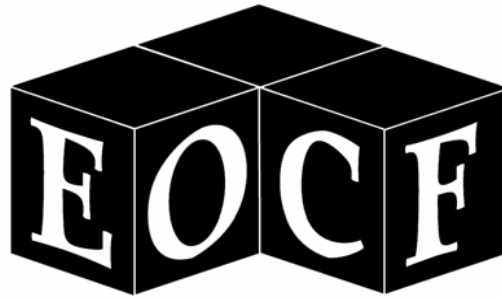


# **DISABILITIES COMPONENT WORK PLAN**

**2006 – 2007**



**Educational Opportunities  
for Children and Families**

*\*Adapted Specifically for the Disabilities Component from the Agency Work Plan\**

Updated by Evelyn McBride & Ruth Nelson 2006-2007 Program Year DRAFT

## GOAL 1

**Goal 1** – Young children, with the support and guidance of their parents and EOCF staff, will become stronger and healthier by developing their physical, intellectual, social and emotional potentials.

**Objective 1.a** – To evaluate, support and promote age appropriate physical, developmental, sensory and behavioral growth and development of children through a comprehensive health program.

**Outcome** – Children’s individual health, safety, developmental and intellectual needs are met.

| PERFORMANCE STANDARD  | TASKS/ACTIVITIES  | STAFF RESPONSIBLE  | OUTCOME   | INTERVAL       |
|---|---|--|---|----------------|
| HS/EHS<br>1304.20(a)(1)(iii)<br>1304.20(b)(2)(3)<br>1308.6(e)(1thru5)1308.7<br>(a) (b)(c)(d)<br><br>E<br>1.030<br>3.130<br>5.070<br>5.120 | 1.a.4 Obtain guidance and additional diagnostic services from multiple sources for children with suspected health, mental health developmental needs or children with a suspected disability. | TFA/T/TA<br>FA<br>WM<br>HSS<br>NSS<br>MHSS<br>P-K MDT<br>EHSCFA/E<br>EHSMH/DSS<br>EHS Teachers<br>EHS/NS | <p style="background-color: #00FF00;">Children identified as needing further assessments will have screening results reviewed with Families. Referral options will be reviewed with Families and consents obtained prior to completing referrals for further assessments.</p> All children with possible special needs are identified and referred in a timely basis to appropriate resources.<br><br>Focus of Concern (SS-13), Referral (D-01) in Child/Family file<br>Release/Exchange of Confidential Info. (D-02)<br>MDT Meeting Notes/Plans<br>IEP/IFSP Meeting<br><p style="background-color: #00FF00;">MH Service Plan</p> | As need arises |

| PERFORMANCE STANDARD   | TASKS/ACTIVITIES  | STAFF RESPONSIBLE  | OUTCOME   | INTERVAL  |
|--|---|--|---|---|
| HS/EHS<br>1304.20(a)(1)<br>(iv)<br>1304.20(c)(4)<br>1304.20(e)(1)(2)<br>1304.20(f)(2)(I)<br>1304.20(f)(2)(iv)<br>1308.6(a)(3)<br><br>E<br>1.030<br>5.070 | 1.a.5 In collaboration with parents establish and implement a plan to address the need of treatment and services identified in the Individual Education Program (IEP) or Individualized Family Service Plan (IFSP).<br>2.a.6. In collaboration with parents, teachers & Resource Teams, EOCF will develop an interim plan of services when a child's IEP, IFSP is not implemented by LEA's or EI agencies within the legal timelines.<br>3.a.7. A summer individualized plan will be development for currently enrolled children on an IEP/IFSP when the school district identifies a child to qualify for an IEP/IFSP, but delays implementation of this plan. | TFA/T/TA<br>FA<br>WM<br>HSS<br>NSS<br>MHSS<br>P-K MDT<br>EHSCFA/E<br>EHSMH/DSS<br>EHS Teachers<br>EHS/NS | Develop IEP/IFSP or Health Care plans for each child that is identified with special needs.<br><br>For children who qualify for an IEP/IFSP that have a delay in services, EOCF will write an interim plan of service developed by the Parent, Child's Teacher and Resource Team.<br><br>A summer individualized plan will be in place for enrolled children who qualifies for on an IEP/IFSP, but whose services are delayed by EI agencies, or LEA's.<br><br>Child/Family file<br>Child Development Plan (E-12)<br>IEP/IFSP Meeting<br>MDT Meeting Notes/Plans<br>Release/Exchange of Confidential Info. (D-02) | As needed   |
| HS/EHS<br>1304.20(b)(1)<br>1308.4(f)(1)<br>1308.6(a)(1)<br>1308.6(b)(1)(3)<br>E<br>1.030<br>5.080  | 1.a.6 Using developmentally, culturally and linguistically appropriate tools, provide timely screening to identify concerns regarding a child's developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual and emotional skills.  | TFA/T/TA<br>FA<br>EHS Teachers<br>WM<br>EHSCFA/E<br>EHSMH/DSS  | All required screenings are developed on each enrolled child.<br><br>Screening results in Child/Family file, Child Plus reports<br>3-K Disability Manual<br>EHS Resource Manual   | HS/EHS – 45 days<br><br>E – 90 days (from 1 <sup>st</sup> date of services) |

