

West Virginia Side by Side

Summary of Key Requirements of

Participating Early Childhood Systems

A Technical Assistance Document to Support Local Collaboration

I. Summary of Key Requirements of Participating Early Childhood Systems

This document integrates key legal requirements of:

1. West Birth to Three (Part C of the IDEA) for children birth to three years of age.
2. Head Start
 - Early Head Start for ages birth to three
 - Head Start for children three through five years of age
3. Public School Preschool
 - Universal Pre-k children four years of age and children with disabilities
 - Developmental Delay (Preschool Special Education) for children three – though five years of age with disabilities.
4. Child Care

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 the side-by-side format for the programs. The 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 and or requirements.
- The side-by-side references federal regulations for WV Birth to Three under the Individuals with Disabilities Education (IDEA), Part C as well as applicable state provisions, federal Head Start Program Performance Standards 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 the public school system.
- The side-by-side format should NOT be viewed as a presentation of separate and distinct requirements of the programs. Throughout the twelve (12) areas, from child find/outreach 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 the programs are seen as compatible and conducive to local implementation in a collaborative way. Moreover, while the legal requirements of the programs contain some unique provisions, the document is established on the belief of these agencies/programs are more alike than different; agencies must work together for the benefit of children and families; and such collaboration ultimately benefits the programs as well.

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 Programs, Extended and Early Learning
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
WV Department of Health & Human Resources
350 Capitol Street
Room B-18
Charleston, WV 25301
304-558-4638

Child Care Center Licensing Regulations

Division of Early Care and Education
WV Department of Health & Human Resources
350 Capitol Street
Room B-18
Charleston, WV 25301
304-558-1885

For the child care licensing regulations: <http://www.wvdhhr.org/bcf/ece/earlycare/regs.asp>

Copies of this and other early childhood documents can be obtained online at:

www.wvde.state.wv.us
www.wvearlychildhood.org

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WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
III. Collaboration Area: Family Involvement				
Family Involvement	Family Involvement	Family Involvement	Family Involvement	Family Involvement
<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>WV Birth to Three gathers data to determine the</p>	<p>Parents are considered participants of all team meetings regarding the referral, identification, evaluation, education placement and provision of free appropriated public education for their child.</p> <p>In addition, the development of IEPs includes 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>	<p>Programs must be engaged in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process.</p> <p>As part of this ongoing partnership, Head Start programs must offer parents opportunities to develop and implement individualized Family Partnership Agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. In home-based program options, this Agreement must include the above information as well as the specific roles of parents in home visits and group socialization activities.</p>	<p>Parent/guardian and family support must include a minimum of two documented face-to-face conferences annually. Home visits are recommended.</p> <p>The means of communication must be documented such as newsletters, child activity reports, phone calls, home visits, e-mails and conferences.</p> <p>For children who come from homes where languages other than English are spoken, support services include communication that is comprehensible and supportive of the family's native language.</p> <p>Parents/guardians/family participates in decision making about their child's education.</p>	<p>All centers are required to have an oral or written system for information exchange with families. Families must have opportunities to volunteer. A parent of a currently attending child must be on the Board or the center must have a parent advisory committee.</p> <p>The parent is to be offered the opportunity to participate in a plan that will address difficult behaviors if necessary.</p> <p>For children less than 24 months, the center must work with the parent to develop an individual written schedule.</p> <p>There is a governing body that makes decision. This governing body shall include at least one parent. If there is not a governing body, then a parent advisory board is established for parent involvement.</p>

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<p>effectiveness of the System in achieving the three Family Outcome Indicators under Part C of IDEA.</p> <ul style="list-style-type: none"> a) Know their rights; b) Are able to communicate their child's needs with professionals; and c) Understand their child's development <p>WV Birth to Three sends a family survey to each family shortly before or immediately after they exit the WV Birth to Three System. The survey was developed by the National Center for Special Education Accountability and Monitoring (NCSEAM). Data from the survey is used for improvement activities.</p>		<p>A variety of opportunities must be created by programs for interaction with parents throughout the year.</p> <p>Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.</p>	<p>Classrooms that are open to parents, guardians/families and where can observe children in the classroom and to participate in classroom activities.</p>	<p>Parent participation is requested in the planning and development of their child's progress. Copies of reports are shared with the parents as well.</p>
IV.				

