



Julian & Grube, Inc.
Serving Ohio Local Governments

333 County Line Rd. West, Westerville, OH 43082 Phone: 614.846.1899 Fax: 614.846.2799

June 30, 2017

Mr. Sean Nuccio, CPA, Treasurer
Clearview Local School District
4700 Broadway Avenue
Lorain, Ohio 44052

Dear Mr. Nuccio:

We are pleased to confirm our understanding of the nature and limitations of the services we are to provide for the Clearview Local School District.

We will apply the procedures which were agreed to by the Clearview Local School District (the "District"), as required by all Ohio Department of Education (ODE) - Medicaid School Program (MSP) provider agencies in accordance with the Ohio Administrative Code (OAC) sections 5160-35-01 through 5160-35-06. These rules require that the cost report is examined by an independent public accounting firm using the agreed-upon procedures attached in Exhibit A (or as updated and revised as posted on the ODE MSP website for the cost report period) for the cost report periods of July 1, 2017 to June 30, 2018 and July 1, 2018 to June 30, 2019. Our engagement to apply agreed-upon procedures will be conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of ODE and the parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described in Exhibit A either for the purpose for which this report has been requested or for any other purpose. If, for any reason, we are unable to complete the procedures, we will describe any restrictions on the performance of the procedures in our report or will not issue a report as a result of this engagement. The procedures described in Exhibit A may be revised by ODE at their discretion. We will perform the agreed-upon procedures using the latest version of the procedures as provided by ODE.

Because the agreed-upon procedures attached in Exhibit A do not constitute an audit, we will not express an opinion on the District's financial statements or any elements, accounts, or items thereof as part of this engagement. In addition, we have no obligation to perform any procedures beyond those specified in the agreed-upon procedures listed in Exhibit A.

We will submit a report listing the procedures performed and our findings. This report is intended solely for the information and use of the District, ODE and specified users and is not intended to be, and should not be used by anyone other than these specified parties who have agreed to the procedures and taken responsibility for the sufficiency of the procedures for their purposes. Our report will contain a paragraph indicating that, had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The District is responsible for the presentation of the cost reports in accordance with OAC rules 5160-35-01 through 5160-35-06 and for selecting the criteria and determining that such criteria are appropriate for your purposes. You are also responsible for management decisions and functions; for designating an individual with suitable skill, knowledge, and/or experience to oversee the services we provide; and for evaluating the adequacy and results of those services and accepting responsibility for them.

Mr. Sean Nuccio, CPA, Treasurer
Clearview Local School District
Page Two

Steven C. Julian or Mark A. Grube will be the engagement partner assigned to the engagement and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it. The employees of J&G are not "public employees" for the purpose of the State Teachers Retirement System of Ohio (STRS) or the School Employees Retirement System of Ohio (SERS).

The engagement for the cost report period July 1, 2017 to June 30, 2018 will be completed by December 31, 2019 or within 90 days of our receipt of the completed cost report. The engagement for cost report period July 1, 2018 to June 30, 2019 will be completed by December 31, 2020 or within 90 days of our receipt of the completed cost report. At the conclusion of our engagement, we will require a representation letter from management that, among other things, will confirm management's responsibility for the presentation of the cost reports in accordance with OAC sections 5160-35-01 through 5160-35-06.

Our professional fees to perform the agreed-upon procedures will be at an hourly rate of \$70. This rate includes all expenses: i.e., you will not be billed additional amounts for any out-of-pocket charges we incur. Regardless of the number of hours incurred, J&G will guarantee that the total cost to the District will not exceed the following maximums:

Cost report period July 1, 2017 to June 30, 2018 \$1,300
Cost report period July 1, 2018 to June 30, 2019 \$1,300

The fee estimate is based on anticipated cooperation from District personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation.

We greatly appreciate the opportunity to be of assistance to the District. The terms as stated in this proposal will remain open until August 15, 2017. If the proposed terms are acceptable, please sign, date, and return one copy.

Should you have any questions please contact me at 614.846.1899. Thank you again.

Very Truly Yours,



Steven C, Julian, CPA
Julian & Grube, Inc.

I accept your proposal to provide agreed-upon procedures services to the Clearview Local School District.

Treasurer

Date

Superintendent or Purchasing Agent

Date

CLEARVIEW LOCAL SCHOOLS FIXED ASSET INVENTORY

INSTRUCTIONS: 1. PLEASE PRINT AND FILL IN ALL BOXES (#'s 1 thru 8 & #'s 9 thru 14 as needed)
 2. FORM MUST BE COMPLETED WHEN TAGGING AN ITEM AND RETURNED TO THE TREASURER'S OFFICE WITH THE BLUE COPY OF THE P.O. FAILURE TO DO SO WILL HOLD UP PAYMENT OF THE PURCHASE ORDER.

1. VENDOR/SUPPLIER:	2. BUILDING & ROOM NO. WHERE ITEM WILL BE USED:	3. P.O. #:
4. DATE RECEIVED: / /	5. SIGNATURE OF PERSON COMPLETING THIS FORM:	6. CHECK 1: <input type="checkbox"/> PURCHASED <input type="checkbox"/> DONATED <input type="checkbox"/> LEASED
7. ACCOUNT CODING ON P.O.:	8. CONDITION IF USED: GOOD / FAIR / POOR	

EQUIPMENT INFORMATION

MANUFACTURER	DESCRIPTION	MODEL	SERIAL NUMBER	UNIT COST	TAG NUMBER
9. Blodgett	Convection Oven	ZephAire -100G	010517CLO07T	\$	011890
10. Blodgett	"	ZephAire -100G	010517CLO08B	\$	011891
11. Blodgett	"	ZephAire -100G	010517CLO08T	\$	011892
12. Blodgett	"	ZephAire -100G	010517CLO11T	\$	011893
13. Blodgett	"	ZephAire -100G	010517CLO10B	\$	011894
14. Blodgett	"	ZephAire -100G	010517CLO09B	\$	011895

***** TREASURER'S OFFICE DATA ENTRY *****

ITEM CAT./ASSET CLASS:	LOCATION:	ORGANIZATIONAL UNIT:
REPLACEMENT COST:	INSURANCE VAULE:	FUND/FUNC:
DEPRECIATION METHOD: S / D / N	BEGINNING DATE: /	LIFE EXPECTANCY:
		DATE ENTERED: / /

**RESOLUTION ADOPTING A CALAMITY DAY ALTERNATIVE MAKE UP PLAN
(BLIZZARD BAGS)**

WHEREAS, the Clearview Local Schools board of education desires that students have learning opportunities even when schools are closed for any of the reasons specified in section 3317.01 of the Ohio Revised Code;

WHEREAS, section 3313.88 authorizes a board of education to file an annual plan with the Ohio Department of Education by August 1 of each year to provide online learning opportunities for students in lieu of attendance in order to make up days in that school year in which it is necessary to close schools;

NOW THEREFORE BE IT, AND IT IS, HEREBY RESOLVED that the Clearview Local Schools board of education hereby approves the following plan and authorizes its filing with the Ohio Department of Education.

President, Board of Education

Superintendent

Treasurer

RESOLUTION ADOPTING A CALAMITY DAY ALTERNATIVE MAKE-UP PLAN

WHEREAS, the _____ board of education desires that students have learning opportunities even when schools are closed for any of the reasons specified in section 3313.482 of the Ohio Revised Code; and

WHEREAS, section 3313.482 authorizes a board of education to file an annual plan with the Ohio Department of Education by August 1 of each year to provide online learning opportunities for students in lieu of attendance on such days of closure;

NOW THEREFORE BE IT, AND IT IS, HEREBY RESOLVED that the _____ board of education hereby approves the following plan and authorizes its filing with the Ohio Department of Education.

PLAN FOR ALTERNATIVE MAKE-UP OF CALAMITY DAYS

Pursuant to Ohio Revised Code section 3313.482, the board of education of _____ hereby authorizes the following plan to allow students of the district to access and complete classroom lessons in order to fulfill up to a maximum of the number of hours that are the equivalent of three school days because of the closing of schools for any of the reasons specified in section 3313.482.

- 1) This plan is submitted, pursuant to approval of the board of education, prior to August 1.
- 2) This plan includes the written consent of the teachers' employee representative as designated under division (B) of section 4117.04. Such consent is on file in the official file of the board of education and is hereby incorporated into this plan as if specifically rewritten.
- 3) Not later than November 1 of the 20__-20__ school year, each classroom teacher shall develop a sufficient number of lessons for each course taught by that teacher with such lessons requiring, in the judgment of the teacher, an amount of time equal to or greater than the number of hours that are the equivalent of three school days in such teacher's class.
- 4) The teacher shall designate the order in which the lessons are to be posted on the district's web portal or web site.
- 5) (Optional) Teachers will be granted one professional development day after the teacher's principal or supervisor certifies that lessons equal to approximately the number of hours that are the equivalent of three school days have been posted.
- 6) Teachers will update or replace such lessons as necessary throughout the school year based on the instructional progress of students.
- 7) As soon as practicable after an announced school closure authorized under section 3313.482, the appropriate administrator may direct staff to make the designated lessons available on the district's portal or site. Each lesson shall be posted for each course that was scheduled to meet on the day of the school closing.
- 8) Each student enrolled in a course for which a lesson is posted shall be granted a two-week period from the date of posting to complete the lesson. If the student does not complete the lesson within this time period, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided.
- 9) Students without access to a computer shall be permitted to complete the posted lessons at school after the reopening of school. Students utilizing this option will be granted two weeks

from the date of reopening to complete such lessons. If the student does not complete the lesson within this time period, the student will receive an incomplete or failing grade unless a reason sufficient to the teacher is provided. The district will provide access to district computers before, during, or after the school day (provided that the equipment is available and accessible at those times) or may provide a substantially similar paper lesson in order for students to complete the assignments.

- 10) (Optional) The board of education hereby authorizes "blizzard bags," which are paper copies of the lessons posted online. Teachers shall prepare paper copies approximating the content of the online lessons and shall update such paper copies when updating any of the online lessons. "Blizzard bags" shall be distributed to all students by not later than December 1 of the school year or such other date as may be selected by the superintendent. Students shall submit completed lessons to the teachers assigning such lessons not later than two weeks after the date of school closing for which the "blizzard bag" lessons are assigned.

In witness thereof, we hereby affix our signatures on this _____ day of _____, 20__.

Treasurer

President of the board of education

**LORAIN COUNTY BOARD OF MENTAL HEALTH AGREEMENT WITH
LORAIN COUNTY SCHOOL DISTRICT:
CLEARVIEW LOCAL SCHOOL DISTRICT**

The Lorain County Board of Mental Health (LCBMH) is invested in supporting the social and emotional wellness of Lorain County Students and values the opportunity to work with Lorain County School Districts to this end. Because LCBMH does not provide direct service, LCBMH contracts with certified and accredited community mental health agencies to provide mental health services.

LCBMH directs funding to community mental health agencies for the provision of school based mental health services within Lorain County Schools. Toward this end, the Board funds community mental health agencies to provide:

- (1) prevention services,
- (2) education/training for staff, parents and students,
- (3) individualized consultation to connect students with necessary services
- (4) classroom consultation to assist teachers in promoting the social and emotional development of children in classroom settings, and
- (5) participation by the clinician in school teams that focus on suicide prevention or mental health promotion.

Additionally, the Board funds clinical services (e.g. counseling, psychiatry) for students when families have no other means of payment. Board funding is tied to the following expectations:

Community mental health agencies providing Board-funded school based services have agreed that agency staff or supervisors are responsible for the following:

- Meeting with the school principal or designee to identify the array of mental health services that would be most helpful to a particular school.
- Ensuring that the service plan is approved by LCBMH within ten days of the plan being agreed upon by the school principal or designee and the supervisor from the community mental health agency.
- Providing or coordinating the provision of the agreed-upon school based services.
- Informing the school principal or designee and the Board of staff changes that could impact the provision of planned or existing services to students as soon as these become known to the agency.
- Submit to the principal or designee a plan for coverage of existing services in the event that a staff change may impact the provision of school services.
- With permission of parent/guardian, keeping designated school staff informed about outcomes of individualized consultation or progress in treatment.

The Board expects that the school district shall:

- Provide parents with a letter introducing the consultation and education services.
- Support the provision of mental health services by facilitating the collection of necessary permission slips, and release of information forms from parents/legal guardians.
- Commit to utilizing mental health professionals at least half a day per week throughout the school year.