| PERFORMANCE STANDARD  | TASKS/ACTIVITIES   | STAFF RESPONSIBLE   | OUTCOME   | INTERVAL   |
|---|--|---|---|--|
| HS/EHS<br>1304.20(e)(2)(3)(4)(5)<br>1304.24(a)(1)(i)<br>1308.6(c)<br><br>E<br>5.040<br>5.120<br>5.130 | 1.a.11 Involve and educate parents regarding the purpose of health and developmental screening and evaluation; solicit parental information, observations and concerns about their child's health and mental health; share the results of the screenings with parents;<br>Obtain parental permission in advance or document refusal and help parents prepare children in advance for the procedures. | TFA/T/TA<br>FA<br>Teachers<br>WM<br>HSS<br>MHSS<br>EHSCFA/E<br>EHSMH/DSS<br>ESH/NS<br>P-K MDT | <p>All children shall have a signed screening permission form in their files.</p> <p>All families are informed of screening, evaluation and referral options.<br/> <b>Support, advocacy, information, resources and referrals are offered to transitioning families.</b></p> <hr/> <p>Screening permission (H-3)<br/>           Permission to Assess (D-05)<br/>           Family notes<br/>           Screening results in Child/Family File<br/>           CBC/DECA Basic Notes<br/>           MDT Meeting Notes/Plans<br/>           ASQ/ASQ SE<br/>           Home Visit Records<br/>           Denver Summary<br/> <b>Focus of Concern (SS-13)</b><br/> <b>Health History (H-01)</b></p> | Initial/<br>Enrollment home visit;<br>At scheduled family contact and prior to additional formal assessments |

| PERFORMANCE STANDARD      | TASKS/ACTIVITIES   | STAFF RESPONSIBLE  | OUTCOME   | INTERVAL   |
|---------------------------|--|--|---|--|
| HS/EHS 1304.20(f)(2)(iii) | 1.a.14 Develop a smooth and effective transition plan for Early Head Start children who would need ongoing or newly identified disability services, before they transition into other pre-school programs. | EHS Teachers<br>EHSCFA/E<br>EHSES<br>EHSMH/DSS<br>EHSCFSS<br>P-K MDT | <p>Transition/Enrollment/Termination (D-03)</p> <p>Each three-year-old with special needs who is transitioning into Head Start or ECEAP will be staffed at a P-K MDT Meeting, 30 month transition plan (E-10b), Parent/Child Transition Conference (E10a)</p> <p>Transition Meeting will include invitations to 3-K HS/ECEAP Teachers and Wellness Team. Support, advocacy, information, resources and referrals are offered to transitioning families.</p> | <p>Transition Plan: Six (6) months prior to child's third birthday</p> <p>P-K MDT: P-K MDT meetings are scheduled quarterly; meeting agenda includes children with special needs 30 months and older</p> |
|                           |  |  | <p>Transition Plan<br/>MDT Meeting Notes/Plans<br/>Transition/Enrollment/Termination (D-03)<br/>Parent/Child Transition Conference (E-10a)<br/>30 Month Transition Plan (E-10b)</p>   |  |

