

# West Virginia Side by Side

## Summary of Key Requirements of Participating Early Childhood Systems

A Technical Assistance Document to Support Local Collaboration

**This document was prepared by the WV Early Childhood Transition Steering Committee. With special thanks the document is adapted from the Rhode Island Early Childhood Transition Task Force Side by Side Document.**

## Summary of Key Requirements of Participating Early Childhood Systems

This document integrates key legal requirements of:

1. West Virginia Birth to Three (Part C of the IDEA)
  - ages birth to three
2. Head Start
  - Early Head Start for ages birth to three
  - Head Start for ages 3 through 5
3. Public School Preschool Special Education Program (Part b of the IDEA)
  - ages 3 through 5

This side-by-side is organized according to twelve (12) common areas where collaboration is beneficial to children, families, and agencies serving them. For each of these “collaboration areas”, information is presented in side-by-side format for (1) West Virginia Birth to Three, (2) Head Start and (3) Public Schools Preschool Special Education. The following points are noteworthy:

- Document wording is NOT an attempt to restate the regulations but rather to provide a summary with only enough information to promote a basic understanding of the provisions.
- The side-by-side references federal regulations for West Virginia Birth to Three under the Individuals with Disabilities Education Act (IDEA), Part C as well as applicable state provisions\*; federal Head Start Program Performance Standards on Services for Children with Disabilities of 1993 and Head Start Program Performance Standards of 1996; and federal regulations for public schools under IDEA, Part B as well as applicable state provisions.\*
- Head Start Performance Standards are the same for both Early Head Start and regular Head Start. However, there are some difference between the two programs related to implementation issues, e.g., differences in class size requirements, reflective of Early Head Start for children ages birth to three and interfacing with early intervention services as opposed to Head Start interfacing with public schools, etc. Moreover, flexibility in program operational guidelines may result in an Early Head Start in one community being different in some ways from an Early Head Start in another community - even though they operate under the same requirements. Finally, the Head Start Performance Standards were promulgated in January 1993 with the deliberate attempt to have provisions comparable to IDEA as well as being responsive to Head Start issues. As a result, the reader will be see a lot of similarity between the Head Start Standards and IDEA requirements, particularly those under IDEA, Part B.
- The side-by-side format should NOT be viewed as a presentation of three (3) sets of clearly separate and distinct requirements. Throughout the twelve (12) areas, from child outreach/find to transition to services in natural and least restrictive environments - collaboration is clearly a legislative intent. The side-by-side format is provided, so that users can see where local programs have common ground on which to build collaborations.
- The legal requirements of these three (3) agencies are seen as compatible and conducive to local implementation in a collaborative way. Moreover, while the three (3) respective legal requirements contain sometimes unique provisions, the document is established on the belief that these agencies are more alike than different; agencies must work together for the benefit of children and families; and such collaboration ultimately benefits the agencies as well.

\*For copies of the legal requirements on which this side-by-side is based, contact:

IDEA, Part C Regulations and Related State Requirements

Bureau for Public Health  
Office of Maternal, Child and Family Health  
WV Birth to Three, Director  
350 Capitol St. Room 427  
Charleston, WV 25301-3714  
1-800-642-9704

IDEA, Part B Regulations and Related State Requirements

Office of Special Education  
West Virginia Department of Education  
Preschool Coordinator  
1900 Kanawha Blvd. East  
Bldg 6 Room 304  
Charleston, WV 25305-0330  
1-800-642-8541

Head Start Performance Standards

Head Start Collaboration Project  
Governor's Cabinet on Children & Families  
Bldg 5 Room 218  
1900 Kanawha Blvd., East  
Charleston, WV 25305-0330  
304-558-0600

and/or

*Kathy Hamrick  
WV DSQIC Office  
PO BOX 2308  
Westover, WV 26502  
Phone: 304/292-0258; Fax: 304/292-1398  
e-mail: khamrick@westco.net*

Copies of this and other early childhood documents can be obtained online at [www.wvde.state.wv.us](http://www.wvde.state.wv.us).

***This document was prepared by the WV Early Childhood Transition Steering Committee, and with special thanks, adapted from the Rhode Island Early Childhood Transition Task Force Side by Side Document.***

**Collaboration Area: Family Involvement**

Family involvement is woven into ALL aspects of the collaboration areas for which legal requirements are identified on the pages that follow. Thus, family involvement is addressed in relationship to each of the specific collaboration areas as appropriate rather than requirements being presented in a separate side-by-side format.

The following is presented to highlight the overall commitment to families on the part of West Virginia Birth to Three, Head Start and Public Education agencies.

<b>WV Birth to Three (ages birth to three) IDEA, Part C + State Policies</b>	<b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b>	<b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b>
<p>A family-directed identification of the needs of each family as they relate to the development of the child and a multi disciplinary evaluation of the child is used as the basis for a written Individualized Family Service Plan (IFSP). This plan is developed by a multi disciplinary team including parents and is based upon the priorities of the parents. It is implemented only with written parental consent. Services on the plan are coordinated with each family through an active partnership between families and professionals. Services address not only the needs of the child, but help family members and other care givers to address the needs of the child.</p>	<p>Head Start must engage parents in the process of building mutual trust, helping to identify family goals, strengths, and necessary services and other supports. Head Start must offer parents the opportunity to develop and implement individual family partnership agreements that describe family, goals, responsibilities, timetables, and strategies for achieving these goals as well as progress in each of them. This process must be initiated as early after enrollment as possible and must take into consideration each family's readiness and willingness to participate.</p>	<p>Parents are considered participants of all team meetings regarding the referral, identification, evaluation, educational placement and provision of free appropriate public education for their child.</p> <p>In addition, the development of IEPs include input from families and must reflect the ways in which families will participate in the implementation of the IEP. All preschool programs provide for a continuum of family involvement.</p>

