	IFSP/IEP	CDD Director CDD Leadership Team Transportation Manager SS Manager	As needed
<b>(7) Assistive Technology services or devices necessary to enable a child to improve functions such as vision, mobility or communication to meet the objectives in the IEP.</b>	When the child's ability to successfully function in the program is inhibited, providing specific assistive devices will be considered on an individual basis. Parents are assisted by Special Services staff and/or Family and Community Partnership staff to locate and obtain Assistive Technology services in the community.	IEP IFSP IEEP Hearing and/or Vision screening Physical	SS Manager Classroom Aide Parents Health Manager Family and Community Partnership Office Family Advocate	Ongoing
<b>1308.4(i) The disabilities service plan must include</b>	Individualized planning will take place at the CPSE meeting to discuss and put into place a special education program that will meet the needs of the	IEP Evaluations	Parents, Teacher(s) Therapist(s), CPSE committee	Ongoing

<p><b>options to meet the need 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.</b></p>	<p>child. This will be based on their current level of performance and IEP goals.</p> <p>Transition Planning meeting and IEP Meeting.</p> <p>Goals from the child's IEP are incorporated into the daily lesson plan.</p> <p>Classroom Teachers are provided with a copy of the child's IEP.</p> <p>The CPSE committee will hold an annual review meeting to discuss the child's progress towards meeting his/her goals.</p>	<p>Meeting documentation</p> <p>IEP Lesson Plans</p> <p>IEP</p> <p>Updated reports</p>	<p>SS Office</p> <p>Teacher</p> <p>SS Office</p> <p>Parents, Teachers, Family Advocates, Therapists, CPSE committee</p>	<p>Yearly basis</p> <p>Ongoing</p> <p>Ongoing</p> <p>Yearly</p>
<p><b>1308.4(j) The options may include:</b></p>	<p>In reviewing the individual strengths and needs of a child based on his or her IEP or IFSP, appropriate services from a variety of agencies will be considered. Some options that may be considered to meet each child's individual needs include:</p>			
<p><b>(1) Joint placement of children with other agencies;</b></p>	<p>MVCAA, Inc provides for individualized planning for joint placement in Head Start/Early Head Start and programs offered by other agencies serving children with disabilities.</p>	<p>IEP Evaluations</p> <p>Observations</p>	<p>Parents, CPSE Committee, Community agencies, service providers, SS Office, Family Advocate and Teacher</p>	<p>As needed</p>
<p><b>(2) Shared provision of services with other agencies</b></p>	<p>MVCAA, Inc provides a developmentally appropriate program in an integrated setting in conjunction with other community agencies serving children with disabilities.</p> <p>Shared services may include related services per the child's IEP.</p>	<p>IEP Evaluations</p> <p>Observations</p> <p>IEP Evaluations</p> <p>Observations</p>	<p>Parents, CPSE Committee, Community agencies, service providers, SS Office, Family Advocate and Teacher</p> <p>Parents, CPSE Committee, Community agencies, service providers, SS Office, Family Advocate and Teacher</p>	<p>As needed</p> <p>As needed</p>
<p><b>(3) Shared personnel to</b></p>	<p>Develop collaborative agreement for shared</p>	<p>Collaborative</p>	<p>CCD</p>	

