



Office of the



State Superintendent of Education

Division of Special Education

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District of Columbia EARLY CHILDHOOD TRANSITION GUIDELINES

IDEA Part C/B Early Childhood Transition (ECT) Guidelines for Program Staff and Early Intervention Providers in the District of Columbia: *Release Date: February, 2011*



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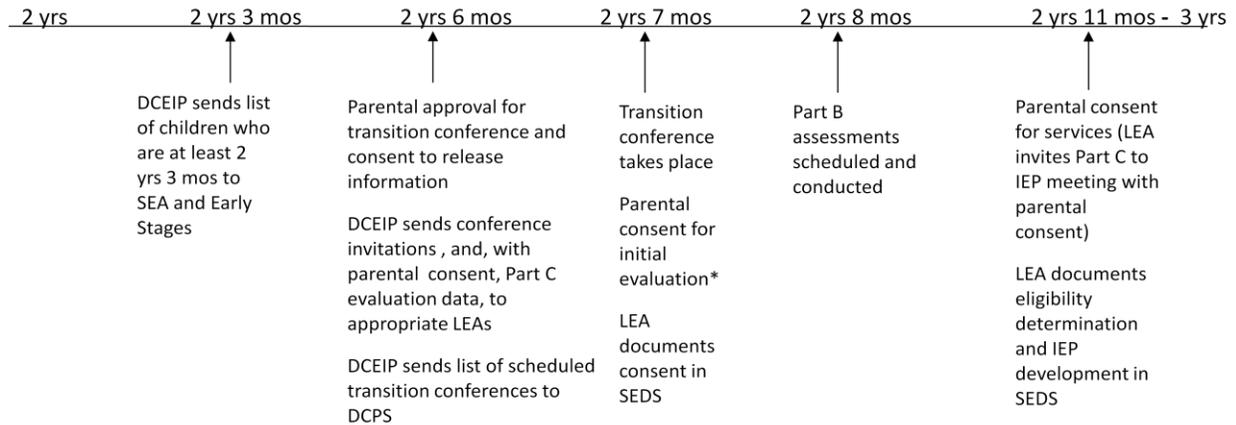
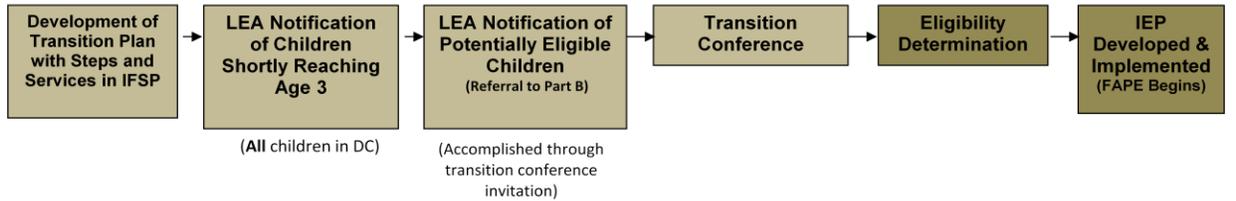


State Superintendent of Education

Part C

Part B

Accelerating Progress



*IEP must be developed and implemented by 3rd birthday even if evaluation period incorporated into SEDS extends past 3rd birthday

2 YEARS (24 MONTHS) – 2 YEARS and 6 MONTHS (30 MONTHS)
INITIATING THE TRANSITION DISCUSSION:
KEY COMPONENTS OF THE TRANSITION PLANNING MEETING

1) Overview of IDEA (B and C)

a) Suggested Script

“Under the federal law known as the Individuals with Disabilities Education Act, or IDEA, children with disabilities, birth through 21, are offered the right to access early intervention and special education services. Part C of IDEA addresses early intervention services, which are services and supports made available to infants and toddlers with disabilities from birth to age three. At age three, children who are eligible for special education services have the option to transition to Part B special education programs. While there are many similarities between Part C and Part B of IDEA, there are also differences. Today begins the process of assisting you and your family in exploring what is available to you so that you can find the best match for your child as he or she transitions out of the Part C Program at age three.”

2) Review of Differences between Part C and Part B Programs

a) Suggested Script

“As your child turns two, we are going to begin thinking about the transition process which will take place over the course of your child’s next year. The first step is to discuss some of the similarities and differences between Part C and Part B services by reviewing this chart together.”

Note: Parent should be provided with a copy of **Appendix A: IDEA Part C and Part B Comparison Table** and walk through that together with Coordinator.

Category 1: Continuing Part C Children with IFSPs Established Prior to 2 Years and 5 Months
(Entry to 2 Years and 5 Months (29 Months))

PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

3) By 24 Months:

- a) **Part C Service Coordinator informs parents of DCPS' early entry lottery option.**

Suggested Script for Preschool Lottery: Children Turning Three (3) after September 30:

(i) *"There is an option for children receiving Early Intervention services who turn 3 years old between October 1 and January 31. If your child is in this category based on his or her date of birth, you will receive more information from Part C about how to participate in the Preschool/Out of Boundary Lottery. For children in this group who are accepted for early entrance, Early Stages will hold eligibility/IEP meetings prior to the start of the school year. Children will start receiving services on their 3rd birthday."*

4) Between the 24th Month and 30th Month:

- a) **Part C Service Coordinator initiates the transition planning discussion at either the annual or 6 month meeting, whichever occurs first between the 24th month and 30th month time frame.**
- i) Transition planning should begin at either the 6 month or annual IFSP meeting scheduled to occur during this time frame.

NOTE: If neither meeting occurs during the above timeframe, a separate transition planning meeting should be scheduled with the family by the Part C Service Coordinator.

- b) **Part C Service Coordinator discusses key elements of the transition process.**

c) Review Definition and Purpose of Transition

- i) **General Discussion of Transition**

(1) Overview of "Transition" in Terms of Life Experiences and Changes

(a) Suggested Script

(a) *"Transition means moving from one situation to another. For the purposes of this meeting, when we use the term "transitions," we will be talking about the times when young children move from one environment, program, or set of services to another. When a baby is welcomed into a family day care home for the first time or a five-year old enrolls in kindergarten, those are early childhood transitions."*

(b) *"Transition is not a singular event; it is a process that occurs over a period of time and will happen again and again as the child reaches yet another milestone in his or her young life. Like change in general, early childhood transitions are unavoidable; however, if done well, transitions offer an*

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opportunity for continued growth and learning. All young children go through transitions.”

- (c) *“Preparing children for change involves identifying and teaching children important skills that they will need in their next environment, including social skills and behaviors. We discuss how to do that today. The DC Early Intervention Program will make sure that you understand your options and what will be required of your family as you move through this transition from Early Intervention to preschool programs or another option of your choice. It is also important to ensure that your child’s services are not interrupted during this transition process. A lapse in therapy, special education or other services could slow your child’s progress. Early years are a time of rapid growth and development and we need to make the most of this time. It is important for you to involve yourselves in transition activities in both old and new settings.”*

ii) IDEA-Specific Transition Information

(1) Overview of IDEA (B and C)

(a) Suggested Script

- (i) *“Under the federal law known as the Individuals with Disabilities Education Act, or IDEA, children with disabilities, birth through 21, are offered the right to access early intervention and special education services. Part C of IDEA addresses early intervention services, which are services and supports made available to infants and toddlers with disabilities from birth to age three. At age three, children who are eligible for special education services have the option to transition to Part B special education programs. While there are many similarities between Part C and Part B of IDEA, there are also differences. Today begins the process of assisting you and your family in exploring what is available to you so that you can find the best match for your child as he or she transitions out of the Part C Program at age three.”*

(2) Part C Requirements

(b) Suggested Script

- (i) *“As a family served by the Part C DC EIP, you have the right to a smooth transition. Your child will continue to receive Part C Early Intervention services up until his/her 3rd birthday. While your child will no longer be eligible for Part C Early Intervention services after your child turns 3, he/she may be eligible for Part B Preschool services that will support your child’s learning. As mentioned earlier, it is important to minimize any*

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disruption to services and progress for your child during this transitioning period.”

