

**Interagency Transition Agreement between Barron County Birth to 3, Head Start, and the School Districts of Barron, Cameron, Chetek, Clayton, Clear Lake, Cumberland, Prairie Farm, Rice Lake Area School District and Turtle Lake**

**Time period covered by agreement: November, 2009 – November, 2012 with Annual Reviews in October**

**Purpose Statement**

We recognize that a transition from early intervention to early childhood services from the school is a major event in a child’s life. The purpose of this agreement is to promote a smooth and effective service delivery system for young children, with and without special needs, as they make the transition from Birth to 3 services to preschool services at age 3. Children and their families also make another important transition from preschool to kindergarten. This agreement will establish guidelines for each agency to follow and reflects our commitment to increase ongoing channels of communication and collaboration among participating agencies. The intent is to keep all parties well informed, provide high quality, developmentally appropriate services, reduce duplication of effort, and ensure that the priorities, resources, and concerns of each family are at the center of each child’s transition.

State/ Federal Requirement or Indicator	B-3 will...	School (LEA) will...	Head Start will...	Information will be reported or shared via...
<p>Child find: School districts are mandated to locate, identify and evaluate children with disabilities within their attendance area. Informed referral networks consist of individuals and agencies in the community that support young children and their families who understand IDEA eligibility and refer children who may have a disability.</p>	<ul style="list-style-type: none"> <li>• Identify and evaluate children who may be eligible for the Birth to 3 program as outlined in the WI Admin. Code HFS 90.</li> <li>• Provide fliers to the school district and Head Start for distribution regarding Birth to 3 information.</li> <li>• Participate when appropriate in community screening opportunities.</li> <li>• Invite School and Head Start personnel and parents to in-services/staff development, as appropriate.</li> <li>• Be active in an informed referral network.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and evaluate children suspected of having disabilities per IDEA regulations.</li> <li>• Provide Birth to 3 with current contact information for PPS reporting purposes.</li> <li>• Inform Birth to 3 when they suspect a child under the age of three may have delay or parent wants/needs more information.</li> <li>• Invite Birth to 3 and Head Start to open house and other screening opportunities.</li> <li>• Share census data for child find purposes, if requested.</li> <li>• Post/distribute Birth to 3 and Head Start screening information, flyers and articles.</li> <li>• Be active in an informed</li> </ul>	<ul style="list-style-type: none"> <li>• Invite B-3 and school personnel to parent gatherings as appropriate.</li> <li>• Encourage targeted families to attend Child Find activities.</li> <li>• Upon request, participate in Child Find activities or other screening program.</li> <li>• Be active in an informed referral network.</li> <li>• Provide B-3 and the school with contact person information &amp; update annually</li> <li>• Inform B-3 and LEA of program availability and eligibility criteria for Early Head Start and/or Head Start programs.</li> <li>• Provide necessary paperwork and inform B-3 and LEA of procedures to make referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Program Participation System (PPS)</li> </ul>

		<p>referral network.</p> <ul style="list-style-type: none"> <li>Review screening, on-going assessment and Success Team documentation information as part of Response to Intervention/ pre-referral intervention information for children referred from Head Start programs.</li> </ul>	<p>to Early Head Start and Head Start.</p> <ul style="list-style-type: none"> <li>Refer children, ages 0-3, with suspected special educational needs to Birth – 3 with parental notification.</li> <li>Refer children, ages 3-5, with suspected special educational need to the school district, with parental notification. With parent consent, share available screening, on-going assessment and Success Team documentation as part of the referral process.</li> <li>Children who are 2yrs, 9 months at the time of referral will be referred to the LEA.</li> </ul>	
State/ Federal Requirement or Indicator	B-3 will....	School (LEA) will...	Head Start will...	Information will be reported or shared via...
<p>Part C: Indicator 8a: Children enrolled in B-3 will have <i>an IFSP with transition steps and services</i></p> <p><i>Head Start Transition and Alignment with K-12 Education</i> 42 U.S.C. 9837a</p>	<ul style="list-style-type: none"> <li>By the time the child is 2 ½ years old, talk to families about service options that may be available when the child turns 3.</li> <li>Reflect transition discussion in the IFSP.</li> </ul> <p><b>Written transition plan will include:</b></p> <ul style="list-style-type: none"> <li>Plans for screening or referral, if necessary, including when it will happen and a list of who is responsible during the process</li> <li>Plans for preparing the child</li> </ul>	<ul style="list-style-type: none"> <li>Share child find procedures with B-3 as outlined above</li> </ul>	<ul style="list-style-type: none"> <li>Continue on-going procedures and communication efforts (e.g., annual meeting) with Birth -3 to facilitate smooth transitions for children who are not eligible for special education services.</li> <li>Share child find procedures with B-3 as outlined above.</li> <li>Develop a transition plan, per Head Start policies and procedures, for each child enrolled in the Head Start program.</li> </ul>	<p>The information to meet indicator 8a will be reflected in the child’s IFSP and reported through the Program Participation System (PPS).</p>