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V. Child Outreach/Child Find Screening, Referrals, and Evaluations				
Child Find/Outreach	Child Find/Outreach	Child Find/Outreach	Child Find/Outreach	Child Find/Outreach
<p>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>Each WV Birth to Three Regional Administrative Unit (RAU) conducts public awareness and child find activities in coordination with other community partners.</p>	<p>The school district is responsible for establishing and implementing an ongoing Child Find system to locate, identify and evaluate students with disabilities residing in the district. The district is also responsible for coordinating with WV Department of Health and Human Resources regarding the Child Find system for young children.</p> <p>The Child Find system must include all students suspected of needing special education and related services within the district's geographic boundaries.</p>	<p>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. At least 10% of Head Start enrollment must be children with disabilities.</p>		Not Applicable
Screening	Screening	Screening	Screening	Screening
<p>Universal screening begins with the birth of an infant and based on review of the information gathered, decisions are made regarding the need for follow-up upon</p>	<p>Developmental screening is the general education process conducted to determine whether there are problems or potential problems in the areas of vision, hearing, speech and language.</p>	<p>Parents are informed prior to screening about the types and purposes of screening.</p> <p>Head Start programs must ensure children are screened in the following areas within</p>	<p>All children entering an approved WV Pre-k classroom must have age appropriate immunizations.</p> <p>A Pre-k classroom shall have on file within 45 days of</p>	<p>Health assessments and immunization plan are required to be on file within 30 days after admission.</p>

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<p>discharge from the hospital or direct referral to WV Birth to Three.</p> <p>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 two working days of suspecting that a child might be in need of early intervention services. Developmental screening by primary care providers on a routine basis are recommended for all infants and toddlers.</p>	<p>Screening must be conducted annually for children entering kindergarten or preschool or for children entering WV public and private school for the first time.</p> <p>Districts must conduct developmental screening for children under compulsory school attendance age upon the request of a parent or guardian of a child residing in the district or attending a private school within the district.</p> <p>At least ten days prior to the initiation of screening activities, districts must provide public notice of the screening program.</p>	<p>45 calendar days of the child's entry into the program: developmental, sensory and behavioral. This includes (1) In collaboration with each child's parent and within 45 calendar days of the child's entry into the program, agencies must perform or obtain linguistically and age appropriate developmental, sensory and behavioral screenings of motor, language, social, cognitive, perceptual, and emotional skills.</p> <p>If the child enrolls later in the year, the Head Start program must obtain or perform a screening within 45 days from the start of services. When standardized, linguistically appropriate developmental screening instruments exist, they must be used.</p>	<p>enrollment or prior to the first day of school attendance a record of a Health Check form or other comprehensive health screening comparable to Health Check protocol. All screenings must be signed by the child's licensed health care provider completed within the past year.</p> <p>Student information related to all health and medical conditions and documented on the Health Check form or any comparable information must be treated as confidential information and be maintained according to the Family Education rights and Privacy Act.</p>	<p>Not Applicable.</p>
Referrals	Referrals	Referrals	Referrals	Referrals
<p>Referrals are made to the WV Birth to Three System through the Regional Administrative Unit for the Child's county of residence.</p>	<p>Referral sources may include developmental screening, student assistance teams, student instruction and intervention teams, parents,</p>	<p>Head Start programs must work collaboratively with parents to identify and continually access, either directly or through referrals,</p>		

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<p>supporting parents, friends, primary care providers or others.</p> <p>At referral, parents are provided with information about the Birth to Three system and must give written permission to proceed with evaluation to determine eligibility. Referrals are to be made by primary referral sources within two working days after the child is identified as possibly in need of early intervention services. Referrals can be made by telephone, fax or letter.</p>	<p>schools and/or any interested procedural safeguards under IDEA 2004 are afforded when the parent, adult, student or the district makes a referral for a special education evaluation.</p>	<p>Services and resources that is responsive to each family's interests and goals.</p> <p>Head Start programs must follow up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations and circumstances.</p>		
<p align="center">Evaluation</p>	<p align="center">Evaluation</p>	<p align="center">Evaluation</p>	<p align="center">Evaluation</p>	<p align="center">Evaluation</p>
<p>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 a 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/hearing),</p>	<p>The evaluation team is a group of people with the responsibility to make decisions regarding evaluation and assessments. The team includes the same membership as the individualized education program (IEP) team (although not necessarily the same individuals) and other qualified professionals as appropriate. Evaluation means procedures</p>	<p>Enrolled families with infants and toddlers suspected of having a disability are promptly referred to the WV Birth to Three program to coordinate any needed evaluations, determine eligibility for Part C services, and coordinate the development of an IFSP for children determined to be eligible under the guidelines of the WV Birth to Three Program.</p>	<p>Not Applicable.</p>	<p>Not Applicable.</p>

