

Unapproved Minutes - DRAFT

Interagency Coordinating Council for Infants and Toddlers with Disabilities and Their Families (ICC)

November 19, 2025

9:00 am to 12:00 pm

Zoom (*public access*): <https://utah-gov.zoom.us/j/86968694035>

Meeting ID: 869 6869 4035

Time	Topic	Presenter
9:00	<p>Welcome</p> <p>Attendance</p> <p>Approval of Minutes (September 24, 2025)</p> <ul style="list-style-type: none"> • Review of the September 24, 2025, meeting minutes • Motion to Approve: Janel Preston • Second: Jamie Sellers • Vote: 14 in favor; none opposed; none abstained • Outcome: Minutes approved 	Sondra Stegenga
9:05	<p>Presentation: Baby Watch Canvas Courses & Resources for New EI Program Leaders</p> <p>Overview: Heidi provided an overview of the Baby Watch Canvas Courses available to Early Intervention (EI) providers. Courses are designed to support professional development, with a focus on areas identified through monitoring.</p> <p>Course Content & Features:</p> <ul style="list-style-type: none"> • Targeted information based on monitoring needs • Videos, slides, resource libraries • Non-graded quiz activities <p>Courses Offered:</p> <ul style="list-style-type: none"> • Battelle BDI-3 and BDI-2 NU <ul style="list-style-type: none"> ◦ Eligibility evaluation tools ◦ Guidance documents to support use of complex tools • Transition <ul style="list-style-type: none"> ◦ Supporting families exiting EI services ◦ Compliance requirements and best practices 	Heidi Bell

	<ul style="list-style-type: none"> ○ Resources from the Utah Parent Center and Utah State Board of Education ● Social-Emotional Development <ul style="list-style-type: none"> ○ Instructional videos, slides, printable guides, and activities ● High-Quality IFSPs <ul style="list-style-type: none"> ○ Most extensive course ○ Currently being updated based on audits and program feedback ○ Section 4 includes outcomes, videos, slides, and a learning activity ● Parent Rights & Responsibilities <ul style="list-style-type: none"> ○ Supporting families in understanding their EI rights <p>Additional Professional Development Supports:</p> <ul style="list-style-type: none"> ● Monthly 45-minute facilitated discussions <ul style="list-style-type: none"> ○ Rotating topics ○ Advertised via newsletter and course announcements ○ Focus on Q&A and problem solving ○ Strong positive participant feedback <p>Program Leader Course (Available 2025):</p> <ul style="list-style-type: none"> ● Supervisory support for staff credentialing ● Database support ● New Director Training materials added in 2024, including: Amendments, BTOTS Administrator Training, Visit Types & Notes, Global Child Outcomes, Parent Portal Training <p>Discussion</p> <ul style="list-style-type: none"> ● A discussion occurred regarding the frequency of course updates, noting that updates are completed periodically in alignment with program requirements. ● A discussion also took place about access to online training platforms, including account requirements, available support for accessing materials, and alternative options for reviewing content. 	
9:25	<p>Nominations & Vote - ICC Vice-Chair</p> <p>Notes:</p> <ul style="list-style-type: none"> ● The ICC has openings for Chair and Vice-Chair. 	Sondra Stegenga

	<ul style="list-style-type: none"> • Vice-Chair must be a parent representative. • Nomination: Lisa Davenport nominated Summer Gunn as Vice-Chair, with openness for other parents to assist during transition. • Second: Esperanza Reyes <p>Vote:</p> <ul style="list-style-type: none"> • In favor: 16 • Opposed: 0 • Abstained: 0 <p>Outcome:</p> <ul style="list-style-type: none"> • Summer Gunn elected as ICC Vice-Chair. <p>Members were encouraged to consider serving in upcoming leadership transitions, as both Chair and Vice-Chair roles will open in May 2026.</p>	
9:45	<p>Discussion: Proposed Changes/Additions to the ICC Handbook</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • Existing processes and procedures • Chair and Vice-Chair roles • Term limits • Chair/Vice-Chair model vs. Co-Chair model <p>Notes:</p> <ul style="list-style-type: none"> • The previous committee (led by Summer Gunn) developed an ICC Handbook. • Following September training, several updates were proposed: <p>Term Limits:</p> <ul style="list-style-type: none"> • Proposal to change terms from one year to two years to support leadership continuity and smoother transitions. <p>Discussion</p> <ul style="list-style-type: none"> • There was a discussion surrounding available resources for council members, including reference materials and handbook links. • The group discussed potential approaches to leadership structure, including term lengths, leadership progression models, and options for Chair, Vice-Chair, or Chair-Elect roles. • Members also discussed historical practices and noted the need to clarify current guidance from the Governor's Boards & Commissions regarding 	Sondra Stegenga

	<p>allowable leadership models. Follow-up will occur prior to the January meeting.</p> <p>Exiting Procedures:</p> <ul style="list-style-type: none"> • Discussion about establishing a clear process for members who stop attending or communicating. • Ensuring consistency in participation helps maintain strong representation and member engagement. • Recommendation to consider reinstating the Handbook Subcommittee for ongoing revisions. <p>Additional Input:</p> <ul style="list-style-type: none"> ○ No further comments were raised. 	
10:00	<p>Baby Watch Updates</p> <p>Topics:</p> <ul style="list-style-type: none"> • State Performance Plan/Annual Performance Report (SPP/APR) • Federal Updates <p>SPP/APR Indicator Target Review – Presentation by Gregg Reed</p> <p>Overview:</p> <ul style="list-style-type: none"> • Baby Watch serves as Utah's lead agency for Part C and is required to submit the annual State Performance Plan (SPP) and Annual Performance Report (APR). • Feedback was requested on proposed indicator targets for the upcoming report due February 2026. • Data reviewed included 2023 results and trends over the previous two years. • FFY 2023 Local EI Program Determinations (RDA Matrix) were shared. <p>Indicator Discussions</p> <p>Indicator 1:</p> <p><i>Percentage of infants and toddlers with IFSPs who receive early intervention services on time.</i></p> <ul style="list-style-type: none"> • EI services must begin within 45 days of enrollment. <p>Indicator 2:</p> <p><i>Percentage of infants and toddlers receiving services primarily in the home or community-based settings.</i></p> <p>Indicator 3:</p> <ul style="list-style-type: none"> • Data referenced in additional slides, please refer to recording. • General trends show positive movement upward. 	Gregg Reed Lisa Davenport

	<p>Discussion</p> <ul style="list-style-type: none"> • There was a discussion surrounding the data sources used for reporting, including how current measures relate to earlier assessment tools and how scoring approaches have evolved over time. • The group discussed the timeline for implementation of updated assessment tools and how baseline data was established across different versions. • Additional clarification was provided regarding the algorithm used for determining outcomes, including how cut-points are generated and how they relate to existing child outcome measures. • The group also discussed distinctions between standardized assessments and non-standardized outcome summaries, as well as considerations for interpreting statewide data given the range of developmental needs among children served. <p>Indicators 4-11 (Summary)</p> <ul style="list-style-type: none"> • Indicator 4: Family Outcomes Survey results. • Indicators 5-8C: Discussed briefly; detailed data shown via slides, please refer to recording. • Indicator 11: Baseline reestablished in 2022. <p>Discussion</p> <ul style="list-style-type: none"> • A discussion occurred around potential barriers to identifying infants and toddlers in need of services, including whether current targets remain appropriate. Opportunities to strengthen Child Find efforts were noted, along with Utah's goal of aligning participation rates with national averages. • The group also discussed population trends and how they relate to the number of children served. Members reviewed statewide and national data patterns, noting recent declines in Utah's child count compared to increases seen nationally. <p>Federal Updates – Presented by Lisa Davenport</p> <p>Continuing Resolution & Funding:</p> <ul style="list-style-type: none"> • Lisa shared updates related to the recent federal shutdown and ongoing national decisions affecting IDEA programs. <p>Funding & Operations</p>	
--	---	--

	<ul style="list-style-type: none"> The committee discussed recent federal funding and operational updates, including the end of the federal shutdown, continuity of IDEA funding for Part B and Part C programs, and impacts on federal staffing and communication. It was noted that Baby Watch has maintained full operations throughout this period, and ongoing updates will be shared as additional information becomes available. <p>Discussion</p> <ul style="list-style-type: none"> The group held a discussion surrounding how families should be supported when federal contacts are unresponsive and noted that additional guidance is expected after January 30. Members discussed questions about potential federal structural changes involving Special Education programs and noted that no decisions have been made. Advocacy efforts to maintain existing structures were referenced. Information was shared regarding current federal communication patterns and the role of ongoing outreach from families. Participants noted the importance of continued engagement with legislators, even when responses are automated. State-level support for Part C inquiries was reaffirmed. 	
10:30	<p>Subcommittee Updates</p> <ul style="list-style-type: none"> Finance Committee – Shaun Mower Child Find Committee – Stephanie Morgan & Esperanza Reyes Social-Emotional Committee – Summer Gunn <p>Finance Subcommittee</p> <ul style="list-style-type: none"> The committee discussed updates from the Finance Subcommittee, including continued monitoring of federal funding and coordination with leadership transitions. It was noted that a new co-chair will support ongoing subcommittee activities and attend meetings as able. <p>Child Find Subcommittee</p> <p>Chairs: Stephanie Morgan & Esperanza Reyes</p> <p>Esperanza shared prepared slide updates:</p> <p>Meeting Timeline</p>	Sondra Stegenga

	<ul style="list-style-type: none"> • June 13: Initial discussion and goal setting • September 3: Integration of new members; invitation remains open for others to join • October 8: Review of administrator survey responses <p>Subcommittee Goals</p> <ol style="list-style-type: none"> 1. Strengthen unified statewide messaging for families about Early Intervention (previously explored language such as "Birth to Three"). 2. Consider a statewide Child Find community awareness campaign. 3. Support automatic referrals. 4. Explore current effective Child Find practices. <p>Survey Findings (5 EI provider responses)</p> <ul style="list-style-type: none"> • Pediatricians were identified as the strongest and most consistent referral source. • Community events and flyer dissemination were suggested, but provider-clinician relationships remain the most effective referral pathway. <p>Discussion</p> <ul style="list-style-type: none"> • The group held a discussion surrounding referral patterns and the influential role of pediatricians in guiding families toward Early Intervention services. • Members discussed opportunities to strengthen communication with pediatric providers and improve referral pathways. • Information was shared about national trends indicating that pediatricians are a primary source of EI referrals in several states. • The discussion also touched on statewide Child Find challenges and the hope for additional legislative support to address ongoing funding constraints. <p>Referral Follow-Up Proposal</p> <ul style="list-style-type: none"> • The committee discussed the development of a standardized, statewide referral follow-up process to ensure that pediatricians are informed of referral outcomes. A supporting video was shared for additional context and will be included separately in the meeting materials. <ul style="list-style-type: none"> ○ This would build trust and increase consistent referrals. ○ Ohio uses a simple one-page form as a 	
--	--	--

