

Joint Agreement Between

Cincinnati-Hamilton County Community Action Agency Head Start

and

Hamilton County Educational Service Center Head Start

and

Hamilton County Developmental Disabilities Services-Early Intervention

and

Local Education Agencies in Hamilton County

Regarding Provision of Services for Children with Disabilities



Introduction

This joint agreement is written to provide a framework for collaboration between Hamilton County public school programs, Head Start programs, and Part C Early Intervention providers. The purpose of this agreement is to promote cooperation in the development and maintenance of a coordinated, interagency system of services for all children receiving or suspected of being eligible to receive services and supports from early childhood participating parties from birth through age 5 and their families. An Interagency Agreement documenting coordination of services and procedures, including policies and procedures to determine and identify interagency coordination responsibilities of each agency, is required to promote the coordination and timely, appropriate delivery of services to children. Reference IDEA Part B, Section 1412 (a) 12 (A) (i-iv) [Section 1412 \(a\) \(12\) - Individuals with Disabilities Education Act](#). An Interagency Agreement is required as part of Preschool Rules adopted December 1, 2023 OAC 3301-51-11 (D)(2a-c) [Rule 3301-51-11 - Ohio Administrative Code | Ohio Laws](#). The newly adopted Preschool Rules align preschool with Rules governing School Age. Rules governing Preschool may be found in Rule 3301-51-11.

Interagency Agreement Committee Structure:

A sub-committee of the Hamilton County Transition Committee will serve as the Hamilton County Interagency Agreement (IA) committee. Members include, at minimum, one representative from each of the IA programs listed above. Other members may include but are not limited to, representatives from 4C Resource and Referral, State Support Team 13, home visiting programs, and CASA. Meetings of the Transition Committee are scheduled a minimum of twice per year. In addition, meetings of the IA committee are scheduled at least annually to review and revise the IA. Members representing IA programs are expected to actively participate in the work of the transition committee, in addition to the IA committee meetings which are convened annually to review the document. Hamilton County LEA Representatives are invited to an annual meeting to review and actively participate in feedback for the Interagency Agreement, consistent with Preschool Rule 3301-51-11 (D)(2). Each school district shall annually review interagency agreements with all partners to ensure a free appropriate public education (FAPE) is provided to all preschool children who are eligible for special education services between the ages of three through five residing in the school district.

Goals of the Interagency Agreement and Committee:

1. Foster communication and information sharing among agencies, personnel, and families regarding the services and responsibilities of each agency participating in this agreement to better serve young children and families.
2. Foster collaboration among early childhood programs to facilitate smooth transition for children, families, and staff.
3. Foster the coordination of collaborative child find efforts to identify young children eligible for services provided by participating agencies.
4. Provide a format for joint planning of training resources and promote resource sharing.
5. Use monitoring, self-assessment and/or evaluation procedures for participating agencies to ensure implementation, regulatory compliance, and effectiveness of the goals of this agreement. Appropriate revisions will be made per review and findings of improvement needs. This is consistent with OAC 3301-51-11 (D)(2)(b)(i).

This agreement is a “Work in Progress,” recognized by all parties. The agreement has been written in accordance with the Joint Agreement between the Federal Region V and Subchapter B of 45 CFR chapter XIII – The Administration for Children and Families, Head Start Program, Preschool Rules/OAC 3301-51-11 (D)(2a-c) [Rule 3301-51-11 - Ohio Administrative Code | Ohio Laws](#) and the regarding Provision of Services for Children with Disabilities, birth through age five, enrolled in Head Start programs. This interagency agreement will be in effect when all participants’ signatures are secured and will remain in effect until a new agreement is signed. The Interagency agreement will be available on HCESC web site at: [EARLY LEARNING – SST 13](#). This agreement will be reviewed at least annually and reauthorized in accordance with state and federal guidelines. Bi-annual Transition Committee meetings will include discussion of effectiveness of the Interagency Agreement and whether changes in strategies or IA are required per OAC 3301-51-11 (D)(2)(b)(i). Renegotiations of any portion of this agreement may occur at any time for good cause upon written request to the Hamilton County Transition Committee by any one of the participants, as part of our evaluation of effectiveness.

Districts

The information contained herein describes the coordination of activities between the Cincinnati-Hamilton County Community Action Agency Head Start, Cincinnati Public Schools, Hamilton County Educational Service Center Head Start, the Hamilton County Early Intervention, the Hamilton County Developmental Disabilities Services, and the school districts in Hamilton County named below and referred to as Local Education Agencies:

1. Cincinnati City School District
2. Deer Park City School District
3. Finneytown Local School District
4. Forest Hills Local School District
5. Indian Hill Exempted Village School District
6. Lockland City School District
7. Loveland City School District
8. Madeira City School District
9. Mariemont City School District
10. Mt. Healthy City School District
11. North College Hill City School District
12. Northwest Local School District
13. Norwood City School District
14. Oak Hills Local School District
15. Princeton City School District
16. Reading Community City School District
17. Southwest Local School District
18. St. Bernard-Elmwood Place City School District
19. Sycamore Community School District
20. Three Rivers Local School District
21. Winton Woods City School District
22. Wyoming City School District

CONTENTS

Introduction	2
Districts	3
Contents	4
Abbreviations & Acronyms	5
Agency Description and Responsibilities	6
Child Find	7 & 8
Family & Staff Orientation, Training and Shared Resources	9
Sharing Resources	10
Referral Process and Screening	11, 12, & 13
Evaluation / Eligibility Determination	14 & 15
Development and Service Delivery of Plans (Individualized Family Service Plan / Individualized Education Program)	16, 17, 18 & 19
Transition	20 & 21
Dispute Resolutions – Agency Local Level	22
Signatures	23 & 24

The following abbreviations /acronyms are used throughout this document:

ACYF	- Administration of Children Youth and Families
CFR	- Congressional Federal Record
EDE	- Evaluation to Determine Part C Eligibility
EHS	- Early Head Start
EIDS	- Early Intervention Data System
EISC	- Early Intervention Service Coordinator
ETR	- Evaluation Team Report
FERPA	- Family Educational Rights and Privacy Act
HCCG	- Hamilton County Collaborative Group
HCDDS/EI	- Hamilton County Developmental Disabilities Services-Early Intervention
HIPAA	- Health Insurance Portability and Accountability Act
HMGCI	- Help Me Grow Central Intake
HS	- Head Start
IDEA	- Individuals with Disabilities Education Act
IEP	- Individualized Education Program
IFSP	- Individualized Family Service Plan
LEA	- Local Education Agency
OAC	- Ohio Administrative Code
ODCY	- Ohio Department of Children and Youth
ODEW	- Ohio Department of Education and Workforce
ODH	- Ohio Department of Health
ORC	- Ohio Revised Code
SST	- State Support Team Region 13
SPA	- Service Planning Assessment
SUTQ	- Step Up To Quality

AGENCY DESCRIPTION & RESPONSIBILITIES

Early Head Start (EHS)

Early Head Start is a comprehensive educational program funded through the Federal government, which serves pregnant women, infants and toddlers, ages birth through 3 years of age from families with low-income. The Cincinnati-Hamilton County Community Action Agency and Hamilton County Educational Service Center operate the Early Head Start program in Hamilton County. CAA and Hamilton County Educational Service Center directly operate Early Head Start programs, and CAA contracts with delegate agencies. Early Head Start is mandated to enroll at least 10% of children with disabilities as identified under IDEA Part C. Head Start will provide financial support for children with disabilities as the payer of last resort.

Hamilton County Developmental Disabilities Services-Early Intervention (HCDDS-EI)

Since its beginning in 1967, the Hamilton County Developmental Disabilities Services (DDS) has provided a full range of educational, vocational, and residential services to meet the specialized needs of individuals with disabilities. The agency's mission is to support people with disabilities and their families to achieve what is important to them. An organizational structure that promotes the vision of person-centered, individualized services supports this mission. Self-determination, the philosophy that individuals have the right to choose their services and their service providers is the guiding force behind every decision and service implemented. Residents of Hamilton County provide the financial backing through the Hamilton County DDS Services Levy. The levy supplies approximately 83% of the agency's operating funds, annually assisting more than 9,900. The Office of Early Intervention meets the developmental needs of children under the age of three years. Children in Early Intervention are referred to the agency through Statewide Help Me Grow Central Intake. Early Intervention is a statewide service delivery system in the State of Ohio that coordinates early intervention services for parents of children with qualifying developmental delays or disabilities, from birth until age three. Early Intervention is implemented at the State level by the Ohio Department of Children and Youth (ODCY). Early Intervention is administered locally by Hamilton County Developmental Disabilities Services.

Head Start (HS)

Head Start is a comprehensive educational program funded through the Federal government, which serves children 3 through 5 years of age from low-income families. The Cincinnati – Hamilton County Community Action Agency and Hamilton County Educational Service Center operate the Head Start program in Hamilton County. CAA and Hamilton County Educational Service Center directly operate Head Start programs, and CAA contracts with delegate agencies. Head Start is mandated to enroll at least 10% of children with disabilities as identified under IDEA Part B. The Head Start Disabilities Coordinator manages the services for children with disabilities described in **Head Start Program Performance Standards (HSPPS) –Subpart F 1302.60 – 1302.63**). Head Start will provide financial support for children with disabilities as the payer of last resort.

Local Education Agency (LEA)

A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools (34CFR 303.23a [eCFR :: 34 CFR Part 303 -- Early Intervention Program for Infants and Toddlers With Disabilities](#)). Each school district shall make FAPE available to all children between the ages of three and twenty-one. FAPE Reference: [Rule 3301-51-02 - Ohio Administrative Code | Ohio Laws](#)

Child Find

Hamilton County Developmental Disabilities Service- Early Intervention	Early Head Start/ Head Start	Local Education Agency
<p>HCDDS-EI</p> <p>Ohio Help Me Grow Central Intake establishes and maintains a Statewide coordinated and comprehensive child find system for children birth to three that includes public awareness and outreach activities.</p> <p>Hamilton County DDS, through an interagency memorandum of understanding, acts as the administrative agent for Early Intervention System in Hamilton County and ensures the following:</p> <ol style="list-style-type: none"> Development and implementation of a written protocol for follow-up to a referral source for ongoing Early Intervention services within 60 days of the initial referral if the referral source is from a professional source and parent consent has been obtained. A referral follow-up form shall be used. All follow-up correspondence will include information regarding the status of the referral. <p>2. HCDDS-EI will:</p> <ol style="list-style-type: none"> Implement public awareness initiatives that make primary referral sources aware of the Early Intervention Services. Primary referral sources may include parents, hospitals, physicians, childcare programs, schools, local health departments, social services agencies, and health care providers. Participate in joint in-services with HS, HCDDS-EI and others. Share list of community mailings and electronically distribute flyers for other community agencies. Build relationships with community agencies for child find and recruitment. Organize, implement, and evaluate with Head Start, and other interested agencies ongoing outreach and public 	<p>EHS/HS</p> <p>Hamilton County Early Head Start and Head Start Grantees maintain a comprehensive child find system for children from birth to 5 years of age.</p> <ol style="list-style-type: none"> Distribute materials during recruitment and public awareness campaigns. Participate in joint child find activities. Increase efforts of recruiting the homeless, migrant, and military families in service areas. Disseminate EHS /Head Start procedural guidelines and regulations upon request in writing and/or conference / in-service presentations. Build relationships with community agencies for child find; build relationships with libraries, metropolitan housing, hospitals, clinics, physicians, support groups, advocacy agencies, and community agencies for recruitment. Provide electronic mailings to community agencies or service providers-to include EHS/Head Start, HMGCI, HCDDS, and LEA information in these mailings as information is provided. Distribute flyers regarding seminars, training, informational meetings or provide newsletters/ information received from HMGCI, HCDDS, and LEA. 	<p>LEA</p> <ol style="list-style-type: none"> The LEAs will ensure all children above age 3 and below 22 years of age, residing within the district and who need special education and related services are identified, located, and evaluated. Disseminate procedural guidelines and regulations upon request. Participate in Child Find activities with Head Start/HMGCI and HCDDS. Build relationships with community agencies for Child Find: library, metropolitan housing authority, hospitals, clinics, physicians, support groups, advocacy agencies, and community agencies for awareness campaigns. The transition committee will discuss community specific strategies and activities to locate and identify young children in Hamilton County, consistent with obligations in Preschool Rule 3301-11-51. Share a list of community mailings – include HMGCI Services, HCDDS, Early Head Start, Head Start information on these mailings as information provided. Share flyers or dates for special education meetings with HMGCI, HCDDS, Early Head Start, and Head Start as appropriate. The LEA shall consult with the County Board of Developmental Disabilities Services, the County Boards of Mental Health, other educational agencies, and other

