

Benton and Franklin Department of Early Learning
Interagency Agreement

COPY

- I. The Arc of Tri Cities, designated lead agency for the Department of Early Learning, has entered into an interagency agreement with the following local school district and or service provider;

Prosser School District

- II. The signing parties agree to support The Arc of Tri Cities as the local lead agency for Benton Franklin County and agree to maintain, coordinate and/or continue to provide Early Intervention Services in Benton Franklin Counties. Adhere to the provisions of Part C of the Individuals with Disabilities Education Improvement Act as amended codified as 20 U.S.C. 1431.631 – 1444.644.

Purpose

The purpose of this agreement is that school districts and providers will provide year-round evaluations, early intervention services, through a multidisciplinary interagency system and transition planning, hereinafter referred to as "services", to children birth to thirty-six months, who reside within the District's boundaries, and who qualify as developmentally delayed or diagnosed with a physical or mental condition as that term is defined today in Part C of IDEA located at 34 CFR Part 303 and WAC 392-172-114.

Parent Rights

The Family Resources Coordinators (FRC's) will assure that the Washington Part C system which is called the Early Support for Infants and Toddlers (ESIT) Parents Rights will be shared with all families seeking early intervention services. Parents Rights information will be provided at the time of referral, evaluation, Individual Family Service Plan (IFSP) meetings, 6-month IFSP reviews. FRC's will be responsible for reviewing and explaining parent's rights at the time of referral, evaluation and intervention services on an ongoing basis.

Parents have the right to be invited to and participate in all meetings in which a decision is expected to be made regarding a proposal to change the identification, evaluation or placement of their child or the provision of appropriate early intervention services to their child or family within the boundaries of Benton/Franklin Counties.

Child Find/Early Identification

Early Identification services will continue to be provided on an ongoing basis by the Benton/Franklin Infant Toddler Program, Family Resources Coordinators, Public Health

Board Approved _____

Board Notified 7/10/12
of Rollover

Nurses, Primary Care Physicians, local School Districts, Children's Developmental Center and Washington State Migrant Council and EPIC.

The Benton/Franklin ICC is committed to the concept of Family Resources Coordination. Families can call in to the Benton/Franklin Infant Toddler Program local number 509 783-1131 (FRC) or to the 1 800 210-0313 for families outside of the local calling area.

All providers will have information and brochures telling about the support FRC's can provide. Primary referral sources other than parents/legal guardians will contact an FRC once they have permission from the parents/legal guardian. Family Resources Coordinators will respond to each referral upon verbal or written confirmation that permission has been obtained.

Community education to physicians and other referral sources and outreach via the Benton/Franklin Interagency Coordinating Council and Family Resources Coordinators, will continue, so providers are aware of the role and the services available to families by an FRC.

Primary referral sources continue to include parents and other family members, primary care physicians, local hospitals and other health care agencies, the Division of Developmental Disabilities, the Children's Developmental Center, Children with Special Health Care Needs (CSHCN), WIC, The Division of Children and Family Services, local school districts, Lead Family Resources Coordinators from other counties and out-of- state early intervention.

Family Resources Coordinators

The Family Resources Coordinators (FRC's) are responsible for assisting parents of infants and toddlers with disabilities and the child's family to obtaining access to needed early intervention services identified in the Individualized Family Service Plan (IFSP) and procedural safeguards required under Part C of the Act. Such activities include: (1) the coordination of early intervention services and other services that the child needs are being provided: (2) conducting referrals (3) ensuring the timely provision of services; and (4) conducting follow-up activities to determine that appropriate Part C services are being provided.

Natural Environments (303.126)

In accordance with federal Part C requirement, each IFSP is required to be provided in the natural environments unless early intervention (e.g., an outcome or outcomes) cannot be achieved satisfactorily by doing so. If the service cannot be provided in a natural environment, a justification must be provided on the IFSP by the team including the family.

303.2344 (page 33 in the side by side change by the Federal Government)

Providing services in natural environments is not only the law, but more importantly, it supports one of the key purposes of early intervention services: To enhance the capacity of

the family in facilitating their child's development through natural learning opportunities that occur in community settings where children live, learn, and play. Providing early intervention within routine activities (bath time, mealtime, reading, playing, etc.) that occur in natural setting (home, childcare, playground, etc.) offers numerous opportunities to support the family in helping the child to learn and practice new skills to enhance growth and development.

Data Management System (DMS)

The Data Management System is an aid to the Family Resources Coordinator and service providers in providing services in a timely manner and according to parent/child rights as defined by Individuals with Disabilities Education Act (IDEA), Part C.

School District and providers may receive access into the Data Management System. The lead agency's DMS Manager is able to set up School Districts and providers into the system. The Electronic Data System is built to have multiple people enter the information on a child, so duplicative work can be avoided.

Exchange of Information

IFSP

The individualized Family Service Plan (IFSP) is intended to be developed and implemented by a team of people, including the family, Family Resources Coordinators and service providers. The IFSP process is most effective when all members appreciate the team model. Each team will engage in an explicit discussion of how the team should "best" operate in order to be most effective. The IFSP plan is based on year-round service delivery.

The Arc of Tri-Cities, school districts and other providers will provide services under this contract that are in compliance with the provisions of Individuals With Disabilities Education Act (PL 105-17), Americans with Disabilities Act and the Family Education Rights and Privacy Act 12974 and Part C of IDEA located at 34 CFR Part 303.

The IFSP will be reviewed at 6-month intervals or at parent's request.

Determination

The criteria for determining which children with disabilities residing within the borders of school district and providers that shall participate in early intervention program shall be those children, birth to thirty-six months, who are referred by a community provider or District's Director of Special Education, or designee, and are eligible in accordance with applicable state and federal Regulations under IDEA Part C.