**Collaboration Area:** Child Outreach/Child Find screening, referrals, and evaluations

<p align="center"><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p align="center"><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p align="center"><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>Child Find</u> Child Find efforts are coordinated with all state agencies and primary referral sources: Department of Education, Part B; Maternal, Child and Family Health: Medicaid, Early Periodic Services, Diagnosis and Treatment (EPSDT); Child Care; Head Start; and the Supplemental Security Income Program.</p> <p><u>Screening</u> Universal screening begins with the birth of an infant and from a review of the information gathered, decisions are made regarding the need for follow-up upon discharge from the hospital or direct referral to WV Birth to Three. Information gathered for the Birth Score triggers referrals directly to Part C if potential eligibility factors are present. Information is disseminated to referral sources statewide to inform them of requirements to refer within 2 working days of suspecting that a child might be in need of early intervention services.</p> <p>Developmental screening by primary care providers on a routine basis is recommended for all infants and toddlers.</p>	<p><u>Child Outreach</u> Head Start outreach and recruitment activities must incorporate specific actions to actively locate and recruit children with disabilities, including those with severe disabilities.</p> <p>Head Start must not deny placement on the basis of a disability or its severity when: the parents wish to enroll the child; the child meets the Head Start age and income eligibility criteria; Head Start is an appropriate placement according to the child's IEP; and the program has space to enroll more children even though the program has made ten percent of its enrollment opportunities available to children with disabilities.</p> <p><u>Screening</u> Parents are informed prior to screening about the types and purposes of screening.</p> <p>Within 45 days of the beginning of the program, developmental and sensory screening must be completed: visual/motor, language and cognition, gross motor/body movement, sensory (vision and hearing), behavioral screening. If the child enrolls later in the year, screening must be completed 45 days after enrollment. When standardized, linguistically appropriate developmental screening instruments exist, they must be used.</p>	<p><u>Child Find</u> County schools must conduct an on-going awareness campaign that informs agencies, organizations and other individuals of the nature of exceptional students, the availability of special education and related services, and persons to contact for initiating a referral.</p> <p><u>Screening</u> All school districts are required to conduct a community-wide developmental screening program in order to identify young children who may be in need of special education or related services by the time the child turns 3. For children younger than age 3, the school districts coordinate screening efforts with other appropriate agencies or programs, specifically the local WV Birth to Three point of entry.</p> <p>Information is gathered through a series of screening activities that looks at each child's development, speech, hearing, and vision. The developmental screening segment must include the areas of language, motor, cognition, socialization and behavior. In addition, input</p>

**Collaboration Area: Child Outreach/Child Find screening, referrals and evaluations (continued)**

<p><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>Referral</u> Referrals are made to the WV Birth to Three system through one of twelve local point of entry providers. Referrals can be made by parents, friends, primary care providers or others. Parents are provided with information about the Part C Birth to Three system and must give written permission to proceed with evaluation to determine eligibility. Referrals</p>	<p><u>Screening cont'd.</u> Standardized health screening must be completed within 90 days of the beginning of the program. If the child enrolls later in the year, screening must be completed 90 days after enrollment.</p> <p><u>Referral</u> Parents are informed about the results of the screening and the purposes and results of any subsequent evaluations.</p>	<p>from each child's family is essential in determining if the child's performance is typical for that child.</p> <p>School districts are required to aggressively reach all families of young children residing in their community. This includes on-site screening opportunities in early care and education settings (private preschool and child care centers) and Head Start and offering large-scale public screening sites such as in town libraries, public school buildings or churches. In addition, if a family speaks a language other than English, schools must screen the child in their primary language.</p> <p>Some children who participate may need to be re-screened, and still some may be referred directly to the district for further diagnostic evaluations to determine if they are in need of special education services.</p> <p>All children entering public school for the first time shall be given prior to enrollment screening tests to determine if they have vision or hearing impairments or speech and language disabilities.</p> <p><u>Referral</u> Any child for whom developmental concerns are present, as a result of screening or otherwise, a referral to the school district is made, with parental permission, for an in-depth evaluation at no cost to families. Also, any child with a suspected disability may be referred directly to the school district by the child's teacher or by the parent.</p>

**Collaboration Area: Child Outreach/Child Find screening, referrals, and evaluations (continued)**

<b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b>	<b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b>	<b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b>
<p>should be made by primary referral sources within two working days after the child is identified. Referrals can be made by telephone, fax or letter.</p> <p><u>Evaluation</u> Evaluation means procedures used by at least two qualified personnel to determine a child’s initial and continuing eligibility under WV Birth to Three. Evaluation includes review of the child’s medical history, current health status and determination of the child’s level of functioning in each of the following areas: cognition, physical development (including motor, vision and hearing), communication, social or emotional development and adaptive development.</p> <p><u>Assessment</u> Assessment includes ongoing procedures used by qualified personnel throughout the child’s eligibility period for WV Birth to Three to identify the child’s unique strengths, needs and the services appropriate to meet those needs; and family-directed assessments of the resources, priorities and concerns of the family, identification of supports and services necessary to enhance the family’s capacity to meet the developmental needs of the child.</p>	<p><u>Evaluation</u> When warranted by screening or re-screening results, teacher observation or parent request, arrangements must be made for evaluation of the Head Start/Early Head Start child’s development and functioning according to the requirements of IDEA. Children under the age of three are referred to early intervention. Children age 2.9 and up are referred to the school district.</p> <p><u>Assessment</u> Assessment includes ongoing procedures used by qualified personnel throughout the child’s eligibility period to identify the child’s unique strengths and needs and the services appropriate to meet those needs; resources, priorities and concerns of family, and identification of supports and services necessary to enhance the family’s capacity to meet the developmental needs of this child. Staff carry out ongoing developmental assessment of all children during the year to determine appropriate developmental activities.</p>	<p><u>Evaluation</u> After the evaluations are completed, the MDET, along with the parents, meet to determine if the child meets the criteria for service eligibility (see next section in this document).</p>

**Collaboration Area: Child Outreach/Child Find screening, referrals, and evaluations (continued)**

<p><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>Multi disciplinary Team (MDT)</u> These evaluations are conducted within 45 days of the referral date. The service coordinator coordinates the evaluation and assessment process. The MDT includes a team of qualified professionals and the parent. Participants in the multi-disciplinary evaluation and assessment process use informed clinical opinion in interpreting observation and evaluation data. The outcomes of this process are the identification of the child's strengths, needs and functional ability in each of the following areas: cognition, physical development (including vision and hearing), communication, social or emotional development and adaptive development. If a child is eligible for WV Birth to Three, the multi disciplinary team evaluation/assessments and family-directed assessment are used as the basis for the development of an Individualized Family Service Plan (IFSP).</p>	<p><u>Multi disciplinary Team (MDT)</u> The MDT provides to Head Start the results of the evaluation and its professional opinion that the child does or does not need special education and related services. If it is their professional opinion that a child has a disability the team is to state which of the eligibility criteria applies and provide recommendations for programming, along with their findings. Only children that are evaluated and determined to require special education services can be counted among the ten percent.</p>	<p><u>Multi-disciplinary Evaluation Team (MDET)</u> The MDET includes a team of qualified professionals <u>and</u> the parent:</p> <ul style="list-style-type: none"> <li>• the student's regular education teacher; or</li> <li>• if the student/child does not have a regular education teacher, a regular education teacher qualified to teach a student of that age; or</li> <li>• for a child less than school age enrolled in an early intervention or other preschool program, an individual qualified to teach a child of that age;</li> <li>• at least one person to conduct individual diagnostic examinations of students such as a certified school psychologist, speech-language pathologists or audiologists; or</li> <li>• General education teacher</li> </ul> <p>Parents are participants at all MDET and IEP meetings involving their child, including the team meeting, at which time a decision is made regarding whether or not students will be evaluated and again at the time of determining a student's eligibility for special education services.</p> <p>The new federal regulations state that anyone having professional dealings with student/child can participate in the MDET meetings.</p>

