

Interagency Agreement

Between

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

For children from birth to entrance to Kindergarten *

***Effective for the Period of
July 1, 2023 to June 30, 2024***

*Currently this document focuses on birth to age three

TABLE OF CONTENTS

Introduction.....	3
Agency Description and Responsibilities.....	5
School District Contact List.....	6
Definitions and Acronyms.....	9
Child Find (Outreach of Infants, Toddlers, & Children with Disabilities).....	13
Shared Resource and Training.....	14
Referral Process.....	15
Screening, Evaluation and Assessment.....	18
Eligibility Determination.....	21
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	
• Early Intervention DODD Appendix C Physical and Mental Conditions which have a High Probability of Resulting in a Developmental Delay.....	32

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 Ohio Administrative Code 3301-51-11.

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 1305
- 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: 5123-10 -Early Intervention (Except Home Visiting 3701-8)

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, 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 – Early Intervention 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)
1949 Broadway Ave
Lorain OH 44052
Contact: Shauna Matelski, Head Start Director
Phone: (440) 204-3148
smatelski@lccaa.net

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)
1949 Broadway Ave
Lorain OH 44052
Contact: Shauna Matelski, Head Start Director
Phone: (440) 204-3148
smatelski@lccaa.net

Lorain County Early Intervention Services

Early Intervention is a statewide system that provides coordinated services to parents of infants and toddlers with disabilities or developmental delays in Ohio. 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 –Early Intervention
226 Middle Avenue
Elyria, OH 44035
Contact: Chelsea Freeman, MSW LSW -Executive Director and EI Contract Manager
Phone: (440) 328-2492
cfreeman@loraincounty.us

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 Village 550 Milan Avenue Amherst 44001	Mike Molnar	440-988-4413 Fax 988-3700	mike_molnar@amherstk12.org	Corrie Roark, Special Education Coordinator and Preschool Coordinator	440-988-4406 Fax 988-4413	Corrie_roark@amherstk12.org
Avon Local 36600 Detroit Avon 44011	Ben Hodge	440-937-4680 Fax 937-4688	hodgeb@avoneagles.org	Brandy Rush, Preschool Supervisor	440-934-5124 ext 4123 Fax 440-934-2147	rushb@avoneagles.org
Avon Lake City 175 Avon Belden Rd Avon Lake City 44012	Robert Scott	440-933-6210 Fax 933-6711	Robert.scott@avonlakecityschools.org	Jennifer Jackson-Ausperk, LEAPS Preschool Supervisor	440-930-8226 Ext. 6018 Fax 930-6230	Jennifer.JacksonAusperk@avonlakecityschools.org
Black River 257 A County Road 40 Sullivan, 44880	Chris Clark	419-736-3300 Ext 101	cclark@blrv.org	Jeff Novak Special Ed Coordinator	419-736-3300 ext 108	jnovak@blrv.org
Clearview Local 4700 Broadway Lorain, OH 44052	Jerome Davis	440-233-5412 Fax 233-6034	Jerome.Davis@clearviewschools.org	Doreen Morell, Specialist Director	440-233-3806	doreen.morell@clearviewschool.org
Columbia Local 25796 Royalton Columbia Station 44028	Graig Bansek	440-236-5008 Fax 236-8817	bansekg@columbia.k12.oh.us	Lynley Roncone	440-236-5021 Fax 236-8817	ronconel@columbia.k12.oh.us
Educational Service Center 1885 Lake Rd Elyria OH 44035	Franco Gallo	440-324-5777 x 1102 Fax 324-7355	gallo@esclc.org	Elizabeth Fleming, Supervisor, ELC 12079 LaGrange Rd LaGrange 44050	440-324-3178 Ext 1241 Fax 324-3179	fleming@esclc.org
Elyria City / 42101 Griswold Elyria 44035	Ann Schloss	440-284-8201 Fax 284-0678	schlossann@elyriaschools.org	Jackie Plantner Principal, Elyria Early Childhood Village	440-284-8250 Fax 284-8162	PlantnerJacqueline@elyriaschools.org
Firelands Local 112 North Lake St	Michael Von Gunten	440-965-5821 Fax	mvongunten@firelandsschools.org	Cristin Cicco/ Director of Special	440-965-4255 Fax 986-5990	cicco@firelandsschools.org

