

# **Early Intervention Connections (LICC)**

<b>Contact Information</b>
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# **Early Intervention Connections (EIC/LICC)**

**For the Period of July 1<sup>st</sup>, 2019 to June 30<sup>th</sup>, 2020**

This Interagency Agreement is revised annually to describe the collaboration between the Capital Area Intermediate Unit #15 (Preschool program), Cumberland/Perry Mental Health/Intellectual and Developmental Disabilities (Infant/Toddler program), Dauphin County Dept. of Mental Health/Autism/Developmental Programs (Infant/Toddler program), Capital Area Head Start, Shippensburg Head Start, and the South Central District office of the Department of Health as we serve eligible infants, toddlers, and preschoolers with special needs. The approved signatories and/or program leaders responsible for implementing the agreement on behalf of each of these entities are responsible for reviewing and indicating their acceptance of the Local Interagency Coordinating Council (LICC) Agreement. The current Parent and Professional Co-Chairs also review and sign the approved document. Their names and signatures appear on the official signature sheet attached to this agreement, along with the general members of the LICC who sign on a separate sheet to indicate their continued support.

## **1. Program Philosophy**

Early Intervention Connections (EIC/LICC), LICC is a group of parents, professionals, and other community members who care about children with special needs and their families. We are working to ensure that our community provides quality early intervention services to children living in Cumberland, Perry, and Dauphin counties and that our community welcomes all children.

Formerly named the Capital Area Interagency Coordinating Council (CAICC), EIC/LICC (LICC) was established in November of 1991, in response to the passage of Act 212 of 1990. EIC/LICC functions as a community resource linking families, professionals, and community organizations to ensure quality early intervention services for each eligible child, birth to school age. EIC/LICC:

- Provides opportunities for families and professionals to meet, talk, and form partnerships;
- Provides opportunities for families and professionals to be involved with decisions that affect children with special needs;
- Provides families and professionals with information about early intervention, as well as resources and activities that are available in our community;
- Provides support to community organizations, including childcare agencies that interact with families and children;

- Provides direction and guidance to funding agencies and providers to support an early intervention system that:
  - ❖ Supports family involvement in program planning, decision-making, and service delivery;
  - ❖ Supports families in their natural care-giving and decision-making roles;
  - ❖ Provides services in accordance with family values and priorities;
  - ❖ Supports diverse and changing family needs; and
  - ❖ Supports parent-professional partnerships.

## **2. Process for Implementing, Monitoring, and Settling Systems Disputes Related To This Agreement**

In order to build widespread support of this agreement, each member of Early Intervention Connections/LICC has added their signature as a sign of their commitment to full implementation of the agreements set forth in this document. EIC/LICC members are committed to reviewing this document on a regular basis to ensure its full implementation.

In addition, the regional Office of Child Development and Early Learning addresses issues related to EIC/LICC when monitoring the three funding agencies (Cumberland/Perry MH/IDD, Dauphin County MH/ID and the Capital Area Intermediate Unit). If a compliance issue is identified with regards to the EIC/LICC, the issue is communicated to EIC/LICC members and addressed immediately.

If systems disagreements should arise regarding any of the components on this document and/or interagency activities, the local signatures and/or program leaders will convene to bring resolution to the dispute. If this cannot be accomplished in a productive, timely fashion, the local ICC will request the involvement of the Office of Child Development and Early Learning (OCDEL). In no case will any of the participant organizations/agencies be asked to act in a way that is outside of the scope of their authority.

EIC/LICC members are committed to building relationships between systems and community partners. Because of our commitment to understanding each other's regulations, program culture and fiscal needs, we have built a strong foundation for effective communication.