**Collaboration Area: Service eligibility (children and families served)**

1. Children with disabilities ages birth through 2 years and their families served under IDEA, Part C through WV Birth to Three.
2. Children ages birth through age 5 years and their families served through Head Start, and
3. Children with disabilities ages 3 through 5 years and their families served under IDEA, Part B through local school districts.

<p align="center"><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p align="center"><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p align="center"><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>Service Eligibility</u> Children birth through two years of age may be eligible for WV Birth to Three services, if after completion of the multi disciplinary evaluation process, the child meets any one of the following three areas of eligibility:</p> <ul style="list-style-type: none"> <li>a) substantial delay in at least one developmental area, <b>or</b></li> <li>b) established condition which will result in delay if early intervention services are not provided, <b>or</b></li> <li>c) demonstrates combination of four environmental and/or biological risk factors as defined in policy.</li> </ul> <p>Eligibility is not based on family income.</p>	<p><u>Service Eligibility</u> Children age birth through age 5 years and their families are eligible for services through Head Start or Early Head Start if the family meets the family income requirements as established by the official poverty guideline of the Head Start Act. Local Head Start agencies develop selection criteria which prioritizes those most in need of services in their community. 90% of the children enrolled must be from families who meet these low-income guidelines and criteria. The remaining 10% may exceed income guidelines if they are determined to be most in need of service. 10% of the total Head Start enrollment opportunities must be made available to serve children with disabilities. All Head Start services are at no cost to families.</p> <p>The same polices governing Head Start program eligibility for other children, such as priority for those most in need of services, apply to children with disabilities. Grantees also must take the following factors into account: the number of children with disabilities in the Head Start service areas, including types of disabilities and their severity; the services and resources provided by other agencies; and State laws regarding immunization.</p>	<p><u>Service Eligibility</u> Children are eligible for special education and related services beginning at age 3 (on the child's 3<sup>rd</sup> birthday) provided if a current IEP is in place.</p>

**Collaboration Area: Service eligibility (children and families served) (continued)**

<p align="center"><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p align="center"><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p align="center"><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><b><u>Developmental Delay Categories</u></b>  <b><i>Developmental delay</i></b>                      Developmental delay refers to substantial delay in the areas of cognition, communication, physical development (including vision and hearing), social or emotional development or adaptive development. This includes children who have received a comprehensive evaluation and demonstrate a substantial delay in their development ...OR... children who have received a comprehensive evaluation, and on the basis of informed clinical opinion by members of the diagnostic team, manifest significant and observable atypical behaviors which warrant WV Birth to Three services.</p> <p><b><i>Established Conditions</i></b>                      “Established conditions” include all diagnosed physical or mental conditions which have a high probability or resulting in developmental delay</p> <p><b><i>At-Risk</i></b>                      Children found, through the MDT process, to be experiencing 4 or more risk factors from a defined list of 20 factors, may be eligible for early intervention services.</p>	<p><b><u>Disability Categories</u></b>  <b><i>Developmental delay</i></b>                      Included, at the State’s discretion, are children experiencing “developmental delays” as defined by the State and as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: physical development, emotional development, or adaptive development, who by reason thereof, need special education, and related services.</p> <p><b><i>Other categories</i></b>                      “Infants and toddlers with disabilities” are those from birth to three years, as identified under Part C in their State.</p> <p>“Children with disabilities” means for children ages 3 through 5 those with developmental delays as defined above or with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic, brain injury, other health impairments, specific learning disabilities, deaf-blindness, or multiple disabilities, who by reason thereof, need special education, and related services.</p>	<p><b><u>Disability Categories</u></b>  <b><i>Developmental delay</i></b>                      For children ages 3 through 5, the developmental delay disability category is primarily used, unless the child clearly meets the criteria in another category.                      Developmental delay means a student, age three (3) through five (5) years old (i.e., until the student’s sixth birthday), has a developmental delay or a disability which prevents him or her from developing normally, as determined by the evaluation process.</p> <p>A developmental delay or disability is defined as a twenty-five percent (25%) delay in two or more of the following areas: cognitive, fine motor, gross motor, communication, social/emotional/affective development, and self-help.</p> <p><b><i>Other categories</i></b>                      Behavioral disorders, mental impairment, orthopedic impairments, other health impairments, specific learning disabilities, hearing impairments, speech and language impairments, visual impairments, deaf-blindness, autism, or traumatic brain injury.</p>

**Collaboration Area:** Individual program planning

1. Individualized Family Service Plan (IFSP) for children with disabilities ages Birth through 2 years and their families
2. Individualized Education Program (IEP) for children with disabilities ages 3 through 5 years
3. Other individualized plans as may be needed to plan for the needs of children and families referenced above.

<p style="text-align: center;"><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p style="text-align: center;"><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p style="text-align: center;"><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>Individualized Family Service Plan (IFSP)</u> For each child evaluated for the first time and deemed eligible for WV Birth to Three, a meeting is conducted and an IFSP prepared no later than forty-five days after referral. Each IFSP is based on the multi disciplinary evaluation and assessment of the child and family. It is developed by a team, including the family, to address the individualized needs of the child and family. This IFSP includes the services necessary to enhance the development of the child and the capacity of the family to meet the needs of the child and is based on the priorities of the family.</p>	<p><u>Individualized Plans</u> For children ages birth to three (3) with disabilities, an IFSP must be developed which meets the requirements related to IDEA, Part C. For children ages three (3) through five (5) with disabilities, IEP requirements are presented below.</p> <p><u>Individualized Education Program (IEP)</u> The Head Start program's approach to child development must be developmentally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, and learning styles.</p> <p>When Head Start provides for the evaluation, the MDT makes the determination whether the child meets the Head Start eligibility criteria. The MDT 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.</p> <p>Every child receiving services in Head Start who has been evaluated and found to have a disability and in need of special</p>	<p><u>Individualized Education Program (IEP)</u> An IEP is a written program for each child with a disability developed by a team of professionals along with the family which designs a special education program to meet the unique needs of the child. The IEP is based on the multi-disciplinary evaluation and observation of the child, and includes any special education and related services that are needed.</p>