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<p>communication, social or emotional development, and adaptive development.</p>	<p>used in accordance with the protection and evaluation requirements of the federal and state law to determine whether a student has a disability and the nature and extent of the special education and related services needed.</p> <p>The purpose of an initial evaluation is to gather information about the student.</p>	<p>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 29 and up are referred to the school district. (I don't know if this is accurate according to the latest BTT information). For pre-school age head Start programs (3-5), the disabilities coordinator must arrange for further, formal, evaluation of a child who has been identified as possibly having a disability. The disabilities coordinator must refer a child to the LEA for evaluation as soon as the need is evident, starting as early as the child's third birthday. If the LEA does not evaluate the child, Head Start is responsible for arranging or providing for an evaluation, using its own resources and</p>		

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		accessing others. (This language will change when accessing others. (This language will change when new regulations are published)**		
Assessment	Assessment	Assessment	Assessment	Assessment
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.	Assessment includes ongoing procedures to collect information to identify the child's unique needs. The information is used for classroom activities and program improvements.	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 support and services necessary to enhance the family's capacity to meet the developmental needs of this child. Staff will carry out ongoing developmental assessment of all children during the year to determine appropriate developmental activities.	Not Applicable	Not Applicable
Multi disciplinary Team	Multi disciplinary Team	Multi disciplinary Team	Multi disciplinary Team	Multi disciplinary Team
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.	The principle, classroom teacher or other designated individual is responsible for documenting the date written parental consent for initial evaluation. Within eighty days of the documented date, the district must conduct a	The multidisciplinary team provides the results of the evaluation, and its professional opinion that the child does or does not need special education and related services, to the disabilities coordinator. If it is their		

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<p>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 assessments, are used as the basis for the development of an Individualized Family Service Plan (IFSP).</p>	<p>full, individual initial evaluation and convene an eligibility committee to determine if the child is eligible for special education services.</p>	<p>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 who the evaluation team determines need special education and related services may be counted as children with disabilities.</p>		
VI. Collaboration Area: Service Eligibility				
Service Eligibility	Service Eligibility	Service Eligibility	Service Eligibility	Service Eligibility
<p>Children birth through two years of age may be eligible for WV Birth to Three services, if after completion of the Multidisciplinary Evaluation process, the child</p>	<p>Children are eligible for special education and related services beginning at age 3 or prior to third birthday if transitioning from the WV Birth Three system. Children</p>	<p>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 as</p>	<p>All WV Pre-k shall be voluntary and be a readiness programs designed to meet the individual needs of children.</p>	<p>A child must be 6 weeks of age and may continue in child care through the age of 12 years or beyond 12 years if under court supervision or has a significant delay.</p>

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<p>meets any one of the following three areas of eligibility as defined in WV Birth to Three policy and procedure:</p> <p>Established Condition a) documented physical or mental condition which will result in delay if early intervention services are not provided (as identified in policy), or</p> <p><u>Developmental Delay</u> b) substantial delay in: at least one developmental area equivalent to a 40% delay; or delays in two or more areas equivalent to 25% delay; or substantially atypical development in two or more areas. The five areas of development are cognitive, communication, motor, social emotional and adaptive.</p> <p><u>At-Risk</u> c) demonstrates a combination of at least 5 environmental and/or biological risk factors, from the 20 factors as defined in policy.</p> <p>Eligibility is not based on</p>	<p>age 3 – 5 years of age must meet the eligibility requirements for a categorical area and or developmental delay.</p> <p><u>Developmental Delay</u> Developmental delays occur in students, ages 3 – 5, who are functioning at, or lower than, 75% of the normal rate of development in two or more of the following areas: cognition, physical development including gross and/or fine motor skills; communication, social/emotional/affective</p>	<p>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. Grantees may serve up to 35% of their children from families with incomes of up to 130% of the poverty line.</p> <p>(Language in the Head Start Act of 2007 indicates that at least 10% of actual Head Start enrollment be made up of children with disabilities, not just “opportunities”. There are no regulations published regarding this yet.) All Head Start services are at no cost to the families.</p> <p>The same policies 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</p>	<p>In 2012-2013, all counties must offer a 4 year program to all children. It is not required for parents to send their children.</p> <p>Children that are 4 years of age before September 1 and children three year old as mandated under federal law.</p> <p>Children may not be excluded based on developmental delays including toilet training. Children who are five prior to September 1 shall be enrolled in kindergarten, instead</p>	