## **3. Implementation of Best Practices**

Opportunities for learning and development exist within every interaction that a young child has – interactions with friends, neighbors, family members, and others within their community. Communities are rich in resources, but families of children with disabilities and delays, often need support in finding and using them. Through the efforts of the EIC/LICC, our early intervention system has been committed to a systems change effort, designing a system of resource based early intervention supports. We are committed to

using the full range of opportunities within a child/family's community as the basis for providing early intervention supports. Our goals include: 1) learning how to make use of family routines and community activities as opportunities for child development in natural and/or least restrictive environments; 2) identifying resources within communities that offer opportunities for children's growth and development, and 3) increasing the capacity and capability of local communities to include young children with disabilities and their families by offering early intervention supports necessary to make those experiences more successful for the child, the family, and others involved with the child and family.

Most notable accomplishments of the EIC/LICC:

- Development of a web site for locating community information – [www.community-links.net](http://www.community-links.net).
- Best practice training provided as new evidence-based information becomes available. Training is offered to professionals working in the system, families and community members. Childcare is provided so families can attend.
- A partnership between funding agencies, interested families, and provider organizations working for systems change.
- Regularly seek out feedback from families via surveys, family involvement in events, committees and parent panels to learn how the early intervention system is working for families.
- Ongoing outreach to local professionals working with at risk populations such as migrant families and families experiencing homelessness, poverty, substance use disorders, etc. to build relationships and improve referrals for EI services.
- Partnership with the Capital Area chapter of the Pennsylvania Association for the Education of Young Children. Presentations and/or an EIC/LICC exhibit table at the annual CAAEYC conference get the word out about early intervention to child care professionals.
- Strong connections maintained with the early childhood community to support inclusive practices for children with developmental delays and disabilities.
- Conference in 2008 for faith-based inclusion of children with special needs and their families. The committee to organize the Conference consisted of EI professionals, parents, and faith leaders.
- Advocacy efforts at the State Capitol such as organizing parents and professionals for the "Don't Leave My Child Behind" Legislative Reception to support Preschool funding in 2003 and the "Children First" Rally at the State Capitol in 2010 to support funding for all early childhood programs. Local Legislators are invited to the annual EI Family Carnival.
- Social networking opportunities for parents through EI such as play dates, Carnivals, literacy events, the EIC/LICC Facebook account, etc.

- Periodic EI/ Early Childhood Resource Fairs at community events to connect families and professionals, with the goal of expanding knowledge and networking opportunities.
- Training opportunities have been introduced to improve the understanding of social-emotional learning and positive parent-child relationships across families, EI professionals and community partners.

The entire EIC/LICC meets quarterly, with smaller committees targeting specific outcomes meeting as needed throughout the year. Limited childcare is provided when available so that parents can participate in person. Meetings are also accessible remotely through Zoom or other online meeting options so that family members and professionals can participate from their home or office. Each of the Infant/Toddler and CAIU Preschool program leaders are actively involved in multiple workgroups, assisted regularly by the EIC/LICC parent co-chair, Head Start staff, early childhood education (ECE) representatives from each County, the Dept. Of Health representative, direct service EI professionals, and community partners such as the library system. Parent participation is acquired through significant family attendance at EIC/LICC events during which “advisory” feedback is gathered, and through the use of the EIC/LICC Facebook page to receive and disseminate information on topics of interest to families with young children. The following committees continue to function within the larger EIC/LICC:

#### **Recruitment and Networking**

This committee is responsible for promoting the purpose of EIC/LICC as well as the meetings, events, and trainings through social media and other mediums of outreach. Members will continue to explore new and innovative ways to reach families and professionals to increase overall participation in EIC/LICC.

#### **Solutions Across Systems**

This committee focuses on the efforts of OCDEL to develop a cohesive early intervention system (birth through the age of beginners) by implementing best practices at the local level. Will address issues and changes to send consistent information and messages to families, providers, and agencies.

#### **Events and Training Committee**

This committee coordinates trainings and networking events based on topics and activities requested by families and professionals in the EI system, as well as our early childhood partners.

#### **Family and Children’s Social-Emotional Committee**

This committee is working to improve the understanding of social-emotional learning and positive parent-child relationships across families, EI professionals, and community partners.

