

Early Childhood Intra-Agency Transition Agreement
Between
The Maryland Infants and Toddlers Program (MITP) Part C to Part B Preschool Special Education Services
Within the Maryland State Department of Education
Division of Special Education/Early Intervention Services

I. Purpose

The purposes of this intra-agency agreement are:

- To address how MITP Part C and Part B Preschool Special Education Services will meet the transition requirements under the Individuals with Disabilities Education Act (IDEA); and
- To identify the regulations and the policies and procedures used to ensure a smooth transition for infants and toddlers with disabilities and their families receiving early intervention services under Part C of the IDEA to:
 - Preschool services under Part B of the IDEA;
 - The Extended Individualized Family Service Plan (IFSP) Option under Part C of the IDEA; or
 - Other appropriate services (including community options) for toddlers with disabilities.

II. The Maryland Infants and Toddlers Program (MITP) – Part C Requirements

A. Transition Notification

The MITP considers all children receiving services through an IFSP to be potentially eligible for Part B preschool special education.

1. The Maryland Infants and Toddlers Program informs a local school system of potentially eligible children, two years old or older, who reside in the jurisdiction served by the local school system [Proposed COMAR 13A.13.01.09A(1)].
2. The notification is provided electronically on the secure server, within a given timeframe (typically the first of each month) as determined by the MITP [Proposed COMAR 13A.13.01.09A(2)].
3. A local lead agency is not required to conduct an evaluation, assessment, or an initial IFSP team meeting for a toddler referred to a local lead agency less than 45 days before the toddler's third birthday [Proposed COMAR 13A.13.01.09A(3)].
4. A local lead agency shall refer the toddler to the local school system for the jurisdiction in which the toddler resides, with parental consent as required in accordance with 34 CFR §303.414, if a toddler is referred to a local lead agency less than 45 days before the toddler's third birthday [Proposed COMAR 13A.13.01.09A(4)].
5. Transition notification is:
 - a. Provided at least 90 days prior to the toddler's third birthday; and

- b. Includes toddlers who are determined eligible for early intervention services under Part C of the IDEA more than 45 but less than 90 days before the toddler's third birthday.
- B. Transition Procedures
 - 1. The local lead agency ensures steps and services are identified to support a toddler's smooth transition to preschool special education, the Extended IFSP Option or other appropriate services [Proposed COMAR 13A.13.01.09B(1)].
 - 2. The local lead agency develops IFSP transition outcomes at an IFSP team meeting around the time of the child's second birthday [Proposed COMAR 13A.13.01.09B(2)(a)].
- C. Transition Planning Meeting to Discuss Services
 - 1. The IFSP meeting for transition planning is called the Transition Planning Meeting (TPM) on the IFSP document.
 - 2. The local lead agency will convene an IFSP team meeting for transition planning, with the approval of the parents of the toddler, not less than 90 days and not more than 9 months before the toddler's third birthday, to discuss services the toddler may be eligible to receive, including services through the Extended IFSP Option or Preschool Special Education services [Proposed COMAR 13A.13.01.09B(2)(b)].
 - 3. If a toddler with a disability may be eligible for preschool special education services, the local lead agency, with the approval of the toddler's family, shall convene an IFSP team meeting described in C2 above with the family, a representative from the local school system and the service coordinator [Proposed COMAR 13A.13.01.09B(3)].
 - 4. If the local lead agency determines that a toddler with a disability is not potentially eligible for preschool special education services, based on updated evaluation/assessment information, or if the family is not interested in pursuing preschool special education services through an IEP or an Extended IFSP, the local lead agency, with the approval of the family, will make reasonable efforts to convene an IFSP team meeting with the toddlers' family, the service coordinator and providers of other appropriate services to discuss other appropriate community options [Proposed COMAR 13A.13.01.09B(4)].
 - 5. The IFSP team meeting may occur less than 90 days before the toddler's third birthday, with clear written documentation, if the toddler is unavailable, the family requests a delay because of other family reasons, or the toddler was referred after 33 months of age [Proposed COMAR 13A.13.01.09B(5)].
 - 6. If the IFSP meeting occurs less than 90 days before the child's third birthday, the local lead agency shall make reasonable attempts to conduct the meeting as soon as possible to allow for appropriate transition planning [Proposed COMAR 13A.13.01.09B(6)].
- D. Transition Plan
 - 1. At the Transition Planning Meeting (TPM) the local lead agency shall develop a transition plan in the IFSP not fewer than 90 days and not more than 9 months