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family income.				
	development; and/or self-help skills. An eligibility committee will determine that a student is eligible for special education services.	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.	WV Pre-k, unless the IEP indicates otherwise. WV Pre-k classroom shall not accept children who are otherwise eligible to be enrolled a kindergarten program without appropriate intervention/assessments documentation. Programs must be available 12 per week and a maximum of 30 hours per week during the school year calendar for no less than 108 instructional days per school year.	
VII. Collaboration Area: Individual Program Planning				
Individual Program Planning	Individual Program Planning	Individual Program Planning	Individual Program Planning	Individual Program Planning
For each child evaluated for the first time and deemed eligible for WV Birth to Three, an initial IFSP meeting is held 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.	The Individualized Education Program (IEP) is a product of collaboration between a parent and educator who through full and equal participation identify the unique needs of a student with a disability. The IEP is a management tool that is used to ensure that each eligible student is provided special education and related services appropriate to the student's	Every child receiving services in head Start who has been evaluated and found to have a disability and in need of special education services 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.		When necessary to accommodate the needs of a child with a written individualized plan mandated under federal law with the advice from a variety of professional sources, including but not limited to an early childhood specialist or a licensed health care provider. For children under 24 months

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<p>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>special learning needs.</p>			<p>of age.</p>
<p>IFSP Team</p>	<p>IEP Team</p>	<p>IEP Team</p>	<p>IEP Team</p>	<p>IEP Team</p>
<p>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"> - Parents of the child, - Other family members or friends as requested by the parents, - An advocate or person outside the family as requested by the parent, - The Part C service coordinator, - Professionals who participated in the evaluation and assessment process,* - As appropriate, service 	<p>Required membership includes parent, one general education teacher (for preschool may be a kindergarten teacher or other designee at the preschool level), one special education teacher, a representative of the district, an individual who can interpret the instructional implications of evaluation results and at parent or district discretion, others with knowledge or special expertise and other agencies. (Ex. Birth to Three service coordinator).</p>	<p>When the LEA develops the IEP, a representative from Head Start must attempt to participate in the IEP meeting and placement decision for any child meeting Head Start eligibility requirements. The IEP must take into account the child's unique needs, strengths, developmental potential and the family strengths and circumstances as well as the child's disabilities.</p>	<p>Not Applicable.</p>	<p>Not Applicable.</p>

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<p>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.</p> <p>*If unable to attend, arrangements are made for other methods of participation.</p>				
Parent Involvement in the IFSP	Parent Involvement in the IFSP	Parent Involvement in the IFSP	Parent Involvement in the IFSP	Parent Involvement in the IFSP
<p>All parents are involved in the development of the IFSP. Outcomes and objectives of the IFSP are developed based on the priorities, concerns and resources of the family. Meetings are scheduled at times and locations convenient for parents. Parents are notified in writing prior to the meeting, using the native language, or other mode of communication used by the parents. The meeting notice includes information in sufficient detail to inform the parent about the planned activity, as well as all procedural safeguards (rights). Transportation and interpreters are provided, if needed, to assure</p>	<p>The IEP is a product of collaboration between a parent or adult student and educators who through full and equal participation identify the unique needs of a student. The IEP meeting serves as a communication vehicle between the parent or adult student and district personnel to make joint and informed decisions regarding the student's special education services.</p>	<p>Head Start programs must make vigorous efforts to involve parents in the IEP process. The program must:</p> <ul style="list-style-type: none"> • Notify parents in writing and, if necessary, also verbally or be 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; • Make every effort to assure that the parents understand the purpose and proceedings and that they are encouraged to provide information 	<p>There must be a minimum of two documented face to face conference annually.</p> <p>Documented methods of communicating with parents/guardians such as phone calls, home visits, email and conferences; opportunities for families and guardians in decision making about their child's education; encourage participation to observe children in the classroom and participate in activities.</p>	

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participation by the parent/s.		about their child and their desires for the child's program.		
IFSP Meeting	IEP Meeting	IEP Meeting	IEP Meeting	IEP Meeting
The meeting to develop the initial IFSP must be held within 45 calendar days from the date of referral. 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 a family or other team members.	An IEP meeting must be convened to develop and IEP within 30 days of eligibility determination and prior to the initiation of services. To review the IEP periodically but no longer than 365 days from the date of development of the current IEP. An IEP must be in effect at the beginning of each school year by the child's third birthday.	A meeting must be held at a time convenient for the parents and staff to develop the IEP within 30 calendar days of a determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP. 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 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,	Not Applicable.	Not Applicable.