- (ii) *“In an effort to ensure your child’s continued progress, Part C is required to schedule and complete a Transition Conference with your Family, your Part C Service Coordinator, a representative from a Local Education Agency, also known as an LEA or school district, and anyone else you would like in attendance.”*
- (iii) *“We are required to hold a transition conference for your child between the ages of 2 years and 6 months (30 months) and 2 years and 9 months (33 months).”*
- (iv) *“At the Transition Conference, your family, the Part C-DC EIP Service Coordinator, and any additional persons invited, will be your transition team, informing you of your options and rights, while finalizing your Transition Plan and next steps.”*

(3) Part B Requirements

(a) Suggested Script

- (i) *“Whether or not your child is eligible for preschool special education services, the transition process is where you explore agencies that can help your child learn and grow. You may choose to explore a preschool program in an LEA as a potential next step for your child. Should you choose to enroll your child in a public preschool program, the Part B LEA representative is required to attend and participate in your Transition Conference so that he or she can begin to determine your child’s eligibility for special education services. If you decide that you do not want to consider Part B services for your child, or if your child is found ineligible for Part B services, a transition conference will still take place to review the IFSP and ensure that you are provided with information on activities and contact information that help you support your child’s continued growth. In addition, you can consider a referral to Part B at any time in the future. More information about how to do this will be provided to you later in our discussion.”*
- (ii) *“The Part B representative is also required to provide you with your rights as you move from the Part C program to the Part B program.”*
- (iii) *“In the District of Columbia, DCPS is the LEA which manages preschool programs and services in your neighborhood school. The District also has several charter LEAs with preschool programs. These programs are*

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available to all DC residents; however, they accept students based on open enrollment if enough space is -available, or through a lottery if the number of applications exceeds available slots. We will talk more about charter LEA options in a moment.”

- (iv) *“If you are interested in receiving Part B services, the LEA in which you enroll your child is required to determine eligibility for preschool special education services for your child. If your child is eligible for services, the LEA is responsible for developing an IEP (Individualized Education Program) with your input by your child’s 3rd birthday and for implementing services upon enrollment in school at age three.”*

“If your child is determined to be eligible for Part B services and turns three before the beginning of the school year, the IEP Team must develop the IEP and determine what date the child’s services will begin. In developing the IEP, Extended School Year (ESY) services should be considered. The term ESY services means special education and related services that are provided beyond the regular school year that are necessary to make sure that a child with a disability receives a free appropriate public education. Eligibility for ESY is determined by the IEP team. To make this determination, the IEP team must review relevant information, such as data on regression and recoupment, emerging skills, movement toward acquiring critical skills, and behavioral concerns. If the child is eligible for ESY, the IEP team must determine what services will be delivered during the summer.”

- (v) *“An IEP is similar to an IFSP in that it identifies the specific set of services that you and other team members determine are necessary to ensure your child’s continued progress. However, an IEP is different from an IFSP because it addresses educational services. The aim of Part B services is to help your child access the general education curriculum in the least restrictive educational setting.”*

d) Transition Process Overview - Program Options

i) Overview

(1) Suggested Script

“As discussed above, your child will leave early intervention services by his/her third birthday. Some families choose to enroll their children into a public/private preschool program, Head Start program, or care giving setting until their child is of kindergarten age – typically between five and six years old. We are now going to review your options as you start to think about

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transition for your child. We are providing an outline for note-taking as we discuss each option.”

NOTE: Parent should be handed **Appendix B: Outline of Program Options** to take notes on while discussion takes place.

ii) DCPS Service Options

- (a) *“Should you choose to consider DCPS as your LEA, your child will be evaluated at Early Stages at no cost to you. Children can be served in a variety of ways once your child’s evaluation is completed and he/she has been found eligible for special education services. Once an Individualized Education Program (IEP) is developed, your child can receive services as an attending student or a non-attending student through DCPS.”*
- (b) *“Attending students are children who go to a full time preschool program in a neighborhood school. Non-attending students are children who go to the neighborhood school to receive their special education services as identified on their IEP. These children may be enrolled at a Head Start program or a care giving setting.”*
- (c) *“A child can also be served by DCPS through an Individualized Service Plan (ISP) if the child is enrolled in a Private or Religious School (PRO). A private or religious school is any school with a preschool or kindergarten that is not part of DCPS or a public charter LEA. Children served under an ISP are not afforded all of the services that a child would receive via an IEP and will only receive limited services from DCPS based on consultation with your child’s school. This consultation must occur annually.*

(d) DCPS Out of Boundary Lottery Option

(i) Suggested Script

- 1. *“If your child turns 3 years old by September 30th, he or she is eligible to enroll for preschool. At the preschool level, DCPS will provide a location for your child to receive services in the least restrictive setting that meets his/her needs.”*
 - i. *“If your child turns 3 by September 30, you may also participate in the Out of Boundary Lottery process. Parents can apply online to the Pre-School/ Pre-K Lottery between January 28 and February 28. Some schools may have seats open after the lottery, but those seats are available on a first come first serve basis.”*

- ii. *“If your child turns 3 between October 1 and January 31, there is an option for children receiving Early Intervention services. If your child is in this category based on his or her date of birth, you would receive more information from Part C about how to participate in the Preschool/Out of Boundary Lottery. For children in this group who are accepted for early entrance, Early Stages will hold eligibility/IEP meetings prior to the start of the school year. Children will start receiving services on their 3rd birthday.”*

iii) Other Program Options

(1) Head Start

(a) Suggested Script

- (i) *“Some parents are interested in having their child attend a Head Start program. If you are interested in Head Start, Early Stages will conduct your evaluation and facilitate the development of your child’s IEP. If your child is eligible for service in a Head Start program, he/she will receive his or her services in an inclusive setting determined by the IEP team. Head Start Programs have eligibility requirements. Contact the Head Start Program for more information and for an application. We are providing you with a list of programs with contact information should you want to explore this option.”*

NOTE: Parent should be handed **Appendix C: Head Start Program Contacts**.

- (ii) *“If your child is eligible for services in a Head Start program, specialized instruction would be in an inclusive setting within the Head Start Program. Any needed related services would be implemented at the neighborhood school.”*

(2) Charter Schools

(a) Suggested Script

- (i) *“Earlier, I mentioned that several charter schools have preschool programs, and that charter schools accept students through open enrollment if enough space is available, or through a lottery if the number of applications exceeds available slots. As you think about exploring this option, please keep the following in mind:*

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1. *Charters are required to ensure that there is no discrimination against children with disabilities in their application process. This means that they cannot request information related to a child's early intervention or special education needs or documents prior to acceptance or as a component of considering a child's qualification for acceptance.*
2. *There are two types of charter schools: Independent charter LEAs, which serve as their own LEA, or school district, for special education purposes, and charter schools that have chosen DCPS as their LEA for special education purposes. For purposes of our discussion, we will refer to these schools as DCPS charter schools."*

(ii) How does this affect you and your child?

