Lucas County

Interagency Agreement

on Transition and Services to Children with Disabilities

From Birth-to-Three to Preschool

to School Age Programs

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DEFINITION OF TRANSITION

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

VISION and PURPOSE

The purpose of this agreement is to ensure development of a countywide, comprehensive, coordinated, and interagency transition process. We recognize that a transition from a birth-to-three program to a preschool program to a school age 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 their 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-informed to avoid duplication of effort, to close gaps in service delivery, providing services that are of the highest possible quality, deliver services in the least restrictive environment that is appropriate for each child, and to ensure that the needs and aspirations of families are at the center of each child's transition. We are committed to sharing successes, as well as addressing concerns as they arise.

Given our belief that families are the child's first teachers, families will be provided guidance either through program planning or individual assistance to understand and navigate transition from program to program. Families are a resource for programs, both with knowledge about their child, and as a partner.

Federal and State policy mandates that all Early Intervention (EI) and Early Head Start (EHS) families experience support and information specific to the transition of their child at age three. This agreement is for families of children moving from EI and/or EHS services into preschool special education (Part B), Head Start, or other appropriate services.

This agreement will delineate the procedures for the transition process, identify the responsibilities of each agency and role of the family during the transition process, and promote partnerships between and among agencies and families. In addition, the agreement will describe procedures for referral for evaluations, IFSP and IEP meetings, and placement decisions.

DESCRIPTION OF AGENCIES

This agreement is entered into by and between the following agencies in Lucas County:

Early Intervention (EI) is Ohio's birth-to-three system, administered by the Ohio Department of Developmental Disabilities. In Lucas County, EI's Early Intervention Program is a collaboration among several organizations. **Lucas County Family Council (LCFC)** administers service coordination and provides funds to support evaluation and assessment. **LCFC** also provides referrals and outreach for Lucas County's EI program, as well as for the NW Ohio region. **East Toledo Family Center** and **Family and Child Abuse Prevention Center** provide service coordination for families referred to early intervention. **Lucas County Board of Developmental Disabilities (LCBDD)** funds and provides evaluation, assessment, and early intervention services and provides services to eligible children and their families after age three.

DESCRIPTION OF AGENCIES, CONTINUED

Toledo Public Schools (TPS) is the largest school district in Lucas County. TPS, **Springfield Local Schools**, and **Sylvania City Schools** provide direct services to preschool children with disabilities and those with typical development. **Oregon City Schools** make referrals to **North Point Educational Service Center.** The remaining school districts in Lucas County make referrals to the **Educational Service Center of Lake Erie West (ESCLEW)**. Specifically, ESCLEW provides preschool services for families residing in **Anthony Wayne Local Schools, Maumee City Schools, Ottawa Hills Local Schools,** and **Washington Local Schools**. Each district identifies and serves preschool children with special needs as well as those with typical development. District personnel conduct evaluations on children who are suspected of having a disability. If the child meets the eligibility for special education services, an Individualized Education Program (IEP) is written and special education services are provided. Children identified with special needs are served in a variety of settings, including center-based or itinerant options.

Early Head Start (EHS) and Head Start (HS) provide comprehensive services to preschool children and families throughout Lucas County. The programs offer the option of part-day, part-year services or full-day, full-year services through partnerships with early care and education providers. EHS and HS work with Early Intervention and all school districts in Lucas County to serve children with delays and disabilities. There are three grantees that provide EHS and/or HS services in Lucas County:

Lucas County Head Start Collaborative and Great Lakes Community Action Partnership

TPS is the Grantee for the birth-to-five grant that includes GLCAP and LCFC as delegate agencies. TPS oversees provision of birth to five services to eligible children and families throughout Lucas County. TPS also directly provides family-based, health and educational services to infants, toddlers, and preschool-aged children residing in the TPS district.