Child Find

Hamilton County Developmental Disabilities Service- Early Intervention	Early Head Start/ Head Start	Local Education Agency
<p>awareness activities (e.g., newspaper articles, booths at community events, presentation to local groups, etc.)</p> <p>3. Provide a quarterly report to the LEAs with the names, addresses, and birth dates 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 12 months.</p> <p>HCDDS-EI</p> <p>1. Participate in Child Find activities with HMGCI. Maintain a directory of a variety of community resources, support groups, advocacy agencies and community agencies.</p> <p>2. HCDDS shall conduct with the LEAs and other agencies having information concerning the identification of children with disabilities.</p>		<p>agencies having information concerning the identification of children with disabilities.</p> <p>9. Stakeholders have and utilize comprehensive systems in Hamilton County which support shared Child Find and meet obligations in Preschool Rule. These include, but are not limited to:</p> <p>a) Quarterly reports with child names, DOB, family contact from EI Contract Manager to LEA Point of Contact</p> <p>b) Transition Committee bi-annual meeting with an agenda item for problem solving Child Find and Transition issues between EI, Head Start, LEAs. Active participation of transition committee members in finding solutions for problems discussed.</p> <p>c) LEAs asked via HC Task Force and annual IA review meetings to contact neighboring district when a child in EI is erroneously referred to their district. This ensures that the child receives timely evaluation and if eligible, IEP and services.</p> <p>d) Annually updated School District Profiles, with names and point of contact details, to facilitate Child Find for children suspected of having a disability. District Profiles are shared with EI/DDS, Head Start and LEAs via email.</p> <p>e) Transition Committee bi-annual meeting includes an agenda item to review whether strategies above are effective and whether changes to the Interagency Agreement are required.</p>

Family & Staff Orientation, Training and Shared Resources

Hamilton County Developmental Disabilities Service- Early Intervention	Early Head Start/ Head Start	Local Education Agency
<p>HCDDS-EI</p> <ol style="list-style-type: none"> 1. Coordinate planning and other activities with Head Start, LEAs, to address the training needs of staff and family members as needed. 2. Participate in creating electronic, on demand training for newly hired LEA, Head Start and HCDDS-EI staff. Training content will include shared responsibilities for Child Find, Transition and services for children suspected of having Disabilities. 	<ol style="list-style-type: none"> 1. Coordinate planning and other activities with HCDDS-EI, Head Start, LEAs, to address the training needs of staff and family members as needed. 2. Key staff members will be trained in the rules and regulations governing LEA and Early Intervention programs. Community members may be invited to attend these trainings. 3. Participate in planning / activity with LEA and HCDDS-EI Staff to meet the needs of family members. Parents of children in EHS & Head Start will be provided opportunities to be trained in the identification of and referral process for children with suspected disabilities. 4. Participate in creating electronic, on demand training for newly hired LEA, Head Start and-HCDDS-EI staff. Training content will include shared responsibilities for Child Find, Transition and services for children suspected of having Disabilities. 	<ol style="list-style-type: none"> 1. The LEA will provide Early Head Start/ Head Start, HMGCI HCDDS. <ul style="list-style-type: none"> • IDEA Procedural Guidelines • Sample Forms • Legal timelines • Expectations / roles of staff in IEP/evaluation process • Information regarding transition to public schools • District Profile 2. Participate in planning and other activities with Head Start and HMGCI HCDDS to meet the needs of staff and family members. 3. Participate in creating electronic, on demand training for newly hired LEA, Head Start and HCDDS-EI staff. Training content will include shared responsibilities for Child Find, Transition and services for children suspected of having Disabilities. 4. Facilitate parent connections across LEAs, HMGCI, HCDDS-EI, Head Start and other countywide parent support groups.

Sharing Resources

Hamilton County Developmental Disabilities Service- Early Intervention	Early Head Start/ Head Start	Local Education Agency
<p>HCDDS-EI</p> <ol style="list-style-type: none"> 1. Dissemination of information on available resources and training through STATE SUPPORT TEAM REGION 13. 2. Share information for staff and parents regarding community-training opportunities. 3. Maintaining the HCDDS-EI collaborative inter-agency list for dissemination of information upon request 4. EI Teams communicate with other service delivery providers for the child including Head Start and LEAs 5. HCDDS-EI will maintain EHS/HS and LEA information and share with families. 	<ol style="list-style-type: none"> 1. Dissemination of information on available resources and training through STATE SUPPORT TEAM REGION 13 2. Post and distribute information for staff and parents regarding community-training opportunities: electronically, verbally, and printed information. <p>Early Head Start</p> <ol style="list-style-type: none"> 1. EHS Staff will communicate with other service delivery providers for the child, including EI. 2. In accordance with the IFSP, services may be provided in coordination and collaboration with Head Start agencies, HCDDS-EI providers, and may represent a combination of models for service delivery, including but not limited to, itinerant/home based, and center based. <p>Head Start</p> <ol style="list-style-type: none"> 1. In accordance with IEP, services may be provided in coordination and collaboration with Head Start agencies and may represent a combination of models for service delivery, including but not limited to, itinerant/home based, and center based. 	<ol style="list-style-type: none"> 1. Dissemination of information on available resources and training through STATE SUPPORT TEAM REGION 13. 2. Share information for staff and parents regarding community opportunities. 3. In accordance with the child’s IEP, services may be provided in coordination and collaboration with Head Start agencies, HMGCI/HCDDS providers and may represent a combination of models for service delivery, including but not limited to Regular Early Childhood Classroom, Itinerant Services in Community Preschool or Head Start Classroom; Integrated Classroom; Co-Taught Classroom; Special Education Classroom; Special School; Home Based or Service Provider/Itinerant Services.