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		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.		
IFSP Components	IEP Components	IEP Components	PLAN	PLAN
<p><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.</p> <p>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.</p> <p><i>Major outcomes</i> 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</p>	<p>Present levels of academic Achievement and functional performance that enable school personnel to track the effectiveness of services and to accurately report progress toward goals.</p> <p><u>Goals and/or Objectives/ Benchmarks</u> Measurable academic and functional annual goals must be related to the needs described in the present level of academic achievement and performance statements.</p> <p><u>Statement of Special Education and Related Services</u> Each student's IEP must describe the special education and related services, supplementary aids and services, based on peer-</p>	<p>Annual goals, including short term objectives for meeting these goals.</p> <p>Objective criteria and evaluation procedures for determining at least annually whether short term objectives are being achieved or need revision.</p> <p>Services to be provided by each Head Start component that are in addition to those services provided for all Head Start children, including transition services. Specific special education services to be provided to the child and those related services necessary for the child to participate in a Head Start program. This included services provided by other agencies and non-Head Start</p>	Not Applicable.	Not Applicable

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>made, and if modifications of outcomes or services are necessary.</p> <ul style="list-style-type: none"> • <i>Specific early intervention services</i> needed to achieve the identified outcomes 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 	<p>reviewed research to the extent practicable and program modifications or supports for school personnel that will be provided to or on behalf of the student.</p>	<p>professions.</p> <p>Personnel responsible for planning and supervision of services and for delivery of services.</p> <p>Projected dates for initiation of services and anticipated service duration.</p>		
<p>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</p>	<p><u>Location, Extent/Frequency and Duration</u> For each service identified, the IEP must list the specific quantitative amount of time such as minutes per week or month. State the location where services and</p>			

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>natural environments must be included.</p> <ul style="list-style-type: none"> • <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. • Name of the <i>service coordinator</i> • <i>Projected dates</i> for the initiation and the anticipated duration of all services listed. <p>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>.</p>	<p>modifications will be provided.</p> <p><u>Extended School Year Services (ESY)</u></p> <p>For students with disabilities, the IEP team shall annually determine and document a student's need for ESY services. Lack of clear evidence of may not be used to deny a student ESY services, if the IEP Team determines the need for such services this must be considered.</p> <p><u>Documentation of Services</u></p> <p>The type and length of the services the student requires is determined on an individual basis by the IEP.</p> <p>An IEP must be in effect before a student receives special education.</p>			
IFSP implementation	IEP Implementation	IEP Implementation	IEP Implementation	IEP Implementation
<p>An IFSP must be developed before services can be provided. In cases of extraordinary circumstances and when services are needed immediately, an interim IFSP may be developed. With</p>		<p>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</p>	<p>Must follow Policy 2419.</p>	

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>parent consent, this may be developed before the completion of the evaluation and assessment process. IFSP services must be implemented in a timely fashion after the IFSP meeting. WV Birth to Three defines timely as within 30 days of start date of the service, unless the service is to be provided at a frequency that is longer than a 30 day period.</p>		<p>provision of related services. If a child enters Head Start with an IEP completed within two months prior to entry, services must begin within the first two weeks of program attendance.</p>		

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
VIII. Collaboration Area: Primary and related services IDEA, Part B & Part C, Head Start Performance Standards and Child Care determined based on whether the child is eligible for such services and on the child's family				
Primary and Related Services	Primary and Related Services	Primary and Related Services	Primary and Related Services	Primary and Related Services
<p>WV Birth to Three services are those which</p> <ul style="list-style-type: none"> • are designed to meet the developmental needs of the child and the family as related to enhancing the child's development • meet State standards • are provided under public supervision by qualified personnel • determined needed through the multi disciplinary team evaluation and assessment process • are documented on the IFSP. <p>a) special instruction b) audiology c) family training, counseling, and home visits d) health services e) medical services (for diagnostic only) f) nursing g) nutrition services h) occupational therapy</p>	<p>A free appropriate public education (FAPE) must be available to all students residing in the state between the ages of 3-21 years of age. The district is required to ensure that FAPE is available to students residing in the district who are eligible for special education services. FAPE is defined as special education and related services that are</p> <ul style="list-style-type: none"> • Provided at public expense (free); • Provided in conformity with IEP developed and meet state and federal regulations; • Provided under public supervision and direction; and • Include preschool, elementary or secondary education <p>FAPE must include special education services in the least restrictive environment</p>	<p>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> <p>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.</p> <p>2) Related services – developmental, corrective, and other supportive services that are required to assist the</p>	<p>WV Pre-k classrooms shall be voluntary and readiness programs must be designed to meet the needs of all eligible children.</p> <p>The content must be delivered through the chosen approved curricular framework and the WV Early Learning Framework Content Standards and Learning Criteria.</p> <p>The program shall foster acquisition of new concepts and skills through hands on active exploration of their environment, problem solving, communication, creativity and use of their imaginations.</p> <p>All classrooms must provide inclusive settings regardless of disability and or socioeconomic status.</p>	<p>The Department does not provide child care services directly, but has certain expectations of those who wish to engage in the business of child care:</p>