	<p>model: https://ohioearlyintervention.org/forms/ei-14</p> <p>Confidentiality Considerations</p> <ul style="list-style-type: none"> The committee discussed the importance of obtaining parent consent when sharing referral outcomes with pediatricians. Examples from other states, such as Ohio, were referenced to illustrate how consent forms can facilitate this communication. <p><i>(Additional information on the Child Find Subcommittee update, as well as survey responses shown below.)</i></p> <p>Next Steps</p> <ul style="list-style-type: none"> The committee discussed next steps for advancing the proposed referral follow-up process. It was suggested that the topic be added to the January agenda, with the Executive Committee reviewing it beforehand and reporting back to the subcommittee for further consideration. <p>Social-Emotional Subcommittee</p> <p>Chair: Summer Gunn</p> <p>Update</p> <ul style="list-style-type: none"> The committee met in September to discuss strategies for sharing information on social-emotional development. Members reviewed existing social-emotional development training and agreed it is thorough. A resource bank is being developed, and a spreadsheet has been created to organize materials. <p>Next Steps</p> <ul style="list-style-type: none"> A survey has been created for agencies and providers to identify: <ul style="list-style-type: none"> Social-emotional tools currently in use Tools or resources they feel would be beneficial The committee discussed the distribution of a survey to gather input from direct service providers and educators. It was agreed that the survey would be sent via the Early Intervention ListServ. 	
11:00	Break	
11:10	Review & Discussion of Annual Priorities and Subcommittee Additions	Sondra Stegenga

	<p>Discussion Questions:</p> <ul style="list-style-type: none"> • Are any new priorities needed? • Should any new subcommittees be added (e.g., Handbook Committee, Membership Committee)? <p>Notes:</p> <ul style="list-style-type: none"> • The committee discussed strategies for supporting Baby Watch through subcommittees and increasing parent membership on the ICC. Topics included potential formation of a Membership or Handbook Committee, ways to improve access to ICC resources, and recruitment strategies for parent members. Past and potential stipend options were reviewed, along with the idea of creating a concise informational flyer to share with families. Collaboration with external organizations and ongoing outreach efforts were also highlighted as key steps to engage parents and strengthen subcommittee support. 	
11:30	<p>Utah Parent Center & Parent Recruitment</p> <p>Notes:</p> <p>The Utah Parent Center shared information about ongoing parent support and engagement efforts.</p> <ul style="list-style-type: none"> • The Center operates using a peer-to-peer support model. • Monthly sessions are held for parents to meet, discuss experiences, and process challenges. • A structured curriculum is provided each year. • Originally held in person, meetings moved online and participation increased. • Sessions are facilitated by individuals with diverse areas of expertise. • The Center also provides a Parent Handbook to help families understand Early Intervention and Special Education. • A dedicated autism-specific website is available for families seeking targeted information. <p><i>(Supplemental information can be found in the Utah Parent Center slides included below.)</i></p> <p>Recruitment Updates</p> <ul style="list-style-type: none"> • The committee discussed ongoing efforts to engage and recruit parents for ICC membership. Updates 	Esperanza Reyes

	<p>included outreach activities, interest from potential parent members, and coordination with ICC staff to support the application process. Committee members also expressed willingness to participate in subcommittees focused on recruitment.</p>	
11:50	<p>Public Comment Notes: No public comments were received. Individuals with questions or those interested in becoming involved may contact jfoard@utah.gov.</p>	Sondra Stegenga
12:00	<p>Adjourn Sondra motioned to adjourn the meeting, and Lisa seconded the motion. All were in favor (10); there were no opposing votes. The meeting was adjourned at 12:00pm.</p>	Sondra Stegenga

In Attendance:

Interpreters: Makenzie Rice-Hunsaker & Tony

ICC members:

Brandi Ruden, Chelsea Oaks, Esperanza Reyes, Janel Preston, Jamie Sellers, Kallie Stewart, Karen Borg, Kelly Garcia, Leah Colburn, Lisa Davenport, Mandy Zeschke, Matthew Donahoo, Melinda Young Fabrizio, Robert Palmer, Sondra Stegenga, Stephanie Morgan, Summer Gunn

Attendees:

Amber Petersen, Ari Aryazand, Carolynn Nauta, Cherice, Crystal Ghica, Eliza Hintze, Heather Waters, Heidi Bell, Jamie Brown, Jennifer James, Krysta Badger, Meghan Boyd, Melanie Linford, Mirna Chavez, Stephanie Scholes, W. Cross

Future Meetings for 2026:

9:00 am to 12:00 pm

January 28, 2026

March 25, 2026

May 27, 2025

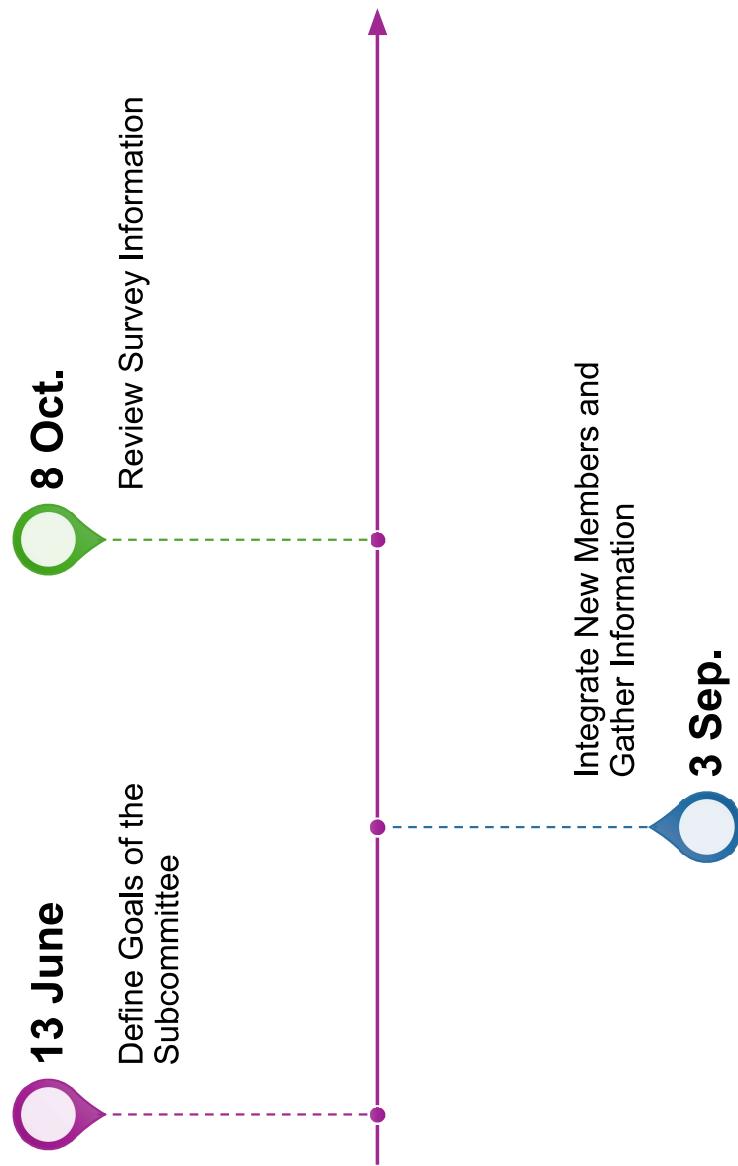
September 23, 2025

November 18, 2025

Child Find
ICC Subcommittee
Updates



Meeting Dates/ Purpose



Stephanie Morgan

Esperanza Reyes

Tammy Allred

Mandy Zeschke

Melinda Young

Eliza Hintze

Participating
Members

Goals for the Child Find Subcommittee

1

Support language and messaging unity for Utah families about Early Intervention as a statewide program (Previously explored "Birth to Three" after program names)

2

Consider a Child Find community awareness campaign (social media, general information to the public)

3

Support automatic referrals from the NICU and any recommendations for expanding any successful model

4

Explore what works for Child Find based on information from Early Intervention providers statewide and from Help Me Grow referrals

Child Find Activities Survey

Surveyed Local
Early
Intervention
Programs

Five Responses
Received

Timestamp	Describe the child find activities your program has done in the past year.	Of those child find activities, which were the most effective and why?	Of those child find activities, which were the least effective and why?	Additional comments
9/17/2025 15:10:41	Outreach to pediatrician offices, Community events to share information	Outreach to pediatrician offices-We were able to make personal connections with the docs and the office managers. Hand out brochures, explain the program & answer questions.	Community events- the same people attend every event; they are already in our program or we have talked to them. Other agencies are aware of our services; and talk about us with parents so parents who attend the event already know of us and would have been referred by their agency.	Most of our referrals come from medical, but I think it would be helpful to try and reach out to daycare programs. They typically have lots of turnover and don't know about our services. We are so short staffed that this has been put on a "to do list" for the future. We would also like to partner with local libraries to host a toddler group (open to the public).
9/17/2025 15:19:11	dropped English and Spanish brochures off at all the pediatrician's offices we have worked with in the past; community child find events (Junior League Care Fair), working on a list of new pediatricians in our boundaries to visit and educate, presenting at various programs that provide other services to young children, sitting on committees to educate and spread EI awareness	Booths at health fairs and other community events, meeting one on one with community partner. Presentation to community partners, participation in collaboration meetings.	The pediatrician offices always get us the most referrals.	Community events-the same people attend every event; they are already in our program or we have talked to them. Other agencies are aware of our services; and talk about us with parents so parents who attend the event already know of us and would have been referred by their agency.
9/18/2025 7:59:27	Booths at health fairs and other community events, meeting one on one with community partner. Presentation to community partners, participation in collaboration meetings.	Community FUN party at the Splash Park, Head Start Hearing Checks, Story time at the library sensory activities at the park, 50th anniversary celebration at Naples Park, play activities with the Tribe Daycare staff and children, "Help Me Grow" presentation (June), Utah Basin Child Development conference, monthly meetings with pediatrician, preschool open house with booth.	Meeting with pediatrician. Provides referrals.	Booths
9/18/2025 8:19:12	We have presented to various community groups, visited the pediatricians in our community, send emails blasts to doctors, daycare centers, preschools and actively post on social media. We work closely with Nebo School district to ensure they understand the importance of referring infants and toddlers that may need early intervention.	Staying in consistent contact with the doctor office, especially pediatricians in our community is the most important and more than 50% of our referrals come from doctors and hospitals.	Help Me Grow Presentation. We generally do not receive any referrals from them.	None at this time.
9/19/2025 9:49:30	We have had booths at festivals and reached out via email to different organizations in our community.	Reaching out via email can be effective. I did have some people mention they were going to print out the brochures I sent and have them in their office. Doctors offices give us the most referrals.	We feel education is always beneficial but I personally feel daycares have been the least effective for many reasons. Turnover, lack of understanding and feeling insecure explaining to parents their child could possibly have a delay, are some of the concerns we've heard.	We feel the education is always beneficial but personally feel daycares have been the least effective for many reasons. Turnover, lack of understanding and feeling insecure explaining to parents their child could possibly have a delay, are some of the concerns we've heard.
9/22/2025 7:58:07	Presentations to DCFS staff meetings; resource table at various community events; posters in physician offices; Music and Movement at community locations; regular social media posts; contact referrals who decided testing or services; attend HMIGI events; information to child care.	We get few if any referrals from the above child find activities. Our primary referral source continues to be physicians (one in particular). We feel that the above activities provide more community awareness than child find.	Presentations at DCFS staff meetings because of the CAPTA referral system already in place. Case workers don't make referrals beyond the CAPTA referrals. There is high staff turnover at DCFS.	Early Intervention in general needs more child find connections with organizations that have children 0-3 that have delays/disabilities. Right now I feel like the state wide system doesn't have that many connections that are appropriate for Early Intervention. NICUs are great resources but they aren't always interested since families are very overwhelmed coming home from the hospital. CAPTA referrals aren't told about Early Intervention and can be difficult to get a hold of. They aren't given a soft hand-off from the organization and it shows because they often are very skeptical of us since we are a government organization. Sometimes they are even told that we are required which is not true. I think this misinformation and lack of information causes families not want to communicate with Early Intervention. We need organizations to work with Early Intervention. We need organizations to communicate with families that we are a voluntary service that supports children and families.
9/22/2025 14:50:42				A state-wide community awareness and child find campaign about EI and developmental milestones would be helpful to educate parents, family members, community partners, and physicians.

