

CLAY COUNTY

INTERAGENCY TRANSITION AGREEMENT FOR CHILDREN AND FAMILIES BIRTH TO KINDERGARTEN



July 1, 2019 – June 30, 2022

Facilitated by Florida's Transition Project/TATS

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I. Purpose

It is recognized that no single agency has all of the resources to meet a family's needs and that only through interagency collaboration can comprehensive services be delivered. This agreement represents a good faith effort by all participants in Clay County to reach that goal.

The purpose of these written Interagency Transition Procedures is to express the interagency commitment to this process during all phases of identification, service provision, and transition for children with disabilities or at risk of developmental delays birth through kindergarten, and their families.

Procedures are outlined which will enhance efforts to provide a complete continuum of family centered, coordinated, collaborative services consistent with the requirements of Early Steps/Part C and for the Local Education Agencies/Part B, and other service delivery systems.

Participating agencies agree to share information about children in a way that respects each family's confidentiality and facilitates provision of services in order to avoid duplication of services and gaps in services.

Transition is an important aspect of this interagency agreement. Participating agencies agree that transition is a major event in a family and child's life and that family participation is crucial to this process. We are committed to keeping each other well informed. Participating agencies agree that Transition will be considered for each family/child receiving services on an individual basis.

II. Description of Participating Agencies

A. Agency for Persons with Disabilities – The Agency for Persons with Disabilities (APD) assists individuals, from age 3 and older who have developmental disabilities, and their families and/or guardians. APD in this region serves the following counties: Alachua, Baker, Bradford, **Clay**, Columbia, Dixie, Duval, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Madison, Nassau, Putnam, St. Johns, Suwannee, Taylor, Union and Volusia.

Eligibility for Services - Individuals who have one or more of the following diagnoses are eligible to receive services:

- Intellectual Disabilities
- cerebral palsy
- autism
- spina bifida
- Down Syndrome
- Prader-Willi syndrome.

Individuals who meet the level of care for an Intermediate Care Facility for the Developmentally Disabled (ICF/DD) meet the eligibility criteria for the Home and Community-Based Services (HCBS). The Florida Legislature determines funding for HCBS waiver services annually. At the present time there is a waiting list for individuals who request HCBS funding. Individuals and their families/guardians may apply for services at their local/regional APD area office. www.apdcares.org

B. Center for Autism and Related Disabilities (CARD) at University of Florida - Jacksonville

CARD provides support and assistance with the goal of optimizing the potential of individuals of all ages with autism spectrum disorders, dual sensory impairments and related disabilities. Services are provided at no cost to individuals, their families and the professionals who work with them. CARD can assist agencies serving individuals with autism and related disabilities across the lifespan in the following ways:

- Providing training to early interventionists and other educational professionals serving this age group in best practices for this population. Suggested topics include screening and evaluation of children for autism spectrum disorders, applied behavior analysis, teaching language, addressing challenging behaviors, and arranging the home and school environment to promote learning.
- CARD provides support to families through programs such as Positive Parenting classes, training events, support groups, individualized consultation and training to families, referrals to service providers and nutritional information.

CARD works collaboratively with Early Steps at ongoing staffing meetings.

C. Children's Home Society and Healthy Families Program – The Buckner Division provides services to children and families in Baker, **Clay**, Duval, Nassau and St. Johns Counties. www.chsfl.org/buckner

1. Services include:
 - Birth parent counseling
 - Residential maternity care
 - Adoption
 - Family foster care including pre-adoptive foster care
 - Medically needy foster care for children with complex medical problems
 - Therapeutic foster care for children with serious emotional and behavioral problems
2. **Healthy Families Program** - is funded through Healthy Families Florida in partnership with the Ounce of Prevention Fund of Florida and the Department of Children and Families. Healthy Families is a primary prevention, family support initiative that provides intensive home visiting and case management services up to 5 years after the birth of a baby to overburdened families. Trained paraprofessional family support workers assist families in providing safe and nurturing environments for their children. Staff are trained to complete the ASQ and ASQ-SE with families. Referrals to the program can come from agencies, individuals or persons interested in participating in the program.

Healthy Families promotes healthy pregnancies; enhances children's growth and development through parenting education; builds positive parent-child interaction through supportive family environments and helps ensure optimal child safety conditions and promote school readiness through developmentally appropriate activities for children up to the age of five.

Voluntary participation in the program is facilitated through Healthy Start referrals, referrals by community agencies, and through self-referrals. In home services are provided by experienced and trained paraprofessionals and are offered to expectant families or at the birth of a baby, and last for three to five years, depending on the needs of the family. Trained paraprofessional family support workers assist families in providing safe and nurturing environments for their children. Staff is trained to complete the ASQ and ASQ-SE with families.

Eligibility:

- The mother is pregnant or has a child that is less than 3 months of age.
- A voluntary assessment, designed to assess for indications of "overburdeness" addressing family history, social and economic factors, must be completed to determine whether a family has risk factors that would indicate the need for services.

- The family does not have an open case with the Department of Children and Families.

D. Children's Medical Services (CMS) - a federal and state funded program through the Florida Department of Health that serves financially eligible children birth to 21 with special healthcare needs. CMS provides care coordination for children with long-term chronic medical conditions. Children may be referred through their family physician or pediatrician, or may self-refer.

Eligibility – serves financially eligible children birth to 21 with special healthcare needs. In addition to the age and financial eligibility requirements, children will be screened by a nurse to see if they meet clinical eligibility. Children should be insured through private insurance, Medicaid or Florida Kid Care. Families must apply for any programs for which they may be eligible. Children who are unable to obtain insurance may receive coverage under the CMS Safety Net Package.

E. Clay Behavioral Health Center (CBHC) - a non-profit agency licensed by the Department of Children and Families and accredited by the Commission to Accredited Rehabilitation Facilities. The agency provides outpatient mental health and substance abuse services to the people of Clay and surrounding counties. Both individual and group counseling services are available, as well as a vast array of other services provided to enhance the individual and families ability to function independently in the community. Services can be accessed by calling the main number 904-291-5568 twenty four hours a day. Crisis staff is available after usual business hours by calling this number. Access Department staff screen callers to determine the area of most need and then set the appointment for an assessment of the person and their situation, gathering information and orienting the person to services offered. CBHC is a Medicaid provider, qualifies clients for sliding scale fees supplemented by DCF and accepts some private insurance. The following are services offered at the three sites in Clay County and in the community:

- Mental Health individual and group counseling
- Substance Abuse individual and group counseling
- Vocational Services- Job coaching and support for clients diagnosed w/mental disorders.
- Supported Housing-assisting persons who are seriously mentally ill to live independently
- Intensive Family Services-counseling, case management and parenting services to assist families in child welfare system or at risk for placement in child welfare system.
- School based services-mental health counseling and prevention services provided in the school setting.
- Psychosocial Rehabilitation- Day treatment program for those diagnosed with serious and persistent mental illnesses.
- Psychiatric Services and Medication Management- evaluation and follow up for persons needing psychotropic medications to manage symptoms of a mental illness.
- Case Management – Monitoring and linking with community resources for adults and families of persons whose mental illness interferes with their ability to access these needed resources to function independently.
- Adult Crisis Alternative Program – (ACAP) a six bed step down unit for people being discharged from an inpatient setting or who are in crisis, but not at risk for imminent harm to themselves or others.

F. Department of Children and Families – Department of Children and Families - Northeast Region provides the following:

1. **Substance Abuse and Mental Health**

Provides policy direction, licensure and contract management for substance abuse and mental health services. Community-based contract agencies provide public education, assessment, detoxification, day treatment, outpatient programs, residential programs and intervention services.

Eligibility: Children and adults living in Florida with mental or substance abuse problems.

2. **Family Safety**

Conducts investigations of allegations of abuse and neglect of children under the age of 18 throughout Clay, Duval and Nassau counties. Within 48 hours of receipt of a hotline report, the investigator completes a child safety assessment on each child in the home to determine whether or not the child can remain safely in the home. Once a child is removed from the home, child welfare services are provided by Kids First of Florida, Inc.

Eligibility: Children under the age of 18 who are at risk of abuse or neglect. Calls that don't meet criteria for abuse or neglect are screened and may be referred to community agencies for follow up with the family. All referrals are accepted through the Abuse Hotline 1-800-96ABUSE.

3. **Child Welfare:**

The circuit contracts with community agencies to provide child welfare services to children identified as at risk for further abuse or neglect. These contract agencies provide services to children under the age of 18 and their families in the dependency system and includes the following programs: protective supervision, emergency shelter care, in-home services, foster care, adoption services, and independent living for children aging out of the foster care system.

Eligibility: All children involved in the dependency system in the state of Florida. All referrals are accepted through the Abuse Hotline 1-800-96ABUSE.

4. **Economic Self-Sufficiency**

Provides public assistance programs through the Automated Community Connection to Economic Self-Sufficiency or ACCESS. ACCESS Florida provides enhanced access to Medicaid, Food Stamps and cash benefits through a state and community partnership network throughout Clay, Duval and Nassau counties. The community partnerships provide additional ACCESS portals to these services for clients mutually served by the partner agency and DCF. The system offers self-directed opportunities and 24/7 service through a web application and an integrated voice response system.

Eligibility:

- **Temporary Cash Assistance** – Provides cash assistance to families with children under the age of 18 or under the age of 19 if full time secondary school students, that meet the technical, income, and asset requirements. The program helps families become self-supporting while allowing children to remain in their own homes.
- **Supplemental Nutrition Assistance Program (SNAP)** – (Formerly known as Food Stamps) The SNAP Program helps low-income individuals and families that meet the technical, income and asset requirements of the program to buy the food they need for good health.

- **Medicaid** – The Medicaid Program provides medical coverage to low-income individuals and families that meet the technical, income and asset requirements of the program. The Agency for Health Care Administration administers Medicaid services, while the Department of Children and Families determines Medicaid eligibility.

5. Child Care Licensure:

The child care licensure program is responsible for the licensure of child care facilities and the registration or licensure of family child care homes. The circuit's licensure program helps to ensure a healthy and safe environment for children in child care settings. The licensure staff conducts ongoing inspections thereby ensuring quality of care.

Eligibility:

- Major child care licensing activities include onsite inspections three times per year for facilities and 2 times per year for homes. This does not include re-inspections or technical assistance visits.
- Major child care training activities include mandated training for all child care personnel, administration of competency testing, and issuance of credentials.

G. Division of Blind Services - The Blind Babies program serves eligible children whose ages are from birth through the fifth year or to the sixth birthday. The program offers families contracted early intervention services. The contract for services in Baker, Clay, Duval, Nassau, and St. Johns counties is with Florida School for the Deaf and the Blind Parent/Infant Program. Early interventionists serve families in their home or day care setting in encouraging their child to develop in as close to an age appropriate manner as possible. Services teach parents to teach their child through activities in normal daily routines. The Children's Counselor and Early Interventionist provide transition services and support when children transition from home to school services, generally at age three. Services may include preparing for and attending doctor appointments, meetings and/or staffings. Parents/families are provided with information on rights and responsibilities, child development, vision diagnoses, and encouraging use of residual vision or using other senses to learn about their environment. Division of Blind Services does provide services to children 6-14 years of age and to adults of all ages.