Great Lakes Community Action Partnership (GLCAP). GLCAP is a private, nonprofit Community Action Agency. GLCAP has been providing community action services for over 50 years. Early Childhood services are one of the many services GLCAP provides to income-eligible individuals and families of all ages. GLCAP serves as a delegate to Toledo Public Schools to provide Head Start services in Lucas County. GLCAP is also a grantee and provides Head Start, Early Head Start, and Migrant and Seasonal Head Start services throughout Northwest Ohio.

LCFC is a delegate agency to TPS and GLCAP responsible for providing EHS services to infants, toddlers and their families through partnerships with high quality early care and education providers and other community agencies. EHS services are available full day, full year through home-based, center-based, and family child care options. Services to infants and toddlers with disabilities are provided in coordination with Early Intervention.

Clever Bee Academy (formerly Brightside Academy) is a comprehensive, family-focused program which provides educational services to infants, toddlers and preschool-aged children. Full day services are provided year round. Clever Bee works closely with EI and TPS to identify and serve children with potential delays and those with identified disabilities.

YWCA Child Care Resource and Referral (CCR&R) provides services to parents and family members seeking child care services, early education and child care professionals working with children and their families, agencies serving families, businesses, and communities. The YWCA CCR&R provides a wide range of services for families including: referrals to child care programs for families looking for care; information for families about indicators of quality in child care programs; home visits to support parents with their child's development; and assisting and providing classes for parents on a variety of parenting topics.

FEDERAL AND STATE REQUIREMENTS

This agreement is consistent with current State and Federal policies and agreements regarding transition of children from Part C and/or into Part B programs, including:

Federal Law and Regulations

Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Part C (Infants and Toddlers) and Part B (Preschoolers)

IDEA Final Regulations, 34 CFR Part 303 (Early Intervention Program for Infants and Toddlers with Disabilities) and 34 CFR Parts 300 and 301 (Education of Children with Disabilities)

Head Start Program Performance Standards, 45 CFR Chapter XIII, 1302 Subpart A 1302.13 (Recruitment of Children); Subpart F (Additional Services for Children with Disabilities), Subpart G (Transition Services); PL 110-134 Improving Head Start for School Readiness Act of 2007; Office of Head Start Program Instructions and Information Memoranda

State Rules and Policies

Ohio Administrative Code Rules 5180-10-01 (Early Intervention Program – Procedural Safeguards) and 5123-10-02 (Early Intervention Program - Eligibility and Services)

Ohio Administrative Code Rules 3301-51-01 and 3301-51-11, Ohio Operating Standards for the Education of Children with Disabilities, effective July 1, 2024

A Guide to Parents' Rights in Special Education (April 2025) – available in multiple languages at https://education.ohio.gov/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education

State Interagency Agreements

PART C TO B TRANSITION

A. **Children referred to EI 45 calendar days or less prior to their 3rd birthday:**
For children referred to EI who may be eligible for Part B preschool services, central intake will ensure referral to the LEA after obtaining parent consent using form EI-08 (Consent to Refer Child to the LEA and ODEW). Other children will be referred to Head Start or other community programs based on parent interest.

B. **Children Referred 46 to 89 calendar days before the Third Birthday (NEW):**

NOTE: A Transition Planning Conference (TPC) is not required effective July 1, 2024.

STEP 1: The Early Intervention Service Coordinator (EISC) will coordinate the EI eligibility determination process.

STEP 2:

If the child is eligible for EI services, the EISC will:

- Coordinate child assessment process, family-directed assessment, and development of the initial IFSP with transition plan (including steps and services)
  - This will include obtaining parent consent (EI-06) at intake to release eligibility information (EI-03) to the LEA to ensure the transmittal can be sent as soon as possible after EI eligibility is determined.
- Once child is determined eligible, send 46- to 89-day transmittal notifying the LEA that the child will reach the age of eligibility for Part B services on the child's third birthday.
  - Without written consent, notification will include only child's name, DOB, SSID, and parent contact information. The LEA may request additional information from the parent.
  - With written consent, SC will attach summary of eligibility (EI-03) with the transmittal.