| PERFORMANCE STANDARD   | TASKS/ACTIVITIES   | STAFF RESPONSIBLE   | OUTCOME  | INTERVAL  |
|--|--|---|--|---|
| HS/EHS<br>1304.23(b)(1)<br>1304.23(b)(1)(ii)<br>1304.23(b)(1)(iii)<br>1304.23(b)(1)(v)<br>1304.23(b)(1)(vi)<br>1304.23(b)(4) | 1.a.15 Design and implement a nutrition program based on USDA guidelines, with input from parents, community agencies and professionals that meet the nutrition needs of each child, including those with special needs. | WM<br>NSS<br>EHS/NS<br>FA<br>TFA/T/TA<br>EHSCFA/E<br>EHS Teachers | <p>Each child will receive the USDA identified nutrients in the form of meals based on number of hours in care.</p> <p>A Registered Dietician will write nutrition Care Plans with Parent Input.</p> | <p>Revise &amp; review menus in Sept &amp; March;<br/>Publish daily menus monthly</p> |

|   |  |  |  |  |
|---|--|--|--|--|
| 1308.20(a)(b)(c)<br>(d)<br><br>E<br>1.030<br>5.070<br>5.200 |  |  | Menus<br>Health Care Plan<br>Nutrition Care Plan<br>Referral (D-01)<br>MDT Meeting Notes/Plans |  |
|---|--|--|--|--|

| PERFORMANCE STANDARD  | TASKS/ACTIVITIES   | STAFF RESPONSIBLE   | OUTCOME   | INTERVAL              |
|---|--|---|---|-----------------------|
| HS/EHS<br>1304.21(a)(1)(ii)<br><br>E<br>1.030<br>3.140<br>5.070 | 1.b.1 Individualize services to children with diagnosed disabilities according to their IFSP or IEP. | TFA/T/TA<br>EHSCFA/E<br>EHSMH/DSS<br>EHS Teachers<br>EHSESS<br>EHSCFSS<br>WM<br>DRA | <p>In place for 100% of enrolled children with identified and diagnosed disabilities on IEP/IFSP's.</p> <p>For children who qualify for an IEP/IFSP that have a delay in services, EOCF will write an interim plan of service developed by the Parent, Child's Teacher and Resource Team.</p> <p>A summer individualized plan will be in place for enrolled children who qualifies for on an IEP/IFSP, but whose services are delayed by EI agencies, or LEA's.</p> <p>IFSP or IEP<br/>Lesson Plans<br/>Portfolio<br/>Child Development Plan (E-12)<br/>Individualization Forms</p> | Ongoing and as needed |

| PERFORMANCE STANDARD                      | TASKS/ACTIVITIES  | STAFF RESPONSIBLE  | OUTCOME  | INTERVAL     |
|---|---|--------------------|--|--------------|
| HS/EHS<br>1304.22(a)(5)<br><br>E<br>2.070 | 1.c.2 Report suspected or known cases of child abuse and neglect as per EOCF policy (SS 010). | All EOCF Employees | Staff trained yearly in mandatory reporting<br>Reports made as required by law and in accordance to EOCF Policies and Procedures.<br><br>Child/Family file<br>Staff Training Logs<br>Reporting Worksheet Mandatory Reporting of Suspected Child Abuse and Neglect (A-51) | As suspected |

