

Early Childhood Transitions from Infant Toddler Program to the School District Special Education Preschool Program

If your child has been receiving services from the Infant Toddler Program, a significant transition occurs when your child reaches age three (3) and are no longer eligible to continue these services. However, your child may be eligible for services through the local school district.

Transition activities that need to be accomplished by the school district for children who are referred by Infant Toddler Program (ITP) to determine eligibility for preschool special education services and to ensure that an Individual Education Plan (IEP) can be developed and implemented by the child's third birthday include the following:

- Provide information to family about school district special education services ;
- Participate in a transition conference with the ITP and school district special education program, with parental consent;
- Obtain consent from the family for complete initial evaluation;
- Review existing information, assessments, and evaluations to identify if additional data is needed to determine whether the child is eligible for early childhood special education and related services;
- Conduct initial evaluation and determine eligibility within state timelines;
- Invite ITP service coordinator to IEP meeting, if parent requests;
- Conduct IEP meeting, develop IEP, and receive consent for initial placement from parent prior to the student's 3rd birthday

Timeline

<u>Student's Age</u>	<u>Activity</u>
2 yrs of age	Discuss "transitioning" with all families
2 yrs 6 mths of age	Notification to district of potentially eligible children
2 yrs 9 mths-3 yrs	Consent to assess, share existing evaluations/records w/district
2 yrs 9 mths-3 yrs	District conduct additional assessments/ Evaluation if needed
2 yrs 9 mths-3 yrs	Determine eligibility by district and Develop IEP
3 yrs of age	IEP services start

Early Childhood Special Education Processes, Procedures, and Timelines

Assessment

- Local School District is responsible for identifying and serving students with disabilities ages 3-21
- Disability is suspected
- Evaluation is requested
- School provides parents with procedural safeguards and written notice for parents to consent to evaluation.
- School receives signed parental consent for evaluation.
- School district has 60 days to determine whether child is eligible dated from the time signed parent consent is received or by the child's 3rd birthday if the child was served by the Infant Toddler Program.

Eligibility Determination Procedures

- Evaluation data is gathered from multiple assessments
- Parent participates as valuable team member
- Evaluation team conducts a review of the data and makes eligibility determination
- Once child is found eligible for Special Education services, there is a 30 day timeline for IEP (Individualized Education Program) Development

IEP Development

- IEP team meets and determines services required to provide FAPE (Free and Appropriate Public Education)
- Parent participates as valuable team member
- Parent signs consent for services

Continuing Services and Eligibility

- A review of the IEP occurs at least once every 365 days.
- Parents and/or adult students may request an IEP team meeting
- An eligibility review occurs at least once every three years
- Parents and/or adult students may revoke consent for Special Education services at any time by writing to the local school district

Timeline

<u>Time</u>	<u>Activity</u>
60 days	Consent to Assess to Eligibility Report
30 days	Eligibility Report to IEP Development and Implementation

Early Childhood Outcomes

"The over achieving goal of preschool special education is to enable young children to be active and successful participants in home, school and community settings resulting in positive outcomes for children and their families." (NECTAC) Early Childhood Outcomes measurements are one way for a family and school district to know if early childhood intervention is having a positive impact on a student's success. Parents are an essential partner in helping to measure your child's progress. YOU know your child BEST!

3 Global Outcome Areas

A child has positive social relationships.

This means that for his or her age, your child is able to:

- Build and maintain relationships with children and adults;
- Regulate his or her emotions;
- Understand and follow rules; and
- Communicate wants and needs effectively.

A child acquires and uses knowledge and skills.

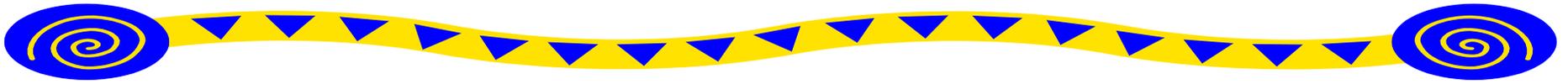
This means that for his or her age your child is able to:

- Engage in thinking, reasoning, remembering and problem solving;
- Show an eagerness for learning;
- Explore their environment and engage in daily learning opportunities;
- Show imagination and creativity in play; and
- Understand and communicate thoughts and ideas.

A child takes appropriate action to meet his or her needs.

This means that for his or her age your child is able to:

- Move from place to place to participate in everyday activities and routines;
- Meet his or her self-care needs (feeding, dressing, toileting, etc.);
- Seek help when necessary to get what one wants; and
- Use objects such as spoons, crayons, and switches as tools.



District Services

The ____ School District offers a range of services for students with disabilities ages 3-21.

Early Childhood Special Education (**ECSE**) services include:

- Child Find Activities: Describe your child find activities
- Developmental Screening: Describe your screening process
- Early Childhood Special Education Program: Describe your continuum of settings and services available to children ages 3-5 years with disabilities, including if you work cooperatively with Head Start (see page 105 in Idaho SpEd manual)
- Related Services: Describe your **ECSE programs** related services, SLP, OT, PT, how they are delivered and where.

District Contact Information

Staff:

Address:

Phone number:

Locations:

Website:

Early Childhood Special Education



Glossary:

Free Appropriate Public Education (FAPE). A basic IDEA 2004 requirement which states that special education and related services are provided at public expense (Free); in conformity with an appropriately developed IEP (Appropriate); under public supervision and direction (Public); and include preschool, elementary, and secondary education that meets the education standards, regulations, and administrative policies and procedures issued by the State Department of Education.

Individuals with Disabilities Education Act (IDEA). A law ensuring services to children with disabilities throughout the nation.

Individualized Education Program (IEP). A written document (developed collaboratively by parents and school personnel) which outlines the Special Education Program for a student with a disability. This document is developed, reviewed and revised at an IEP meeting at least annually.

Infant Toddler Program. Idaho's Infant Toddler Program (ITP) coordinates a system of early intervention services to assist Idaho children birth to three years of age who have a developmental delay or who have conditions (such as prematurity, Down Syndrome, hearing loss) that may result in a developmental delay.

Least Restrict Environment (LRE). The IDEA 2004 requirement that students with disabilities, including those in public or private institutions or other care facilities, be educated with students who are nondisabled to the maximum extent appropriate.

Procedural Safeguards. The formal requirements of Part B of the IDEA 2004 that are designed to allow a parent/adult student to participate meaningfully in decisions concerning an appropriate educational Program for a student with a disability and, if necessary, dispute such decisions. Also referred to as Special Education rights.

Resources

Idaho Training Clearinghouse

<http://idahotc.com/earlychildhood/Home.aspx>

Idaho Parents Unlimited — (800)242-4785

<http://ipulidaho.org/>

DisAbilities Rights Idaho — (866) 262-3462

<http://disabilityrightsidaho.org/>

Idaho State Department Education

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