<p><b>supervise special education services, when necessary to meet State requirement on qualifications;</b></p>	<p>personnel.</p> <p>Request for proposals for Head Start Consultant.</p> <p>Provision for Special Education Itinerant Teacher (SEIT).</p> <p>Hiring of additional aide for classroom.</p> <p>Foster Grandparent (FG) assigned to work with child.</p>	<p>Agreement</p> <p>Consultant Contract</p> <p>Child's IEP</p> <p>Child's IEP</p> <p>FG Impact statement</p>	<p>SS Manager</p> <p>OT &amp; Speech consultant</p> <p>CPSE Committee, SEIT teacher, SS Manager</p>	<p>As needed</p>
<p><b>(4) Administrative accommodations such as having two children share one enrollment slot when a child's IEP calls for part-time service because of their individual needs; and</b></p>	<p>This arrangement will be considered and implemented when it meets individual child needs.</p>	<p>Head Start Application IEP</p>	<p>FCP Coordinator SS Manager CPSE Committee</p>	<p>As needed</p>
<p><b>(5) Any other strategies to be used to insure that special needs are met. These may include:</b></p>				
<p><b>(i) Increased staff;</b></p>	<p>MVCAA Inc. Child Development Division may choose to employ an additional staff person in the classroom to serve as a long-term substitute or as a one-on-one aide. These situations will occur on a case-by-case basis and will be reviewed and approved by the Program Director, with consideration given to issues related to programming and funding. These additional staff persons will assist the education staff with helping an individual child participate fully in the regular daily routine, but will not be assigned the major responsibility of providing direct services or instruction to the child with special needs.</p>	<p>Concerns Forms Case Review Individual Guidance Plan Teacher report/ observation</p>	<p>Child Development Director CDD Leadership Team ED/ SS Coordinator SS Manager Parents</p>	<p>As needed</p>
<p><b>(ii) Use of volunteers; and</b></p>	<p>Foster grandparents (FG) are paired with a child who will benefit from the additional 1:1 support.</p> <p>Men on a Mission will make periodic visits to the</p>	<p>FG Impact statement</p>	<p>FG Director SS Manager Teacher FG PI Manager</p>	<p>Ongoing</p> <p>Ongoing</p>

	<p>classroom.</p> <p>Parents are encouraged to participate in child's program by volunteering in the classroom.</p>		Classroom Staff	Ongoing
<b>(iii) Use of supervised students in such fields as child development, special education, child psychology, various therapies and family services to assist the staff.</b>	<p>There are students from the Oneida County BOCES Child Care program and the Occupational Therapy program at Utica College that do their internships at Head Start.</p>	Recruitment	<p>College Representatives</p> <p>CDD Leadership Team</p> <p>Agency Representatives</p>	Ongoing
<b>1308.4(k) The Grantee must ensure that the disabilities service plan addresses grantee efforts to meet State standards for personnel serving children with disabilities by the 1994-95 program year. Special education and related services must be provided by or under the State supervision of personnel meeting State qualifications by the 1994-95 program year.</b>	<p>MVCAA will seek request for proposals from licensed professionals to provide consultation and/or deliver services to Head Start children for Speech, OT and behavior/ mental health concerns.</p> <p>Offer Parent and staff training in the area of specific disabilities, special education process &amp; advocacy.</p> <p>Training for Head Start staff regarding a child that has specific need or special technique or equipment.</p>	<p>Request For Proposals Contract</p> <p>Training evaluation</p> <p>Contract/ Agreement</p>	<p>SS Manager Consultants</p> <p>Community Representatives</p> <p>CDD Leadership Team</p> <p>Classroom staff, parent, therapist(s)</p>	<p>July</p> <p>As needed</p> <p>As needed</p>
<b>1308.4(l) The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the LEAs and other agencies within the grantee's service area. If no agreement can be reached, the grantee must document its efforts and inform the Regional Office. The agreements must address:</b>				
<b>(1) Head Start participation in the public agency's Child</b>	<p>MVCAA, Inc will annually update Collaborative agreements with the LEA.</p>	Annual update of Collaborative	SS Manager LEA Representative	April

