

Seneca County Interagency Transition Agreement

**Help Me Grow
DD / Early Intervention
GLCAP- Early / Head Start/Migrant Seasonal Head Start
City and Local School Districts
Educational Service Centers**

2025-2027

Purpose Statement

We recognize that a transition from early intervention to an early childhood or other program is a major event in a child's life. The intent of this agreement is to promote a seamless service delivery system at this transition stage for young children and their families. It is our intent that this agreement will be family-focused, will reduce the anxiety of children and families facing this transition, and increase collaboration among those providing services. This agreement will establish predictable guidelines to follow. Our commitment is to keep each other well-formed, to avoid duplication of effort, to close gaps in service delivery, and to ensure that the needs and aspirations of families are at the center of each child's transition. This agreement is to ensure interagency collaboration within Seneca County in the implementation of a comprehensive service delivery system for families with children birth through enrollment into Kindergarten and coordinated transition processes.

Free Appropriate Public Education (FAPE)

Each school district represented shall develop an annual review of interagency agreements with all partners to ensure a free appropriate public education (FAPE) is provided to all preschool children with disabilities between the ages of three through five residing in the school district.

Definition of Transition

Transition is the process for movement of infants, toddlers, and their family between or within service delivery systems. Transition is not a discrete event. Successful transition processes are ongoing and future focused.

Child Find

Early Intervention (EI), Local School Districts (LEA), County Board of DD, Educational Service Centers and Head Start/Early Head Start/Migrant Seasonal Head Start (MSHS) share responsibilities for child find, including locating, evaluating, and identifying children with disabilities birth through age five.

- Monthly screenings are conducted by the NCOESC for preschool children
- Individual school districts also conduct screenings as needed for preschool children
- Tiffin City Schools will conduct all screenings for district residents.
- Head Start/MSHS has a referral process for preschool children
- GLCAP Early Head Start/MSHS will refer children to HMG Early Intervention if there are developmental concerns
- HMG Early Intervention Contract Manager sends quarterly reports for planning purposes (February 1, May 1, and August 1, November 1) including the child's name, date of birth, primary caregiver, address, phone number, and district of residence of EI Service Coordination enrollees to the Early Childhood Supervisor as well as district of residence administration. This is not for outreach at this time, EI will introduce the family to the LEA for further outreach.
- Preschool children who turn 3 years old on or before August 30, prior to next school year shall be referred from Early Intervention to the NCOESC Early Childhood Supervisor (for those applicable districts) and/or the district LEA representative by May 1st in order to be evaluated by the next school year. There is the possibility for discussing

individual needs for later referrals. Eligible children will be permitted to receive preschool services at the beginning of the next school year, regardless of age. For those districts that provide their own services HMG Early Intervention will contact the district and follow their procedures. Children who begin Part B Special Ed services will end Part C Early Intervention services at that time.

Sharing of Resources

EI, LEA, County Board of DD, NCOESC, and Head Start/MSHS/Early Head Start agree to share resources as appropriate to implement services for children. In addition, all agree to share information about joint training opportunities for staff and parents.

Preparation for the Transition Planning Conference ***(6 to 9 months, no less than 180 days prior to child's 3rd birthday)***

If there is A CONCERN about the child's development

The Early Intervention Service Coordinator will:

- Address the transition process at all Individual Family Service Plan (IFSP) meetings as a continuous process rather than a discrete event.
- Work with and support the family members and caregivers to ensure a smooth and timely transition.
- Inform families that they have the right to decide who will be invited to the transition planning conference and which records, if any, will be released to another agency or program.
- Discuss with the family around 2 years of age (no less than 180 days) prior to the child's third birthday activities to prepare for the Transition Planning Conference. This discussion should occur at one of the regularly scheduled 6-month (180 days) IFSP reviews. This discussion should include, but is not limited to reviewing:
 - The child's progress.
 - Whether or not there are concerns about the child's development.
 - Service delivery options for which the child may be eligible at age three including but not limited to: public preschool, Head Start/MSHS, preschool special education, childcare, and other programs.
 - The input of individuals who have or may have information that will enhance the transition process for the child and family.
 - Inform families of their due process and procedural safeguards.
- Inform the family of their right to decide if they want Local Education Agency (LEA) and/or other appropriate agencies and which records, if any will be released to another agency or program. Information will be sent to Early Childhood Supervisor and preschool psychologist prior to the TPC.
- Obtain consent from the family for the LEA and other appropriate agencies to participate in a Transition Planning Conference to be held at least 90 days prior to the child's third birthday. If the family will not give consent for LEA involvement, eligibility for preschool special education programs cannot be determined.
- Secure written parental permission for the release of specific records to the LEA. The family must give consent to have specific records released and be informed as to the purpose for releasing the records.
- If parental permission has been given for the release of records, send information to the identified LEA personnel and the appropriate school psychologist prior to the Transition Planning Conference. At a minimum, families shall be encouraged to share:

- A current copy of the IFSP that includes a summary of the child's present level of development and services being provided.
- All assessments that have occurred, and if not contained in the child's records, where the information can be obtained.
- Written reports from service providers within the last year.
- All Early Intervention information will be shared no earlier than one week prior to the child's scheduled Transition Planning Conference. (Most recent IFSP, all assessment scores, and guardians contact information).
- After information is shared, initial contact should not occur prior to the scheduled Transition Planning Conference.
- Schedule a Transition Planning Conference at a time mutually agreed upon by the family, identified LEA representative and other appropriate team members, no later than 90 days prior to the child's third birthday.
- Send each identified individual written notification of the Transition Planning Conference in sufficient time to assure attendance.
- Document on the IFSP the above activities that prepare for the Transition Planning Conference.

<p>If there is NOT A CONCERN about the child's development</p>

The Early Intervention Service Coordinator will:

- Address the transition process at all Individualized Family Service Plan (IFSP) meetings as a continuous process rather than a discreet event.
- Work with and support the family members and caregivers to ensure a smooth and timely transition.
- Inform families that they have the right to decide who will be invited to the transition planning conference and which records, if any, will be released to another agency or program.
- Discuss with the family around 2 years of age (180 days) prior to the child's third birthday activities to prepare for the Transition Planning Conference. This discussion should occur at one of the regularly scheduled 6 months (180 days) IFSP reviews. This discussion should include, but is not limited to reviewing:
 - The child's progress.
 - Whether or not there are concerns about the child's development.
 - Service delivery options for which the child may be eligible at age three including but not limited to: public preschool, Head Start/MSHS, preschool special education, childcare, and other programs.
 - The input of individuals who have or may have information that will enhance the transition process for the child and family.
 - Inform families of their due process and procedural safeguards.
- Review with the family service options such as Head Start/MSHS, child care, public preschool, and other programs.
- Identify with the family who will be invited to the Transition Planning Conference and send written notification in sufficient time to assure attendance.
- Secure written parental permission for the release of specific records to those agencies that may participate.

- Schedule the Transition Planning Conference at a time mutually agreed upon by the parent and other individuals who are invited to the Transition Planning Conference to be held no later than 90 days prior to the child's third birthday.
- Document the above activities that prepare for the Transition Planning Conference on the IFSP.

Transition Planning Conference
(3 months, not less than 91 days prior to child's 3rd birthday)

Transition Planning Conference WITH LEA involvement

The local education agency (LEA) representative (Districts that contract with the NCOESC, the Early Childhood Supervisor will act as the LEA) will participate in the Transition Planning Conference if there are concerns about the child's development and written parental consent has been obtained (P.L. 105-17, sec.637 (a) (8) (11) and 612 (a) (9)).

The School Psychologist, Early Childhood Supervisor and/or the LEA representative will:

- Inform families of their due process and procedural safeguards (Provide a copy of "A Guide to Parent Rights in Special Education: Special Education Procedural Safeguards Notice").
- Review the child's records with the family and other team members.
- Decide with the family and other team members whether there is a suspected disability at the TPC or within 30 days of the TPC.
 - Once the district suspects the child may have a disability that confers eligibility for Part B services and supports then the following are completed:
 - Completes a referral for evaluation form (PR-04),
 - Give the parent Prior Written Notice (PR-01)
 - Fill out the required planning sheet
 - Requests parents sign the permission for evaluation form (PR-05)\
 - Discuss continuum of Preschool options and/or visitation of programs when appropriate.
 - Coordinate evaluation process, including timelines and procedures
 - Additional information may be collected by EI Service Coordinator and EI Specialist if needed
 - Send Parent Invitation (PR-02) for evaluation conference to Family, LEA, Service Delivery Personnel, Head Start/MSHS (when applicable), and other appropriate agencies at least one week prior to meeting.
 - If the district does not suspect the child has a disability that confers eligibility for Part B services and supports then the family is informed and provided with a prior written notice form (PR-01)
 - The Early Childhood Supervisor or appropriate LEA representative will discuss the option of attending the district of residence preschool program for a charge.

The Early Intervention Service Coordinator will:

- Participate in the Transition Planning Conference.
- Discuss community services that the child/family may need and/or for which they may be eligible, including Head Start/MSHS.