- before the toddler's third birthday [Proposed COMAR 13A.13.01.09B(2)(b); and 13A.13.01.09B(7)].
2. The family is included in the development of the transition plan in the IFSP [Proposed COMAR 13A.13.01.09B(3)(a)].
 3. The local lead agency shall provide the toddler's parents with an annual notice and information regarding community options and service delivery models if a toddler:
 - a. Continues to receive early intervention services through an Extended IFSP; or
 - b. Begins to receive preschool special education services through an IEP [Proposed COMAR 13A.13.01.09B(8)].
 4. The IFSP team shall review program options for the toddler with a disability for the period from the toddler's third birthday through the remainder of the school year including community options, the Extended IFSP Option, preschool special education, and consideration of Extended School Year services by the IEP team, as appropriate.
 5. The transition plan in the IFSP includes, consistent with the required content of the IFSP, as appropriate:
 - a. Steps for the toddler with a disability and his or her family to exit from the Part C program; and
 - b. Any transition services that the IFSP Team identifies as needed by the toddler and his or her family [Proposed COMAR 13A.13.01.09B(7)].
 6. The steps required in this section include:
 - a. Identify and discuss available community program options for children (e.g., childcare, HeadStart, Judy Center, private preschool, recreation programs, special education, etc.) and for the family (e.g., family/parent support groups, parent workshops, sibling support groups, etc.) with parents and other family members;
 - b. Identify and discuss procedures necessary to determine the child's eligibility for Part B preschool special education and related services and other community-based programs under consideration;
 - c. Assist families in evaluating potential programs through site visits and contacts with families of children already participating in those programs;
 - d. Assist the child by identifying and implementing steps to help the child adjust to, and function in, new environments;
 - e. Obtain residency information from the family that may be required by the local school system for initiation of services and if needed. Obtain parent consent for release of information from the child's early intervention record to Part B and other programs under consideration;
 - f. Develop, review and update transition outcomes;
 - g. Identify the transition services and other activities that the IFSP Team determines are necessary to support the transition of the child; and

- h. Complete the appropriate page(s) on the IFSP - "My Child's Transition Information."

E. Transition Conference and Meeting to Develop Transition Plan

Any conference or meeting to develop the transition plan conducted under this agreement may be combined into one meeting and must meet the requirements for IFSP meeting accessibility and convenience, IFSP parental consent, and the minimum requirements of an IFSP multidisciplinary team. Typically, the transition plan documented in the IFSP is completed at the Transition Planning Meeting (TPM).

III. The Maryland Infants and Toddlers Program – Part C Requirements – Extended IFSP Option

A. Parent Choice

1. If the parent chooses the Extended IFSP Option the local lead agency acknowledges the parent's choice and their child's eligibility by providing the parent prior written notice and ensures that early intervention services identified on a toddler's IFSP includes an educational component that promotes school readiness, incorporating preliteracy, language, and numeracy [Proposed COMAR 13A.13.01.09C].

B. Termination of Extended Option Services

1. If a parent notifies the local lead agency of their choice to terminate early intervention services through an Extended IFSP, the local lead agency notifies the local school system of the parent's decision to request preschool special education services through an IEP [Proposed COMAR 13A.13.01.09D].
2. In order to ensure a seamless delivery of services, the local lead agency continues to provide early intervention services under an Extended IFSP until the IEP services are to begin or until the beginning of the school year following the child's fourth birthday, whichever occurs sooner [Proposed COMAR 13A.13.01.09D(7)].

C. Transition Planning Meeting to Discuss Services and Transition Plan

1. The local lead agency will convene an IFSP team meeting for transition planning, with the approval of the child's family to discuss any preschool special education services that the child may receive and other community options (IID above provides specific information about the transition plan) [Proposed COMAR 13A.13.01.09E(2)].
2. The participants of the IFSP team meeting will include the family, the child's service coordinator and a representative of the local school system [Proposed COMAR 13A.13.01.09E(4)].
3. The IFSP transition planning meeting occurs not fewer than 90 days and not more than 9 months, before the toddler will no longer be eligible to receive early intervention services [Proposed COMAR 13A.13.01.09E(3)].
4. The IFSP team meeting may occur less than 90 days before the beginning of the school year following the child's fourth birthday, with clear written documentation, if the child is unavailable or the family requests a delay because of other family reasons [Proposed COMAR 13A.13.01.09E(5)].