**Collaboration Area: Individual program planning (continued)**

<p><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>IFSP Team</u> Each IFSP must be developed jointly by the family and appropriate qualified personnel providing WV Birth to Three.</p> <p>The team includes:</p> <ul style="list-style-type: none"> <li>• Parents of the child</li> <li>• Other family members or friends as requested by the parents,</li> <li>• An advocate or person outside the family as requested by the parent,</li> <li>• The service coordinator,</li> <li>• At least one professional who participated in the evaluation and assessment process,*</li> <li>• As appropriate, service providers to the child and family, including other community supports which the child and family may be receiving, such as Early Head Start, Child Care, or others.</li> </ul> <p>*If unable to attend, arrangements are made for other methods of participation.</p>	<p>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.</p> <p>When the local school district develops the IEP, a Head Start representative must attempt to participate in the IEP meeting and placement decision for any child meeting Head Start eligibility requirements.</p> <p><u>IEP Team</u> When Head Start develops the IEP, the team must include:</p> <ul style="list-style-type: none"> <li>• The Head Start disabilities coordinator or a representative who is qualified to provide or supervise the provision of special education services;</li> <li>• the child's teacher or home visitor;</li> <li>• one or both of the child's parents or guardians; and</li> <li>• at least one of the professional members of the multi disciplinary team which evaluated the child.</li> <li>• A local school district representative must be invited in writing if Head Start is initiating the request for a meeting.</li> <li>• The Head Start program 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 disabilities.</li> </ul>	<p><u>IEP Team</u> The IEP Team includes:</p> <ul style="list-style-type: none"> <li>• a representative who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the student</li> <li>• is knowledgeable about the general curriculum and is knowledgeable about the availability of resources of the district's</li> <li>• one or both of the student's parents</li> <li>• the student, if appropriate</li> <li>• others at the discretion of the parent or school</li> <li>• for students evaluated for the first time, a member of the evaluation team or a school representative knowledgeable about evaluations</li> <li>• at least one regular education teacher of the student, including the referring and the receiving regular education teachers</li> <li>• at least one special education teacher of the student, or, if appropriate, at least one special education provider of the student</li> </ul>

**Collaboration Area: Individual program planning (continued)**

<p><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>Parent Involvement in the IFSP</u> All parents are involved in the development of the IFSP.</p> <p>Outcomes and objectives of the IFSP are developed based on the priorities, concerns and resources of the family.</p> <p>Meetings are scheduled at times and locations convenient for parents.</p> <p>Parents are notified in writing prior to the meeting, using the native language, or other mode of communication used by the parents.</p> <p>The meeting notice includes information in sufficient detail to inform the parent about the planned activity, as well as all procedural safeguards (rights).</p> <p>Transportation and interpreters are provided, if needed, to assure participation by the parent/s.</p>	<p><u>Parent Involvement in the IEP</u> Head Start programs must make vigorous efforts to involve parents in the IEP process. The program must:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Provide interpreters, if needed, and offer the parents a copy of the IEP in the parent’s language of understanding after it has been signed; and</li> <li>• Hold the meeting without the parents only if neither parent can attend, after repeated attempts to establish a date or facilitate their participation. Then, the program must document its efforts to secure the parents’ participation, through records of phone calls, letters in the parents’ native language or visits to parents; homes or places of work, along with any responses or results; and arrange to meet with the parents to review results of the meeting and secure their input and signature.</li> </ul>	<p><u>Parent Involvement in the IEP</u> The local school district must make vigorous efforts to involve parents in the IEP process. It must</p> <ul style="list-style-type: none"> <li>• Attempt to schedule the meeting at mutually agreed upon time and place;</li> <li>• Notify parents in writing at least 10 days prior to the meeting to ensure that they have an opportunity to attend. The parent may agree to waive this requirement in order to expedite the IEP meeting;</li> <li>• Include in the meeting notice the purpose, time and location of the meeting and specify who will be attending, including letting parents know that other individuals may attend at the discretion of the parents or school district;</li> <li>• Use other methods to ensure their participation, including individual and conference calls if neither parent can attend the IEP meeting;</li> <li>• Take whatever action is needed to ensure the parent understands the IEP meeting including arranging for an interpreter for parents with deafness or whose native language is other than English;</li> <li>• Hold the meeting without the parents only if the school district was unable to convince the parents that they should attend. The district must document its efforts to secure the parents’ participation through records of phone conversations, letters in the parents’ native language or visits to parents’ homes or places of work, along with any responses or results; and</li> <li>• Give parents a copy of the IEP.</li> </ul>

**Collaboration Area: Individual program planning (continued)**

<p align="center"><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p align="center"><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p align="center"><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>IFSP Meeting</u> The meeting to develop the initial IFSP must be held within 45 calendar days from the date of referral.</p> <p>For children enrolled in WV Birth to Three, a review of the IFSP must occur at least every 6 months and an IFSP meeting must occur annually to evaluate the IFSP. Reviews may occur more frequently at the request of family or other team members.</p> <p><u>IFSP Components</u></p> <ul style="list-style-type: none"> <li>• <i>Child's current level of functioning</i> within the areas of physical development (including vision, hearing and health status), cognition, communication development, emotional or social development, and adaptive development.</li> <li>• With the concurrence of the family, the IFSP will include <i>family resources, priorities and concerns</i>, related to enhancing the development of the child.</li> </ul>	<p><u>IEP Meetings</u> The meeting must be held at a time convenient for the parents and staff to develop the IEP. This must be held within 30 calendar days of determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP.</p> <p><u>IEP Components</u></p> <ul style="list-style-type: none"> <li>• <i>Child's present level of functioning</i> in the social-emotional, motor, communication, self-help, and cognitive areas of development, and the identification of needs in those areas requiring specific programming.</li> <li>• <i>Family goals and objectives</i> related to the child's disabilities when essential to the child's progress.</li> </ul>	<p><u>IEP Meetings</u> For students initially referred, the meeting must be held within 30 days of eligibility determination.</p> <p>For children enrolled in special education, meetings must be held</p> <ul style="list-style-type: none"> <li>• at least annually to review the IEP</li> <li>• at parent request within 10 school days of that request.</li> </ul> <p><u>IEP Components</u></p> <ul style="list-style-type: none"> <li>• <i>Student's present levels of education performance</i></li> <li>• <i>Annual goals</i>, including short-term objectives</li> <li>• <i>Appropriate objective criteria, evaluation and re-evaluation procedures</i> and schedules for at least annually determining whether short team objectives are being met.</li> </ul>

