

**2024**

**MEMORANDUM OF UNDERSTANDING AND TRANSITION AGREEMENT BETWEEN  
FCFC-FAMILY CHILDREN FIRST COUNCIL  
THE COMMUNITY ACTION AGENCY OF COLUMBIANA COUNTY HEAD START/EARLY HEAD  
START PROGRAM  
COLUMBIANA COUNTY BOARD OF DEVELOPMENTAL DISABILITIES EARLY  
INTERVENTION PROGRAM  
COLUMBIANA COUNTY SCHOOL DISTRICTS  
REGARDING THE PROVISION OF SERVICES FOR CHILDREN WITH DISABILITIES FROM  
BIRTH THROUGH AGE FIVE**

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# **Columbiana County Interagency Agreement**

## **I. RATIONAL**

This joint agreement is written to provide a framework for the agencies listed below to develop specific collaborative and cooperative agreements to serve infants, toddlers, and preschoolers of families who are eligible for services under Public Law 102-199 (Reauthorization of Public Law 33-457), Public Law 108-446 (Individuals with Disabilities Education Improvement Act of 2004- Part B and C), Ohio Revised Code Chapter 3323 and Amended Substitute House Bill 248, Executive Order 94-13V, as enacted by The Education of The Handicapped Act Amendments of 1986, 100 STAT. 1145 (1986), 20 USC 1471 et. seq. as amended (Part H) , as well as 45 CFR Parts 1302, 1304, 1305, 1306, and 1308.

## **II. PARTIES INVOLVED**

This agreement is among the Columbiana County Board of Developmental Disabilities Early Intervention Program (CCBDD-EI), Columbiana County Family & Children First Council (FCFC), Community Action Agency Head Start/Early Head Start Program (CAA-HS/EHS), and the following city and local school districts in Columbiana County.

Beaver Local Schools	Leetonia Exempted Village Schools
Crestview Local Schools	Lisbon Exempted Village Schools
Columbiana Co. Educational Services Center (ESC)	Salem City Schools
Columbiana Exempted Village Schools	Southern Local Schools
East Liverpool City Schools	United Local Schools
East Palestine City Schools	Wellsville Local Schools
Columbiana Co. Board of DD (Robert Bycroft)	

Signatures showing support are contained on the final page. Hereafter these parties are referred to as the Columbiana County Board of Developmental Disabilities Early Intervention Program (CCBDD-EI), Community Action Agency Head Start/Early Head Start Program (CAA-HS/EHS), and Local Education Agency (LEA). Support for this agreement is also provided by the Ohio Dept. of Education, The Ohio Department of Health/Bureau for Children with Developmental & Special Health Needs, Office of Early Learning and School Readiness, Ohio Head Start/Early Head Start Association, Inc., Ohio Department of Developmental Disabilities (DODD), and Family Children First Council (FCFC). This agreement was developed with representatives of each of these agencies.

### III. PURPOSE OF INTERAGENCY AGREEMENT

The purpose of this agreement is to assist the LEAs, CCBDD-EI, and CAA-HS/EHS in meeting the challenges of working collaboratively when faced with different interpretations of criteria establishing eligibility for disability services, age's birth to age 5, in Columbiana County.

This agreement will be reviewed annually by all parties to establish and define who has the responsibility for which services and whenever appropriate, has been formatted into three columns to clearly delineate these responsibilities. The agreement also provides guidance for the economical use of funds by discouraging the duplication of services and by promoting communication and collaboration. It allows CAA-HS/EHS to continue to provide quality services in a timely manner for children who are ineligible for special education services under Ohio regulations and who might not otherwise receive services.

Collaboration among the LEA's CCBDD-EI, FCFC, and CAA-HS/EHS provides services to young children with disabilities, ages birth through age 5, and their families while making the best use of available resources and avoiding duplication of effort.

The purposes of this agreement are to outline roles and responsibilities and to provide guidance for collaboration among the LEA, CCBDD-EI, and CAA-HS/EHS in order to:

- 1) Guarantee that all eligible children have access to the full range of services under the agreed-upon definition of eligibility contained herein.
- 2) Assure the involvement of parents and families in all services provided to children, including procedural safeguards.
- 3) Enhance the array of services and options available to children and families.
- 4) Facilitate the smooth transition of young children between CCBDD-EI, CAA-HS/EHS, and the LEAs.
- 5) Maximize services through the joint utilization of resources.
- 6) Assure placement of eligible children in the least restrictive environment with the provision of appropriate services.
- 7) Assure the sharing of information for the benefit of the child and family as a strategy for avoidance of duplication of efforts.

Resources to support the document:

[Support for LRE](#)

[LRE Guiding-Questions-OPTIONAL-FORM](#)