Reference: IDEA 04 Part C Sec. 303.209 (b) <https://sites.ed.gov/idea/regs/c/c/303.209/b> Preschool Rule D)(2)(a-iii)(b i-v)(C)(d) [Rule 3301-51-11 - Ohio Administrative Code | Ohio Laws](#), H, Head Start Program Performance Standards (HSPPS) 1302.33, 1302.60, 1302.61, 1302.62, 1302.63, Ohio Interagency Agreement on Transition from Part C; OAC 5123-10-01, OAC 5123-10-02, or their successors

Referral Process and Screening

Hamilton County Developmental Disabilities Service- Early Intervention	Early Head Start/ Head Start	Local Education Agency
<p>HCDDS-EI ensures the following:</p> <ol style="list-style-type: none"> 1. Referral outcome information will be shared with the referral source within 60 days of program referral receipt if referral is from a professional source and parent consent has been obtained. 2. HCDDS-EI maintains the EIDS data system that includes information about children zero to three and their families currently being served by Early Intervention. All referral information received will be entered into the ODCY EIDS data system. 3. HCDDS-EI will refer interested families to EHS/HS Central Intake, Disability Coordinator or LEA transition contact with parental permission. 4. HCDDS-EI will assist families through the transition process to public preschool, Head Start or other locations on or before the date that the child is 27 months old. 5. HCDDS-EI will maintain EHS/HS, LEA information and share with families. 6. HCDDS-EI will use the following protocol for children who are 45 days or less from their 3rd birthday when they are referred to HCDDS-EI: <ul style="list-style-type: none"> • No service coordinator is assigned. • No EDE assessment is conducted. • No IFSP is written. • Referral to LEA is a parent referral 	<p>Early Head Start referral to HMGCI</p> <ol style="list-style-type: none"> 1. Initial contact with parents enrolling children: explain reason for referral and referral process in general while discussing the screenings done by Early Head Start. 2. When a child previously received services, birth through age 2 in the community, the most recent records will be requested from the parent. 3. Early Head Start Staff may make a referral to HMGCI with the caregiver present. EHS staff may also make a referral with parent consent on the parent’s behalf. 4. EHS Staff will notify the Disabilities Coordinator of referral. <p>Head Start referral to LEA:</p> <ol style="list-style-type: none"> 1. Initial contact with parents enrolling children: explain reason for referral and referral process in general while discussing the screenings done by Head Start. 2. If a child’s screening and initial assessment results indicate concerns, an intervention plan may be provided. The effectiveness of the interventions will be determined, and consultation scheduled to move forward with further assessments/interventions as needed. 3. Consultation with parents will include a review of completed teacher observation reports, including classroom observations and other written records 	<ol style="list-style-type: none"> 1. LEA will accept referrals as requested from: <ul style="list-style-type: none"> • Parents / Guardians / Surrogate • HS Team after Consultation and / or Intervention • Service Coordinators; early intervention • Community agency referral packet after consultation with parent • Homeless liaison for school district 2. At the request of Head Start or DDS, the LEA Staff may, with parent permission, observe children in the Head Start / EI natural setting. 3. Shared responsibilities for evaluating any child suspected of having a disability and referred <u>to the school district at least forty-six days</u> before his or her third birthday but not more than ninety days before his or her third birthday; 4. LEAs will accept child referrals from EI/Part C as an EI referral, meeting the 46-90 day protocol stated in the HCDDS/EI column of this section, when all of the following conditions are met: <ul style="list-style-type: none"> • The child is found eligible for EI/Part C services 46-90 days prior to his/her 3rd birthday AND • The district receives the child’s referral 46-90 days prior to the child’s 3rd birthday 5. LEAs will accept the following child referrals as meeting the 45 days or less from the child’s 3rd birthday protocol stated in the HCDDS/EI column of this section. Referrals received by the district 45 days or less will be considered a