south Amherst 44001		986-5990		Education		
Keystone Local 531 Opportunity Way LaGrange 44050	Dan White	440-355-2424 Fax 355-6052	daniel.white@keystoneschools.org	Nikki Campbell , Special Education Director	440-355-2408 Fax 355-6052	Nikki.campbell@keystoneschools.org
Lorain City 2301 Pole Ave Lorain 44052	Jeff Graham	440-830-4000 Fax 282-9151	JGraham@loraincsd.org	Beth Diedrick	440-830-4041 Fax 233-2341	bdiedrick@loraincsd.org
Mapleton Local School District 635 Co Road 801 Ashland OH 44805 Mapleton Elementary School 2 Mountie Dr Ashland, Oh 44805	Scott Smith	419-945-8170 Ext: 8170	mapl_ssmith@tccsa.net	Morgan Lengacher Special Education Director Michelle Roblin Mapleton Elementary School principal	419-945-2188 ext: 8182 419-945-2188 ext 8140	Mapl_mlengacher@tccsa.net Mapl_mroblin@tccsa.net
Midview Local 13050 Durkee Grafton 44044	Bruce Willingham	440-748-5353/ Fax 440-748-5395	bwillingham@midviewk12.org	Sharon Novak, Director of Pupil Services	440-748-5353	snovak@midviewk12.org
New London Local Schools, 2 Wildcat Drive, New London, Oh 44851	Brad Romano	419-929-1586 Ext 8	bromano@nlschools.org	Kara Griswold Special Ed Supervisor	419-929-1586 x 5116 Fax 419-929-9510	Kgriswold@nlschools.org
North Point ESC 4918 Millan Rd, Sandusky, OH 44870	Douglas Crooks	419-627-3904 ext 3907 Fax 627-3999	dcrooks@npesc.org	Tiffanie Hampshire, PO Box 6 Grawtown, Oh 43432 Preschool Supervisor	419-627-3900 ext. 3966 Fax: 419-627-3998	thampshire@npesc.org
North Ridgeville City Schools 34620 Bainbridge Rd North Ridgeville, Oh, 44039	Roxann Ramsey Caserio	440-327-4444 Fax 440-230-8363	roxanncaserio@nracs.net	Jacqueline Vance, Special Ed Dir Stacy Gainous, Coordinator of Student Services	440-353-1136 Fax 353-1155	Jackievance@nracs.net stacygainous@nracs.net
Oberlin City 153 North Main St Oberlin 44074	Dave Hall	440-776-4550 Secretary 440-776-4451	dhall@oberlinschools.net	Sue Alig, Dir of Pupil Services	440-776-4559 Fax 774-4492	salig@oberlinschools.org
Olmsted Falls City Schools 26937 Bagley Road Olmstead Falls, OH 44138	James Lloyd	440-427-6000 Fax 427-6010	jlloyd@ofcs.net	Dora Bechtel- Principal for early childhood center, 7105 Fitch Rd, Olmstead Falls 44138 Dr. Shannon Goss,	440-427-6360 Fax 427-6010	Dbechtel@ofcs.net

