

INTER-AGENCY COOPERATIVE AGREEMENT AMONG:

*Community Connections Early Learning Program
Southern Southeast Alaska Regional School Districts
RurAL CAP Child Development (RCCD), includes Head Start and Parents as Teachers
Tlingit & Haida Head Start and Metlakatla Head Start*

Purpose:

The purpose of this agreement is to promote a smooth and effective service delivery system for young children with special needs as they make the transition from Early Intervention/Infant Learning Program (ILP) services to preschool services at age 3. This agreement will establish guidelines for each agency to follow and reflects our commitment to increase 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.

CHILD FIND:

State & Federal Requirements: School districts and early intervention programs are mandated to locate, identify and evaluate children with disabilities within their geographic area.

Infant Learning Program will:

- Identify and evaluate children who may be eligible for the Infant Learning program as according to AK eligibility definitions.
- Provide Fliers to school districts, RCCD and Head Start programs for distribution regarding ILP information
- Participate, when appropriate, in community screening opportunities
- Invite School, RCCD and Head Start program personnel and parents to in-services /staff development, as appropriate
- Refer children who are 33 months directly to the LEA

School Districts will:

- Identify and evaluate children suspected of having disabilities per IDEA regulations
- Provide ILP with current contact information for notification and referral purposes
- Inform ILP when they suspect a child under the age of three may have a delay or parent wants/needs more information.
- Invite ILP, RCCD and Head Start programs to open house and other screening opportunities

- Share census data for Child find purposes if requested
- Review screening, ongoing assessment and information as part of Response to Intervention.

RCCD and other Head Start Programs will:

- Invite ILP and school personnel to parent gatherings as appropriate
- Invite school personnel to child screenings at Head Start as appropriate
- Encourage all families to attend Child Find activities
- Upon request, participate in Child Find and other screening opportunities
- Inform ILP and School District of program availability and eligibility criteria for RCCD and other Head Start programs
- Provide necessary paperwork and inform ILP and School District of procedures to make referrals to RCCD and other Head Start programs
- Refer children, ages 0-3, with suspected special educational needs to the ILP, with parental notification. With parent consent, share available screening, on-going assessment information as part of the referral process

TRANSITION PLANNING:

State & Federal Requirements: Children enrolled in ILP will have an IFSP with transition steps and services. (Part C, Indicator 8C Part B, Indicator 12)

ILP will:

- At the initial IFSP, talk with families about service options that may be available when the child turns 3
- Document initiation of the transition plan at age 2 on the IFSP

Written transition plan will include:

- Plans for preparing the child for transition and the person/agency responsible for each step. This can include a checklist of activities/responsibilities/timelines supplied by ILP

School Districts will:

- Share Child Find procedures with ILP as outlined above
- Share information on preschool programs available for families
- Provide opportunities for families to visit potential preschool programs
- Share child find procedures with ILP as outlined above

TRANSITION NOTIFICATION:

State & Federal Requirements: ILP will provide notification to the school district for any child who is potentially eligible for Part B services and will soon reach the age of 3. Parents may opt out of notification. Notification constitutes a referral to Part B and initiates the eligibility determination process. Children turning 3 after April 1st and before the end of September will be referred by ILP before April 1st. In the event of a referral made to the school district within 3 months of the child's third birthday ILP will provide documentation explaining the delay. The child must have an IEP in place by the third birthday.

(Part C, Indicator 8B, Part B, Indicator 11 Part B, Indicator 12)

ILP will:

- Provide notification to School District at or after 27 months of age
- Provide notification to School District or Head Start program to initiate 90 day meeting process
- For children determined eligible for Part C between 33 and 34.5 months of age, notification will be provided as soon as possible after the initial IFSP meeting
- For children referred to Part C after 34.5 months of age, a referral for Part B will be made with documentation explaining late notification

School Districts will:

- Treat notification from the ILP as a referral to Part B
- Provide ILP with contact information (name and email) for 2 district personnel and update this information annually
- Inform the ILP program, via email, if district contact changes during the summer months
- Monitor notification lists provided by EED and notify ILP if necessary regarding referral status of children on the notification information

TRANSITION CONFERENCE:

State & Federal Requirements: ILP, the LEA, and other appropriate community service providers will participate in a Transition Planning conference (Part C, Indicator 8C Part B, Indicator 11 Part B, Indicator 12). These meetings will be held at the school where the preschool or other program the child would attend is located.

ILP will:

- With parent permission and between 27 and 33 months of age, schedule a transition planning conference with a representative from the school district and other agencies as appropriate (RCCD or other Head Start programs, Child Care)
- Determine with parents a location for the Transition Planning conference
- Host and facilitate a transition planning conference
- Update transition plan and timelines to reflect discussion from the Transition Planning conference
- Share information about community options with the child's family
- Assist in clarifying the differences in ILP and School District eligibility criteria
- Discuss current assessment information and begin conversation about the need for additional evaluation as part of the IEP process
- With parent consent, following the transition planning conference, the service coordinator will forward additional information on the child, including evaluations and the child's current IFSP, to the receiving agencies by the date they have requested. Any IFSP updates occurring after the transition planning conference will also be shared with the receiving agencies

School Districts will:

- Send a representative to the transition planning conference for each child within their district area and provide information on the IEP process. This may include creating policies that allow staff to be available over the summer months
- Provide information to families on: eligibility criteria, special education/disability terminology, the IEP process, and potential community options for service delivery
- Provide necessary releases of information for pertinent medical or third party records before or at the transition planning conference
- Discuss current assessment information, and begin the conversation about the need for additional evaluation as part of the IEP process
- Obtain consent for evaluation, if needed
- If appropriate, provide information on parent rights and/or release of records form

