Memorandum of Understanding

Planning Worksheet

Introduction

The Purpose of a Memorandum of Understanding (MOU) is to ensure that families and children experience a smooth, consistent, and predictable transition from Part C Programs (tiny-K) and the school district (LEA). This DRAFT worksheet has been developed to support proactive coordination and collaboration between Part C and Part B programs. Having routine conversations and making joint decisions about the process helps mitigate potential problems by actively planning out all the details. Activities promoted in this worksheet are examples of the transition process and activities that are typically carried out by Part C as the sending program, and Part B as the receiving program. Programs utilizing this tool may wish to add the specific names of each program (rather than "tiny-k" and "LEA") as well as include other activities and decisions that are unique to their community.

Note: The "Contingency Plan" sections in the document are places to write out the "what if's" – (Worst Case Scenario) that include additional steps should these scenarios occur. For example, what if a person designated as the contact is not following through in sending the agreed upon material or sending at the agreed upon timeline? Who else should be notified to help rectify the situation? Will the programs routinely "cc" other individuals as a precaution? Other examples include the hiring of new staff, or individuals who are on extended sick leave. How will new people be "onboarded" in this process and/or supported by others as they learn overtime? How will new/old administrators be kept in the loop? How/who will be convened to discuss if changes need to be made to the process? What will be the process for reviewing the MOU on a yearly basis, who will be responsible for initiating/scheduling etc.? These are just a few examples.

**Bold print indicates activities specifically addressed in IDEA 2004, clarification provided by the *Office of Special Education Transition FAQ* (2010), guidance contained in the *Kansas State-level Interagency Memorandum of Agreement (MOA)* between KDHE and KSDE (2011), or guidance contained in the *Kansas Special Education Process Handbook* (2011) or *Kansas IDEA Part C Procedure Manual* (2009).**

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| PART B REFERRAL: POTENTIALLY ELIGIBLE CHILDEN | | |
| **To provide referral of potentially eligible children residing within the LEA boundaries at least 90 days and up to nine months prior to the child’s third birthday. Referral should include child’s name, date of birth, parent contact information (names, addresses, telephone numbers) and may also include the name and contact information for the family service coordinator and the language(s) spoken by the child and family**. | | |
| Part C | Part B | Other |
| Tiny-k will notify the LEA(s) of children they are currently serving who may be potentially eligible in the following manner:  Person /Position Responsible: | Person/Position responsible for receiving and documenting the referral: |  |
| Information will be shared with the LEA  How often\_\_\_\_\_\_\_  Method\_\_\_\_\_\_(i.e. mail, email, fax) | Person/Position responsible for sending procedural safeguards to parents. |  |
| Person responsible for inputting into CBER: | Person/Position responsible for accepting the referral from CBER | NA |
| Whenever possible the referral will be sent \_\_\_ months before child’s third birthday. | The LEA check the CBER system \_\_\_\_\_\_\_\_\_\_\_ (list how often). |  |
| Contingency Plan: \*What is the process in situations where tiny-k has made a late referral (child has been served by tiny-k more than 90 days, but referral to the LEA is made less than the required 90 days)?  Part C:  Part B: | | |

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| **TRANSITION PLAN** | | |
| **To initiate the transition process (transition plan) for any child potentially eligible for services** **from the LEA. At discretion of all parties, the process may be initiated up to 9 months before the child’s third birthday for families with specific needs.** | | |
| Part C | Part B | Other |
| How will the tiny-k Family Service Coordinator support families in understanding the transition process, program options, and services provided by the LEA and other programs such as Head Start? **Describe process**: | How will tiny-k staff be supported to have conversations with families that appropriately describe potential LEA services. **Describe process**: | Have a conversation between C & B regarding typical activities on a transition plan especially as they relate to LEA services (to make sure there is no misinformation). |
| Person/Position responsible for sharing the information provided by the LEA to families: | Written materials and or other information that the LEA would like tiny-k to provide to families:  Person/Position responsible for collecting and handing over to tiny-k:  Timeline: |  |
| Person/Position responsible for sending the requested transition plan information to the LEA once written parental consent is provided?  When will it be provided to the LEA? | What information from the transition plan would be helpful to the LEA?  Person/Position responsible for receiving and sharing this information with LEA team members: |  |
| Whenever possible the transition plan is created \_\_months before the child's third birthday. |  |  |
| Contingency Plan: | | |

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| **TRANSITION CONFERENCE** | | |
| **To convene an IFSP meeting to which a representative of the LEA is invited, with parent approval (oral consent is acceptable), at least 90 days prior to the child’s third birthday. Will document all decisions made at the transition conference/IFSP meeting.** | | |
| Part C | Part B | Other |
| Person/Position responsible for sending meeting invitations to the LEA that include all relevant logistics and other information (email, snail mail, fax, phone): | Person/Position responsible for receiving Transition Conference invitations and attending scheduled Transition Conferences: |  |
| Person/Position responsible for gathering and sending the information about the child to the LEA, (with written parental consent): | What information, if any, would be helpful for us to know prior to the conference for a given child and family?  Person/Position responsible for contacting tiny-k with requests for information: |  |
| Person/Position responsible for coordinating/facilitating community program visits: | Person/Position responsible for coordinating/facilitating LEA program visits: |  |
| Whenever possible the transition conference will be held\_\_\_ months before child’s third birthday. |  |  |
| Contingency Plan: | | |