### **4. Development of Technical Assistance/Quality Enhancement Plans**

The Mental Health/Intellectual and Developmental Disabilities Programs and the Intermediate Unit meet individually with their consultants from Early Intervention Technical Assistance (EITA) and OCDEL regional representatives to plan and outline technical assistance activities for the coming year. Individual Quality Enhancement Plans (QEPs) are developed at that time. Each program is responsible for ensuring that professionals are trained on new or updated procedures related to their individual program need areas, as well as the childfind and transition procedures shared by the EIC/LICC. Shared training needs can be coordinated through EIC/LICC planning for issues that are similarly identified by all 3 EI programs. Our community's individual QEPs incorporate the mutually beneficial activities of all three funding agencies in the EIC/LICC. Joint planning and training result in a coordinated system of early intervention services for children birth through school age. This is especially important to assure a smooth transition for children at the age of 3 and continuing with the preschool early intervention program.

## **5. Staff Development and Training**

There are many training opportunities available to families and professionals in the Capital Area. Each year, the EIC/LICC holds, or assists with access to, numerous training programs for parents and professionals on a variety of topics. When local or state agencies sponsor trainings, the EIC/LICC is used as a touch point where information about those training opportunities is shared. Information is shared during meetings, through the EIC/LICC Facebook page, the Community Links website and through the email distribution list when meeting minutes are sent to interested members of the community. Parents are invited to attend free local trainings and are notified of the ability to request reimbursement for trainings offered by the State or other agencies. Regular notices of informational flyers, notices of community events, and resources for the EI community are sent by email, Facebook, and via the Community-Links website. Families also participate periodically on Parent Panels, offering family perspectives on service delivery to professionals providing EI services. Efforts will continue to be made to identify other opportunities for parents to offer feedback in an "advisory capacity" and to act as trainers during professional development events. EIC/LICC also partners with the region 9 Early Learning Resource Center to share training opportunities with child care providers.

## **6. Composition and Activities of the EIC/LICC**

EIC/LICC strives to have a voting membership of 50% parents and 50% service providers/funding agency representatives. We have maintained the involvement of a number of family members. They can serve in several capacities including: Co-Chairperson, Committee chairperson, EIC/LICC member, and committee member. We also encourage parent participation and feedback through our EIC/LICC Facebook account, networking and training events, surveys and email contact.

Public meetings are held quarterly. These business meetings are held at the CAIU in Enola, PA during the day. Evening presentations are held throughout the year sponsored

by the EIC/LICC and are held typically at the CAIU in Enola to accommodate a variety of families between the two types of events.

The EIC/LICC's financial obligations are met by accessing the individual technical assistance, administrative or Grant allocations controlled by each of the two MH/ID programs and the Intermediate Unit. These funds cover mutually beneficial trainings and family/community engagement opportunities identified by the EIC/LICC each year.

The EIC/LICC has a wide range of responsibilities. We identify and coordinate local early intervention resources; serve as a public forum for input on local early intervention issues, and assist in the coordination among other services for families and children in our community. The EIC/LICC performs an important advocacy function, speaking out regarding the needs of children and families in the Capital Area.

EIC/LICC members have been asked to present at a variety of events including statewide Early Intervention conferences, the DEC Conference, SICC meetings, local hospitals, other LICC meetings, and at the C2P2EI Sessions.

## **7. Child Find and Public Awareness Efforts**

Child Find is a standing topic for discussion at the EIC/LICC quarterly meetings. The primary purpose of Child Find is to raise the general awareness of early intervention services in our community and to promote the activities and purposes of the EIC/LICC. Information about EIC/LICC is available to families involved with the early intervention program through a variety of methods. A brochure describing the EIC/LICC (LICC) is placed in intake packets and provided to every family. Families are also given information about our Facebook account and are able to "friend" us for contact with EI professionals as well as other families. Our interagency child find plan is reviewed annually via the LICC Agreement and revised as needed.