1. *"If you decide to apply to a DCPS charter school and are accepted into the program, your child will be evaluated for eligibility through Early Stages at no cost to you. If your child is determined to be eligible for services, an IEP will be developed as well."*
2. *"If you decide to apply to an independent charter LEA and your child is enrolled in the program after the transition conference, but during the transition process, and DCPS Early Stages has begun the evaluation process, DCPS Early Stages staff will complete the required assessments and, with your consent, provide all reports to the charter LEA. Your charter school team will conduct an eligibility determination and develop an IEP, with your input, should your child be determined eligible for special education and related services."*
3. *"If you decide to apply to an independent charter school and your child is enrolled in the school before the transition conference takes place, the charter LEA will be responsible for evaluating your child, and developing and implementing the IEP with your input, at no cost to you. Early Stages may assist with the evaluation at the request of the LEA and with your permission."*
4. *"Please note that a charter LEA becomes responsible for your child's evaluation and IEP development only at the point at which you have enrolled your child in the LEA. Also, the charter LEA is not obligated to attend your transition conference unless you have enrolled your child in the LEA prior to the date of the conference."*

(3) Parentally Placed (Private/ Religious School)

(a) Suggested Script

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- (i) *“Last, we want to review what the process would look like if you decided to enroll your child in a private or religious program. In this case, the application process is school-specific. With your consent, your child will be eligible for an evaluation through Early Stages at no cost to you.”*
- (ii) *“You would be responsible for payment of tuition for your child. However, if your child is found eligible for services, DCPS would provide limited related services at no cost to you through an Individualized Service Plan. This plan would be developed with your input and services would be provided as agreed to in an agreement between the school and DCPS. This agreement is reviewed annually.”*

(4) Parents who Opt Out of the Part B Referral or whose Child is Found Ineligible

(a) Suggested Script

- (i) *“If you decide not to pursue preschool programming at all at this time, you can always do so at a later point in time. If you have not enrolled your child in school at all, you may access an evaluation for your child by contacting the Part B DCPS Early Stages office. Your child does not need to be enrolled in your neighborhood school in order for you to request an evaluation.”*
- (ii) *“If you subsequently enrolled your child in your neighborhood school, you may request an evaluation in writing at your child’s school.”*
- (iii) *“If you have enrolled your child in a charter school, you may request an evaluation in writing at that school.”*
- (iv) *“Under current DC law, the school is required to ensure that your child is evaluated within 120 calendar days of receipt of your written request.”*
- (v) *“In addition, when your child leaves Part C, if you choose to opt out of a Part B evaluation or if, upon the evaluation, your child is determined to be ineligible for Part B services, you will be provided with steps and strategies to support his or her continued growth in whatever setting he or she is located.”*

4) Review of Current Services on IFSP

a) Review of Concerns

- i) General

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- ii) Assistive technology/equipment
- iii) Nutrition
- iv) Medical

b) Review of Transition Activities

- i) For the child
- ii) For the parent

c) Identification of Priorities

- i) Discuss Next Steps
 - (1) Review administration of the Battelle, its purpose, and an overview of what to expect and way in which outcomes will be used to inform transition
 - (2) Discuss reasons seeking consent to release data (transition planning) and types of data that will be shared
- ii) Obtain Informed Consent
 - (1) To conduct the evaluation
 - (2) To release child specific information to the LEA
- iii) Complete Next Steps Regarding Scheduling of Transition Conference
 - (1) Identification of LEA that the parent would like to invite
 - (2) Identification of potential meeting dates
- iv) Ensure Transition Evaluation (Battelle) is Scheduled and Completed by 2 Years 6 Months
- v) Request Updated Progress Reports from All Providers and Invite LEA to Transition Conference for 2 Years 7 Months Meeting (see following section)

**2 YEARS 6 MONTHS (30 MONTHS-31 MONTHS)
PREPARATION FOR TRANSITION CONFERENCE**

- 1) Part C schedules 2 years 7 months Transition Conference meeting with family, LEA representative, MCO representative (as applicable), and any additional participants requested by parent.**
 - a) Part C contacts family and schedules Transition Conference at **2 years 6 months**.
Conference should be scheduled:
 - i) Upon completion of the transition evaluations (including Battelle) and receipt of progress notes
 - ii) No later than the child's 30th month
 - b) Part C sends transition conference invitation to identified LEA and other identified representatives
 - i) If DCPS is identified LEA, Part C inputs date of scheduled transition conference into shared planning calendar
 - ii) DCPS identifies Family Care Coordinator for the conference within one week of notification
 - c) If date changes due to parent conflict, Part C sends email to Part B representative with notification of new date
 - i) If DCPS is identified as LEA, Part C updates shared planning calendar with revised date and notifies assigned Family Care Coordinator
- 2) Part C obtains parental consent to share information with LEA no later than 1 month (2 years and 6 months) prior to scheduled meeting date.**
 - a) IFSP, evaluations, progress reports, etc.
- 3) Part C issues Prior Written Notice (IFSP invitation) no later than 2 weeks prior to scheduled meeting date.**
 - a) Should the family choose to hold the transition conference at Early Stages, Early Stages will provide transportation to the Early Stages center for families in need of assistance
 - b) If the Initial IFSP/Transition Conference meeting is not scheduled by age 2 years and 7 months, then referral will be sent to Part B with parental consent to release information

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4) Cancellation Consideration

- a) If a family cancels/does not attend the first scheduled conference, Part C and the LEA work together to reschedule the meeting
 - i) Part C Service Coordinator contacts all invited attendees and coordinates a new meeting date and time per the family's availability

**2 YEARS 7 MONTHS (31 MONTHS-32 MONTHS)
TRANSITION CONFERENCE**

1) Participants: Family members and other participants at the request of the family, Early Intervention Service Coordinator, Part B LEA representatives, Medicaid Managed Care representatives (as applicable), related service providers, and related case managers (eg. Head start coordinator).

2) Transition Conference Agenda

a) Part C Service Coordinator

i) Introductions

ii) Purpose of Meeting

(1) Suggested Script

(a) *“The purpose of this meeting is to discuss what options you can consider for your child after Part C services end and to share information between your family, the Early Intervention Program, and the LEA(s) of your choice about the needs of your child. You, your service coordinator and other team members will formalize the transition activities necessary to determine eligibility for preschool special education services and to secure any additional resources (e.g. medical care coordination, medically necessary related services) that your child may need. “*

(b) *“A very important part of the transition conference is to identify the steps of the Part B evaluation process and to gather evaluation information from the early intervention program, medical service providers, and your family. This information will help the Service Coordinator and LEA representatives determine what additional testing or observations are needed to help Part B determine eligibility.”*

iii) Discussion of Roles of Participants

(1) Suggested Script

(a) *“The Early Intervention Service Coordinator will review the Part C Families Have Rights Brochure, which reviews procedural safeguards that you are afforded, discuss the current IFSP and services, finalize the transition plan and identify your family concerns. The LEA will review the Part B procedural safeguards and registration process.”*

“You will have an opportunity to share your hopes and dreams for your child, share questions and concerns about anything that is unclear, participate in

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finalizing the transition plan at a level that feels comfortable to you, and sign any necessary consent form for further evaluations required to determine eligibility for preschool special education services for your child.”

(b) DCPS Specific Script:

(i) *“The Early Stages Family Care Coordinator will provide you with the registration packet and discuss your next steps with the Early Stages Center.”*

iv) Review of Part C Procedural Safeguards

v) Review of Differences Between Part C and Part B Programs

“We are now going to discuss some of the similarities and differences between Part C and Part B services by reviewing this chart together.”

Note: Parent should be provided with a copy of **Appendix A: IDEA Part C and Part B Comparison Table** to walk through together.

Category 1: Continuing Part C Children with IFSPs Established Prior to 2 Years and 5 Months
(Entry to 2 Years and 5 Months (29 Months))

PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

4) Part B DCPS Early Stages Family Care Coordinator

- a) Reviews Part B Procedural Safeguards
- b) Discusses next steps, including the evaluation process and timeline:
 - i) Family will be invited to Early Stages center to complete needed evaluations
NOTE: The evaluation could be completed elsewhere as determined appropriate
 - ii) Family will be invited to an eligibility meeting to discuss results of the evaluations, and to determine eligibility for special education
 - iii) If eligible, the Individualized Education Program (IEP) will be written at the same meeting
 - iv) This entire process shall be completed by the child's 3rd birthday
 - v) If eligible, services shall begin on the child's 3rd birthday
 - vi) If the child turns three in the summer, the IEP team will determine the start date of services, considering the necessity for ESY. If DCPS staff will not be available during the summer to develop the IEP, the IEP must be developed before the end of the school year, including consideration of the necessity for ESY.

OR

5) Part B Charter LEA Representative

- a) Reviews Part B Procedural Safeguards
- b) Discusses next steps, including the evaluation process and timeline:
 - i) Needed evaluations will occur at the LEA
 - ii) Family will be invited to an eligibility meeting to discuss results of the evaluations, and to determine eligibility for special education
 - iii) If eligible, the Individualized Education Program (IEP) will be written at the same meeting
 - iv) This entire process will be completed by the child's 3rd birthday
 - v) If eligible, services will begin on the child's 3rd birthday or by the first day of school
 - vi) If the child turns three in the summer, the IEP team will determine the start date of services, considering the necessity for ESY. If charter LEA staff will not be available

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during the summer to develop the IEP, the IEP must be developed before the end of the school year, including consideration of the necessity for ESY.