Eligibility:

- 1) A bilateral eye pathology that has or will result in decreased acuity even with available correction. If measured acuity is available, the child must have 20/70 or worse, best corrected vision in the better eye. Visual field deficits are evaluated individually for interference in the child's developmental progress.
- 2) A reasonable expectation that services may benefit the child and family in terms of education, independence, and transition.

H. Early Learning Coalition of North Florida

The Early Learning Coalition (ELC) is the administrative agency charged with oversight and provision of school readiness and other early education programs. The ELC contracts with Episcopal Children's Services (ECS) for School Readiness and VPK (See Episcopal Children's Services). The ELC supports families through the following programs:

- **School Readiness** – for families that need to access subsidized funding for early learning programs for children birth to age five and for school age children up to age 13. Learning programs are available throughout the county to support the needs of working families 24 hours/seven days a week. The Coalition supports a variety of professional

development opportunities for staff of early learning programs and Parent/guardians of young children.

Eligibility for school readiness services is based on financial need or involvement with the Department of Children and Families through protective services or receipts of TANF.

- **Screening –**

Initial screening for developmental delays is done using the Ages and Stages Questionnaire. Children may then be referred to Early Steps, FDLRS or Child Find if developmental delays are suspected.

- **Quality Projects –** The Coalition supports multiple quality projects through direct delivery as well as through contracts with the School District. The projects include training and technical assistance, program evaluation, and parent and provider supports.

- **VPK** - The Coalition also conducts provider certification for Voluntary Pre-Kindergarten program (VPK). VPK provides for a high quality pre-k program for all 4 year olds at a certified public or private provider. Parent/guardian may select either a 540-hour school year program or a 300-hour summer program.

Eligibility: Children must be residents of Florida and 4 years old by September 1st of the year they are participating.

I. Episcopal Children's Services, Inc. (ECS)

ECS is dedicated to ensuring that all children have access to quality early education, regardless of their family income or where they live, through a variety of programs listed below. We honor our heritage as an outreach mission of the Episcopal Diocese of Florida but are a free-standing organization that is not supported by or operated by the Diocese.

- **Early Head Start (EHS)** –is a federally funded community-based program for low-income families with infants and toddlers and pregnant women. The mission of EHS is to promote healthy prenatal outcomes for pregnant women, enhance the development of very young children, and to promote healthy family functioning. EHS serves infants and toddlers as well as providing home based programs for pregnant women and young children in Clay County. Early Head Start provides a range of individualized services in the areas of education and early childhood development as well as:

- Medical
- Dental
- Health
- Mental Health
- Nutrition
- Disabilities
- Parent involvement

The staff recognizes that parents are the first and most important teachers of their children. Staff members welcome parent's involvement in Early Head Start activities and work as partners with parents to help the child. Children receive developmental screenings, and vision and hearing examinations with necessary referrals and follow up. Early Head Start offers a nutrition assessment and provides daily nutritious snacks and meals. Dental exams are provided as needed.

- **Head Start** is a federally-funded school readiness program for children ages three to five years old. Children who attend Head Start participate in a variety of education activities. They also receive comprehensive services which include:

- Health services including medical, dental, mental health, and nutrition.
- Healthy meals and snacks.

- Vision, hearing, dental, behavioral, health, and developmental screenings are arranged.
- Services for children with disabilities.
- Individual education goals.
- Family support services.
- Parent involvement activities which include center activities, parent meetings, parent workshops, and parenting education classes.

The Head Start classrooms operate daily, and follow the public school calendar. Head Start offers Voluntary PreK (VPK) program to children four years of age. Children eligible for resource therapies through the school district and who are served by Episcopal Children's Services/Head Start will receive services at their local center, in a designated space provided by the center.

Eligibility for Services -Requirements include:

- Child's birth certificate
- proof of family income
- annual physical
- proof of county of residence or classification as homeless

J. Florida Department of Health in Clay County

- **Healthy Start** – has the primary objective of decreasing infant mortality and morbidity by addressing the prenatal and infant care needs of pregnant women, and infants up to age 3. This is accomplished through development and implementation of coordinated systems of maternal and child healthcare, care coordination, and eliminating barriers to care by linking moms and babies with the resources and help they need to have a healthy pregnancy and a healthy birth. Healthy Start services are risk-based, not income-based; it is for all mothers and babies, not just those of low-income. Care Coordination services are currently provided by contract with the local Health Department.

Eligibility for services: Pregnant women, and infants up to age 3, are screened on a case-by-case basis. Full or partial eligibility is based on risk, following prenatal or infant screening. According to Healthy Start Standards and Guidelines for Screening, regardless of the score on the screen, potential participants may enter the program by a self-referral or as a result of a referral from a community resource. (Self-referral form – see attachment 4).

- **Women Infants and Children (WIC)** - The Federal Supplemental Nutrition Program provides EBT cards for free food to use at local grocery stores as well as nutrition and breastfeeding counseling for Women, Infants and Children under 5 years old. To be eligible you must be:
 - A pregnant woman or
 - A breastfeeding woman or
 - A woman who has recently delivered or
 - An infant or child under 5 years old and
 - Financially Eligible - Many working Parents/guardians are eligible for services. (Medicaid, Food Stamps, and wages/TANF recipients are qualified automatically)
- **School Health Nurses** - Our department serves students in school district programs.
- **Immunizations** - All child and adolescent immunizations in accordance with the Bureau of Immunizations Schedule and the Florida School Guidelines are available to eligible children ages 0-18 free of charge.
- **Dental** - Children (including Head Start) – emergency care, cleanings, fluoride treatment, sealants, restorative (fillings), extractions and x-rays.

K. Florida Diagnostic and Learning Resources System (FDLRS) Crown

FDLRS is a statewide network of nineteen centers serving Parent/Guardian, teachers, agencies and other professionals who work with exceptional students. Centers provide support services to district Exceptional Student Education (ESE) programs in four function areas: Child Find, Human Resource Development, Instructional Technology and Parent Services. Child Find functions as the point of entry for non-public school children potentially in need of public school exceptional education services.

1. **Child Find** assists in the location, identification, and evaluation of all children and youth birth-22 years of age, with emphasis on children 3-5 years of age who have, or are at risk of developing special or unique educational needs. Child Find will provide free developmental, speech, language, hearing and vision screenings to determine if a need exists for further evaluation. Children referred for further evaluation may be eligible for services in the public school system. Referrals are made to other agencies as appropriate.

Eligibility for Child Find services– Any child/student in Clay, Duval, or Nassau County, age three years up to age 22 years, who may be in need of special education services and is not enrolled in public school.

Additional services provided by FDLRS/Crown are available to district, agency, community and other personnel working with students with disabilities and/or gifted students and their families, and include:

2. **Human Resource Development** Specialists provide professional development to teachers, Parent/guardians, agency personnel and others working with exceptional students, designed to improve student outcomes. Training provided is research-based and designed to meet a data driven need(s).
3. The **Instructional Technology** Specialist provides consultation and training in assistive technology to teachers, Parent/guardian, agency personnel and others working with exceptional students. Instructional technology workshops are offered as requested.
4. The **Parent Services** Specialist assists districts in development of partnerships between families and professionals that allow for shared responsibility for improving the education of children and youth who are exceptional and/or have special or unique needs. Training is offered on a variety of topics to assist families in helping their ESE or gifted child be successful in school. The Parent Specialist also participates in community events as appropriate.
5. **Florida Inclusion Network (FIN)**- the Florida Inclusion Network collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers. In the FDLRS Crown region, FIN serves the administrators, educators and families of the following school districts: Clay, Duval and Nassau. Resources and information about FIN can be found on the web at www.FloridaInclusionNetwork.com.

L. Florida Diagnostic and Learning Resource System Multidisciplinary Center (FDLRS-MDC) at University of Florida – Jacksonville

FDLRS-MDC provides support services to children with complex medical, behavioral, developmental and/or social histories who are also struggling in school. Our multidisciplinary team consists of professionals with expertise in developmental pediatrics, school psychology, psychology and education. The program provides direct support to Early Steps, Crown FDLRS/Child Find, Local School Districts and CARD for children under 5 years with apparent Language Disorders, who may be manifesting an Autistic Spectrum Disorder, to facilitate development of an IFSP/IEP, and access to CARD resources if eligible.

Services include: comprehensive multidisciplinary assessments, consultations and trainings.

Eligibility: FDLRS-MDC serves individuals who are between the ages of 3 and 22 years, providing they are still in school.

M. Florida School for the Deaf and the Blind – Outreach and Parent Services, Parent Infant Program – provides coordination of activities statewide for children, families and professionals.

- The **Parent Infant Program** provides home based early intervention for families with infants and young children who are **deaf/hard-of-hearing** (birth through age 6). Home visits with the family provide information, support, and resources by trained early intervention professionals who have been certified in the use of one or more of the following nationally recognized curricula: **SKI-HI** –deaf/hard of hearing, **VIISA** – vision loss, and **INSITE** – deaf/hard of hearing and/or blind/visually impaired and additional disabilities. Training in these three models is provided by FSDB - PIP annually to qualified professionals throughout the state. The early intervention program is provided within the child's natural environment and recognizes that the family is the constant force in the child's life.
- The Parent Infant Program offers opportunities for young children who are Deaf/Hard of Hearing and their families to gather together for support, socialization, and community involvement by providing coordinated events at venues central to families participating in the home-visiting program.
- FSDB offers assistance to school districts across the state of Florida by evaluating students who are deaf/hard of hearing, blind/visually impaired, or deaf-blind. School districts can refer students to FSDB for assessment services on the FSDB campus. **Evaluation** results are shared with the school district IEP team to identify each student's programming needs, classroom accommodations or modifications, and service delivery strategies.
- FSDB offers **Online Sign Language Classes** and Community Sign Language Classes to ensure that schools, family members and other stakeholders develop skills to facilitate successful communication with children who are deaf/hard of hearing.
- **Resource Materials and Technology Center: Deaf/Hard of Hearing** plans and works collaboratively with school districts statewide, agencies, associations, and other state and federal discretionary projects, to ensure accessibility and pedagogical needs of all students with hearing loss are met as required by IDEA 2004 and by Florida Statutes. RMTC-D/HH works to positively influence student outcomes and graduation rates with an emphasis on college, career and life-readiness by supporting parents and school personnel in Florida serving students who are deaf/hard of hearing from birth to the age of 22. The Center is funded by the by the State of Florida, Department of Education, Bureau of Exceptional Education Student Services, through a grant agreement with FSDB.

