Transition from Part C to Part B Services Agreement
Russell Childhood Center and High Plains Education Cooperative

The following is a written proposal for an agreement procedure between the agencies Russell Child Development Center (hereinafter referred to as RCDC) and High Plains Education Cooperative (hereinafter referred to as HPEC) for the transition of services for children currently receiving Part C services to part B services provided by HPEC.

It is proposed that the transition of services be a child and parent friendly process that promotes inclusive practices in which both agencies combine efforts to facilitate the transition. Both agencies agree to the responsibilities listed below and will work to ensure that all elements of the proposal are carried out within a timely manner.

The mission of the transition services is to ensure that the appropriate communication occur between the agencies. The process will also include observation of the child and family within the natural setting and is designed to ensure that appropriate placement into Part B services occurs. Members of the transition team will include the family, Part C staff, Part B staff and other appropriate school personnel.

RCDC Part C Responsibilities:

1. Data/Administrative Secretary will:
    - Provide HPEC Assistant Director with a list of children who will turn 3 within the next 6 months
    - Provide lists to HPEC quarterly (August, November, February and May)
2. Family Service Coordinator will:
    - Speak to the family about transition process at least 90 to 120 days in advance of the child's third birthday
    - Explain available Part B support options to parents which include those natural settings where a student without a disability might be (within the child's home, daycare, playgroup, preschool classroom or other community setting)
    - Establish an understanding of the transition process that is to be followed
    - Have parent sign a release of information so that the Individual Family Service Plan (IFSP) may be transferred to HPEC
3. Family Service Coordinator will:
    - Prepare the IFSP to be transferred to HPEC
    - Include current updated outcomes
4. RCDC Nurse and Family Service Coordinator will:
    - Ensure that the IFSP contains up-to-date hearing and vision screening information
    - Add additional hearing information from the audiologist to the IFSP if child was seen by audiologist
5. Family Service Coordinator will:
    - Arrange home visit with parent and HPEC Early Childhood Special Education Teacher (ECSE) to discuss transition information
    - Plan to attend home visit
6. Family Service coordinator will:

- Contact designated ECSE teacher to provide schedule of her future home visits
- Arrange a home visit for the ECSE teacher to attend to complete the home study report
- Plan to attend the visit with the ECSE teacher

7. Family Service Coordinator will:
    - Provide HPEC with most current data and updated IFSP
    - Consult with the High Plains ECSE Teacher to establish whether or not further assessment is required to determine if child is eligible for ECSE services
    - Assist team members in determining the actual assessment process once it has been established that further information is needed (preferred practice for this process will be for the ECSE Teacher to facilitate an Activity-Based Assessment, using the AEPS, within the natural setting)
    - Assist in establishing a date for the assessment if appropriate
    - If both agencies agree that data is current and sufficient, the student's IFSP and file will be reviewed and accepted and a formal assessment will not be conducted
8. Family Service coordinator will:
    - Attend transition meeting with HPEC and family
    - Provide Early Childhood Exit Outcomes to the High Plains ECSE teacher
9. RCDC Coordinator will:
    - Send out transition satisfaction scale to parents following the completed transition to HPEC Part B services
    - Share important information with High Plains Assistant Director so that issues may be appropriately addressed and changes implemented if needed

HPEC Part B Responsibilities:

1. ECSE Teacher will:
    - Attend home visit with the RCDC Family Service Coordinator
    - Conduct a Routines Based Interview home study report
    - Inform parents of various service delivery options available within the community (within the child's home, daycare, playgroup, preschool classroom or other community setting) with actual services being determined at the staffing
    - Discuss parent rights and ask parents for consent for evaluation to cover the review of transition records and any additional assessment the team may find necessary; HPEC staff will explain who may be involved with the child during initial evaluation and what assessments to expect
    - Obtain release of information from parent for others involved with the child (RCDC staff, day care providers, medical personnel, and anyone else involved with the family) in order to best plan a future educational program for the child
2. ECSE Teacher will:
    - Receive the file from the RCDC Family Service Coordinator and review student needs; the file will then be shared with the proposed HPEC School Psychologist
3. School Psychologist will:
    - Review file
    - Set up a transition staffing including an assessment if appropriate
4. ESCE Teacher will:

- Discuss with RCDC service personnel whether or not further assessment will need to be completed to determine eligibility
- Determine if previous testing done by RCDC staff within the last 6 months and/or professional opinion of RCDC staff and information from home visit can be used to establish eligibility
- Accept the IFSP if no further assessment is needed

5. ESCE Teacher will:
   - Arrange to complete assessment if additional data is needed
   - Include RCDC service personnel, HPEC School Psychologist and support personnel from HPEC (for example, OT, PT, SLP) in the assessment process
   - Assist team members in determining the actual assessment process once it has been established that further information is needed (preferred practice for this process will be for the HPEC support team to conduct an Activity-Based Assessment using the AEPS within the natural setting)
   - Assist in establishing a date for the assessment
   - Plan to attend an assessment with the RCDC Staff, HPEC School Psychologist and other designated service providers
6. HPEC School Psychologist will:
   - Arrange staffing with parent, RCDC staff and HPEC support personnel to be completed before the child's third birthday
   - Send out staffing notice to parents, RCDC staff, HPEC support personnel (including ECSE Teacher and LEA)
   - Include a copy of parent rights to the family
   - Send staffing notice 10 days prior to staffing date
7. ESCE Teacher will:
   - Conduct staffing to determine eligibility
   - Assist in developing Individualized Education Plan (IEP) to reflect placement and services which best meet the child's needs considering least restrictive environment
   - Consider support options (within the child's home, daycare, playgroup, preschool classroom or other community setting)
   - Provide support services on or before the child's 3rd birthday
8. ESCE Teacher will:
   - Complete the Early Childhood Outcomes on the state website within 30 days of placement
9. HPEC Assistant Director will:
   - Meet with the RCDC director/coordinator if issues arise
   - Discuss possible resolutions

New Referral Policy:

It has been agreed upon by both RCDC and HPEC that if a new referral of a child occurs at 33 months or younger, RCDC will conduct the screening and if needed, the evaluation of the child. RCDC staff will then provide the High Plains ECSE Teacher

with the child's name, birth date, and the screening summary or IFSP. If, at the time of the referral, the child is 33-35 months of age, screening will be conducted by RCDC staff and forwarded to High Plains ECSE staff for a follow-up evaluation if needed.

Summer Transitions:
Children turning three years of age during the summer months may continue to be served by Part C until services through Part B begin at the start of the fall semester. Services may also be picked up by Part B staff when the child turns three. A third option is for joint visits to occur over the summer as part of transition. Communication is vital to determine which agency is most appropriate to provide support services through summer transitions.

Terms of Agreement:
Both parties agree to adhere to the responsibilities as listed within this document. In addition, both coordinators will present this agreement to their respective staffs to ensure that all are aware of this document and will do everything in their power to see that this agreement is followed. RCDC and HPEC staff will collaborate on at least a yearly basis to review this agreement.

Part C Service Coordinator _____ Date _____

Part B Service Coordinator _____ Date _____

Checklist for Transition Process

Childhood's Name: _____

	High Plains Education Cooperative Responsibilities
	1. ECSE Teacher will attend home visit with RCDC staff to inform parents of transition process and share various support options (within the child's home, daycare, playgroup, preschool classroom or other community setting)
	2. ECSE Teacher will discuss parent rights and obtain release of information
	3. ECSE Teacher will review the student's updated IFSP and current file
	4. ECSE Teacher will share the student's updated IFSP and current file with the School Psychologist
	5. ECSE Teacher will attend home visit with RCDC staff and complete a home study report
	6. ECSE Teacher will discuss with RCDC service personnel if further assessment is needed
	7. ECSE Teacher will accept IFSP if no further assessment if additional data is needed
	8. ECSE teacher will arrange to complete assessment if additional data is needed
	9. ECSE teacher and other team members will determine actual assessment process/set date for assessment
	10. ECSE teacher will attend assessment along with other service providers and Family Service Coordinator
	11. School Psychologist will send out staffing notice to parents and all other staff 10 days prior to staffing
	12. HPEC staff will share Parents' Rights with family
	13. HPEC staff will conduct staffing to determine eligibility and assist in developing IEP
	14. The child's staffing team will consider appropriate support service options that address least restrictive environment
	15. ECSE Teacher and related staff will complete the Early Childhood Outcome web report within 30 days of the IEP. HPEC staff will notify Assistant Director of any new student placements.