**LORAIN COUNTY BOARD OF MENTAL HEALTH AGREEMENT WITH
LORAIN COUNTY SCHOOL DISTRICT:
CLEARVIEW LOCAL SCHOOL DISTRICT**

- Utilize the crisis hotline 1-800-888-6161 or 9-1-1, if a student is in mental health crisis (School based clinician can assist when there is a crisis, but if a student is judged to be at significant risk, the hotline should be utilized).
- Provide private space (at least 100 sq feet) within the educational setting dedicated for the provision of confidential mental health-related services for individual and groups of students and/or staff.
- In the event that the school is dissatisfied with any aspect of the provision of school based mental health services or would like additional services, the principal or designee shall communicate the concern or request for additional services to the clinician and then to the clinician's supervisor, if necessary. If no resolution is achieved, the principal or designee agrees to contact LCBMH to seek resolution. The point of contact for LCBMH is Elizabeth Wolanski. Mrs. Wolanski may be reached at ewolanski@lcbmh.org or at (440) 787-2076. If the principal or designee seeks out a different agency to provide consultation, education or prevention services within his/her school, without following this process, these services will not be funded by LCBMH.

In agreement with the above expectations we hereto affix our signatures.

JEROME M. DAVIS

Printed Name of Superintendent or Designee



Signature of Superintendent or Designee

6-26-17

Date

Elizabeth Wolanski

Elizabeth Wolanski, Child & Adolescent Services Director

2017-06-22

Date



EA education
alternatives

SERVICE AGREEMENT

This SERVICE AGREEMENT (the "Agreement") is entered into on _____ 2017, between **Clearview Local School District** (the "District"), an Ohio Public School, chartered under Chapter 3311 of the Ohio Revised Code, and **Education Alternatives ("EA")**, an Ohio nonprofit corporation, with offices at 7777 Exchange Street, Suite 4 Valley View, Ohio 44125 (the "Parties").

BACKGROUND

WHEREAS, the District must provide a free and appropriate education ("FAPE") for its students, in accordance with state and federal laws,

WHEREAS, EA is an accredited service provider equipped to educate students with varying educational, emotional and physical needs and meet the students' FAPE requirements;

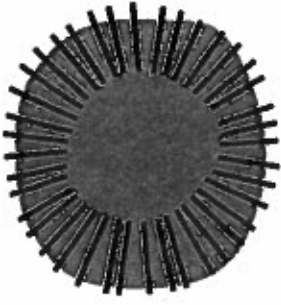
WHEREAS, this Agreement permits the District to place individual students in designated EA programs, on an as needed basis during the 2017-2018 school year;

The Parties agree as follows:

1. EA Programming.

A. The District has the choice of four programs, depending upon the individual student's needs and the student's Individual Education Placement ("IEP") team determination.

- i. Day Treatment Program. EA's Day Treatment program is a non-residential program where students are provided intense mental health services in conjunction with the student's educational programming. EA's program features a 1:6 staff to student ratio, an emphasis on social skills development and behavior management. This program is best suited for students on an IEP, whose behavior issues prevent him or her from learning in a traditional education environment.
- ii. ECHO Program. EA's "ECHO" program is a flexible computer and individual tutoring based learning model for students at risk of dropping out of school, in need of credit recovery, or wanting a non-traditional learning environment. ECHO primarily serves students in grades 9-12, but can accommodate middle school students. ECHO's classrooms are staffed by licensed intervention specialists, to assist the student when necessary. The ECHO program is not suitable for students who demonstrate significant emotional disturbance.
- iii. Coral Autism Program. EA's "Coral Autism Program" is a program for students with an autism designation who may also have behavioral difficulties, but cannot function in a day-treatment classroom. The Coral program has a 1:3 staff-to-student ratio and the environment is tailored to the students' particular needs.
- iv. VisionQuest. EA's "VisionQuest" program is for 18-22 year-olds with moderate disabilities, who require assistance in community involvement, employment and independent living skills.

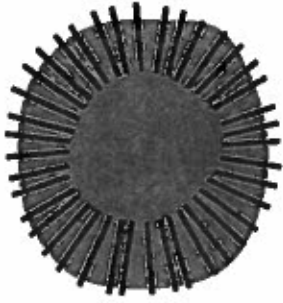


-
2. **Related Services.** The District is responsible for ensuring its students are provided related services designated by the student's IEP, including speech pathology, occupational therapy, and physical therapy services. EA will assist the District in providing these services, by permitting District personnel, and/or District independent contractors, to provide these services at EA facilities. The District shall be solely responsible for contacting and contracting with the licensed professionals who will provide these services to the Districts' students.

 3. **Term.** The term of this Agreement shall begin July 1st, 2017 and will automatically expire June 30th, 2018.

 4. **Rates and Billing.**
 - A. The District shall pay EA the per diem rate, shown in Schedule A attached to this Agreement, for each student enrolled by the District, not to exceed 182 educational school days. The educational school year includes all: teacher in-services, calamity days, truancy days in accordance with Section 5(B), absenteeism, local and national catastrophes and parent teacher conferences, which may occur during the Term of this Agreement.
 - B. The District shall pay EA the cost of providing the enrolled *Day Treatment* student's mental health services, if the student does not qualify for Ohio Medicaid behavioral health services. The per diem rates for such services are shown in Schedule A. If the student does qualify for Ohio Medicaid, then EA will bill the District for the lesser amount shown in Schedule A.
 - C. Students are counted on the District's Average Daily Membership ("ADM") for federal, state and local funding purposes.

 5. **Termination Of A Student's Placement.**
 - A. District's Obligations Cease. In the event that the District is no longer legally or financially obligated to provide educational services to a particular student, or if the student is discharged from EA for any reason, the parties' respective obligations under this Agreement for that particular student shall terminate.
 - B. Non-Attendance. EA will suspend billing if a student exceeds ten (10) consecutive absences.
 - C. FAPE. If the IEP team, in accordance with federal and state law, determines that a particular student is not benefiting from the EA's programming and services, the parties will terminate the student's placement at EA.
 - D. Student A Danger to Self or Others. In the event that a EA mental health professional identifies a student to be homicidal, or have a strong likelihood of inflicting bodily harm on himself/herself or others that is not likely to be mitigated by EA's therapeutic approach, then the Parties will provide a more appropriate educational placement or immediately terminate the student's placement at EA. A more appropriate placement may be in-home instruction provided by EA staff, as determined by the IEP team and the student's needs.



6. Education Records.

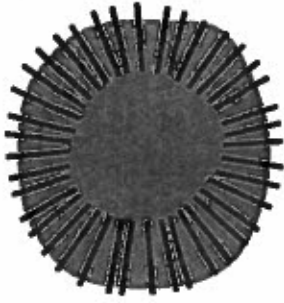
- A. EA and the District agree to exchange all educational records pertaining to students placed under this agreement, including but not limited to: multifactor evaluations, re-evaluations, individual education program documents, functional behavior assessments, behavior intervention plans, report cards, progress reports, transcripts, assessments, discipline records and any other educational records necessary for the Parties to fulfill their respective educational and legal obligations.
- B. The District shall have access to its assigned students' educational records, and may request such records at any time. EA shall provide such records within fourteen (14) calendar days of the request.
- C. Before placement at EA has begun, the District shall provide to EA documents or information regarding a student's violent or aggressive propensities.

7. Background Checks And Teacher Licenses.

- A. EA represents and warrants that it has obtained criminal background checks for all EA employees having direct or indirect access to students, in accordance with Ohio Revised Code Sections 3319.39 and 3319.392.
- B. EA represents and warrants that its teachers are special education teachers, holding current licenses in the state of Ohio.

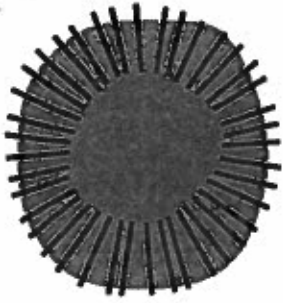
8. Insurance. EA shall at all times during the Term, or any extension thereof, procure, maintain and keep in force general public liability insurance for claims for personal injury, death, or property damage, occurring in connection with EA, with limits of not less than Two Million Dollars (\$2,000,000.00) in respect to: death or injury of a single person or in respect to any one accident, and not less than One Million Dollars (\$1,000,000.00) per accident in respect to property damage.

9. Indemnification. EA, for itself and its agents, contractors, directors, employees, officers, representatives, successors and assigns hereby agrees to defend, indemnify, and hold harmless the District and its administrators, agents, attorneys, consultants, contractors, directors, employees, officers, owners, representatives, successors, assigns, and insurers from and against all liability, claims, causes of action, lawsuits, administrative proceedings of every name or nature, damages, loss, cost or expense, including attorney fees and other litigation costs, arising out of or in connection with: i) a breach of this Agreement by EA; or ii) any third party claims made by students, parents, or guardians arising out of the Day Treatment Services or use of EA facilities as provided for under this Agreement. Notwithstanding anything contained herein to the contrary, EA is not obligated to defend, indemnify, or hold harmless the District against: i) any claim (whether direct or indirect) if such claim or corresponding losses arise out of or result from, in whole or in part, the District's breach of its obligations set forth in this Agreement; or ii) a breach of the District's obligations pursuant to 20 U.S. Code §§ 1411-1419, or corresponding state special education law.



10. Miscellaneous.

- A. **Merger.** This Agreement contains the entire understanding of the parties concerning the matters contained herein, and supersedes and replaces any prior or contemporaneous oral or written contractors or communications concerning the matters contained herein.
- B. **Assignment.** EA shall not assign this Agreement without the written consent of the District.
- C. **Notices.** All notices or communications under this Agreement shall be in writing and delivered by US mail or email to a designated EA email address.
- D. **Amendments.** All amendments to this Agreement shall be in writing and executed by both Parties.
- E. **Independent Contractor.** The Parties to this Agreement are independent contractors. There is no relationship of partnership, joint venture, employment, franchise or agency created by or between the Parties. Neither party has the power to bind the other, or incur obligations on the other party's behalf.
- F. **Captions and Headings.** The captions and headings throughout this Agreement are for convenience and reference only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this instrument.
- G. **Severability of Provisions.** Any provision of this Agreement which is prohibited or unenforceable shall be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this Agreement.
- H. **Binding Effect.** This Agreement will extend to, benefit, and be binding upon the parties hereto and their respective heirs, beneficiaries, successors, and assigns.
- I. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which will be deemed an original for all purposes and which together will constitute one and the same instrument. The parties agree that any duplicate of this Agreement, including electronic copies or photocopies, shall be deemed as sufficient evidence of the original Agreement.
- J. **Choice of Law.** This Agreement shall be governed and construed by the laws of the State of Ohio without regard to conflict of law principles.



EA education
alternatives

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year stated in the Preamble.