The LEA will:

- Contact the parent ASAP
- Schedule a home visit to determine whether a disability is suspected
- If suspected disability, schedule evaluation
- If child is eligible, ensure an IEP is in place by the third birthday

If the child is not eligible for EI services, the EISC will:

- Provide results of the evaluation and assessments/prior written notice of the child's eligibility to the parent as summarized on form EI-03 (Prior Written Notice of Eligibility Determination) within five calendar days of eligibility determination.

C. **Children referred to EI 90 calendar days or more prior to their third birthday:**

See pages 7-13 for delineation of process.

LEA REPORTS and CONSENT FOR TRANSITION

NOTE: As of July 1, 2024, EISC's are no longer required to get parent consent to share information contained on the quarterly report to LEA's. The EI program will continue to send notification of each child turning three within one year from the first day of the reporting month. Notification will include child's name, DOB, SSID, and parent contact information.

1) The EISC must obtain the family's consent for a transition planning conference and if the child is potentially eligible for Part B services, inviting the LEA. This is completed on EI-07 Consents for Transition form. Consent must be obtained early enough to complete the TPC no earlier than 9 months and no later than 90 calendar days before the child's third birthday.
   a) EISC will explain that consenting will allow school district to share information about continuum of services available, including preschool for children with disabilities, children at risk for delays, and for typically developing peers, depending on child's eligibility.
   b) EISC will explain parent rights and give the parent a copy of the EI Parent Rights brochure.

2) Between 9 months and 90 calendar days before the child's third birthday, the EISC will coordinate an IFSP meeting that includes transition planning (outcomes, steps and services).
   a) For a child who may be eligible for Part B services, this will include obtaining the parent's consent to share a copy of the most recent evaluation and assessments of the child and family and most recent IFSP with the LEA for the purpose of preschool eligibility and program planning. This is done with the EI-06 Consent for Release of Records form.

SUMMER BIRTHDAYS

The LEA has a process in place to ensure that all children with summer birthdays have an IEP in place by their third birthday. These children will be assessed prior to their third birthday. The EISC will notify the appropriate school district (TPS, Springfield, Sylvania, ESCLEW & North Point) by April 1 for those children turning three between August 1 and October 31. The EI EISC will send the EI-13 one week before the TPC unless a shorter timeline is requested by the LEA (for example, summer evaluation schedule).

SECTIONS I THROUGH V DELINEATE THE PROCESS FOR CHILDREN WHO HAVE BEEN SERVED BY EI MORE THAN 90 CALENDAR DAYS PRIOR TO THEIR THIRD BIRTHDAY.

I. Procedure for deciding which Part C Children will be referred to the LEA

This process will take place at the IFSP meeting closest to the child's 2nd birthday and reviewed at each IFSP meeting after. The EI Service Coordinator, along with the family and other team members, will review multiple tools (e.g., Child Outcome Summary on IFSP) and methods (e.g., tools, observation, parent interview) to determine whether or not the child shows age-appropriate behaviors and skills across a variety of settings and situations.

NOTE: *The child's disability (i.e., delay) must have an adverse effect on the child's ability to participate in typical preschool experiences for him/her to qualify for Part B (preschool special education) services.*

The team should decide which of the following three categories the child falls into and proceed accordingly:

Refer
Child shows none of the behaviors or skills expected of a child his/her age in any situation in one or more developmental domains.

→ Advise parent that the team is likely to suspect a disability and evaluate child. Obtain consent for release of records.

Consider Referring

Child shows <u>some</u> age-appropriate skills across some situations in one or more developmental domains

OR

shows a mix of age-appropriate and not age-appropriate skills.

Team should discuss whether or not to refer. Ask parent for written permission to talk with school district about conversation and information before referring. Team may also consider consultation with other professionals for additional information.

Review most recent child assess-ment

Do Not Refer

Child shows age appropriate skills in all, or almost all, everyday situations, in all developmental domains.

Advise parent that the team is unlikely to suspect a disability and could decide not to evaluate child. Discuss other transition options that will meet the needs of the child and family. *If parent still feels strongly about proceeding, refer to LEA.*

II. <u>IFSP meeting prior to TPC</u>

EI Service Coordinators will hold an IFSP meeting that includes transition planning no earlier than two years, three months (2.3) and prior to two years, six months (2.6).