## ROLES & RESPONSIBILITIES OF LEA, CAA-HS/EHS, FCFC, and CCBDD-EI.

LEA and CCBDD	CAACC HEAD START/EARLY HEAD START (EHS)	Early Intervention
<p>LEAs are required by the child identification process provisions of Public Local 108-446 (IDEA Reauthorization 2009) to locate, identify and evaluate all children (ages 3 through age 21) residing within their boundaries who may be eligible for special education services. LEAs are required to identify children with disabilities and provide special education and related services to those who are determined eligible.</p>	<p>Head Start/Early Head Start is required to enroll a minimum of 10% of their funded enrollment for children with identified disabilities. The Disabilities Manager in collaboration with parents and community partners, such as the LEAs and EI providers, is responsible for developing the Disabilities Service Plan. Children are expected to participate in the full range of CAA-HS/EHS activities in an integrated setting with their typically developing peers and to receive needed special education and related services. [45 CFR 1302.14 (2b)].</p>	<p>Early Intervention (EI) is the designated organization for the planning, development and implementation of a county-wide system of services for infants and toddlers under three years of age with delays or disabilities or who are at risk for disabilities or delays.</p> <p>CCBDD EI is responsible for ensuring that provisions for these services are available in Columbiana County.</p>
<p><b>LEA- ages 3 through 5</b></p> <ul style="list-style-type: none"> <li>▪ To respect parental rights and assure that parents are equal partners in regard to the process of identifying, evaluating and providing services to their child</li> <li>▪ To ensure an exchange of information</li> <li>▪ To provide screening services (as part of differentiated referral) for children 3 through age 5;</li> <li>▪ To conduct evaluation team reports for eligibility of services for children ages 3-5;</li> <li>▪ To develop an Individualized Education Program (IEP) for ages 3 through 5.</li> </ul>	<p><b>CAA-HS/EHS birth through age 5, conjunction with LEA and EI:</b></p> <ul style="list-style-type: none"> <li>▪ To provide screening services within the timelines as established in the CAA-HS/EHS Performance Standards;</li> <li>▪ To assure that necessary evaluation team reports and determination of eligibility for services occur;</li> <li>▪ To assure the development of an IEP and/or IFSP;</li> <li>▪ To collaborate with other community resources to assure service delivery;</li> <li>▪ Any suspected disabilities or delays will be referred to EI or LEA. Head Start will share screenings, assessments, &amp; evaluations with the LEA and/or EI agency to assist in disability determination.</li> <li>▪ Head Start Representative will attend for all enrolled children at HS/EHS and be invited to LEA or EI meetings at parent request. (ETR, IEP, IFSP, Transition meetings, etc.)</li> </ul>	<p><b>Early Intervention, birth to age 3;</b></p> <ul style="list-style-type: none"> <li>▪ To assure a comprehensive child find system, consistent with Part B;</li> <li>▪ To assure a timely, comprehensive, multidisciplinary evaluation of each eligible infant and toddler and the strengths and needs of the family to appropriately assist in the development of the infants and toddlers;</li> <li>▪ To assure an IFSP for each eligible family, including service coordination;</li> <li>▪ To assure implementation of procedural safeguards.</li> </ul>

## Assurance of Maintenance of Effort

LEA and CCBDD	CAACC HEAD START/EARLY HEAD START (EHS)	Early Intervention
The LEAs are responsible for assuring a free, appropriate public education (FAPE) for eligible preschool children at no expense to families.	CAACC-HS/EHS is committed to maintaining efforts and fiscal support for the provision of services to children with disabilities.	<b>FCFC</b> -Family Children and First Council is responsible for assuring that provisions for Part C services are available in Columbiana County; provisions of EI services occur through CCBDD.

### A. CHILD FIND TO IDENTIFY CHILDREN WITH DISABILITIES:

	LEA and CCBDD	CAACC HEAD START/EARLY HEAD START (EHS)	Early Intervention
<b>Agency Responsibility</b>	The LEAs are the lead agency for Part B, ages three through 21, and Department of Developmental Disabilities (DODD) is the lead agency for Part C, birth to age three. The LEAs retain responsibility for the location and identification of all children with disabilities from birth through age 21.	CAA-HS/EHS will participate in the development of local agreements addressing the responsibilities of collaborating agencies where the targeted enrollment includes infants, toddlers, and/or preschoolers.	Child Find is the joint responsibility of the LEAs and EI as the lead agencies under IDEA, Parts B & C. EI is the lead agency for Part C, birth to age three.
<b>Action Steps</b>	<ul style="list-style-type: none"> <li>LEA will provide a release form to CAA-HS/EHS to share information.</li> <li>LEAs will provide information on websites, student handbooks, and/or newsletters.</li> <li>At the transition meetings, information will be shared with families describing their</li> </ul>	<ul style="list-style-type: none"> <li>CAA-HS/EHS will screen all enrolled children within 45 days of enrollment and refer to LEA or EI as appropriate thereafter.</li> <li>A release form is included in the enrollment packet to permit sharing information to LEAs and EI.</li> <li>At the transition meeting, information will be shared with</li> </ul>	<ul style="list-style-type: none"> <li>Districts will receive quarterly reports regarding children in the Part C program.</li> <li>CCBDD attends community outreach programs or events throughout the school year to provide information about the program.</li> <li>During the transition process, information will be shared with families describing their</li> </ul>

	options and the evaluation process.	<p>families describing their options and the evaluation process.</p> <ul style="list-style-type: none"> <li>▪ When HS/EHS notifies the LEAs of a child suspected of having a disability, procedures will be followed and responsibilities assigned according to the provisions of this agreement. There may be shared responsibility in obtaining parent involvement and participating in the evaluation process.</li> <li>▪ The following items will be included in the referral process: Brigance scores, Devereux Early Childhood Assessment (DECA) results, classroom assessments, and medical or supporting information.</li> </ul>	options and the evaluation process.
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## B. ELIGIBILITY