- Continue to update the transition plan with the family, which is incorporated into the IFSP. The plan should include:
 - A sequence of activities to ensure a smooth transition to preschool services by the 3rd birthday.
 - The individual responsible for each activity.
 - A timeline for the completion of each activity, by the child's third birthday.

Transition Planning Conference WITHOUT LEA

This will occur only if parents do not give permission for the LEA to attend, or if there is certainty that the child's development is completely within the range typical for the child's age.

The Early Intervention Service Coordinator will:

- Provide specific information about early childhood programs, including Head Start/MSHS programs.
- Determine what activities need to occur so that the child will receive the selected services at age three (i.e. arrange for families to meet with program representatives.)
- Continue to update the transition plan with the family, which is incorporated into the IFSP. The Plan should include:
 - A sequence of activities to ensure a smooth transition at age three.
 - The individual responsible for each activity.
 - A timeline for the completion of each activity by the child's third birthday.

Referral to Early Intervention

(46 to 90 days before child's 3rd birthday)

- For a **child referred as having a suspected disability** to Early Intervention 46-90 days before his/her 3rd birthday will be assigned a service coordinator, who will begin transition planning. Early Intervention will work with the LEA representative or if appropriate the Early Childhood Supervisor to conduct an evaluation for eligibility and write an IFSP to reflect transition planning.
 - With parent consent, Early Intervention and the LEA will cooperatively determine eligibility for Part B preschool;
 - The parent may choose EI Part C services or Part B preschool services if the child has been determined to be eligible for both;
 - If the parent chooses Part C, an IFSP meeting will be held and will serve as the Transition Conference; and
 - If the parent chooses Part B, and the evaluation team agrees, an IEP may be written at this IFSP/Transition Conference and the child enrolled in Part B. If the child does not enter Part B with an IEP, the child remains in Early Intervention with an IFSP until the 3rd birthday.
- For a **child referred without a suspected disability** to Early Intervention 46-90 days before his/her 3rd birthday will be assigned a service coordinator and begin transition planning.

- For a child referred without a suspected disability, a referral will be made directly to Head Start/MSHS, child care or other community programs of interest to the family

Referral to Early Intervention

(45 Days or Less Before Child's 3rd Birthday)

Any child referred to EI 45 days or less before his/her 3rd birthday will be referred directly to the LEA or other community programs as appropriate.

- For a child **referred with a suspected disability** a referral will be made directly to the LEA.
 - The child will be entered into EIDS as a referral and exited as referral outcome that identifies that the child was referred directly to the LEA;
 - The child is not required to have an IEP by their 3rd birthday; however, the LEA has 60 days to complete an evaluation. All other applicable timelines must be met, such as but not limited to the 60 days timeline for eligibility evaluation for a child suspected of having a disability.
- For a child **referred without a suspected disability** a referral will be made directly to Head Start/MSHS, childcare, or other community programs of interest to the parent.
 - The child will be entered into EIDS as a referral and exited as referral outcome that identifies that the child was referred directly to a community program;
 - A service coordinator will not be assigned;
 - Referral to LEA or other community programs will be coordinated by Early Intervention; and
- The child will be exited from HMG Early Intervention and the exit destination entered into EIDS.

The Evaluation Process

The IEP team will:

- Coordinate evaluation process with all parties involved
- Facilitate Evaluation Team meetings within 60 days of Parent Consent for Evaluation to determine if child is eligible for services.
- Schedule IEP meeting within 30 days of determining eligibility and/or prior to the child's 3rd birthday if child is eligible.
- Distribute copy of signed Evaluation Team Report (ETR) to Parent, EI, LEA, DD, and Head Start/MSHS (when applicable).

Child is ELIGIBLE for Preschool Programs under Part B

The LEA will:

- Send Parent Invitation (PR-02) for IEP conference to Family, LEA, Service Delivery Personnel, Head Start/MSHS (when applicable), and other appropriate agencies.
- In partnership with the family and other appropriate team members, develop the Individualized Education Program (IEP) before the child's third birthday.
- Collaborate with Head Start/MSHS or other community programs to provide appropriate educational options.
- Initiate services in accordance with the IEP.

The Early Intervention Service Coordinator will:

- Continue to assist the family with appropriate services and supports for which their child may be eligible.
- Continue to update the transition plan with the family until the process is completed and an IEP has begun.