The above services are provided by request and at no charge to the school, district, or organization.

Eligibility Requirements:

- **Deaf or Hard of Hearing** is defined as a hearing loss aided or unaided, that interferes in processing linguistic information and which adversely affects communication, developmental skills, academic achievement, vocational-career skills, or social-emotional adjustments. The degree of hearing loss may range from mild to profound.

- **Blind or Visually Impaired** is defined as a disorder(s) in the structure and function of the eye that, even with the best correction and treatment, interfere with learning. This includes a bilateral lack of central, steady or maintained fixation of vision with an estimated visual acuity of 20/70 or less after best possible correction, central Scotia, retinopathy of prematurity or documented eye impairment.
- **Dual Sensory Loss** is defined as a sensory impairment affecting both vision and hearing, the combination of which causes a serious impairment in the abilities to acquire information, communication, or function within the environment.

N. **Kids First of Florida** (formerly Clay and Baker Kids Net, Inc.) Through a contract with the Department of Children and Families, Kid First of Florida, Inc. a Community Based Care Agency (CBC), delivers a comprehensive array of foster care and related services to eligible children and families in Clay County through the provision of direct or contracted services. Pursuant to s. 409.1671, F.S., these services include, but are not limited to:

- In-home services - works with the family in the home
- Independent living – life skills for children in licensed care and for eligible children between 18-23 years of age who need supports
- Facilitate the licensing process for foster family homes
- Foster care supervision
- Case management – relative and non-relative supervision
- Post placement supervision – after a parent has completed court required tasks and children and parent are reunited. Related services also include prevention diversion and adoption services.

O. **Northeastern Early Steps (a program of Children's Medical Services)** – is a component of the Federal law, I.D.E.A. (34 CRF 303.167 (1) This is a family focused, multi-disciplinary, community-based, program that provides a comprehensive system of early intervention services for infants and toddlers in Clay County with a developmental delay or an established condition, and their families. Services are provided in the child's natural environment. Services provided include:

- Referral
- Screening
- Family Assessment
- First Contact
- Eligibility Evaluation
- Assessment
- Service coordination
- Individualized Family Support Plan development
- Funding for services as identified
- Delivery of Services
- Evaluation of Strategies
- Periodic Review (at least every six months)
- Annual Reassessment
- Transition planning

Eligibility - Children are determined eligible via a documented established condition or comparison with same age peers on a standardized test protocol. Comparisons are made in the domains of communication, cognition, gross or fine motor, adaptive behavior, and social/emotional behavior. All families, regardless of income, are potentially eligible.

P. School District of Clay County School

○ **Exceptional Student Education/PreKindergarten Program –**

Provides students with special needs, ages 3 years to kindergarten, with educationally based services in all areas of development to prepare them for kindergarten. These services are provided, according to eligibility, in school based classrooms throughout the district. Occupational Therapy, Physical Therapy, Speech Therapy and Language Therapy are also provided according to eligibility. Resource services are available to children on a scheduled basis. The school district contracts with the Lighthouse Learning Center Services to provide services at that site for eligible children. Children served by Episcopal Children's Services/Head Start will receive resource therapies at their local center, in a designated space provided by the center.

Eligibility for PreK Disability Programs/Services – To receive services, children must be found eligible according to school district requirements.

○ **Voluntary Pre-kindergarten (VPK)** – Signed into law January 2005, VPK provides for a free high-quality pre-k program for all 4 year olds at an eligible public or private provider chosen by the family. VPK slots are available in the ESE PreKindergarten classrooms at various sites in the district.

Eligibility – Parents must be a resident of Florida and the child must be four years old by September 1st of the year they are participating.

Q. Other agencies /programs /resources

- Florida's Transition Project www.floridatransitionproject.com
- Technical Assistance and Training System (TATS) www.tats.ucf.edu
- United Way Information and Referral Services

III. Requirements Impacting the Agreement

Some, though not all, of the agencies participating in this agreement have statutory requirements, which may impact the manner in which they participate in the service delivery system. These laws mandate minimum requirements for facilitating the transition of children served in the Part C program into the Part B program and/or other appropriate services. Requirements include:

- A. Agency for Persons with Disabilities, 393.064, Florida Statute (F.S.), and The Florida Medicaid Developmental Disabilities Waiver Services Coverage and Limitation Handbook
- B. American's with Disabilities Act Amendment Act (ADAAA), Public Law 110-325;
- C. Blind Babies Legislation, Section 413.092, F.S.
- D. Child Care Resource and Referral – and Warm Line 402.3018 F.S.
- E. Department of Children and Families – s.409.175, F.S.; Chapters 65C-13 – 16, chapters 65C-28 – 30, F.A.C.; Chapters 39, 63, and 409, F.S. and Title IV-B and IV-E of the Social Security Act, as amended.
- F. Early Steps, current Policy Handbook and Operations Guide and superseding policy and guidance documents
- G. FDLRS, current Required Center Operating Procedures
- H. Head Start - Public Law 110-134 "Improving Head Start for School Readiness Act of 2007", CFR 45 Part 1308).
- I. Healthy Families, 409.153 F.S.
- J. Healthy Start Care Coordination, 64F-3, Florida Administrative Code (FAC), 383.011 F.S.
- K. Individuals with Disabilities Education Improvement Act (IDEA) 2004, Public Law 108-446, (as amended, 102-119), Part C and Part B
- L. School Health Services Act, 381.0056 F.S.

- M. School Readiness Act, s.1002.89(6)(b)6 and s.1002.92 F.S. (Warm Line, Child Care Resource and Referral, respectively)
- N. State Board of Education Rules, Chapter 6A-6, Special Programs for Exceptional Students, FAC
- O. Transfer of Assistive Technology, 1003.575, F.S.
- P. Voluntary PreKindergarten (VPK) Education Act, Part V of Section 1002, F.S.

IV. Activities, Procedures and Timelines

1. Children Birth to 3 years of Age

A. Public Awareness

- o Early Steps conducts on-going Public Awareness, including displays and materials distributed at community health fairs and at locations where families of young children, especially high risk families, receive services, including agencies and physicians. The Florida Department of Health, Early Steps State Office provides information on resource and referral to families. Available via telephone at 1-800-218-0001, or on the Early Steps state website at: http://www.floridahealth.gov/AlternateSites/CMS-Kids/early_steps_directory
- o Early Learning Coalition contracts with Episcopal Children's Services which is a child resource and referral agency and provides information and training on various areas of child and/or professional development and community resources.
- o Community agencies provide information, awareness at events and written resources individually.

B. Identification and Screening

- a. The Early Learning Coalition, through Episcopal Children's Services, uses the Ages and Stages Questionnaire to screen children who are receiving subsidized child care, for potential referral and provide technical assistance. The Inclusion Specialist also provides guidance to centers regarding children who are suspected of having developmental delays, and not receiving subsidized child care.
- b. Early Steps – Provides screening for children ages birth to three years of age who are referred and who do not have a documented established condition.
- c. Episcopal Children's Services Early Head Start screens children using the Ages and Stages Developmental Questionnaires/3 (ASQ/3) to identify developmental concerns, and the Ages and Stages Questionnaire /2 (ASQ-SE/2) to identify children who are at-risk and may need infant mental health services.
- d. Episcopal Children's Services School Readiness Education Services screens children with the ASQ-3.

C. Referral to Early Steps

- a. Federal guidelines for IDEA 2004, Part C require professionals (community providers) to make a referral to Early Steps as soon as possible, but in no case, not more than seven calendar days after identifying a child, birth through 35 months, with a suspected developmental delay. Parent/guardian may also self-refer. With parent permission, children with developmental concerns are referred by the community to Early Steps using the Early Steps Intake/Referral Form.
- b. Referrals (to Early Steps) for those children who have been involved in a substantiated case of child abuse or neglect – see Special Circumstances (Section J. Special Circumstances, d. on pages 18-19).

- c. All children who are thirty-four and a half months of age or older, are not yet in public school and are potentially eligible for exceptional student education will be referred to FDLRS/Child Find for screening.
- d. Early Steps makes an initial contact with the family within five (5) working days from the referral. An Ages and Stages Questionnaire will be completed with parents of all children who do not have established conditions. Parents will be given the option, based on the ASQ, to move forward with a full evaluation using the Battelle Developmental Inventory – Second Edition (BDI-2), be placed on a list to receive a follow-up phone call to rescreen using the ASQ, or to be discharged from the program. Children with a documented established condition or who are 32 months of age or older skip the screening and receive a full evaluation as stated in the Assessment and Evaluation section (2) below.
- e. For children without established conditions, a service coordinator is assigned to the family, and the service coordinator must conduct the First Contacts process during the first forty-four (44) days prior to the initial evaluation/assessment.
- f. If the child passes the screener but parent requests full evaluation, it will be completed as stated in the Assessment and Evaluation section (D) below. A forty-five (45) calendar day timeline for completing the Individualized Family Support Plan begins with the date Early Steps received the referral.
- g. Screening for Autism: All children 16 months of age or older are screened for autism using the M-CHAT (The Modified Checklist for Autism in Toddlers). If the child fails the screening, parent are offered the opportunity to have a representative from CARD present for the full evaluation and subsequent IFSP development.
- h. During the First Contacts Process, the service coordinator meets with the family, completes paperwork, including release and consent forms, explains Early Steps and assists the family in planning for the evaluation.
- i. If the referring agency has completed screening of the child, with parent permission, a copy of the screening results will be forwarded with the referral to Early Steps and used in identification of the evaluation team.
- j. With parent permission, Early Steps sends FDLRS/Crown an *Informed Consent for Notification to CHRIS* form on an individual child basis to provide information for the CHRIS data base and facilitate tracking of children. For parents who do not give permission at that time, Early Steps discusses it again at later meetings with the parents.

D. Assessment and Evaluation

- a.. A multidisciplinary Team comprised of an Infant Toddler Developmental Specialist (ITDS), at least one other licensed healing arts professional, and the service coordinator conducts the evaluation in collaboration with the family. A representative from CARD may also be present, at the family's request.
- b. A multidisciplinary developmental evaluation /assessment is completed including each of the following domains:
 - i. Communication
 - ii. Self-help/adaptive
 - iii. Cognitive
 - iv. Physical including fine and gross motor and vision and hearing
 - v. Social/emotional

- c. If the child skipped the screening process, a screening for autism using the M-CHAT will be conducted at the evaluation appointment.
- d. The Initial Evaluation and Assessment is conducted in an arena setting within forty-five (45) calendar days from referral by the team using the BDI-2 and other discipline specific evaluations as determined necessary.
- e. If the child is eligible, and unless the family requests otherwise, the IFSP meeting is conducted immediately after the evaluation/assessment is completed.
- f. Upon the family's request, and with their written consent, the service coordinator will invite a representative from ECS Early Head Start to attend the initial IFSP meeting and any review meetings thereafter. For any child served in an out of home care setting by the community based care agency, an agency representative will be invited to participate.
- g. Early Steps has thirty (30) calendar days to ensure services for the child/family have begun.
- h. If the child is ineligible, Early Steps will provide the family with information about community services and resources, and inform the family they can return, if their concerns persist, until the child is three years of age.
- i. For any child made eligible due to developmental delay based on documented sources beyond standard scores when the scores on the initial eligibility assessment do not meet the Early Steps criteria, the child's eligibility must be re-determined with parental consent no later than the end of the initial 6 month service authorization period.
- j. Early Steps will conduct an annual review of the child's IFSP. Determination of continuing eligibility must take place during the annual review of the IFSP for children determined eligible due to developmental delay.
- k. Early Steps will notify the referral source of the outcome of the evaluation/referral, with parent permission.
- l. Families may also be referred to Episcopal Children's Services/ Head Start, Division of Blind Services, Agency for Persons with Disabilities, or other community agencies, according to parent preference. Children may also be referred to Child Find, if nearing the age of three years.