Throughout the years, Child Find activities have included the distribution of promotional and informational materials developed by the Bureau of Early Intervention Services and our local programs to interested community organizations and groups. EIC/LICC members review our child find efforts to determine areas of our community in which targeted child find outreach is needed. Periodically, a mailing is sent to all family physicians and pediatricians with EI brochures and posters that include information about the early intervention program, its effectiveness, and that there is no cost to families who participate. Meetings or email contacts occur periodically with hospital staff at our local hospital NICUs to inform them of EI services. In addition, improved collaboration to support direct referrals from the professionals who work with families experiencing homelessness, and other underrepresented populations such as migrant families, families experiencing poverty; children in foster care and wards of the state; families involved in substantiated cases of child abuse or neglect; children with prenatal substance exposure, including alcohol exposure; children experiencing elevated blood lead levels; children born prematurely and those with risk factors associated with learning or developmental

complications continues to be important for prioritizing access to screening and/or evaluations for EI eligibility. We coordinate our childfind efforts with other local professionals so that they are non-duplicative of programs such as neighboring infant, toddler or preschool Early Intervention programs; maternal and child health programs; maternal, infant and early childhood home visiting programs; Early Periodic Screening, Diagnosis and Training Programs (EPSDT); Head Start and Early Head Start programs; Supplemental Security Income (SSI); child protection and child welfare programs (including foster care), early learning programs; programs under the Family Violence Prevention and Services Act; Early Hearing Detection and Intervention (EHDI) systems, and Children's Health Insurance Program (CHIP).

EIC/LICC has participated in health fairs, literacy programs, and many other community events in all three Counties. Each event is an opportunity to share information about early intervention and the EIC/LICC with families, as well as community groups, and organizations. Early Head Start Programs in Dauphin and Cumberland Counties have ongoing contact with early intervention and children are referred for services when needed. Information has been shared with local midwives, WIC programs and the Managed Care Special Needs Units serving our tri county area. We have shared information about early intervention with area childcare providers via the CAAEYC Conference and the region 9 Early Learning Resource Center. EIC/LICC members also meet regularly with PACA leaders; Migrant Education contacts at IU 12, Homeless Liaisons with IU 12 and 15, local home visiting programs such as Nurse Family Partnerships, Children and Youth supervisors and MH/BHRS counterparts to promote early childhood education across systems. Child Find activities have also included offering developmental screening at ELECT program summer camps so that parenting teens would receive information on early intervention and referrals for evaluation could be completed when necessary. Cumberland County EI has partnered closely with their Children and Youth program to screen all children birth-three who have an open case in order to identify children at-risk for developmental delay in a timely manner. The Dauphin County infant/toddler program has an MOU with Children and Youth staff regarding EI and the need for immediate referral to the EI system so that children with confirmed cases of abuse, neglect or Neonatal Abstinence Syndrome (NAS) can be evaluated and receive developmental tracking supports or ongoing early intervention services as appropriate. The County and IU programs each keep individual lists of Child Find activities for the fiscal year.

EIC/LICC has expanded local child find activities to identify those children, 5 years old and younger, residing in or newly admitted to residential facilities. Efforts are made to reach out to local residential facility contacts to determine if any children potentially eligible for early intervention services in Cumberland, Dauphin, or Perry Counties meet this definition of need and would benefit from receiving referral and eligibility information.

The CAIU, in conjunction with its member school districts, annually places a public notice in The Patriot Newspaper advertising how to obtain a screening and/or information regarding early intervention programs and services. This notice is also posted on the



following websites: PennLive.com and MyPublicNotices.com. Similar information is posted on the Community-Links website, CAIU and individual County websites as well. Finally, a Public Service Announcement video about early intervention in Pennsylvania, produced by the Bureau of Early Intervention Services, has been made available to all Early Intervention programs in the state to add to their local websites and to share with potential referral sources.