	<p>for transition and who is responsible. This can include a checklist of activities/ responsibilities/timelines supplied by B-3</p> <ul style="list-style-type: none"> <li>• Supports for families and who is responsible</li> </ul>			
State/ Federal Requirement or Indicator	B-3 will....	School (LEA) will...	Head Start will...	Information will be reported or shared via...
<p>Part C, Indicator 8b: B-3 will: <i>Provide notification to the LEA, if child is potentially eligible for services under Part B</i></p> <p><i>Head Start Transition and Alignment with K-12 Education</i> 42 U.S.C. 9837a</p>	<ul style="list-style-type: none"> <li>• Release notification information in the PPS so that the LEA can access student notification information.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Birth to 3 with contact information (name and email) for 2 district personnel and update this information annually.</li> <li>• Inform the B-3 program, via email, if contact personnel change during the summer months.</li> <li>• Monitor notification lists and notify B-3 if necessary regarding referral status of children on the notification information.</li> </ul>		<p>Notification information will be sent via the Program Participation System (PPS). B-3 will enter contact information as submitted by the LEA. The LEA can access notification information at any time. B-3 will update notification information at least 2X/ year.</p>
<p>Part C: 8c B-3, the LEA and other appropriate community services will participate in a <i>Transition Planning conference</i></p> <p><i>Head Start Transition and Alignment with K-12 Education</i> 42 U.S.C. 9837a</p>	<ul style="list-style-type: none"> <li>• With parent permission and <i>at least</i> 90 calendar days prior to the child's 3<sup>rd</sup> birthday, schedule a transition planning conference with a representative from the school and other agencies as appropriate (Head Start, child care).</li> <li>• Determine with parents a location for the Transition Planning Conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Send a representative when invited to a transition planning conference for a child within their district/service area and provide information on the IEP process. This may include creating policies that allow staff to be available over the summer months.</li> <li>• Provide <i>information</i> to families on: making a referral; eligibility criteria;</li> </ul>	<ul style="list-style-type: none"> <li>• Provide B-3 and the school with contact person information &amp; update annually.</li> <li>• Coordinate and provide joint training for B-3, Head Start and LEA staff that includes transition related and parent involvement topics.</li> </ul> <p><b>At the Transition Conference/IEP meeting:</b></p> <ul style="list-style-type: none"> <li>• Share eligibility and program access information with</li> </ul>	<p><i>The Transition Planning Conference invitation will be issued by the B-3 provider, in collaboration with the family. Notification of the conference time and date will be made via phone, email and/or paper invitation. The date of the TPC will be entered into PPS by B-3 as well as whether or not a representative from the LEA attended.</i></p>