E. Early Steps children served by Episcopal Children's Services Early Head Start

Early Steps will:

- a. Evaluate the child within 45 days of referral; and, with parental permission, notify Episcopal Children's Services Early Head Start of the results of the referral.
- b. Upon family's request, invite a representative from the ECS Early Head Start to attend the initial IFSP meeting, any review meetings thereafter, and the transition conference. Notification of such meetings will be sent to the attention of the ECS Disabilities Specialist.
- c. Upon the request of the Episcopal Children's Services Disabilities Specialist, provide copies of clinical evaluation reports and IFSP to Early Head Start, with parental permission.
- d. Arrange for, or provide, occupational, physical, and speech therapies as designated on the IFSP in accordance with Part C regulation.
- e. Provide an opportunity for a representative from ECS to provide an information tutorial about ECS Early Head Start and Head Start

Programs to the Early Steps Early Intervention Program Family Service Workers.

- f. Offer referral information about ECS Early Head Start as an option for services for children with special needs (Part C) and their families.
- g. If a child is not eligible for Part C services, inform the family of availability of ECS Early Head Start through a referral. Children may be referred to ECS Early Head Start on the Outside Agency Referral Form (See attachment 3, Page 29).
- h. Early Steps will contact the Head Start Disabilities Specialist for assistance when an update or transition meeting is requested and a parent does not respond or is unable to be contacted.

F. Notification - Early Steps notifies the Local Education Agency of children receiving services and turning three, for planning purposes.

- a. Early Steps sends notification to the School District of Clay County/ PreK ESE Specialist and the state Department of Education, as required, on an individual basis when the child is 24-27 months of age. The notification will identify children as soon as possible when the child is referred after 27 months of age, and will include the following information for children residing in the school district:
 - i. Child's name
 - ii. Child's date of birth
 - iii. Parent contact information, including Parent/guardian names, addresses and telephone numbers
- b. For children who are discharged from Early Steps prior to their third birthday, with parent permission, Early Steps will notify the LEA via letter that the child is no longer receiving services and the LEA will notify FDLRS/Crown.
- c. FDLRS/Crown will send Northeastern Early Steps a list of children in the CHRIS System who are 27 months of age. Early Steps will update the information on the 27-month list and note children with inactive status. The school district will follow up with the family.
- d. Early Steps will inform the school district of any child for whom the school district has received notification, but who is no longer eligible based on the Early Steps Annual Review of the IFSP.

G. Transition Planning, Transition Conference and Referrals

Transition Timeline Reference Chart

Birthday	Notification to LEA (27 m)	Transition Planning (27-33 m)	Transition Conferences (30-33 m)	Exit BDI-2 (33 m)	Staffing 3 rd Birthday (35-36m)
January	April	Apr – Oct	July - Oct	Oct	Dec – Jan
February	May	May – Nov	August - Nov	Nov	Jan – Feb
March	June	June – Dec	Sept - Dec	Dec	Feb – Mar
April	July	July – Jan	Oct - Jan	Jan	Mar – Apr
May	August	Aug – Feb	Nov – Feb	Feb	Apr – May
June	September	Sept – Mar	Dec - March	March	May – June
July	October	Oct – April	Jan – April	April	June
August	November	Nov – May	Feb – May	May	June
September	December	Dec – June	March - June	June	Aug – Sept
October	January	Jan – July	April - June	June	Sept – Oct
November	February	Feb - Aug	May - August	Aug	Oct – Nov
December	March	Mar – Sept	June - Sept	Sept	Nov – Dec

- a. Transition planning for all children in Early Steps will begin six months to one year prior to the child's third birthday to include a discussion of transition options such as school district or other community options.
- b. An individualized transition plan will be developed for each child and family.
- c. The transition plan will address strategies to enable a successful transition and specific steps to prepare the child and family for the new environment.
- d. Early Steps sends FDLRS/Crown a Twenty-Seven Month and 30 Month Report of children in the Early Steps system.
 - i. For comparison, FDLRS/Crown sends Early Steps a list of the children who are 27 months of age whose information has been entered in the CHRIS data system.
 - ii. With parent permission Early Steps updates the status of the children on the CHRIS list and returns it to FDLRS/Crown.
 - iii. If there is a disparity between the two lists, it is updated by the Early Steps Data Manager before it is returned to FDLRS/Crown, with indication if parent permission has not been obtained.
 - iv. FDLRS Crown updates the CHRIS list and forwards the refined list to the Prekindergarten Staffing Specialist.
 - v. A follow up report at 30 months is generated by CHRIS and sent to Early Steps for review. The report is updated by the Early Steps data manager and returned to FDLRS Crown.
 - vi. When parents do not give permission, the children's names are not included on the 27 month FDLRS/Crown list by the Early Steps Data Manager.
- e. **Transition Conference:** Referral to the school district may occur before, during or after the transition conference. For children who may be transitioning to the School District of Clay County Prekindergarten Program for Children with Disabilities, a transition conference will be held no more than 9 months, and not less than 90 days before the child's third birthday to include at least the family, the service coordinator and the local school district representative. Early Steps and the school district strive to hold transition conferences at 6 months prior to the child's third birthday, except for children entering late (see Late Entry below).
 - i. The Service Coordinator will invite representatives from other agencies identified by the family to the transition conference. If the child is being served by the Department of Children and Families, the Kids First of Florida Case Manager will be informed of the transition conference.
 - ii. At the transition conference, the family, the service coordinator, the school district representative, and any other representatives the family chooses, including Head Start if a representative is present, review the transition/referral packet and provide the family with information to help them understand their role in the transition process. Families can use the information to make decisions about the next steps, including opportunities to visit community programs, schedule appointments and gather information. School programs are not open to specific prekindergarten disabilities

classroom visitation until the child has been determined eligible.

- iii. If a child/family doesn't show up for the transition conference, the service coordinator attempts to reschedule a transition conference as soon as possible. If there is insufficient time to have a face to face transition conference with the family, Early Steps and the school district will communicate to set up a plan for following up with the family.

f. Referral to the School District

- i. With parent permission, at least 7 calendar days prior to the monthly transition conference, Early Steps provides the School District of Clay County Prekindergarten Program for Children with Disabilities with a schedule and list of children who are transitioning, and the list will be forwarded to FDLRS/Child find to be cross-referenced with the corresponding packets/contents. The transition conference occurs on the second Tuesday of the month, with exceptions as agreed.
 - ii. No new children will be added to the schedule without Early Steps contacting the school district to discuss/mutually agree.
 - iii. For children added to the transition calendar later than 7 calendar days prior to the transition conference, LES will contact LEA directly to make arrangements.
- g. A transition conference for children who are not transitioning to the School District Prekindergarten Program for Children with Disabilities (either by choice or ineligibility), will include providers of other appropriate services for the child as desired by the parent, including Head Start and other early care and education programs. Referral to Head Start may be made on the Outside Agency Referral form (see attachment 3, Page 29).
- i. In the case of a child who is in licensed out of home care, the parent (if available), Family Service Counselor, the foster parent and guardian ad litem representative, if appointed, may be invited to participate in the transition conference.
 - j. For children who are potentially eligible for services through the **Agency for Persons with Disabilities**, the Early Steps Service Coordinator will assist the family in obtaining an application for the agency by the child's third birthday.

H. School District Evaluation and Determination of Eligibility for Part B Services/IEP

At the transition conference, if parents select the school district to provide PreK ESE services, the following occurs:

- a. LEA is able to find children eligible for Developmental Delay services based on the results of the BDI-2 evaluation administered by Early Steps.
- b. If appropriate, families sign consent for evaluation to provide necessary information for the school district referral packet.
- c. The referral packet is forwarded to the specific program evaluator.
- d. Necessary evaluations are completed and the results forwarded to the Program Specialist.
- e. The child's district assigned school schedules an eligibility/placement meeting with the family, representatives from Part C and other agencies as appropriate.

- f. If the child is eligible an Individualized Educational Plan (IEP) is written by the child's third birthday, consent for placement is obtained, and upon registration at the school site or Head Start, the IEP is implemented.
- g. In the case of a child who is in licensed out of home care, the parent (if available), Family Service Counselor, the foster parent and guardian ad litem representative, if appointed, may be invited to participate in the IEP meeting.
- h. After the child is determined eligible, parents may visit their child's specific classroom prior to consent to placement.
- i. If the child is ineligible, information is shared with the family regarding community programs available, including Head Start.

I. Special Circumstances

a. Children referred to Early Steps Late—

- i. Children who are referred to Early Steps between 32 and 34 ½ months are referred for a full evaluation, and, if the parent would like the LEA to be present at the evaluation, Early Steps will invite the LEA to participate and hold a transition conference at that time. A screener for ASD is administered as part of the evaluation, and, with parent permission, a referral to CARD/Developmental Pediatrics is made if appropriate.
- ii. Families of children who come to Early Steps less than 45 calendar days prior to the child's third birthday are given assistance to connect directly to FDLRS/Child Find.
- iii. **Note:** Early Steps is not required to conduct an eligibility evaluation/IFSP when the referral is less than 45 days before the child's 3rd birthday. School districts are not obligated to have an IEP developed and implemented by age 3 for a child who was not determined eligible for Early Steps and does not have an IFSP. These children follow the school district timeline – 60 school days from the time the consent for evaluation is signed by the parent, unless unexpected delays occur, which will be documented.

- b. **Summer birthdays** – Refers to children who are preparing to transition out of Early Steps and turn three years old during the summer months. Children will be evaluated and have their IEP written prior to their third birthday.

Note: Exceptions to either the Late Entry or Summer birthday process will be discussed on a case by case basis between the school district and Early Steps.