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| **WHEN LEA CANNOT ATTEND** **TRANSITION CONFERENCE** | | |
| **To ensure, whether or not a LEA representative participates in the transition conference/IFSP meeting, that parents are provided with information** (provided by LEA) **to include:**   * **A description of the Part B eligibility definitions.** * **Timelines and process for consenting to an evaluation and conducting eligibility determinations under Part B.** * **Availability of special education and related services.** | | |
| Part C | Part B | Other |
| Person/Position responsible for providing information received by the LEA to parents: | Person/Position responsible for providing the required information and accompanying materials (see above) to the tiny-k program: | When will parental consent to conduct the Part B evaluation be obtained?  Who will provide these forms to the parents for signature? |
| Contingency Plan: | | |

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| **FAMILY NOT SEEKING PART B SERVICES** | | |
| To provide written documentation, no later than 90 days prior to the child’s third birthday, to the LEA in the event that the family chooses not to have a school district representative participate in the transition conference/IFSP meeting and does not intend to pursue transition to preschool services from the school district. | | |
| Part C: | Part B | Other |
| Person/Position responsible for sending documentation to the LEA regarding the families decision not to seek Part B services for their child: | Person/Position responsible for providing he Procedural Safeguards and Written Consent for Evaluation to the parents: |  |
|  | Person/Position responsible for receiving documentation from tiny-k regarding the families decision not to seek Part B services for their child: |  |
| Contingency Plan: | | |

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| **GATHERING ASSESSMENT FOR PART B ELIGIBILITY** | | |
| With written parental consent, transferring information about the child to the new provider to ensure continuity of services, including evaluation and assessment information and a copy of the current IFSP. Discussing what is needed for eligibility for other programs/services (decisions about the responsibility for performing or sharing evaluations of children are included in the process) | | |
| Part C | Part B | Other |
| Person/Position responsible for obtaining written permission to share information between tiny-k and the LEA: | What documents would the LEA find most helpful (contingent on written parental consent) |  |
| Person/Position responsible for discussing and identifying the documents a family would like/wouldn't like to share with the LEA, gather, and send that information as appropriate to the LEA: | Person/Position responsible for receiving documents that have been gathered by tiny-k (with parent written consent): |  |
| What is tiny-k's role in the process? | Person(s)/Position(s) responsible for conducting the Part B initial comprehensive evaluation? | How will parents be engaged and have input into this process? |
| Who will be the tiny-k contact, and how will the LEA be made aware of this? | How will the LEA evaluation team use tiny-k information in supporting Part B eligibility determination? Who will review this information? |
|  | Person/Position responsible for contacting and requesting additional information from tiny-k if needed: |
|  | Person/Position responsible for scheduling, coordinating, and inviting tiny-k to the Part B eligibility determination meeting: |
|  | How will the above information be shared with tiny-k? |
| Contingency Plan: | | |

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| **TURNING THREE LATE SPRING OR SUMMER** | | |
| **To share information about service delivery options for those children who turn three in**  **the late spring or summer, including:**   * **Once a child begins LEA services, he/she is no longer eligible for tiny-k services (and tiny-k funds *cannot* be used to serve the child).** * **If a child turning age three during the summer (defined as the day after the last day of school) is determined to be eligible for special education, and has an IEP in place with special education services to begin the following school year, the child *can* continue to be served on an IFSP by the tiny-k program during the summer until the IEP is implemented at the beginning of the next school year.** * **If a child turns age three before the end of the school year and it is determined by the IEP team that it is in the best interest of the child to be served by tiny-k providers on an IEP in the child’s home until the beginning of the next school year, the school district *can* contract with tiny-k to provide those services to the child.** * **If a child turns age three during the summer and the Part B IEP team determines the need for extended school year (ESY), the team *may* decide that it is in the best interest of the child to be served in the child’s home by tiny-k providers on a LEA IEP until the next school year. The LEA *can* choose to contract with tiny-k to provide extended school year (ESY) services to an eligible child in order to minimize disruption to the family and to assure a smooth transition.** | | |
| Part C & Part B  Discussion | **Examples** | Process for Final Decision (Include Part C & Part B) |
| When MIGHT Part B consider evaluating and service a child earlier than required? Describe Circumstances: | Birthdays that occur around breaks (Christmas, Spring Break, Military Deployment)  3rd Birthday occurs on or prior to the last day of the school year |  |
| When MIGHT Part C consider continuation of services during the summer for a there-year-old child who has been evaluated, found eligible and an IEP has been written (with services beginning at the start of the school year). Describe Circumstances: | Birthday occurs during the summer months, but after the last day of school.  Child may not qualify for Extended School Year (ESY) services through the school district. |  |
| Person/Position responsible for providing the detailed information on the differences between the IEP and the IFSP as required by 34 CFR 303.344) |  |  |
| \*\*\* Reminder- the above discussions are "Systems" related, however discussions & decisions for any individual child MUST include the family. | | |
| Contingency Plan: | | |

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| **LATE REFERRALS TO PART C** | | |
| **For a child referred to ITS between 90 to 45 days prior to 3rd birthday, tiny-k *will***   * + **Conduct initial evaluation**   + **Conduct initial IFSP meeting (if eligible)**   + **Develop transition plan**   + **Provide notification/referral information to LEA as soon as possible** | | |
| **For a child referred to ITS between 45 and 90 days prior to 3rd birthday, tiny-k *may*:**   * + **Request parental consent to conduct a joint evaluation with the LEA**   + **Conduct a transition conference in conjunction with the initial IFSP meeting, including, with parent consent, a representative from the LEA**   + **Schedule and conduct with family and the LEA, a transition conference following development of initial IFSP** | | |
| **Discussion: What options exist** when a child is referred to Part C for evaluation (and have not been served by Part C) and the child will be turning three between 90-45 days: | | |
| **Decisions** | | |
| Part C | Part B | Other |
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| Contingency Plan: | | |