## **8. Toddler to Preschool Transition Process**

# **CAPITAL AREA INTERAGENCY AGREEMENT ON TRANSITION**

### **Purpose Statement**

Each year many young children transition from Infant/Toddler Programs. At one time, the service options for these children were fairly limited, with the overwhelming majority of children receiving services through a special education preschool program. However, there is a growing recognition that the individual needs of children and families may be met in a variety of settings. While children under the age of three are the regulatory and fiscal responsibility of the county MH/ID programs, starting at age three, eligible children are the regulatory and fiscal responsibility of the EI Preschool agency (CAIU). In order to ensure that children and their families experience a smooth transition, this interagency agreement is intended to promote procedures that are a collaborative effort between families, the Cumberland/Perry, Dauphin, and York/Adams Counties MH/ID Programs, the Capital Area Intermediate Unit, Capital Area and Shippensburg Head Start and service providers. These procedures will ensure that each child will have an Individualized Education Program (IEP) in place by the child's third birthday.

Children referred to the Infant/Toddler program within 45 days of their third birthday will immediately be referred to the CAIU for screening and/or Initial Evaluation. The IU's eligibility determination process will be initiated upon receipt of the referral. Children who are referred between 46 and 90 days of their third birthday are the regulatory and fiscal responsibility of the county MH/ID programs. The county programs and the Intermediate Unit will immediately collaborate to complete the evaluation of the child and simultaneously develop Evaluation Reports and Service Plans to avoid duplicative assessments and ensure continuous services for the child and family which meet compliance requirements for Part C and Part B of the Individuals with Disabilities Education Act (IDEA).

For children enrolled in the County 0-3 programs prior to the 90 day transition period before the 3<sup>rd</sup> birthday, formal transition planning begins when the child turns 2 years, 3 months old with the development of the Transition Plan that defines a transition outcome sought by the family and the steps required to get there. The Transition Plan shall be developed not fewer than 90 days and, at the discretion of all parties, not more than 9 months before the toddler's third birthday. Transition planning meetings are held with

each family 5 to 6 months prior to the third birthday so that families, 0-3 Teams and IU staff can collaborate on the completion of Evaluations, IFSP changes involving the addition of a new service or the increase in frequency/duration of an existing service, and referrals to other ECE partners such as Head Start and Pre K Counts programs. This helps to ensure the appropriate development of the IEP prior to the child's third birthday and promotes a seamless transition for the child and family.

## **Transmitting Information**

### **Obtaining Informed Consent**

We believe it is essential to ensure informed consent for the purpose of providing for the confidentiality of children and their families. Parents must sign a consent form in order for detailed, personal information such as Evaluations, IFSPs, progress reports, etc. to be shared with the CAIU. However, basic demographic information including the child and parents names and contact information is provided without parent consent to the Preschool program by the Bureau of Early Intervention Services (BEIS) as required by IDEA regulations to ensure the Infant/Toddler EI program has identified all children potentially eligible for Preschool EI services. Prior to April 2 of each year, and on a quarterly basis thereafter, BEIS will identify and provide to the Preschool EI program the aggregate number of children who will turn 3 during the upcoming fiscal year and may be eligible for the Preschool EI program.

### **Forwarding Detailed Information**

Collaboration between families, counties, the IU, Head Start and service providers will occur six (6) times a year in the form of transition planning meetings. It is the responsibility of the Infant/Toddler Early Intervention Service Coordinator Supervisor to coordinate these transition-planning meetings with a CAIU Early Intervention representative. The meetings will be scheduled as follows:

**January for June/July birthdays**  
**March for August/September birthdays**  
**May for October/November birthdays**  
**July for December/January birthdays**  
**September for February/March birthdays**  
**November for April/May birthdays**

The Service Coordinator or SC Supervisor ensures the transmission of the child's Evaluation Report and Individual Family Service Plan to the CAIU through the PELICAN- EI shared data system prior to the transition planning meeting. The Service Coordinators will confirm that the family's demographic information is current before the child's record is transferred to the CAIU, and the CAIU transition planning meeting coordinator will confirm the family's contact information at the meeting as well. Both programs are responsible for ensuring that federally mandated child outcome data is entered in PELICAN-EI at the time of a child's transition to the preschool program as appropriate. Data should be based on information from the OUNCE tool developmental profiles and the ECO process Decision Tree and is entered for all children who have had

6 consecutive months of early intervention services. The CAIU will enter the Infant/Toddler program's exit data as their own entry data.