IEP Placement

- If the child has been determined by the LEA to be eligible for preschool Part B programs and is 3 years old, the entitlement for Part C services ceases and the education of the child becomes the responsibility of the LEA under Part B and all procedural safeguards apply. If there is mutual agreement of the family and the other members of the IFSP/IEP team, the child may continue to receive services in their same setting.
- A child eligible for preschool Part B programming who will turn three by December 1 may begin preschool Part B programming at the beginning of the school year if the family, IEP/IFSP team members mutually agree. The LEA is responsible for coordinating the IEP development.
- Any child enrolled in EI Part C Services whose third birthday is prior to December 1 may have an ETR/IEP completed by the child's birthday or at the beginning of the school year. If the child is eligible for preschool services, those services may be initiated at the beginning of the school year by the ETR team.
- Any child enrolled in EI services whose third birthday is after December 1 will have an ETR/IEP completed and implemented by the child's birthday. If it is determined that the child qualifies for preschool services, the team will write the IEP to address needed services and recommend placement in the child's least restrictive environment including but not limited to an integrated classroom, Head Start/MSHS classroom, community-based classroom or home.

Child is NOT ELIGIBLE for Preschool Programs under Part B

The LEA will:

- Document what information regarding the child was reviewed and that the child is not eligible for part B services.
- Inform the family about other early childhood programs (i.e., Head Start/MSHS, childcare, private preschools) for which their child may be eligible.

The Early Intervention Service Coordinator will:

- Continue to assist in linking the family with appropriate services for which their child may be eligible.
- Continue to update the transition plan with the family, which is incorporated into the IFSP.

Compliance

- Transition strategies, activities, and needs assessment information must be in the Comprehensive Continuous Improvement Plan (CCIP) in order to access federal funds. The district (LEA) must evaluate all transition data to decide if appropriate strategies are being implemented.
- Data should be reviewed by the district at regular intervals to ensure the district will have 100 percent compliance.

Extended School Year and Summer Services

- If the child has a summer birthday, Extended School Year (ESY) services may be initiated based upon the EI data and the need for continuity of services to ensure that the child maintains his or her present level of performance.
- If ESY is unnecessary (as determined through the IEP process), services begin no later than the start of the school year.
- A child with a summer birthday will have the ETR/IEP completed and in place for the child to begin receiving services when school starts in the fall.

Suspected Delays in Development after the Age of Three**Referral Process**

- Parent(s)/guardian, Public Preschool/Child Care, physicians, ODJFS, etc. may refer a child to the LEA with parent permission when there are developmental concerns with a child of preschool age, if not in Kindergarten by contacting the LEA.
- GLCAP-HS/Migrant and Head Start will follow their screening process and then contact the LEA with parent permission when there are developmental concerns regarding a child of preschool age attending their programs.
- The LEA "School Psychologist/LEA representative/designee will contact the parent and referral source to obtain additional referral information. They will
 - Initiate Differentiated Referral Process
 - Organize observation of child in natural environment (e.g., home, GLCAP-HS/MSHS, child care, community program, etc.) when feasible.
 - Determine if a referral for special education is appropriate
 - If Enrolled in GLCAP-HS/MSHS:
 - Provide individualized services and if needed and refer to community resources
 - Recommend a referral for special education
 - Provide referring agency (GLCAP-HS/MSHS, child care, community program, etc.) notice of the outcome of referral
 - If the referral warrants a referral for special education, all timelines and compliance requirements will be met by the LEA.

Least Restrictive Environment

- LEA, HS, MSHS, child care, community programs will collaborate to provide appropriate educational options in the least restrictive environment including serving the child in their present setting. There will be discussion with the team at a minimum at the Transition conference, ETR and IEP meetings.
- Options may include but are not limited to:
 - LEA center-based program
 - GLCAP-HS/MSHS/Private center-based program with LEA itinerant services
 - LEA itinerant services in the home

Age Requirements for Preschool

Preschool Programs enrolling children on IEP's:

- Can start at the beginning of the school year if the child is 3 by October 31st.
- Can be enrolled in preschool unless 6 by school district cut off.
- Once a child is enrolled in a school age program the child cannot be enrolled or evaluated for preschool services unless the parent withdraws the child from school.

Head Start/MSHS:

- Once the child is 5 by the school cut off, the child is not eligible for services unless on an IEP.

Transition Process to Kindergarten for All Preschool Children

All preschool programs included in this agreement will:

- Give the parents the required information on Kindergarten screening.
- Will be available to help with Kindergarten Screenings in their districts.
- Collaborate with the school districts on children they are receiving even after the students start Kindergarten.
- Schedule visits with parents and children to the receiving school when needed.