	LEA and CCBDD	CAACC HEAD START/EARLY HEAD START (EHS)	Early Intervention
<b>Eligibility Criteria &amp; Processes</b>	<ul style="list-style-type: none"> <li>▪ Eligibility criteria for special education and related services will be determined according to state requirements described in Ohio Administrative Code Chapter 3301-51, Rules for the Education of Preschool Children with Disabilities served by the Public Schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children not meeting the state criteria as a child with a disability may be served by HS/EHS provided they meet selection criteria but will not count towards the 10% requirement.</li> <li>▪ Children exhibit developmental delays but are not eligible through the LEA</li> </ul>	<ul style="list-style-type: none"> <li>▪ EI Part C services mean services that are designed to meet the developmental needs of each eligible child and the needs of the family related to enhancing the child's development and are selected in collaboration with the parents. EI must ensure that services are provided to three</li> </ul>



	<p>and the County Board of Developmental Disabilities.</p> <ul style="list-style-type: none"> <li>▪ The process of identification, referral, and evaluations protected under procedural safeguards begins as soon as a child is referred for a suspected disability.</li> <li>▪ This may occur after the initial screenings are conducted as part of the differentiated referral process. Once a formal referral for a suspected disability is made, the LEA will initiate the Educational Management Information System (EMIS) for state reporting purposes.</li> <li>▪ Parents have the right to consent or refuse an evaluation and/or special education services.</li> </ul>	<p>for special education as defined by the OAC 3301-51 and as such, do not generate funds under federal or state provisions may continue to be enrolled in regular HS/EHS classrooms.</p> <ul style="list-style-type: none"> <li>▪ Children may require additional support for successful participation in the early childhood program and as such meet the criteria of “at risk”. HS/EHS is mandated to provide a comprehensive developmental program accessing resources to meet the needs of all children enrolled. (45-CFR 1302). Individual needs will be met through the standards set by the HS/EHS Performance Standards for individualizing and additional resources as necessary.</li> <li>▪ Parents have the right to consent or refuse assessment, intervention services and evaluation.</li> <li>▪ Children ages three to five, inclusive, who are experiencing developmental delays, as defined by their State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development,</li> </ul>	<p>groups of children: those who are experiencing developmental delays, those who have a diagnosed mental or physical condition and those at environmental risk of developmental delay and/or abuse/neglect.</p> <ul style="list-style-type: none"> <li>▪ Parents have the right to consent or to refuse screening, evaluation, assessment, and EI services. Written parental consent must be obtained before conducting the initial screening, evaluation and assessment and also at the time the initial IFSP is developed. IFSPs developed outside of Ohio will be honored by the Columbiana County EI Program, provided the criteria used are comparable to Ohio guidelines.</li> </ul>
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		<p>cognitive development, communication development, or adaptive development, and who by reason thereof need special education services may receive services as children with disabilities in HS/EHS programs (45-CFR 1302).</p> <ul style="list-style-type: none"> <li>▪ In order for a child to be counted as a child with a disability they must have received an IEP through the LEA or IFSP through HMG.</li> </ul>	
<b>Child Count</b>	<p>Preschoolers, ages 3 through 5, who do not meet the eligibility criteria for special education as defined by the OAC 3301-51 will not be counted as children with disabilities nor provided a formal IEP developed with the school district.</p>	<p>Children with an LEA-administered IEP or Early Intervention IFSP and enrolled in HS/EHS will be counted towards the 10% enrollment for children with disabilities. Preschool children with disabilities enrolled in HS/EHS will therefore have a plan developed and administered by the LEA or EI. The current IEP will be used by HS/EHS for program planning purposes.</p>	<ul style="list-style-type: none"> <li>▪ Data regarding the numbers, birthdates and names of children who are currently receiving Part C services will be shared with the LEAs. The numbers reported to the LEAs represent children under the age of 3 who are receiving Part C services and have an IFSP.</li> <li>▪ Sharing this information with the LEAs is not intended to imply that these children are eligible for preschool special education services or that the parent has agreed to LEA involvement.</li> <li>▪ The EI Program Manager sends a report of the total number of children receiving Part C services in the county, including their names, addresses, birthdates, and</li> </ul>

			parent's name, and the school district in which they reside to the LEA by the first of February, May, August, and November.
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### C. CHILDREN ENTERING OHIO/COLUMBIANA COUNTY WITH EXISTING IEPs/IFSPs

LEA and CCBDD	CAACC HEAD START/EARLY HEAD START (EHS)	Early Intervention
<ul style="list-style-type: none"> <li>▪ The LEAs will follow the procedures outlined OAC 3301-51-07 regarding obligations of states and school districts to disabled students and their parents in interstate transfer situations.</li> <li>▪ An existing IEP can be accepted by the LEA provided the IEP meets Part B of IDEA and the state's educational criteria.</li> <li>▪ An IEP conference will be convened regarding any IEP amendments. All parties who may be expected to provide services will be invited to this conference.</li> </ul>	<ul style="list-style-type: none"> <li>▪ HS/EHS is mandated to provide screening within 30 calendar days when the child first attends the program.(1302.33 (1)(a)(b) (2)(3)(c).</li> <li>▪ Once parental permission is obtained, HS/EHS will provide the LEA and HMG with completed health documentation as necessary (dental, immunization, vision and hearing results, etc.) if requested by the LEA or EI.</li> <li>▪ When the child is served in the HS/EHS classrooms, the LEA and Early Intervention provide the program with a copy of the ETR/IEP or IFSP.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EI must assure services to three groups of children; those who are experiencing developmental delays, those who have a diagnosed mental or physical condition, and those at environmental risk of developmental delays and/or abuse/neglect.</li> <li>▪ IFSPs developed outside of Ohio will be honored by Columbiana County EI provided the criteria used are comparable to Ohio guidelines.</li> </ul>