**Collaboration Area: Individual program planning (continued)**

<p><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>IFSP Components continued</u></p> <ul style="list-style-type: none"> <li>• <i>Major outcomes</i> and short term objectives expected to be achieved for the child and family, and the <i>criteria, procedures, and time lines used to evaluate</i> such outcomes, including the degree to which progress toward achievement is being made, and if modifications of outcomes or services are necessary.</li> <li>• <i>Specific early intervention services</i> needed to achieve the identified outcomes and objectives of the child and family. Such statements must include the frequency, intensity, location, method of delivery of services, and payment arrangements, if any. Services must be provided in the child's natural environments unless unable to achieve EI for the child in the natural environment. Services are intended to support the child and family to participate in typical learning opportunities. Services should be coordinated with other supports available to the child and family. A justification of the extent, if any, to which the services will not be provided in natural environments must be included.</li> <li>• <i>Medical, health and other services</i> necessary for the child but not required under Part C, and the funding sources to be used in paying for those services or the steps to be taken to secure those services through public or private resources.</li> <li>• Name of the <i>service coordinator</i></li> <li>• <i>Projected dates</i> for the initiation and the anticipated duration of all services listed.</li> </ul>	<p><u>IEP Components continued</u></p> <ul style="list-style-type: none"> <li>• <i>Annual goals</i>, including short term <i>objectives</i> for meeting these goals.</li> <li>• <i>Objective criteria and evaluation procedures</i> for determining at least annually whether short term objectives are being achieved or need revision.</li> <li>• <i>Services</i> to be provided by each Head Start component that are in addition to those services provided for all Head Start children, including transition services.</li> <li>• <i>Specific special education services</i> to be provided to the child and those related services necessary for the child to participate in a Head Start program. This included services provided by other agencies and non-Head Start professions.</li> <li>• <i>Personnel responsible</i> for planning and supervision of services and for delivery of services.</li> <li>• <i>Projected dates</i> for initiation of services and anticipated service duration.</li> </ul>	<p><u>IEP Components continued</u></p> <ul style="list-style-type: none"> <li>• <i>Specific special education and related services</i> expressed in time allotted including how services meet need identified in evaluation reports and the extent to which the student will participate in regular education programs.</li> <li>• <i>Projected dates</i> for service initiation, duration and location.</li> </ul>

**Collaboration Area:** Individual program planning (continued)

<p align="center"><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p align="center"><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p align="center"><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>IFSP Components continued</u></p> <ul style="list-style-type: none"> <li>• Specification of activities that will occur to support the smooth and <i>effective transition</i> of children from WV Birth to Three to other environments <i>at 3 years of age</i>.</li> </ul> <p><u>IFSP Implementation</u> An IFSP must be developed before services can be provided. In cases of extraordinary circumstances <u>and</u> when services are needed immediately, an interim IFSP may be developed. With parent consent, this may be developed before the completion of the evaluation and assessment process.</p>	<p><u>IEP Implementation</u> Head Start programs 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 the 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.</p>	<p><u>IEP Components continued</u></p> <ul style="list-style-type: none"> <li>• For each student beginning <i>no later than age 16, transition services</i> and agency responsibilities for transition services.</li> </ul> <p><u>IEP Implementation</u> An IEP must be in effect before a student receives special education and, once in special education, by the beginning of each school year. It must be implemented as soon as possible after the IEP meeting.</p>

**Collaboration Area:** Primary and related services as referenced under IDEA, Part B, IDEA, Part C, and Head Start Program Performance Standards (Provision of these services will be determined based on whether the child is eligible for such services and on the child’s and family’s individual needs)

<b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b>	<b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b>	<b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b>
<p><u>Service Overview</u> WV Birth to Three services are those which</p> <ul style="list-style-type: none"> <li>• are designed to meet the developmental needs of the child and the family as related to enhancing the child’s development</li> <li>• meet State standards</li> <li>• are provided under public supervision by qualified personnel</li> <li>• determined needed through the multi disciplinary team evaluation and assessment process</li> <li>• are documented on the IFSP.</li> </ul> <p><u>Services may include, but are not limited to:</u> NOTE: IDEA, Part C services are not based on the concept of special education services with additional “related services” as may be needed by the child “to benefit from special education” as found in the Head Start Performance Standards and in IDEA, Part B - that is, requiring that related services be linked to special education. Rather, any of the Early Intervention services listed below may be a “stand alone” service and do not need to be linked to “special instruction” or any other early intervention service.</p> <ul style="list-style-type: none"> <li>a) special instruction</li> <li>b) audiology</li> <li>c) family training, counseling, and home visits</li> </ul>	<p><u>Service Overview</u> Children with disabilities and their families must be included in the full range of activities and services normally provided to all Head Start families and provisions for any modifications necessary to meet their individual needs.</p> <p><u>Services include, but are not limited to:</u></p> <ol style="list-style-type: none"> <li>1) Special education - specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a child with a disability. These services include classroom or home-based instruction, instruction in hospitals and institutions, and specially designed physical education if necessary.</li> <li>2) <i>Related services</i> - developmental, corrective, and other supportive services that are required to assist the child with a disability to benefit from special education, including but not limited to: <ul style="list-style-type: none"> <li>a) audiology</li> <li>b) counseling services</li> </ul> </li> </ol>	<p><u>Service Overview</u> School districts must make available to students with disabilities a Free Appropriate Public Education (FAPE). FAPE is defined as special education and related services that</p> <ul style="list-style-type: none"> <li>• are provided at public expense, under public supervision and direction, and without charge (does not include incidental fees as part of the regular education program)</li> <li>• meet state and federal regulations</li> <li>• include preschool, elementary, or secondary education</li> <li>• are provided in conformity with an IEP.</li> </ul> <p><u>Services include, but are not limited to:</u></p> <ol style="list-style-type: none"> <li>1) <i>Special education</i> - specially designed instruction to meet unique needs of the student including classroom instruction, instruction in physical education, home instruction, instructions in hospitals and institutions, vocational education (if specially designed), speech pathology, and instruction in physical education.</li> <li>2) <i>Related services</i> - services needed by the child to benefit from special education including but not limited to: <ul style="list-style-type: none"> <li>a) special individualized assistance in math and remedial reading</li> <li>b) audiology</li> <li>c) counseling services</li> </ul> </li> </ol>