				Dir of Spec Ed	440-427-6360	
Sheffield/ Sheffield Lake 1824 Harris Rd Sheffield, OH 44054	Michael Cook	440-949- 6181/Direc t line-440- 949-4202 Fax # 440- 949-4204	mcook@sheffield.k12.oh.us	Mariah Hall, Director of Special Education	440-949-4212	khlad@sheffieldschools.org
Strongsville City School District 18199 Cook Ave Strongsville OH 44136	Cameron Ryba	440-572- 7010 FAX 572- 7041	cryba@scsmustangs.org	Andy Trujillo, Dir of Spec Ed/ Megan Surso, Principal 19543 Lunn Road, Strongsville 44149 Jena Scanner,PSY	440-572-7045 FAX 440-846- 3227 Jena Scanner 440- 268-5348	atrujillo@scsmustangs.org msurso@scsmustangs.org jarnone@scsmustangs.org
Vermilion Local 1250 Sanford, Suite A Vermilion 44089	Dr. David Hile	440-204- 1721	DHile@vermilionschools.org	Karen Blackburn Pupil Service/ Brooke Spafford 1250 Sanford St Vermilion 44089	440-204-1703 ext. 648 Fax 204-1747	kblackburn@vermilionschools.org bspafford@vermilionschools.org
Wellington Ex Vi 305 Union St Wellington, Oh 44090	Edward Weber	440-647- 4286 Fax 647-7305	eweber@wellington.k12.oh.us	Nancy Nimmo, Special Ed Supervisor/Elisabeth Fleming-Krall-	440-647-7934 Fax 647-1089 1 copy >	nnimmo@wellington.k12.oh.us s Lorain county early center/12079 Lagrange rd. Lagrange Ohio 44050 fleming-krall@escl.org

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 Ohio DODD is the lead state agent responsible for the implementation of **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.

ELA Early Learning Assessment: 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 domains (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 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).

HSELOF Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF, 2015) replaces the Head Start Child Development and Early Learning Framework (HSCDEL, 2010). It presents five broad areas of early learning, referred to as central domains.

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 EI – 04): 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 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 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 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 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 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 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.

Ohio Department of Health Central Coordination: Bright Beginnings

The Ohio Department of Health in partnership with Ohio Department of Developmental Disabilities provides statewide Child Find and outreach services through a contract with Bright Beginnings. ODH and DODD maintain 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.
- 1-800-755-4769 (GROW)

Early Head Start/Head Start

- Disseminate Head Start, LCBDD, HMG- Early Intervention, HMG – Home Visiting, LEA and other appropriate brochures at events for families in the community.
- Provide joint educational information sessions with HMG – Early Intervention, LCBDD, and LEA re: Referral and Evaluation process.
- Distribute flyers regarding seminars, training, informational meetings or provide newsletters/information received from HS, HMG programs, 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 Central Coordination 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 need 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 Early Intervention services and/or Early Head Start.

Lorain County Board of Developmental Disabilities

- LCBDD refers families with a suspected delay or disability to 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.

ODH and DODD's-Central Coordination Office

Maintains an 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 Consultant at the SST #2 to HMG; Head Start; and LCBDD. The current list is embedded in this document. See page 6.

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.

Early Intervention

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

- 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 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 Early Intervention before a program referral is made and an Early Intervention Service Coordinator is assigned. The referral is then assigned to a Service Coordinator who, pursuant to local policy, attempts to contact the family within two business days of being assigned. Rule requires contact to be made in a timeframe that allows for the 45 Day Timeline to be met, meaning Screenings, Evaluation/Assessment, and IFSP are completed within 45 days of the program referral.
- All referral information received will be entered into the Early Intervention Data System (EIDS) 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 documented elevated lead level, a diagnosis of Neonatal Abstinence Syndrome, a referral from the local Board of Developmental Disabilities, a referral from the local Early Intervention provider, or 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 Early Intervention.
- 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 Early Intervention through on-line referral for age appropriate services, and inform Early Intervention service Coordinator that referral was submitted to central intake.
- Work with Early Intervention to coordinate services.
- 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 Head Start Education & Disabilities Manager shall be contacted for transition, documentation, further information or meeting invites. Please contact Julie Charles, Head Start Education & Disabilities Manager at (440) 204-3124 or jcharles@lccaa.net.
- If Head Start child qualifies for an IFSP, then a copy of the IFSP shall be sent to Julie Charles, Education & Disabilities Manager at jcharles@lccaa.net. This is a requirement based on Head Start Performance Standards.

