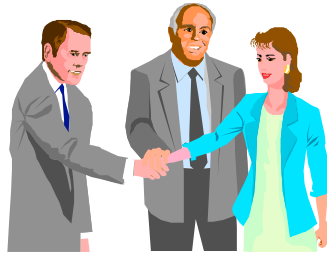


COLLABORATING FOR CHILDREN



Interagency Transition Agreement for LICs 5 and 31 Madison, Monroe, Randolph & St. Clair Counties

The purpose of this Transition Agreement is to ensure smooth, coordinated, family-driven transition of children from Early Intervention (EI) to 3 – 5 services. This requires cooperative linkages between birth to 3 providers and those serving children ages 3 – 5: Local Educational Agency (LEAs), representing Early Childhood Special Education and Pre-Kindergarten school district programs; and Head Start programs. This agreement specifies roles and responsibilities of these service providers and provides guidance for implementation of transition services. It is not intended to supersede or delegate current responsibilities but to support and enhance current local working arrangements and linkages and to ensure continued continuity of care for all families of young children with developmental delays, including migrant and homeless children.

THE TRANSITION PROCESS IN BRIEF

For children receiving Early Intervention (EI) services, transition activities begin no later than six months prior to the child's third birthday. Every family has the opportunity to participate in a transition meeting, convened at least ninety days before the child's third birthday and attended by representatives of Child and Family Connections (CFC) and the Local Education Agency (LEA). This meeting provides information on available services within the community, including program options for the period from the child's third birthday through the remainder of the school year. "A Parent's Guide - The Educational Rights of Students with Disabilities" is shared with the family, and a written transition plan is developed based on this meeting.

If the Transition plan includes referral to the LEA, upon receipt, the LEA initiates the school system's screening and evaluation procedures, ensuring that a child,

referred at least sixty school days prior to his/her third birthday and determined eligible, has an Individualized Education Program (IEP) for 3 – 5 services in effect on that birthday. With informed, written parent consent, the Individualized Family Service Plan (IFSP), if it includes all relevant material, may serve as the child's IEP.

Transition Responsibilities

The CFC representative will:

1. Communicate with the child's family about transition at least six months prior to the child's third birthday.
2. Use the Transition Planning Worksheet to facilitate discussion and family's understanding of the transition process.
3. Obtain parental consent to initiate referrals for transition and to forward information to LEA and other community programs.
4. Use the Transition Planning Worksheet to document all referrals to other services and all refusals of services, as requested by parents.
5. With parental consent, communicate additional information to the LEA and other appropriate community programs.
6. Provide the family a current copy of "A Parents' Guide - The Educational Rights of Students with Disabilities".
7. Convene a Transition meeting including the family, and LEA and CFC representatives, as well as other possible community service providers, at the family's request, ninety days prior to the child's third birthday.
8. Provide school district with Early Intervention to Early childhood tracking form.
9. Prior to exiting EI, review the child's service and program options, including those available during the period from the child's third birthday through the remainder of that school year.
10. When possible, attend child's IEP conference.

The LEA representative will:

1. Receive referrals from CFC on children receiving EI services.
2. Participate in the transition meeting scheduled by CFC.
3. Upon receipt of referral, follow LEA's referral process.
4. Ensure that for each child referred at least 60 school days prior to his/her third birthday, an IEP/eligibility determination conference is conducted, so that children found eligible for special education services, will have an IEP (or IFSP) in effect on that birthday.
5. Ensure that for each child referred with fewer than 60 days of pupil attendance left in the school year, an IEP/eligibility determination conference is conducted, so that children found eligible for special education services will have an IEP (or IFSP) in effect prior to the first day of the next school year.
6. Provide CFC written notification of IEP meeting.

7. Following evaluation, convene an IEP team meeting. The team will include the parent, special education teacher, regular educator, and a LEA representative. It may also include a CFC representative and others at parent invitation. The IEP team will determine the child's eligibility for special education and related services, and if appropriate, develop an IEP. If a child's third birthday occurs during the summer, the IEP team will determine when the district's services to that child will begin.
8. Ensure that the IEP team considers a continuum of placement options for each child on an individual basis, considering least restrictive environment and maximizing child's interaction with typically developing peers. Possible modification to the general curriculum, the benefits and adverse effects of each option, and proximity of each to child's home will be considered.
9. If the IFSP is to serve as the child's IEP, provide the child's parents with a detailed explanation of the differences between an IFSP and an IEP, and obtain parent's informed, written consent.
10. Following child's determination of eligibility and/or IEP, fax to CFC the completed Early Intervention to Early Childhood Tracking form.

Head Start representative will:

1. At parent request, attend transition meeting for Early Head Start students receiving EI.
2. At parent request, initiate Head Start application process.
3. Receive Notification of Conference if an IEP meeting is scheduled for an Early Head Start student receiving EI.
4. When possible, attend IEP meeting.

Signatures

By working with families and carrying out our responsibilities in the transition process, as outlined in this agreement, it is our goal to meet the needs of young children with disabilities/special needs in our four-county region and to enhance the accomplishments they achieved through Early Intervention by facilitating entry into appropriate programs and services.

As the authorized representative of _____,
School District/Agency

I, _____, will promote participation in the activities
 Stated in this agreement.

 Signature

 Date