<p>7. If a child is determined eligible for early intervention services more than forty-five calendar days and fewer than ninety calendar days before the child's third birthday and the child may be eligible for preschool services under part B, as soon as possible after determining the child's eligibility, the early intervention service coordinator will notify the local educational agency that the child will reach the age of eligibility for services under part B on the child's third birthday. The notification will include only the child's name, date of birth, statewide student identifier (if known), and the parent contact information.</p>	<p>regarding the child's present performance in the Head Start setting.</p> <p>4. Key Staff will assist parents in making a referral to the LEA.</p> <p>5. Head Start staff will participate in the district Differentiated Referral Process by providing parents with documentation of screening and consultation information as a basis for indication of the need for requesting an evaluation from the LEA including classroom observations, teacher reports, screening and/or assessment results and medicals.</p> <p>6. The Head Start multi-disciplinary team will review and determine candidates for LEA referrals based upon team recommendations, using data that may include screening results, intervention outcomes and consultation. Head Start will make formal requests for LEA referrals through Head Start designated disability staff or Grantee Education Coordinator.</p> <p>7. Makes contact with parents referred by LEA regarding Head Start enrollment/placements for those not eligible for Special Education Services through the LEA.</p>	<p>Parent Referral, when either or both of the following conditions are met:</p> <ul style="list-style-type: none"> • The child is found eligible for EI/Part C services 45 days or less from his/her 3rd birthday OR • Child's referral is received by the district 45 days or fewer from the child's 3rd birthday. The date that the district receives the referral of a Part C eligible child will be used to determine whether the referral of the child falls under the 46-90 days or 45-days or less from the 3rd birthday protocol detailed in the HCDDS-EI Column in this section. Reference: IDEA Part C Sec. 303.209 (b)(1)(ii) <p>6. Shared responsibilities for child find, including locating, evaluating, and identifying children with disabilities birth through age five, with LEA services for children who meet eligibility requirements beginning at age three.</p> <p>7. If invited by a representative of the part C system, a school district representative shall attend a conference to discuss transition from "Early Intervention" services to preschool.</p> <p>a) The school district shall not delay or refuse participation in the transition conference because of residency disputes or the absence of a birth certificate. A school district may use the thirty days following the transition conference to confirm residency and gather other enrollment documentation, or document attempts to gather such evidence. OAC 3301-51-11 Child Find-Interagency Agreements (D)(3)(a)(i)</p> <p>i. The transition conference may occur up to nine months before a child's third birthday.</p> <p>ii. The school district shall document participation in the conference.</p> <p>b) The date of referral to the school district shall be the earliest of the following as outlined in rule 3301-51-02. (D)(3)(a)(i-ii-iii)(b)(i-ii-iii)(c)(d)(e)</p> <p>i. One hundred fifty days prior to the child's third birthday, if the transition planning conference or notification from part C occurs more than one hundred fifty days prior to the child's third birthday; or</p> <p>ii. The date the part C representative first notifies the school district about the child, if this date is</p>
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		<p>within one hundred fifty days prior to the child's third birthday; or</p> <p>iii. The date of the transition planning conference, if the transition planning conference occurs within one hundred fifty days prior to the child's third birthday.</p> <p>c) At the parent's request, the school district shall invite the part C service coordinator to the initial IEP meeting.</p> <p>d) If a child is eligible for special education and related services as a preschool child, the school district shall work with the family to ensure an IEP is in place and implemented by the child's third birthday. If the child's third birthday occurs during the regular school year, services must begin by the child's third birthday.</p> <p>e) The IEP team must consider extended school year services as part of the IEP process for children transitioning from part C services. A school district shall not require any child to have previous school experience to receive extended school year services. Based upon data available from the part C system, the IEP team shall determine if extended school year services are required.</p> <p>8. LEA will provide information regarding community-based programs including Head Start to parents of preschool children who are not eligible or not suspected of having a disability</p>
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Reference: IDEA 04 Part C Section 303.12, IDEA '04 Part B, 3301-51-11 (G)(1)(2)(3)(4) [Rule 3301-51-11 - Ohio Administrative Code | Ohio Laws](#), Head Start Program Performance Standards (HSPPS)1302.33, 1302.60, 1302.61, 1302.63; OAC 5123-10-01, OAC 5123-10-02, or their successors

Evaluation / Eligibility Determination

Hamilton County Developmental Disabilities Service- Early Intervention	Early Head Start/ Head Start	Local Education Agency
<p>HCDDS-EI</p> <p>Early Intervention Services – Eligibility Criteria:</p> <ol style="list-style-type: none"> Infants and toddlers birth to three years who: <ol style="list-style-type: none"> demonstrate a developmental delay of 1.5 standard deviations from the norm or greater in one or more areas of development (e.g., cognitive, physical- including vision, hearing and nutrition, communication, social-emotional and adaptive development) as measured by the Battelle Developmental Inventory and informed clinical opinion; or have a qualifying diagnosed physical or mental condition that has a high probability of resulting in a developmental delay. Determination of eligibility shall be provided at no cost to the family. If the family disagrees with the eligibility determination finding, their rights will be explained, and with their consent, referred to other services in the community. HCDDS EI Transdisciplinary Team will conduct evaluations to determine Part C eligibility for infants and toddlers. HCDDS EI Transdisciplinary Team will conduct an assessment to determine children’s Early Intervention needs. 	<p>Early Head Start:</p> <ol style="list-style-type: none"> Early Head Start Staff can provide HCDDS-EI with screening information and supporting documentation collected by Early Head Start when making a referral to HCDDS-EI. Early Head Start staff will be available for consultation and meetings to support the families and HCDDS-EI in the evaluation process, including follow up with parents. For child(ren) found ineligible under IDEA guidelines, Early Head Start will continue to provide education services and may develop and implement supports and strategies in the areas of need. <p>Head Start:</p> <ol style="list-style-type: none"> Head Start Staff will be available for consultation meetings/ interviews as necessary. Head Start Team will follow up with parents, i.e., to remind parents about scheduled conferences and notify LEA if parent /guardian is not coming. For child(ren) who were found ineligible under IDEA guidelines, Head Start may develop and implement supports and strategies in areas of need. <p>Note:</p> <p>Each child enrolled in a federal Head Start program must be allowed to remain in a Head Start program until kindergarten is available for the child in the child’s community, except that Head Start may choose not to enroll a child when there are compelling reasons and data for the child not to remain in Head Start.</p> <p>A child with an IEP can remain in Head Start with permission from the Head Start Director or Vice President of Early Childhood and clear documentation as to why this is necessary and the benefits for the child. This process</p>	<ol style="list-style-type: none"> Provide information to the parents upon receipt of the referral: <ul style="list-style-type: none"> A Guide to Parent Rights in Special Education, State of Ohio Parent Notice of Procedural Safeguards Information Release / Outside Agencies Student registration information LEA has the option to screen a child to determine whether the LEA suspects a disability. Screening may be completed before determining that an evaluation is warranted. The Screening may include: <ul style="list-style-type: none"> Review of records Observation of child Using a screening instrument Interview with parents LEA will conduct a full and individual evaluation (ETR) to determine if a student qualifies for special education and related services. Sufficient information shall be obtained using a variety of information sources to confirm that a disability exists. No single source of information shall be used to determine if a preschool child is eligible or not eligible for special education and related services as a preschool child shall be determined on the basis of multiple sources of information, including, but not limited to: <ol style="list-style-type: none"> Information from Part C for children transitioning from early intervention services. Structured observations in more than one setting and multiple activities. Information provided by the parent or caregiver; and Criterion-Referenced/ Curriculum-Based Assessment (Developmentally Based) and norm-referenced evaluations.