At least 30 days prior to the required Transition meeting, the Infant/Toddler Early Intervention Service Coordinators will schedule with and notify by letter ("Invitation to Participate in a Transition Meeting") each family whose child will be included in the transition planning. Meeting dates, times and locations are scheduled in regard to family needs, including an option for a phone conference. A tip sheet is included with the Invitation Letter. This form offers helpful questions for families to consider and should be referenced during the meeting in order to promote a meaningful discussion of the child's transition to Preschool EI. The CAIU, EI service providers and other appropriate community agencies will also receive the written meeting notice.

The Infant/Toddler Early Intervention Service Coordinator Supervisor will assist, as needed, in the notification of all early intervention providers and Head Start of the date(s) of the planning meetings. The providers will be advised to contact the Supervisor for a final meeting schedule if they would like to attend a particular child's planning meeting. Each of the child's service providers will send the most recent Quarterly Progress Monitoring Report to the child's CAIU transition meeting coordinator in time for review at the scheduled transition planning meeting.

The Infant/Toddler Early Intervention Service Coordinator will notify the designated CAIU Service Coordinator of any additional evaluations or addendums to the IFSP which are generated or are due between the time of the planning meeting and the child's preschool evaluation and/or IEP meeting. Infant/Toddler programs will share Annual eligibility evaluation due dates at the Transition meeting so that, if possible, evaluations completed by IU staff can meet those timelines. In the event that the IU is unable to meet the Infant/Toddler program's Annual Evaluation timelines, the county program will be responsible for entering the continued eligibility information into the data system as required. In the event that the CAIU is completing the Evaluation, the service provider will forward to the CAIU all updated progress reports or assessment information.

The CAIU will initiate and coordinate the preschool EI evaluation and IEP planning process. The child's Infant/Toddler Service Coordinator and service provider(s) will support the process. If the CAIU is unsuccessful in reaching a family to schedule the preschool EI evaluation and/or IEP planning, the CAIU will contact the Infant/Toddler Service Coordinator to assist in making contact.

### **Discussing Transition with Families**

Transition is discussed with families throughout their early intervention experience beginning at first contact, and transition is discussed at every IFSP meeting. Transition is a positive experience and is communicated in such a way that promotes a family's well-being and active participation in this collaborative effort. Professionals have access to the "EI Infant/Toddler and Family Guidelines to Support the EI process: Transition", a

statewide resource developed in June 2012 that is available on the EITA portal and/or PaTTAN site.

Transition planning meetings are held with the team, including the family, for all children prior to expected exits from early intervention services, or within 15 calendar days following a determination that the child is no longer eligible for Infant/Toddler EI. Families are informed of all their choices as they relate to transition. Transitioning to the preschool program is only one of the opportunities a family has when their child turns three, and some children may not meet preschool EI eligibility requirements. The local Infant/Toddler EI programs can help families plan for what will happen after the third birthday, and determine what supports are needed to prepare the child, family or other community partners for success in the next learning environment. Children continuing to receive EI services should participate in community early childhood education programs with their typically developing peers as much as possible. The Service Coordinator or team may discuss enrollment in Head Start or use of other community services available for young children. The local Infant/Toddler EI Program staff will provide anticipatory guidance to families as they make community preschool decisions for their child including the timelines for registering and the age cut off of such programs. Infant/Toddler staff will not, however, make service or placement recommendations to families about what the preschool EI program should provide after the child turns three.