Head Start

Sending Referral

- 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.
- Review existing information and gather documentation to determine next steps based upon Head Start Staffing recommendations.
- 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.
- Refer children enrolled in Head Start, with suspected disabilities to the LEA.

The following information will be provided to the LEA:

- LCCAA Head Start Referral Form Cover Sheet
- ASQ:3- Developmental Screener
- e-Deca- Social & Emotional Screener
- PLS -5 -Completed by Licensed Speech Pathologist
- Permission for Review Consent Form
- Additional Assessments / Teacher Observations (If Applicable)
- Birth Certificate

- Immunization Records
 - Proof of Residency (Within last 30 days)
 - Physical
 - Child's Vision & Hearing Screening
 - Copy of Parent's ID
 - Custody Documentation (If Applicable)
 - LEA Registration Packet (If Applicable)
- The Head Start Education & Disabilities Manager shall be contacted for transition, documentation, further information or meeting invites. Please contact Julie Charles, Head Start Education & Disabilities Manager at (440) 204-3124 or jcharles@lcaa.net.
 - If Head Start child qualifies for an IEP, then a copy of the ETR & IEP shall be sent to Julie Charles, Education & Disabilities Manager at jcharles@lcaa.net. This is a requirement based on Head Start Performance Standards.

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 Early Intervention 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 parent's 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 "A Guide to Parents Rights in Special Education" 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); A Guide to Parents Rights in Special Education, 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 an Early Intervention Service Coordinator. Authorization to Release/Receive information and any other supportive documentation is also provided. LCBDD will receive referrals, appropriate screenings, evaluations and required documents from HMG.
- The most likely Primary Service Provider (PSP) is determined at weekly team meetings and assigned to a LCBDD Developmental Specialist. The documented referral for special instruction is provided by the Early Intervention Service Coordinator.

SCREENING, EVALUATION and ASSESSMENT

Early Intervention Services

In order to determine Part C eligibility, substantiate suspected developmental delays, and determine need for early intervention services, Early Intervention (EI) will perform the necessary and required measures in accordance with Ohio Administrative Code 5123-10-02 as outlined below upon written consent by the parent:

Screening:

- A child referred to the EI system with a suspected developmental delay may be screened first once parent consent has been obtained on EI - 02. 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.
- With consent and cooperation, children referred to Early Intervention will be evaluated/assessed or screened in regard to hearing, nutrition, and vision.
- If a family referred to or enrolled in the EI program expresses a concern about autism, the child may be referred to the ADEP program for an enhanced evaluation after Early Intervention eligibility is established or referred to an appropriate medical professional for consultation.

Evaluation

- A child referred to the EI System for a suspected developmental disability will be referred for a multidisciplinary evaluation once parent consent has been obtained on EI - 02.
- Enhanced Evaluation Services as defined for those Early Intervention 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 EI with a qualifying mental health or medical diagnosis, as identified on the DODD Physical or Mental Conditions List (See Appendix A-C), 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 EI with a diagnosed mental or physical condition that is **not** listed on Appendix C may also be determined eligible if the Service Coordinator obtains documentation on EI - 12 per 5123 (C)(1)(b).
- All families 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 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 at the time when re-determination is due.
- 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 Form EI - 04 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.

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 referred to 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: e-DECA; ASQ-3; 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 Early Intervention Program, 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 3 – 5 NOT ENROLLED IN 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-O4) 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 Early Intervention provider, 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 Individualized Family Service Plan (IFSP). Families are assigned to a

Developmental Specialists (DS) who has specialized training in infant and toddler development, disabilities and adult learning principles. Services are delivered through a coaching interaction style to allow caregivers to increase their competence and confidence in supporting their child's development. DS staff also have a variety of specialized certifications such as: Responsive Teaching, Speech Language Pathology, PLAY Project (Play and Language for Autistic Youngsters), and Hanen Centre. All specialized instruction is designed to promote and support a child's participation in family activities through interest and strength-based strategies and outcomes, based on the family's IFSP.