## D. TRANSITION PROCESS

	<b>EI Service Coordinator (SC)</b>	<b>LEA/LEA DESIGNEE Will</b>
<b>Initial Formal Planning</b>	<ul style="list-style-type: none"> <li>● Inform families of their rights and responsibilities of the transition process.</li> <li>● Develop the Transition Goal at the IFSP review at 2 years 3 months.</li> <li>● Discuss the transition process and develop outcome(s) and activities/strategies in the IFSP.</li> <li>● Review the child's progress and identify any concerns.</li> <li>● Identify possible program options (preschool, HS/EHS, childcare, others) Provide families with information regarding options.</li> <li>● Identify participants for the Transition Planning Conference</li> <li>● Obtain informed written parental consent to invite identified participants.</li> <li>● Obtain written parental consent for the release of records.</li> <li>● SC will coordinate with family and Special Education Directors to determine the day of the week to hold the meeting.</li> <li>● Determine a mutually agreed upon time and date for the Transition Planning Conference (90 days or up to 9 months before the child's third birthday).</li> <li>● Send each identified individual/agency written notification of the Transition Planning Conference including the date, time, and location. Form EI-13 Prior Written Notice of IFSP will be sent 1 week before the scheduled meeting.</li> </ul>	<b>Respond to Transition Invitation</b> <ul style="list-style-type: none"> <li>▪ Determine whether additional information, screening, or observations may be needed.</li> <li>▪ All districts will use standard forms. CCESC will forward relevant information and coordinate with district personnel as appropriate.</li> <li>▪ Obtain Permission to Review if needed.</li> <li>▪ Conduct screenings or observations identified as needed.</li> <li>▪ Communicate with SC and family if any additional activities are needed</li> <li>▪ Return the signed Invitation to the meeting.</li> <li>▪ Identify additional information or documents to be obtained and coordinate with the Service Coordinator to assist.</li> </ul>



<p><b>Transition Planning:</b> Transition Planning Conference (TPC) is held not less than 90 days (and not more than 9 months) prior to 3<sup>rd</sup> birthday.</p>	<ul style="list-style-type: none"> <li>● The Primary Service Provider (PSP) will provide a summary of services, strengths and concerns to the LEA prior to the transition meeting..</li> <li>● Convene the Transition meeting and introduce all participants.</li> <li>● Discuss the transition process, review and update IFSP to include a family-driven outcome and a sequence of activities that will ensure a smooth transition by age three.</li> <li>● Request a copy of the birth certificate and Social Security card from the parent to have at the transition meeting.</li> <li>● If a disability is not suspected, the team explores other options.</li> <li>● A prior written notice is written to document the outcome and capture the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review options</li> <li>▪ Determine that the child has a Suspected Disability (if appropriate based on developmental information)</li> <li>▪ OR explore additional screenings or observations as needed in order to make that determination.</li> <li>▪ Inform families of their rights under Part B of IDEA</li> <li>▪ The LEA/School District Representative will: <ul style="list-style-type: none"> <li>a. Inform family of the due process and procedural safeguards.</li> <li>b. Review the child's records.</li> <li>c. Decide with family and other team members if there is a suspected delay.</li> <li>d. Complete the PR-01.</li> <li>e. Request a copy of the birth certificate and proof of residency from the parent to have at the transition meeting.</li> </ul> </li> <li>▪ In conjunction with EI Service Coordinator: <ul style="list-style-type: none"> <li>a. If a disability is suspected, complete a referral for evaluation PR-04; ETR Planning Form and Student Information Form.</li> <li>b. Obtain Written parental permission for an evaluation team report (ETR) using the Parent Consent for Evaluation Form PR-05</li> </ul> </li> </ul>
<p><b>Transition Outcome:</b> The child's 3rd birthday is the typical conclusion of the Transition Process, although this may occur prior as noted above.</p>		<ul style="list-style-type: none"> <li>▪ Convene IEP meeting at a time/date agreeable to parent and district rep prior to 3<sup>rd</sup> birthday.</li> <li>▪ Share outcomes of ETR with parents and SC.</li> <li>▪ Confirm eligibility and placement outcomes with SC for EI-required records.</li> <li>▪ Lisbon Exempted Village, Columbiana Exempted Village, East Palestine School District, Wellsville School District, and Southern Local School District will convene an IEP meeting at a time/date agreeable to the parent and district representative prior to the 3<sup>rd</sup> birthday.</li> </ul>

	<p><i>When the Child moves <b>PRIOR</b> to initiating transition or <b>During</b> Transition.</i></p> <ul style="list-style-type: none"> <li>▪ Provide updated Transition Lists quarterly to each district. Although EI may not be able to track each family when they move, the quarterly list should be current.</li> <li>▪ Provide written notice from the SC notifying of the change of district.</li> <li>▪ Coordinate transfer of all completed processes to the new district.</li> <li>▪ Inform the new district of the situation and coordinate completion of transition (may be on a shortened timeline due to change of district)</li> </ul>	<p><i>When the Child moves <b>PRIOR</b> to or <b>During</b> initiating transition.</i></p> <ul style="list-style-type: none"> <li>▪ Review lists to confirm child(ren) in the district and note any exits.</li> <li>▪ Contact the EI Program Manager to check exits or move if needed.</li> <li>▪ Communicate and coordinate with family, SC and new district if known to ensure all timelines are met and there is no duplication of testing, documentation, or other procedures</li> </ul>
	<p><i>When a child exits <b>PRIOR</b> to or <b>During</b> initiating transition.</i></p> <ul style="list-style-type: none"> <li>▪ Note on the quarterly Transition report any child who has exited during the quarter.</li> <li>▪ Provide written notice to LEA from SC notifying of exit.</li> </ul>	<p><i>When a child exits <b>PRIOR</b> to or <b>During</b> initiating transition.</i></p> <ul style="list-style-type: none"> <li>▪ Use child information to contact exited families as established in child find and early identification processes per Part B requirements.</li> <li>▪ Complete determination of eligibility or other processes identified in the <i>Preschool Request for Assistance</i> directly with the family.</li> </ul>
	<p><b>Summer Birthdays</b></p> <ul style="list-style-type: none"> <li>▪ Follow through with transition strategies identified in the Transition Preparation procedures.</li> <li>▪ Ensure at TPC that the family and SC have contact information and that the LEA representative is accessible during the summer.</li> </ul>	<p><b>Summer Birthdays</b></p> <ul style="list-style-type: none"> <li>▪ Follow all transition procedures for 12 months (no differences for summer birthdays)</li> <li>▪ Establish internal procedures for accessing emails and hard copy information consistently throughout the year.</li> <li>▪ When the LEA has been included in the Preparation phase (Preschool Request for Assistance), at approximately 6 months prior to age 3, scheduling the</li> </ul>