	<p><b>Host and Facilitate a Transition Conference:</b></p> <ul style="list-style-type: none"> <li>• Review the current IFSP, including the transition plan with family and community partners. <i>Update transition plan and timelines to reflect discussion from the Transition Planning Conference.</i></li> <li>• Share information about community options with the child's family.</li> <li>• Assist in clarifying the differences in B-3 and LEA eligibility criteria.</li> <li>• If appropriate, create copies of medical records for families to share with LEA or Head Start representatives.</li> <li>• Discuss current assessment information and begin conversation about the need for additional evaluation as part of the IEP process.</li> <li>• Should a decision be made a disability is suspected, B-3 will make a referral to the LEA via the PPS.</li> <li>• Following the transition planning conference, the service coordinator will request transition summaries from the B-3 providers and forward to the receiving agencies by the date they have requested. Any IFSP updates occurring after the</li> </ul>	<p>special education/disability terminology; the IEP process; and potential community options for service delivery.</p> <ul style="list-style-type: none"> <li>• Should transition planning conference discussion indicate a disability is not suspected, discuss possible services in the community or follow up with information to parents.</li> <li>• Provide necessary releases of Information for pertinent medical or third party records before or at the transition planning conference.</li> <li>• Discuss current assessment information and begin conversation about the need for additional evaluation as part of the IEP process.</li> <li>• Should transition planning conference discussion indicate a disability is suspected, be prepared to begin the legal timeline upon receipt of a referral through the PPS system. If appropriate, provide information on parent rights and/or release of records forms.</li> <li>• If a referral is discussed at the transition planning conference, LEA will follow up with Birth to 3 if no referral is received through the PPS system.</li> </ul>	<p>family, B-3 and LEA.</p> <ul style="list-style-type: none"> <li>• Prioritize children referred by Birth-3 or IEP team for enrollment consideration</li> <li>• Secure signed Releases of Information for pertinent early intervention records (i.e. medical or other third party records) before or at the transition planning conference.</li> <li>• Discuss current assessment information and participate in conversation about the need for additional evaluation as part of the IEP process.</li> <li>• Explain various program options and provide the necessary forms should enrollment be an option.</li> <li>• For children who are transitioning into Kindergarten, Head Start will complete all required 4K information to assist in K placement, including attending K placement meetings when invited by the LEA.</li> <li>• With parental consent share other information and records needed to facilitate a smooth transition into kindergarten.</li> </ul>	<p><i>Should a disability be suspected, B-3 will initiate a referral through the Program Participation System.</i></p>
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	transition planning conference will also be shared with the receiving agencies.	<ul style="list-style-type: none"> <li>For children who are transitioning into Kindergarten, the LEA will consider information from the Head Start program when making K placement, including inviting Head Start staff to attend K placement meetings.</li> </ul>		
State/ Federal Requirement or Indicator	B-3 will...	School (LEA) will...	Head Start will...	Information will be reported or shared via...
<p>Part B, Indicator 12: <i>Each child referred by B-3 in a timely manner will have an IEP developed and implemented by the child's 3<sup>rd</sup> birthday</i></p> <p><i>Head Start Transition and Alignment with K-12 Education</i> 42 U.S.C. 9837a</p>	<ul style="list-style-type: none"> <li>With parent permission, a decision to refer for special education services may occur during or after the transition planning conference. The goal is for the referral to be made prior to 90 days of the child's 3<sup>rd</sup> birthday, unless delayed by parents.</li> <li>Should a decision to refer be made, the Birth to 3 coordinator will complete information to make an electronic referral through the PPS system.</li> <li>With parental permission, allow access or send a copy of the IFSP transition plan to the agency's designated contact person</li> <li>With parental permission, after a referral has been made, B-3 will allow access or share records with the LEA.</li> </ul>	<p><b>After receiving a referral from Birth to 3 through the PPS, the school will:</b></p> <ul style="list-style-type: none"> <li>Print the referral page from PPS and include this page as documentation of referral.</li> <li>Within 15 business days, send parents a request for consent to evaluate the child; OR notification that no additional assessments are necessary to determine eligibility.</li> <li>With verbal parental permission, invite Birth to 3, Head Start, and other care providers as appropriate to the IEP team meeting.</li> <li>Within 60 days after the school has received parental consent for evaluation (or after the school has sent the notice that no further testing is needed), the school will determine if the child is a child with a disability.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in IEP meeting when Head Start is being considered as a placement option.</li> <li>Assist Head Start families of limited English proficiency in participating in the IEP process and/or transition process to kindergarten.</li> <li>Work in collaboration with the school district to implement and monitor IEP.</li> </ul>	<p>Should a disability be suspected, B-3 will make a referral through the PPS system. The LEA contact personnel will receive an automatic email notification of referral through the PPS. The date the referral is sent will begin the LEA's 15 day timeline to request parental consent for evaluation or send notice that no additional data is needed.</p> <p>The LEA will comply with IDEA notification requirements in obtaining informed consent from the family throughout the IEP process (referral, evaluation, eligibility determination, and IEP development).</p>