For **all** children receiving Early Intervention Services the EI Service Coordinator will:

1. Address the transition process throughout the child's participation in Early Intervention.
2. Discuss and identify with the family the specific activities needed to prepare for the Transition Planning Conference if consent for TPC is provided on EI-07. This discussion should occur at one of the regularly scheduled Individualized Family Service Plan (IFSP) reviews.
3. Preparation for the TPC must occur at the periodic review closest to 2.6, sufficient notification to the LEA to make attendance possible, and sufficient discussion of preschool options with the family. (Preparation for the TPC and the TPC should not occur on the same date).
4. If Early Head Start is involved, ensure the EHS rep and HS transition rep are invited prior to the meeting (refer to Lucas County EHS/HS Transition Contact list).

IFSP meeting prior to TPC, continued

This discussion should include, but not be limited to:

a. What steps will be taken and which services will be provided to support a smooth transition of the child (transition outcome), including steps to help the child adjust to and function in a new setting (if applicable). For children in Early Head Start, a plan is completed by 2.6 and can be used to help develop the transition outcome and strategies on the IFSP.
b. Informing families of rights in deciding who attends the Transition Planning Conference if the family has consented for this meeting.
c. Working with the families to identify individuals that the family would like in attendance, including EHS or HS if appropriate.
d. Assisting family with which child records, if any, will be released to another agency or program, including ensuring EISC has all appropriate EI-06 forms on file.

If there IS <u>NOT</u> A CONCERN about the child's development:

The EI Service Coordinator will have a conversation with the family to include:

1. Reviewing with the family non-special education programs and services, e.g., Head Start, child care, community programs.
2. Asking the family whom they would like invited to the Transition Planning Conference if they have consented for this (EI-07).
3. Securing written parental permission (EI-06) for the release of specific records to those agencies that may participate.
4. Scheduling the Transition Planning Conference at a time mutually agreed upon by the parent and other individuals who are invited, to occur **no later than 90 calendar days prior to the child's third birthday**.
5. If the family is interested in Head Start services invite a Head Start representative to the meeting.

If there <u>IS</u> A CONCERN about the child's development:

The EI Service Coordinator will have a conversation with the family to include:

1. If a child is suspected of having a disability at age 3, the LEA representative, with parental permission (form EI-07), must be invited to attend the TPC. If family is interested in HS or is participating in Early Head Start, identify EHS and HS representative.
2. Whether they want the EISC to attend the evaluation for support.

IFSP prior to TPC, continued

If there IS NOT A CONCERN about the child's development:

THE EI SERVICE COORDINATOR WILL:

1. Send EI-13 as written notification of the Transition Planning Conference one week prior to the meeting.
2. Document the above activities that prepare for the Transition Planning Conference on the IFSP and in EIDS.

If there IS A CONCERN about the child's development:

THE EI SERVICE COORDINATOR WILL:

1. Identify which records may be reviewed at the Transition Planning Conference (most recent evaluation and assessments of child and family, most recent IFSP).
2. Obtain consent (EI-06) from parent to share information and involve the LEA (along with EHS and HS rep if appropriate) in the transition process. Family has the choice to release partial records.
3. **Send transmittal as soon as possible.** Send the LEA the **EI Transmittal Form 2 business days** after completion of the transmittal, and follow up with a phone call/email within **5 business days** to schedule the TPC at a mutually agreed upon time. In this case, the **EI-13 serves as referral to LEA. The EI EISC will send the EI-13 one week before the TPC unless a shorter timeline is requested by the LEA (for example, winter break).**

THE LEA REPRESENTATIVE WILL:

1. Appoint a Surrogate Parent if needed, in accordance with Procedural Safeguards "A Guide to Parents' Rights in Special Education" (2017) when:
   - The parent cannot be identified;
   - The school district, after reasonable efforts, cannot locate the parent; or
   - The child is a ward of the state (in custody of LCCS).