| PERFORMANCE STANDARD  | TASKS/ACTIVITIES   | STAFF RESPONSIBLE  | OUTCOME   | INTERVAL               |
|---|--|--|---|------------------------|
| HS/EHS<br>1308.4 (a)(1)(2)<br>1308.4(b) 1308.4(d)<br>1308.4(e)    | 1.d.1 On an annual basis, the integrated work plan will be reviewed by the Wellness Manager (HS/E) & EHSMH/DSS (EHS) to assure that it provides for efficient strategies to meet the special needs of children with disabilities and their families. | WM<br>EHSMH/DSS  | One time per year the Work Plan will be reviewed by the WM (HS/E) & EHSMH/DSS (EHS) with parent input<br>Input from HAC and parents.<br><br>Work Plan   | Annually               |
| HS/EHS<br>1308.4(c)<br>1308.4(f)(3)(4)<br><br>E<br>2.080<br>3.140 | 1.d.2 Involve children with special needs in a full-range of activities and services and provide accommodations as needed.   | TFA/T/TA<br>EHSESS<br>EHSCFSS<br>EHSCFE/A<br>EHSMH/DSS<br>WM<br>DRA<br>P-K MDT | Each enrolled child with special needs will have an appropriate accommodation plan and supported in participation in a full range of activities and services within the recommendations of the least restrictive environment as identified on the child's IEP.<br><br>Accommodation Plan - 504<br>IEP<br>IFSP<br>Portfolio<br>Child Development Plan (E-12)<br>MDT Meeting Notes / Plans<br>Health Care Plan<br>Transportation accommodation plan<br>Individualization Forms<br>HAC meeting minutes | Daily and/or as needed |

| PERFORMANCE STANDARD   | TASKS/ACTIVITIES   | STAFF RESPONSIBLE   | OUTCOME  | INTERVAL                        |
|--|--|---|--|---------------------------------|
| HS/EHS<br>1308.4(g)<br>1308.21(a)(b)                           | 1.d.3 Ensure transition plans address strategies for children with disabilities for entry and transitions within EOCF programs and entry to the next placement.  | TFA/T/TA<br>EHS Teachers<br>EHSESS<br>EHSCFA/E<br>EHSCFSS<br>EHSMH/DSS<br>WM<br>DRA<br>P-K MDT<br>ELM | Ongoing services for children with disabilities. <b>Written transition plans developed to ensure appropriate accommodations and communications and in places as needed.</b><br>IEP<br>IFSP<br>Child/Family file<br>Determination Meeting<br>MDT meeting Notes/Plans<br>Kindergarten Transition Summary (E-9)<br>Transition/Enrollment/Termination (D-03)<br>Mid-Year Transition Checklist (SS-23)<br>30 month transition plan (E-10b)<br>Parent/Child Transition Conference (E10a)                     | As Needed                       |
| HS/EHS<br>1308.4(f)(2)<br>E<br>3.140<br>EOCF Disabilities Work | 1.d.4 Collaborate with school districts and/or consultants in the provision of specialized or related services to ensure resources are utilized efficiently and service source is clearly identified. Services may include, but are not limited to: <ul style="list-style-type: none"> <li>• Audiology</li> <li>• Physical therapy</li> <li>• Occupational therapy</li> <li>• Speech or language services</li> <li>• Physiological services</li> <li>• Transportation</li> <li>• Assistive technology</li> </ul> Plan 2006 – 2007 Approved by Policy Council | WM<br>DRA<br>EHSMH/DSS  | HS/E: Interagency agreements with school districts and consultants.<br>EHS: Intra-agency agreement with ITEIP<br>Referrals for special services.<br>Resource sharing with parents.<br>Contracts<br>Child/Family File<br>Treatment notes/therapy records<br>MH consultation notes<br>P-K MDT meeting Notes/Plans<br>IFSP File<br>Release/Exchange of Confidential Info. (D-02)<br>IEP/IFSP<br>Determination Meeting<br>IFSP Meeting<br>Interagency Agreements<br><b>Monthly Resource Training Flyer</b> | Annually or as needed<br>Page 8 |