6) Part C Service Coordinator

- a) Finalizes transition plan
- b) Discusses current services and progress made
- c) Discusses program considerations
- d) Identifies family concerns
- e) Discusses next steps in indicated concerns

7) Part B Early Stages Family Care Coordinator (DCPS-Specific)

- a) Provides family with Early Stages Registration packet and list of items needed to register.
 - i) Registers the child in the DCPS school system
 - ii) Obtains informed consent to evaluate
 - iii) Schedules evaluations and eligibility meeting
 - iv) Provides family with Transition Handbook and Part B Procedural Safeguards

8) Medicaid Managed Care Representative

- a) If present, Medicaid Managed Care representative to provide Part B Early Stages Family Care Coordinator with a signed Consent to Release Information/Feedback Form regarding Part B eligibility and authorized IEP services to ensure the complete capture of EPSDT data
- b) Medicaid Managed Care representative will discuss any possible service options for children who turn three in the summer and will not receive IEP services until fall, as applicable

**BETWEEN 2 YEARS 5 MONTHS (29 MONTHS) AND 2 YEARS 9 MONTHS (33 MONTHS)
POST- PART C ELIGIBILITY DETERMINATION**

PREP FOR TRANSITION CONFERENCE DISCUSSION

1) Part C Service Coordinator to Discuss Overview of Part C and Part B and Transition

a) Review Part C and B Services and the Definition and Purpose of Transition

i) General

(1) Overview of “Transition” in Terms of Life Experiences and Changes

(a) Suggested Script

- (i) *“I understand that your child is eligible for DC Early Intervention Services and would like to welcome you to the program. There are several items I would like to speak with you about today. Your child is entering the DC Early Intervention Program between age 2 and 3. The DC Early Intervention Program provides services to families through IDEA Part C, which provides services to families with eligible children between the ages of birth and three. Once children reach their third birthday they are no longer eligible for Part C Early Intervention; however, they may be eligible for IDEA Part B preschool services. Based on how close your child is to turning three, this next period of time will involve several transitions for you and your child.”*
- (ii) *“Transition means moving from one situation to another. For the purposes of this meeting, when we use the term “transitions,” we will be talking about the times when young children move from one environment, program, or set of services to another. When a baby is welcomed into a family day care home for the first time, or a five-year old enrolls in kindergarten, those are early childhood transitions.”*
- (iii) *“Transition is not a singular event; it is a process that occurs over a period of time—and that will happen again and again as your child reaches yet another milestone in his or her young life. Like change in general, early childhood transitions are unavoidable; however, if done well, transitions offer an opportunity for continued growth and learning. All young children go through transitions.”*
- (iv) *“Preparing children for change involves identifying and teaching children important skills that they will need in their next*

environment, including social skills and behaviors. We will begin that discussion today.”

- (v) *“We are here to make sure that you understand your options and what will be required of your family as you move through this transition both into the Early Intervention Program and then from our program to Part B preschool programs or another option of your choice. It is also important to ensure that your child’s services are not interrupted during this transition process. A lapse in therapy, special education or other services could slow your child’s progress. Early years are a time of rapid growth and development and we need to make the most of this time. It is important to involve yourselves in the transition activities in both old and new settings.”*

c) Overview of IDEA (B and C)

(a) Suggested Script

- (i) *“Under the federal law known as the Individuals with Disabilities Education Act, or IDEA, children with disabilities, birth through 21, are offered the right to access early intervention and special education services. Part C of IDEA addresses early intervention services, which are services and supports made available to infants and toddlers with disabilities from birth to age three. At age three, children who are eligible for special education services have the option to transition to Part B special education programs. While there are many similarities between Part C and Part B of IDEA, there are also differences. Today begins the process of assisting you and your family in exploring what is available to you so that you can find the best match for your child as he or she transitions out of the Part C Program at age three.”*

d) Review of Differences Between Part C and Part B Programs

(a) Suggested Script

- (i) *“The first step is to discuss some of the similarities and differences between Part C and Part B services by reviewing this chart together.”*

Note: Parent should be provided with a copy of **Appendix A: IDEA Part C and Part B Comparison Table** and walk through that together.

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B, and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

(e) Part C Coordinator

(i) Suggested Script

*“As you move through this transition process, a team will be formed to assist you and your child. This team will be composed of your family, your Part C Early Intervention Service Coordinator (**myself**), your service providers, and a representative from the LEA your child will attend. With your permission, Part C Early Intervention will share information about your child’s abilities and needs, including his/her current IFSP, developmental evaluations, and therapy progress notes. This helps the school where your child will go know what they need to do with your family to determine your child’s eligibility. They (example: Part B DCPS Early Stages) will share information about their program, activities, environment, daily routines, and how they can be modified to meet your child’s needs. As an integral member of this team you will share information regarding your child’s needs, priorities and your hopes for his/her future. The team will collaborate to ensure a smooth and comfortable transition for you and your family.”*

ii) IDEA-Specific Transition Information

(1) Part C Requirements

(a) Suggested Script

(i) “As a family served by the Part C DC EIP, you have the right to a smooth transition. Your child will continue to receive Part C Early Intervention services up until his/her 3rd birthday. While your child will no longer be eligible for Part C Early Intervention services after your child turns 3, he/she may be eligible for Part B Preschool services. As mentioned earlier, it is important to minimize any disruption to services and progress for your child during this transitioning period.”

(ii) “In an effort to ensure your child’s continued progress, Part C is required to schedule and complete a Transition Conference with your family, your Part C Service Coordinator, a representative from a Local Education Agency, also known as an LEA or school district, and anyone else you would like in attendance.”

(iii) “We are required to hold a transition conference for your child between the ages of 2 years and 6 months (30 months) and 2 years and 9 months (33 months).”

(iv) “At the Transition Conference, your family, the Part C-DC EIP Service Coordinator, and any additional persons invited, will be your

transition team, informing you of your options and rights, while finalizing your Transition Plan and next steps.”

(2) Part B Requirements

(a) Suggested Script

- (i) *“During this transitioning phase, you may choose to explore a preschool program in an LEA as a potential next step for your child. Should you choose to enroll your child in a public preschool program, the Part B LEA representative is required to attend and participate in your Transition Conference so that he or she can be informed as the LEA begins to determine your child’s eligibility for special education services. If you decide that you do not want to consider Part B services for your child, or if your child is found ineligible for Part B services, a transition conference will still take place to review the IFSP and ensure that you are provided with information on activities and contact information that help you support your child’s continued growth. In addition, you can consider a referral to Part B at any time in the future. More information about how to do this will be provided to you later in our discussion.”*
- (ii) *“The Part B representative is also required to provide you with your rights as you move from the Part C program to the Part B program.”*
- (iii) *“In the District of Columbia, DCPS is the LEA which manages preschool programs and services in your neighborhood school. The District also has several charter schools with preschool programs. These programs are available to all DC residents; however, they accept students based on an open enrollment process if enough space is -available, or through a lottery if the number of applications exceeds available slots. We will talk more about charter school options in a moment.”*
- (iv) *“If you are interested in receiving Part B services, the LEA in which you enroll your child is required to determine eligibility for preschool special education services for your child. If your child is eligible for services, the LEA is responsible for developing an IEP (Individualized Education Program) with your input and implementing services by your child’s 3rd birthday.”*

“If your child is determined to be eligible for Part B services and turns three before the beginning of the school year, the IEP Team must develop the IEP and determine what date the child’s services will begin. In developing the IEP, Extended

School Year, or ESY services, should be considered for children. The term ESY services means special education and related services that are provided beyond the regular school year that are necessary to make sure that a child with a disability receives a free appropriate public education. Eligibility for ESY is determined by the IEP team. To make this determination, the IEP team must review relevant information, such as data on regression and recoupment, emerging skills, movement toward acquiring critical skills, and behavioral concerns. If the child is eligible for ESY, the IEP team must develop an IEP and determine what services will be delivered during the summer.”