<b>Find plan under Part B of IDEA;</b>		agreements with LEA.		
<b>(2) Joint training of staff and parents;</b>	<p>When possible, joint training of staff and parents on provision of services to children with special needs will be invited to attend training sessions using community agencies such as Learning Disability Association or Early Childhood Direction Center.</p> <p>Beginning in the 2003-2004 program year, Early Head Start (EHS) is participating in a four training program called the Hilton Special Quest Training Project. The team consists of an Early Head Start parent, a community partner who provides related services and two Head Start Leadership members (the Special Services Manager and The Health &amp; Nutrition Coordinator). Other Head Start staff and community members will be involved throughout the year. The goal is increased communication collaboration between EHS and the respective counties , and community agencies, increased advocacy for parents , and increased community awareness of available services at Head Start</p>	<p>Invitation Meeting Flyer</p> <p>Action Plans</p>	<p>PI Manager Teachers Family Advocates SS Manager</p> <p>Parent Head Start Leadership County Early Intervention Official</p>	<p>Ongoing</p> <p>August Training Monthly Meeting</p>
<b>(3) Procedures for referral for evaluations, IEP meetings and placement decisions;</b>	<p>Head Start/Early Head Start participates in all CPSE/EI meetings throughout the year to advocate in the best interest of the child. A good working relationship is maintained between the LEA and the program to assure for the consistency of service delivery, notification of meetings and that proper documentation is received for record per the CPSE policy.</p>	<p>Collaborative Agreement CPSE Referral form</p>	<p>SS Office LEA representative CPSE Chairperson Teacher Parent Family Advocate</p>	<p>Ongoing</p>
<b>(4) Transition;</b>	<p>Information is made available to local school districts and other agencies regarding a child's transition from the program to the elementary school. Children receiving related services have a transition meeting through CPSE in which a member of the Special Services team, Teacher and Family Advocate and other program staff when appropriate, attend to discuss the child's transition process.</p>	<p>CPSE to CSE Transition Meeting</p> <p>Transition Plan</p>	<p>SS Office Teacher Parent Family Advocate</p> <p>Teacher, Parent, Ed Manager</p>	<p>At time of transition</p>
<b>(5) Resource sharing;</b>	<p>MVCAA, Inc will form a collaborate agreement with community agencies for planning of shared resources</p>	<p>Collaborative Agreement</p>	<p>SS Manager Community Agency</p>	<p>Annually</p>

	(training & Equipment).			
<b>(6) Head Start commitment to provide the number of children receiving services under IEPs to LEA for the LEA Child Count report by December 1 annually, and</b>	When requested, Head Start will provide information pertaining to the number of children receiving services to the LEA.	Upon Request	SS Manager LEA Representative	As needed
<b>(7) Any other items agreed to by both parties. Grantees must make efforts to update the agreements annually.</b>	Agreements will be updated to address any concerns.	Collaborative Agreement	SS Coordinator SS Manager Community Agency	As needed
<b>1308.4 (m) The disabilities coordinator must work with the director in planning and budgeting of grantee funds to ensure 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; and that the grantee maintains the level of fiscal support to children with disabilities consistent with the Congressional mandate to meet their special needs.</b>	The Special Services staff will submit requests to the Coordinator that will address identified child specific needs, training needs, and/or technical assistance.	Budget IEP	CDD Director	Annually according to budget calendar
<b>1308.4(n) The grant application budget form and supplement submitted with applications for funding must reflect requests for adequate resources to implement the objectives and activities in the disability services plan and fulfill the requirements of these Performance Standards.</b>	All other resources will be accessed before Head start funds are accessed. The budget will provide allocations for Speech, OT, and Mental Health Consultants to meet the requirements of the Performance Standards. Additionally, the budget will meet the needs in the following areas: training, equipment, and supporting resources.	Budget	CDD Director SS Coordinator	Annually according to budget calendar

<p><b>1308.4(o) The budget request included with the application for funding must address the implementation of the disabilities service plan. Allowable expenditures include:</b></p>				
<p><b>1) Salaries. Allowable expenditures include salaries of a full time or part-time coordinator of services for children with disabilities (disabilities coordinator), who is essential to ensure that programs have the core capability to recruit, enroll, arrange for the evaluation of children, provide or arrange for services to 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 resource teachers are an allowable expenditure.</b></p>	<p>Budget plan includes salaries, recruitment materials, and Speech, OT and Mental Health Consultants.</p>	<p>Contract</p>	<p>CDD Director SSCoordinator SS Manager</p>	<p>Ongoing</p>
<p><b>(2) Evaluation of Children. When warranted by screening or re-screening results, teacher observation or parent request, arrangements must be made for evaluation of the child's development and functioning. If, after referral for evaluation to the LEA, evaluations are not</b></p>	<p>The Special Services staff and Head Start classroom staff will assist the parent through the special education process.</p> <p>The Oneida and Herkimer County Health Departments are responsible to provide for these evaluations.</p>	<p>Written Referral</p> <p>Parent Consent</p>	<p>SS Assistant SS Manager Parent Classroom Staff Family Advocate</p> <p>Approved Evaluation Sites</p>	<p>As needed</p>