Transition Process to Kindergarten for Children with Disabilities

Preparation for Transition

The Early Childhood Supervisor/LEA representative will:

- Get a list of all children eligible to transition to Kindergarten for the following school year.
- Schedule a Transition Planning Meeting at a time mutually agreed upon by the family, current preschool staff, receiving district staff, and other appropriate team members in the months of January or February.
- Send out a list of students' names that are transitioning with the birthdates, district of residence, area of qualification, related services, and current areas of concern to the district principals, school age special education supervisors, and school psychologists.
- Send out prior written notices (PR-01) and invitations (PR-02) at least one week in advance to remind the staff and families of the transition meetings.

Planning Meeting and Multi-Factored Evaluation Process

The School Psychologist/Speech and Language Pathologist will:

- Inform families of their due process and procedural safeguards (Provide a copy of A Guide to Parent Rights in Special Education: Special Education Procedural Safeguards Notice).
- Review the child's current qualification with the family and other team members.
- Decide with the family and other team members what is the suspected disability and complete the following papers:
 - Fill out the required planning sheet
 - Request the parents sign the permission for evaluation form (PR-05)
- Psychologist and/or related service will complete their evaluations in the next couple of months.

Evaluation Team Meeting

The Early Childhood Supervisor/LEA Representative will:

- Schedule ETR meetings in the spring on or before the anniversary date of the initial ETR meetings at a time mutually agreed upon by the family, current preschool staff, and receiving district staff (including a kindergarten teacher), and other appropriate team members.
- Send out invitations at least one week in advance.

The School Psychologist/Speech and Language Pathologist will:

- Go over the evaluation results and lead the team in discussion on whether the child qualifies for any school age services.

IEP Meeting

The District Representative and/or Early Childhood Supervisor will:

- Decide what staff will write the school age IEP.
- Make sure all the paperwork is completed and given to the appropriate team member.
- Schedule the meeting either at the current preschool or the school the child will be attending.
- Offer to arrange a visit to the school the child will be attending next year.

Seneca County Transition Agreement

All participating agencies will review the transition agreement annually and will update it as needed.

School Districts and Administration Contacts

Bellevue City Schools jacqueline.montgomery@bellevueschools.org	Jacque Montgomery
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Buckeye Central jheilman@bcbucks.org	Janeen Heilman
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Clyde-Green Springs khossler@clyde.k12.oh.us	Kendall Hossler
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Fostoria City Schools butz@fostoriaschools.org	Beth Utz
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Hopewell Loudon Schools

Lakota Local Schools pbibler@lakotaschools.org	Pam Bibler
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Mohawk Schools hannah.herring@mohawklocal.com	Hannah Herring
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New Riegel Local Schools abouillon@newriegelschools.org	Amy Bouillon
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North Central Ohio Educational Service Center nmiller@ncoesc.org	Nicole Miller
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North Point Educational Service Center kgiles@npesc.org	Kerry Giles
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Old Fort bfaist@oldfortschools.org	Brittni Faist
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Seneca County Board of DD ndrew@senecadd.org	Nicci Drew
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Seneca East Local Schools lkagy@se-tigers.com	Laura Kagy
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Tiffin City Schools molly_depew @tiffincityschools.org	Molly Depew
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We have read the following agreement between Early Intervention, Early Head Start/Head Start/Migrant Seasonal Head Start, the North Central Ohio Educational Service Center, the Seneca County Board of Developmental Disabilities, and the school districts located in Seneca County regarding the Implementation Agreement on Transition from Early Intervention (Part C) to Preschool Special Education Programs (Part B) or other appropriate Services. This document reflects the procedures, which are to be followed regarding the transition of children in Early Intervention to Preschool Special Education for those children residing in our school districts.

X

Troy Roth, Superintendent
Bellevue City Schools

X

Mark Robinson, Superintendent
Buckeye Central Schools

X

Lucas Messer, Superintendent
Clyde-Green Springs Local Schools

X

David Rombach, Superintendent
New Riegel Local Schools

X

Jason Longbrake, Superintendent
Fostoria City Schools

X

Andrew Sprang
Mohawk Local Schools

X

Matt White, Superintendent
Hopewell-Loudon Local Schools

X

Dr. Chad Coffman, Superintendent
Lakota Local Schools

X

Brenda Luhring, Superindendent
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X

Jerry Nadeau
Jerry Nadeau, Superintendent
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Dr.Laura Kagy, Superintendent
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X

Lewis Hurst, Superintendent
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Ruthann House, President/CEO
GLCAP Head Start/ Migrant Seasonal Heaad ...