	<ul style="list-style-type: none"> <li>▪ CLEARLY identify children referred late to EI AND have summer birthdays to expedite the transition process with the LEA (via email)</li> </ul>	ETR and/or developing the IEP within timelines will not be problematic.
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## E. REFERRAL PROCESSES

	LEA and CCBDD	CAACC HEAD START/EARLY HEAD START (EHS)	Early Intervention
<b>Identifications Process</b>	<ul style="list-style-type: none"> <li>▪ Differentiated referral procedure (OAC 3301-51) shall be implemented to determine whether a referred child is in need of non-special educational intervention, or an evaluation team report to determine the existence of a disability. If, during the differentiated referral process, a child is suspected of having a disability, a referral for an Evaluation Team Report (ETR) is made.</li> <li>▪ When a referral is received from any child care provider that includes parent signature and contact information of a child suspected of having a disability, EI will be notified if the child is under 3 years of age and their respective referral process will be followed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ HS/EHS will collaborate with LEAs and EI with regard to procedures for making referrals for evaluation and determining whether there is a need for special education or related services.</li> <li>▪ As part of the differentiated referral process, HS/EHS will make referrals to the LEAs or EI. Documentation of interventions will be included in the information provided to the LEAs as part of the ETR process.</li> <li>▪ When a referral is received from any child care provider that includes parent signature and contact information of a child suspected of having a disability the LEA or EI will be notified and their respective referral process will be followed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ When a referral is received, CCBDD EI assures the provision of early identification, evaluation and assessments, individualized family service plans, and procedural safeguards to eligible infants and toddlers and their families.</li> <li>▪ When a referral is received from any child care provider that includes parent signature and contact information of a child suspected of having a disability, the LEA will be notified and their respective referral process will be followed.</li> </ul>



<b>Timelines</b>	<ul style="list-style-type: none"> <li>▪ Differentiated procedure (IAT)- interventions are introduced and outcomes are monitored for improvement.</li> <li>▪ Once a disability is suspected, a referral is made for ETR- a 60-day timeline to evaluate, and 90 days to have IEP in place.</li> </ul>	HS/EHS will submit a Permission to Observe Form to the LEA or EI. The day the LEA or EI receives the Permission to Observe form, the LEA or EI has 30 days to observe and contact the HS/EHS Disabilities Manager on the outcome of the observation.	<b>46-90 days prior to the child's 3<sup>rd</sup> birthday</b> <b>Age of the child is the age at the time of initial referral to the EI central intake office.</b>  At 33 months of age, EI will complete eligibility with the Battelle and results will be coordinated with the LEA.
<b>Late Referrals</b>	Referrals are ongoing.	Responsibility of EI or LEA based on the age of the child when referral is made.	<b>45 days or less to 3rd Birthday:</b> <ul style="list-style-type: none"> <li>▪ Assign an SC who will facilitate connection to the LEA. (either County ESC, Lisbon, Columbiana, East Palestine, Wellsville, or Southern Local School District).</li> <li>▪ EI accepts requests for assistance using the same protocols for any other non-EI source (family, child care, HS/EHS, etc.). EI will not determine Part C eligibility and will exit the family upon facilitating this connection to the LEA.</li> </ul>

## F. EVALUATIONS

	LEA and CCBDD	CAACC HEAD START/EARLY HEAD START (EHS)	Early Intervention
<b>Timelines</b>	If, after all information has been reviewed, and an evaluation (ETR) is	<ul style="list-style-type: none"> <li>▪ HS/EHS will address evaluations for preschool children in</li> </ul>	The evaluation and initial assessment of each child must be

	deemed necessary, procedural safeguard information must be provided to the parent within 30 days of referral. An ETR should be developed within 90 days of the initial referral. An Individualized Education Program (IEP) should be developed within 30 days of the ETR meeting.	<p>accordance with established guidelines by the LEA/ESC.</p> <ul style="list-style-type: none"> <li>As soon as a child is suspected of having a disability, in accordance with 1302.33 (a)(3)(i)(ii), (a)(4), the child will be referred to LEAs/ESC.</li> </ul>	completed within the 45-day period which begins from the date of referral and/or suspected delay.
<b>Personal Qualifications</b>	Personnel conducting evaluation team reports in accordance with Rule 3301-51 to determine eligibility for preschool special education and related services will meet the requirements set forth within published test administration requirements. Evaluations must be conducted in accordance with Chapter 3301-51 to determine a documented deficit.	Testing and evaluation procedures 1302.33(a)(3)(i) (ii), (a)(4) and 1302.61 (b), will be administered by trained personnel.	Evaluations used to verify the eligibility of an infant or toddler for Part C services will be conducted by designated personnel, appropriately qualified through the agency or state board, with the required tools per EI policy.