Utah Parent Center

Programs and Services

Utah Parent Center



Bringing Hope
Opening Doors
Elevating Inclusion

Our Mission

Our mission is to help parents help their children, youth and young adults with disabilities and special health care needs to live included, productive lives as members of the community.

Our Staff



We are primarily parents of children with disabilities.

Our unique perspective of being a parent *ourselves* allows us an opportunity to provide real-life experiences and positive lessons learned.



Education

Transition

Healthcare

Community

The Utah Parent Center Provides Free
and Direct Personalized Services:

- Statewide & Regional
- Web & Social Platforms
- Virtually & In-Person

FREE Events & Workshops

Scan to register for our
FREE events and
workshops!



NEXT STEPS

NEW DIAGNOSIS PARENT SUPPORT GROUP

5296 COMMERCE DR #305
MURRAY, UT 84107



- Early Learning Series
- 3 Part Series
- Trust Your Instincts, Act Early
- Guiding Growth Milestones
- From Home to Preschool

 Utah Parent Center

STEP BY STEP

EARLY LEARNING ESSENTIALS SERIES

Part 1	Part 2	Part 3
Trust Your Instincts, Act Early!  August 6, 2025  Noon - 1 pm	Guiding Growth Milestones  August 13, 2025  Noon - 1 pm	From Home to Preschool  August 20, 2025  Noon - 1 pm
Trust Your Instincts, Act Early! <ul style="list-style-type: none"> • If something doesn't sit right, trust your gut — no one knows your child like you do • Understand your rights under early intervention law (Part C of IDEA) • How to use your child's Individualized Family Service Plan (IFSP) 		
Guiding Growth Milestones <ul style="list-style-type: none"> • Learn about key areas of child development • Get tips for building skills during daily routines • Know when to reach out for extra support 		
From Home to Preschool <ul style="list-style-type: none"> • Support your child's communication at home • How to work with providers • Handle conflict & the preschool transition 		




Register at:
bit.ly/PTILunchandLearn2526

For more information
info@utahparentcenter.org
 801.272.1051

Parents as Partners

- New Resource Guide on
 - Collaboration with professionals and teams
 - Early Intervention Services
 - Special Education Services



A Parent Resource Book

Utah Parent Center | Bringing Hope
Opening Doors
Elevating Inclusion

Parents as Partners

Understanding Early Intervention & Special Education in Utah

2025



<https://bit.ly/ParentGuidetoSpecialEdinUT>

Regional LEA Specific Education Consultants



**IEP
504
Free Consultations**



Does Your Student Have...

- Section 504 Plan
- Individualized Education Program (IEP)
- Individualized Health Plan
- Behavior Intervention Plan (BIP)
- Safety Plan
- No plan, but may need one

We Provide...

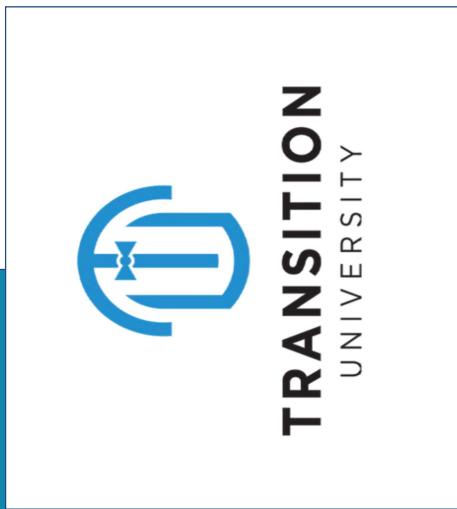
- One-on-one Consultations
- Meeting Support
- Resources for Preparation



Preparing for Adult Life Resources (ages 14 +)



- Free Workshop Series
 - “TU Tuesdays”
 - Free Confidential Consultations
 - Website Video Modules
 - Youth Advisory Board



successful transitions FOR YOUTH WITH DISABILITIES

Designed for youth 14 & up to help
you find your path and live your best life!

Guide & Workbook



Updated March 2023



In This Workbook:

- Citizenship and Advocacy
- Education
- Employment
- Community Living
- Social Life and Spirituality
- Healthy Living

CHOICES

A comprehensive guide for families

PUBLISHED MARCH 2023



Learn to navigate Supported Decision-Making, alternatives to guardianship, SSI / SSDI, Medicaid, ABLE Accounts, financial & estate planning, Person-Centered Planning, and health care

brought to you by



In This Guide:

- Daily Living
- Safety and Security
- SSI, SSDI, Medicaid
- ABLE Accounts & Financial Planning
- Mental & Physical Health
- Power of Attorney



GUARDIANSHIP OF ADULT CHILDREN WITH DISABILITIES — IN UTAH —

A COMPREHENSIVE GUIDE FOR PARENTS
PUBLISHED MARCH 2023



- In This Handbook:
 - Supported Decision Making & Guardianship Options
 - Attorney vs Pro Se Options
 - What to Do After Receiving Guardianship







Utah Family Voices



Free
Confidential
Consultations



Medicaid
DSPD
Health Insurance
Maturation

Summer Activities

SUMMER Resource GUIDE

View our Summer
Resource Guide!



Contact the Utah
Parent Center:
801-272-1051

STATEWIDE RESOURCES FOR
SUMMER ACTIVITIES

utahparentcenter.org

Utah Parent Center
Bringing Hope
Opening Doors
Elevating Inclusion



Utah's Home & Community Based Services Waivers

In This Comprehensive Handbook:

- DSPD (At a Glance)
- Understanding Your Budget
- How to Hire Providers
- Person Centered Support Plans
- Disability Legislation
- Waiver Information, Descriptions and Rules

A GUIDE TO UNDERSTANDING
HOME & COMMUNITY
BASED WAIVERS



Scan to Download a
FREE Digital Copy



Utah Parent Center
Published May 2023

Waitlist

TETONS
PART 1 & PART 2

**"NAVIGATING HEALTHY RELATIONSHIPS AND
SEXUAL WELLNESS FOR SAFE OUTCOMES"**

TETONS is a class for self-advocates with developmental or intellectual disabilities learn about the human body and how it works, hygiene, relationships, boundaries, making their own choices, and staying safe.

Our program is a safe and welcoming place where no one will be judged. Everyone should have access to correct and complete information about sexual health.

utahparentcenter.org/tetons

**Waitlist Receives
Priority Registration**

bit.ly/TETONSWaitlist25

Contact us!

Julie Hanna | (385) 408-6689 | JAHanna@utah.gov

Alexandria Acor | (385) 419-2456 | Alexandria@utahparentcenter.org

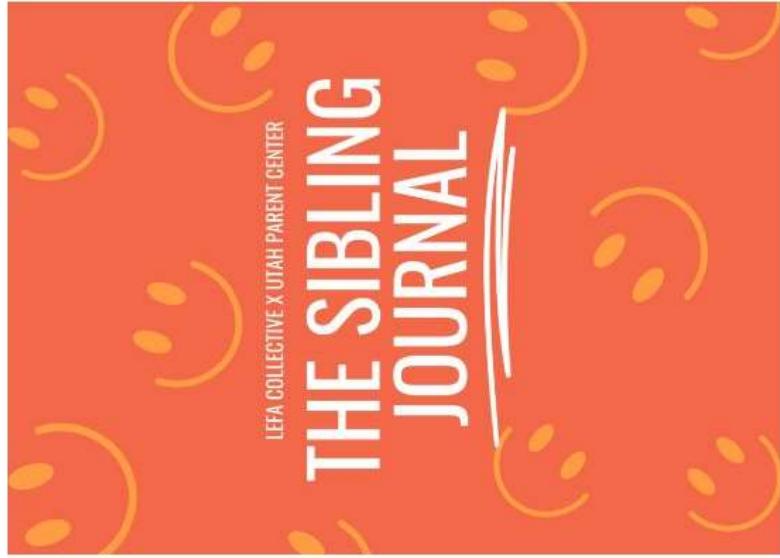
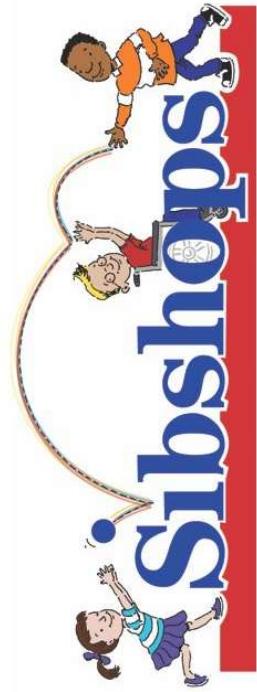


2024-2025

SIBSHOPS | 8-12 YEARS OLD

SEPT 28	Sibshop @ San Juan Arts & Events Center
OCT 25	Virtual Sibshop on Zoom
OCT 26	Sibshop @ Utah Parent Center, Murray
JAN 23	Virtual Sibshop on Zoom
JAN 24	Sibshop @ Utah Parent Center, Murray
FEB 21	Virtual Sibshop on Zoom
FEB 22	Sibshop @ Utah Parent Center, Murray
APR 25	Virtual Sibshop on Zoom
APR 26	Sibshop @ Utah Parent Center, Murray