| PERFORMANCE STANDARD             | TASKS/ACTIVITIES  | STAFF RESPONSIBLE                 | OUTCOME   | INTERVAL               |
|----------------------------------|---|-----------------------------------|---|------------------------|
| HS/EHS<br>1308.4(i)<br>1308.4(j) | 1.d.5 Ensure service options meet the needs of each child based upon their IEP or IFSP. Options for services may include: <ul style="list-style-type: none"> <li>• Joint placement</li> <li>• Shared provision of services</li> <li>• Shared personnel</li> <li>• Shared administrative accommodations</li> <li>• Increased staffing</li> <li>• Use of volunteers</li> <li>• Use of student interns.</li> </ul> | WM<br>DRA<br>EHSMH/DSS<br>P-K MDT | Partnerships with other service providers<br>Multiple services model options developed according the IEP/IFSP<br>Contracts<br>MDT Meeting Notes/Plans<br>Site Team Consultation Notes<br>Release/Exchange of Confidential Info. (D-02)<br>Blended Classrooms<br>Disability Assistants<br>IEP/IFSP<br>Monitoring Records | Annually and as needed |

| PERFORMANCE STANDARD            | TASKS/ACTIVITIES   | STAFF RESPONSIBLE  | OUTCOME   | INTERVAL   |
|---------------------------------|--|--|---|--|
| HS/EHS<br>1308.19 (a through k) | 1.d.6 Implement all steps for the development of an IEP or IFSP. | TFA/T/TA<br>FA<br>WM<br>DRA<br>EHSCFA/E<br>EHSMH/DSS<br>EHS Teachers | IEP or IFSP<br>Portfolio / Child's Individualization Plan for curriculum adaptation to meet individualization needs<br>Referrals for further assessments completed with parent input and consent<br>Assessments completed by EI/LEA's<br>Parent & Teachers notified & participating in IEP/IFSP process<br>Child/Family File<br>Portfolio<br>Child Development Plan (E-12)<br>Individualization Forms<br>3-K Disability Manual<br>EHS Resource Manual | HS: Within 30 calendar days of determination of special needs<br>EHS: Within 45 calendar days of referral to EIS |

## GOAL 2

**Goal 2** – Families, in partnership with EOCF and the community, will become advocates for their families by developing their social, economic, parenting and life-skill potentials.

**Objective 2.c** - To educate, support and reinforce parents' role as the primary educators of their children.

**Outcome** – Families have skills and knowledge to nurture, educate and advocate for themselves and their children.

| PERFORMANCE STANDARD   | TASKS/ACTIVITIES   | STAFF RESPONSIBLE   | OUTCOME  | INTERVAL  |
|--|--|---|--|---|
| HS/EHS<br>1304.21(a)(2)(iii)<br>1304.40(i)<br>(1 through 4)<br>1304.51(c)(1)<br>1304.51(c)(2)<br>1308.21(a)(4) | 2.c.2 Provide: <ul style="list-style-type: none"> <li>• A minimum of two (2) staff-parent conferences to enhance the knowledge and understanding of staff and parents of the educational and developmental progress and activities</li> <li>• A minimum of two (2) home visits designed to help build positive relationships, identify learning opportunities and focus on family strengths, interests and goals.</li> </ul> <p>Schedule home visits at times and locations that are mutually convenient for the participants. Use the parent's primary or preferred language or interpreter services.</p> | TFA/T/TA<br>EHSESS<br>EHSCFA/E<br>EHS Teachers<br>EHSMH/DSS<br>FA<br>WM<br>DRA<br>MHS<br>HSS<br>MDTRS<br>DS | Four (4) completed contacts between staff and each enrolled family<br>Parent participate in MDT meetings with Resource Team Specialist<br>Parents participate in IEP/IFSP process<br><br>Child/Family file<br>Child Development Plan (E-12)<br>Parent/Child Transition Conference Form (E-10a)<br>Kindergarten Transition Summary (E-9)<br>Home Learning Activity<br>Family Contact Timeline<br>MH Consultation Notes<br>Personal Visit Records<br>IEP/IFSP<br>MDT Meeting Notes | Six-eight week intervals upon enrollment<br><br><b>NOTE: In pursuit of excellence, EOCF provides additional parent-staff education conferences and home visits as indicated, needed or requested.</b> |

