

**Interagency Transition Agreement between Community Connections Early Learning Program and Annette Island School District, Craig School District, Hydaburg School District, Ketchikan School District, Klawock School District, Southeast Island School District with Early Head Start and Head Start programs in Ketchikan, Metlakatla, Prince of Wales and Saxman**

Time period covered by agreement March 2025 to March 2028

**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 special needs as they make the transition from Early Intervention/Infant Learning Program services to preschool services at age 3. 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 Requirements or Indicator	ILP Program will	School District will
<b>Child Find:</b> School districts and ILP programs are mandated to locate, identify and evaluate children with disabilities within their geographic area.  <b>Part C, Indicators 5 and 6</b> <b>Part B, Indicator 11</b>	<ul style="list-style-type: none"> <li>Identify and evaluate children who may be eligible for the early intervention program as according to AK eligibility definitions.</li> <li>Provide School District with current contact information for personnel responsible for making notifications and referrals.</li> <li>Participate, when appropriate, in community screening opportunities, when feasible.</li> <li>Children who are referred to ILP at 34.5 months or later will be referred directly to the LEA by the parent, with assistance from the ILP Program if the parent consents.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and evaluate children suspected of having disabilities per IDEA regulations</li> <li>Provide ILP with current contact information of personnel responsible for receiving notification and referrals.</li> <li>Inform ILP when they suspect a child under the age of three may have a delay or parent wants/needs more information.</li> <li>Invite ILP to developmental screening opportunities</li> <li>Share census data for child find purposes if requested.</li> </ul>

State/Federal Requirements or Indicator	ILP Program will	School District will
<b>Transition Planning:</b> Children enrolled in ILP who have reached	<ul style="list-style-type: none"> <li>At the next IFSP meeting for enrolled children who have reached 29 months or older, talk with families</li> </ul>	<ul style="list-style-type: none"> <li>Partner with ILP Program to provide information related to special education services for potentially eligible preschool children.</li> </ul>

<p>29 months will have an IFSP with transition steps and services.</p> <p><b>Part C, Indicator 8C</b> <b>Part B, Indicator 12</b></p>	<p>about service options that may be available when the child turns 3 years.</p> <ul style="list-style-type: none"> <li>● Reflect transition discussion on the IFSP</li> <li>● Write a transition plan that will include: <ul style="list-style-type: none"> <li>● Plans for preparing the child for transition and who is responsible. This can include a checklist of activities /responsibilities/timelines supplied by ILP.</li> <li>● Supports needed for family and who is responsible for setting them up.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Share information on preschool program available for families.</li> </ul>
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State/Federal Requirements or Indicator	ILP Program will	School District will
<p><b>Transition Notification:</b> ILP will provide notification to the school district of any child who is potentially eligible for Part B services and will reach the age of 3 within 3-6 months.</p> <p><b>Part C, Indicator 8B</b> <b>Part B, Indicator 11</b> <b>Part B, Indicator 12</b></p>	<ul style="list-style-type: none"> <li>● Provide notification to the school district of any child who is potentially eligible and will shortly reach age 3, unless the family has opted out.</li> <li>● If the family has previously signed the “Special Education Notification Opt Out” form and would like to revoke their decision to opt out of notification and referral, they must do so by 33 months. The ILP program must then provide notification to the school district as soon as possible.</li> <li>● 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.</li> <li>● For children referred to Part C after 34.5 months of age, notification will not be provided and the child will be referred to Part B, with parent consent.</li> </ul>	<ul style="list-style-type: none"> <li>● Treat notification from the ILP as a referral to Part B and provide procedural safeguards.</li> <li>● Respond to the ILP Program to provide the name and contact information of the district personnel who will be responsible for the child’s transition process, informing the ILP program if district contact changes during the summer months.</li> <li>● Monitor notification lists provided by ILP and notify ILP, if necessary, regarding referral status of children on the notification information.</li> <li>● Include the transition notification as documentation of referral in the child’s file.</li> </ul>

### Summary of Alaska DOH EI/ILP Opt-Out Policy

DOH has adopted an opt-out policy under 34 CFR §§303.209(c) and 303.401(e), which states that EIS Programs must inform the parents of a toddler with a disability of the intended disclosure of directory information, which serves as notification and referral to Part B local and state agencies, and allow the parents at least one month (unless the child is referred after 32 months of age) to opt out of the sharing of personally identifiable information with Part B.

1. EIS Programs will review the opt-out policy and the “Special Education Notification Opt-Out” form at either the initial IFSP meeting or the initiation of transition planning near the child’s 27<sup>th</sup> month of age.
2. If the parent opts out by signing the “Special Education Notification Opt-Out” form, within one month, DHSS EI/ILP and the local EIS program will not make the notifications above.
3. If the signed “Special Education Notification Opt-Out” form is provided to parents at or prior to 29 months and is not received by the local EIS program by the time a child is 30 months old, notification will be sent.
4. If an EIS program determines that a toddler is eligible for early intervention services between 29 and 34.5 months of age, the parent must sign the “Special Education Notification Opt-Out” form at the initial IFSP meeting.
5. If the family has previously signed the “Special Education Notification Opt-Out” form and would like to revoke their decision to Opt-Out of notification and referral, they must do so by 33 months of age.