EDUCATION ALTERNATIVES

By: _____

Gerald Swartz, Executive Director

THE DISTRICT

By: Clearview Local Schools

Name: *[Signature]*

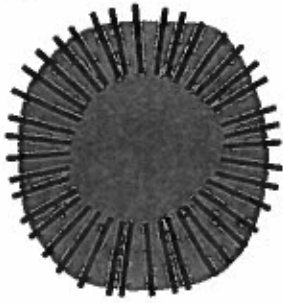


Exhibit A
Education Alternatives Per Diem Rates 2017-2018

Day Treatment Program CARF-accredited educational and therapeutic program.	\$195 per day \$225 per day/Non-Medicaid
One-on-One Aide Individualized services available in accordance with the student's IEP.	\$152 per day
ECHO Program Computer-based dropout prevention program.	\$45/per half-day, <4 hours \$90/per full-day, >4 hours
VisionQuest Transitional job training program for young adults with Autism/DD at EA Ravenna.	\$145 per day
Coral Autism Program Specialized program for students on the autism spectrum.	\$205 per day

Interagency Agreement

Between

Early Head Start & Head Start (EHS&HS)
&
Lorain County Board of Developmental Disabilities (LCBDD)
&
Lorain County Local Education Agencies
&
Help Me Grow Early Intervention Services of Lorain County

For children from birth to entrance to Kindergarten*

***Effective For the period of
July 1, 2017 to June 30, 2018***

*Currently this document focuses on birth to age three

TABLE OF CONTENTS

Introduction.....	3
Agency Description and Responsibilities.....	5
School District Contact List.....	7
Definitions and Acronyms.....	9
Child Find (Outreach of Infants, Toddlers, & Children with Disabilities).....	14
Shared Resource and Training.....	15
Referral Process.....	16
Screening, Evaluation and Assessment.....	19
Eligibility Determination.....	22
Development and Service Delivery of Plans (IFSP/IEP).....	25
Transition from Part C (HMG) to Part B (LEA at age).....	28
Signature page.....	31
Appendix	
• Preschool Transition Conference Form	32
• Help Me Grow ODH Appendix 07-A List of Diagnosed Physical or Mental Conditions which have a High Probability of Resulting in a Developmental Delay.....	33

INTRODUCTION

PURPOSE

The purpose of this agreement is to ensure interagency collaboration within Lorain County in the implementation of a comprehensive service delivery system for families with children birth through enrollment into Kindergarten and coordinated transition processes. *Operating Standards for Ohio's Schools, Head Start Act (2007), and the Ohio Administrative Code* all require or encourage interagency agreements. This document integrates all of the requirements. Our commitment is to:

- Provide services that are of the highest possible quality.
- Implement a mutually beneficial, family-friendly process of transition.
- Ensure the needs and aspirations of families and children are at the center of each child's individual service delivery.
- Promote the partnerships between and among the participants and the families they serve.
- Provide information and supports to families during the transition process to ensure effective participation from all agencies.
- Collaborate to ensure compliance with state and federal regulations related to the identification and education of children birth to age 5 with disabilities, including Part C Help Me Grow services to Part B Preschool Special Education Programs or other appropriate services.
- Keep each other well informed.
- Avoid duplication of effort and service.

This agreement will be reviewed annually by all parties and defines the roles and responsibilities of the participants. The agreement has been written in accordance with the Joint Agreement between the Federal Region V & XII Administration for Children and Families, the Ohio Department of Education, the Ohio Department of Health, the Ohio Department of Developmental Disabilities regarding Provisions of Services under Help Me Grow.

It is the intent of this agreement to continue to address the complexity of system interaction and collaboration within Lorain County.

AUTHORITY

- Part C and B of the Individuals with Disabilities Education Improvement Act (IDEIA-2004)
- The Americans with Disabilities Act of 1990
- Head Start Act Sec. 635 [42 U.S.C. 9801]
- Head Start Regulations, Title 45 of the Code of Federal Regulations, Parts 1301 through 1311
- ODE Operating Standards for Ohio Schools Serving Children with Disabilities, July 1, 2009
- Ohio Operating Standards for Ohio Educational Agencies serving Children with Disabilities (2014)
- Ohio Revised Code 3323
- Health Information Portability Accountability Act of 1996
- Family Educational Rights and Privacy Act, 34 CFR Part 99; ORC 3319.321
- Interdepartmental Agreement between ODE/ODH 2002
- Head Start Reauthorization Public Law 110-134
- Child Abuse Prevention and Treatment Act (CAPTA) of 1997
- Ohio Administrative Code: Rules 3701-8- 01 through 3701-8-10 (with exception of 3701-8-05)

PARTICIPANTS RESPONSIBILITIES

- Each participant agrees to continue existing responsibilities as required by the above *AUTHORITY* and to abide by any changes in Federal and/or State law that may occur during the implementation of this agreement.
- Each participant agrees to participate in the overall coordination and implementation of services as outlined in this agreement.
- The Transition Committee, with representation from the Lorain County Local Education Agencies, Early Head Start/Head Start, ~~Help Me Grow~~ Early Intervention and the Lorain County Board of Developmental Disabilities will continue to provide joint planning and oversight to the transition process on annual basis in Lorain County along with its LEA Partners to ensure the effectiveness and integrity of this document to support needed services and supports.

This Interagency Agreement will be in effect when all participants' signatures are secured and will remain in effect until a new agreement is signed. Each participant agency will maintain signatures on file. This Agreement will be reviewed at least annually and reauthorized in accordance with state and federal guidelines. Suggestions for amendments of changes may be presented to the Transition Committee at any time by any of the participants.

CONFIDENTIALLY

Each participant agrees to abide by the Health Information Portability Accountability Act, the Family Educational Rights and Privacy Act, and the IDEA as applicable.

AGENCY DESCRIPTION & RESPONSIBILITIES

Lorain County Board of Developmental Disabilities (LCBDD)

Established in 1967 by the Ohio General Assembly, the LCBDD serves individuals of all ages who have developmental disabilities, through a wide variety of supports and services. LCBDD provides Early Intervention services and supports as a valued provider to Help Me Grow families, Preschool Special Education, and school age special education services, as part of the continuum of services available to families and LEA's and access to other support services for eligible individuals and their families regardless of their service provider(s).

Lorain County Board of Developmental Disabilities (LCBDD)

Murray Ridge School

9750 Infirmary Road

Elyria OH 44035

Contact: Dann Swift, Director of Children and Educational Services

Phone: 440-329-3760

dswift@murrayridgecenter.org

Early Head Start (EHS)

Early Head Start (EHS) was established on recommendations made by an Advisory Committee on Services for Families with infants and toddlers in 1994. The committee was formed by the Secretary of Health and Human Services. The committee identified four cornerstones of program quality: *Child Development, Family Development, Community Development and Staff Development*. The mission of the program is to promote healthy prenatal outcomes for pregnant women, enhance the development of very young children, and promote healthy functioning families with infants and toddlers whose income is below federal poverty guidelines. EHS is mandated to have 10% of the total enrollment be children with disabilities. Early Head Start services are administered locally by the Lorain County Community Action Agency.

Lorain County Community Action Agency

Early Head Start (EHS)

506 Broadway Ave

Lorain OH 44052

Contact: Shauna Matelski, Head Start Director

(440) 204-3148

Head Start (HS)

Head Start (HS) is a comprehensive child development program funded through the Federal government under the U.S. Department of Health and Human Services Administration for Children and Families, serving children ages 3 through 5 years of age from low-income families. Head Start provides a full range of individualized services in the areas of early childhood development, social services, medical, dental, nutrition, mental health, parent involvement, fatherhood, and disabilities. Head Start is mandated to serve 10% of the total funded enrollment for children with disabilities. Head Start services are administered locally by the Lorain County Community Action Agency.

Head Start (HS)

506 Broadway Ave
Lorain OH 44052
Contact: Shauna Matelski, Head Start Director
(440) 204-3148

Help Me Grow (HMG) Lorain County Early Intervention Services

~~Help Me Grow is a program for Ohio's expectant parents, newborns, infants, and toddlers that provides health and developmental services so that children start school healthy and are ready to learn. Services are designed with the families' concerns and goals in mind. Help Me Grow (HMG) provides two types of services across the state: 1) Home visiting services for first time, low-income parent that include connection and coordination of services and supports, health and developmental screenings, parent education, and development of a family service plan; and 2) Evidence Based Early Intervention Services that provides evaluation and assessment services, service coordination, parent coaching, and transition services from Part C to Part B for children with a delay or disability.~~ Help Me Grow Early Intervention is a statewide system that provides coordinated services to parents of infants and toddlers with disabilities or developmental delays in Ohio. Help Me Grow Early Intervention is funded through federal and state dollars, and is administered locally by Lorain County Families and Children First Council (LCCFC), a department of the Lorain County Commissioners, through identified contracted service providers.

Lorain County Children and Families Council (LCCFC)
Lorain County ~~Help Me Grow~~ Early Intervention-
226 Middle Avenue
Elyria, OH 44035
~~Contact: Melissa Stefano Myers Fischer, LCCFC Director
(440) 284-4467
HMG Central Intake: 1-800-729-8687 or (440) 284-4443 or (440) 284-4464~~

Local Education Agency (LEA)

The term local educational agency means a public board of education, or other public authority legally constituted with a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools 20 USC ** 1402(19) (A). Contact your local Board of Education for further information.

Superintendents/LEA Contacts:

Responsible for LEA services to young children who reside within school boundaries for Lorain County Interagency Agreement purposes: *(as of September 2011 and revised annually)*

Superintendents

LEA Contact Person

LEA	Supt. Name	Phone	Email	LEA School Year Contact	Phone	Email
Amherst Ex VII 185 Forest St Amherst 44001	Steve Sayers	440-988-4406 Fax 988-3700	Steve_sayers@amherstk12.org	Sarah Walker, Dir of Spec Ed	440-988-4406 Fax 988-4413	sarah_walker@amherstk12.org
Avon Local 35573 Detroit Avon 44011	Michael Laub	440-937-4680 Fax 937-4688	laubm@avoneagles.org	Debora Dennis, Dir of Spec Ed	440-934-4346 Fax 934-3043	dennisd@avoneagles.org
Avon Lake City 175 Avon Belden Rd Avon Lake City 44012	Robert Scott	440-933-6210 Fax 933-6711	Robert.scott@avonlaketvschools.org	Jennifer Fazio Spec Ed Sup Redwood Elem 32967 Redwood	440-930-8226 Fax 930-6230	Jennifer.Fazio@avonlaketvschools.org
Black River 257 County Road 40 Sullivan, 44880	Chris Clark	419-736-3300 Ext 101	cclark@blackriver.k12.oh.us	Angelique Kuba, Special Ed Coord	419-736-3300 ext 108	akuba@blackriver.k12.oh.us
Clearview Local 4700 Broadway Lorain 44052	Jerome Davis	440-233-5412 Fax 233-6034	Jerome.Davis@clearviewschools.org	Doreen Morell, Special Ed Sup	440-233-5412 ext 1013	Doreen.Morell@clearviewschools.org
Columbia Local 25796 Royalton Columbia Station 44028	Graig Bansek	440-236-5008 Fax 236-8817	bansekg@columbia.k12.oh.us	Judy Hudgins, Dir of Special Education	440-236-5021 Fax 236-8817	hudginsj@columbia.k12.oh.us
Educational Service Center 1885 Lake Rd Elyria OH 44035	Greg Ring	440-324-5777 x 1102 Fax 324-7355	ring@escic.org	Elizabeth Fleming, Supervisor, Early Learning Center	440-324-3178 ext 1141 Fax 324-3179	fleming@escic.org
Elyria City 42101 Griswold Elyria 44035	Thomas Jama	440-284-8201 Fax 284-0678	tjamatthomas@elyriaschools.org	Jackie Plantner Principal, Elyria Early Childhood Village	440-284-8250 Fax 284-8162	Plantnerjacqueline@elyriaschools.org
Firelands Local 112 North Lake South Amherst 44001	Mike Von Gunten	440-965-5821 Fax 986-5990	mvongunten@firelandsschools.org	Dr. Edward Roshong	440-965-5821 Fax 986-5990	eroshong@firelandsschools.org
Keystone Local 301 Liberty St LaGrange 44050	Franco Gallo	440-355-5132 Fax 355-6052	franco.gallo@keystone.k12.oh.us	Jacqueline Vance Special Ed Director	440-355-4207 Fax 355-6052	Jacqueline.Vance@keystone.k12.oh.us
Lorain City 2350 Pole Ave Lorain 44052	Jeffrey Graham	440-830-4000 Fax 282-9151	jgraham@lorain.k12.oh.us	Kim Monachino, Dir Student Services; Linda Coad, Supervisor	440-830-4040 Fax 233-2341 440-830-4042	kmonachino@lorain.k12.oh.us lccad@lorain.k12.oh.us
Midview Local 13050 Durkee Grafton 44044	Bruce Willingham	440-748-5353 Fax 926-2675	bwillingham@midviewk12.org	Susan Bobola, Director of Pupil Services	440-748-2305 ext. 5801	sbobola@midviewk12.org
North Point ESC 1210 E Bogart Rd Sandusky OH 44870	Douglas Crooks	419-627-3900 ext 3907 Fax 627-3999	dcrooks@npesc.org	Amy St Marie, Preschool Supervisor	419-327-0927 Fax 627-3980	astmarie@npesc.org