## **Conflict Resolution Procedures**

In cases where a plan of appropriate services, duration, frequency, placement, etc., cannot be agreed upon for the transition year, any party, including the parents, may request resolution of the dispute. A course of action for dispute resolution as described in the OCDEL Announcement: EI-13#1 Transition of Toddlers to Preschool or Other Community Services, issued January 30, 2013 will be followed

### **9. Preschool to School Age Transition Process**

#### **CAPITAL AREA INTERAGENCY AGREEMENT ON TRANSITION TO SCHOOL AGE PROGRAMMING**

##### **I. Purpose Statement**

The process for children and families in making a transition from Early Intervention Services to School Age Programming is a significant change in educational programming and in the lives of families. This interagency agreement for school age transition is intended to promote a collaborative effort between families, school districts, and the CAIU Early Intervention program and service providers.

##### **2. Transmitting Information**

###### **a. Sharing Information with School Districts**

The Early Intervention Program may forward EI records to the receiving school district, without parental permission, where: (1) the child continues to have a disability and does not meet exit criteria (2) the IEP demonstrates that the child will benefit from special education, and (3) there is intent to enroll the child in the receiving school district. The last condition can be verified by the parent's signature on an "Intent to Register" form provided as part of the transition to school age process. Section III. "Special Considerations", in the IEP identifies that the child as a preschooler within 1 year of transition to a program for Kindergarten age children. Section X. "Transition Plan" outlines the goals, activities, and services designed to ensure a smooth transition to school age programming.

#### **b. Releasing Information**

Names, addresses, phone numbers, ERs and IEPs are released to school districts starting in September of the year before transition. The CAIU works with service providers to obtain updated demographic and document information.

#### **c. Transition Timeline**

During November and December of the year before transition, general Parent Orientation meetings are held for families with their school district and the CAIU Transition Coordinator to explain the Transition Timeline and the types of services offered by school districts. Transition to School - A Planning Guide for Parents, a booklet detailing information about the transition process, is distributed to families with the help of service providers.

In January and February, individual transition meetings are held for each family with school districts, CAIU staff, and service providers to plan the process of how the children will receive uninterrupted services from early intervention to school age programming. It is the responsibility of the CAIU to schedule these meetings and send out invitations to these meetings to parents, school districts, and case managers of service providers.

In May, individual transition meetings are held for children who are newly evaluated between February and April.

It is the responsibility of school districts to complete the transition process so that children receive school age services as they enter Kindergarten or first grade. CAIU preschool staff and service providers support the school districts by attending school age ER and IEP meetings if requested.

### **3. Planning for Transition with Families**

Within one year of transition, the CAIU Early Intervention Program begins a process for children receiving Early Intervention Services to transition to school age programming. Parents, teachers, therapists, case managers, service providers, and school district representatives work as collaborative teams for each child who is eligible to transition to school age programming to ensure a smooth process. A Transition Plan is added to each child's IEP and discussed with families to outline the process and to help the parents feel comfortable with the process.

A course of action for dispute resolution as described in the Early Intervention Transition Announcement: EI-09 #19 (October 20, 2009). “If parents disagree with the IEPs offered by their school districts or charter schools and initiate a due process hearing or both parties agree to mediation, the children who will transition to Kindergarten or school age programs must continue to receive the services described in their preschool IEPs (ensuring “status quo”) pending completion of dispute resolution options of mediation or due process hearings.”

## **ADDENDUM 1**

### **Department of Health Statement**

The vision of the Department of Health is to work collaboratively with public and private partners in our communities to facilitate the development of an effective public health system, which promotes the optimal health of Pennsylvania citizens. The Department of Health (DOH) services are organized around the core public health functions of assessment, assurance, and policy development. The Department supports the development of community-based systems of care, which are family-focused, culturally competent and coordinated at the local level. The Department of Health, through its District and County staff, commits to supporting the Local Interagency Coordinating Council (LICC) in its mission. Community Health Nurses at the County State Health Center will assist by identifying and referring children to appropriate services. They can disseminate information to local populations and provide linkage to DOH programs that support LICC efforts. The Special Health Care Needs Consultant in the District Office can provide consultation, technical assistance, information sharing, and function as a conduit for parent feedback to the Department of Health's Division of Special Health Care Programs.

