Example:

*Transition Portion of a Comprehensive Interagency Agreement between Infant/Toddler*

*Services and Preschool Special Education Services*

***Memorandum of Understanding Transition***

**between**

***Anytown Infant/Toddler Services***

Frankie Jones, Coordinator (Point of Contact)

218 S. 32nd

Anytown, USA 17004

(316)555-5465

**and**

***Anywhere School District Preschool Special Education Services***

*Valerie Weston, Preschool Coordinator (Point of Contact)*

*2700 Ward*

*Anytown, USA 17004*

*(316)555-5523*

The purpose of this memorandum of understanding is to facilitate cooperation and collaboration that will support and assist families in the transition process within the Anytown/ Anywhere community. These guidelines will assist families, community agencies and service providers with the transition process and assure smooth, continuous transitions for children with special needs who are served by these programs.

*Common Goals: Anytown Infant/Toddler Services and Anywhere School District*

1. To have both agencies meet their legal responsibilities according to the Individuals with Disabilities Education Act (IDEA).
2. To work together as a team to share responsibilities for transition and support the families full and equal participation in team decision making.
3. To support families in evaluating an array of service options in the community to determine services that best meet the needs of their child and family.
4. To support families in understanding and identifying transition activities including the purpose, key players, and desired outcomes for child's transition, as well as skills and information they need to facilitate their child's smooth transition into the next environment.
5. To support staff members in fulfilling their roles and responsibilities in the transition process.
6. To support and assist families in determining the level of participation the desire in their child's transition process (a minimum level of participation would require parent permission to release information to the school district and initiate a comprehensive evaluation).
7. To prepare and support children with special needs and their families by acquainting them with their future service providers and environments.
8. To provide follow-up activities related to transition to support families, children and service providers.
9. To have both the sending and receiving agencies evaluate and monitor the activities throughout and after the transition process.
10. To increase all participant's satisfaction with the transition process, their participation in it and the results of the process.

*Common Activities: Anytown Infant/Toddler Services and Anywhere School District*

1. Infant/Toddler program and school district preschool special education program will meet three (3) times yearly, as an entity, to coordinate services.
2. Both agencies will maintain confidentiality. No confidential information will be shared among the agencies without written parental permission.
3. Assess the sending, receiving agencies' and families' satisfaction with the transition process both through formal and informal processes.
4. Provide information about the Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP) so families can make an informed decision about which plan would be most appropriate for their child and/or family.
5. Provide information about funding and service delivery options for those children who turn three in the late spring or summer at least 1 month prior to the beginning of the school year.

***Responsibilities of each party***

*Sending Agency*

1. Provide timely referral to receiving agency as identified to IDEA requirements.
2. Develop a transition plan, in collaboration with family and receiving agency, which identifies option for child and family, a contact person, and activities to be completed during the transition process.
3. Obtain families' permission to share relevant information with receiving program.
4. Share information regarding family and child services (i.e., Social and Rehabilitative Services, Mental Health) not included in the Individual Family Service Plan (IFSP) (with written permission).
5. When scheduling transition meeting, invite receiving agency staff.
6. Assist families in contacting and scheduling visits to appropriate programs for their child.
7. Participate in the assessment process, IEP/IFSP development and all meetings during the transition process at the families' request or desire.
8. Share informal/formal transition follow-up activities with receiving agency.

*Receiving Agency*

1. Participate in transition meetings and the transition plan developed by the sending agency, family, and receiving agency by making provisions for agencies’ role in the transition process.
2. Assure families obtain information regarding all existing options related to services, programs, and transition activities in the receiving programs.
3. Participate in home or other service setting visits with families and sending agency, as appropriate.
4. Assist families in scheduling visits to potential programs for their child with special needs and give families additional information about these programs at their request.
5. Secure permission for comprehensive evaluation and review and utilize assessment results from sending agency to avoid duplication of assessment procedures.
6. Inform families about the differences in the IFSP and the IEP.
7. Assure IEP is developed and in effect on or before 3rd birthday of the child.

***Timelines***

At least twelve (12) months prior to child's third birthday:

* Establish transition team, schedule meetings and develop transition plan with the family.

At least three (3) months (90 days) prior to child's third birthday:

* Families complete and submit school district application form.
* Referral information is given to receiving agency.
* Release of information is obtained from families.

Problems or concerns with any portion of this agreement should be referred to the below named individuals who have signed this agreement. This agreement will be reviewed yearly and changed, at that time, as appropriate.

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Coordinator, Anytown Infant/Toddler Services

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Director, Anytown Infant/Toddler Services

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Preschool Coordinator, Anywhere School District

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Special Education Director, Anywhere School District

Adopted from Stroup, V. & Lindeman, D.P. (1998). Kansas University Center on Developmental Disabilities, 2601 Gabriel, Parsons, KS 67357.

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\*Rosenketter, S. E., Hains, A. H. & Fowler, S. (1994). *Additional sample interagency agreements. Bridging Early Services for Children with Special Needs and Their Families.* Baltimore, MD: Brookes. This book can be checked out fron1 the Early Childhood Resource Center, resourcecenter@ku.edu, [kskits.org](http://kskits.org/)