North Ridgeville City 5490 Mills Cr Ln North Ridgeville 44039	James Powell	440-327-4444 Fax 327-9774	JimPowell@nrccs.k12.oh.us	Julie d'Aliberti, Special Ed Sup	440-353-1136 Fax 353-1155	JuliedAliberti@nrccs.k12.oh.us
New London Local Schools Wildcat Drive New London OH 44851	Brad Romano	419-929-1586 ext 8	bromano@newlondon.k12.oh.us	Vickie Stall, Special Ed Supervisor	419-929-1586 x5117 Fax 929-9510	vstall@newlondon.k12.oh.us
Mapleton Local School District 635 Co Road 801 Ashland OH 44805	Rodney Hopton	419-945-8170	maol_rhopton@tccsa.net	Teresa Weaver, Elementary Principle	419-945-2188 FAX 419-945- 8119	Maol_tweaver@tccsa.net
Oberlin City 153 North Main St Oberlin 44074	Dave Hall	440-766-4550 Fax 774-4492	dhall@oberlinschools.net	Elizabeth Rogel, Dir of Pupil Services	440-776-4559 Fax 774-4492	irogel@oberlinschools.org
Olmsted Falls City Schools 26937 Bagley Road Olmstead Falls, OH 44138	James Lloyd	440-427-6000 Fax 427-6010	jlloyd@ofcs.net	Melinda Brunner, Dir of EC Center	440-427-6361 Fax 427-6010	mbrunner@ofcs.net
Sheffield/ Sheffield Lake 1824 Harris Rd Sheffield 44054	Michael Cook	440-949-4204	mcook@sheffield.k12.oh.us	Mariah Hall, Director of Special Education	440-949-4211 or 949- 9247	mhall@sheffieldschools.org
Strongsville City School District 18199 Cook Ave Strongsville OH	Cameron Ryba	440-572-7010 FAX 572-7041	cryba@scsmustangs.org	Denise Abboud, Principal Jena Arnone, PSY Andy Trujillo, Dir of Special Ed	440-268-5989 440-268-5348 FAX 440-846- 3227	dabboud@scsmustangs.org atrujillo@scsmustangs.org jarnone@scsmustangs.org Jena's phone is 440-268-5348
Vermilion Local 1230 Beechview Vermilion 44089	Philip Pempin	440-204-1700 Fax 204-1774	ppempin@vermillionschools.org	Abby Abernathy Special Ed Dir 1250 Sanford St	440-204-1701 ext 336 Fax 204-1730	aabernathy@vermillionschools.org
Wellington Ex Vi 201 S Main St Wellington 44090	Edward Weber	440-647-4286 Fax 647-7305	eweber@wellington.k12.oh.us	Laura Groboske, Special Ed Supervisor	440-647-7934 Fax 647-1089	lgroboske@wellington.k12.oh.us

DEFINITIONS & ACRONYMS

ADEP Autism Diagnosis Education Project: A local community-based process/collaborative that enables parents to obtain a timely diagnosis for their child so that the child can receive early intervention and obtain supports and services, as needed. It is coordinated and funded collaboratively between the Ohio Department of Developmental Disabilities and the Ohio Center for Autism and Low Incidence (OCALI).

ADOS Autism Diagnostic Observation Schedule: A standardized assessment instrument used to assess children suspected of having autism. It consists of a series of play-based activities that look at the social and communication interaction between the examiner and the child. The ADOS is administered by a Developmental Specialist through the Lorain County Board of Developmental Disabilities.

ASQ Ages & Stages Questionnaire

A parent/caregiver completed questionnaire for children 3 months (1 month) to 5 years, accurately identifies children at risk for developmental delay and encourages parent involvement.

ASQ-SE Ages & Stages Questionnaire: Social Emotional

A brief screening procedure completed by parent or caregiver which is designed to identify children who are at risk for social-emotional delays and may benefit from further referral to appropriate agencies.

BATTELLE Developmental Inventory, Second Edition: (BDI-2) a development assessment tool used to screen and evaluate early childhood milestones measuring the personal-social, adaptive, motor, communication and cognitive ability in children ages birth to 7 years 11 months.

Developmental Specialist

A person certified by ODODD to provide a coaching interaction style with families in order to support them in regards to understanding the special developmental needs of their child.

DODD Ohio Department of Development Disabilities

The ODODD is the lead state agent responsible for the implementation of ~~Help Me Grow~~ **Early Intervention Services**.

ECCC Early Childhood Coordinating Committee

The ECCC assists the Lorain County Children and Families Council in the design, coordination and implementation of a comprehensive, coordinated, interdisciplinary, family-centered system of services for families with an infant or toddler at risk for and with developmental disabilities or delays. This committee is established through, or in accordance with, Lorain County Children and Families Council.

Early Learning Assessment (ELA): Early Learning Assessment is a part of Ohio's Ready for Kindergarten Assessment System. The assessment is designed to aid teachers in determining where children are in their readiness for kindergarten. The Early Learning Assessment will provide information for teachers about children from early preschool to kindergarten. The assessment focuses on seven areas of a child's growth and development: Social Foundations (including social and emotional development, and approaches toward learning), Mathematics, Science, Social Studies, Language and Literacy, Physical Well-being and Motor Development & Fine Arts.

Evidence-based Early Intervention (EBEI): Early Intervention is to assure that families who have children ages birth to three, with diagnosed disabilities, developmental delays or substantial risk of significant delays receive resources and supports that assist them in maximizing their

child's development while respecting the diversity of families and communities. Evidence Based EI practices use research-based strategies that involve teaming with a core team of professionals and parent coaching that include joint planning, observation, action, reflection and feedback. Coaching is defined as an adult learning strategy in which the coach or EI Primary Service Provider promotes the parent's ability to learn new parenting skills to enhance the development of their child in the natural environment and within their daily routines.

OELDS Ohio's Early Learning and Development Standards

The early learning and development standards describe essential concepts and skills for young children within five domain (and sub-domain) areas: English/Language Arts, Cognition and General Knowledge (Mathematics, Science and Social Studies), Social and Emotional Development, Approaches Toward Learning, and Physical Well-Being and Motor Development.

ECO/ECOSF/COS Early Childhood Outcomes Summary Form/Child Outcome Summary

A mechanism to gather input from family and service providers, assess functional outcomes across multiple domains, and document the ongoing assessment and progress of individual children. ~~Help Me Grow~~ Early Intervention completes the COS, with information embedded in IFSP, at multiple points: initially, with development of IFSP, annually, as part of the redetermination process for need and/or eligibility and at exit when participation with the HMG Early Intervention program has ended.

ETR Evaluation Team Report

A written report completed by the LEA for children who are referred and suspected of having a disability. This report documents the evaluation results and recommendations of the multidisciplinary team and determines whether a child has a disability. ETR reports the team finding of eligibility or continued eligibility.

FAPE Free Appropriate Public Education

The term 'free appropriate public education' means special education and related services that have been provided at public expense, under public supervision and direction, and without charge; meet the standards of the State educational agency; and are provided in conformity with the individualized education program required under section 614(d). 20 USC ** 1402(9).

IAA Interagency Agreement

A document that defines agreed upon processes for multiple agencies on behalf of the children and families they serve.

IDEIA/IDEA Individuals with Disabilities Education Improvement Act of 2004

Federal legislation ensuring that free and appropriate public education is available to all eligible children with disabilities from birth to graduation from High School or age 22.

IEP Individual Education Program

The term 'individual education program' or 'IEP' means a written document for each child with a disability that is developed, reviewed, and revised by a team in accordance with section 614(d). 20 USC ** 1402 (14). This is an LEA responsibility.

Informed Clinical Opinion (ICO)

Informed Clinical Opinion mean the professional knowledge and expert opinion used to reach decisions about a child's functional and behavioral strengths and needs during the evaluation and assessment processes.

IFSP Individualized Family Service Plan (Form HEA 7720)

The IFSP is the interaction, collaboration and partnership between parents and providers resulting in a written plan that lists outcomes for individual families and children (birth to 3), describing resources/services and their coordination to support stated outcomes. The purpose of the IFSP is to identify and organize formal and informal resources to facilitate families' goals for their children and themselves. Each county FCFC shall assure that an IFSP is developed in conjunction with the family and implemented for each eligible participant no later than forty-five days after program referral to ~~HMG~~ Early Intervention of an infant or toddler eligible under paragraph (C) of rule 3701-8-07.1 of the Administrative Code. The IFSP shall be developed in accordance with 34 C.F.R. sections 303.340 to 303.346, and as in effect on July 1, 2010.

LCCFC Lorain County Children and Families Council

LCCFC is a department of the Lorain County Commissioners and is established under Ohio Revised Code (ORC 121.37). LCCFC is a council of government and social service systems within Lorain County that is responsible for monitoring, assessing, and planning for outcome to improve child well-being. LCCFC administers and serves as the contract manager for the ~~Help Me Grow~~ Early Intervention Service Coordination program. At the State level, Council is known as Ohio Family and Children First Council (OFCFC).

LEA Local Education Agency

The LEA refers to the public school district, or in rural areas, a body that oversees multiple public schools. The responsibilities of a LEA may include operating the public school system, distributing grant money to school projects, and contracting for educational services.

LRE Least Restrictive Environment

Means to the maximum extent appropriate, children with disabilities are educated with children who are not disabled; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 20USC1412 (a) (5) (A).

MDT Multidisciplinary Team (Head Start)

The Head Start multidisciplinary team meets to discuss whether a child is at risk by reviewing screening and assessment data and information provided by the family. The team must assure that the evaluation findings and recommendations as well as information from other pertinent staff and the parent(s) are considered in making the determination. The multidisciplinary team may include parents, teachers, LEA/HMG Staff, support staff from social services, health, team leader, and pertinent staff knowledgeable in the area of the suspected disability. 45 CFR (1308.6 (e)(5); 45 CFR (1308.19)

MFE Multi-Factored Evaluation

The process of using more than one test/evaluation procedure by more than one evaluator including interviews, observation, standardized and criterion referenced assessments to determine a child's level of functioning. This is an LEA responsibility.

ODE/OELSR Ohio Department of Education-Office of Early Learning & School Readiness

ODE is the lead agency responsible for the implementation of IDEIA Part B Education for Children with Disabilities in Ohio. The Office of Early Learning and School Readiness provides leadership and oversight to the Early Education and Care Community and administers programs, including preschool special education, that supports the educational experiences of young children and prepares them to learn and succeed in school.

ODH Ohio Department of Health

ODH is the lead agency responsible for the implementation of Help Me Grow Home Visiting Services.

OFCFC Ohio Family and Children First Council

Ohio Family and Children First Council is a partnership of government agencies and community organizations committed to improving the well-being of children and families. Created in April 1994 and mandated by the Ohio Revised Code (ORC 121.37) in 1997, the Council provides for a service coordination mechanism at the county level. In Lorain County, this council is known as Lorain County Children and Families Council (LCCFC).

PSTC Preschool Transition Conference (TPC as referenced below)

This meeting is held at least 90 calendar days prior to the child's 3rd birthday but not more than nine months prior to the 3rd birthday for all children in Help Me Grow Part C. The meeting includes the service coordinator, parent, and other invited participants, i.e. LEA, classroom or home based teacher. The LEA is required to attend unless the parent has refused LEA attendance. PSTC is the term used by LEA/Part B.

RBI The Routines-Based Interview™ (RBI) is a clinical, semi-structured interview designed to establish a positive relationship with the family while obtaining a rich description of child and family functioning. The interview results in a list of outcomes/goals chosen by the family to be included in the development of the Help Me Grow Individual Family Service Plan.

SST-2 State Support Team- Region 2

One of the Ohio Department of Education's 16 regional State Support Teams supporting school improvement, literacy, special education and early learning and school readiness, SST-2 serves Lorain, Erie and Huron Counties and is housed at the Lorain County Educational Service Center in Elyria.

SC Service Coordinator (Early Intervention Service Coordinators)

A HMG contracted professional assigned to carry out activities that assist and enable a child and the child's family to receive the rights, procedural safeguards, and coordination of services and supports

that are authorized to be provided under ~~HMG~~ Early Intervention. This includes determining eligibility and coordinating services identified on the IFSP for Part C children and their families.

Special Instruction

Services provided by qualified personnel to design learning environments and activities that promote an infant or toddler's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the IFSP for the infant or toddler with a disability; providing families with a coaching interaction style to enhance the skill development of the child.