When a concern for autism is identified, the family may be offered an enhanced evaluation to include ADOS, RBI, and consultation with a local partnering physician. Referral for the enhanced evaluation is granted at the discretion of the provider and based on limited criteria, primarily considering the family's ability to access related services from a larger healthcare system. The ADOS can be scheduled at the LCBDD via a referral from the EI service coordinator. The ADOS is conducted at the LCBDD. Enhanced evaluation information is shared with ADEP partnering physician, with parent permission to assist with further diagnostic assessment and final diagnosis determination. Results are shared with the family and service coordinator via a written report provided by the ADEP physician.

ELIGIBILITY DETERMINATION

Early Intervention

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 as having a high probability of resulting in a developmental delay as listed in Appendix C of this rule. The Early Intervention Service Coordinator shall ensure that documentation of the qualifying diagnosed condition is requested and obtained.
- Financial eligibility is **not** a requirement for Part C eligibility.
- Children who move to Ohio with 'Early Intervention' eligibility determined in another state or U.S. territory shall have their eligibility established in accordance with 5123-10-02 (C)(1)(a) to (C)(1)(c).

Evaluation for Determination of Part C Eligibility:

- Upon referral from an EI Service Coordinator, 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 Early Intervention. 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 EI - 04 with one copy given to the EI Service Coordinator and one copy given to parent in advance of the initial IFSP meeting.

- A Child Assessment is conducted, with parent consent, concurrent to the developmental evaluation.
- All children found to have a developmental delay will remain eligible until Age 3. However, the 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 per 5123-10-02 (C)(1)(c) 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 Appendix C, the Battelle evaluation tool will be used.
- Eligibility must be determined by using an evidence-based tool prescribed by DODD 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.
- 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, Early Intervention 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, 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.

(1) Expectant families or caregivers of a child under the age of two whose family income is not in excess of two hundred per cent of the federal poverty level; and possess at least one of the following risk factors:

- (a) Pregnant women under age twenty-one;
- (b) Previous preterm birth;
- (c) Families with a history of child abuse, neglect or have had interactions with child welfare services;
- (d) Families with a history of substance abuse, or demonstrate a need for substance abuse treatment;
- (e) Families with a child who has a diagnosed developmental delay;
- (f) Families that have users of tobacco products in the home;
- (g) Active military families;
- (h) Families with a history of unstable housing or homelessness; or
- (i) Families with a caregiver who has a history of depression or other diagnosed mental health concerns.

If a child is determined to be ineligible for services or parent 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 pursuant to procedure per OAC 3701-8-03.

Early Head Start/Head Start

- EHS staff will screen infants and toddlers for those potentially eligible for HMG Early Intervention 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. The Service Coordinator will also be invited.
- 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 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 – Early Intervention

Lorain County Early Intervention Services assures that every family that is eligible and provides consent for ongoing Early Intervention Services will receive services guided by the Individualized Family Service Plan (IFSP) Form EI - 04 that is developed within 45 calendar days of the referral to a service coordinator.

- The IFSP will be developed on approved DODD forms in the family's native language or mode of communication, and implemented according to DODD 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. 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 5123-10-02 (M).
- 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 meet the HMG – Early Intervention 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 EI 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 EI 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 Early Intervention.
 - LCBDD may participate in the C to B transition process together with families, 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.
 - 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

Lorain County 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-Part C Early Intervention services to Part B services.

To facilitate the transition process, 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. These reports may not be generated more than 10 days prior to their due dates. 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. Part C Service Provider will work with the families to understand the importance of sharing their child's information with the school district. It is important to understand that families may change their mind about notifications. The Part C Service Provider coordination agency must provide a timely notification to the LEA of these situations.

EISC responsibilities:

- Verifies the address of where the child resides, determine the appropriate school district, and thus ensure the LEA reports go to the correct school district.
- Explains each section of the EI-07 and parent signs EI-07 regarding consent to share personal identifiable information with LEA and state educational agency (SEA), and bottom of EI-07 consent to the TPC and involving LEA and TPC.