- (v) *“An IEP is similar to an IFSP in that it identifies the specific set of services that you and other team members determine are necessary to ensure your child’s continued progress. However, an IEP is different from an IFSP because it addresses educational services. The aim of Part B services is to help your child access the general education curriculum in the least restrictive educational setting.”*

b) Transition Process Overview

i) Overview

(1) Suggested Script

- (a) *“Your child will leave early intervention services by his/her third birthday. Some families choose to enroll their children into a public/private preschool program, Head Start program, or care giving setting until their child is of kindergarten age – typically between five and six years old.”*
- (b) *“We are now going to review your options as you start to think about transition for your child. We are providing an outline for note-taking as we discuss each option.”*

NOTE: Parent should be handed **Appendix B: Outline of Program Options** to take notes on while discussion takes place.

ii) DCPS Service Options

- (a) *“Should you choose to consider DCPS as your LEA, your child will be evaluated at Early Stages at no cost to you. Children can be served in a variety of ways once your child’s evaluation is completed and he/she has been found eligible for special education services. Once an Individualized Education Program (IEP) is developed, your child can receive services as an attending student or a non-attending student through DCPS.”*

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

- (b) *“Attending students are children who go to a full time preschool program in a neighborhood school. Non-attending students are children who go to the neighborhood school to receive their special education services as identified on their IEP. These children may be enrolled at a Head Start program or a care giving setting.”*
- (c) *“A child can also be served by DCPS through an Individualized Service Plan (ISP) if the child is enrolled in a Private or Religious School (PRO). A private or religious school is any school with a preschool or kindergarten that is not part of DCPS or a public charter school. Children served under an ISP are not afforded all of the services that a child would receive via an IEP and will only receive limited services from DCPS. We will discuss this circumstance more a little bit later in our conversation.”*

(d) DCPS Out of Boundary Lottery Option

(i) Suggested Script

- 1) *“If your child turns 3 years old by September 30th, he or she is eligible to enroll for preschool. At the preschool level, DCPS will provide a location for your child to receive services in the least restrictive setting that meets his/her needs.”*

a. **Children turning three (3) by September 30:**

- i. *“If your child turns 3 by September 30, you may also participate in the Out of Boundary Lottery process. Parents can apply online to the Pre-School/ Pre-K Lottery between January 28 and February 28. Some schools may have seats open after the lottery, but those seats are available on a first come first serve basis.”*
- ii. *“If your child turns 3 between October 1 and January 31, there is an option for children receiving Early Intervention services. If your child is in this category based on his or her date of birth, you would receive more information from Part C about how to participate in the Preschool/Out of Boundary Lottery. For children in this group who are accepted for early entrance, Early Stages will hold eligibility/IEP meetings prior to the start of the school year. Children will start receiving services on their 3rd birthday.”*

iv) Other Program Options

(1) Head Start

(a) Suggested Script

- (i) *“Some parents are interested in having their child attend a Head Start program. If you are interested in Head Start, Early Stages will conduct your evaluation and facilitate the development of your child’s IEP. If your child is eligible for service in a Head Start program, he/she will receive his or her services in an inclusive setting determined by the IEP team. Head Start Programs have eligibility requirements. Contact the Head Start Program for more information and for an application. This is a list of programs with contact information should you want to explore this option.”*

NOTE: Parent should be handed **Appendix C: Head Start Program Contacts**.

- (ii) *“If your child is eligible for services in a Head Start program, specialized instruction would be in an inclusive setting within the Head Start Program. Any needed related services would be implemented at the neighborhood school.”*

(2) Charter Schools

(a) Suggested Script

- (i) *“Earlier, I mentioned that several charter schools have preschool programs, and that charter schools accept students through open enrollment if enough space is available, or through a lottery if the number of applications exceeds available slots. As you think about exploring this option, please keep the following in mind:*

- 1. Charters are required to ensure that there is no discrimination against children with disabilities in their application process. This means that they cannot request information related to a child’s early intervention or special education needs or documents prior to acceptance or as a component of considering a child’s qualification for acceptance.*
- 2. There are two types of charter schools: independent charter LEAs, which serve as their own LEA for special education purposes, and charters that have chosen DCPS as their LEA for special education purposes. For purposes of our discussion, we will refer to these schools as “DCPS charters schools.”*

(ii) ***How does this affect you and your child?***

1. *“If you decide to apply to a DCPS charter school and are accepted into the program, your child will be evaluated for eligibility through Early Stages at no cost to you. If your child is determined to be eligible for services, an IEP will be developed as well.”*
2. *“If you decide to apply to an independent charter LEA and your child is enrolled in the program after the transition conference but during the transition process, and DCPS Early Stages has begun the evaluation process, DCPS Early Stages staff will complete the required assessments and, with your consent, provide all reports to the charter LEA in order to conduct an eligibility determination and develop an IEP should your child be determined eligible for special education and related services.*
3. *“If you decide to apply to an independent charter LEA and your child is enrolled in the program before the transition conference takes place, the charter LEA will be responsible for evaluating your child, and developing and implementing the IEP at no cost to you. Early Stages may assist with the evaluation at the request of the LEA and with your permission.”*
4. *“Please note that a charter LEA becomes responsible for your child’s evaluation and IEP development only at the point at which you have enrolled your child in the LEA.*
5. *“The charter LEA is not obligated to attend your transition conference unless you have enrolled your child in the LEA prior to the date of the conference.”*

(3) Parentally Placed (Private/ Religious School)

(a) Suggested Script

- (i) *“Last, we want to review what the process would look like if you decided to enroll your child in a private or religious program. In this case, the application process is school-specific. With your consent, your child would be eligible for an evaluation through Early Stages at no cost to you. You would be responsible for payment of tuition for your child. However, if your child is found eligible for services, DCPS would provide limited related services at no cost to you through an Individualized Service Plan, as agreed to in an agreement between the school and DCPS. This agreement is reviewed annually.”*

(4) Parents who Opt Out of the Part B Referral or whose Child is Found Ineligible

(a) Suggested Script

- (i) *“If you decide not to pursue preschool programming at all at this time, you can always do so at a later point in time. If you have not enrolled your child in school at all, you may access an evaluation for your child by contacting the Part B DCPS Early Stages office. Your child does not need to be enrolled in your neighborhood school in order for you to request an evaluation.”*
- (ii) *“If you subsequently enrolled your child in your neighborhood school, you may request an evaluation in writing at your child’s school.”*
- (iii) *“If you have enrolled your child in a charter school, you may request an evaluation in writing at that school.”*
- (iv) *“Under current DC law, the school is required to ensure that your child is evaluated within 120 calendar days of receipt of your written request.”*
- (v) *“In addition, when your child leaves Part C, if you choose to opt out of a Part B evaluation or if, upon the evaluation, your child is determined to be ineligible for Part B services, you will be provided with steps and strategies to support his or her continued growth in whatever setting he or she is located.”*

2) Transition Services Coordinator to Identify Priorities and Next Steps with Family

a) For Families Selecting DCPS as Their LEA

i) Suggested Script

- (1) *“At your Initial IFSP and Transition meeting we will develop an Individualized Family Service Plan or IFSP and discuss your steps and services for transitioning your child to the next step of his/her early childhood learning experience. At this meeting we will share any current evaluations for your child and the Initial IFSP we develop for him/her. In order to ensure that your receiving program, in this case, DCPS Early Stages, is an active member of your transition team we will need your informed consent to invite them to your Transition Conference.”*

ii) Transition Services Coordinator to Obtain Consent

- (1) Invites DCPS Early Stages to Initial IFSP / Transition Conference meeting
- (2) Releases child specific information to DCPS Early Stages
- (3) Provides family with the Early Stages pre-registration packet

iii) Transition Services Coordinator to Coordinate with family, evaluation team, Medicaid Managed Care Representative (as applicable), and DCPS Early Stages to Schedule Late Referral Transition Conference