## G. INDIVIDUALIZED PLANS FOR SERVICE DELIVERY

	LEA and CCBDD	CAACC HEAD START/EARLY HEAD START (EHS)	Early Intervention
<b>Individual Plan</b>	<ul style="list-style-type: none"> <li>IEPs will be developed in accordance with the current Operating Standards for Ohio's Schools Serving Children with Disabilities.</li> <li>HS/EHS will be invited to all ETR/IEP meetings of any student who is currently enrolled in HS/EHS and to any meeting that requests HS/EHS as an option.</li> </ul>	<ul style="list-style-type: none"> <li>The LEA and EI will provide HS/EHS with a copy of the ETR/IEP and/or IFSP.</li> <li>The HS/EHS teacher will use the IEP/IFSP to individualize services for the child.</li> </ul>	The IFSP is a written plan for providing EI Part C services to an eligible child and the child's family. It is a child and family-centered document resulting from an ongoing process, based largely on the child's strengths and needs, and the family's concerns, priorities and resources. It is written by the Service Coordinator and Early

	<ul style="list-style-type: none"> <li>IEPs are developed by the evaluation team or LEA and will be supervised by the LEA.</li> </ul>		Intervention Team with the parent's input and consent.
<b>Provision of Services</b>	<p>LEAs are responsible for assuring the identification, evaluation and provision of a free appropriate public education (FAPE) for all children, including those enrolled in HS/EHS and any community day care program found to be eligible for special education and related services.</p>	<ul style="list-style-type: none"> <li>Preschool children with disabilities enrolled in HS/EHS will have a plan developed and administered by the LEA.</li> <li>A child with an LEA-administered IEP will be counted towards the HS's 10% enrollment for children with disabilities as long as the child is enrolled prior to receiving an IEP or IFSP.</li> </ul>	<ul style="list-style-type: none"> <li>Under IDEA, EI is responsible for assuring the provision of the following core services to eligible infants and toddlers and their families without cost to the families; these are child find activities, evaluation and assessments, procedural safeguards, service coordination, and the development, review and evaluation of IFSPs.</li> <li>Each IFSP developed must include a state of the specialized services in everyday routines, activities and places in which EI services shall appropriately be provided.</li> </ul>
<b>Comprehensive Services</b>	<ul style="list-style-type: none"> <li>The LEA is responsible for assuring (FAPE) in the least restrictive environment (LRE) at no expense to the family.</li> <li>If the IEP team determines that a child's needs are best met in the HS/EHS or any community day care setting, the LEA and respective parties will determine ongoing responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>The definition of comprehensive services for HS/EHS includes education, health (medical, dental, mental health, and nutrition), social services and parent involvement which under the Revised Performance Standards are categorized under the following headings:</li> <li>Early Childhood Development and Health Services;</li> </ul>	<ul style="list-style-type: none"> <li>EI Part C services means services that are designed to meet the developmental needs of each eligible child and the needs of the family related to enhancing the child's development.</li> <li>Each IFSP developed must include a statement of the specialized services in everyday routines, activities, and places in which services</li> </ul>



	<ul style="list-style-type: none"> <li>▪ The LEA is to provide alternative service delivery options (3301-51) including center-based programming, stay put, and itinerant services. Placement is the culmination of the IEP process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family and Community Partnerships and;</li> <li>▪ Program Design and Management</li> </ul>	shall appropriately be provided, including a justification of the extent, if any, to which the services will not be provided in an everyday routine, activity or place.
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## H. PERSONNEL

	LEA and CCBDD	CAACC HEAD START/EARLY HEAD START (EHS)	Early Intervention
<b>Direct Services</b>	Personnel providing direct special education services to children with disabilities must hold the appropriate state certification and/or licensure.	Under 1302 Subpart (F) a child identified as a preschool child with a disability may receive itinerant services within a community-based program that meets the requirements of Chapter 5104 and where a qualified staff member is assigned to the child. The teacher certification requirement for HS/EHS is a minimum of an Associate's Degree in Early Childhood. Itinerant Services, if determined appropriate through the IEP, may be received in an HS/EHS classroom/center-based program.	DODD has established policies and procedures relating to the establishment and maintenance of standards to assure that personnel necessary to provide EI services are appropriately and adequately prepared and trained. Multiple agencies are involved that may have specific requirements for personnel qualifications.
<b>Related Services</b>	Related services personnel must be qualified in accordance with Rule 3301-51 of the Ohio Administrative Code and/or hold state licensure if contracted for through other community agencies.	<ul style="list-style-type: none"> <li>▪ Per ODJFS regulation, related services the site supervisors will complete the documentation form to be kept on file at the HS/EHS site.</li> <li>▪ Related services and/or additional services may be contracted through other local agencies and personnel will hold licensure as required by law.</li> </ul>	

<b>Evaluation Services</b>	Personnel conducting evaluation team reports in accordance with Rule 3301-51 to determine eligibility for preschool special education and related services must meet the requirements set forth within published test administration requirements.	Personnel conducting evaluation team reports in accordance with Rule 1302.60 and 1302.61 Subpart F to determine eligibility for preschool special education and related services must meet the requirements set forth within published test administration requirements.	The Evaluation and Assessment Team will include the parents and at least two qualified personnel from two different disciplines related to the child's suspected need. The personnel must hold appropriate state certification or license in their area.
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## **I. PARENT'S RIGHTS AND PROCEDURAL SAFEGUARDS FOR CHILDREN ELIGIBLE UNDER IDEA**