		<ul style="list-style-type: none"> <li>• Within 30 days after the determination that the child is a child with a disability, the school will develop an IEP and determine an educational placement.</li> <li>• Complete the IEP process and have services in place on or before the child's third birthday if child is found eligible (<b>Indicator 12</b>).</li> <li>• If eligible, develop IEP goals and determine placement in Least Restrictive Environment.</li> <li>• If not eligible, discussion of other options will occur and the family will be informed of further screening opportunities</li> </ul>		
State/ Federal Requirement or Indicator	B-3 will....	School (LEA) will...	Head Start will...	Information will be reported or shared via...
<p>Part B, Indicator 6: Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers.</p> <p><i>Head Start Transition and Alignment with K-12 Education</i> 42 U.S.C. 9837a</p>	<ul style="list-style-type: none"> <li>• Assist the family in articulating where the child currently spends his/her day.</li> <li>• As an IEP team member, participate in discussing community options for placement.</li> <li>• Engage in communication with Head Start regarding developmentally appropriate curriculum and expectations that align with the Wisconsin Model Early Learning Standards and the Head Start</li> </ul>	<ul style="list-style-type: none"> <li>• Continually build relationship with community providers to expand preschool options for preschoolers with disabilities.</li> <li>• Engage in communication with Head Start regarding developmentally appropriate curriculum and expectations that align with the Wisconsin Model Early Learning Standards and the Head Start Child Outcomes Framework.</li> <li>• Consider where the child</li> </ul>	<ul style="list-style-type: none"> <li>• Establish ongoing channels of communication with B-3 and LEA regarding developmentally appropriate curriculum and expectations that align with the Wisconsin Model Early Learning standards and the Head Start Child Outcomes Framework.</li> <li>• Serve as a LRE placement option</li> <li>• A child with a disability who is provided services by the school system and attends</li> </ul>	Data on environmental codes for location of services for children 3-5 with disabilities will be reported by the LEA to DPI via the yearly data report.

	<p>Child Outcomes Framework.</p> <ul style="list-style-type: none"> <li>As an IEP team member, assist in determining level of services necessary to meet IEP goals/objectives.</li> </ul>	<p>currently spends his/her day and whether services can be provided in this environment.</p> <ul style="list-style-type: none"> <li>As an IEP team member, participate in discussing community options for placement</li> <li>As an IEP team member, assist in determining level of services necessary to meet IEP goals/objectives</li> <li>With parent permission, provide the IEP to general educator in Least Restrictive Environment within one month of parent consent for placement.</li> </ul>	<p>Head Start is eligible to be included in the child count required by IDEA. This same child may also be included in the annual report, which informs Congress about the efforts of Head Start to serve children with disabilities.</p>	
State/ Federal Requirement or Indicator	B-3 will....	School (LEA) will...	Head Start will...	Information will be reported or shared via...
Indicator 7 Child Outcomes	<ul style="list-style-type: none"> <li>Share Child Outcome Summary Form exit ratings with the IEP team –or- facilitate discussion of the child’s functional performance in each of the 3 outcome areas (positive social-emotional skills, acquiring and using knowledge and skills, taking appropriate actions to meet needs).</li> <li>Include IEP team members in using the Decision Tree for Summary Rating Discussions.</li> <li>Complete Child Outcome Summary Form, file and</li> </ul>	<ul style="list-style-type: none"> <li>Participate in IEP team discussion regarding a child’s functional performance in each of the 3 outcome areas (positive social-emotional skills, acquiring and using knowledge and skills, taking appropriate actions to meet needs).</li> <li>Participate in using the Decision Tree for Summary Rating Discussions with B-3 staff to assign a numerical rating. LEA’s have the option of using these numerical ratings as their entry ratings during the self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>For children who are enrolled in Head Start, share screening and on-going assessment information as part of discussion regarding a child’s functional performance in each of the 3 outcome areas.</li> <li>Participate, as appropriate, in using the Decision Tree for Summary Rating Discussions to assign a numerical rating in each of the 3 outcome areas.</li> </ul>	<p>Indicator 7 data will be reported via PPS for children in B-3 programs. LEA’s will report Indicator 7 data via the Special Education Web Portal.</p>

	report the exit rating to the DHS.	cycle year. <ul style="list-style-type: none"> <li>Using on-going assessment information to provide data to complete exit ratings on sampling cohort when they meet exit criteria.</li> </ul>		
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**Monitoring the Agreement**

This is a 3-year agreement; however, an annual review meeting by the monitoring group will be initiated by Barron County Birth to 3 in collaboration with CESA 11. The monitoring group will consist of at least one representative from each school district serving children in Barron County, the Birth to 3 Program, and Head Start. The annual review will occur in October of each year. The evaluation of the agreement will occur through gathering feedback of professionals involved in transitions at the annual meeting.