- c. **Eligibility for Extended School Year Services (ESY)** – Referral for extended school year services is submitted to the ESE Director by the child's IEP Team.
- d. **Referrals (to Early Steps) for those children who have been involved in a substantiated case of child abuse or neglect**
Children from birth to thirty-six months who have been determined to be victims of "substantiated cases of child abuse or neglect", as defined by the Florida Office of Family Safety will be referred to Early Steps according to the following criteria:
 - 1. Children who will remain in their parents' or legal guardian's home without referral to KIDS FIRST OF FLORIDA, INC. for

services will be referred to Northeastern Early Steps by the Protective Investigator handling that case. This will be done by completion of the referral form CF FSP 5322- CAPTA REFERRAL FOR EARLY STEPS, within 48 hours of the abuse or neglect being verified. The completed form will be delivered to Northeastern Early Steps via facsimile, electronic mail that is encrypted or protected by a password or by mail.

2. Children who will remain in their parents' or legal guardian's home and are referred to KIDS FIRST OF FLORIDA, INC. for services, will also be referred to Northeastern Early Steps by the Kids First of Florida, Inc. child welfare case worker if the following criteria are met:
 - i. A referral to Early Steps will occur during the child welfare case plan development process when there is an indication that the child may have an established condition or developmental delay. This will be accomplished by completion of the referral form CF FSP 5322- CAPTA REFERRAL FOR EARLY STEPS, within 48 hours of the child's established condition or possible developmental delay being identified. The form must include the reason for referral. The form will be delivered to Northeastern Early Steps via facsimile, electronic mail that is encrypted or protected by a password or by mail.
 - ii. Kids First of Florida will follow up to determine if the child has been found eligible for Part C services and will support the participation of eligible children's families in Early Steps. This support may include the following:
 - Participation in meetings in person or by phone
 - Assistance with transportation if necessary
 - Provision of written information about Early Steps
 - Follow-up with the family and encouragement about child's participation in Early Steps.
3. Children who are being **placed into temporary care for referral to KIDS FIRST OF FLORIDA, INC. for out-of-home care placement** will receive an initial assessment during the child welfare case plan development process and will be referred to Northeastern Early Steps. Kids First of Florida, Inc. caseworker will ensure that recommendations are included in the child welfare case plan, in accordance with the following criteria:
 - i. Children who **are referred** for a Medicaid Comprehensive Behavioral Health Assessment, will also be referred to Early Steps by KIDS FIRST OF FLORIDA, INC. child welfare case worker if the child's Comprehensive Behavioral Health Assessment flags the child as potentially having a developmental delay or an established condition. The Early Steps referral will be reflected in the child's case plan. Once completed, the form will be delivered to the local Early Steps via facsimile, electronic mail that is encrypted or protected by a password, or mail.
 - ii. The Medicaid Comprehensive Behavioral Health Assessment that indicates the child shows indications of possible developmental delay or has an established condition will be forwarded to Northeastern Early Steps as soon as it is available.

All confidential information will be handled appropriately and all electronic mail will be encrypted or protected by a password.

Northeastern Early Steps will screen or evaluate all children referred by KIDS FIRST OF FLORIDA, INC., in accordance with Early Steps policy. When a child is referred to Early Steps from a child welfare case worker, the information on the outcome of the child's screening or evaluation and any recommended services on the child's individualized family support plan will be forwarded by the Early Steps service coordinator to KIDS FIRST OF FLORIDA, INC., for consideration in development of the child's case plan.

J. Child Outcomes Measurement Using the BDI-2

Florida's system for collection of child outcomes data includes the use of the Battelle Developmental Inventory-2 (BDI-2) or the BDI-2 Screener. Clay County's plan, below, will be revisited annually and changes made as needed to ensure compliance.

a. Early Steps –

1. Entrance Assessment

- Early Steps will complete the entrance BDI-2 Assessment or Screener to determine program eligibility.
Note: If an instrument other than the BDI-2 is used for determination of eligibility, and the results of the child's Assessment indicate that the child is in the typical range in all five developmental domains, and the child is determined eligible for services using other criteria, the BDI-2 Screening Test may be administered.
- Early Steps will enter item-level data from the BDI-2 entry assessment into the web-based BDI2 Data Manager, as described in the BDI-2 Data Manager: Guide for the Florida Child Outcomes Measurement System (7.14.10).

2. Exit Assessment

- Early Steps staff or providers will complete the BDI-2 on all children exiting Early Steps who have been evaluated using the BDI-2 at the entry data point, were determined eligible for the Early Steps program, and who have had an IFSP for at least six months, no earlier than 90 calendar days before the date of termination of services, per notice, with a 30 day window after.
- For children who have had an IFSP for at least six months, Early Steps will complete the exit BDI-2 when the child is 33 months of age and provide a copy of the Comprehensive Report or Test Record Report from the Data Manager to the school district at the transition conference, but not less than 12 days following the administration of the assessment for all children referred to the Part B/PreK Disabilities program, with parent permission.
- Exception - If Early Steps is unable to complete the BDI-2 exit due to issues such as no-show, medical, etc. and an exit Assessment cannot be rescheduled prior to the child's third birthday, Early Steps will notify the school district as soon as possible. In this case, the school district has a thirty day window after the child's exit from Early Steps on the third birthday to initiate the exit BDI-2 on the child, if parent is interested in Part B services for the child. If the LEA completes the BDI-2, the LEA will enter the data into the web-based BDI2 Data Manager, as described in the BDI-2 Data Manager: Guide for the Florida Child Outcomes Measurement System (7.14.10).

b. Shared Data point - When a shared data point exists, the same BDI-2 assessment will be used as both the exit from Early Steps and the entry for the school district.

1. If Early Steps administers the BDI-2 to any child beginning when the child is 30 months and 1 day or older, the school district can use the Early Steps entrance BDI-2 Assessment as its entrance assessment for child outcomes measurement, and as part of the school district's consideration for eligibility.
2. If the school district conducts the exit BDI-2 assessment, the school district will share a copy of the Comprehensive Report or Test Record Report from the Data Manager with Early Steps no later than 12 days after administration of the assessment, with parent permission.
3. The agency conducting the exit/entry BDI-2 will enter the data and share with the partner agency, with parent permission. The agency that did not conduct the exit/entry BDI-2 will enter raw score data into their BDI-2 Data Manager.
4. All BDI-2 Protocols and score sheets will be maintained at the Administrative Offices of the local Early Steps or the community provider, whichever administered the assessment.

c. School District

1. Entrance Assessment:
 - o All children referred for Prekindergarten Exceptional Student Education will receive a BDI-2 screener or full BDI-2 entrance Assessment, if it has not already been completed. The school district will use the BDI-2 for consideration of eligibility, along with other assessments as needed for children entering Part B.
 - o If Early Steps has completed the entrance BDI-2 on a child who has an IFSP less than 6 months at Early Steps, the school district can use this BDI-2 as entrance data for the purpose of Child Outcomes Measurement and may use it for eligibility per district decision.
 - o Preschool children with an entry BDI-2 assessment and an initial IEP date of **December 1 or later in the school year prior to kindergarten** will not be included in the Part B/PreK Disabilities system for the measurement of child outcomes.
2. Exit Assessment:
 - o The school district will administer an exit BDI-2 assessment for all preschool children who have an entry BDI-2 assessment, were determined eligible for special education, and have had an **IEP for at least six months**. The exit BDI-2 assessment will be administered **no earlier than 90 calendar days or later than 30 calendar days** from the date of termination of services or May 31st in the year the child transitions to kindergarten.
 - o The school district will enter item-level data from the exit BDI-2 assessment into the web-based BDI-2 Data Manager, as described in the BDI-2 Data Manager: Guide for the Florida Child Outcomes Measurement System (7.14.10).
 - o All BDI-2 protocols and score sheets will be maintained as determined by the school district administration.

d. Use of BDI-2 Screener

Battelle Developmental Inventory-2 (BDI-2) Screening Test

Part C/Early Steps and Part B/PreK Disabilities may use the BDI-2 Screening Test in the measurement of child outcomes (and the determination of eligibility for Part C/Early Steps only) as defined in the Revision to Guidance on Use of the BDI-2 Screening Test in Florida's Child Outcomes Measurement System from the Department of Education, BEESS and the Department of Health, ESSO (current memo).

2. Activities, Procedures and Timelines Children Thirty-six months up to Kindergarten Age.

A. Public Awareness –

Agencies agree to keep each other informed of opportunities to participate in public awareness events or materials dissemination.

a. FDLRS/Child Find –

- i. Child Find information is sent to all schools, pediatrician offices and child care centers.
- ii. Information is presented at community agency fairs.
- iii. FDLRS/Child Find is listed in the phone book as well as in various local community resource directories and websites.
- iv. Child Find is included in a community resource booklet/packet that will be provided to the school district.
- v. Child Find maintains a publication highlighting non-profit community agencies that serve children with disabilities – Special Places for Special Kids (available on the FDLRS Crown website – www.fdlrscrown.org)

b. Episcopal Children's Services

- i. Episcopal Children's Services Head Start distributes information throughout the community as appropriate.
- ii. ELC distributes child care information to local businesses in the community, and maintains other advertising.

B. Referral

Community partners or families refer children suspected of having a disability to FDLRS/Child Find for developmental screenings. The Child Find Specialist uses the screening data as one of the tools to determine the need for referral for evaluation and makes referrals for evaluation to the school district PreK Specialist as appropriate.

C. Identification and Screening

Agencies are encouraged to forward any screening information to FDLRS/Child Find when referring.

- a. Agencies participating in this agreement may screen children using the Ages and Stages Developmental Questionnaires (ASQ) for developmental concerns to refer to Part B services.
- b. Clay Behavioral Health Center – uses the Achenbach (a behavioral checklist)
- c. **Child Find** – currently uses a variety of screening instruments, including the BDI-2 screener, and has a selection of several behavioral checklists for parents and child care staff to complete if social/emotional or behaviors are a concern. FDLRS also completes a review of any other records pertaining to any child referred.
- d. Episcopal Children's Services Head Start screens children enrolled in the program within 45 days of enrollment using the Ages and Stages

Developmental Questionnaires (ASQ) and the Fluharty-2 to identify developmental concerns, and the ASQ-SE to identify children at-risk who may need mental health services. Children are also screened for hearing, vision, and dental concerns. Head Start also partners with FDLRS to screen children with suspected delays.

- e. Other instruments may be used for screening by individual agencies, and may change according to agency policy.

D. Evaluation –

- a. Child Find - Child Find Specialist presents the results to the School District of Clay County PreK Specialist and refers the child for additional evaluations as needed.
- b. The school district evaluation team completes necessary evaluations and schedules an eligibility meeting with the family, and whoever the family wants to have participate in the meeting.
- c. If the child is eligible an Individualized Educational Plan (IEP) is written.
- d. In the case of a child who is in licensed out of home care, the parent (if available), Family Service Counselor, the foster parent and guardian ad litem representative, if appointed, should be invited to participate in the IEP meeting.
- e. If the child is ineligible, information is shared with the family regarding community programs available.