- 1) Screening of infants and toddlers in the Birth to Three programs will be the responsibility of the FRC, if deemed necessary (page 3 of the Process and Resource Guide.
- 2) Evaluation of infants and toddlers in the Birth to Three programs will be the responsibility of the school districts or other Early Intervention contracted.
- 3) Eligibility will be determined by 34 CFR Part 303.
- 4) All IFSP's will be implemented in accordance with 34 CFR Part 303.

License Requirements

Employees or contractors of the school districts or other providers who provide services as outlined on the IFSP to the children under this agreement shall satisfy all state teaching license and certification requirements as the highest entry level requirement in Washington State for early intervention professionals as referenced in the Revised Code of Washington Chapters 18 and 24A, WAC's 180 and 246, and Washington State Department of Personnel Job Specifications.

Background Check

Employees and providers must comply with requirements for current background checks as defined in RCW 43.43.830 and RCW 74.15.030.

School Districts Monthly Report

If an infant or toddler has not received early intervention services in 30 consecutive days that child is not eligible to be counted on the monthly report.

Complaints

The Arc of Tri-Cities (Local Lead Agency) will immediately notify the school districts and provider of any complaints regarding services, conditions, or treatment of infants and toddlers.

The school districts and provider will immediately notify The Arc of Tri-Cities (Local Lead agency) first of any complaints, regarding services, conditions, or treatment of infants and toddlers.

Non Discrimination

No person shall, on the grounds of race, creed, color, national origin, sex or marital status or the presence of any sensory, mental or physical handicap unlawfully be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any activity performed under this agreement. Non-discrimination laws applicable to the

school district and provider, which each party agrees to abide by, include, but are not limited to the federal American with Disabilities Act (ADA).

IFSP Process 303.321 and 303.340-303.343

The IFSP meeting must be conducted in settings and at times that are convenient to families and in the native language of the family or other mode of communication used by the family, unless it is clearly not feasible to do so. Meeting arrangements must be made with and written notice provided to, the family and other participants early enough before the meeting date to ensure that they will be able to attend. (34 CFR 303.342 (b))

The meeting must be conducted on at least an annual basis to evaluate the IFSP for a child and child's family, and as appropriate, to review its provisions. The results of any current evaluations conducted . . . and other information available from the ongoing assessment of the child and family must be used in determining what services are needed and will be provided. (34 CFR 303.342 (d)-(e))

The IFSP must include a statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, social or emotional development, and adaptive development. (34 CFR 303.344(1))

Any family assessments conducted must be family-directed and designed to determine the resources, priorities, and concern of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of the child. (34 CFR 303.322(d)(1))

Evaluation and Assessment of Child

The evaluation and assessment of the child must:

- 1) Be conducted by personnel trained to utilize appropriate methods and procedures;
- 2) Be based on informed clinical opinion;
- 3) Include the following:
 - a. A review of pertinent records related to the child's current health status and medical history;
 - b. An evaluation of the child's level of functioning in each of the following developmental areas;
 - Cognitive Development;
 - Physical development, including vision and hearing;
 - Communication development;
 - Social or emotional development;
 - Adaptive development;

- c. An assessment of the unique needs of the child in terms of each of the development areas including the identification of services appropriate to meet those needs. (34 CFR 303.322(c))

Transition

In early stages of the transition discussion, describe for parents what "transition" from early intervention means, including eligibility and age guidelines for early intervention services. Provide families with age guidelines for early intervention services. Provide families with a general idea of potential service options that are available in the community for children when they transition from Part C services.

It is important to prepare the child for the transition. The functional IFSP outcomes set by the IFSP Team as the child nears transition should include preparing the child to adjust and function in his or her new setting.

Transition meetings may include an IFSP review as determined by the Family Resource Coordinator.

The transition conference for children potentially eligible for Part B is required to be held at least 90 days or up to nine months before the child's 3rd birthday. It is recommended that the meeting be scheduled as early in this period as possible for a smooth transition. Written prior notice must be provided prior to the transition conference.

Child Find/Early Identification

- 1) The criteria for determining which children with disabilities residing within the borders of the District that shall attend the Agency and participate in the above early intervention program shall be those children, birth to thirty-six months, who are referred by the community providers or the District's Director of Special Education, or designee, and are eligible in accordance with applicable state and federal regulations under IDEA Part C.
 - a. Initial evaluation of infants and toddlers in the Birth to Three programs will be the responsibility of the Agency. Responsibility for any additional formal evaluation will be determined on a case-by-case basis.
 - b. Eligibility will be determined by 34 CFR Part 303.
 - c. All IFSPs will be implemented in accordance with 34 CFR Part 303.
- 2) Employees or contractors of the Agency who provide services as outlined on the IFSP to the children under this agreement shall satisfy all state teaching license and certification requirements as the highest entry level requirements in Washington State for early intervention professionals as referenced in the Revised Code of Washington Chapters 18 and 24A, WAC's 180 and 246, and Washington State Department of Personnel Job Specifications.

- 3) It is understood by both parties that the Lead Agency will control and direct the manner and means of the performance under the contract.
- 4) The laws of the State of Washington shall govern this contract.

Mutual Agreements Include:

- 1) The period of performance for this agreement is from the date of signature until such time as the service provider informs The Arc of Tri-Cities in writing of termination.
- 2) Either party may terminate this agreement in whole or in part upon thirty (30) days advance written notice.
- 3) Any problems/issue(s) will be resolved between the liaisons and taken to the next supervisory level if needed.

SIGNATURES

Prosser School District
Agency

The Arc of Tri-Cities
Lead Agency


Signature

Signature

Superintendent
Title

Executive Director
Title

7/30/12
Date

Date