✉ info@utahparentcenter.org
✉ utahparentcenter.org/resources/the-sibling-project



2024-2025

SIBSHOPS | TEENS 13+

AUG X	Sibshop @ San Juan Arts & Events Center
OCT 26	Teen Group @ Utah Parent Center, Murray
JAN 24	Teen Group @ Utah Parent Center, Murray
FEB 22	Teen Group @ Utah Parent Center, Murray
APR 26	Teen Group @ Utah Parent Center, Murray

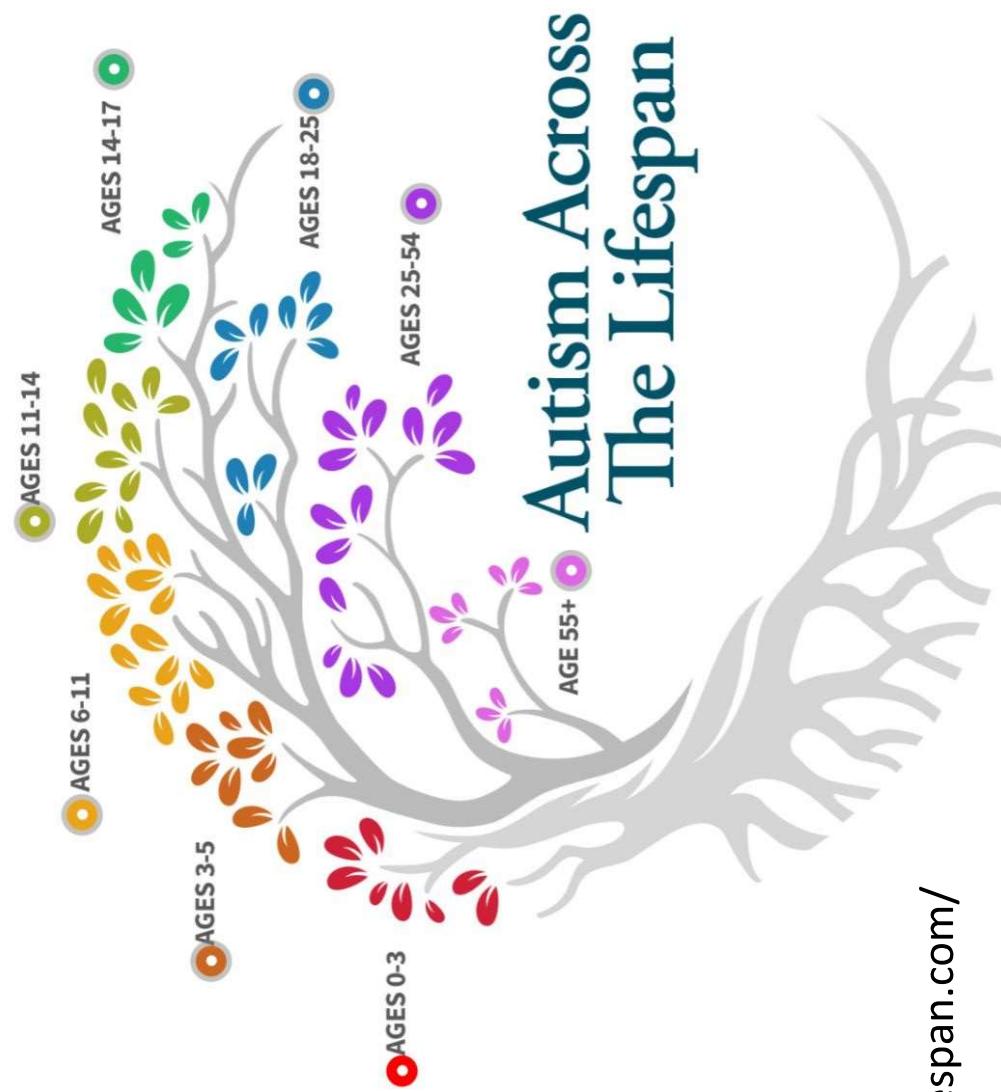
SIBLINGS BECOMING CAREGIVERS

SEP 18	Self Care Lunch & Learn on Zoom
NOV 20	Get to Know the Care Notebook
FEB 26	Adult Sibling Panel
APR 23	Siblings & Sweets (Adult Sib Workshop)

✉ info@utahparentcenter.org

✉ utahparentcenter.org/resources/the-sibling-project

Autism Across The Lifespan



Autism Across The Lifespan

Menu ≡

Parent Training & Information

Parent Workshops 2024-2025

Wise Wednesdays: Finding Your Way After Disagreements

November 20 from 6-7 pm

May 21 from 7-8 pm

This workshop will help your child with special needs feel prepared for this school year. Come learn communication skills to effectively exchange information, ideas, and feedback in a clear, respectful, and constructive way, especially when facing complex or challenging issues.

Wise Wednesdays: IEP vs. 504

September 18 from 6-7 pm

March 19 from 6-7 pm (Q&A Session)

IEPs and 504 plans are both designed to support students with disabilities but work in different ways. Come learn how these plans will help support your student in school.

Re-Engaging Youth: A New Vision for their Future

October 10 from 7-8 pm

October 16 from 6-7 pm

Has your youth given up on school or feel defeated about their future options? Join us to learn how to re-engage youth as we explore paths available to them in secondary settings. We'll be talking about truancy, graduation paths, planning for the future and re-engaging youth.

Wise Wednesdays: Parents as Partners in the IEP Process

October 16 from 7-8 pm

April 16 from 6-7 pm

Parents play a vital role at all stages of a child's education. In this workshop, we will discuss how school and family partnership impact the students' education outcome.

Utah Family Voices

Parent Workshops 2024/2025

Wise Wednesdays: Finding Your Way After Disagreements

August 21 from 7-8 pm

This workshop will help your child with special needs feel prepared for this school year. Come learn communication skills to effectively exchange information, ideas, and feedback in a clear, respectful, and constructive way, especially when facing complex or challenging issues.

Wise Wednesday: Understand your IEP

January 15 from 7-8 pm

The IEP is your child's written individualized educational program that is developed, reviewed, and revised in a meeting. The IEP: Is used to guide the education of your child. Come learn the IEP process.

Wise Wednesdays: PBIS, FBAs, & BIP's

February 19 from 6-7 pm

Even though students' behavior can look bizarre or disruptive, their actions are purposeful and are their attempt to solve a problem. It is critical to step back and try to decipher what the student is trying to communicate and what the function (or intent) of the behavior is. This workshop will talk about behavior and how to respond in more productive ways.

Let's Talk About Autism

March 19 from 6-7 pm

What is a diagnosis? What does it mean to have one? How can it be useful to understand it? Join us to explore the uses and benefits of a diagnosis. We will discuss how this information can help as older children become youth and their own self advocates.

Understanding your Diagnosis

May 16 from 6-7 pm

What is a diagnosis? What does it mean to have one? How can it be useful to understand it? Join us to explore the uses and benefits of a diagnosis. We will discuss how this information can help as older children become youth and their own self advocates.

Exploring Mental Health in Your Life

June 13 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Healthcare Transition & Documentation

July 11 from 6-7 pm

Join us in learning tips and tricks for tracking valuable information to support youth and young adults in transitioning to adult health care.

Let's Keep Talking About Autism (Autism in Adulthood)

August 15 from 6-7 pm

Join us to continue talking about Autism into the adult years.

New Diagnosis, Now what?

September 19 from 6-7 pm

Come participate with other families to learn about strategies and resources to help your child and your family with the next steps after a new diagnosis.

New Diagnosis, Now what?

October 10 from 6-7 pm

Come participate with other families to learn about strategies and resources to help your child and your family with the next steps after a new diagnosis.

Let's Talk About Autism

November 14 from 6-7 pm

How do professionals reach an Autism diagnosis? What information do families of individuals who are newly diagnosed with or suspect an Autism Spectrum Disorder (or related disorder) need to know? Learn the basics and about common therapies, treatment options and how to set goals for growth.

Let's Keep Talking About Autism (Autism in Adulthood)

December 12 from 6-7 pm

How do professionals reach an Autism diagnosis? What information do families of individuals who are newly diagnosed with or suspect an Autism Spectrum Disorder (or related disorder) need to know? Learn the basics and about common therapies, treatment options and how to set goals for growth.

Exploring Mental Health in Your Life

January 9 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

February 13 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

March 13 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

April 10 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

May 8 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

June 12 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

July 10 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

August 14 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

September 11 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

October 9 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

November 13 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

December 11 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

January 8 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

February 12 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

March 10 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

April 14 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

May 12 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

June 9 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

July 7 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

August 11 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

September 8 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

October 6 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

November 3 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

December 1 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

January 5 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

February 2 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

March 1 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

April 5 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

May 3 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

June 7 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

July 5 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

August 2 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

September 6 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

October 4 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

November 1 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

December 6 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

January 3 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

February 7 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

March 6 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

April 3 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

May 1 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

June 5 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

July 3 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

August 7 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

September 5 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

October 3 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

November 1 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

December 6 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

January 4 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

February 2 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

March 1 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

April 5 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

May 3 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

Exploring Mental Health in Your Life

June 7 from 6-7 pm

Join us to learn about mental health needs in people with disabilities. We will discuss dual diagnosis, the impact of mental health on people with disabilities, and what practical resources are available to help.

TU Tuesdays upcoming classes



TU Tuesdays Spring 2025

FREE **hybrid** workshops every 2nd Tuesday for youth with disabilities and their parents/guardians. New transition topics presented monthly.

January:
All About Self-Advocacy, Voting, and Legislation



February:
Transition IEP, Graduation Options, Post-High



March:
Guardianship & Guardianship Alternatives



April:
Live the Life you Want



May:
Daily Life Skills



June:
Healthy Relationships



**My Future, My Voice, My Choice:
Creating the Life I Want**

Each of these workshops will also be offered in Spanish. Scan the QR code or visit our website to learn more:
utahparentcenter.org/events



Register at
bit.ly/TUTuesday2025 to attend
one or all upcoming classes!