- (1) Contacts family to schedule Transition Conference
 - (a) Upon completion of eligibility determination, no later than child's 33rd month.
- (2) Issues Prior Written Notice (IFSP invitation)
 - (a) No later than 5 days prior to scheduled meeting date
- (3) In rare instances when Early Stages is unavailable to attend, Early Stages contacts the family to complete registration for DCPS and to obtain consent for evaluation.
- (4) Should the family elect to hold the IFSP/Transition meeting at the Early Stages center, Early Stages may provide transportation to Transition Conferences held at Early Stages for families in need of assistance.

iv) Transition Services Coordinator to Share Information with Early Stages

- (1) Eligibility Form and any additional available documents (screenings, discharge summaries, vision and hearing results, etc.)
 - (a) Within 2 business days of parental consent to release information.
- (2) For children found ineligible for Part C services, a referral will be made to Part B Early Stages, upon parental consent to release information.
 - (a) Within 2 business days from receipt of documentation.

v) Cancellation Consideration

- (1) If a family cancels/does not attend the first scheduled conference, the Transition Service Coordinator and the Early Stages and family will work together to reschedule the meeting.

b) For Families Selecting an Independent Charter LEA as their LEA, Without Evidence of Enrollment

i) Suggested Script

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

- (1) *“At your initial IFSP and Transition meeting we will develop an Individualized Family Service Plan, or IFSP, and discuss the steps and services for transitioning your child to the next steps of his/her early childhood learning experience. At this meeting we will share any current evaluations for your child with you and other team members and will develop the initial IFSP for him/her. Even though you have indicated that you would like your child to attend an independent charter LEA, DCPS-Early Stages is the designated service provider for your child’s evaluation until you have enrolled your child in the charter to which you applied. In order to ensure a smooth transition to Part B, we will need your informed consent to invite both the charter representative and Early Stages representative to your Transition Conference. Early Stages staff will also need your consent to begin the evaluation process to determine if your child is eligible for Part B preschool services.”*

ii) Transition Services Coordinator to Obtain Consent

- (1) Invites charter LEA and DCPS ES to Initial IFSP / Transition Conference meeting
- (2) Releases child-specific information to charter LEA and DCPS ES

iii) Transition Services Coordinator to coordinate with Family, Evaluation Team, Charter Representative(s) and DCPS Early Stages to Schedule Late Referral Transition Conference

- (1) Contacts family to schedule Transition Conference upon completion of eligibility determination, no later than child’s 33rd month.
- (2) Issues Prior Written Notice (IFSP invitation) no later than 5 days prior to scheduled meeting date.
- (3) In rare instances when Early Stages is unavailable to attend, Early Stages contacts the family to complete registration for DCPS and to obtain consent for evaluation.
- (4) Should the family elect to hold the IFSP/Transition meeting at the Early Stages center, Early Stages may provide transportation to Transition Conferences held at Early Stages for families in need of assistance.

iv) Transition Services Coordinator to Share Information with Early Stages

- (1) Eligibility Form and any additional available documents (screenings, discharge summaries, vision and hearing results, etc.)

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

(a) Within 2 business days of parental consent to release information.

(2) For children found ineligible for Part C services, a referral will be made to Part B Early Stages, upon parental consent to release information.

(a) Within 2 business days from receipt of documentation.

v) Cancellation Consideration

(1) If a family cancels/does not attend the first scheduled conference, the Transition Service Coordinator and the Early Stages and family will work together to reschedule the meeting.

c) For Families Which Have Enrolled Child in a Charter LEA

i) Suggested Script

“At your Initial IFSP and Transition meeting, we will develop an Individualized Family Service Plan, or IFSP, and discuss the steps and services for transitioning your child to the next step of his/her early childhood learning experience. At this meeting we will share any current evaluations for your child with you and other team members and will develop the Initial IFSP for him/her. You have enrolled your child in an independent charter LEA. Therefore, that charter LEA is the designated service provider for your child’s evaluation and the development of his or her IEP. In order to ensure a smooth transition to Part B, we will need your informed consent to invite the charter representatives to your Transition Conference.”

ii) Transition Services Coordinator to Obtain Consent

(1) Invites charter LEA to Initial IFSP / Transition Conference meeting

(2) Releases child specific information to charter LEA

iii) Transition Services Coordinator to Coordinate with Family, Evaluation Team, and Charter Representative to Schedule Late Referral Transition Conference

(1) Contacts family to schedule Transition Conference upon completion of eligibility determination, no later than child’s 33rd month.

(2) Issues Prior Written Notice (IFSP invitation) no later than 5 days prior to scheduled meeting date.

iv) Transition Services Coordinator to Share Information with Charter LEA

(1) Information should be shared within 2 business days of parental consent to release information.

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

- (2) Information to be shared includes Eligibility Form and any additional available documents (screenings, discharge summaries, vision and hearing results, etc.)
- (3) For children found ineligible for Part C services, a referral will be made to a Charter LEA, upon parental consent to release information, within 2 business days from receipt of documentation.

v) Cancellation Consideration

- (1) If a family cancels/does not attend the first scheduled conference, the Transition Service Coordinator, the Charter LEA, and family will work together to reschedule the meeting.

TRANSITION CONFERENCE

- 1) **Participants: Family members and other participants at the request of the family, Early Intervention Service Coordinator, Early Stages or Charter LEA representatives, Medicaid Managed Care representatives (as applicable), related services providers, case managers (eg. Head Start coordinator), etc.**
- 2) **Transition Conference Agenda**
 - a) **Part C Services Coordinator**
 - i) **Introductions**
 - ii) **Purpose of Meeting**
 - (1) **Suggested Script**
 - (a) *“The purpose of this meeting is to discuss what options you are considering for your child after Part C services end and to share information between your family, the Early Intervention Program, and the LEA in which your child is enrolled about the needs of your child. You, your service coordinator and other team members will formalize the transition activities necessary to determine eligibility for preschool special education services and to secure any additional resources (medical care coordination and medically necessary related services) that your child may need.”*
 - (b) *“A very important part of the transition conference is to identify the steps of the Part B evaluation process and to gather evaluation information from the early intervention program, medical service providers and your family. This information will help the Service Coordinator and LEA representative determine what additional testing or observations are needed to help Part B determine eligibility.”*
 - (2) **Discussion of Roles of Participants**
 - (a) **Suggested Script**
 - (i) *“The Early Intervention service coordinator will review the Part C Families Have Rights booklet, also known as your Part C procedural safeguards, discuss the current IFSP and services, finalize the transition plan and review previously identified family concerns. The LEA will review the Part B Procedural Safeguards, which addresses your rights in the Part B system, and will review any details related to your registration process.”*

1. DCPS-Specific Script:

- a. *“The Early Stages Family Care Coordinator will provide you with the registration packet and discuss your next steps with the Early Stages Center.”*
- (ii) *“You will have an opportunity to share your hopes and dreams for your child, share questions and concerns about anything that is unclear, participate in finalizing the transition plan at a level that feels comfortable to you, and sign any necessary consent form for further evaluations required to determine your child’s eligibility for preschool special education services.”*

(3) Review of Part C Procedural Safeguards

(4) Transition Services Coordinator to Share Information with Early Stages or Applicable Charter LEA

- (a) IFSP and Evaluation Reports/Battelle Developmental Inventory II protocols.

(5) Review of Differences between Part C and Part B Programs:

(a) Suggested Script

“We are now going to discuss some of the similarities and differences between Part C and Part B services by reviewing this chart together.”

Note: Parent should be provided with a copy of **Appendix A: IDEA Part C and Part B Comparison Table** and walk through that together.