IFSP prior to TPC, continued

Foster Children:

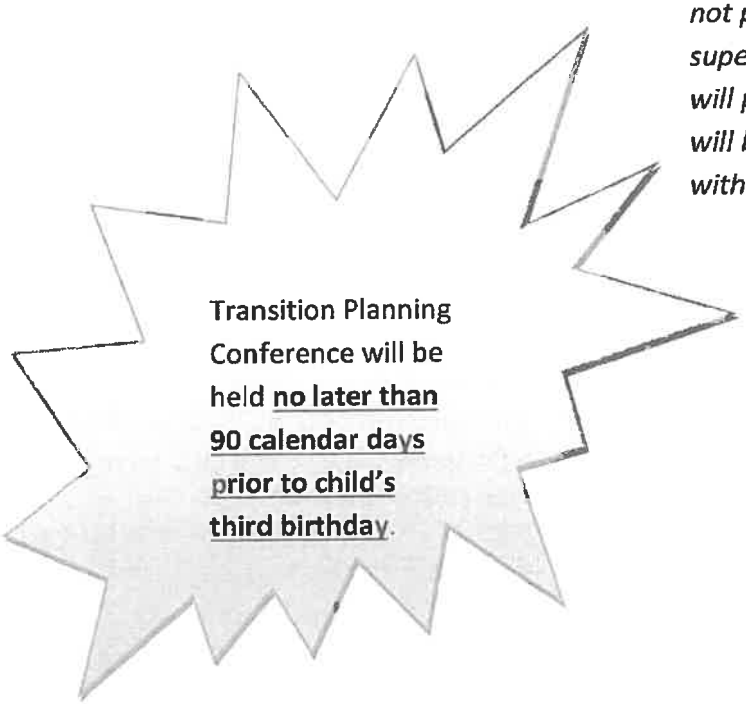
Send Transmittal to both school district associated with the biological parent's residence and child's current residence. Districts will determine who will attend TPC and will notify EI EISC. District of biological parent's residence will assign surrogate parent.

Note: *EI Service Coordinators should send Transmittal to* ***both*** *the ESC and the school district except for the districts that are not affiliated with the ESC.*

ESC of Lake Erie West includes: Anthony Wayne, Maumee, Washington Local, and Ottawa Hills School districts

Send each identified individual/agency written notification of the Transition Planning Conference including the date, time, and location. This includes all EI service providers (including Developmental Specialist).

NOTE: *EISC will make every effort possible to contact and arrange meeting with LEA. If this is not possible, the EISC will seek supervision. The EI supervisor will contact the LEA Supervisor and EI will provide documentation if this occurs. The TPC will be conducted without the LEA in order to stay within EI guidelines.*



III. TRANSITION PLANNING CONFERENCE (TPC)

EI Service Coordinators will hold the TPC no earlier than two years, seven months (2.7) and no later than two years, nine months (2.9)

Transition Planning Conference WITHOUT LEA involvement and family has consented to a TPC:

This will occur only if parents do not give permission for the LEA to attend as documented on the EI-07, or if there is no suspected delay.

The EI Service Coordinator will have a conversation with the family to include:

1. Providing specific information about early childhood programs including HS if appropriate and information on typical childhood development.
2. Determining what activities need to occur so that the child will receive the selected services at age three (e.g., arrange for families to meet with program representatives or helping the family with any paperwork needed).
3. Continuing to update the transition plan with the family, which is incorporated into the IFSP.

The transition plan should include:

a. A sequence of activities to ensure a smooth transition by age 3.
b. The individual responsible for each activity.
c. A timeline for the completion of each activity.

All children, regardless of consent, must have a transition outcome on the IFSP.