Discover how our free services can support your family:



Education Support

- Free Trainings
- School meeting Support (IEP or 504)
- Connecting to Resources
- Peer to peer support
- Regional support

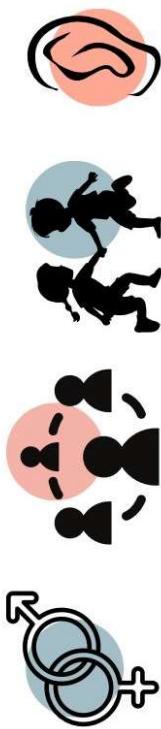


Health Support

- Information on Waivers
- Free Trainings on navigating a medical home
- Connecting to resources
- Understanding financial supports for medical needs

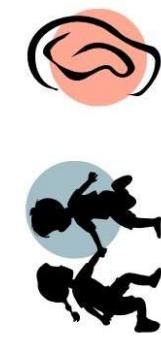
Transitioning to Adulthood

- Transition Planning
- Guardianship
- Advocacy
- Community Living
- Safety & Security
- Healthy Daily Living



Healthy Relationships

- In-person trainings
- Classes for self advocates
- For youth 16+ and young adults



Sibling Support

- Sibshop groups for children 8+ and teens
- Classes for adult siblings becoming caregivers
- Support tools for siblings



Family to Family Networking

- Peer to peer support
- Local meetings
- Advocacy tips
- DPD 101
- Community Events

Deaf & Hard of Hearing

- Early Detection
- Parent Trainings
- Community Events



We are excited to connect with your family!
Schedule your FREE 1:1 consultation with us.

utahparentcenter.org | info@utahparentcenter.org | 801-272-1051

Join Our Mailing List

Stay informed on our events and workshops, disability news, and resources!



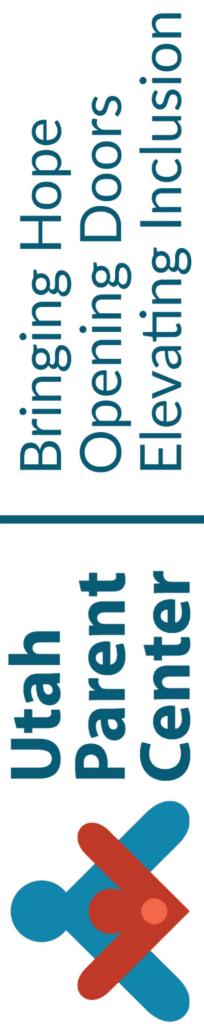
Follow us on Social Media!



@utahparentcenter

On All Platforms

and utahparentcentercanyons on Instagram



Contact US!

801-272-1051

www.utahparentcenter.org
info@utahparentcenter.org

Questions?

?



2025 ICC Handbook

UTAH INTERAGENCY COORDINATING COUNCIL (ICC) FOR INFANTS AND TODDLERS WITH DISABILITIES AND THEIR FAMILIES

Baby Watch Early Intervention Program
babywatch.utah.gov

ICC MISSION STATEMENT

"The mission of the Utah Interagency Coordinating Council for Infants and Toddlers with Disabilities and Their Families is to ensure that each infant and young child with special needs will have the opportunity to achieve optimal health and development within the context of the family."

TABLE OF CONTENTS

TABLE OF CONTENTS	2
COMPOSITION OF MEMBERSHIP	4
TO APPLY FOR A BOARD POSITION ON THE ICC:	5
PROCESS OF BECOMING A MEMBER	5
RESOURCES FOR PARENT REPRESENTATIVES	5
WHAT IS EARLY INTERVENTION?	6
WHAT DOES EARLY INTERVENTION LOOK LIKE?	6
THE EI PROCESS	7
BE A PART OF EI	7
GLOSSARY AND ACRONYMS	8
WHAT IS AN INTERAGENCY COORDINATING COUNCIL (ICC)?	8
VALUES OF THE ICC	8
ROLE OF THE LEAD AGENCY IN SUPPORTING THE FUNCTION OF THE ICC	9
RESPONSIBILITIES OF PARTICIPATION IN THE WORK OF THE ICC	10
EXPECTATION FOR TIME COMMITMENT	10
EXPECTATIONS FOR ATTENDING ICC MEETINGS	10
EXPECTATION TO ADVISE AND ASSIST	10
MENTORING NEW MEMBERS	12
ORIENTATION PROCESS (ANNUALLY)	12
SUBCOMMITTEE WORK	12
EACH MEMBER INVOLVED	12
SUBCOMMITTEE CHAIR	12
PARTICIPATION OF NON-COUNCIL MEMBERS IN SUBCOMMITTEES	13
MEETING GUIDELINES	13
REPORTING TO THE ICC AS A WHOLE	13
SUBCOMMITTEE ACTION PLAN	14
RUNNING SUBCOMMITTEE MEETING NOTES	14
PROCESS FOR CREATING THE AGENDA	15
ANNUAL PRIORITY SETTING	16
HOW TO REQUEST ITEMS TO BE ADDED TO THE AGENDA FOR FUTURE MEETINGS	
16	
AGENDA SETTING PROCESS	16
MEETING DISCUSSION	18
PARTICIPATION IN ICC MEETINGS	18
AGENDA ITEMS MEANT FOR DISCUSSION	18
ELEVATING FAMILY VOICES	19
FACILITATING THE DISCUSSION AFTER A PRESENTATION	20
ACTION ITEMS	20
ITEMS AND ISSUES THAT ARISE THAT ARE NOT ON THE AGENDA	21

SUMMARY OF ROBERT'S RULES OF ORDER	21
CHAIR	21
PRINCIPLES OF PARLIAMENTARY PROCEDURES	21
FIXED ORDER OF BUSINESS	21
PRESENTATION OF MOTIONS:	22
ROBERT'S RULES OF ORDER CHEAT SHEET	22
CONDUCTING OPEN MEETINGS	23
UTAH OPEN MEETING LAWS	23
PUBLIC PARTICIPATION	24
CHAIR AND EXECUTIVE COMMITTEE RESPONSIBILITIES	26
RESPONSIBILITIES OF THE CHAIR AND VICE-CHAIR	26
EXECUTIVE COMMITTEE	27
ANNUAL REPORT	28
UPDATING THE ICC HANDBOOK	28

COMPOSITION OF MEMBERSHIP

In collaboration with the ICC, the lead agency recommends all members and agency positions on the Interagency Coordinating Council, which the governor then appoints. The Governor ensures that the ICC's membership reasonably represents the population of the State of Utah when making appointments.

Part C of the Individuals with Disabilities Education Act (IDEA) requires that specific members serve on the ICC as follows:

- At least 20 percent of the members must be parents, including minority parents, of infants or toddlers with disabilities or children with disabilities aged 12 years or younger, with knowledge of, or experience with, programs for infants and toddlers with disabilities. At least one parent member must be a parent of an infant or toddler with a disability or a child with a disability aged six years or younger,
- At least 20 percent of the members must be public or private providers of early intervention services,
- At least one member must be from the following:
 - State Legislature,
 - Personnel preparation,
 - State Medicaid and CHIP programs,
 - The state agency that is responsible for childcare
 - State regulation of private health insurance
 - Office of the Coordination of Education for Homeless Children and Youth
 - State child welfare agency responsible for foster care
 - Head Start or Early Head Start
 - State Agency for Children's Mental Health
 - Utah State Board of Education IDEA Part B Section 619 Coordinator
- Each state agency providing or paying for Part C services to infants and toddlers with disabilities and their families will designate at least one member (i.e., Baby Watch and Utah School for the Deaf and the Blind). Those designated must have sufficient authority to engage in policy planning and implementation on behalf of these agencies,
- The ICC may include other members selected by the Governor, including:
 - Bureau of Children with Special Health Care Needs,
 - Utah Parent Center or Utah Family Voices,
 - Legislative Coalition for People with Disabilities (LCPD)
 - A representative from the Bureau of Indian Education (BIE) or, where no school is operated or funded by the BIE in Utah, from the Indian Health Service or the tribe or tribal ICC.

TO APPLY FOR A BOARD POSITION ON THE ICC:

- A. Go to the Utah Boards & Commissions website: <https://boards.utah.gov/Board>
- B. Look for **Interagency Coordinating Council for Infants and Toddlers with Disabilities and Their Families**
- C. Or search using the keyword "Interagency."
- D. Click **Create a New Account** to set up an account and submit your application
- E. Contact the ICC Executive Secretary for the submission process and further questions

PROCESS OF BECOMING A MEMBER

- A. The executive committee screens new member applications to ensure applicants meet the qualifications.
- B. Potential members are proposed to the ICC. In their role to advise and assist, the ICC will vote on the applicant to be recommended to the Governor.
- C. The Governor reviews the applications and will make the final appointment.

RESOURCES FOR PARENT REPRESENTATIVES

According to 34 CFR 303.603, subject to approval by the Governor, the ICC may use Part C funds to reimburse parent representatives of the ICC for reasonable and necessary expenses for attending ICC meetings and performing ICC duties. These expenses may include:

- Travel to and from the ICC meetings: Mileage reimbursement for a private vehicle.
- Child Care: For the actual cost of childcare while attending ICC meetings and Committee meetings for children 12 years and younger, unless the child has a disability and cannot care for themselves.

Parent representatives can contact the representative of the Lead Agency for instructions on how to document and receive reimbursement for the above-stated expenses.

WHAT IS EARLY INTERVENTION?

[The Baby Watch Early Intervention Program](#) is a statewide, comprehensive, coordinated, interagency system that provides Early Intervention (EI) services to infants and toddlers under three years of age with developmental delays or disabilities and their families. EI is the "baby" piece of Special Education.

The program is authorized through [Part C of the Individuals with Disabilities Act \(IDEA\)](#). In 1987, Utah's Governor designated the Department of Health (DOH) as the "Lead Agency" for the program. After securing the approval of the State Legislature, Utah was one of the first states in the nation to fully implement its program.

In 2021, the Utah Executive Office of the Governor and legislature supported the passage of [H.B. 365 State Agency Realignment](#), creating the Utah Department of Health and Human Services (DHHS), and the Baby Watch program was moved to Utah DHHS's Office of Early Childhood.

Key characteristics of EI are found in the [Welcome to](#) Baby Watch brochure (shown in part below).

WHAT DOES EARLY INTERVENTION LOOK LIKE?

Early intervention (EI) is a parent coaching program that teaches families to support their infant or toddler's development. EI services are customized for every child and family and are provided by a team of qualified personnel that may include:

- Service Coordinators
- Child Development Specialists
- Speech-language Pathologists
- Registered Nurses
- Occupational Therapists
- Physical Therapists
- Social Workers
- Hearing Specialists
- Vision Specialists

THE EI PROCESS

1. Referral
 - A parent, guardian, or professional concerned about an infant or toddler's development can request a FREE evaluation from Baby Watch or a local EI program.
2. Evaluation and Assessment
 - The local EI program conducts a comprehensive evaluation and assessment of the child's development and the family's needs and concerns.
3. Eligibility Decisions
 - The child may be eligible for services based on a medical diagnosis, test scores, or clinical opinion.
4. IFSP Meeting
 - The family of an eligible child meets with the EI team to create an ***Individualized Family Service Plan (IFSP)*** that contains the goals for that child and family for the next year.
5. Service visits
 - The EI team provides services as outlined in the IFSP, typically in the family's home or a community setting.
6. Periodic and Annual IFSP Review
 - The team reviews the child's IFSP as needed throughout the year, at least every 6 months. The IFSP is updated each year at the annual review meeting.
7. Transition
 - As the child approaches their third birthday, the family and local EI program prepare for special education preschool and/or other community-based services.