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

b) Part B LEA Representative

- i) Reviews Part B Procedural Safeguards
- ii) Discusses next steps , including the evaluation process and timeline
 - (1) Family invited to Early Stages or charter LEA location to complete needed evaluations
 - (2) Family invited to an eligibility meeting to discuss results of the evaluations, and to determine eligibility for special education
 - (3) If eligible, the Individualized Education Program (IEP) will be written at the same meeting
 - (4) This entire process will be completed by the child's 3rd birthday
 - (5) If eligible, services will begin on the child's 3rd birthday
 - (6) If the child turns three in the summer, the IEP team will determine the start date of services, considering the necessity for ESY. If LEA staff will not be available during the summer to develop the IEP, the IEP must be developed before the end of the school year, including consideration of the necessity for ESY

v) Part B Representative- DCPS-Specific: Early Stages Family Care Coordinator

- (1) Provides Family with Early Stages Registration packet and list of items needed to register
- (2) Registers the child in the DCPS school system
- (3) Obtains informed consent to evaluate child
- (4) Schedules evaluations and eligibility meeting
- (5) Provides family with Transition Handbook and Procedural Safeguards

c) Part C Services Coordinator

- i) Finalizes Transition Plan
 - (1) Discusses initial services to be implemented with Part C
 - (2) Discusses program considerations
- ii) Identifies Family Concerns
 - (1) Discuss next steps in indicated concerns

Category 2: Children Referred to DC EIP between 2 Years 5 Months (29 Months) and 2 Years 9 Months (33 Months)

e) Medicaid Managed Care Representative

- i) If present, Medicaid Managed Care representative to provide Part B Early Stages Family Care Coordinator or Charter LEA representative with a signed Consent to Release Information / Feedback Form regarding Part B eligibility and authorized IEP services to ensure the complete capture of EPSDT data
- ii) Medicaid Managed Care representative will discuss any possible service options for children who turn three in the summer and will not receive IEP services until fall, as applicable

**Between 2 YEARS 9 MONTHS (33 MONTHS) and 2 YEARS 10.5 MONTHS (34.5 MONTHS)
FROM REFERRAL TO PART C**

SIMULTANEOUS REFERRAL

1) When Part C receives a referral for a child between the ages of 2 years and 9 months and 2 years and 10.5 months, dual referrals will be initiated.

2) Part C Service Coordinator to Discuss Overview of Part C and Part B and Transition

b) Review Part C and B Services and the Definition and Purpose of Transition

i) General

(2) Overview of “Transition” in Terms of Life Experiences and Changes

(a) Suggested Script

(ii) *“You have referred your child for an evaluation for Early Intervention services, and we are looking forward to working with you. There are several items I would like to speak with you about today. Your child has been referred to our Program very close to age 3. The DC Early Intervention Program provides services to families through IDEA Part C, which provides services to families with eligible children between the ages of birth and three. Once children reach their third birthday they are no longer eligible for Part C Early Intervention; however, they may be eligible for IDEA Part B preschool services. Based on how close your child is to turning three, this next period of time will involve several activities to ensure that both Part C and Part B programs are determining whether your child is eligible and, if, so, are providing the appropriate services.”*

e) Overview of IDEA (B and C)

(a) Suggested Script

(i) *“Under the federal law known as the Individuals with Disabilities Education Act, or IDEA, children with disabilities, birth through 21, are offered the right to access early intervention and special education services. Part C of IDEA addresses early intervention services, which are services and supports made available to infants and toddlers with disabilities from birth to age three. At age three, children who are eligible for special education services have the option to transition to Part B special education programs. While there are many similarities between Part C and Part B of IDEA, there*

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

are also differences. Today begins the process of assisting you and your family in exploring what is available to you so that you can find the best match for your child as he or she transitions out of the Part C Program at age three.”

f) Review of Differences between Part C and Part B Programs

(a) Suggested Script

“The first step is to discuss some of the similarities and differences between Part C and Part B services by reviewing this chart together.”

Note: Parent should be provided with a copy of **Appendix A: IDEA Part C and Part B Comparison Table** to walk through together.

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
Services/ Plans	Services for birth to three year olds are listed on an IFSP (Individualized Family Services Plan) .	Services for three through twenty-one year olds are listed on an IEP (Individualized Education Program) or an ISP (Individualized Service Plan) .
Setting	Natural Environment: Home, Daycare, Child Development Center, Playground, etc.	Least Restrictive Environment within a school setting or other appropriate setting.
Focus	Family Centered, Developmental Interventions	Child Centered, Educational Services and Supports
Eligibility	IDEA, Part B and IDEA, Part C, have different eligibility criteria. During the transition process, children may require further evaluation. Some children who were eligible for early intervention services under IDEA, Part C, may not be eligible for IDEA, Part B, services. Even if a child is still eligible, some early intervention services that the family received while in Part C, may not be appropriate under IDEA, Part B.	

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(vi) *“Over the next few weeks, with your permission, we will be administering the Battelle Developmental Inventory to determine your child’s eligibility for Part C services. With your consent, the results of this assessment will be shared with Part B representatives, and you will also be asked to provide consent for additional assessments determined to be necessary once the Battelle results are reviewed by the team.”*

- 1) *“If your child is found eligible for **both Part C and Part B services**, then both programs will need to meet with you to talk about how your child is eligible. After explaining eligibility, you and each program will need to develop a service plan—one for services you will receive until your child turns three and one for services after your child turns three. Your Part B representative will also to meet with you before your child turns three to explain the results of the Part B evaluations, develop an IEP, which describes what services your child will receive when he starts school, and review program options¹. These meetings can be done with both programs together in the location of your choice or you may choose to have two separate meetings.”*
- 2) *“If your child is only found eligible for **Part C services**, but is ineligible for **Part B services**, then you and your Service Coordinator will meet to discuss how your child is eligible and develop an IFSP that determines which services your child will receive until he or she turns three. Your Part B representative will also meet with you to review the evaluations and explain why your child does not qualify for Part B services. These meetings can happen at the same time if you choose or can happen separately. Even though your child does not qualify for special education services after he or she turns three, your Service Coordinator can help you with strategies to try in the home to work with your child and can link you to other community resources that can help your child learn and grow.”*
- 3) *“If your child is found ineligible for **Part C services**, but is eligible for **Part B services**, then your Service Coordinator will meet with*

¹ Please Note: For a review of Part B program options, parent should be handed **Appendix B: Outline of Program Options** to take notes on while this discussion takes place. Staff should refer back to “Program Options” section beginning on page 9.

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

you to discuss the results of the evaluation and explain why your child does not qualify for Part C services. Your Part B representative will also to meet with you before your child turns three to explain the results of the Part B evaluations, develop an IEP, which describes what services your child will receive when he starts school, and review program options². These meetings can be done with both programs together in the location of your choice or you may choose to have two separate meetings.”

4) *“If your child is found ineligible for services, then both Part C and Part B representatives will meet with you to review the evaluations and explain why your child does not qualify for Part C or Part B services. These meetings can happen at the same time if you choose, or can happen separately. Even though your child does not qualify for early intervention or special education services, you will receive strategies to try in the home to work with your child and can link you to other community resources that can help your child learn and grow.”*

(ii) *“As you move through this eligibility determination process, a team will support you and your child. This team will be composed of your family, your Part C Early Intervention Service Coordinator (**myself**), and a representative from the LEA in which your child is enrolled. Given the large number of activities that will be occurring during this short timeframe, the process can get confusing. We encourage you to ask questions along the way. We will provide you with contact names and numbers for this purpose.”*

a) Part C

i) Within 2 business days of referral to Part C, Part C sends referral to Part B Early Stages or appropriate independent charter LEA based on evidence of enrollment.

(1) For Families who Select DCPS or a DCPS Charter as Their LEA

(a) Service Coordinator obtains signed consent from parent to release information to Part B Early Stages

(i) Service Coordinator sends referral form to Part B LEA

² Please Note: For a review of Part B program options, parent should be handed **Appendix B: Outline of Program Options** to take notes on while this discussion takes place. Staff should refer back to “Program Options” section beginning on page 9.