| PERFORMANCE STANDARD  | TASKS/ACTIVITIES   | STAFF RESPONSIBLE   | OUTCOME  | INTERVAL            |
|---|--|---|--|---------------------|
| HS/EHS<br>1308.21<br>(a)(1 through 10)<br><br>E<br>4.050<br>4.070<br>4.080<br>4.090 | 2.c.9 Support parents with a special needs child to: <ul style="list-style-type: none"> <li>• Transition to and from other programs</li> <li>• Foster child development</li> <li>• Implement their child's IEP/IFSP</li> <li>• Provide activities at home that support the classroom learning</li> <li>• Link parents with peers or groups which offer support</li> <li>• Understand their rights under IDEA</li> <li>• Access resources</li> <li>• Identify needs (caused by the disability) of siblings and other family members</li> <li>• Prevent disabilities among younger siblings</li> <li>• Build parent confidence in leadership and advocacy</li> </ul> | TFA/T/TA<br>FA<br>EHSCFA/E<br>EHSESS<br>EHSMH/DSS<br>EHS Teachers<br>WM<br>DRA<br>MDT | <p>Parents are included in transition planning.</p> <p>Support, advocacy, information, resources and referrals are offered to transitioning families.</p> <p>Parents are offered opportunities to visit or volunteer at new sites.</p> <hr/> <p>Child Development Plan (E-12)<br/>           Transition/<del>Re</del>-Enrollment/Termination (D-03)<br/>           Mid-Year Transition Checklist (SS-23)<br/>           Child/Family file<br/>           MDT meeting Notes/Plans<br/>           IEP<br/>           IFSP<br/>           Transition to Kindergarten (E-09)<br/>           30 Month Transition Plan (E-10b)<br/>           Disability Training Logs<br/>           Disability Resource Flyers<br/>           Parent/Child Transition Conference (E-10a)</p> | Each parent contact |

### GOAL 3

| Goal 3 – EOCF will work in partnership with the community to provide advocacy, services, and opportunities to strengthen the support and self-sufficiency of low-income families and their children. |   |  |   |          |
|--|---|--|---|----------|
| <b>Objective 3.b</b> –To involve community partners, both formally and informally, in collaborative planning, delivery and evaluation of program services for children and families.                 |   |  |   |          |
| <b>Outcome</b> – All families will access community services based on their individual and cultural needs.   |   |  |   |          |
| PERFORMANCE STANDARD   | TASKS/ACTIVITIES  | STAFF RESPONSIBLE  | OUTCOME   | INTERVAL |
| HS/EHS<br>1304.41(a)(4)<br>1308.4(l)<br>(1 through 7)<br><br>E<br>1.150  | 3.b.4 Develop interagency agreements with local education agencies.<br>Agreements will include: <ul style="list-style-type: none"> <li>• Participation in Child Find</li> <li>• Joint training of staff and parents</li> <li>• Procedures for referrals for evaluations, IEP/IFSP meetings and placement decisions</li> <li>• Transition</li> <li>• Resource sharing</li> <li>• Report requirements.</li> </ul> | EXD<br>WM<br>EHSMH/DSS<br><span style="background-color: #00FF00; color: black;">DS</span> | HS/E: Inter-agency agreements developed per year with School Districts in the EOCF service area.  | Annually |
|  |   |  | EHS: Intra agency agreement between EHS and ITEIP<br><br>Contracts<br>Inter/Intra-agency agreements<br>EHS Resource Manual<br>3-K Disability Manual |          |

### GOAL 4

**Goal 4** – EOCF, in partnership with staff and parents, will provide sound programmatic and Fiscal stewardship to respond to public and funding requirements, child family strengths and needs and community demands.