BE A PART OF EI

For another look at Early Intervention, watch the video, [Be a Part of EI](#), created by the Council for Exceptional Children Division of Early Childhood at the following link:

- <https://vimeo.com/divforearlychildhood/bepartofei>

GLOSSARY AND ACRONYMS

- Refer to the [Baby Watch Glossary and Acronyms](https://familyhealth.utah.gov/wp-content/uploads/Office_EC/pdf/BabyWatch/Glossary.pdf) at the following link:
https://familyhealth.utah.gov/wp-content/uploads/Office_EC/pdf/BabyWatch/Glossary.pdf
- Refer to the [Utah Parent Center list of Acronyms](https://utahparentcenter.org/resources/acronyms/) at the following link:
<https://utahparentcenter.org/resources/acronyms/>

WHAT IS AN INTERAGENCY COORDINATING COUNCIL (ICC)?

The ICC was made through a law called P.L. 99-457 in October 1986. This law was meant to create a group separate from the Lead Agency (i.e. Baby Watch) to help "advise and assist" in developing a system. The independent nature of the ICC is one feature that gives the group the potential to contribute to the development of the service system.

Another important feature of the ICC is that it includes different representatives from many stakeholder groups. The law says who should be in the ICC, including parents of young children with disabilities and agency, service, and legislative representatives. This mix of people helps connect different groups and improves the service system. The ICC also gives a bigger picture of Utah's service systems for young children with disabilities and their families by including everyone who is part of it.

The ICC is crucial to a well-coordinated service system. Utah's ICC, working with Baby Watch, decides what work it performs to support the Baby Watch Mission. The Utah ICC is comprised of up to 30 members from different stakeholder groups in early childhood services. You can find more about who's in the ICC in the "Council Membership" section.

See <https://sites.ed.gov/idea/regs/c/g> for a copy of the federal regulations for State Interagency Coordinating Councils.

VALUES OF THE ICC

- Infants, toddlers, and their families have unique individual needs.
- Strong relationships with parents must be established, as they are the child's best support system and provider of services.
- Families are an integral part of the team.
- Parents participate fully in decision-making and retain the ultimate decision in determining whether and how they, their child, or other family members will accept or decline services.
- Services should be provided to young children and their families in their homes and communities.
- The earlier intervention is started, the greater the ultimate benefit.

- G. State policymakers must be encouraged to create a unified, responsive care system for young children with disabilities and their families.
- H. Every infant and toddler in the state who is eligible for services should be identified, located, and allowed to be evaluated and served.
- I. Services to all eligible children and their families should be statewide, comprehensive, coordinated, multidisciplinary, and interagency.
- J. All families should have equal access to services across the state.
- K. Coordination of services is encouraged to prevent duplication.

ROLE OF THE LEAD AGENCY IN SUPPORTING THE FUNCTION OF THE ICC

- A Lead Agency representative shall act as a non-voting council member.
- Facilitate the development of ICC meeting agendas.
 - Coordinate a meeting between the executive council and the clerical support.
 - Identify areas that the ICC can advise and assist the lead agency on.
 - Areas should include:
 - Identifying sources of fiscal support,
 - Assignment of financial responsibilities,
 - Promotion of methods for child find,
 - Promotion of methods for monitoring program implementation,
 - Promotion of methods for transition from Part C to Part B services.
- Make public announcements of settings, agendas, and other identified materials available while complying with the Utah Open and Public Meetings Act ([Section 52-4-104](#))
- Manage funds designated for the ICC through:
 - Reimbursement for travel and childcare costs to parent representatives serving on the council,
 - Obtaining service to perform technical and clerical support to the council.
- Provide interpreters for persons who are deaf and other necessary services for Council members and participants.
- Provide a venue for each meeting as a council where the public can view and participate under the Utah Open and Public Meetings Act ([Section 52-4-104](#)).
- Participate in the agenda as outlined by the chair of the meeting.
 - Members' questions should be directed to the listed presenter on the agenda.
 - The presenter will facilitate other individuals' follow-up to the question.
 - As others have questions or comments, they will raise their hand to bring it to the presenter's attention.
 - The chair and vice-chair can assist in refocusing the council on the agenda item.

RESPONSIBILITIES OF PARTICIPATION IN THE WORK OF THE ICC

1. ICC members are expected to attend all ICC and committee meetings they are assigned.
2. Participate in ICC meetings, including deliberations and inquiries. All perspectives are important, and there is no hierarchy regarding who can participate and when.
3. This ICC handbook outlines the ICC's purpose and procedures, including Open Meeting laws and basic information regarding the council's commitment.
4. Participate in assigned committee meetings and any/all activities and deliberations of the committee.
5. Provide your expertise, experience, and opinion through appropriate communication.
6. Conflict of Interest: No member shall vote on any matter that would provide direct financial benefit to that member or otherwise give the appearance of a conflict of interest under state law.
7. Council members are expected to participate in at least one subcommittee. To maximize the Council work time, subcommittees meet between scheduled ICC meetings and report their progress during the following ICC meetings.
8. Ex Officio members are expected to participate in the ICC until their agency releases them. Provider and Parent representatives are expected to serve for 1 or 2 four-year term(s). If any member of the ICC is unable to continue serving on the ICC, they should inform the lead agency representatives as soon as possible so that a replacement can be appointed promptly.

EXPECTATION FOR TIME COMMITMENT

- Bimonthly meetings from September to May.
- Meeting length is typically 3 hours (9 am-12 pm).
- Participation in person is encouraged, but virtual participation is available.
- Participation in subcommittees.

EXPECTATIONS FOR ATTENDING ICC MEETINGS

- Council members must attend every scheduled ICC meeting or be excused.
- If a council member cannot attend a scheduled ICC meeting, they will contact the Chair, Vice-chair, and/or the Lead Agency clerical staff member before the meeting. Their excused absence will be noted in the meeting minutes.
- Any member absent from three meetings without cause or excuse may have their appointment terminated. The ICC Chair can recommend to the Lead Agency that a member be removed from the council.

EXPECTATION TO ADVISE AND ASSIST

Advise: Give factual information or explain a process or point of view.

Advocate: Back a specific course of action.

- An ICC member **will advise and assist** with the work of the lead agency.
 - Inform the lead agency of the needs and priorities of their stakeholder group.
 - Give factual information or explain a process from the point of view of the stakeholder group they represent.
 - Make recommendations and suggestions to the lead agency.
- An ICC member **must not** advocate for a position within their role on the ICC Council.
 - Lobby or argue an opinion held solely by their stakeholder group rather than looking at a collaborative recommendation.
 - Represent their sole opinion as the recommendation of the ICC.

HOW THE ICC CAN SUPPORT THE LEAD AGENCY [34 CFR 303.604]

- The ICC will promote and foster awareness of early intervention services throughout the state, educate and clarify early intervention to those currently receiving services, and assist parents in finding their voice to advocate for their children with special needs.
- The ICC will recommend to the lead agency regarding revenue sources (e.g., foundations, other state funds, grants, etc.) and annual funding requests from the Health Department, Governor's Office, and the Utah Legislature to provide appropriate services for all eligible children in Utah.
- The ICC will identify needs and barriers to early intervention service provision and recommend addressing and improving early intervention services.
- The ICC will identify needs related to the statewide Comprehensive System of Personnel Development (CSPD) and identify resources available to continue to improve professional development for early intervention service providers.
- The ICC will establish appropriate committees to perform tasks, gather information, and explore issues as directed. The committee's purpose is to address business needs, and they may be dissolved when issues are resolved, or a committee is no longer necessary.
- In conjunction with the Baby Watch Early Intervention Program, the ICC will submit an annual report on the status of early intervention in Utah to the Governor and the Secretary of Education in the Office of Special Education Programs (OSEP).

MENTORING NEW MEMBERS

ORIENTATION PROCESS (ANNUALLY)

- The ICC seeks vital, engaged participation from every council member. To maximize each member's perspective and expertise, mentoring will be provided to each new member for at least the first year.
- Parents' perspective is crucial to council deliberations as present or recent consumers. The Utah Parent Center, in conjunction with a veteran parent representative, when available, will mentor new parent representatives on the role of the ICC in general and the significance of the parent role in particular.
- The Executive Committee will mentor new ICC members in agency and other roles.
- Mentoring may include:
 - A mentor will contact the new member to review the handbook's responsibilities and answer questions.
 - Regular contact before ICC meetings asking what support the new member may need to participate.
 - If attending in person, greet the new members as they arrive.
 - Reviewing the meeting minutes together for clarification.
 - Meeting after the ICC to discuss any questions not addressed in the ICC.
- Periodic training on roles and responsibilities will be provided.
 - See the Annual Priority setting for more information about Orientation and Priority Setting.

SUBCOMMITTEE WORK

EACH MEMBER INVOLVED

- Each ICC member is expected to participate in at least one subcommittee
- Subcommittees should have balanced representation from various stakeholder groups.
 - If a subcommittee lacks representation, efforts should be made to request participation from ICC members already involved in other subcommittees.
 - Subcommittees may seek out community members to participate in and represent a stakeholder group.

SUBCOMMITTEE CHAIR

- Each subcommittee will be chaired and/or co-chaired by an ICC member.

- Subcommittee chairs have the responsibility to ensure the action plan is created during each meeting, communicate discussion summaries, action steps, and resource needs to the ICC and Executive Committee, schedule and facilitate meetings/communication between ICC meetings, and follow up with committee members in preparation for the quarterly ICC meetings.

PARTICIPATION OF NON-COUNCIL MEMBERS IN SUBCOMMITTEES

- Council members may request assistance from non-council members for subcommittee work as needed.
- Lead agency employees may be involved in subcommittee work as appropriate.

MEETING GUIDELINES

- Subcommittees should review priorities set by the ICC.
- Meetings can be scheduled ad hoc or regularly as determined by the subcommittee members.
- Efforts should be made to schedule meetings that accommodate professionals and parents.

REPORTING TO THE ICC AS A WHOLE

- Subcommittees must report their work annually to the ICC.
- Reports should include support and progress updates through agenda items.