<p>provided by the LEA, they are an allowable expenditure.</p>				
<p><b>(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.</b></p>	<p>The Oneida and Herkimer County Health Departments are responsible to provide services to children with disabilities. The LEA is responsible arranging for the service provider.</p> <p>If a child attends a 12 month EHS/HS program and is not eligible for services through EI or CPSE, each individual case will be reviewed. As appropriate other community resources will be explored.</p>	<p>Written Evaluations IFSP/IEP</p>	<p>Approved Services Providers</p> <p>SS Manager Parent Classroom Staff Family Advocate</p>	<p>Ongoing</p> <p>As needed</p>
<p><b>(4) Making Services Accessible. Allowable costs include elimination of architectural barriers which affect the participation of children with disabilities, in conformance 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 may not discriminate on the basis of disability. Physical barriers in existing facilities must be removed if removal is readily achievable (i.e., easily accomplishable and able to be carried out without much difficulty or expense). If not, alternative</b></p>	<p>Each specific case will be reviewed taking into Head Start Performance Standards, NYS Day Care Regulations, ADA requirements. Staff will consult with the Facilities Manager and landlord(s) for the sites that rented.</p>	<p>CDD Director &amp; Leadership Team</p>	<p>SS Manager</p>	<p>As needed</p>

<p>methods are readily achievable. Alterations must be accessible. When alteration to primary function areas are made, and accessible path of travel to the altered areas ( and the bathrooms, telephones and drinking fountains serving that area) must be provided to the extent that the added accessibility cost 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>				
<p><b>(5) Transportation.</b> Transportation is a related service to be provided to children with disabilities. When transportation to the children program site and 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</p>	<p>Transportation will be provided by the county for children receiving services/program at an approved 4410 site.</p> <p>When the child receives related services at the Head Start site transportation will be provided per the policies and procedures of MVCAA, Inc. When a child is eligible for transportation and has additional needs, these will be discussed on an individual basis in an effort to address the specific need.</p>	<p>IEP Meeting Documentation</p> <p>IEP Contract</p>	<p>CPSE Committee</p> <p>CDD Leadership Team Parents</p>	<p>As needed</p> <p>As needed</p>

enable a child to be served.				
<b>(6) 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 child to move, communicate, improve functioning or address objectives which are listed in the child's IEP.</b>	Special equipment and materials that are listed on the IEP should be provided by the LEA and /or county. For other needs, the community lending libraries will be contacted. If the above sources are not available HS funds will be used.	IEP Evaluations	SS office	Ongoing
<b>(7) Training and Technical Assistance. Increasing the abilities of staff to meet the special needs of children with disabilities is an allowable expense. Appropriate expenditures may include but are not limited to:</b>				
<b>(i) 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;</b>	The staff and Head Start community members will request to attend training based on documented, identified need per a child's IEP.  The agency covers expenses not covered by the Hilton Early Head Start program.	Approved travel/ conference request Purchase Order  Approved travel/ conference request Purchase Order	SS/ ED Coordinator CDD Director  CDD Director	Ongoing  August
<b>(ii) The provision of substitute teaching staff to enable staff to attend training and technical assistance events;</b>	The classroom staff will work with their Ed Manager/ Site Supervisor.	Salary Budget	SS/ ED Coordinator CDD Director	Ongoing
<b>(iii) Fees for courses specifically related to the requirements of the disability service</b>	The agency will budget for training and technical assistance.	Training Budget	SS/ ED Coordinator CCD Director	Ongoing

<p>plan, a child's IEP or State certification to serve children with disabilities; and</p>				
<p><b>(iv) Fees and expenses for technical assistance consultants if such help is not available from another provider at no cost.</b></p>	<p>The agency will budget for training and technical assistance.</p>	<p>Training Budget</p>	<p>SS/ ED Coordinator CCD Director</p>	<p>Ongoing</p>