- Completes EI-07, has parent sign, and provides copy of consent to parent.
- Ensures consent status is correctly entered on EIDS (correct address, LEA, spelling of name, date of birth). If child lives in an out of home placement, ensure the address being input into EIDS is the kinship/foster address/shelter.

CM responsibilities:

- Completes LEA reporting after confirming that the reports are accurate as possible.
- Send copy of Feb 1st Quarterly report to DODD.
- Maintain a copy of the LEA reports on file, along with documentation that they were sent to the LEAs timely.

SSID#s noted on the LEA report are automatically generated by ODE at the state level through information submitted to the DODD Early Intervention Data System; 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.

LEA must ensure correct information is provided to the EI Contract Manager so the LEA reports are emailed and or mailed in timely fashion.

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, 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 CMH services will be notified that they may request to have a CMH nurse at the TPC to ensure continued CMH 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, CMH nurse where applicable and the LCBDD Developmental Specialist at least 10 calendar days prior to the scheduled conference date, unless parents and all parties have agreed and have scheduled an alternative date prior to the 10 calendar day timeline. Written notification and invitation will be mailed/emailed immediately and within 24 hours of the meeting date when the 10 day timeline cannot be met.
- As part of the transition process, 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. EI will not release any third party, non-EI information obtained by EI to any provider or LEA. Any non EI information will need to be obtained by the LEA independent of Early Intervention 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 Early Intervention

- Any child referred to 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 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, 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 EI with an IFSP until the third birthday.

Head Start:

- Head Start works collaboratively with Early Intervention for Part C to Part B transition services when a child is dually enrolled in Early Intervention and Early HS.
- If a child has been in enrolled in 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 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 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 Early Intervention service coordinator/providers to include the copy of the IFSP and EI – 06.
 - An ETR meeting is held to determine eligibility. EI service coordinator/service providers should 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. Early Intervention representatives should 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 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, Service Coordinator and the LEA.
- The Developmental Specialist participates in the Transition Planning Conference with the LEA and 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 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
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, 2023 through June 30, 2024 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 LCBD 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:  *msw cm* 5/31/2023
El Contract Manager - Lorain County Children and Families Council Date

By:  5/31/23
Head Start – Lorain County Community Action Agency Date

By: *Dann Swift* 5/31/23
Lorain County Board of Development Disabilities Date

**PHYSICAL AND MENTAL CONDITIONS WITH A HIGH PROBABILITY OF
RESULTING IN A DEVELOPMENTAL DELAY**

Newborn Conditions

Very low birth weight (i.e., less than 1,500 grams) diagnosed at birth or within thirty calendar days after birth with:

- (1) Intraventricular hemorrhage (grade III), and/or
- (2) Chronic lung disease (bronchopulmonary dysplasia), and/or
- (3) Retinopathy of prematurity (stage IV or stage V)

Diagnosed Conditions in Neonates, Infants, or Toddlers

- (1) Chromosomal conditions
- (2) Inborn errors of metabolism
- (3) 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
 - (g) Intraventricular hemorrhage (grade IV)
 - (h) Microcephaly
 - (i) Muscular dystrophy
 - (j) Spina bifida
 - (k) Spinal muscular atrophy
 - (l) Traumatic brain injury
- (4) Other:
 - (a) Acquired immune deficiency syndrome
 - (b) Attachment disorder
 - (c) Autism spectrum disorder
 - (d) Blood lead level of five micrograms per deciliter or greater
 - (e) Cranio-facial anomalies
 - (f) Cyanotic congenital heart disease
 - (g) Fetal alcohol syndrome
 - (h) Infant of untreated mother of phenylketonuria
 - (i) Infection, fetal/neonatal (herpes, syphilis, cytomegalovirus, toxoplasmosis, and rubella)
 - (j) Neonatal abstinence syndrome
 - (k) Sickle cell anemia