	<p>would need to take place during transition planning prior to this child exiting the program.</p> <p>If the Head Start program does not believe that the provisions of a proposed IEP, including resources to be provided by the LEA and other community resources, will enable their program to serve as an appropriate placement for the child, the IEP team cannot compel the program to accept the placement.</p>	<p>4. The following developmental areas must be assessed with at least one source of information listed in 3a, 3b, 3c, 3d.</p> <ul style="list-style-type: none"> • Adaptive behavior • Cognition • Communication • Hearing • Vision • Sensory-motor function • Social and emotional development • Behavioral functioning <p>5. Based on the variety of sources of information, a group of qualified professionals per Preschool Rule and the parent of the child shall determine if the child has a disability and is eligible for special education and related services as a preschool child.</p> <p>6. A school district must ensure that sufficient resources are available to conduct evaluations during the summer months and meet timelines.</p> <p>7. Invitations for the ETR/IEP meeting will include parent/guardian and community service agency currently serving the child (i.e., Head Start, early intervention) with parent consent.</p> <p>8. LEA will notify parent/guardian by mail, email, telephone, or personal contact.</p>
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Development and Service Delivery of Plans (Individualized Family Service Plan / Individualized Education Program)

<p>Hamilton County Developmental Disabilities Service- Early Intervention</p>	<p>Early Head Start/ Head Start</p>	<p>Local Education Agency</p>
<p>HCDDS-EI ensures 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).</p> <p>1. Each family determined eligible for ongoing early intervention services shall have one service coordinator to assist them in the development and access of services on their IFSP.</p> <p>2. The IFSP will be developed and implemented in accordance with ODCY/EI rules.</p> <p>3. The early intervention Service Coordinator can participate in the development of the initial IEP if it is completed before the child’s third birthday and if requested by the parent.</p> <p>4. Early Intervention services are provided at no cost to families include:</p> <ul style="list-style-type: none"> • Child Find • Developmental Screening • Developmental evaluation and family assessment • Development, review, and evaluation of IFSPs for eligible children and their families • Provision of service coordination • Transition services • Provision of procedural safeguards and due process procedure for Part C eligible children and their families <p>Services that a child is entitled to receive cannot be delayed or denied due to disputes between agencies regarding financial or other responsibilities.</p> <p>5. HCDDS-EI will develop IFSPs in collaboration with Early Head Start and other agencies as appropriate. Notifications of</p>	<p>Early Head Start</p> <ol style="list-style-type: none"> 1. Staff may participate in IFSP development and review in collaboration with Early Intervention service providers. 2. Staff will engage in ongoing communication with Service Providers and early intervention staff. 3. Center Based Programs will provide a developmentally appropriate curriculum, providing the framework for appropriate intervention. Home-Based Educators will encourage and support families to provide developmentally appropriate activities to support the goals in the IFSP. 4. Staff will participate in the transition process to ensure appropriate services are available. <p>Head Start</p> <ol style="list-style-type: none"> 1. If a child is eligible for LEA services, Head Start Staff may participate in a team meeting to develop an IEP with parent/guardian, and LEA representatives. 2. Head Start Staff may participate in annual IEP reviews /re-evaluations with parent/guardian and LEA representatives. 3. Staff will engage in ongoing communication with LEA Staff. 4. Head Start Staff will collaborate and support LEA service providers delivering IEP services to children enrolled in HS. 5. Staff will ensure that children will successfully access, participate in and demonstrate progress in the general curriculum. This is to occur to the maximum extent possible 	<ol style="list-style-type: none"> 1. If a child is eligible for Early Childhood Special Education Services, an IEP is developed at a team meeting addressing goals and objectives, services and least restrictive environment with parent/guardian and others when invited by the parent. 2. Following the IEP meeting, LEA will provide copies of special education documents to the Parent/Guardian and other agency staff (i.e., Head Start) as appropriate, with parent permission. 3. LEA staff will arrange annual IEP reviews and re-evaluations, inviting others at parent request. 4. LEA will contact the Head Start Disability Coordinator for children attending Head Start with parent permission. 5. The school district is responsible for assuring a free, appropriate public education (FAPE) at no expense to the family. The school district, however, is not responsible for providing all the comprehensive services as defined by the Head Start Performance Standards. 6. In ensuring that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services, a school district shall annually prepare, post publicly, and make available to parents during the evaluation process, a list of the available preschool education service options in the community. This list shall not be limited to service providers within the geographic boundaries of the district but shall include providers outside the limits of the school district boundaries that may be more easily accessible to children with disabilities living within the boundaries of the school district. This list shall inform the discussions and decision on

<p>IFSP will be sent to Head Start Disability Coordinators when parent permission is given for invitation of Head Start staff.</p>	<p>by making appropriate adaptations through individualization in lesson plans.</p> <p>6. Programs will recognize and support an integrated service delivery model.</p> <p>7. Program will implement a developmentally appropriate curriculum, providing the framework for appropriate intervention.</p> <p>8. Staff will share with LEA; attendance entry and withdrawal dates, anecdotal records of progress and behavior with parent/guardian permission.</p> <p>9. Staff may participate in the transition process to ensure appropriate services are available.</p> <p>10. Teachers should be in consultation with LEA's service provider at least two times annually to discuss the progress of children.</p>	<p>the appropriate placement of each child with a disability.</p> <p>7. In considering appropriate placement options consistent with the requirement to service students in the least restrictive environment, the IEP teams shall consider available options:</p> <ul style="list-style-type: none"> a) A regular early childhood education setting in which less than fifty per cent of the students are children with disabilities b) A public school preschool integrated class in which only fifty per cent of the students are children with disabilities c) A public school preschool special education class in which more than fifty per cent of the students are children with disabilities d) A special school e) A home or service provider location. <p>8. The placement decision made annually by the IEP team, which includes the parents, shall include consideration of the child being educated in the school that he or she would have attended if nondisabled. Notwithstanding the foregoing, the IEP can require a different placement if it is determined that there would be a potential harmful effect on the child or on the quality of services that he or she needs. This determination could result in the child staying in his or her current class or program, as the case may be.</p> <p>9. A child who already participates in a regular early childhood setting when identified as a child with a disability shall remain in the program in which the child is enrolled unless the IEP team determines that it is unable to serve the child consistent with the provisions in paragraph (J)(3) of this rule. A child with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. Removing a child from his/her general education setting (such as, regular routines or activities) or removing a child from nondisabled peers to provide specially designed instruction and/or related services requires individualized justification within the child's IEP.</p> <p>10. When determining services, the school district shall consider:</p>
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Transition