E. Services Provided in the Community by the School District of Clay County

Children may be served in a variety of community settings, as follows:

- a. School district classrooms are available for children who are eligible
- b. Episcopal Children's Services/ Head Start – School District of Clay County consultative services. The child's progress toward the IEP goals are provided to the parents every 4 weeks. The school district provides resources to help the teacher work with the child's area of concern.
- c. Resource therapies are available on a weekly schedule (e.g. Speech and/or language, OT, PT).

F. Process for Head Start Children Eligible to Receive School District Services –

- a. At the eligibility staffing an Individualized Educational Plan (IEP) will be developed.
- b. ECS/Head Start will assist in the coordination of the IEP meeting for Head Start children and require appropriate staff to attend the IEP meeting when invited.
- c. The school district will send a copy of the IEP and other relevant documents to ECS/Head Start Disabilities Specialist with parent permission.
- d. ECS/Head Start will share concerns with school district personnel for children who have IEPs that currently do not meet the children's needs and may need to be updated. ECS/Head Start will participate in the reconvening of the multidisciplinary team as appropriate.
- e. ECS/Head Start will make available a minimum of 10% of its enrollment opportunities to children with disabilities who qualify, and follow other appropriate Head Start guidelines.
- f. The school district will utilize Head Start as a placement option, when appropriate, for preschool children according to parent preference.
- g. The school district will provide consultative services to children who demonstrate delay in one or more developmental areas and qualify for services, per decision of the IEP team. The school district will provide speech, language and cooperative consultation services, including occupational and physical therapy, to children who qualify for any of these services in which the parent chooses to utilize Head Start placement as an option.

- h. ECS/Head Start will provide and monitor individualized instruction, if appropriate, for children who demonstrate delay in one or more developmental areas.

G. Transition to Kindergarten

- d. For children served by the school district: In January the Student Service Team, including the family, meet to discuss the child's progress and the need for further evaluations. The school district meets with parents on an individual basis and completes a transition IEP at the school where the child is currently being served. The child's needs and progress are reviewed. The families are invited to visit the school and register.
- e. Children in school district classrooms: Transition meeting with parents. The receiving school is invited to attend. A new IEP is written to meet the child's needs for kindergarten.
- f. For Children served in Head Start classrooms: The ESE PreK Specialist meets with the parent to discuss the child's progress and the need for further evaluations prior to transition. A transition IEP is completed.
- g. Episcopal Children's Services disseminates information about kindergarten to child care providers to give to families.

VI. Implementation of the Agreement

The Participants of this Interagency Transition Agreement consent to implement the following procedures within their agencies/programs:

- Train current staff and include the Interagency Transition Agreement Document in new employee orientation for appropriate staff in each agency.
- Encourage staff participation in any joint training activities available in the county or region.
- Hold regular meetings of the interagency partners at least two times a year, on **the second Monday** of the month from 10:30 – Noon, at the Orange Park Branch Library, in September and February. The TATS Facilitator will assist in sending reminders for these meetings.

2019	2020	2021	2022
February 11	February 10	February 9	February 14
September 9	September 14	September 13	September 12

- Hold regular period meetings with Early Steps and the school district to ensure timelines for Part C to Part B transition are being met (Monitoring and Evaluation of the Agreement, 2., below).

VII. Monitoring and Evaluation of the Agreement

1. Participants will meet a minimum of two times per year, or more often as needed, to review data and discuss needed updates to the agreement. The TATS Regional Facilitator will send out meeting reminders a month in advance.
2. Northeastern Early Steps and the School District of Clay County Exceptional Student Education PreK Specialist and FDLRS Child Find Specialist will communicate as often as needed, to maintain required transition timelines and share data specific to those. The following data will be reviewed to determine adherence to timelines outlined in the document:
 - a. CHRIS data reports that support the community transition process
 - b. Early Steps
 - i. Notification to the school district of children transitioning
 - ii. Transition conference dates (Early Steps)
 - c. School District data regarding IEPs in place by the child's third birthday
 - d. BDI-2 reports

3. Partners will share information at meetings that will inform each other about changes in legislation, results of family satisfaction surveys that may have been completed, opportunities to collaborate on activities, training and events, etc.

VIII. Interagency Conflict Resolution Process

The agencies/programs will work informally to resolve issues that arise. However, if the issues cannot be resolved informally, the following procedures will be employed:

1. The agency/program with a concern shall provide written communication to the agency/program with which they have an issue that identifies the concern.
2. The receiving agency/program shall provide a written response, which includes proposed solutions to the concern, no more than thirty (30) days of receipt of notice of the concern.
3. Upon resolution of the concern, a joint written statement so indicating will be developed and disseminated by a representative of each partner and the agreement amended as needed.

Until final resolution, each of the partners to this Interagency Agreement shall respect the policies and procedures of each other.

The parties may at any time request assistance from Florida's Transition Project (FTP) Coordinator or the Technical Assistance and Training System (TATS) Facilitator.

IX. Duration of the Interagency Agreement -

This Interagency Agreement shall be effective for three years from July 1, 2019 to June 30, 2022, with annual review.

IX. Signatures

This Interagency Agreement is not a binding contract. It is an expression of cooperation for the purpose of providing services to clients and coordinating activities to the extent possible and as allowed by law. No contract rights attach to this Agreement for any of the parties or for any third party beneficiaries. This Agreement is effective July 1, 2019, and shall end June 30, 2022, unless extended in writing by the parties. A party may terminate their involvement in the Agreement without cause upon written notice to the remaining parties.

Agency for Persons with Disabilities Northeast Region-Lesli Richards, Northeast Region Manager, Florida

Jeannie Potthast

5/06/19

Center for Autism and Related Disabilities (CARD) University of Central Florida – Jeannie Potthast

Erica Teal

5/13/19

Children's Home Society/Buckner Division, Healthy Families – Erica Teal, Program Manager

April Leopold

07/08/2019

Northeastern Florida Early Steps – April Leopold, Program Director

Connie Stophel

5/16/19

Episcopal Children's Services-Head Start/Early Head Start – Connie Stophel, CEO

Florida Department of Children and Families Circuit 4 –Regional Managing Director

Florida Department of Health in Clay County-Healthy Start/Healthy Families– Stephanie Bechtel, Administrator

Henry Schmitges

Florida Diagnostic and Learning Resources System

5/22/19

Florida Diagnostic and Learning Resources System/Crown, Child Find & Florida Inclusion Network – Henry Schmitges, Program Manager

Cindy Day

FSDB Executive Director, Parent Services

5/03/19

Florida School for the Deaf and the Blind, Parent Infant Program – Cindy Day, Director

Madeline C. Davidson

5/06/19

Division of Blind Services – Madeline Davidson, District Administrator

Terry Dumas Roth

School District of Clay County – Terry Dumas Roth, Supervisor of Exceptional Student Education

School District of Clay County – Addison Davis, Superintendent

Additional Partners

X. List of Attachments:

1. Definition of Terms
2. Early Steps Referral Form
3. Episcopal Children's Services Outside Agency Referral Form
4. Healthy Start Self-Referral Form
5. Florida School for the Deaf & the Blind Referral Form
6. List of Participants

Attachment 1. Definition of Terms

1. **Assessment** – an ongoing collaborative process, including systematic observation and analysis designed to determine the child's unique strengths, competencies, resources, and needs along with the family's priorities and concerns. The assessment leads to identification of the appropriate caregiving and learning environments to benefit the child's development and assists in planning for appropriate educational services.
2. **Assistive Technology** – an assistive device is any item, piece of equipment, or product system—whether acquired commercially off the shelf, modified, or customized—that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Exception: the term does not include a medical device that is surgically implanted or the replacement of such device.
3. **Battelle Developmental Inventory 2nd Edition (BDI-2)** – a standardized, individually administered assessment battery of key developmental skills in children from birth through 7 years of age in the following domains: Personal-Social, Adaptive, Motor, Communication, and Cognitive ability. Some school districts have used this tool as a part of a typical battery of instruments used to determine eligibility for the prekindergarten program for children with disabilities. This instrument is also used by Early Steps for the determination of program eligibility.
4. **Child Abuse Prevention and Treatment Act (CAPTA)** – a significant requirement for States to have provisions and procedures for the referral of children under the age of three who are involved in substantiated cases of child abuse or neglect to early intervention services under Part C of the IDEA [42 U.S.C. 5106a, Sec. 106 (b)(2)(A)(xxi)]. Florida has defined "substantiated" as any case with verified findings of child abuse or neglect.
5. **Child Care** – the provision of childcare in a licensed, licensed-exempt, faith-based, registered, or informal setting.
6. **Child Care Resource and Referral (CCR&R) Network** – a program to help families find answers to their questions regarding how to identify quality child care and early education programs and how to locate a provider that meets their family's needs. Child Care Resource and Referral office can also provide families with creative financial assistance options and community resources that may ease their financial burden.
7. **Child find** – public awareness initiatives to ensure that young children in the state who are eligible for services are identified, located, and evaluated.
8. **Child Outcomes Measurement System** – a measurement system, developed by the Department of Education (DOE), in collaboration with the Department of Health (DOH)/Early Steps, to meet the requirements for reporting on the progress of children with disabilities, ages birth to five, in the areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs. A determination was made to collect data on children across the prek disability school district program and local Early Steps on a common instrument, the Battelle Developmental Inventory 2nd Edition (BDI-2).
9. **Children's Registry and Information System (CHRIS)** – a confidential data information system used by FDLRS as a case management tool to assist school districts in the educational planning of service needs and support coordination of referrals.
10. **Cultural Competence** – the demonstration of respect for the rights, opinions, and

concerns of families from all backgrounds. Services must be sensitive and responsive to cultural differences. Caregivers are aware of the impact of culture and possess skills to help provide services that respond appropriately to a person's unique cultural differences, including race and ethnicity, national origin, religion, age, gender, sexual orientation, or physical disability. They also adapt their skills to fit a family's values and customs.