<b>LEA and CCBDD</b>	<b>CAACC HEAD START/EARLY HEAD START (EHS)</b>	<b>EARLY INTERVENTION</b>
<ul style="list-style-type: none"> <li>▪ To assure the involvement of parents and families in all services provided to children with disabilities the following: equity of services delivery systems, parents will be informed of their rights and a full explanation of procedural safeguards as delineated under Public Law 108-449 (IDEA) and OAC 3301-51. Procedural safeguards are provided to parents in either a hard copy or digital format.</li> <li>▪ Strategies for parent involvement in referral, identification, evaluation and placement processes must be in place to ensure parent involvement in all aspects of the program. This includes the IEP process and can additionally include but is not necessarily limited to parent conferences, orientation meetings, classroom participation, etc.</li> </ul>	<p>When HS/EHS notifies the LEA or EI of a child suspected of having a disability, assistance will be provided to parents as follows:</p> <ul style="list-style-type: none"> <li>▪ Share information with the parent regarding the referral process.</li> <li>▪ Gain parental consent for the referral and the documents accompanying it.</li> <li>▪ Provide transportation to meetings when needed.</li> <li>▪ Provide additional support on an individual basis.</li> <li>▪ Communicate concerns with the LEA or EI.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To assure the involvement of parents and families in all services provided to infants and toddlers with delays and/or disabilities and provide equity of the service delivery system, parents will be informed of their rights and a full explanation of procedural safeguards as delineated under Public Law 108-446. Parent's Rights in Early Intervention, (Part C) are described in the Parent's Right brochure and all families are given the brochure.</li> <li>▪ Families are informed that EI services are voluntary and equally available to all, that parents are involved in the decision-making process, and have avenues for processing complaints.</li> </ul>

## J. ADDITIONAL ISSUES:

	LEA and CCBDD	EARLY INTERVENTION
<b>Part C to Part B</b>	<ul style="list-style-type: none"> <li>Districts may obtain an updated list at any time by request to the EI Program Manager.</li> <li>Notify the Program Manager if an address on the list is not in the correct district.</li> </ul>	<p>Provide the LEA a Transition List by the first day of February, May, August, and November of Part C enrolled children who are at least 24 months of age at the time with parent consent.</p> <p>As children are constantly entering and exiting EI, the program manager will forward updated lists to each district that will include contact information for all children enrolled in Part C who are transitioning.</p>
<b>Foster Care/ Homeless- Mckinney Vento-site law specific to PS</b>	<ul style="list-style-type: none"> <li>Assume responsibility for all children whose families reside in the district unless there is no reunification plan.</li> <li>Coordinate with the district of placement (foster care residence) to ensure full cooperation and participation with the district where the child may begin to receive services.</li> <li>Coordinator and inform SC if the surrogate or foster parent will need to sign consent for Evaluation, IEP or other documents.</li> </ul>	<ul style="list-style-type: none"> <li>Obtain consent from, and conduct transition activities with, the biological parent(s), caregiver and follow foster care and/or homeless rules as applicable.</li> <li>Request journal entry from DJFS.</li> <li>Coordinate among, and keep each person informed as relevant: biological parents, kinship care, foster parent, caseworker, guardian ad litem.</li> <li>Ensure parent rights and procedural safeguards.</li> </ul>
<b>Parent Surrogates</b>	<p>Parent Surrogates are used when a child is in a foster care placement. Current local interpretation of Part B procedures denies biological parents the right to sign any release or the IEP, unless the court order specifically grants educational rights to the parent. Surrogates are appointed by the district Superintendent or designee.</p> <p>Part B: “Ward” = temporary custody (foster care)</p>	<p>Parent surrogates are not required for EI services.</p> <p>Part C: “Ward” = permanently severed parental rights.</p>



## K. MONITORING AND EVALUATION OF PLAN

This Agreement will be reviewed annually to:

1. Determine whether Columbiana County is compliant with Transition policies
2. Determine the efficacy of the strategies identified in the Agreement (over and above compliance, and whether the methodology works well for children and families as well as the EI, LEA, CAA-HS/EHS or other community providers.
3. Ensure that there is universal adherence to the activities and timelines established in the plan
4. Identify areas that need revision, update or addition to the Agreement

The Process of monitoring and evaluating the Agreement will include:

1. Members of the committee may attend twice per year Early Childhood Coordinating Committee meetings as well as annual meetings of the Interagency Committee group (or more often as needed) to obtain ongoing feedback regarding implementation of the plan and to identify issues needing addresses immediately and/or in the annual revision of the plan. **January 14th and June 6th 8:30 at the CCESC will be the dates for the 24-25 school year.**
2. Ongoing review of transition data/quarterly reports in each LEA.
3. Implementation of annual cross-training on Interagency protocols and procedures by a team representing CCBDD-EI, FCFC, LEA, and CAA-HS/EHS.
4. This in-service will include opportunities to identify barriers and issues to be addressed by the Interagency Agreement Work Group.