<p>Hamilton County Developmental Disabilities Service- Early Intervention</p>	<p>Early Head Start/ Head Start</p>	<p>Local Education Agency</p>
<p>HCDDS-EI</p> <p>HCDDS-EI will work collaboratively with the LEAs, Head Start to provide smooth transitions for children and families exiting early intervention services.</p> <ol style="list-style-type: none"> 1. Every child exiting the early intervention system will have a written transition plan as part of the IFSP. The IFSP will include the steps to be taken to support the transition of the children including (1) discussions with, and training of, parents regarding future placements and other matters related to the child’s transition, and (2) procedures to prepare the child for changes in service delivery, including steps to help the child function in a new setting. This plan will include at least one outcome which will be reviewed, revised, and changed as needed at the Transition Planning Conference. The preparation for transition planning shall occur at a regularly scheduled IFSP review meeting. 2. The service coordinator and parent will identify who is to be invited to the Transition Planning Conference, and timely notice will be sent to identified participants. The service coordinator will obtain written permission for the release of specific information related to the child’s disability to the LEA or other identified program. If a parent refuses to consent to invite the LEA to the transition conference, then the conference will be held without the LEA being invited. Refusal of consent to invite the LEA is entered into EIDS. If a parent later requests transition to the LEA, a referral to the LEA will be made and considered a parent referral, not an early intervention referral since consent was initially denied. Timelines for an IEP on or before the child’s third birthday will not be in effect. 3. The Transition Planning Conference will be held at least 90 calendar days, but not more than 9 months prior to the child’s 3rd birthday for all children in early intervention. 	<p>Programs will work collaboratively with HCDDS-EI and the LEAs to provide transition plans and support to families.</p> <p>Program Staff will carry out the following tasks:</p> <ul style="list-style-type: none"> • Support parents/guardians of children with disabilities entering EHS/Head Start programs. • Will follow procedures according to the current State Transition Policy developed by ODCY, ODEW, and Region 5 ACYF. • Support parents/guardians of children with disabilities leaving from Early Head Start/Head Start programs. 	<p>Transitioning Part C to Part B:</p> <ol style="list-style-type: none"> 1. As determined by current interagency agreements, agencies will collaborate on a case-by-case basis to best meet the individual needs of each child. 2. Program provides age-appropriate activities for children to prepare them for the transition to a new classroom or educational setting. 3. Program transfers any child’s records to the new setting at the family’s request and with the family’s written consent. 4. Program meets with families to develop an individualized transition plan that supports a child’s transition to another classroom or educational setting within or outside of the program. 5. Programs may have written transition policies and procedures that include strategies for supporting transitions into, within, and out of the program for both children and families, as required in SUTQ. 6. A child transitioning from early intervention Part C services to Part B services will have their IEP signed on or before their third birthday. Review per 45-day decision. Reference IDEA Sec. 303.209 (b) Sec. 303.209 (b) - Individuals with Disabilities Education Act 7. LEAs will provide Early Childhood Services in the least restrictive environment in accordance to the goals and objectives developed through the IEP process. The IEP teams shall consider available options: <ol style="list-style-type: none"> a) A regular early childhood education setting in which less than fifty per cent of the students are children with disabilities,

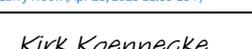
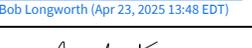
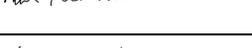
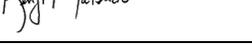
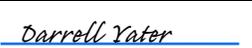
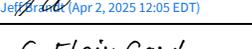
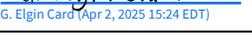
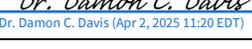
<p>Each invited participant will receive written notification of the conference. For a child receiving Part C services in early intervention, an LEA representative must be invited to the Transition Planning Conference, with consent from the parent. The IFSP will be reviewed at the Transition Planning Conference. If the LEA does not attend the conference, having been invited/given notice of the meeting to determine eligibility as required by ODE Operating Standards, the conference will be held in their absence. Documentation/copy of the invitation/notice to the LEA shall be kept in the child's record and noted in the appropriate data field in EIDS. If a child is referred to the early intervention program ninety or fewer calendar days but more than forty-five calendar days before the child's third birthday, a transition planning conference is not required but the early intervention service coordinator will coordinate the eligibility determination process. If the child is eligible for early intervention services, the early intervention service coordinator will:</p> <p>(i) Coordinate assessment of the child and the family-directed assessment and the development of the initial individualized family service plan with transition plan (including steps and services).</p> <p>(ii) Notify the local educational agency that the child will reach the age of eligibility for services under part B on the child's third birthday. The notification will include only the child's name, date of birth, statewide student identifier, and the parent contact information.</p> <p>4. Early Intervention will provide quarterly reports to the LEAs with the names, addresses, and birth dates of children with developmental delays or disabilities eligible for Part C services, who have a current IFSP, and will be turning three-years-old within the next 12 months.</p>		<p>b) A public school preschool integrated class in which only fifty per cent of the students are children with disabilities,</p> <p>c) A public school preschool special education class in which more than fifty per cent of the students are children with disabilities,</p> <p>d) A special school,</p> <p>e) A home or service provider location.</p> <p>8. Transition from part C Early Intervention, school district responsibilities and timelines are listed within the <u>Referral Process and Screening section</u> of this document, Preschool Rules.</p> <p>9. Consistent with obligations listed in Part C of IDEA as amended by the Individuals with Disabilities Education Improvement Act of 2004, December 2004 (IDEA), for a child receiving Early Intervention services under Part C eligibility, if invited by a representative of the Part C system, a school district representative shall attend a conference to discuss transition from Early Intervention services to preschool.</p> <p>Transition to School Age Services:</p> <p>1. A re-evaluation is completed for children transitioning from preschool to Kindergarten services when: the child is due for his/her three-year re-evaluation or at the request of parent(s) or other ETR team member.</p> <p>2. Joint transition planning meetings and activities may be conducted with Head Start and LEA school personnel for kindergarten registration and enrollment.</p> <p>3. (G)(4)(b)(i)(ii)A child who is age eligible for kindergarten, but not compulsory school age, may remain in preschool special education through the completion of the school year despite turning six under the following condition: (i) School-age services must be considered during the IEP process for a child who will be age eligible for kindergarten in the following school year.</p>
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Reference: Ohio Operating Standards [Ohio Operating Standards for the Education of Children with Disabilities](#)