Transition Planning Conference WITH LEA involvement:

1. The EI Service Coordinator will bring the IFSP to the TPC.
2. The EISC will coordinate getting the ETR from the Early Intervention Developmental Specialist or other primary service provider. This usually occurs after the TPC but before the meeting with the school district.
3. The team will discuss and review the child's development, medical information and family concerns. Using the discussion, the team members will complete forms to include the Referral for Evaluation (PR-04).
4. The LEA team will decide whether or not there is a suspected disability at the TPC or within 30 days. If suspected disability, team will ask family whether they want someone to attend evaluation for support. If the family wants support, will be asked who they want to attend with them.
5. At the TPC or within 30 days, the LEA representative will inform the families of their due process and procedural safeguards via the Prior Written Notice to Parents (PR-01) and "A Guide to Parents' Rights in Special Education" (2025)
6. The outcome of the discussion will be reflected in the IFSP and EIDS by the EI Service Coordinator.
7. EISC to ensure that all team members get a signed copy of the IFSP

The transition plan should include:

a. A sequence of activities to ensure a smooth transition by age 3.
b. The individual responsible for each activity.
c. A timeline for the completion of each activity.

IV. Next Steps

If there IS NOT A SUSPECTED DISABILITY, THE LEA WILL:

1. Provide Prior Written Notice (PR-01) with data that supports the district not suspecting a disability.
2. Inform families about other early childhood programs in the district for which their child may be eligible.

THE EI SERVICE COORDINATOR WILL:

1. Continue to assist in linking the family with appropriate services for which their child may be eligible, including Head Start if applicable.
2. Continue to update the transition plan with the family, which is incorporated into the IFSP and in EIDS.
3. Share copy of IFSP, with parental consent.
4. Share screening, evaluation and assessment results with Head Start or other preschool programs, with parental consent.

If there IS A SUSPECTED DISABILITY, THE LEA WILL:

1. Provide PR-01 to family with data that supports the district suspecting a disability.
2. Complete Evaluation Planning form and obtain informed consent from family Secure Written Parental Consent (PR-05) now, prior to, or at the evaluation.
3. Provide information to the family regarding the continuum of services under Part B, for example autism services.
4. **Provide information to the EISC regarding the outcome of the evaluation.**

THE EI SERVICE COORDINATOR WILL:

1. Talk with the family to determine whether they want the EISC to attend the evaluation for support.
2. Make a reasonable attempt to obtain any information pertaining to medical, specialists, therapists, etc.
3. All documentation not available at the TPC will be sent **14 days prior** to the evaluation.
4. Prior to exit from EI, update required information in EIDS.

Remember to document in EIDS:

- ✓ Transition Outcome
- ✓ Child Outcome Summary
- ✓ Exit Destination

V. Evaluation with the Local Education Agency (LEA) within required guidelines

⇩

Following the Transition Planning Conference, the family, LEA representative, EI Service Coordinator, and other team members will:
(1) Review the results of the evaluation, and
(2) Determine eligibility for preschool special education services

THE LEA WILL:

1. Plan for and conduct the evaluation.
2. Schedule a meeting to review the results.

If the Child is <u>NOT</u> ELIGIBLE for Preschool Programs under Part B

LEA WILL:

1. Document what information regarding the child was reviewed and that the child is not eligible for Part B services.
2. Inform the family about other early childhood programs in the district for which the child may be eligible.

EI SERVICE COORDINATOR AND LEA WILL:

1. Continue to assist in linking the family with appropriate services for which the child may be eligible, including Head Start if applicable.
2. Work with the family until the child reaches his/her third birthday unless the family requests otherwise.
3. Share screening, assessment, and evaluation results with Head Start or other preschool programs, with parental consent.

If the Child IS ELIGIBLE for Preschool Programs under Part B

Team members will discuss continuum of preschool services based on child's least restrictive environment, such as:

- LEA Center-Based services
- HS or child care with itinerant services
- LEA itinerant services at home

At least 10% of Head Start slots must be filled by children who are on an IEP.

LEA WILL:

1. Partner with the family and other appropriate team members to develop the Individualized Education Program (IEP) on or before the child's third birthday.
2. Initiate services in accordance with the IEP.

EARLY INTERVENTION WILL:

1. EISC and Developmental Specialist will continue to assist in linking the family with appropriate services for which their child may be eligible.
2. EISC and providers will work with the family until the child reaches his/her third birthday unless the family requests otherwise.