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>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</p> <p>Services are to be delivered in a coordinated, collaborative process. Service providers in each area of early intervention service are responsible for:</p> <p>a) consulting with parents, other service providers, and representatives of appropriate community agencies to ensure the effective provision of services in that area,</p>	<p>(LRE) and may include related services, transition services, supplementary aids and services, and/or assistive technology devices and services.</p> <p>Related services are defined as transportation and such developmental, corrective and to assist an eligible student with and exceptionality to benefit from special education.</p>	<p>child with a disability to benefit from special education, including but not limited to Audiology and counseling services.</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>		

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>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><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 same 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</p>				

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>services in natural environments is intended to promote the child's participation within typically occurring learning opportunities.</p>	<p>The term includes, but not limited to assistive technology, audiology, interpreting services, speech and language pathology, psychological services, physical and recreation, including counseling, orientation and mobility services, social work services in schools, school health services and school nurse services, early identification and evaluation of disabling conditions in students, medical services for diagnostic or evaluative purposes only and parent counseling and training.</p>			

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
IX. Collaboration Area: Resource Sharing				
Resource Sharing	Resource Sharing	Resource Sharing	Resource Sharing	Resource Sharing
<p>WV Birth to Three policies and procedures promote collaborative planning at the state and regional level.</p> <p>If a referred child is found not to be eligible for WV Birth to Three, the RAU is responsible for informing the family of alternative programs and resources which coincide with family identified needs.</p> <p>All training activities are provided to a variety of personnel, including public and private providers, primary referral services, paraprofessionals, and service coordinators. WV Birth to Three trainings is posted on the website at www.wvdhhr.org/birth 23. While the multi-disciplinary teams within WV Birth to Three constitute a major focus of training initiatives, other key professionals,</p>	<p>County school districts should develop local interagency agreements and procedures to maximize resources and services for students and families and ensure a smooth and effective transition from early childhood programs to public schools.</p> <p>The district should develop and have in effect an interagency agreement with WV Birth to Three programs under Part C of the IDEA 2004. The agreement will outline the obligations of each agency to ensure a smooth and effective transition of children.</p>	<p>WV Department of Education Policy 2525 is followed for resource sharing for Head Start programs</p>	<p>Decisions are made about responsibilities for sharing resources for each classroom including but not limited to staffing, facilities, food service and transportation.</p> <p>A county wide joint application and enrollment process for children is utilized.</p> <p>Services for children identified with special needs are provided in the least restrictive environment according to the child's IEP.</p> <p>No less than 50% of the classrooms for eligible children must be provided through contractual agreements with community programs, including but not limited to Head Start and child care, unless the county collaborative team can document that those programs do not exist in the county or chose not participate. The county shall explore all</p>	

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>e.g., daycare providers, public health nurses, physicians, Head Start and school personnel are also important participants. 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>feasible supports to enable community partners to meet the requirements of this policy.</p>	

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
X. Collaboration Area: Transition				
Transition	Transition	Transition	Transition	Transition
<p>The WV Birth to Three System includes policies and procedures for a child's transition from Part C to other environments. All enrolled practitioners and service coordinators are responsible for abiding by these policies and procedures.</p> <p>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 systems will notify the appropriate school district.</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 WV Birth to Three program.</p> <p>The district will participate in a transition planning conference with the family that is arranged by the WV Birth to Three service coordinator. The conference will be conducted at least 90 days and up to nine months before the child's third birthday to discuss eligibility requirements and any other services the child may receive.</p> <p>A child three through five years of age who is eligible as a student with developmental delays must have an IEP in place by his or her third birthday.</p>	<p>Head Start programs must establish and maintain procedures to support successful transition 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</p>	<p>Universal Pre-k system includes procedures for transitioning children into and out Pre-k.</p> <p>Families should have the opportunity to visit the setting into which the child is transitioning.</p> <p>Information should be provided to parent/guardian and or other family members regarding Pre-k or kindergarten registration and what to expect in Pre-k and kindergarten.</p> <p>Transitioning planning should follow the WV Childhood Transition Checklist (www.wvearlychildhood.org)</p> <p>Opportunity for teachers/providers to meet annually to discuss transition.</p>	<p>Transition with the child care center each child is assigned to a specific room which is considered home base for the child while at the center. A qualified staff member is assigned to each group. This process allows for families to know where to begin and end each day.</p>