Dispute Resolutions – Agency Local Level

Hamilton County Developmental Disabilities Service- Early Intervention	Early Head Start/ Head Start	Local Education Agency
<p>HCDDS-EI ODCY will resolve interagency disputes with the procedures outlined in the Interdepartmental Agreement between the Ohio Department of Education and Workforce and the Ohio Department of Children and Youth for coordination of Part C Services/Early Intervention for Children Birth to Three Years of age.</p>	<p>Head Start Programs will resolve interagency disputes in accordance with The Head Start Performance Standards, IDEA and State Regulations.</p>	<p>Procedures outlined in the Ohio Operating Standards for the Education of Children with Disabilities will be followed regarding a dispute with any agency providing services under IDEA and State regulations. This process may be initiated by Head Start, the school district of residence of the child, the parent or the school district or other agency or other educational agency providing the special education and related services. It includes mediation, administrative review due process hearings, records, hearings, and litigation.</p>

SIGNATURE PAGES

NAME	TITLE	AFFILIATION	SIGNATURE	DATE
Shauna Murphy	Superintendent	Cincinnati City SD	 Shauna Murphy (Apr 3, 2025 22:24 EDT)	04/03/2025
Jay Phillips	Superintendent	Deer Park City SD	 Jay Phillips (Apr 10, 2025 11:23 EDT)	04/10/2025
Laurie Banks	Superintendent	Finneytown Local SD		04/18/2025
Larry Hook	Superintendent	Forest Hills Local SD	 Larry Hook (Apr 28, 2025 11:39 EDT)	04/28/2025
Kirk Koennecke	Superintendent	Indian Hill Exempt Village SD	 Kirk Koennecke (Apr 16, 2025 10:58 EDT)	04/16/2025
Robert Longworth	Superintendent	Lockland City SD	 Bob Longworth (Apr 23, 2025 13:48 EDT)	04/23/2025
Mike Broadwater	Superintendent	Loveland City SD		04/11/2025
Kenji Matsudo	Superintendent	Madeira City SD		04/30/2025
Steven Estep	Superintendent	Mariemont City SD	 Steve Estep (May 12, 2025 13:42 EDT)	05/12/2025
Dr. Valerie Hawkins	Superintendent	Mt. Healthy City SD	 Dr Valerie Hawkins (Apr 4, 2025 05:52 EDT)	04/04/2025
Eugene Blalock	Superintendent	North College Hill City SD	 Dr. Eugene Blalock, Jr (Apr 2, 2025 10:55 EDT)	04/02/2025
Darrell Yater	Superintendent	Northwest Local SD	 Darrell Yater (Apr 4, 2025 08:28 EDT)	04/04/2025
Mary Ronan	Superintendent	Norwood City SD		04/02/2025
Jeff Brandt	Superintendent	Oak Hills Local SD	 Jeff Brandt (Apr 2, 2025 12:05 EDT)	04/02/2025
Elgin Card	Superintendent	Princeton City SD	 G. Elgin Card (Apr 2, 2025 15:24 EDT)	04/02/2025
Damon Davis	Superintendent	Reading Community City SD	 Dr. Damon C. Davis (Apr 2, 2025 11:20 EDT)	04/02/2025
Dr. Mimi Webb	Superintendent	St. Bernard-Elmwood Place City SD		04/02/2025
John Hamstra	Superintendent	Southwest Local SD	 John C. Hamstra (May 12, 2025 08:57 EDT)	05/12/2025

SIGNATURE PAGES

Chad Lewis	Superintendent	Sycamore Community SD	 <small>Chad Lewis (Apr 2, 2025 11:00 EDT)</small>	04/02/2025
Mark Ault	Superintendent	Three Rivers Local SD	<i>Mark C. Ault</i>	04/02/2025
Steve Denny	Superintendent	Winton Woods City SD	<i>Steve K. Denny</i> <small>Steve K. Denny (Apr 23, 2025 21:16 EDT)</small>	04/23/2025
Tim Weber	Superintendent	Wyoming City SD	<i>Tim Weber</i> <small>Tim Weber (Apr 30, 2025 10:47 EDT)</small>	04/30/2025
Leia Snyder	Superintendent	Hamilton County DDS	<i>Leia Snyder</i>	04/17/2025
Chad Hilliker	Superintendent	Hamilton County Educational Service Center	<i>Chad Hilliker</i>	04/04/2025
Mark B. Lawson	President/CEO	Cincinnati-Hamilton County Community Action Agency	 <small>Mark Lawson (Apr 2, 2025 12:51 EDT)</small>	04/02/2025