**Collaboration Area: Primary and Related Services (continued)**

<p><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p><u>Services contd.</u>                      d) health services                      e) medical services(for diagnostic only)                      f) nursing                      g) nutrition services                      h) occupational therapy                      i) physical therapy                      j) psychological services                      k) service coordination                      l) social work services                      m) speech-language pathology                      n) transportation and related costs necessary to enable infant or toddler and his or her family to access early intervention services                      o) vision services                      p) assistive technology devices and assistive technology services                      Services are to be delivered in a coordinated, collaborative process. Service providers in each area of early intervention service are responsible for: a)consulting with parents, other service providers, and representatives of appropriate community agencies to ensure the effective provision of services in that area, b) training parents and others regarding the provision of those services; and c) participating in the multi disciplinary team’s assessment of a child and the child’s family, and in the development of integrated goals and outcomes for the individualized family service plan.</p>	<p><u>Services contd.</u>                      c) early identification and assessment of disabilities in children                      d) medical services for diagnostic or evaluation purposes                      e) occupational therapy                      f) parent training and counseling                      g) physical therapy                      h) psychological services                      i) recreation, including therapeutic recreation                      j) rehabilitation counseling                      k) school health services                      l) social work services                      m) speech pathology                      n) transportation                      o) other developmental, corrective or supportive services if they are required to assist child with a disability to benefit from special education, including assistive technology services and devices.</p>	<p><u>Services contd.</u>                      d) early identification and assessment of disabilities in students                      e) medical services related to determining child’s need for special education and related services                      f) mobility training                      g) occupational therapy                      h) parent training and counseling                      i) physical therapy                      j) psychological services                      k) therapeutic recreation                      l) rehabilitation counseling                      m) school health services                      n) social work services in schools                      o) speech pathology                      p) transportation                      q) assistive technology devices and assistive technology services</p>

**Collaboration Area:** Service delivery in settings which, to the maximum extent possible, are in natural settings typical for the age of the child and which educate children with disabilities along with children without disabilities

<b>WV Birth to Three (ages birth to three) IDEA, Part C + State Policies</b>	<b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b>	<b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b>
<p><i>Natural Environments</i> means to the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate. This also means settings that are natural or normal for the child's age peers who have no disability. Services are delivered elsewhere only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment. Provision of services in natural environments is intended to promote the child's participation within typically occurring learning opportunities.</p>	<p>Head Start 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.</p>	<p>WV regulations delineate a continuum of services for preschool-age children and require school districts to make available to each child with a disability, ages 3 through 5, a program which represents the <i>least restrictive environment</i> and appropriate placement given the child's IEP. Unless the IEP requires otherwise, special education and related services must be provided in that setting in which the child would normally be placed if they didn't have a disability.</p> <p>The continuum provides for the following alternative placement opportunities:</p> <ul style="list-style-type: none"> <li>• <i>Home-based</i> special education and, where appropriate, related services provided to the student, together with his or her parents or primary care provider. Home visits shall include instruction for the parents or primary care provider, demonstration of specific tasks and provision of developmental toys and materials for the parents or primary care provider to use with the student.</li> </ul> <p>A home-based program may supplement placement in another program option or, for pre-kindergarten-aged students, be available as the primary placement, unless the student's needs, as determined by MDET evaluation process, can more appropriately be met in a group setting.</p> <ul style="list-style-type: none"> <li>• <i>Early Childhood Setting</i> - wherein all of the student's specially designed instruction and related services are delivered in educational programs designed to primary</li> </ul>

**Collaboration Areas:** Service delivery in settings (continued)

<p>Early Intervention (Ages Birth to 3) IDEA, Part C + State Rules</p>	<p>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</p>	<p>Public School, (ages 3 through 5) IDEA, Part B + State Rules</p>
		<p>classes; public or private preschools; Head Start centers; child care facilities; preschool classes offered to an eligible pre-kindergarten population by the public agency; home/early childhood combinations; home/Head Start combinations; and other combinations or early childhood settings; Regular education preschool programs include public school and non-public programs, e.g., nursery school, day care, Head Start and kindergarten meeting federal or state requirements.</p> <p><i>Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting</i> - wherein the specially designed instruction and related services are delivered in multiple settings, such that: (a) general and/or special education and related services are provided at home or in educational programs designed primarily for children without disabilities, and (b) special education and related services are provided in programs designed primarily for children with special education combinations; head Start, child care, nursery school facilities, hospital facilities on an outpatient basis, or other community-based settings with special education provided outside of the regular class; regular kindergarten classes with special education provided outside of the regular class; separate school/early childhood combinations; and residential facility/early childhood combinations;</p> <p><i>Reverse Mainstream Setting</i> - wherein all of the special education and related services are delivered in educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities.</p>

**Collaboration Areas:** Service delivery in settings (continued)

<b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b>	<b>Head Start Early Head Start (age birth to 3) Head Start (age 3 through 5)</b>	<b>Public School (ages 3 through 5) IDEA, Part B + State Rules</b>
		<p>children with disabilities housed in regular school buildings or other community-based settings. This may include, but is not limited to: special education classrooms in regular buildings; special education classrooms in child care facilities, hospital facilities based on an outpatient basis, or other community-based settings;</p> <p><i>Early Childhood/Special Education Setting</i> - wherein all of the special education and related services are delivered at a school, hospital facility on an outpatient basis, or other location for a short period of time. These services may be provided individually or to a small group of children. This may include, but not limited to: speech instruction up to 3 hours per week in a school, hospital, or other community-based setting.</p>

**Collaboration Area:** Resource sharing which may include, but not be limited to, facilities, materials and equipment, collaborative services, screening, etc.