Early Head Start & Head Start Referrals

Referral to Head Start or other preschool from Early Head Start:

To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must be undertaken for each child and family at least six months prior to the child's third birthday. The process must take into account: the child's health status and developmental level, progress made by the child and family while in Early Head Start, current and changing family circumstances, and the availability of Head Start and other child development or child care services in the community. As appropriate, a child may remain in Early Head Start, following his or her third birthday, for additional months until he or she can transition into Head Start or another program.

Any child enrolled in Early Head Start must be given priority for Head Start services if parents choose this option. The EHS teacher or home visitor will complete the Initial Family Transition Plan with the family. Refer to EHS Transition Procedure for next steps.

Summer Birthdays: EHS teachers and home visitors will continue to monitor the child's development, discuss the transition timeline with parents, and refer the child to Head Start prior to the start of the program year.

Referral to evaluation for Part B services: When a child enrolled in Head Start is identified as having developmental concerns:

HEAD START WILL ...

1. Provide children with a health and developmental screening and ongoing assessment according to performance standards.
2. Arrange meetings with the family to discuss concerns about child's development. Parents will be interviewed by the Disabilities/Mental Health staff regarding their child's strengths and needs. Screening results and classroom observations will be shared with parents.
3. If parents wish to make a referral to the LEA, Head Start staff will obtain consent and complete the required Request for Referral form with the parent. Head Start staff will send the completed forms and documentation to the appropriate LEA, including the most recent screenings, assessment, classroom observations, a copy of the birth certificate, medical and dental forms, proof of residency, and proof of custody, if applicable.
4. Assist the family in accessing transportation to the evaluation and ETR meeting, if needed. If the referral is to TPS, a third meeting for the IEP is also necessary.
5. For children enrolled in Head Start, the Head Start staff member will be invited to the ETR and IEP meetings. Head Start staff will be included in the discussion of Least Restrictive Environment (LRE) and placement options.

LEA WILL ....

1. Review referral information to determine if there is suspected disability.
2. If a disability is **NOT** suspected, contact Head Start and parents of decision and provide Prior Written Notice to Parents (PR 01).
3. If a disability is suspected, contact Head Start and parents to schedule an evaluation. The LEA will provide a written invitation to the parent and Head Start.
4. Complete Evaluation and the Evaluation Team Report (ETR).
   a) Head Start staff will be invited to all meetings regarding the outcome of the assessment, including both ETR and IEP meetings.
   b) Provide copies of the ETR and (if eligible) IEP to Head Start in a timely manner.

Transition to Kindergarten from Head Start:

Head Start will be included with the LEA's transition to Kindergarten. Head Start and the LEA will work collaboratively to facilitate the transition process with the school district when the child becomes school age. This includes participating in the evaluation process and IEP review, transferring pertinent school records, and communicating with appropriate staff in order to facilitate the continuity of learning for the child.

If the child is on an IEP, the LEA is responsible for arranging for the initial kindergarten transition meeting. The Transition Team will include, but is not limited to, the parent/guardian, LEA representatives, and Head Start representatives. The LEA and Head Start representatives will inform families and facilitate kindergarten registration for age-eligible enrolled children.

If the child has a preschool IEP and the IEP team agrees that the child needs another year of preschool, the child may remain in Head Start and the LEA will evaluate the child the following year.

DATA COLLECTION

Lucas County Family Council will report to the Local Education Agency Special Education Director, and Early Childhood Coordinator/Supervisor (where applicable). This report includes Part C children with a current IFSP who will be turning three within the next 12 months. This will be done on a quarterly basis and will be distributed by the 1st day of February, May, August, and November. This report will include the child's name, date of birth, SSID, and parent's address.

This information is not intended to imply that these children are eligible for Preschool Part B Programs.