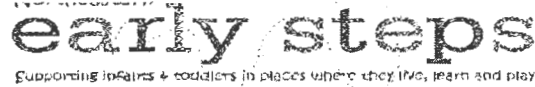
11. **Early Steps** – A comprehensive, multidisciplinary, community-based, family-focused system that provides a coordinated system of early intervention services for infants and toddlers with a developmental delay or an established condition which may result in a delay. This umbrella program has three components: the Developmental, Evaluation and Intervention (DEI) Program, the IDEA, Part C Program, and services provided under Chapter 393, Florida Statutes, for children, birth to 36 months.
12. **Early Steps State Office (ESSO)** – A bureau under Children's Medical Services within the Florida Department of Health that oversees a statewide, coordinated system of early intervention services for infants and toddlers with developmental delays or established conditions.
13. **Evaluation** – the process and procedures used by appropriate qualified personnel to determine a child's initial eligibility for programs.
14. **Exceptional Student Education (ESE)** – specially designed instruction and related services that are provided by school districts or others at no cost to parents to meet the unique needs of eligible students, ages three through twenty-one years, who have a disability.
15. **Extended School Year (ESY)** – refers to the special education and related services which meet the standards of the state that a child with a disability receives beyond the normal school year in accordance with the child's individual educational plan (IEP). ESY services must be considered by the IEP or IFSP team as part of the provision of a free appropriate public education (FAPE). ESY must be provided only if a child's IEP team determines, on an individual basis, in accordance with 34 CFR 300.340-300.350, that the services are necessary for the provision of FAPE to the child. ESY is provided at no cost to the parents of the child.
16. **Family** – parents or guardians, siblings, grandparents, caregivers and other persons designated as family members by parents or guardians.
17. **Family Resource Specialist (FRS)** – an individual employed by Early Steps (Part C) who is available to assist families with information, support, training, and connection to other families. This person must be a family member of a child with special needs who received services or would have been eligible for early intervention services.
18. **Florida Administrative Code (F.A.C.)** – used when referencing State Board of Education Rules or other state agency rules. For example: Rule 6A-6.03012, F.A.C.
19. **Family Educational Rights and Privacy Act (FERPA)** – legislation that protects the privacy and confidentiality of student education records.
20. **Florida Central Directory** – a component under the Individuals with Disabilities Education Improvement Act (IDEA), Part C. Each state that receives funds must have a central directory that includes information on services, resources, and experts available in the state and research and demonstration projects being conducted in the state.
21. **Florida Diagnostic and Learning Resources System (FDLRS) Child Find** – a resource, referral, and screening agency for children, birth through age twenty-one years, not enrolled in public school, who may be eligible for Exceptional Student Education Services.
22. **Free Appropriate Public Education (FAPE)** – refers to specially designed instruction and related services provided at public expense in conformity with the individual educational plan.
23. **Head Start Programs** – a group of federally funded child development programs for children from birth to mandatory school age. Early Head Start serves pregnant women and children from birth to age 3, Head Start serves children from 3 to 5 years, and Migrant and Seasonal Head Start serves children from six weeks to school age. Of the participating families, 90 percent must have incomes at or below the national poverty guidelines. Head Start is also mandated to provide 10 percent of its enrollment slots to children with disabilities.

24. **HIPAA – The Health Insurance Portability and Accountability Act** – provides the structure for sharing Personal Health Information (PHI) and restricts sharing among providers without specific consent of the patient. Does not apply to student records.
25. **Inclusion** – a term used to describe the concept that supports the right of all children, regardless of abilities, to participate actively in natural environments within their communities. Natural environments are those in which the child would spend time if he or she did not have a disability. These settings include—but are not limited to—home, preschool, nursery settings, Head Start programs, kindergarten, neighborhood school classrooms, child care, places of worship, recreational (such as community playgrounds and community events), and other settings that all children and families enjoy.
26. **Individual Educational Plan (IEP)** – a written statement that describes the specially designed instruction and related services that will be provided to students with disabilities ages three through twenty-one years. The IEP is the authorizing document for services provided through Part B of IDEA. The IEP is developed jointly by a team composed of the child’s family and professionals to meet the needs of a child eligible for IDEA, Part B services.
27. **Individualized Family Support Plan (IFSP)** – a plan that documents and guides the early intervention process for children with disabilities and their families in accordance with the IDEA, Part C. The IFSP is developed jointly by a team composed of the child’s family and professionals to meet the needs of a child eligible for Early Steps and his or her family. The IFSP authorizes the types of services the child and family need, as well as the frequency, location, and provider of the services.
28. **Individuals with Disabilities Education Act (IDEA) 2004, Part B** – a federal entitlement program that requires states to provide free appropriate public education (FAPE) in the least restrictive environment (LRE) to children with disabilities from ages three through twenty-one years. Eligibility criteria are mandated through federal and state regulations, and services are supported with public funds.
29. **Individuals with Disabilities Education Improvement Act (IDEA) 2004, Part C** – a federal entitlement program that states participate in voluntarily, and requires states to provide a statewide, community-based, comprehensive, coordinated, family-focused, multidisciplinary, interagency program of early intervention services for eligible infants and toddlers from birth to age three years with a developmental delay or who have an established condition resulting in a developmental delay, and their families within their natural environment. Florida’s early intervention program is called “Early Steps.”
30. **Late Entry** – refers to children who are entering Early Steps 135 days or less prior to their third birthday.
31. **Least Restrictive Environment (LRE)** – an educational setting or program where a child with disabilities receives services designed to meet his or her needs while being educated with children without disabilities, to the maximum extent appropriate.
32. **Local Early Steps (LES) Office** – The local organization that contracts with Department of Health, Children’s Medical Services to ensure provision of early intervention services in a designated geographic area and is responsible to fulfill federal, state and local policies in the implementation of services.
33. **Local Education Agency (LEA)** – the local public school district in which the child resides that is responsible for the provision of IDEA, Part B, specially designed instruction and related services.
34. **Medicaid** – a program that provides medical coverage to low-income individuals and families. The state and federal government share the costs of the Medicaid program. Medicaid eligibility in Florida is determined either by the Department of Children and Families (DCF) or the Social Security Administration. Florida Medicaid is moving toward statewide managed care for certain populations and away from fee-for-services.
35. **Multidisciplinary Evaluation** – the involvement of two or more disciplines or professionals working as a team in the provision of evaluation and assessment activities and in the development of the IFSP. With this approach, the team individually plans, conducts, and reports the results related to their discipline areas. Results are shared with the other team members who are working with the child, and the contributions of each team member are respected.
36. **Natural Environments** – daily activities and routines used as vehicles for addressing

skill development in one or more particular domains of development at a variety of times throughout the child's daily schedule of activities in the home or in community settings in which children without disabilities participate.

37. **Notification** – For all children enrolled in Early Steps, without regard to reason for eligibility, the LES provides, not fewer than 90 days prior to the child's third birthday (unless the parent opts out as set forth in the Early Steps "Understanding Notification" brochure), the following information to the Department of Education (SEA) and the local school district for Child Find Purposes only: child's name, child's date of birth, parent(s) name(s), and parent contact information.
38. **Opt Out** – a process by which parents of a child served under IDEA, Part C may object in writing to notification to the Department of Education and the Local Education Agency, after being informed that notification will occur in the absence of objection by the parent.
39. **Parent** –
 - (A) a natural, adoptive or foster parent of a child (unless a foster parent is prohibited by State law from serving as a parent);
 - (B) a guardian (but not the State if the child is a ward of the State);
 - (C) an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
 - (D) except as used in IDEA sections 615(b)(2) and 639(a)(5), an individual assigned under either of those sections to be a surrogate parent.
40. **Payor of Last Resort** – Early Steps funds that can only be used for early intervention services that an eligible child needs when no other resources are available. These other resources include federal, state, local and private resources, including but not limited to: Title V of the Social Security Act (relating to maternal and child health); Title XIX of the Social Security Act (relating to Medicaid); and any medical program administered by the Department of Health. After it has been documented that no other funds are available, IDEA, Part C/Early Steps funds will be used for early intervention services.
41. **Prekindergarten Program for Children with Disabilities** – the preschool component of IDEA, Part B in Florida that is provided by the local school district to meet the child's needs for specially designed instruction and related services, ages three through five. Eligibility for special education is based on criteria in State Board of Education rules.
42. **Primary Service Provider** – the individual on the IFSP team with Early Steps that has the responsibility to ensure that exchange of information and discussions between team members occur on a frequent basis. The primary service provider is the identified professional on the IFSP team that works with the family/primary caregivers on a regular basis and with other members of the team through consultation and/or joint visits.
43. **Procedural Safeguards** – requirements established to protect the rights and responsibilities of eligible children and their families and the rights of agencies as related to Part B and Part C services under IDEA.
44. **Receiving Agency/Program** – the agency/program to which a child will be transitioning.
45. **Related services** – Developmental, corrective, and supportive services required under IDEA to assist children with a disability to benefit from special education, or, in the case of preschool-aged children, developmentally appropriate activities.
46. **School Readiness** – a program that offers qualified parents financial assistance for child care through a variety of services. Child care services include extended-day, extended-year, and school age care to support parents in becoming financially self-sufficient.
47. **Screening** – a brief, standardized procedure designed to quickly survey a child's sensory, behavioral, and developmental skills to determine whether the child is progressing as expected or if further evaluation is needed.
48. **Sending Agency/Program** – the agency/program providing services to the child and family prior to transition.
49. **Service Coordinator (or Family Service Coordinator)** – the individual responsible for coordinating the implementation of the IFSP. This includes activities that promote

- and support the families' capacities and competencies to identify, obtain, coordinate, monitor, and evaluate resources and services to meet their needs.
50. **Service Providers** – individuals or agencies in the community that provide services to families with children birth to five who have special needs.
 51. **Serving Hearing Impaired Newborns Effectively (SHINE)** – the component of Florida Early Steps that provides early intervention services to families of children with hearing impairment. SHINE services provide parents with information and support shortly after the hearing loss of their infant or toddler has been confirmed. SHINE providers work as part of a team that provides assessment, ongoing intervention services, and evaluation of child progress to families and caregivers with the goal of meeting the unique communication and developmental needs of children who are deaf or hard of hearing.
 52. **Surrogate Parent** – the individual assigned to protect the child's interests as it relates to early intervention or special education services whenever the parents of the child are not known; or the agency/program cannot, after reasonable efforts, locate the parents; or the child is a ward of the State. State workers are prohibited from being surrogate parents due to conflict of interest issues.
 53. **Transition** – the process supported by collaboration among agencies to provide a continuum of services for children and families as the child moves from one program or educational setting to another.
 54. **Transition Conference** – a conference held with the family and service coordinator not less than 90 days and not more than 9 months prior to the child's third birthday, and, with parent approval, with a representative from the potential receiving agency(s)/program(s) and other individuals preferred present by the family. The purpose of the conference is to develop outcomes and activities for the child and family to move from the Early Steps program at age 3 years to the most appropriate early care and educational setting (Head Start, school district prekindergarten disabilities, community preschool, or childcare).
 55. **Voluntary Prekindergarten (VPK) Education Program** – is a free prekindergarten program for Florida children who are age-eligible. VPK prepares early learners for success in kindergarten and beyond. VPK helps build a strong foundation for school using educational material corresponding to various stages in a child's development. To be eligible, children must live in Florida and be 4 years old on or before Sept. 1 of the current school year. Effective July 1, 2016, a new law lets parents whose children are born between Feb. 2 and Sept. 1 of the calendar year postpone enrolling their 4-year-old until the following year when their child is 5. Parents can choose from different educational settings and various program options. Private child care centers, public schools and specialized instructional services providers offer VPK. For more information, visit the web site: <http://www.floridaearlylearning.com/vpk/floridas-vpk-program>
 56. **VPK Specialized Instructional Services (VPK-SIS)**—is a free program available for Florida children who are VPK-age eligible and have a current individual educational plan (IEP). VPK-SIS for children to receive services consistent with the IEP, instead of attending a traditional VPK classroom program. VPK SIS services are offered in individual or small group settings with a certified or licensed professional trained to provide specific instruction. More information can be found on the web site: <http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/2015%20VPK%20SIS%20Fact%20Sheet%205.12.15.pdf>



Referral to Northeastern Early Steps Program
For developmental screening and evaluation

Date of Referral: _____ Referral To: Early Steps Hearing Program

Office name:
Office address:

Office phone:
Office fax:

Child's Name: _____
Please print First, Middle Initial, Last Name

Child's Date of Birth: _____

Referred by: _____
Please print

Signature: _____
Please include credentials (MD, LCSW, RN, PA, LMHC, etc.)