TPC Transition Planning Conference (PSTC as referenced above)

This meeting is held at least 90 calendar days prior to the child's 3rd birthday but not more than nine months prior to the 3rd birthday for all children in ~~Help Me Grow~~ Early Intervention Services. The meeting includes the service coordinator, parent, and other invited participants, i.e. LEA, Head Start classroom or home based teacher. The LEA is required to attend unless the parent has refused LEA attendance. TPC is the term used by ~~Help Me Grow/Part C~~ Early Intervention. The purpose of the meeting is to discuss future placements, steps and procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting after the child transitions out of early intervention.

CHILD FIND

All participating agencies engage in outreach activities designed to locate families with children who may have a delay or disability in order to provide information concerning available services.

Help Me Grow—Ohio Department of Health Central Coordination: Cleveland Hearing & Speech Center

The Ohio Department of Health in partnership with Ohio Department of Developmental Disabilities provides state-wide childfind and outreach services through a contract with Cleveland Hearing and Speech (CH&S). ODH and DoDD maintains a coordinated and comprehensive child find system for children birth to three that includes public awareness and outreach activities performed by contracted entities across the state.

- Help Me Grow will identify children potentially eligible for Early Intervention through screenings and evaluations; will refer to the appropriate service(s) with parental permission. ~~*See Referral Process on page 15 of this document.~~
- 1-800-755-4769 (GROW)

Early Head Start/Head Start

- Disseminate Head Start, LCBDD, HMG, LEA and other appropriate brochures at events for families in the community.
- Provide joint educational information sessions with HMG, LCBDD, and LEA re: Referral and Evaluation process.
- Distribute flyers regarding seminars, training, informational meetings or provide newsletters/information received from HS, HMG, LCBDD, and LEA
- Provide outreach to potential referral sources in the county.
- Distribute recruitment information that offers services to families whose children may have special needs.
- Report to HMG and LEA of children NOT receiving services and are suspected or at risk. These children may not be enrolled in the Early Head Start program.

Local Education Agency

- Each school district shall adopt and implement procedures that ensure all children below twenty-two years of age residing within the district who have a disability, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated. (3301-51-03)
- Upon receipt of information of children ages prenatal to age three, the LEA will share resource information with the parent about ~~HMG~~ Early Intervention services and/or Early Head Start.

Lorain County Board of Developmental Disabilities

- LCBDD refers families with a suspected delay or disability to ~~HMG Central Intake~~ Central Coordination Office as appropriate.

SHARED RESOURCE & TRAINING

All participating agencies commit to share information regarding training opportunities and community resources with partners as well as families.

~~Participating partners will share information with families regarding the 211 Information & Referral Helpline at:~~

UNITED WAY OF GREATER LORAIN COUNTY'S FIRST CALL FOR HELP (OHIO)

Call 2-1-1 from service area

<http://211lorain.org>

(800) 275-6106 Alternative Number

~~In addition, the agencies listed below provide the following:~~

Lorain County Help Me Grow –ODH and DODD’s Central Coordination Office

Revised 4/1/13; Revised 4/9/14; Revised 4/6/15; 4/29/2016; 5/22/2017; 6/29/2017
Original 12-06-2011

Maintains a electronic and paper version of an Early Intervention Service Directory to include the following Early Intervention Services: Audiology Services; Family Training, Counseling, and Home Visits; Health Services; Medical Services; Nursing Services; Nutrition Services; Occupational Therapy; Physical Therapy; Psychological Services; Service Coordination Services; Sign Language and Cued Language Services; Social Work Services; Special Instruction; Speech-language Pathology Services; Transportation (and Related Costs); and Vision Services.

Early Head Start/Head Start

Maintain a Community Resource Guide and provide a copy to HMG, LCBDD, and each LEA.

Local Education Agency

Provide annual updated Superintendent/Preschool Special Education Contact Person information and review on annual basis. This will be revised and distributed by the Regional Coordinator of Early Learning and School Readiness at the SST #2 to HMG; Head Start; and LCBDD. The current list is embedded in this document. See page 7.

State Support Team (SST) #2

Workshops, trainings, professional development and technical assistance are available through the SST. Information can be found on the web-site www.sstr2.org. and through contact with the Regional Coordinator of Early Learning and School Readiness.

IAA Partner Team

All IAA partners commit to conducting an annual joint training and networking session with representatives from all districts invited. The focus of the training will include a review of the IAA and discussion of strategies to improve timely and accurate transition processes for families.

REFERRAL PROCESS

The term referral has two meanings in this document:

1. In general, refer/referral means contacting and sending on information for consideration.
2. Once a child is suspected of having a disability the term referral follows the definition in the Ohio Operating Standards for children with disabilities. "Referral" is defined to mean the date the public school district or community school receives a parent's, school district's or other educational agency's request for an initial evaluation or reevaluation. [(B) (51) page 2 Ohio Operating Standards for Ohio Educational Agencies serving Children with Disabilities.

Help Me Grow Early Intervention

Receiving Referral (When a child is suspected of a delay or disability by the parent or a referring agency)

- ~~Help Me Grow Central Coordination Services will establish and maintain one single contact phone number (1-800-729-8687) or 1-800-729-TOTS Line that is widely publicized for referrals to Help Me Grow Early Intervention and HMG Home Visiting services.~~

- Upon receipt of a HMG system referral into Central Coordination, a total of up to three attempts to contact family are made within ten calendar days after the initial system referral. The parent will need to communicate their interest in HMG before a program referral is made and an Early Intervention Service Coordinator is assigned. The referral is then assigned to a HMG Service Coordinator who must make an attempt contact within two days of the receipt of the referral from Central Intake.
- All referral information received will be entered into the ODH Early Track data system within one business day.
- A follow up referral form is completed and mailed to the original referral source within 10 days of receipt of the system referral by Central Coordination Intake.
- For any child with a substantiated abuse or neglect case as substantiated by Lorain County Children Services (LCCS) and who meets the criteria established by CAPTA, HMG will receive the referral on Form HEA 8021 from the public children services agency (PCSA) and assigns this referral to a service coordinator as a Part C Early Intervention referral same day as a referral date. PCSA referrals are assigned in same process as all referrals and may take 1-3 days, depending on day/time received, holidays, etc.

Sending Referral:

- Referral to the LEA or Other Community programs shall be coordinated by HMG
- Assist families through the formal transition process to public special education preschool, Head Start or other locations. (see Transition section)
- If Central Coordination determines the family would be eligible to meet the criteria for the HMG Home Visiting program, a program referral will be made to an ODH-contracted Home Visiting provider in the County within one business day and once verbal consent is communicated by the parent.
- For a child referred without a suspected disability, as defined by Part B, a referral shall be made directly to Head Start, childcare or other community programs of interest to the parent. A service coordinator shall not be assigned.
- For a child with a suspected disability, who is referred to HMG Central Coordination, 45 days or fewer before his/her 3rd birthday, parents will be notified that they are not eligible to receive HMG due to the timeline and will be given the LEA contact information. HMG Part C services will not be provided.

Early Head Start

Sending Referral

For children with a suspected disability:

- Review existing information and gather documentation to determine next steps based upon Early Head Start staffing recommendations.
- Ensure that enrolled children suspected of having a disability are referred to Help Me Grow for age appropriate services, and coordinate services with HMG.
- Any child enrolled in Early Head Start and is suspected of having a disability and who is 45 days or fewer before his/her 3rd birthday shall be referred directly to the LEA. This referral requires parental consent.

- The Education/Disabilities Specialist shall be contacted for transition and documentation.
Samantha Testa at (440)204-3148 stesta@lccaa.net

Head Start

Sending Referral

- Review existing information and gather documentation to determine next steps based upon Head Start Staffing recommendations.
- Refer children enrolled in HS, with suspected disabilities to the LEA through the Head Start Referral Form.
- Contact the family when screening/evaluation results indicate a suspected disability, to share information and obtain permission to share that information gathered with the appropriate LEA.
- Any child enrolled in Head Start and is suspected of having a disability and who is 45 days or fewer before his/her 3rd birthday shall be referred directly to the LEA. This referral requires parental consent.
- The Education/Disabilities Specialist shall be contacted for transition and documentation.
Samantha Testa at (440)204-3148 stesta@lccaa.net

Local Education Agency: Part B Preschool (3-5) (for children who are who are not a part of a transition from Part C) (See page 26 "Transition" for children exiting HMG and transitioning into Part B services)

Receiving Referrals: (Receiving referrals from parents or other entities only for children who are NOT receiving Part C services). (See page 26 "Transition" for children exiting HMG and transitioning into Part B services)

- Upon receipt of a referral/invitation from a parent(s)/legal guardian (as defined in IDEA and Ohio Operating Standards for the Education of Children with Disabilities) receiving Head Start services or other providers, the LEA will verify that permission to proceed has been obtained.
- At the time of the initial contact with the parent, a meeting/screening is scheduled with the parent and other relevant agencies. This information will determine what activities are needed to support the child and address related concerns. This is the "referral" date. The referral date is the date that the LEA receives a parent's, school district's or other educational agency's request for an initial evaluation.
- The LEA will, within 30 days of receipt of a request for an evaluation from either a parent of a child or a public agency, either obtain parental consent for an initial evaluation or provide to the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.
- The LEA, within 30 days of receipt of a referral, will provide parent with procedural safeguards and prior written notice documenting either refusal or proposal to initiate an evaluation, depending on the nature of the case:
- If a disability is NOT suspected:
 - The LEA will provide *Whose IDEA Is This?* and written notice (PR01) documenting that a disability is currently not suspected.
 - The LEA will offer information about other early childhood services such as Head Start, Childcare Resource Center (CCRC), and the public preschool programs.
- When there is not enough information available to determine whether or not a disability is suspected:

- Screening activities are conducted within 30 calendar days from the referral date in order to assist in deciding whether or not a disability is suspected. All subsequent timelines are followed depending on the outcome of the screening.
- When there is a Suspected Disability:
 - The LEA will, within 30 days of the referral date, develop an assessment plan based on a review of existing data and parent reports to identify what additional information is needed to determine the presence of a disability.
 - The LEA will provide the parent/legal guardian with the following documents:
 - Prior Written Notice to Parent (PR-01); Referral for evaluation (PR-04); Parent Consent for Evaluation (PR-05); Whose IDEA Is This, Evaluation Planning Form (part of PR-06)
 - LEA will provide releases to agencies involved.

Lorain County Board of Developmental Disabilities

Receiving Part C Early Intervention (0-3) referral from HMG:

- A request for special instruction is received from a HMG Early Intervention Service Coordinator. Authorization to Release/Receive information and any other supportive documentation is also provided. Referral Information is forwarded to LCBDD EI Supervisor. LCBDD will receive referrals, appropriate screenings, evaluations and required documents from HMG.
- The documented referral for special instruction is assigned to LCBDD Developmental Specialist, within two business day of the referral.

SCREENING, EVALUATION and ASSESSMENT

Help Me Grow Early Intervention Services

In order to determine Part C eligibility, substantiate suspected developmental delays, and determine need for early intervention services, HMG Early Intervention (EI) will perform the necessary and required measures in accordance with Ohio Administrative Code 3701-8-07 as outlined below upon written consent by the parent:

Screening:

- A child referred to the HMG EI system with a suspected developmental delay may be screened first once parent consent has been obtained on HEA Form 8018. ASQ and the ASQ-SE tools will be used to determine whether there is a need to conduct a developmental evaluation. Parents can request an evaluation regardless of screening results.
- All children referred to HMG Early Intervention will receive hearing, nutrition, and vision screenings. Screening results are shared with EHS/HS, LEA and/or LCBDD with parental permission in order to avoid duplication of services. A vision screen will only be completed by a qualified professional

within 6 months of the referral or if the child has a diagnosis related to vision. All children are not required to be screened in Vision, Hearing & Nutrition.

- If a family referred to or enrolled in the ~~Help Me Grow~~ HMG EI program expresses a concern about autism the child may be referred to the ADEP program for an enhanced evaluation after HMG eligibility is established or referred to a Developmental Pediatrician for consultation. Parents may also choose to have enhanced evaluation information shared with another physician of their choice.

Evaluation

- A child referred to the HMG EI System for a suspected developmental disability will be referred for a multidisciplinary evaluation once parent consent has been obtained on HEA Form 8018.
- Enhanced Evaluation Services as defined for those HMG children who have voluntarily selected to receive services by the Lorain County Board of Developmental Disabilities as defined in Section "Screening" above who have expressed a concern about autism.