RCCD and other Head Start Programs will:

- Provide ILP and the School District with contact person information annually (will be the center manager, contact will be made if there are changes)

- Coordinate and provide joint training for ILP, RCCD, other Head Start programs and School District staff that includes transition related and parent involvement topics

ELIGIBILITY TEAM MEETING/IEP MEETING

State & Federal Requirements: Each child referred by ILP in a timely manner will have an IEP developed and implemented by the child's 3rd birthday (Part B, Indicators 11 and 12)

ILP will:

- Provide a referral to the school district via the transition notification/invitation to the transition conference
- With parental permission, allow access or send a copy of the IFSP transition plan to the agency's designated contact person
- With parental permission, after a referral has been made, ILP will allow access or share records with the LEA

School Districts will:

After receiving a referral from ILP, the school will:

- Include the transition notification/invitation to the transition conference as documentation of referral in the child's file
- As soon as possible, send parents a request for consent to evaluate the child: or notification that no additional assessments are necessary to determine eligibility
- Prior to the child's third birthday and 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
- A release will be signed by the parent prior to inviting outside agencies (such as ILP, RCCD or other Head Start programs and other care providers) to the IEP meeting and any outside agencies invited to the IEP meeting will be listed on the parent invitation.
- Consider the child's IFSP when developing the initial IEP
- If the child is found eligible, complete the IEP process and have services in place on or before the child's 3rd birthday
- If not eligible, discussion of other options will occur and the family will be informed of further screening opportunities

RCCD and other Head Start Programs will:

- Participate in IEP meeting when RCCD or another Head Start program is being considered as a placement option
- Assist families of limited English proficiency in participating in the IEP process and/or transition process to Kindergarten as appropriate
- Work in collaboration with the school district to implement and monitor IEP

LEAST RESTRICTIVE ENVIRONMENT (LRE)

State & Federal Requirements: The School District will determine an educational placement prior to the child's third birthday. The placement will be in the least restrictive environment, in settings with typically-developing peers, as determined by the IEP team. (Part B, Indicator 6)

ILP will:

- Assist the family in articulating where the child currently spends his/her day
- As an IEP team member, participate in discussing community options for placement
- Engage in communication with RCCD and other Head Start programs regarding developmentally appropriate curriculum and expectations that align with the Alaska Department of Education and Early Development (AKDEED) Standards
- As an IEP team member, assist in determining level of services necessary to meet goals/objectives

School Districts will:

- Continually build relationship with community providers to expand preschool options for preschoolers with disabilities
- Engage in communication with RCCD and other Head Start programs regarding developmentally appropriate curriculum and expectations that align with the AKDEED Standards
- Consider where the child currently spends his/her day and whether services can be provided in this environment
- As an IEP team member participate in discussing community options for placement
- As an IEP team member, assist in determining level of services necessary to meet IEP goals/objectives

Head Start Programs will:

- Establish ongoing channels of communication with ILP and the School District regarding developmentally appropriate curriculum and expectations that align with the AKDEED Standards
- Serve as an LRE placement option

CHILD OUTCOMES

*ILP Programs and School Districts report child outcome data at least annually.
(Part C, Indicator 3 Part B, Indicator 7)*

ILP will:

- Complete the Child Outcome Summary Form exit ratings in discussion with the School District in each of the 3 outcome areas, at the Transition Conference or Initial IEP meeting
- Include IEP team members in using the Decision Tree for summary rating decisions
- Share data

School Districts will:

- Complete the Child Outcome Summary Form entry ratings in discussion with the ILP Program in each of the 3 outcome areas, at the Transition Conference or Initial IEP meeting
- Participate in using the Decision Tree for summary rating discussion with ILP staff, to assign a rating.
- Using on-going assessment information to provide data to complete exit ratings on sampling cohort when they meet exit criteria

RCCD and other Head Start Programs will:

- For children who are enrolled in RCCD and other Head Start programs, share screening and ongoing assessment information as part of discussion regarding a child's functional performance in each of the 3 outcome areas
- Participate, as appropriate, in using the Decision Tree for summary rating discussions to assign a rating in the 3 outcome areas

Monitoring the Agreement

This is a 3-year agreement; however, an annual review meeting by the partnering agencies' will be initiated by Community Connections Early Learning Program. The annual review group will consist of at least one representative from each agency. The annual review will occur in the spring of each year. The evaluation of the agreement will

occur through gathering feedback of professionals involved in transitions at the annual meeting

By signing this document I commit to ensuring my organization makes every effort to comply with the terms of this agreement.

Community Connections
Executive Director

Date

Community Connections
Early Learning Program Director

Date

By signing this document I commit to ensuring my organization makes every effort to comply with the terms of this agreement.

Ketchikan Gateway Borough School District
Superintendent

Date

Ketchikan Gateway Borough School District
Special Education Director

Date

By signing this document I commit to ensuring my organization makes every effort to comply with the terms of this agreement.

Craig School District
Special Education Director/Superintendent

Date

By signing this document I commit to ensuring my organization makes every effort to comply with the terms of this agreement.

Klawock School District
Special Education Director/Coordinator

Date

By signing this document I commit to ensuring my organization makes every effort to comply with the terms of this agreement.

Janet Stout
Southeast Island School District
Special Education Director

8-29-16
Date

Southeast Island School District

Date

By signing this document I commit to ensuring my organization makes every effort to comply with the terms of this agreement.

Janet Stout

Hydaburg School District
Special Education Director

8-29-16

Date