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>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 9 months, before the child's third birthday for the purpose of establishing or updating a transition plan and promoting a successful transition for the child and family.</p> <p>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>If a child's third birthday occurs during the summer and or spring the IEP Team must determine the date when services under the IEP will begin. The district is responsible for implementation of the IEP services for children as of the third birthday.</p> <p>If appropriate, a child who turns three years old in the fall may begin public school special education services at the beginning of the school year prior to the child's third birthday.</p>	<p>Head Start staff and their counter-parts 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 birthday,</p>	<p>Universal Pre-k system includes procedures for transitioning children into and out Pre-k.</p> <p>Families should have the opportunity to visit the setting into which the child is transitioning.</p> <p>Information should be provided to parent/guardian and or other family members regarding Pre-k or kindergarten registration and what to expect in Pre-k and kindergarten.</p> <p>Transitioning planning should follow the WV Childhood Transition Checklist (www.wvearlychildhood.org)</p> <p>Opportunity for teachers/providers to meet annually to discuss transition.</p> <p>A county system for transferring assessment data including portfolios for each child to kindergarten.</p>	<p>Transition with the child care center each child is assigned to a specific room which is considered home base for the child while at the center. A qualified staff member is assigned to each group. This process allows for families to know where to begin and end each day.</p>

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<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. Each WV Birth to Three RAU must have transition procedures in place with the local county board of education and Head Start Grantees in their region.</p> <p>County transition procedures are posted on the WV Birth to Three website.</p>		<p>for additional months until he or she can transition into Head Start or another program).</p>		
XI. Collaboration Area: Confidentiality				
Confidentiality	Confidentiality	Confidentiality	Confidentiality	Confidentiality
<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 WV Birth to Three enrolled practitioners, service</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. The district must collect, use and maintain information about a student to make appropriate</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</p>	<p>All student information is maintained and must be treated confidentially according to the Family Educational Rights and Privacy Act (FERPA).</p>	<p>Each child care center must maintain the confidentiality of child and staff records. All records must be stored in a secure area. Records must be maintained for three years after the child leaves the program.</p>

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>coordinators, RAU and State personnel are responsible to protect the confidentiality of personally identifiable information at the collection, storage, disclosure and destruction stages. Release of records as well as discussions regarding a family or child is allowed only with the family's consent.</p> <p>All practitioners/service coordinators and RAU personnel and/or volunteers are responsible for abiding by the procedural safeguard policies and procedures of WV Birth to Three and the requirements of the Family Educational Rights and Privacy Act (FERPA).</p> <p>RAUs and Service Coordinators are responsible for providing parents with a copy of their procedural safeguard rights at initial referral, and at least during each annual reevaluation or other appropriate junctures.</p>	<p>decisions concerning special education and the provision of FAPE. IDEA 2004 and Family Educational Rights and Privacy Act (FERPA) contain provisions to protect the confidentiality of personally identifiable information in student special education record. These statutes also provide for the right of the parent/adult student to review and inspect records.</p>	<p>confidentiality of this information.</p> <p>Head Start programs develop and follow confidentiality policies concerning information about children, families and other staff members.</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</p>		

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<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>Parents have the right to inspect and review any education records relating to their child which are collected, maintained, or used by WV Birth to Three. The RAU must comply with a parent's request without unnecessary delay, to review their child's records, no more than 10 calendar days after the request has been made. The RAU must keep a record of parties obtaining access to education records and is responsible for informing those persons about rules pertaining to confidentiality. Parents must be informed before information in the child's record is to be destroyed. Parents have a right to amend their child's record if they feel any information in the record is inaccurate.</p>		<p>children and families in accordance with the agency's confidentiality policies. 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>		

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
XII. Collaboration Area: Records Transfer				
Records Transfer	Records Transfer	Records Transfer	Records Transfer	Records Transfer
<p>Written 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> <p>WV Birth to Three will release demographic information only to the county school system for children approaching the age of three in order to meet the child find requirements of IDEA. This information may not be re-released by the county school system to any other agency without the family's written consent.</p>	<p>Written 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>	<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 placement to Early Head Start or Head Start.</p>	<p>The WV Pre-k system must provide an opportunity for teachers/providers to meet annually and discuss how to facilitate successful transition and support the reciprocity of readiness practices.</p> <p>A county is responsible for establishing a system for transferring assessment data for each to the kindergarten teacher.</p>	<p>Each child care center must obtain written consent prior to disclosing any information about the child.</p>