State/Federal Requirements or Indicator	ILP Program will.....	School District will.....
<p><b>Transition Conference:</b> ILP, the LEA, and other appropriate community service providers will participate in a Transition Planning conference</p> <p><b>Part C, Indicator 8C</b>  <b>Part B, Indicator 11</b>  <b>Part B, Indicator 12</b></p>	<ul style="list-style-type: none"> <li>• 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 (Head Start, Day Care).</li> <li>• Determine with parents a location for the Transition Planning conference.</li> <li>• The transition conference and transition planning IFSP meeting may be combined if the meeting meets all the requirements of the IFSP meeting. With parent permission, the School District, ILP Program, and parent(s) of the child must be in attendance.</li> </ul> <p><b>Host and facilitate a Transition Conference:</b></p>	<ul style="list-style-type: none"> <li>• Send a representative to the transition planning conference for each child within their district area and provide information on the IEP process.</li> <li>• Provide information to families on eligibility criteria, special education/disability terminology, the IEP process, and potential community options for service delivery.</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 the conversation about the need for additional evaluation as part of the IEP process.</li> <li>• Obtain consent for evaluation, if needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Update the transition plan and timelines to reflect discussion from the Transition Planning conference.</li> <li>• Share information about community options with the child's family.</li> <li>• Assist in clarifying the differences in ILP and School District eligibility criteria.</li> <li>• Discuss current assessment information and begin conversation about the need for additional evaluation as part of the IEP process.</li> <li>• With parent consent, the service coordinator will provide 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.</li> </ul>	<ul style="list-style-type: none"> <li>• If appropriate, provide information on parent rights and/or release of records form.</li> </ul>
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State/Federal Requirements or Indicator	ILP Program will	School District will
<b>IEP By Three</b> Each eligible child referred by ILP in a timely manner will have an IEP developed and implemented by the child's 3 <sup>rd</sup> birthday  <b>Part B, Indicator 11</b> <b>Part B, Indicator 12</b>	<ul style="list-style-type: none"> <li>• Support family during the evaluation, ESER and, if eligible, IEP process at the school district.</li> </ul>	<ul style="list-style-type: none"> <li>• Within 4 to 6 weeks prior to the child's third birthday, contact parents to schedule the evaluation(s) discussed at the 90-day transition meeting.</li> <li>• Conduct identified evaluations and prepare to share results with parents.</li> <li>• With parental permission, invite ILP and other care providers as appropriate to the ESER/IEP meeting.</li> </ul>

		<ul style="list-style-type: none"> <li>● Consider the child's IFSP when developing the initial IEP.</li> <li>● Complete the IEP process and have services in place on or before the child's 3<sup>rd</sup> birthday if the child is found eligible.</li> <li>● If not eligible, discussion of other options will occur and the family will be informed of further screening opportunities.</li> </ul>
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State/Federal Requirements or Indicator	ILP Program will	School District will
<p><b>Least Restrictive Environment:</b> 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.</p> <p><b>Part B, Indicator 6</b></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>● As an IEP team member, assist in determining level of services necessary to meet goals/objectives.</li> </ul>	<ul style="list-style-type: none"> <li>● Consider where the child currently spends his/her day and whether services can be provided in this environment.</li> <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> </ul>

State/Federal Requirements or Indicator	ILP Program will	School District will
<p><b>Child Outcomes:</b> ILP Programs and School Districts report child outcome data at least annually.</p> <p><b>Part C, Indicator 3</b> <b>Part B, Indicator 7</b></p>	<ul style="list-style-type: none"> <li>● Consider school district evaluation and eligibility when completing the Child Outcome Summary Form exit ratings.</li> <li>● Review and discuss with the School District each of the 3 outcome areas at the Transition Conference or initial IEP meeting.</li> </ul>	<ul style="list-style-type: none"> <li>● Consider ILP information when completing the Child Outcome Summary Form entry ratings in each of the 3 outcome areas.</li> <li>● Consider determining Child Outcome ratings in coordination with ILP and family at the initial IEP meeting.</li> </ul>

	<ul style="list-style-type: none"> <li>• If desired by the team, include IEP team members in using the Decision Tress for summary rating decisions.</li> <li>• Share data with the School District</li> </ul>	
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***Early Head Start and 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 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

**Early Head Start and 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

***Early Head Start and 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

***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

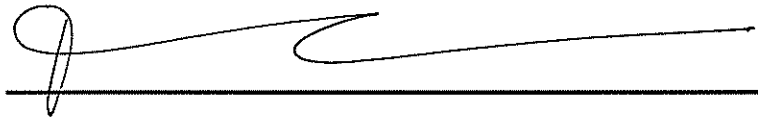
**Early Head Start and Head Start Programs will:**

- For children who are enrolled in RCCD and other Head Start programs, share screening and ongoing assessment information as part of discussion regard 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

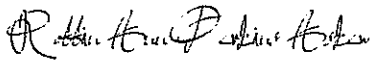
**Monitoring the Agreement**

This is an on-going agreement; however, an informal annual review will be conducted by the partnering agencies. A more formal review will occur every 3 years. If all parties are satisfied with the agreement, it will stand.

**Signatures of Organizational Representatives:**

 3/10/25

**Tandra Thompson, Executive Director Community Connections**



3/10/2025

Southeast Island School District , SPED Coordinator

**Please print: [Name], [Title], [DISTRICT NAME/Head Start] and sign/date**