## **ADDENDUM 2**

### **Definitions**

**Act 212 of 1990, the Early Intervention Services System Act.** Pennsylvania law that addresses the provisions of early intervention services for infants, toddlers and preschool children who qualify.

**Special Education Regulations.** Body of rules that controls programs that provide early intervention services.

**Office of Child Development and Early Learning Regulations.** A merging of the Department of Public Welfare and Office of Special Education for early childhood programs in Pa., these communications set policy regarding how services are defined and how these services are to be delivered from birth to the age of beginners.

**Local Interagency Agreement.** Document that identifies a plan to provide early intervention services to eligible children. The agreement is agreed upon by local entities involved with early intervention programs.

**Philosophy.** This term is used to refer to a program's established commitment and principles that guide the provision of services to children and families.

**Best Practices.** This term refers to a program's strategies and techniques, which are based on current thinking and research.

**Child Identification.** This term refers to the process by which children who are potentially eligible for early intervention services are located and identified.

**Transition.** Refers to the movement of a child and a family out of one program and/or system into another.

**Public Awareness.** This term refers to the activities an agency conducts to inform the public of the availability of early intervention services. The purpose of these activities is to ensure that eligible young children are identified and receive services to which they are entitled.

**Evaluation and Monitoring.** These terms refer to a structured process by which participants in this agreement observe and record whether the content of the agreement is successful.

**PELICAN-EI Data System** This data system collects demographic and program information for children and families using early intervention services across Pennsylvania. It is a secure system, only allowing EI professionals who work with the child and County/State Administrators who must oversee the programs access to see personal information.



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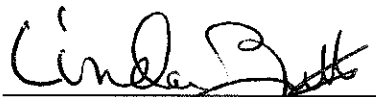
## LOCAL INTERAGENCY AGREEMENT SIGNATURE PAGE

This Local Agreement is made by and between the local Office of Mental Health/Intellectual Disabilities, the local Preschool Program, and the local Department of Health, and our two local Head Start programs.

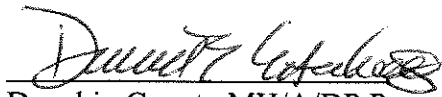
We the signatories representing the above named entities have entered into a written agreement and have presented it to the Local Interagency Council for review and comment.



Preschool Program  
Eric Bostick, Preschool Supervisor



Shippensburg Head Start  
Linda Butts, MSW



Dauphin County MH/A/DP Program  
Daniel Eisenhauer, MH/A/DP Administrator



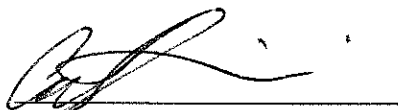
Capital Area Head Start



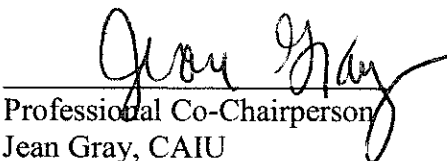
Cumberland/Perry County MH/IDD Program  
Sue Carbaugh, IDD/EI Director

Department of Health

As the Chair and the Co-Chair or designated Contacts of the Local Interagency Coordinating Council, we hereby certify that the Local Interagency Council has reviewed and commented upon this local Interagency Agreement.



Parent Co-Chairperson  
Catherine Siris



Professional Co-Chairperson  
Jean Gray, CAIU

Early Intervention Connections  
Local Interagency  
Coordinating Council

9/9/2019  
Date

Early Intervention Connections  
Member Signatures

Theresa Smith

Heidi M. Michy

Janie L. Beck

Nichole Hill

Michelle Fox

Cheryl Gundrum

Penny Henry

Amy Reed

Julia C. F.

Kimara B. Harris

Jeanne Redmore

Christina

LBull