Reason for referral:

"I _____ give permission for _____
(legal guardian's printed name) (referring agency)
and Northeastern Early Steps to exchange medical, developmental, and educational information regarding
_____ (child's name).

Legal guardian's signature

Date

Witness

Date

Contact: Please give contact information for the child's **LEGAL GUARDIAN(S)**

Name: _____ Home phone: _____
Child's Legal Guardian

Relationship to child: _____ Work Telephone: _____

Address: _____ Ok to contact at work? ☐ Yes ☐ No

Refer by Fax or Phone Call to: (f) 904-798-4544 (p) 904-360-7022 ext. 261

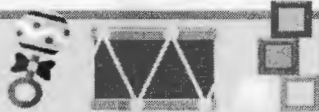
Notice: "This communication contains confidential information. Re-disclosure of any information within this document without consent of the client is prohibited by law. If you feel you have received this document in error, please notify the sender."

A State of Florida Children's Medical Services Program Operated by the Department of Pediatrics University of Florida/Jacksonville Rev 10/2010

Discover What Head Start Offers!

Did you know Head Start provides comprehensive services to more than a million children each year?

Birth to 5



We support learning through play, creative expression, and guided activities. We build strong relationships as the foundation of early learning.

We promote language and literacy development, early math and science concepts, and positive attitudes toward learning.



Health & Wellness



We promote physical development both indoors and outdoors. We serve breakfast and lunch, as well as healthy snacks.

We provide hearing, vision, & behavioral screenings and promote medical & dental services.



Social Services

We help families find assistance in challenging times.

We help families identify and reach goals around employment, training, and parenting.



Disability Services

We build on children's strengths and individualize experiences to meet their needs.

We collaborate with community agencies when further assessment is needed.



How to Apply in Clay County

Green Cove Springs Head Start
Ages: Birth-5
1170 Martin Luther King Jr. Ave.
Green Cove Springs FL 32043
(904) 529-1170

Middleburg Head Start
Ages: Birth-5
2506 Blanding Blvd.
Middleburg FL 32068
(904) 291-5473

Orange Park Head Start
Ages: 3-5
15 Belmont Blvd.
Orange Park FL 32073
(904) 213-3071



BELIEVE. ACHIEVE. SOAR.

Outside Agency**Referral to Head Start/Early Head Start**

<input type="checkbox"/> Baker County Early Head Start 522 S. 6 th Street MacClenny, Florida 32063 904-259-8982 Fax: 904-259-7540	<input type="checkbox"/> Callahan Head Start /Early Head Start 45089 Third Avenue Callahan, Florida 32011 904-879-2811 Fax: 904-879-5177 FSS (Office) 904-879-5019	<input type="checkbox"/> Bradford Head Start/Early Head Start 1080 North Pine Street Starke, Florida 32091 904-964-8280 Fax: 904-964-3195 FSS (office) 904-964-2519
<input type="checkbox"/> Baker Complex 212 Blvd South MacClenny, Florida 32731 904-259-5390 Fax: 904-259-5363 FSS (Office) 904-259-8162	<input type="checkbox"/> Green Cove Springs Head Start/Early Head Start 1107 Martin Luther King Blvd Green Cove Spgs, Florida 32043 904-529-1150 Fax: 904-529-1151	<input type="checkbox"/> Orange Park Head Start 15 Belmont Blvd Orange Park, Florida 32073 904-213-3071 Fax: 904-213-3072 FSS #: 904- 213-3071
<input type="checkbox"/> Fernandina Beach Head Start 516 South 10 th Street Fernandina Beach, Florida 32034 904-491-3630 Fax: 904-491-3632 FSS (Office) 904-491-3631	<input type="checkbox"/> Middleburg Head Start/Early Head Start 2506 Blanding Blvd Middleburg, Florida 32068 904-291-5472 Fax: 904-291-5474	

Referring Agency: _____

Contact Representative: _____

Contact Phone Number: _____ Date: _____

Please fax referral: Attention: ECS Family Support Specialist-Thank you

Child's Name: _____

(First)

(Last)

(Middle)

DOB: _____ AGE: _____ GENDER: _____

Parent/Guardian: _____ Relation: _____

Parent/Guardian: _____ Relation: _____

Home Address: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Language Proficiency: _____

Reason for Referral (Provide a summary of child's concerns)

Attachment 4. Healthy Start Referral Form



HEALTHY START REFERRAL FORM

Referred to:			
Address:		Phone:	
From: (name of person making referral)	Title:	Phone:	
CLIENT AND FAMILY INFORMATION			
Client Name: First	Last	M I	Social Security #
Date of Birth (mo/day/yr):			Age:
Mother's Name: (if client is an infant) First			Last
Date of Birth (mo/day/yr):			
Street address:		County:	Zip code:
Medical Insurance covered by:		Next Appt. Date:	Best time to contact:
<input type="checkbox"/> Medicaid # _____ <input type="checkbox"/> Private Insurance _____ <input type="checkbox"/> No Insurance <input type="checkbox"/> Other _____		Doctor's Name:	Home Phone #:
			Cell Phone #:
			Other: _____
Language of Preference:	Pre-Pregnancy:	Estimated Due Date:	# of weeks pregnant:
English Spanish Other	Wt: _____ lbs Height _____ ft in BMI _____		

Reason for Prenatal Referral:	Reason for Postnatal Referral:
<input type="checkbox"/> No high school diploma/GED (1) <input type="checkbox"/> Not married (1) <input type="checkbox"/> Has experienced depression/hopelessness (1) <input type="checkbox"/> Of African descent (3) <input type="checkbox"/> Consumed alcohol or drugs in the last month (1) <input type="checkbox"/> Smoked cigarettes in the last month (1) <input type="checkbox"/> Does not want to be pregnant (1) <input type="checkbox"/> First pregnancy (2) <input type="checkbox"/> Previous pregnancy- baby born 3 weeks or more before due date (3) <input type="checkbox"/> Previous pregnancy-had a baby that weighed less than 5lbs. 8oz (3) <input type="checkbox"/> Previous pregnancy-had a baby that was not born alive (stillborn or miscarriage) (3) <input type="checkbox"/> Age is less than 18 (1) <input type="checkbox"/> Pre-pregnancy BMI is less than 19.8 (1) or greater than 35.0 (2) <input type="checkbox"/> If not first pregnancy, pregnancy interval was less than 18 months (1) <input type="checkbox"/> Received prenatal care during the 2nd trimester (1) <input type="checkbox"/> Has an illness that requires ongoing medical care (2) Please specify _____ <input type="checkbox"/> Other _____ Score _____	Infant's Age: _____ Gender: Male _____ Female _____ <input type="checkbox"/> Abnormal conditions of the infant include one or more of the following: assisted ventilation (\geq 30 min), assisted ventilation (\geq 6 hrs), NICU admission, Newborn given Surfactant Replacement Therapy, Hyaline Membrane Disease/RD, or seizure of serious neurological dysfunction. (4) <input type="checkbox"/> Infant's birth weight is less than 4 lbs. 7oz (4) <input type="checkbox"/> Infant transferred to another facility (4) <input type="checkbox"/> Mother is not married (1) <input type="checkbox"/> Principal source of payment Medicaid (1) <input type="checkbox"/> Mother's race black (1) <input type="checkbox"/> Father's name not present or unknown (1) <input type="checkbox"/> Mother used tobacco during one of more trimesters (1) <input type="checkbox"/> The number of prenatal visits is < two or unknown (1) <input type="checkbox"/> Mother's age is less than 18 or unknown (1) <input type="checkbox"/> Other _____ Score _____
Client's Consent: I accept the invitation to participate in Florida's Healthy Start Program. I consent that this information be given to the County Health Department, Healthy Start Providers, and the Northeast Florida Healthy Start Coalition and shared with its programs: WIC, MomCare, and Florida KidCare for services. I understand that this information will be held strictly confidential.	
Signature of Participant, or Parent/Guardian _____ Date _____	

Referring Person's Signature _____ Date _____

Referring Person's Title _____

Referral Comments

Updated 3.23.15


**Florida School for
the Deaf & the Blind**
Parent Infant Program
Referral Information Sheet

Date of Referral: _____ **Person Taking Referral/Position:** _____

Referral Source /Agency: _____ **Referral Contact/Position:** _____

Phone: _____ **Fax:** _____ **Email:** _____

How was this referral received? ☐ In Person ☐ Phone ☐ Fax ☐ Website ☐ Mail ☐ Email

Child's Name: _____ **D.O.B:** _____ **Age at time of Referral:** _____

Child's Address: _____ **City:** _____

State: _____ **County:** _____ **Zip:** _____ **Primary Language:** _____

Sensory Concern: ☐ D/HH ☐ B/VI **Sensory Diagnosis:** ☐ Yes ☐ No

Details: _____

Additional Concerns/Diagnosis: _____

Parent/Guardian 1: Resides with Child: ☐ Yes, address above is correct ☐ No, see address below:

Name: _____ **Relationship:** _____

Preferred Method of Contact: _____ **Secondary Contact Info:** _____

Address: _____ **City:** _____ **Zip:** _____

Languages Spoken in the Home: _____

Parent/Guardian 2: Resides with Child: ☐ Yes, address above is correct ☐ No, see address below:

Name: _____ **Relationship:** _____

Preferred Method of Contact: _____ **Secondary Contact Info:** _____

Address: _____ **City:** _____ **Zip:** _____

Languages Spoken in the Home: _____

PLEASE FAX TO: PARENT INFANT PROGRAM (904)827-2293
If available, please include most recent: IFSP/IEP and Audiological/Eye Report
OFFICE USE ONLY (Please do not write below this line)
Action Steps Taken/Details:

- ☐ Confirmation of Receipt to Referral Source _____
- ☐ Initial Contact with Guardian (**MUST** document on **Contact Log**): _____
- ☐ Assigned to Parent Advisor: _____
- ☐ Intake/Initial Interview Scheduled: _____
- ☐ Referral to Outside Agency: _____

Attachment 5. List of Participants

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