Assessment:

- A child referred to HMG- EI with a qualifying mental health or medical diagnosis, as identified on the HMG Physical or Mental Diagnosis List (See Appendix 07-A), that puts them at risk for a delay or disability are automatically determined eligible for Part C services. They are then automatically referred for a multidisciplinary child assessment to determine need for early intervention services which has to be conducted within 45 days of the program referral.
- A child referred to HMG EI with a diagnosed mental or physical condition that is **not** listed on Appendix #3 may also be determined eligible if the Service Coordinator obtains documentation on HEA Form #8024 per 3701-8-07 (B) 2.
- Families of children determined eligible and in need of Early Intervention services will be offered a Family Directed Assessment. This assessment is optional and family choice will not impact services.

Re-Determination of Need for Early Intervention Services through Assessment:

- All Infants and toddlers receiving HMG Early Intervention Service Coordination will be assessed annually to determine continued need of Early Intervention services with the exception of toddlers who are ninety calendar days or less from their third birthday.
- The multidisciplinary assessment will be conducted no earlier than ninety calendar days before the annual IFSP meeting due date.
- Parents are notified of the outcome of the evaluation and assessment with information communicated to the parents on HEA Form #7720 within 10 calendar days if the child is found **not** to be in need of early intervention services or within 45 days if determined to be in need of Early Intervention services; one copy is given to the EI Service Coordinator and one copy is given to parent.
- Re-determination is not required for toddlers who are ninety calendar days or less from their third birthday when re-determination is due.

If Part C eligibility is not determined and the family is eligible for the HMG Home Visiting (HV) program, the family is given the option to be enrolled in the HV program. If the family is not eligible for EI or

HMG Home Visiting program, the family will be offered information about other services within their community.

Early Head Start/Head Start

- Enrolled children are screened for delays in areas of health and development within 45 days of entry into the HS/EHS program using the following instruments: ASQ-SE, ASQ 3; Communication Screen; Vision and Hearing; LEAD screening; Hemoglobin and Hematocrit screenings.
- Each agency's Release of Information form is used to obtain parental consent to share information with specified agencies.
- Parents are provided with information regarding their rights, responsibilities, and options.
- Refer children enrolled in EHS/HS, with suspected disabilities to HMG, or to the LEA, depending on the age of the child with parent permission.
- Enrolled children receive on-going assessments using the Teaching Strategies GOLD assessment tool.

Local Education Agency

FOR CHILDREN AGES 0-3-5 NOT ENROLLED IN HMG EARLY INTERVENTION BUT WHO ARE SUSPECTED TO HAVE A DISABILITY:

- The LEA is responsible for the completion of all ETRs and eligibility determination for preschool aged children residing within the district or whose parents reside in the district and who are suspected of having a disability.
- Each LEA will comply with Ohio's Operating Standards in conducting evaluations to determine eligibility for Part B services.
- Children may be referred to a LEA by parents, agencies, or other educational entities. Once a Referral for Evaluation (PR-04) and Parent Consent for Evaluation (PR-05) is received the LEA Evaluation team including the parent/s plans the evaluation.
- Each LEA will establish a differentiated referral process prior to conducting a multi-factored evaluation. If at any point in the referral process a disability is suspected, the LEA, within 30 days of receipt of a referral, will obtain consent for evaluation (PR-05), provided written notice (PR-01) and plan an evaluation with the Evaluation team.
- Each LEA will establish a differentiated referral process to include screening prior to conducting a multi-factored evaluation.

Initial Multi-factored Evaluation (MFE):

- The LEA is responsible for the completion of all MFE's for preschool aged children residing within the LEA who are suspected of having a disability. Each LEA will comply with Ohio Operating Standards for the Education of Children with Disabilities in conducting evaluations to determine eligibility for Part B services.
- In preparing to conduct on MFE, the LEA engages in evaluation planning with the evaluation team, beginning with a review of existing information in order to identify additional data needed to determine the presence of a disability. The LEA may include staff from Help Me Grow, Head Start, and/or LCBDD to complete assessment components as mutually agreed upon.
- The MFE is completed within 60 days of Parental Consent for Evaluation (PR-05) and includes the following methodologies to confirm the suspected disability as defined in Ohio Operating Standards for the Education of Children with Disabilities

- Structured interview with person knowledgeable about the child’s functioning, including the parent or primary care giver
 - Structured observation over multiple settings and activities
 - Standardized norm-referenced testing
 - Criterion-referenced/curriculum based assessment
- If a parent declines the LEA’s offer to conduct a multi-factored evaluation, the parent will be asked to sign the Parent Consent for Evaluation Form (PR-05) indicating his/her refusal of consent for evaluation and:
 - The LEA will provide Prior Written Notice (PR-01).
 - The parent’s rights and procedural safeguards will be provided.
 - The LEA will be unable to establish eligibility for special education services.
 - The parent may be offered information about other preschool services within their community.

Lorain County Board of Developmental Disability

Upon referral for special instruction, LCBDD works with the family in their home or chosen setting to facilitate outcomes on the IFSP. Developmental Specialists use Responsive Teaching or P.L.A.Y. (Play and Language for Autistic Youngsters) curriculum, to assist parents in supporting their child’s development, and building relationships with meaningful, intentional communication. Activities are planned that will promote the child’s participation in family activities through interest and strength based outcomes on the family’s Individualized Family Service Plan (IFSP).

For children identified to have a concern for autism, parents will be offered an enhanced evaluation which consists of the ADOS, RBI and consultation with a local partnering physician or a developmental pediatrician. The ADOS can be scheduled at the LCBDD via a referral from the HMG EI service coordinator. The ADOS is conducted at the LCBDD and results are shared with the family and service coordinator via a written report. With permission, the family may be referred to a local partnering physician for further diagnostic assessment and final diagnosis determination. Enhanced evaluation information is shared with the physician with parent permission to assist in the final determination of diagnosis.

ELIGIBILITY DETERMINATION

Help Me Grow

Part C Eligibility and Need for Early Intervention Services: Eligibility and determination of service need is determined through the completion of an evaluation and assessment for children birth through age three:

- As determined and documented through evaluation and/or informed clinical opinion, newborns, infants and toddlers who are experiencing a developmental delay of one and one half standard deviation below the mean in one or more of the following areas:
 - Cognitive development
 - Physical development, including vision and hearing
 - Communication development
 - Social-emotional development
 - Adaptive development

- Newborns, infants and toddlers who have a documented diagnosed physical or mental condition identified by O.D.H. as having a high probability of resulting in a developmental delay per Rule 3701-8-07 (A) 1 - 5. Documentation shall include the name of the mental or physical diagnosis and be signed by a medical professional per Rule OAC 3701-8-07 (B) 1 (c).
- Financial eligibility is not a requirement for Part C eligibility.
- For infants and toddlers who move into Ohio with 'Early Intervention' eligibility determined in another state or U.S. territory, comparable Ohio eligibility shall be established in accordance with paragraph (A)(1) or (A)(3) of this rule and a copy of the out-of-state eligibility shall be documented in the child record.

Evaluation for Determination of Part C Eligibility:

- Upon referral from a HMG EI Service Coordinator, HMG EI will conduct the developmental evaluation using the Battelle Developmental Inventory – Second Edition (BDI-2) Tool within 45 calendar days of receipt of the program referral to HMG. The evaluation addresses the following areas: Cognitive, Gross Motor, Fine Motor, Receptive and Expressive Communication, Social/Emotional, and Adaptive Behavior. Results will be documented on form ODH HEA#7720 with one copy given to the EI Service Coordinator and one copy given to parent in advance of the initial IFSP meeting.
- If a child is determined to have a delay of at least one and one half standard deviations below the mean in any one of the identified areas, the evaluator will conduct an assessment to determine the need for early intervention services within 45 days of the program referral and annually thereafter with parent consent as documented on HEA 8018.
- All children found to have a delay are re-determined for Need only. Eligibility will remain until age 3). Delays in 2 or more areas of at least 1.5 SD or a delay of 2.0 SD in at least one area the child will remain eligible but will have need for EI services re-assessed on an annual basis.
- If a delay is not found using an evidenced-based evaluation tool, then informed clinical opinion (clinical judgment) per OAC Rule 3701-8-07 (B) 5 can be used by the team to deem the child eligible for Part C services.
- If a child has a documented mental or medical diagnosis as recognized per OAC Rule 3701-8-07, the Battelle evaluation tool will be used.
- Eligibility must be determined by using an evidence-based tool prescribed by O.D.H. and completed by two licensed specialists in two separate disciplines or one who is licensed in two areas for children suspected of a delay. Eligibility for children with a medical diagnosis requires supporting documentation and assessment for program planning by two licensed specialists or one who is licensed in two areas.
- HMG EI will collect any pertinent information (developmental evaluation reports, family interview, and structured observation) to support the eligibility determination. This information can be shared with EHS/HS, and or LEA, with parental permission in order to eliminate duplication of services. However, HMG is not able to re-release information in child's record obtained from a third party.

Re-Determination of Eligibility and Need for Continued Early Intervention Services:

- For infants and toddlers with one developmental delay of at least one and one half standard deviations below the mean, HMG EI will conduct an evaluation and multidisciplinary assessment no earlier than ninety calendar days before the annual IFSP meeting.
- A child with a developmental delay will only be re-determined for Need of Early Intervention services.
- Children determined eligible based on Informed Clinical Opinion must have eligibility and need for EI Services re-determined annually.

HMG Home Visiting Program Eligibility: Children with a diagnosed developmental delay or disability may also be eligible for HMG Home Visiting Services if found eligible and be dually enrolled in both services.

(Families must have at least one factor)

- First-time parents of an infant under the age of six months at the time of referral with a family income not in excess of 200% of Federal Poverty Level (FPL);
- Expectant, first-time parents with a family income not in excess of 200% of FPL; and
- Children who are the victims of a substantiated case of child abuse or neglect under the age of three years at the time of the child find referral.
- Families consisting of a first-time parent of an infant or toddler under three years of age
- Families consisting of an expectant mother, or biological or adoptive parents who are in U.S. military and their infant or toddler is under three years of age.

If a child is determined to be ineligible for services or disagrees with the eligibility determination finding, their rights will be explained, and with their consent, referred to other services within the community. Additionally, parents may request reconsideration of the decision by filing a written request per OAC 3701-8-07 (J) 1 – 3.

Early Head Start/Head Start

- EHS staff will screen infants and toddlers for those potentially eligible for HMG services.
- Children can enroll in EHS/HS if
 - The child is age eligible
 - The family is income eligible
 - Families reside in or receive services in designated service areas.
 In addition, children who have a diagnosed disability can enroll if:
 - The parent/guardian chooses to enroll the child,
 - EHS/HS is the agreed eligible placement for the child, and
 - Space is available

Local Education Agency

Part B Preschool Eligibility

- The LEA is sole entity with responsibility for the identification of a preschool student with a disability residing within their school district boundary.
- Following completion of the multi-factored evaluation, the LEA will schedule a meeting with the parent/legal guardian and other appropriate persons to review assessment results and determine if the child is a child with a disability.
- The parent may invite other individuals to attend the eligibility determination meeting.

- In determining eligibility for special education services, the evaluation team will consider the 14 categories of disabilities as defined in the current Ohio Operating Standards for the Education of Children with Disabilities
- Assessment results and eligibility determination will be documented on the Evaluation Team Report, Part A and B (PR-06).
- A copy of the entire Evaluation Team Report will be given to the parent/legal guardian no later than 14 calendar days of the date of eligibility determination.

When a Child is Determined NOT To Be Eligible as a Preschool Child with a Disability:

- The LEA will inform the family about other early childhood services for which the child may be eligible such as: Head Start, the Childcare Resource Center, public preschool programs, and other community activities that may be available.
- Provide Prior Written Notice (PR-01) and Notice of Procedural Safeguards, as required by law

Lorain County Board of Developmental Disabilities

- Through the evaluation process, recommendations are made to the family by the evaluation team that may provide ongoing early intervention special instruction services provided by a Developmental Specialist to ~~HMG~~ EI children.
- Eligibility into the Murray Ridge Preschool Program is determined by the Evaluation Team Report. The decision to send a child to the Murray Ridge preschool program is made jointly by the LEA, the LCBDD, and the parent.