<b>WV Birth to Three (ages birth to three) IDEA, Part C + State Policies</b>	<b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b>	<b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b>
<p>Local WV Birth to Three providers have procedures which promote and facilitate continuous, collaborative planning by professionals and families. All children found not to be eligible for WV Birth to Three and their families should be informed of alternative programs and resources which coincide with identified needs.</p> <p>All training activities provided to a variety of personnel, including public and private providers, primary referral services, para-professionals, and service coordinators are conducted on an inter-disciplinary basis, to the extent appropriate, and includes information which relates to:</p> <ul style="list-style-type: none"> <li>• understanding the basic components of the WV Birth to Three system</li> <li>• meeting interrelated psycho social, health, developmental, and educational needs of eligible children</li> <li>• assisting families to learn how to enhance the development of their children, and to participate fully in the development and implementation of IFSPs.</li> </ul> <p>Furthermore, while the multi disciplinary teams within WV Birth to Three constitute a major focus of training initiatives, other key professionals, e.g., daycare providers, public health nurses, physicians, Head Start and school personnel are also important participants.</p> <p>The state level Interagency Coordinating Council (ICC) appointed by the Governor advises and assists the Department of Health and Human Resources and the WV Birth to Three system in promoting interagency activities.</p>	<p>The local Head Start disabilities services plan must include commitment to specific efforts to develop interagency agreements with the local education agencies (school districts) and other agencies within Head Start's services area. If no agreement can be reached, the grantee must document its efforts and inform the Regional Office.</p> <p>To enable the effective participation of children with disabilities and their families, Head Start programs must make specific efforts to develop written interagency agreements with school districts and other agencies within the Head Start service area. The agreements must address: Head Start participation in the public agency's Child Find plan under Part B of IDEA; joint training of staff and parents; procedures for referral for evaluations, IEP meetings, and placement decisions; transition; resource sharing; Head Start commitment to provide the number of children receiving services under IEPs to the school district for the school district Child Count report by Dec. 1 annually; and any other items agreed to by both parties. Head Start must make efforts to update the agreement annually.</p>	<p>Under IDEA, state departments of education support local school districts in making systemic change to improve results for children with disabilities, through establishing, expanding or implementing interagency agreements between local school districts and other agencies concerning the provision of services to children</p>

**Collaboration Area: Transition**

<p><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Policies</b></p>	<p><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p>The WV Birth to Three system includes policies and procedures for a child’s transition from Part C to other environments. WV Birth to Three service coordinators are responsible for beginning transition planning with the family at least 10 months before the child’s third birthday. Transition procedures include describing how the families will be included in transition; how the child will be prepared for transition; how information will be shared with receiving agencies. Transition procedures and plans must also include a description of how the WV Birth to Three system will notify the appropriate school district in which the child resides and convene, with family approval, a conference among the Birth to Three providers, the family, the school district, and other appropriate agencies or people, no later than 90 days, and up to 6 months, before the child’s third birthday for the purpose of establishing or updating a transition plan. WV Birth to Three service coordinators must assist families to understand their rights within potential next settings including education and Head Start.</p> <p>Children who turn three between May and September should have their time lines for their face to face meeting adjusted in order to ensure that the IEP can be in place by the third birthday.</p> <p>In the case of a child who may not be eligible for preschool services from the school district, WV Birth to Three will make reasonable efforts to convene a conference among the family and providers of other appropriate services for the child, with the approval of the family.</p> <p>Each local Birth to Three point of entry provider must have an interagency agreement with the local school system regarding transition.</p>	<p>Head Start programs must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into Early Head Start or Head Start and from Head Start into elementary schools, Title I of the Elementary and Secondary Education Act preschool programs, or other child care settings. These procedures must include:</p> <p>Coordinating with the schools or other agencies to ensure that the relevant records of individual children enrolled in Early Head Start or Head Start are transferred to the school or next placement in which a child will enroll or from earlier placements to Early Head Start or Head Start; outreach to encourage communication between Early Head Start or Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers and health staff to facilitate continuity of programming; initiating meetings involving Head Start teachers and parents and Kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children; and initiating joint transition-related training for Early Head Start or Head Start staff and school or other child development staff.</p> <p>To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must be undertaken for each child and family at least six months prior to the child’s third birthday. (As appropriate a child may remain in Early Head Start following his or her third birthday, for additional months until he or she can transition into Head Start or another program.)</p>	<p>A transition process must occur for children suspected of needing special education and related services who are referred to the school district from a WV Birth to Three program.</p> <p>No later than ninety (90) days before the third birthday of a Part C eligible child, a transition team (TT) minimally consisting of a resident school district representative, the parent and a WV Birth to Three program representative, will convene to determine the activities to take place during the transition period, the timelines in which the activities will occur, and the persons responsible for carrying out these activities.</p> <p>These activities will occur over a six (6) month period of time and will reflect the individual needs of the child and the participation of his or her family.</p> <p>Special education and related services for the eligible preschool child shall be provided as of the child’s third birthday;</p> <p>For a child transitioning from a Part C early intervention program, an interagency transition plan must be developed to assure that when a child turns three (3) years of age either an IEP or Individual Family Service Plan (IFSP) which meets the requirements of Section 5.1.3 and 5.1.4 of these regulations has been developed and implemented by the public agency;</p> <p>For a child who turns three (3) in the spring/summer, the LEA is responsible for implementation of the IEP services for children as of the third birthday, regardless of which agency provides the services;</p> <p>If appropriate, a child who turns three (3) years old in the fall may begin Part B services under the</p>

**Collaboration Area: Transition (continued)**

<b>WV Birth to Three (ages birth to three) IDEA, Part C + State Policies</b>	<b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b>	<b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b>
<p>The agreement should include other related early childhood providers in the community</p>	<p>Head Start programs must assist parents in becoming their children's advocates as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to an elementary school Title I program, or a child care setting.</p> <p>Staff must work to prepare parents to become their child's advocate through meeting with them to enable them to understand their child's progress while at Head Start or Early Head Start.</p> <p>To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, Head Start must provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in school settings; assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.</p>	<p>local educational agency at the beginning of the school year preceding the third birthday.</p>