5. If the IFSP meeting occurs less than 90 days before the beginning of the school year following the child's fourth birthday, the local lead agency will make reasonable attempts to conduct the meeting as soon as possible to allow for appropriate transition planning [Proposed COMAR 13A.13.01.09E(6)].

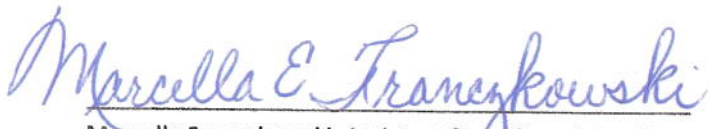
IV. Preschool Special Education Program – Part B Requirements

In order to ensure a smooth and effective transition for children with disabilities who received Part C services and are eligible for Part B preschool services, the Maryland Infants and Toddlers Program and the State preschool special education program has regulations and policies and procedures in place to meet the Part B early childhood transition requirements.

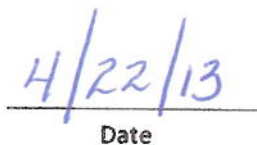
- A. Local School System (LSS) Participation in the Transition Planning Meeting
 1. A representative of the local school system shall participate in the IFSP team transition planning meeting (TPM) [COMAR 13A.05.01.08A(2)(a)(i); and Proposed COMAR 13A.13.01.09B(3)(b)].
- B. Developing and Implementing the IEP by the Third Birthday for a Child Eligible Under Part B
 1. If a parent chooses to receive preschool special education services through an IEP, the local school system will convene an IEP team meeting for the purpose of IEP development [COMAR 13A.05.01.08A(2)(a)(ii); and Proposed COMAR 13A.13.01.09F(1)(a)].
 2. The IEP team shall consider Extended School year services for a child transitioning to preschool special education services through an IEP whose third birthday falls after the end of one school year and before the beginning of the next school year [COMAR 13A.05.01.08B(2); and Proposed COMAR 13A.13.01.09F(1)(d)].
 3. Ensure the IEP is in effect on or before the child's third birthday at the beginning of the school year and by the child's third birthday [COMAR 13A.05.01.08A(2)(iv); COMAR 13A.05.01.09D(2); and proposed COMAR 13A.13.01.09F(1)(e)].
 4. If a child's birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin.
- C. Inviting the Service Coordinator for the Initial IEP Meeting
 1. At the request of the family, the child's service coordinator or other representatives of the local lead agency shall be invited to attend the IEP meeting to assist with a smooth transition of services [COMAR 13A.05.01.08A(2)(a)(iii); and Proposed COMAR 13A.13.01.09F(1)(b)].
- D. Considering the IFSP at the Initial IEP Team Meeting
 1. The IEP team shall consider the child's Individualized Family Service Plan (IFSP) when developing the child's IEP [COMAR 13A.05.01.08A(2)(b); and Proposed COMAR 13A.13.01.09F(1)(c)].
- E. Termination of Extended IFSP Services to Begin IEP services
 1. If a child's family chooses to terminate early intervention services under an Extended IFSP and initiate services through an IEP, a redetermination of a toddler's

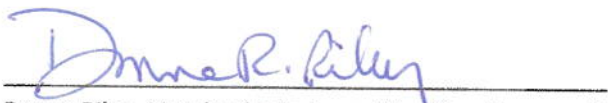
eligibility for special education services in accordance with COMAR 13A.05.01 is not required [Proposed COMAR 13A.13.01.09D(4)].

2. Within 45 days of receiving written notification of the desire to terminate services through an Extended IFSP and request preschool special education services through an IEP, the local school system shall convene an IEP team meeting to develop an IEP and determine the child's educational placement [Proposed COMAR 13A.13.01.09D(5)].
- F. Transition Before the Beginning of the School Year Following a Child's Fourth Birthday
1. The local school system shall convene an IEP team meeting for the purpose of IEP development before the beginning of the school year following the child's fourth birthday if the parent wishes to consider preschool special education services [Proposed COMAR 13A.13.01.09E(7)].

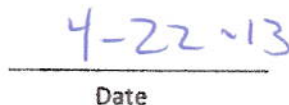


Marcella Franczkowski, Assistant State Superintendent
Division of Special Education/Early Intervention Services
Maryland State Department of Education


Date



Donna Riley, Maryland Infants and Toddlers Program/Part C
Division of Special Education/Early Intervention Services
Maryland State Department of Education


Date