DEVELOPMENT & SERVICE DELIVERY OF PLANS (IFSP/IEP)

Help Me Grow

Lorain County ~~Help Me Grow~~ Early Intervention Services assures the every family that is eligible and provides consent for ongoing HMG Early Intervention Services will receive services guided by the Individualized Family Service Plan (IFSP) Form HEA 7720 that is developed within 45 calendar days of the referral to a service coordinator.

- The IFSP will be developed on approved ODH forms in the family's native language or mode of communication, and implemented according to ODH policy.
- Families determined eligible for ongoing HMG services shall be assigned a service coordinator to assist them in the development and access of service on their IFSP and facilitate all IFSP meetings. The SC is responsible for ensuring that the family and IFSP team members, or others per parent's consent, is given a copy of the IFSP within ten (10) days of the meeting.
- All IFSP meetings shall include (with parent/legal guardian permission) any individual(s) involved with the child/family. An initial IFSP meeting will be conducted within the 45 day time period for any child determined to be eligible and in need of Part C Early Intervention services.
- Periodic reviews are conducted a minimum of every 180 calendar days from date of parent signature of plan or when requested by parent and are required to monitor the progress of the family against the outcomes stated in the plan.
- Evaluations to determine eligibility and assessments to determine progress and revise IFSP provisions *if needed* are conducted annually; these activities are also based on the re-determination process.
- If a person or persons directly involved in conducting the evaluations and assessments is unable to attend a meeting, arrangements shall be made for the person's involvement through other means, including telephone conference call, written documentation or an authorized representative.
- The IFSP shall contain the following:
 - A statement of the child's present levels of physical development (including vision, hearing, nutrition and health status), cognitive development, communication development, social or emotional development and adaptive development. This information shall be based on professionally acceptable objective criteria.
 - A statement of the family's resources, priorities, and concerns related to enhancing the development of the child.
 - A statement of the major outcomes expected to be achieved for the child and family, and the criteria, procedures and timelines used to determine: a) the degree to which progress toward achieving the outcomes is being made; b) whether modifications or revisions of the outcomes or services are necessary.
- All Early Intervention services identified in the IFSP will start within 30 calendar days of being added to the IFSP and signature by parent. HMG-EI Service Coordinators will ensure and verify actual start dates by requesting case notes from the provider.
- An interim IFSP may be developed where applicable and in accordance to OAC 3701-8-07.
- No IFSP review may occur once re-determination is due unless eligibility is re-established through evaluation and/or assessment.
- The multidisciplinary team members may agree to conduct the re-determination process more frequently when deemed appropriate.

Early Head Start & Head Start

- When the MDT determines that the EHS/HS program is not the LRE for the child, referrals will be made to assist the family in finding an appropriate placement.
- The following guidelines apply for when a child does not meet the Eligibility Criteria for a disability according to IDEA:
 - Children who do not meet eligibility criteria under IDEA may still have needs that require specialized services
 - HS/EHS will develop a plan of action to assist children and parents in securing services in the community
 - EHS will work together with HMG to meet the outcomes of the IFSP and will develop an intervention plan for children who do not meeting the HMG eligibility criteria. The intervention plan used in the classroom will be shared with the parents

Local Education Agency

- The LEA is the sole entity with responsibility for providing special education services for preschool children with disabilities residing within their school district. The LEA must ensure compliance with all state and federal guidelines regarding the development and implementation of IEP's. This applies to children within a district, contacted site, day care center, ESC or LCBDD placement.
- In partnership with the parent/legal guardian and other team members, the LEA will ensure that an IEP is developed by the child's third birthday for all HMG transitions and within stated timelines for all other referrals. If the child's 3rd birthday occurs during summer months, the LEA will consider Extended School Year services as part of the IEP process.
- IEPs are developed by the LEA based on results of the MFE and according to Ohio's policies and procedures.
- The IEP team, which includes the parent, will determine current levels of performance, needs, goals, services and the least restrictive environment/setting in which special education services will be delivered. The IEP team determines where services will be provided, based on assessment data as well as considerations regarding the Least Restrictive Environment. The LEA ensures a Free Appropriate Education (FAPE) within the least restrictive environment, ranging from center based to itinerant service delivery options. In determining the LRE, the IEP team will consider the child's needs, the services, which will address those needs, and the extent to which the service(s) can be provided within the current setting. The district will ensure that an IEP is in effect and is reviewed at least annually, as long as the child remains eligible.
- Special education and related services are provided in accordance with the IEP. All amendments to existing IEP's are based on assessment data and must be initiated and approved through the IEP team, including a district representative and the parent/guardian. Additional evaluation with parental consent is needed in order to establish the need for addition/removal of services or a change of placement.

Lorain County Board of Developmental Disabilities

- LCBDD Early Intervention (0-3) follows applicable HMG guidelines from this document regarding IFSPs for enrolled children and families. LCBDD staff will participate in the 180 day IFSP reviews in collaboration with the HMG Service Coordinators. LCBDD staff will participate in the assessments to determine need for continued Early Intervention services on an annual basis.

- When LCBDD provides EI services and supports, the staff will provide quarterly updates of the services provided at weekly team meetings and each scheduled IFSP review meeting with the parent as scheduled by HMG.
- LCBDD may participate in the C to B transition process together with families, HMG EI, and the LEA.
- Supports include but are not limited to facilitating communication between families and LEA and providing child information that assists in decision making.
- A variety of preschool service delivery options for ages 3-5 provided by LCBDD include: Center-based services that may include Occupational Therapy, Physical Therapy, Speech and Language Therapy, Behavior Planning, Delegated Nursing Services, and Physical Education. This service delivery option is only available to those children placed by the LEA through a contractual agreement in a least restrictive environment.
- Implementation of the IEP:
 - LCBDD conducts meetings with the LEA and the family for all periodic reviews of the initial IEP.
 - LCBDD provides ongoing progress monitoring data to inform the development of subsequent IEPs.
 - IEP's are developed by the LEA with input from the LCBDD, and will be reviewed within 60 days of enrollment in LCBDD services.
 - The teaching team, LEA and family will be invited to participate in this periodic review.
 - All changes to the IEP are implemented in accordance with Ohio Operating Standards for the Education of Children with Disabilities
 - LCBDD will be responsible for administering and submitting any assessment required by ODE and ECO results.

TRANSITION

Help Me Grow

Lorain County ~~Help Me Grow~~ Children and Families Council is the lead agency for all Part C services to Part B transition and will work collaboratively with the LEA's, HS and LCBDD to provide transition services for children transitioning from ~~HMG~~ Part C Early Intervention services to Part B services.

To facilitate the transition process, ~~HMG~~ Early Intervention will send quarterly reports to the LEA's by February 1st, May 1st, August 1st, and November 1st that includes the names, addresses and birthdates of children with developmental delays or disabilities eligible for Part C services, who have a current IFSP and will be turning three within the next twelve months. Parents who choose to opt out of having their child's information shared with their local school district will not be on the report listed above.

SSID#s noted on the LEA report are automatically generated by ODE at the state level through information submitted to the ODH HMG Early Track database; ~~HMG~~ EI does not generate these numbers. It is not necessary for the district to generate a new number upon enrollment as this number has been assigned by ODE to follow child throughout his or her school history through graduation.

~~Help Me Grow~~ Early Intervention is responsible for scheduling the Transition Planning Conference/Preschool Transition Conference (TPC/PSTC) regardless of where the family is receiving services. The Service Coordinator will attempt to find a mutually agreeable date and time for all required participants: the parent/s, ~~HMG~~ EI representative and LEA representative. Parents with children enrolled in HeadStart will be notified that they may request HeadStart representation at the TPC. In addition, parents with children receiving BCMH services will be notified that they may request to have a BCMH nurse at the TPC to ensure continued BCMH services while in the district preschool setting.

Transition Planning Conference/Preschool Transition Conference (TPC/PSTC)

- Is held at least 90 calendar days prior but not more than nine months prior to the child's 3rd birthday.
- Written notification of the TPC/PSTC will be mailed/emailed to the parent, the LEA, Head Start where applicable, BCMH nurse where applicable and the LCBDD Developmental Specialist at least 20 calendar days prior to the scheduled conference date, unless parents and all parties have agreed and have scheduled an alternative date prior to the 20 calendar day timeline. Written notification and invitation will be mailed/emailed immediately and within 24 hours of the meeting date when the 20 day timeline cannot be met.
- As part of the transition process, ~~HMG~~ EI Service Coordinators will provide copies of the IFSP and consents of release of information to the LEA and team members. This information must be considered in the determination of eligibility moving from Part C to Part B services. ~~HMG~~ EI will not release any third party, non-~~HMG~~-EI information obtained by ~~HMG~~ EI to any provider or LEA. Any non-~~HMG~~ EI information will need to be obtained by the LEA independent of HMG and prior to the TPC.
- If the LEA does not attend the TPC/PSTC, having been invited/given notice of the meeting's date, time, and location, the TPC is to be held in their absence.

Late Referrals to HMG

- Any child referred to HMG EI within 45 days or less from their third birthday will be referred directly to the LEA or other community programs as appropriate. LEAs are encouraged to determine eligibility as soon as possible, but are not required to meet the 3rd birthday requirement.
- Any child suspected of having a disability referred to HMG EI within 46 to 90 days before their third birthday will be assigned a service coordinator who will begin transition planning activities including gaining parent permission to notify the LEA immediately when a disability is suspected.
- With parental consent, HMG EI will work with the LEA to conduct an evaluation to determine the presence of a disability and develop an IFSP to reflect transition planning. If the child does not enter Part B with an IEP prior to the 3rd birthday, the child remains in HMG EI with an IFSP until the third birthday.

Head Start:

- Head Start works collaboratively with Help Me Grow for Part C to Part B transition services when a child is dually enrolled in HMG and Early HS.
- If a child has been in enrolled in HMG EI and Head Start is being considered as a preschool option, with or without a disability Head Start will be invited and will attend, the Transition Planning Conference/Preschool Transition Conference (TPC/PSTC)

LEA

Preschool Transition Conference/Transition Planning Conference (PSTC/TPC):

Notice of the Conference

- The HMG EI service coordinator is responsible to convene the TPC/PSTC. Districts are notified and invited to attend the conference if the family agrees to the district's participation.
- To be in compliance with ODE for provisions of Part B services, LEA representatives are required to attend the conference.
- If the LEA does not attend the conference, the family and the service coordinator will meet to address Part C requirements and transition to the LEA.
- If the service coordinator has sent a notice of the meeting to the LEA, there is no further obligation for Part C to convene again for the LEA.
- The date of the conference is the referral date, regardless of LEA attendance. Timelines are in place. In certain circumstances, the timelines may be extended by the LEA in order to determine eligibility closer to the 3rd birthday. This requires a specific PR 01 with specific language. The child still must have an IEP in place by the third birthday if eligible.
- If a family has moved since the PSTC/TPC and the conference included a previous LEA and not the LEA in which the child is currently enrolled, the current LEA does NOT report the TPC/PSTC.

During the Conference

- Data from the child's participation in ~~Part C of HMG~~ Early Intervention Services and information from the family is reviewed. If the team determines that a disability is not suspected, the parent is provided prior written notice (PR01).
- When the team determines there is a suspected disability:
 - The district will obtain parental consent within 30 days of the date of the TPC/PSTC. If the district does not attend the TPC/PSTC as required by IDEA, the district will still need to obtain consent or a refusal within 30 days of the conference; there is no delaying because a district representative was not at the transition conference.

- The LEA will complete the Referral for Evaluation (PR-04), to obtain parent consent (PR-05) and develop an evaluation plan with the parent/guardian. An MFE is completed within 60 days of parental consent. Timelines may need to be adjusted in order to insure the IEP is implemented on or before the 3rd birthday.
- The LEA evaluation team completes the ETR which must include information contributed by HMG service coordinator/providers to include the copy of the IFSP and HEA #8019.
- An ETR meeting is held to determine eligibility. HMG EI service coordinator/service providers may be invited to attend this meeting.
- If the child is eligible for Part B services the LEA will:
 - Develop the IEP (PR-07) before the child's third birthday, in partnership with the family and other appropriate IEP team members using results and information from the ETR. HMG representatives may be invited to the IEP meeting.
 - Initiate special education services in accordance with the IEP by the child's 3rd birthday.