**Collaboration Area: Confidentiality**

<p><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Policies</b></p>	<p><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p>Parents/care givers of children who are eligible for WV Birth to Three are afforded the rights of confidentiality of information under both federal and state law. All Birth to Three providers are responsible to protect the confidentiality of personally-identifiable information at the collection, storage, disclosure and destruction stages.</p> <p>Each provider agency must have policies and procedures which are shared with the parents and which ensure that the confidentiality requirements under the Family Educational Rights and Privacy(FERPA) are followed.</p> <p>Parents must be informed in their native language of the nature, type and purpose of information contained in their child's record.</p> <p>Release of records as well as discussions regarding a family's child is allowed only with the family's consent.</p> <p>The family must be told who has access to information once they have given consent. WV Birth to Three is responsible for informing those persons about rules pertaining to confidentiality.</p> <p>Parents must be informed before information in the child's record is to be destroyed. Information must be destroyed if the parent so requests.</p>	<p>Head Start must establish and maintain efficient and effective written record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information.</p> <p>In accordance with the Head Start program's confidentiality policy, programs must share with appropriate staff information provided by a child's parents about any health or safety needs of their child that the program may be required to address.</p> <p>Head Start programs must take an active role in community planning to encourage communication, cooperation, the sharing of written and verbal information among agencies and community partners, and to improve the delivery of community services to children and families in accordance with the agency's confidentiality policies.</p> <p>Head Start must develop and implement, a systematic, ongoing process of program planning that includes consultation across the Head Start program and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children. The written program plan is structured around goals, time tables, identification of responsibilities, and includes an evaluation component.</p> <p>Head Start staff, consultants, and volunteers will follow their program's written confidentiality policies concerning information about children, families, and other staff members.</p>	<p>Parents/caregivers of children who are eligible for Special Education are afforded the rights of confidentiality of information under both federal and state law. All Special Education programs are responsible to protect the confidentiality of personally-identifiable information at the collection, storage, disclosure and destruction stages.</p> <ul style="list-style-type: none"> <li>• Each program must have policies and procedures which are shared with the parents and which ensure t the confidentiality requirements under the Family Educational Rights and Privacy Act (FERPA) of 1975.</li> <li>• Parents must be informed in their native language of the nature, type and purpose of information contained in their child's record.</li> <li>• Parents have the right to inspect and review any education records relating to their child which are collected, maintained or used by the school district. The district must comply with a parent's request without unnecessary delay, to review their child's records and before any meeting regarding an IEP, and in no case, no more than 10 calendar days after the request has been made.</li> <li>• The district must keep record of parties obtaining access to education records and is responsible for informing those persons about rules pertaining to confidentiality.</li> <li>• Parents must be informed before information in the child's record is to be destroyed. Information must be destroyed if the parent so requests.</li> </ul>

**Collaboration Area: Confidentiality (continued)**

<b>WV Birth to Three (ages birth to three) IDEA, Part C + State Policies</b>	<b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b>	<b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b>
	<p>Confidentiality must be maintained in accordance with written grantee and State requirements in relation to the formal evaluation of a child who has been identified as possibly having a disability.</p>	

**Collaboration Area: Records transfer**

<b>WV Birth to Three (ages birth to three) IDEA, Part C + State Policies</b>	<b>Head Start • Early Head Start (age birth to 3) • Head Start (age 3 through 5)</b>	<b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b>
<p>Access to a child’s record must be controlled by the family, because release of records requires parent consent. This written consent must be obtained except in instances where record release is authorized under the Family Educational Rights and Privacy Act ( FERPA)</p> <p>The procedure of transferring records is especially important during the transition process when accurate and current information is necessary to determine eligibility and develop an appropriate IEP if the child is referred for special education and related services in the school district.</p> <p>Sharing of current assessments, IFSP, and other information reduces duplication and may be helpful in assisting the receiving agency to determine eligibility and/or service needs.</p>	<p>Head Start must establish, record in writing, and maintain procedures to support successful transitions for enrolled children and families. These procedures must include coordinating with schools or other agencies to ensure that children’s relevant Early Head Start or Head Start records are transferred to the elementary school, Title I preschool, or other child care settings or next placement in which a child will enroll or from earlier placements to Early Head Start or Head Start.</p>	<p>Parental consent must be obtained before personally identifiable information is disclosed to anyone other than the officials of the agencies collecting or using this information.</p> <p>An educational agency subject to Family Educational Rights and Privacy Act (FERPA) may not release information from education records without parental consent unless authorized under FERPA.</p>

**Collaboration Area: Joint staff training**

<p><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p>The WV Birth to Three CSPD is coordinated with other early childhood training efforts. All staff providing Part C services, in addition to meeting the highest standards within their discipline must also, upon entering the system, complete an orientation training for WV Birth to Three. Each staff person then completes an Individualized Portfolio and Individual Staff Development Plan to be submitted for EI credential. The EI credential process identifies core content knowledge areas for working with infants and toddlers and their families and other care givers.</p> <p>Training for Birth to Three providers and families is typically supported through collaborative efforts with other early childhood providers. Many training sessions are coordinated through the WV Early Childhood Training Connections and Resources, and are available to all early childhood providers including child care, Head Start, public schools, and parents. Birth to Three providers are encouraged to include other early childhood providers in the planning and conducting of local training.</p> <p>Joint resource sharing is also conducted through the interagency funded Early Childhood Lending Library where early childhood providers and families may borrow materials across a broad range of topics.</p>	<p>The Head Start Disabilities Service Plan must include commitment to specific efforts to develop formal, written interagency agreements with the school districts and other agencies within the grantee's service area to include joint training of staff and parents.</p> <p>Head Start must establish, record in writing, and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into Early Head Start or Head Start and from Head Start into elementary school, a Title I preschool program, or other child care settings. These procedures must include initiating joint transition-related training for Early Head Start or Head Start staff and school or other child development staff.</p>	<p>The WV Department of Education is required to have in effect a Comprehensive System of personnel Development (CSPD) designed to ensure an adequate supply of qualified special education, regular education and related service personnel that meets the requirements of the State Improvement Plan.</p>

**Collaboration Area:** Sharing child count data as appropriate

<p><b>WV Birth to Three (ages birth to three) IDEA, Part C + State Rules</b></p>	<p><b>Head Start •Early Head Start (age birth to 3) •Head Start (age 3 through 5)</b></p>	<p><b>Public School, (ages 3 through 5) IDEA, Part B + State Rules</b></p>
<p>There are no specific state or federal mandates regarding the early intervention population which address the sharing of child count data. However, in view of the interagency possibilities of services to children birth to three, sharing of child count data is a necessity.</p> <p>Local Birth to Three providers are required under state policy to share aggregate data on eligible children with the county school system for planning purposes. Birth to Three data includes information on referral sources, child demographics and service delivery. Aggregate information can be helpful to communities in planning child find activities and program designs.</p> <p>The Department of Health and Human Resources reports various data elements regarding children receiving WV Birth to Three early intervention services on December 1 of each year. This count is used by the Federal government to determine the allocation of federal funds to the states.</p>	<p>The Head Start Disabilities Service Plan must include commitment to specific efforts to develop formal written interagency agreements with the school districts and other agencies within the grantee's service area.</p> <p>If no agreement can be reached, the grantee must document its efforts and inform the Regional Office. The agreements must address Head Start's commitment to Provide the number of children receiving services under IEPs to the school district for the school district Child Count report December 1 annually.</p>	<p>The WV Department of Education is required to report to the federal government annually on December 1 the number of children receiving special education and/or related services by disability categories. For children ages 3 through 5, this information is not reported by disability categories. This Child Count is used as the basis for distribution of federal special education funds to local school districts.</p>