STAFF DEVELOPMENT

After the updated agreement has been signed, Lucas County Family Council will share a signed copy with each partner agency, as well as providing copies upon request. The partners in this agreement will provide ongoing in-service training to increase staff knowledge and skills in serving all children, including those with disabilities and their families. Each agency will continue to train new staff and provide them with transition information during their orientation. All agencies will maintain open communication with staff and parents on transition issues to identify specific training needs.

RESOURCE SHARING

The partners to this agreement agree to share staff and family resources and information relating to transition and services to children and families, to the extent that resources are available. The partners also agree to provide consultation and recommendations to one another as appropriate to facilitate coordination of services.

LUCAS COUNTY INTER-AGENCY AGREEMENT ON TRANSITION

SIGNATURE PAGE

Kevin B. Herman 5-22-25
Superintendent Date
Anthony Wayne Local School District

Director Date
Clever Bee Academy

Director Date
East Toledo Family Center

5-21-2025
Superintendent Date
Educational Service Center of Lake Erie West

Director Date
Family & Child Abuse Prevention Center

CEO Date
GLCAP, Inc.

Director Date
Lucas County Family Council

Superintendent Date
Lucas County Board of Developmental Disabilities

5-28-2025
Superintendent Date
Maumee City School District

5-18-25
Superintendent Date
Oregon Local School District

5-22-25
Superintendent Date
Ottawa Hills Local School District

5-22-25
Superintendent Date
Springfield Local School District

5.22.25
Superintendent Date
Sylvania City School District

Superintendent Date
Toledo City School District

5/22/25
Superintendent Date
Washington Local School District

Director Date
YWCA Child Care Resource & Referral

LUCAS COUNTY INTER-AGENCY AGREEMENT ON TRANSITION
SIGNATURE PAGE

Superintendent — Date
Anthony Wayne Local School District

Director — Date
Clever Bee Academy

Director — Date
East Toledo Family Center

Superintendent — Date
Educational Service Center of Lake Erie West

Director — Date
Lucas County Family Council

Ruthann House — 2025-06-30
CEO — Date
GLCAP, Inc.

Director — Date
Family & Child Abuse Prevention Center

6/24/2025
Superintendent — Date
Lucas County Board of Developmental Disabilities

5-28-2025
Superintendent — Date
Maumee City School District

5-08-25
Superintendent — Date
Oregon Local School District

5-22-25
Superintendent — Date
Ottawa Hills Local School District

5-22-25
Superintendent — Date
Springfield Local School District

5.22.25
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Sylvania City School District

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Toledo City School District

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Washington Local School District

Director — Date
YWCA Child Care Resource & Referral

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5-20-25
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Anthony Wayne Local School District

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Clever Bee Academy

Director — Date
East Toledo Family Center

Superintendent — Date
Educational Service Center of Lake Erie West

6/20/25
Director — Date
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CEO — Date
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6.30.25
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Family & Child Abuse Prevention Center

6/24/2025
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Lucas County Board of Developmental Disabilities

Superintendent — Date
Maumee City School District

5-18-25
Superintendent — Date
Oregon Local School District

5-22-25
Superintendent — Date
Ottawa Hills Local School District

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Superintendent — Date
Springfield Local School District

5.22.25
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Sylvania City School District

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Toledo City School District

5/22/25
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Washington Local School District

06/30/25
Director — Date
YWCA Child Care Resource & Referral

Ruthaau House 2025-06-30

Date

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7/2/25

Date

06/30/25

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LUCAS COUNTY INTER-AGENCY AGREEMENT ON TRANSITION
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5-20-25
Superintendent — Date
Anthony Wayne Local School District

katie Mac — 7/17/2025
Director — Date
Clever Bee Academy

Director — Date
East Toledo Family Center

Superintendent — Date
Educational Service Center of Lake Erie West

6/20/25
Director — Date
Lucas County Family Council

Ruthann House — 2025-06-30
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GLCAP, Inc

6.30.25
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Family & Child Abuse Prevention Center

6/24/2025
Superintendent — Date
Lucas County Board of Developmental Disabilities

Superintendent — Date
Maumee City School District

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YWCA Child Care Resource & Referral