Lorain County Board of Developmental Disabilities

Transition Planning Conferences

- The Developmental Specialist will participate with the parent and the HMG Service Coordinator to coordinate the Transition Planning Meeting.
- All children and their families will receive a coordinated transition from the EI program with the combined efforts of the Developmental Specialist, HMG Service Coordinator and the LEA.
- The Developmental Specialist participates in the Transition Planning Conference with the LEA and HMG Early Intervention.
- LCBDD participates in evaluations as mutually agreed upon.

Eligibility Determination for transitioning into Part B Services Murray Ridge Preschool Program offered by LCBDD

- Eligibility for Part B services is determined by the LEA. The IEP conference is held with the family. The HMG Service Coordinator, Developmental Specialist, the LEA and parents are invited participants.
 - An IEP is developed and the IFSP is reviewed and exited.
 - The child exits the Part C system and enters the preschool special education system for delivery of service
- Teaching or supervisory staff from LCBDD will administer and submit any ODE required assessment results to school districts prior to reporting date.
- The least restrictive environment for special education service delivery is determined by the IEP team.
- If a child is not determined eligible for services, they are dropped from LCBDD rosters. Families are linked to least restrictive community programs and documentation is provided to LCBDD by the LEA regarding this disposition with parent release.
- Placement requests from LEA to LCBDD will be considered with the MFE and IEP provided.
- LCBDD participates in the IEP process with the LEA for all LCBDD enrolled children ages 3 through 5, including planning with families, delivering IEP services, providing ongoing assessments, monitoring progress.

SIGNATURE PAGE

Lorain County Interagency Agreement (Revised)

Between

Lorain County Children and Family First Council and the Lorain County
~~Help Me Grow~~ Early Intervention (Part C)
Local Education Agencies (Part B)
Lorain County Head Start/Early Head Start
Lorain County Board of Developmental Delay

This agreement remains in effect from July 1, 2017 through June 30, 2018 and will be reviewed and evaluated for effectiveness annually by the Lorain County Early Childhood Coordinating Committee or designated workgroup of the of the LCCFFC, LEA representatives, HS representatives, and LCBDD representatives.

As superintendent of the LEA or as representative of another agency, I have reviewed the Interagency Agreement and agree to its terms. This agreement complies with the ODE Operating Standards, the Ohio Board of Developmental Disabilities policy, the Ohio Administrative Code and the Head Start Performance Agreement.

The undersigned agrees to the provisions as set forth in this Agreement:

School District/Agency: _____

By: _____
Printed Name of School Board President Signature if required Date

By: _____
Printed Name of Superintendent of Schools Signature Date

By: _____
~~Help Me Grow~~ EI Contract Manager - Lorain County Children and Families Council Date

By: _____
Head Start – Lorain County Community Action Agency Date

By: _____
Lorain County Board of Development Disabilities Date

**Preschool Transition Conference (PSTC)
Lorain County**

Child's Name	
Child's Date of Birth	
Child's SSID number	
District	
Date of Transition Conference	
Location of Transition Conference	

The result of the conference is:

- Referral (Attach PR04)
- Parent Consent (Attach PR05)
- PR-01- No suspected disability (Attach PR01)
- PR-01- Delay date for evaluation (Attach PR01)

Signatures documents (for audit purposes) that the district representative attended the Preschool Transition Conference.

	Print Name	Signature	Date
District Representative			
EI Service Coordinator			
Parent			

Other Attendees:

Help Me Grow Early Intervention ODH Appendix 07-A

List of diagnosed physical or mental conditions which have a high probability of resulting in developmental delay

Newborn Conditions: Conditions diagnosed at birth or within 30 days post birth

Very Low Birth Weight (VLBW; less than 1,500 grams) with one or more conditions:

1. Intraventricular hemorrhage (Grade III or IV),
2. Chronic lung disease (bronchopulmonary dysplasia, BPD), or
3. Severe retinopathy of prematurity

Diagnosed Conditions: Conditions diagnosed in Neonates, Infants, or Toddlers

I. Chromosomal conditions:

- a. Cri-du-Chat Syndrome
- b. Down Syndrome
- c. Fragile X Syndrome
- d. Klinefelter's Syndrome
- e. Prader Willi
- f. Triple X Syndrome
- g. Trisomy 18 Syndrome (Edward's)
- h. Trisomy 13 Syndrome (Patau's)
- i. Turner's Syndrome
- j. Williams Syndrome

II. Inborn Errors of Metabolism:

- a. Galactosemia
- b. Glycogen storage disease
- c. Hurler disease
- d. Methylmalonic acidemia
- e. PKU
- f. Infants of untreated mother with PKU

g. Tay Sachs

III. Neurological conditions:

- a. Blindness, including visual impairments
- b. Cerebral palsy
- c. Deafness, including hearing impairments
- d. Epilepsy/ Seizure disorder
- e. Hydrocephalus
- f. Hypoxic Ischemic Encephalopathy (HIE), severe
- g. Intraventricular hemorrhage, Grade IV
- h. Microcephaly
- i. Muscular dystrophy
- j. Spina bifida
- k. Spinal muscular atrophy
- l. Traumatic brain injury

IV. Other:

- a. Acquired Immune Deficiency Syndrome (AIDS)
- b. Attachment Disorder
- c. Autism Spectrum Disorders
- d. Cranio-facial anomalies
- e. Cyanotic congenital heart disease
- f. Fetal Alcohol Syndrome
- g. Infection, fetal/neonatal (Herpes, syphilis, cytomegalovirus, toxoplasmosis, and rubella)
- h. Pierre Robin
- i. Post-Traumatic Stress Disorder

File: IGCH (Also LEC)

COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete nonsectarian, nonremedial courses for transcribed high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date:]

LEGAL REFS.: ORC 3313.5314
Chapter 3365
OAC 3333-1-65 through 3333-1-65-11
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

NOTE: College Credit Plus replaces Postsecondary Enrollment opportunities beginning with the 2015-2016 academic year. All public school districts and public colleges and universities are required to participate in the program. While the accompanying regulation is not required, it outlines key program requirements.

THIS IS A REQUIRED POLICY

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by March 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's established standards for admission and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college.

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education. The State Board's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
 - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
 - D. 12th grade may receive credit for up to the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three-semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the course at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date:)

NOTE: The notice provided to students and parents outlining the College Credit Plus (CCP) program must include the following information:

- *Cost, including:*
 - *notice of CCP opportunities that have no cost to students, including the free option to attend public institutions of higher education;*
 - *clear references to the potential cost of participation at a nonpublic institution of higher education and*
 - *the prohibition of charging economically disadvantaged students who choose to attend a nonpublic institution of higher education.*
- *Criteria for student participation, including but not limited to:*
 - *the requirement for a counseling session prior to participation (Ohio Revised Code (RC) 3365.04).*
 - *a notice that states: "Students must submit a written notice of their intent to participate in the upcoming academic year, by April 1, in accordance with Section 3365.03 of the RC, but may submit the written notice of intent to participate as early as February 15. Students desiring to participate in college credit plus in the summer are strongly encouraged to submit letters of intent and begin the admissions process starting in February and prior to the April 1 notice of intent deadline in order to improve chances of meeting summer registration timelines."*

- *Student participation options:*
 - *a statement secondary schools cannot limit a student's participation in CCP to only the courses offered in that school and that students may also participate online or at any other participating institution of higher education, or any combination thereof.*
 - *a statement that participating students may be concurrently enrolled in multiple postsecondary institutions and may concurrently take postsecondary courses from more than one institution of higher education.*
 - *list of courses offered at the secondary school through an agreement with an institution of higher education.*
 - *a statement students should review the course catalog of an institution of higher education for a full listing of course offerings of the institution.*
- *Specific information pertaining to the student's opportunity to participate during the summer term and the responsibility of the student to notify the college and students prior high school prior to a transfer to a new school when participating in a summer term course.*
- *Deadlines pertinent to the student's participation, including all deadlines associated with summer term participation.*
- *The designated point of contact at the secondary school for CCP who can answer questions from students, parents and the community regarding the program's operation and who will act as a liaison to the state to monitor future changes or amendments to the program.*
- *Specific information regarding a student's option to participate in CCP, at the high school-if applicable-, online, or at an institution of higher education, must also be part of all communications developed by the secondary school to promote CCP.*

Districts are required to report CCP program data by July 15 annually in accordance with requirements to be developed by the Ohio Board of Regents and Ohio Department of Education.

While districts are required to apply any weighted grading policy in a similar manner for CCP courses, districts are not required to create a weighted grade policy if they do not already have one. It is important to note, however, that if you are using a weighted grading policy, a higher value may not be placed on honors courses or other advanced standing program than on CCP courses.

Senate Bill 3 (2016) added RC 3313.5314 stating that students attending the district or homeschool, nonpublic school, community school and STEM school students otherwise eligible to participate in extracurricular activities in the district cannot be denied the opportunity to participate in extracurricular activities in the district solely because of their participation in CCP. Students still must meet the district eligibility requirements.

COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete nonsectarian, nonremedial courses for transcribed high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date:]

LEGAL REFS.: ORC 3313.5314
 Chapter 3365
 OAC 3333-1-65 through 3333-1-65-11
 3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
 IGCD, Educational Options (Also LEB)

NOTE: College Credit Plus replaces Postsecondary Enrollment opportunities beginning with the 2015-2016 academic year. All public school districts and public colleges and universities are required to participate in the program. While the accompanying regulation is not required, it outlines key program requirements.

THIS IS A REQUIRED POLICY

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by March 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's established standards for admission and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college.

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education. The State Board's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
 - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
 - D. 12th grade may receive credit for up to the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three-semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the course at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date:)

NOTE: The notice provided to students and parents outlining the College Credit Plus (CCP) program must include the following information:

- *Cost, including:*
 - *notice of CCP opportunities that have no cost to students, including the free option to attend public institutions of higher education;*
 - *clear references to the potential cost of participation at a nonpublic institution of higher education and*
 - *the prohibition of charging economically disadvantaged students who choose to attend a nonpublic institution of higher education.*
- *Criteria for student participation, including but not limited to:*
 - *the requirement for a counseling session prior to participation (Ohio Revised Code (RC) 3365.04).*
 - *a notice that states: "Students must submit a written notice of their intent to participate in the upcoming academic year, by April 1, in accordance with Section 3365.03 of the RC, but may submit the written notice of intent to participate as early as February 15. Students desiring to participate in college credit plus in the summer are strongly encouraged to submit letters of intent and begin the admissions process starting in February and prior to the April 1 notice of intent deadline in order to improve chances of meeting summer registration timelines."*

- *Student participation options:*
 - *a statement secondary schools cannot limit a student's participation in CCP to only the courses offered in that school and that students may also participate online or at any other participating institution of higher education, or any combination thereof.*
 - *a statement that participating students may be concurrently enrolled in multiple postsecondary institutions and may concurrently take postsecondary courses from more than one institution of higher education.*
 - *list of courses offered at the secondary school through an agreement with an institution of higher education.*
 - *a statement students should review the course catalog of an institution of higher education for a full listing of course offerings of the institution.*
- *Specific information pertaining to the student's opportunity to participate during the summer term and the responsibility of the student to notify the college and students prior high school prior to a transfer to a new school when participating in a summer term course.*
- *Deadlines pertinent to the student's participation, including all deadlines associated with summer term participation.*
- *The designated point of contact at the secondary school for CCP who can answer questions from students, parents and the community regarding the program's operation and who will act as a liaison to the state to monitor future changes or amendments to the program.*
- *Specific information regarding a student's option to participate in CCP, at the high school-if applicable, online, or at an institution of higher education, must also be part of all communications developed by the secondary school to promote CCP.*

Districts are required to report CCP program data by July 15 annually in accordance with requirements to be developed by the Ohio Board of Regents and Ohio Department of Education.

While districts are required to apply any weighted grading policy in a similar manner for CCP courses, districts are not required to create a weighted grade policy if they do not already have one. It is important to note, however, that if you are using a weighted grading policy, a higher value may not be placed on honors courses or other advanced standing program than on CCP courses.

Senate Bill 3 (2016) added RC 3313.5314 stating that students attending the district or homeschool, nonpublic school, community school and STEM school students otherwise eligible to participate in extracurricular activities in the district cannot be denied the opportunity to participate in extracurricular activities in the district solely because of their participation in CCP. Students still must meet the district eligibility requirements.