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XIII. Collaboration Area: Joint Staff Training				
Joint Staff Training	Joint Staff Training	Joint Staff Training	Joint Staff Training	Joint Staff Training
<p>The WV Birth to Three Comprehensive System of Personnel Development (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 complete other required training sessions prior to and during their enrollment in WV Birth to Three.</p> <p>WV Birth to Three sponsored trainings is posted on the WV Birth to Three website, and is open to families and other agency partners.</p> <p>Other funded trainings are coordinated through the WV Early Childhood Training Connections and Resources and are also available to early childhood providers and parents.</p>	<p>The WV Department of Education supports as part of the early childhood training efforts that personnel development is coordinated with other partners such as Head Start and child care.</p> <p>State sponsored trainings are posted on the variety of websites for participates. Other funded trainings are coordinated through the WV Early Childhood Training Connections and Resources and opened to early childhood providers and parents.</p>		<p>All county pre-k staff including teachers and teacher assistants/aides/paraprofessionals shall participate in 15 hours of staff development as described in the collaborative professional development plan.</p> <p>A minimum of 6 six hours of education must relate to young children with special needs.</p> <p>Each county is responsible for conducting an ECERS-R review and a staff needs assessment to assist with identifying training areas.</p> <p>Other funded trainings are coordinated through the WV Early Childhood Training Connections and Resources and are available to early childhood providers and parents.</p> <p>Professional development opportunities shall be registered with WV STARS.</p>	<p>All qualified staff must keep a current credential on the WV STARS Career Pathway which 45 hours in three years.</p>

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
Joint resource sharing is also done through the interagency funded Early Childhood Lending Library where early childhood providers and families may borrow materials across a broad range of topics.				
XIV. Collaboration Area: Data Sharing				
Data Sharing	Data Sharing	Data Sharing	Data Sharing	Data Sharing
All States' Part C systems have State Performance Plans that identifies how the State will meet the requirements of 14 performance indicators as established by the U.S. Department of Education. WV Birth to Three has in place such a State Performance Plan (SPP) and reports annually on the State's progress through the Annual Performance Report (APR). These documents provide information to the public regarding the State's performance. Both documents are available on the WV Birth to Three website.	WV Department of Education is required to have a State Performance Plan that identifies how the state will meet the requirements of the performance indicators as established by the US Department of Education. Office of Special Programs reports annually on the State's progress through the Annual Performance Report (APR). These documents provide information to the public regarding the State's performance. Both documents are available on the state department of education website. WV Department of Education submits annual child count data to the U.S. Department	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. 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	Each county must have an approved county collaborative plan. In order to receive funding through the WV State Aid Funding Formula. The county board of education must submit the contract and budget for each collaborative classroom for that county. WV Pre-k maintains a statewide curriculum and assessment system that provides state level partners with information regarding student progress related to federal and state requirements.	Data regarding the Child Care Program is typically public information. The State Plan is located on the agency's web site. Basic information regarding licensed child care centers is located on the agency's web site.

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>In addition to reporting on the statewide performance WV Birth to Three will begin report on the performance of each of the eight regions related to Indicators 1-8 of the SPP.</p> <p>WV Birth to Three maintains a statewide integrated data system that provides the State office with up to date information for each region of the state.</p> <p>WV Birth to Three submits annual child count data to the U.S. Department of Education in accordance with section 618 of IDEA. This data is gathered for children who have active IFSPs on December 1 of each year.</p> <p>Federal funding for Part C is set according to the State's total infant/toddler population and the State does not receive additional funds for serving additional children.</p>	<p>of Education in accordance with section 618 of IDEA. This data is gathered for children who have active IEPs on December 1 of each year.</p>	<p>district for the school district Child Count report December 1 annually.</p> <p>Programs must establish procedures which include coordinating with the schools or other agencies to ensure that individual Early head Start or Head Start children's relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements to Early head Start and Head Start.</p>		

WV Birth to Three (ages birth to two, three) IDEA, Part C + State Policies	Public School, Developmental Delay (ages 3 through 5) IDEA, Part B + State Policy	Head Start and Early Head Start (3 and 4 years)	Public School Universal Pre-k, Policy 2525 (4 years and older)	Child Care
<p>WV Birth to Three Regional Administrative Units, through collaborative work with local interagency partners may share aggregate data reports as determined to be helpful on the local level.</p>				