SUBCOMMITTEE ACTION PLAN

SUBCOMMITTEE:

*CHAIR:

MEMBERS:

Subcommittee Goal(s)		Date revised:
<i>Objectives, Action Steps, and Projected Outcomes</i>		
<i>Criteria for success</i>		

*Chair responsibilities:

- Make sure the action plan is created each meeting.
- Communicate discussion summary, action steps, and resources needed to the ICC and Executive committee
- Schedule and facilitate meetings/communication between ICC meetings
 - Follow-up with committee members in preparation for the quarterly ICC
- Plan discussion/ work/ agenda for the subcommittee meeting at the quarterly ICC meeting

RUNNING SUBCOMMITTEE MEETING NOTES

DATE:

OBJECTIVE OR ACTIVITY FOCUS FOR THE MEETING:

SUMMARY:

ACTION PLAN BETWEEN MEETINGS:

Activities	Person(s) Responsible	Resources (Needed)	Outcome	Projected Date of Completion

REFLECTION OF SUBCOMMITTEE WORK

<i>What is working?</i>	<i>What could be improved?</i>
<i>What changes or support do we need to make our work more successful?</i>	

* Report back to the ICC:

1. Summary of your discussion
2. Action steps
 1. Overall steps
 2. Between ICC meetings or processes for determining those meetings/communication process
1. Resources needed/ Information/ Feedback

PROCESS FOR CREATING THE AGENDA

ANNUAL PRIORITY SETTING

Priorities are to be identified annually during the initial fiscal year ICC meeting. Topics to be considered can be gathered through a round-robin during the meeting or by discussing survey results sent to ICC members before the first meeting. Priorities need to target topics that allow the ICC to assist and advise the Baby Watch Early Intervention Program, allowing for effective discussions and opportunities to meet the committee's expectations.

HOW TO REQUEST ITEMS TO BE ADDED TO THE AGENDA FOR FUTURE MEETINGS

The Executive Committee is responsible for drafting the agenda for the ICC meeting. This involves a thorough review and discussion of pertinent information and issues to be addressed by the full Council. The finalized agenda will be disseminated at least 2 days before the ICC meeting.

Individuals or organizations seeking to present to the Council must request the item to be added to the next Council's agenda by either requesting the item during the Council's regular meeting during public comment or by submitting a written request to the Executive Committee no later than 14 days before the upcoming ICC meeting.

During council meetings, if an individual wishes to introduce items not currently on the agenda, the Chair will acknowledge that these items are outside the scope of the scheduled agenda. The Chair will then remind the individual of the appropriate procedure and timeline for submitting such requests for future consideration.

AGENDA SETTING PROCESS

- Chair, Vice-Chair, Lead Agency Representative, and designated staff assistant will meet 10-14 days before the scheduled ICC meeting
 - Any one of these individuals can initiate this meeting.
- Past agenda items and meeting minutes will be reviewed to determine if they necessitate further discussion or action
- The lead agency will provide suggested agenda items that they would like to present to the Council to advise and assist
- Any requests for agenda items submitted to the Executive Committee will be considered.
- The work of subcommittees will be reviewed to determine if an update or report from the subcommittee should be included in the agenda.

- The Chairperson reserves the right to allocate a designated time slot for the presentation.
- A draft of the agenda will be sent to the remaining members of the Executive Committee for comment and revision.
 - The Executive Committee members should respond within two business days
- The staff assistant will send the agenda to the ICC members and post it to the Utah Public Meeting Website at least 48 hours before the meeting.

SAMPLE AGENDA FORMAT:

- Date and Time
- Method for attending
 - Zoom link with meeting ID
 - Anchor location address
- Time, Topic, and Presenter for agenda items. Identify if it is a discussion item or an action.
- Sample topics:
 - Welcome and attendance
 - Review, discussion, and vote for approval of previous meeting minutes
 - Scheduled break
 - Community partners update
 - Utah Parent Center
 - DHHS, Office of Early Childhood
 - Utah School for the Deaf and the Blind
 - Division of Mental Health
 - Division of Child and Family Services
 - Utah State Board of Education IDEA Part B (Preschool)
 - Early Head Start/ Head Start
 - Division of Services for People with Disabilities
 - Others as appropriate
 - Public Comment
 - Future agenda item discussion
 - including recommendations for subcommittee work outside of the ICC meeting
 - Adjournment
- Future meeting dates and times
- Process for
 - submitting public comments before the meeting
 - Provide public comment at the meeting

- accessing the meeting virtually
- attendance procedures
- distribution of meeting materials
- accessing the ICC Handbook

MEETING DISCUSSION

PARTICIPATION IN ICC MEETINGS

- Each member of ICC is a valued participant in the discussions and subcommittees because of their background, experiences, and expertise. They will use the lens of their position in ICC (parent, provider, agency representative, etc.) to consider the topics being discussed and what additional information they can provide. Each member will also consider the purpose of ICC (to assist and advise Baby Watch Early Intervention Programs) and the information they can provide or the questions they may have to augment their understanding of the topic.
- Parents are vital to the ICC dynamic because they have “boots on the ground.” While the providers, agency representatives, and other professionals bring their knowledge and experience, this advisory committee focuses on how to best benefit the children and families enrolled in Baby Watch Early Intervention Programs. Parent input is essential to determine the issues children and families are truly affected by.
- For each item of discussion, parents should consider their home life and how the topic of discussion may relate to the direct impact on the child and family in their own home.
- The ICC Chair will create time for ICC Members to ask questions during or following each agenda item. Presenters may also allow questions during the presentation. Please jot down questions and comments to be voiced during the related question-and-answer period. When attending the meeting online, questions and comments can also be entered into the Chat or the Q&A feature of Zoom.

AGENDA ITEMS MEANT FOR DISCUSSION

Informational agenda items will include a presentation from an ICC member, a Lead Agency representative, or guests. The presenter should specify if they would like to receive questions throughout the presentation or primarily at the end of the presentation.

Questions during the presentation should be addressed to the speaker or the Chair first. For questions that are specific to the functioning and priorities of the ICC, the Chair will respond or seek support from ICC members or the Lead Agency representative. If meeting participants from the Lead Agency have additional information to share once the Chair has addressed the question or comment, they can do so at that time. Questions regarding the provisions and implementation of Part C early intervention can

be asked directly to the Lead Agency representative. The Lead Agency representative may call on other Lead Agency staff or ICC members to share additional responses.

ELEVATING FAMILY VOICES

Family and caregiver participation is central to implementing Part C Early Intervention, as evidenced by the creation of an Individualized **Family Service Plan**. The [Division for Early Childhood \(DEC\)](#), *an international professional organization whose mission is to promote policies and advance evidence-based practices that support families and young children (0-8) with developmental delays and disabilities*, has developed a list of Recommended Practices for the field. Below are examples of the DEC Recommended Practices that support ICC member collaboration.

- DEC Recommended Practice
 - L3:** Leaders develop and implement policies, structures, and practices that promote shared decision-making with practitioners and families.
 - L6:** Leaders establish partnerships across levels (state to local) and with their counterparts in other systems and agencies to create coordinated and inclusive services and support systems.
 - L12:** Leaders collaborate with stakeholders to collect and use data for program management and continuous program improvement and to examine the effectiveness of services and supports in improving child and family outcomes.
- The DEC Recommendation also outlines 3 themes encompassing family practices in Part C, Early Intervention.
 - **Family-centered practices:** Practices that treat families with dignity and respect; are individualized, flexible, and responsive to each family's unique circumstances; provide family members with complete and unbiased information to make informed decisions; and involve family members in acting on choices to strengthen child, parent, and family functioning.
 - **Family capacity-building practices:** Practices that include the participatory opportunities and experiences afforded to families to strengthen existing parenting knowledge and skills and promote the development of new parenting abilities that enhance parenting self-efficacy beliefs and practices.
 - **Family and professional collaboration:** Practices that build relationships between families and professionals who work together to achieve mutually agreed upon outcomes and goals that promote family competencies and support child development.

Reference: Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Available at:
<http://www.dec-sped.org/dec-recommended-practices>

All ICC members are responsible for working collaboratively and respectfully with all members and keeping the child and family-centered in their discussion. Agency representatives can do this by seeking feedback from the ICC members who represent families regarding their experiences, concerns, and needs surrounding the topics discussed.

FACILITATING THE DISCUSSION AFTER A PRESENTATION

As you listen to the presentations or before the meeting, **develop a list of questions** (or prompts) to ask. It is not enough to ask the question; you must also know why you are asking it and how you hope it will enhance the participants' learning experience.

- **Fact Finding Questions** "Who, What, When, Where, Why, and How questions."
- **Illuminative Questions** help participants connect their relationship to what is being discussed. These questions often expose a participant's emotions regarding the subject. An illuminative question will often have the word "feel" in it, such as "How does this make you feel?" or "What do you find most challenging about the new system?"
- **Introspective Questions** help participants examine their beliefs, values, and assumptions. They are the 'so what' questions that help people make sense of situations and demand personal reflection. For example, "How does this change how you want to appear as a practitioner?"
- **Decision-Making Questions** When you need a group to take action, using decision-making questions can help move the process along. Decision-making questions are like: "What do we need to start, stop, and continue to make this a success?" or "What are the next steps?"

The key to being good at asking questions is being skilled at listening- having a natural curiosity about what others think. Strong question-askers want to dig deeper into others' perceptions and beliefs. When participants know that you are not just asking questions for the sake of asking questions but because you want to hear the answers, you will create an engaged and energized environment.

Reference: Early Childhood Personnel Center. (2022). *involving families in state professional development*. Available at:
https://ecpcta.media.uconn.edu/wp-content/uploads/sites/2810/2021/01/21-023_Step-by-Guide_1.27.22.pdf

ACTION ITEMS

- The ICC will follow Roberts's Rules of order. (see above section)
- A full quorum must be present to proceed with a vote. When all seats are filled, there are 23 voting members of the ICC. A full quorum is equivalent to 51% of the ICC board being present at the meeting, or 12/23 members present.
- If an action is voted on and sustained, the Chair, Vice Chair, and Executive Committee will proceed, which may include recommending it to the Lead Agency.

ITEMS AND ISSUES THAT ARISE THAT ARE NOT ON THE AGENDA

- If an issue not on the agenda arises during the meeting, it will be noted in the minutes. The Executive Committee can then determine whether the issue should be addressed on a future agenda.
 - If the issue relates to the work of a subcommittee, the executive committee may delegate it to the subcommittee to address and report back to the ICC as a whole.
- If an agenda item exceeds its allotted time, the Chair conducting the meeting can choose to extend the time for discussion or table the item until a future ICC meeting.

SUMMARY OF ROBERT'S RULES OF ORDER

CHAIR

- The Chair should maintain control, explain clearly, and keep things simple.
- When in doubt:
 - Respect the wishes of the majority.
 - Protect the minority.
 - Do what is fair and equitable.

PRINCIPLES OF PARLIAMENTARY PROCEDURES

- Work together effectively to accomplish the purpose of the committee or board.
- Consider only one matter at a time.
- All members have equal rights, privileges, and obligations.
- A majority vote makes the decision.
- Protect the rights of the minority at all times.
- Every matter presented for decision should be discussed fully. Each member has the right to understand the meaning and effect of a decision.
- Once considered, a matter cannot be brought up again in the same meeting except by a motion to reconsider.

FIXED ORDER OF BUSINESS

- Call to Order – Review checklist for public meetings, including a roll call of members present.
- Minutes from the previous meeting.
- Reports, if any.
- Unfinished business.
- New business.
- Announcements.
- Adjournment.