**Objective 4.b** – To establish and operate a comprehensive human resources system that provides for the effective recruitment, training, orientation, supervision, and recognition of paid staff and community and parent volunteers.

**Outcome** – All essential resources and systems (financial, personnel, material) are sustained to provide quality, uninterrupted services to children and families.

| PERFORMANCE STANDARD   | TASKS/ACTIVITIES  | STAFF RESPONSIBLE                                      | OUTCOME                             | INTERVAL                 |
|--|---|--|-------------------------------------|--------------------------|
| HS/EHS<br>1304.52(b)<br>through (f)<br>1306.21<br>1308.4(k)<br><br>E<br>1.090<br>2.130<br>2.160<br>2,170<br>2,190<br>2.230<br>Apx XV | 4.b.6 Employ staff and consultants, based on ECEAP and Head Start/Early Head Start requirements, who have the knowledge, skills, and experience needed to fulfill all job responsibilities and work effectively with staff and families from diverse backgrounds. | EXD<br>EMT<br>MDT<br>WM<br>CFSS<br>EHSMH/DSS<br>EHSESS | Qualified employees and applicants. | As vacancies are created |
|  |   |  | Personnel File                      |                          |

| PERFORMANCE STANDARD  | TASKS/ACTIVITIES   | STAFF RESPONSIBLE   | OUTCOME   | INTERVAL         |
|---|--|---|---|------------------|
| HS/EHS<br>1304.23 (b)(3)<br>1304.51(g)<br><br>E<br>1.100<br>1.110<br>5.050<br>5.060 | 4.d.8 Establish and maintain efficient and effective record keeping systems that safeguard confidentiality and provide timely and accurate information to staff, parents and governing bodies. | EXD<br>EMT<br>DBA<br>HRM<br>EHSCFA/E<br>EHSMH/DSS<br>FA<br>TA/T/TFA<br>MHSS<br>WM<br>EHS Teachers<br>DRA<br>CFSS/CFSM<br>EHSESS | Confidential Records are established and maintained throughout program year.<br><br>Administrative Policies<br>File Access Log<br>3-K Disability Manual<br>EHS Resource Manual<br>Child & Family Services Manual<br>3-K Health/Mental Health & Nutrition Manual | Sept 1 and Daily |

| PERFORMANCE STANDARD  | TASKS/ACTIVITIES  | STAFF RESPONSIBLE  | OUTCOME   | INTERVAL              |
|---|---|--|---|-----------------------|
| HS/EHS<br>1305.4(a)<br>1305.4(b)<br>1305.4(c)<br>1305.4(d)<br>1305.4(e)<br>1308.5(b)(c)<br><br>E<br>2.100 | 4.d.14 Staff knowledgeable in disabilities legislation enroll children who are eligible as defined in HS/EHS and ECEAP performance standards, including children with disabilities. | WM<br>DRA<br>ASM<br>ORE<br>EHSMH/DSS<br>EHSCFSS<br>EHSCFSA | 10% of enrollment opportunities are available to children with disabilities<br>ORE staff are trained annually in disability legislation and performance standards<br><br>Child Plus reports<br>Child/Family Files<br>Disability Resource Handouts<br>3-K Disability Manual<br>Disability Training Logs<br>Pre-Service Agenda<br>New Staff Orientation | Ongoing and as needed |

| PERFORMANCE STANDARD   | TASKS/ACTIVITIES   | STAFF RESPONSIBLE   | OUTCOME  | INTERVAL |
|--|--|---|--|----------|
| HS/EHS<br>1305.7(a)<br>1305.7(b) 1305.7(c)<br>1308.5(a)<br>1308.5(d)(e)(f)<br>1308.6(b)(2)<br><br>E<br>2.090 | 4.d.20 Recruit, enroll, reenroll and fill vacancies in accordance with HS/EHS and ECEAP performance standards, including children with disabilities. | EXD<br>EMT<br>ASM<br>ORE<br>WM<br>EHSCFSS<br>EHSCFSA<br>EHSMH/DSS | Fully Enrolled Program;<br>When a vacancy exists, no more than 30 calendar days will elapse before the vacancy is filled.<br><br>Child Plus reports<br>Focus of Concern (SS-13)<br>Administrative Policies and Procedures<br>Eligibility Priority Guidelines | Daily    |