The Interagency Agreement Work Group includes the following members:

- Kim Balash – East Liverpool
- **Kim Russe** – East Palestine School, Special Education Director
- Cheryl McGrath – Director of Student Services, Columbiana County
- Lynne Beech – Lisbon
- Jocelyn Himes – CAA of CC Head Start/Early Head Start Disabilities Manager
- Julie Shea – EI Program Manager
- **Laura Krulik** – Southern Local School District, Special Education Director
- Steve Ullom – FCFC
- Marci Freedy – Columbiana Exempted Village Schools, Special Education Director
- Melissa Puhalla – CCESC Preschool Supervisor
- Ashley Mays – EI Service Coordinator
- Shelbie Householder – Wellsville
- Tina DeVito – SST Region 5-Consultant

## L. TRANSITION CONTACTS:

This section will be updated annually or as assignments are changed. Participants in this Agreement will notify the EI Program Manager if staff assignments are changed. The Program Manager will forward updates to affected parties.

Agency	Contact Person	Address	Telephone Number	Email
<b>CCBDD-EI</b>	<b>Julie Shea</b> – Program Manager Ashley Mays, Service Coordinator	Robert Bycroft School 35947 St. Rt. 172 Lisbon, OH 44432	330-424-7787 or 330-424-0288 330-424-6656 (fax)	<a href="mailto:j.shea@ccbdd.net">j.shea@ccbdd.net</a> <a href="mailto:a.mays@ccbdd.net">a.mays@ccbdd.net</a>
<b>SST Region 5</b>	<b>Michele Moore</b> – Director Tina DeVito – SST Region 5 Consultant	SSTR5 7320 N. Palmyra Rd. Canfield, OH 44406	330-533-8755	<a href="mailto:tina.devito@sstr5.org">tina.devito@sstr5.org</a>
<b>Col. Co ESC</b>	<b>Cheryl McGrath</b> – Director <b>Melissa Puhalla</b> – Preschool Supervisor	Columbiana Co. Educational Service Center 38720 Saltwell Rd. Lisbon, OH 44432 330-424-9591 330-424-9481 (fax)		<a href="mailto:cmcgrath@ccesc.k12.oh.us">cmcgrath@ccesc.k12.oh.us</a>
<b>Beaver Local</b>	BethAnne Rettos			<a href="mailto:mpuhalla@ccesc.k12.oh.us">mpuhalla@ccesc.k12.oh.us</a>
<b>Crestview Local</b>	Kimberly Gilbert			<a href="mailto:bethanne.rettos@beaverlocal.org">bethanne.rettos@beaverlocal.org</a>
<b>East Liverpool City</b>	Kim Balash			<a href="mailto:kgilbert@crestviewlocal.k12.oh.us">kgilbert@crestviewlocal.k12.oh.us</a>
<b>Leetonia</b>	Kathy Shook			<a href="mailto:kshook@leetonia.k12.oh.us">kshook@leetonia.k12.oh.us</a>
<b>Lisbon</b>	Lynne Beech			<a href="mailto:lynne.beech@omeres.net">lynne.beech@omeres.net</a>
<b>Salem</b>	Kristy Erb			<a href="mailto:erbk@salem.k12.oh.us">erbk@salem.k12.oh.us</a>
<b>United Local</b>	Mary Alice Sigler			<a href="mailto:maryalice.sigler@united.k12.oh.us">maryalice.sigler@united.k12.oh.us</a>
<b>Wellsville</b>	Sue Frampton			<a href="mailto:sframpton@wellsville.k12.oh.us">sframpton@wellsville.k12.oh.us</a>
<b>Robert Bycroft</b>	Andrew Garber			<a href="mailto:a.garber@ccbdd.net">a.garber@ccbdd.net</a>
<b>Columbiana Ex. Village Schools</b>	Marci Freedy – Special Education Coordinator	333 North Middle St. Columbiana, Oh 44408	330-482-5355 330-482-5358 (fax)	<a href="mailto:marci.freedy@columbianaschools.org">marci.freedy@columbianaschools.org</a>
<b>East Palestine City</b>	<del>Kim Russo</del> – Special Education Coordinator	200 West North Ave. East Palestine, OH 44413	330-426-4192 330-426-9592 (fax)	<a href="mailto:@epschools.k12.oh.us">@epschools.k12.oh.us</a>
<b>Southern Local Schools</b>	<del>Laura Krulik</del> – Special Education Director	38095 State Route 39 Salineville, OH 43945	330-679-2305	<a href="mailto:@slindians.org">@slindians.org</a>
<b>CAA-Head Start/EHS</b>	Jocelyn Himes-Disability Manager Christine Malloy- Director	7880 Lincole Place Lisbon, OH 44432	330-424-7221	<a href="mailto:jocelyn.himes@caaofcc.org">jocelyn.himes@caaofcc.org</a> <a href="mailto:christine.malloy@caaofcc.org">christine.malloy@caaofcc.org</a>



## M. SIGNATURE PAGE

This agreement is entered into on June 7, 2024; it is effective immediately upon joint signatures and will be updated annually. In signing this document, the parties commit themselves to uphold the intent of this agreement and an effective service delivery system.

Thomas Andrews, Community Action Agency (Head Start/Early Head Start Programs)

Steve Ullom, CC Family and Children First Council

Michele Moore, SSTR5

Eric Lowe, Beaver Local

Marie Williams, Columbiana County Educational Service Center

William Devon, Columbiana County Board of DD Early Intervention Program

Don Mook, Columbiana Exempted Village

Dan Hill, Crestview Local

Jonathan Ludwig, East Liverpool City

James Rook, East Palestine City

Tony DelBoccio, Leetonia Village

Joseph Siefke, Lisbon Village

Sean Kirkland, Salem City

Tom Cunningham, Southern Local

Lance Hostetler, United Local

David Cappuzzello, Wellsville