PRESENTATION OF MOTIONS:

- Obtain the floor.
- Make motion clearly and concisely. Stay on topic.
- Obtain second on the motion. If no second is received, the motion is lost.
- Discuss motion. When discussing motion, listen to all sides, focus on issues, avoid questioning motives, and be polite.
- The Chair calls for a vote. The presiding officer asks for affirmative votes and then negative votes.
- The Chair confirms the outcome of the vote, i.e. ayes have it, motion carries: nays have it, and the motion fails.

ROBERT'S RULES OF ORDER CHEAT SHEET

You want to . . .	You say . . .	May you interrupt the speaker?	Do you need a seconder ?	Can it be debated?	Can it be amended?
Introduce an item for consideration	I move that/to. . .	No	Yes	Yes	Yes
Propose a change to a motion	I move to amend the motion to. . .	No	Yes	Yes	Yes
Send a motion to a committee for further study	I move to refer the motion to. . .	No	Yes	Yes	Yes
Postpone discussion on a motion until a later date	I move to table the motion until. . .	No	Yes	Yes	Yes, but only regarding the timeline
Call attention to a rule that has been broken	Point order.	Yes	No	No	No
Seek clarity on a topic	Request for information	Yes, provided the question may be asked without being on the speaker's list	No	No	No

Protest the current conditions in the room	Point of personal privilege	Yes	No	No	No
Protest the current ruling of the Chair	I move to appeal the decision of the Chair	Yes	Yes	Varies	No
Limit or extend the debate on an item	I move to limit/extend the debate by. . .	No	Yes	No	Yes, but only the amount by which debate is being limited/extended
End debate on an item	I call the question. *	No	Yes	No	No
Reconsider a motion voted upon earlier in the meeting	I move to reconsider. . .**	No	Yes	Varies	No
Take a break	I move to recess for. . .	No	Yes	No	Yes, but only the length of time
End the meeting	I move to adjourn	No	Yes	No	No

*Members who wish to call the question may not add to the discussion in any way immediately before calling the question.

**Only members on the prevailing side may move a motion to reconsider. Members must state which side they voted for when moving to reconsider.

CONDUCTING OPEN MEETINGS

UTAH OPEN MEETING LAWS

Utah follows the Open Public Meetings Act (OPMA), which the ICC, as an advisory group to the DHHS, is required to follow.

The following video shares an overview of Utah's OPMA:

<https://youtu.be/QNVBuXB7vkM?si=JNER3qcHTo1DCgbd>

The Utah Code for the OPMA can be found here:

https://le.utah.gov/xcode/title52/chapter4/C52-4_1800010118000101.pdf

A summary of the key points of the Utah OPMA can be found here:

<https://le.utah.gov/interim/2018/pdf/00002184.pdf>

PUBLIC PARTICIPATION

PUBLIC NOTICE:

As a public body, the ICC posts a copy of the meeting agenda to the [Utah Public Notice website](https://utahpublicnotice.org/) at least 24 hours before the meeting.

- Go to <https://www.utah.gov/pmn/index.html>
- Scroll to the section that says “Browse for Notices.”
 - In the **Government Type** column, select **State**.
 - In the **Entity** column, select the **Department of Health and Human Services**.
 - Select **Interagency Coordinating Council for Infants and Toddlers and Their Families** in the **Public Body** column.
- **Subscribe to the ICC Public Meeting Notice**
 - After following the steps above, click on the link below the “**Notice Title**”.
 - That will take you to the page titled “**Interagency Coordinating Council for Infants and Toddlers with Disabilities and Their Families**.”
 - On this page, you can:
 - Click the button to subscribe
 - Add your name and phone number, and you will receive an email when the forms on this page are updated.
 - Under “**Notice Information**,” click the link to “**Add Notice to Calendar**.”
 - It will automatically download a calendar .ics file to add to the calendar on your device.

The notice will include:

- the date, time, and place of the meeting;
- link to access the meeting in a virtual format
- an agenda that specifies topics the ICC will consider;
- minutes from previous ICC meetings

PUBLIC PARTICIPATION DURING THE MEETING

- The public has the right to attend an ICC meeting. Members of the public in attendance may participate or comment during the meeting, in addition to the public comment period, when invited by the ICC Chair conducting the meeting.
- If attending in person:
 - a. Sit in the seating area behind the ICC board members' table.

- b. Speak only when invited by the ICC board to do so.
- If attending by way of the webinar format:
 - a. Only ICC Council Members, Invited Guests/Presenters, and ASL Interpreters will appear in the Zoom Gallery.
 - b. ICC Council Members are identified in the Gallery by name tags that feature their name and the ICC composition requirement they fulfill.
 - c. The Chat feature is disabled throughout the ICC Meeting.
 - d. The Q&A feature allows the public to communicate with the council. All meeting participants can view Q&A messages on the screen.
 - e. The Zoom Meeting Host can enable audio/video for members of the public as needed.

PUBLIC COMMENT

The Utah Interagency Coordinating Council (ICC) welcomes public comments from individuals, programs, agencies, and others on issues related to young children with developmental delays or disabilities and their families. We want and need your input.

What is a Public Comment?

“Public Comment” is an opportunity to officially address the ICC. People making public comments may express opinions or raise issues related to delivering early intervention services to children with disabilities aged birth to three and their families.

Public comment often includes, but is not limited to,

- opportunities for improvements to the system,
- praise, concerns about, or criticism of the system,
- specific questions about the system.

NOTE: Formal individual or system complaints are not under the jurisdiction of the ICC and should be directed to the Baby Watch Early Intervention, not the ICC.

Who can make a public comment?

Anyone...the general public, agency representatives, families, service providers, or any other system stakeholder.

Why should I make a public comment?

Public comment is a “reality check” for Council members. It lets them hear how the program is doing from people directly affected by it, such as parents and service providers. It also allows agency representatives and others to respond to situations, concerns, and issues.

How can public comment be given?

Public comment can be made in a variety of ways:

1. When the opportunity for public comment is announced in person at an ICC meeting, stand and move to the facilitator's camera and microphone.
2. If attending through the Zoom Webinar, members of the public can use the Q&A feature to communicate with the council. All meeting participants will be able to view Q&A messages on screen.
3. *Public comments can be submitted before the meeting by emailing Tamara Hampton (tamaraha@utah.gov). If time constraints prevent all public comments from being read, written comments will be read into the meeting record or attached to the minutes.*

How long do I have to make a public comment?

- Comments made in person at an ICC meeting are limited to three (3) minutes.
 - Parents and family members of children with special needs wishing to testify will be heard first.
- Written comments should be limited to 500 words typed.

What happens after I make a public comment?

The ICC may ask questions, often discuss your points, and even add issues to future agendas. The Executive Committee reserves the right to address comments and questions later. Public comments will be noted in the meeting minutes, and the Executive Committee will review and discuss all public comments after each ICC meeting.

What if I have more questions?

Contact the ICC Chair or ICC Staff Support

CHAIR AND EXECUTIVE COMMITTEE RESPONSIBILITIES

RESPONSIBILITIES OF THE CHAIR AND VICE-CHAIR

The Officers of the ICC will be a Chair and Vice Chair.

- The Chair and Vice Chair of the ICC will be elected annually and may serve as Chair and Vice Chair for up to two (2) consecutive terms.
 - The council member being considered for election for a Chair position must have served on the ICC for at least one year and may not be a representative of the Lead Agency.
 - The Chair and Vice Chair will consist of one parent, provider, and agency representative.

- If a Chair member cannot fulfill their year-long term, a new Chair may be voted to complete it.
- The Chair and Vice Chair are responsible for the following duties:
 - Developing and prioritizing meeting agendas with the Lead Agency and Executive Committee.
 - Conducting and facilitating all ICC meetings.
 - Working closely with the Lead Agency and Executive Committee between meetings as needed.
 - Serve as or identify ICC members to mentor parent members during the initial membership period.
 - Facilitate an ICC member orientation periodically.
 - Facilitate ICC priority setting annually.
 - Call for an annual election of the Chair and Vice-Chair at the final ICC meeting.
 - Meet with the newly elected Chair or Vice-Chair before their term begins to facilitate the leadership transition.
- Consider reviewing the resources available to SAP and SICC chairs and committeees at <https://osepideasthatwork.org/resources-grantees/sap-sicc>
 - Request to enroll in the newsletter by emailing info@sapandsicc.org

The Lead Agency (Baby Watch) will support the Chair and Vice-Chair in fulfilling these responsibilities. The following are ways the Lead Agency can provide support.

- After a new Chair and Vice-Chair are elected, meet with them to
 - Orient them to the responsibilities of the Chair/ Vice-Chair.
 - Determine how and when they will meet to create and set agendas throughout the year.
 - Share the Lead Agency's priorities and needs for the upcoming year
 - Describe the process and timeline for developing and submitting an annual report and the annual priority report.
 - Assist in planning the orientation and priority-setting activities for the year.
 - Consider contacting [TAESE](#) or [ECTA](#) for support in planning the orientation and priority-setting.

EXECUTIVE COMMITTEE

The Executive Committee membership shall be composed of:

- Chair of the ICC,
- Vice-Chair of the ICC
- Designee from the Office of Early Childhood, Utah Department of Health and Human Services,
- One Parent Representative, other than the Chair and Vice-Chair, as nominated and approved by 51% of voting members of the ICC,
- One Provider Representative, other than the Chair and Vice-Chair, as nominated and approved by the full ICC and
- The Part C Coordinator shall serve as a non-voting member of the Executive Committee.

The Executive Committee shall:

- Support the Chair and Vice-Chair with the development of the agenda.
 - They can participate in the meeting where the agenda is developed or participate by providing feedback when the draft agenda is emailed to the executive committee.

ANNUAL REPORT

The Chair is responsible for preparing and submitting the annual report on behalf of the Council.

- The annual report must be submitted to the Governor and DHHS by **February 1st**.
- The executive committee should decide whether to create its annual report at the October/November ICC meeting so that there is sufficient time to collect data and draft the report.
- The report should include information on the status of early intervention service programs within Utah.
- The Annual Performance Report (SPP/APR) developed by the Lead Agency can replace the annual report developed by the ICC committee.

**If the Chair chooses to develop the report, please revise this handbook section to include a description of what will be included in an annual report.*

The Lead Agency has also requested an annual review of recommendations from the ICC. This should summarize the work the ICC has accomplished toward the established priorities.

The document should include:

- A list of priorities and how they were addressed during the year
- A list of subcommittees and members
- The results of the work completed in the subcommittees
- Recommendations for support or action that has resulted from the work of the subcommittees and ICC
- The review should be discussed, reviewed, and voted on by the Council before being presented to the Lead Agency.

UPDATING THE ICC HANDBOOK

- The executive committee can update the handbook to correct grammatical errors and update the membership list to maintain accuracy.
- All other changes to the handbook will be discussed and voted on by the ICC.
- The handbook may be updated by an ICC-approved subcommittee and approved by vote.