| PERFORMANCE STANDARD  | TASKS/ACTIVITIES   | STAFF RESPONSIBLE             | OUTCOME  | INTERVAL                              |
|---|--|-------------------------------|--|---------------------------------------|
| HS/EHS<br>1308.6(e)<br>(1 through 5)<br>1308.7 to 1308.17<br><br>E<br>5.070 | 4.d.29 Develop policies and procedures for further formal evaluation of a child identified as possibly having a disability as per eligibility criteria in performance standards. | EXD<br>MDT<br>WM<br>EHSMH/DSS | Formal evaluation of children with special needs.<br>For children who qualify for an IEP/IFSP that have a delay in services, EOCF will write an interim plan of service developed by the Parent, Child's Teacher and Resource Team.<br><br>A summer individualized plan will be in place for enrolled children who qualifies for on an IEP/IFSP, but whose services are delayed by EI agencies, or LEA's.<br><br>Referral (D-01)<br>3-K Disability Manual<br>Child Plus reports<br>Release/Exchange of Confidential Info. (D-02)<br>EHS Resource Manual<br>Permission to Assess (D-05)<br>ITEIP Referral<br>ITEIP Consent for Mutual Exchange of Information<br>Child Development Plan (E-12)<br>Individualization Forms | Each time a special need is suspected |

| PERFORMANCE STANDARD   | TASKS/ACTIVITIES  | STAFF RESPONSIBLE                                      | OUTCOME   | INTERVAL                     |
|--|---|--|---|------------------------------|
| HS/EHS<br>1308.18(a)(b)<br><br>E<br>5.070  | 4.d.30 Establish a multi-disciplinary team that includes, but is not limited to, representation from disabilities, nutrition, training, auxiliary services, clerical, parent involvement, transportation, health, and mental health components. | EXD<br>EMT<br>MDT<br>WM<br>EHSMH/DSS<br>P-K MDT        | Established teams:<br>3-K MDT<br>P-K MDT<br>EHS MDT<br><br>MDT Meeting Notes/Plans  | Monthly and as needed        |
| HS/EHS<br>1308.19(a)<br>1308.19(b)<br>1308.19(c)<br>1308.19(d)<br>1308.19(e)<br>1308.19(f)<br>1308.19(g)<br>1308.19(i)<br>1308.19(h)<br>1308.19(k)<br><br>E<br>3.140 | 4.d.31 Maintain procedures for the development of an IEP or IFSP.<br><br>(Clarification needed in 3-K program who by state regulations no longer write individual IEP's)  | EXD<br>EMT<br>WM<br>DSS<br>MDT<br>EHSMH/DSS<br>P-K MDT | On an annual basis established IEP/IFSP procedures will be reviewed.<br><br>EHS: Intra-agency agreement with ITEIP<br>HS/ECEAP will maintain a comprehensive referral process to ensure an IEP is developed as needed and supported with parent input<br><br>3-K Disability Manual<br>EHS Resource Manual<br>MDT Meeting Notes/Plans<br>IEP<br>IFSP | Sept 1 and updated as needed |

| PERFORMANCE STANDARD | TASKS/ACTIVITIES  | STAFF RESPONSIBLE | OUTCOME  | INTERVAL                     |
|----------------------|---|-------------------|--|------------------------------|
| HS/EHS<br>1308.21(a) | 4.d.32 Establish policies, procedures and methods for involving, educating and supporting parents of children with special needs. | EXD<br>EMT<br>MDT | Policies and Procedures<br><br>3-K Health/Mental Health & Nutrition Manual<br>3-K Disability Manual<br>Administrative Policies and Procedures<br>Child & Family Services Manual<br>Disability Work Plan<br>EHS Resource Manual | Sept 1 and updated as needed |