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- (ii) If supporting documents are available (to include any screenings), Part C shares them with Part B Early Stages

(2) For Families who Select to Involve an Independent Charter LEA

- (a) Part C Service Coordinator requests evidence of enrollment letter
 - (i) if parent or guardian cannot produce evidence of enrollment
 1. Part C Service Coordinator assists the parent in confirming official enrollment
 2. Part C Service Coordinator informs parent that in interim, referral will go to DCPS Early Stages, with consent, to start the process
 - (ii) If parent can produce evidence of enrollment
 1. Part C Service Coordinator obtains consent from a parent or guardian to release information to the respective Independent charter LEA
 2. Sends referral form
 - (iii) If supporting documents are available (including any screenings), Part C shares them with the identified independent charter LEA
 - (iv) Within 2 business days of referral to Part C, Part C sends referral to Medicaid Managed Care representative if applicable

b) Part B

- ii) Designated LEA Representative contacts the Part C Transition Coordinators with relevant Part B transition point of contact information

ELIGIBILITY DETERMINATION EVALUATIONS – BATTELLE DEVELOPMENTAL INVENTORY / SINGLE DISCIPLINES

1) Part C

- a) Within 30 days of referral, assigned provider will complete Battelle Developmental Inventory (BDI) for Part C eligibility determination
 - i) Within 2 business days of evaluation, with parental consent, Part C will provide Part B Early Stages or respective charter LEA with Battelle results and evaluation reports

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

- ii) Part C Service Coordinator will determine with family if a joint eligibility meeting meets the family's needs (If it does not, the Service Coordinator will inform the Part B coordinator that he or she must contact the family to schedule a separate Eligibility/IEP meeting)
- iii) Part C Service Coordinator will coordinate scheduling of joint Part C and Part B Eligibility/IFSP/IEP meeting
 - (1) Send out Part C IFSP invitation
 - (a) Include Medicaid Managed Care Representative (if applicable)
 - (i) To attend and provide Part B Early Stages or respective charter LEA with release of information/feedback form
 - (ii) To provide an alternate representative in the event that the primary representative is unable to attend the schedule meeting
 - (2) Share new documents with Part B Early Stages and or respective charter LEA

2) Part B

- a) Within 2 business days of referral receipt, contact parent to set up single discipline evaluations for Part B eligibility determination
 - i) Within 2 weeks, evaluations to be completed
 - ii) Part B Early Stages Family Care Coordinator or Part B charter LEA representative to coordinate with Part C Service Coordinator to schedule a joint Part C and Part B Eligibility/ IEP/ IFSP meeting or, should the family prefer separate meetings, coordinate with family to schedule an Eligibility/IEP meeting
 - (1) Send out Letter of Invitation to hold eligibility/IEP meeting
 - (2) Share new documents with Part C Service Coordinator

JOINT PART C AND PART B ELIGIBILITY MEETING/IFSP MEETING/IEP MEETING

1) Part C Service Coordinator

- a) Facilitates introduction of present participants

Category 3: Children Referred to DC EIP between 2 Years 9 Months (33 Months) and 2 Years 10.5 Months (34.5 Months)

- b) Explains the purpose of the joint meeting and reviews consent forms
- c) Reviews Part C Families Have Rights brochure with family and provides a copy to the family

2) Part B Early Stages Family Care Coordinator or Appropriate Charter Representative

- a) Reviews Part B Procedural Safeguards with family and provides a copy to the family

3) Part C Service Coordinator and Evaluation Provider

- a) Reviews Battelle Developmental Inventory (BDI) results with the family

4) Part B Early Stages Evaluation Team or Appropriate Charter Representative

- a) Reviews the single discipline evaluation results with the family

5) Part C Evaluation Provider

- a) Discusses Part C eligibility with the family
 - i) The IFSP team determines whether or not the child is eligible for Part C services
 - (1) If eligible:
 - (a) Part C Service Coordinator completes IFSP with the family
 - (2) If not eligible:
 - (a) Part C Service Coordinator completes eligibility form
 - (i) Parent to sign eligibility form indicated an understanding of why the child was found ineligible for Part C services

6) Part B Early Stages Evaluation Team or Appropriate Charter Representative

- a) Discusses Part B eligibility with the family
 - i) The IEP team to determine whether or not the child is eligible for Part B special education services
 - (1) If eligible:
 - (a) Part B Early Stages Coordinator and IEP team develops IEP
 - (2) If not eligible:
 - (a) Part B Early Stages Coordinator concludes eligibility meeting
 - (b) IEP team to sign Eligibility Determination Form indicated agreement of the IEP team decision of ineligibility for Part B services

7) Medicaid Managed Care Representative (if applicable)

- i) Medicaid Managed Care representative to provide Part B Early Stages Family Care Coordinator or charter LEA representative with a signed Consent to Release Information/Feedback Form regarding Part B eligibility and authorized IEP services to ensure the complete capture of EPSDT data
- ii) Medicaid Managed Care representative will discuss any possible service options for children who turn three in the summer and will not receive IEP services until fall, as applicable

ALL CHILDREN WITHIN 1.5 MONTHS (44 DAYS) OF 3RD BIRTHDAY

1) Part C Child Find Specialist

a) Suggested Script

- (i) *"You have referred your child for an evaluation for Early Intervention services very close to age 3. While the DC Early Intervention Program provides services to families with eligible children between the ages of birth and three. Given that your child will be turning three within X days, he or she will not be eligible to receive early intervention services. However, your child may be eligible for IDEA Part B preschool services."*
- (ii) *"Have you enrolled your child in a charter school?"*
 - 1. *If no: "I would like to give you the contact information for DCPS Early Stages, who will help to assist you in evaluating your child. With your permission, I will make a referral for you to Early Stages."*
 - 2. *If yes: "If you have enrolled your child in a charter school, then that charter may be responsible for the evaluation process. What is the name of the charter school in which you enrolled your child?"*
 - 3. *If an independent charter LEA: "With your permission, I will make a referral for you to that charter school, but you will need to provide the request for an evaluation in writing."*
- (iii) *If a DCPS charter school: "That charter school is under DCPS, therefore with your permission, I will make a referral for you to DCPS Early Stages, who will help to assist you in evaluating your child."*

APPENDICES

Appendix A: PRIMARY DIFFERENCES BETWEEN PART C AND PART B PROGRAMS

Points of Difference	IDEA Part C Early Intervention	IDEA Part B Special Education
Brief Description	Part C of IDEA relates to early intervention services for infants and toddlers who are ages birth to three . Early Intervention services are provided within a natural environment for the child and services are family centered. They can include nursing and medical care in some cases.	Part B of IDEA relates to services for children with disabilities who are ages three through 21 . These are called special education services . Special education services are usually provided in a public school, Head Start center, or inclusive community early care and education center. Only provides nursing or medical care services that are considered necessary for the child to access educational programs.
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APPENDIX B: D.C. Program Options Note-Taking Sheet

Parent: This sheet is provided for you to take notes on as we walk through different program options that may be available to you. Please feel free to ask questions.

(1) District of Columbia Public Schools (DCPS) Service Options

- (a) Out of Boundary Lottery Option

- (b) Enrollment Outside of Lottery Window

(2) Other Program Options

- (a) Head Start

- (b) Charter Schools

- (c) Private/ Religious School Programs

- (d) Parents Who Opt Out of the Part B Referral

- (e) Parents Whose Child is Found Ineligible for Special Education Services

APPENDIX C: Head Start Contact Listing

D.C. Early Childhood Transition Guidelines
DC Head Start Contact Information Sheet



Early Childhood Development Centers

Early education is a foremost priority within the UPO family. It is the cornerstone for a solid structure later in life. By securing opportunities to education, UPO can help ensure success for later generations. Enrollment in UPO's Early Childhood Development Centers is open to children ages birth to five years old. Please contact your nearest Early Child Development Center for enrollment information.



Intake/Enrollment

301 Rhode Island Avenue, NW, Washington, DC 20001
(202) 238-4600 • Fax (202) 588-7179

Contact: Chanel Fogel, Ext. 637
Tyra Cotton, Ext. 636

UPO Funded Head Start Delegate Agencies & Slot Purchase Centers

Bright Beginnings

128 M Street, NW (Perry School)
Washington, DC 20001
(202) 842-9090 • Fax (202) 842-9095

DC Public Schools Head Start Program

12th & Jasper Place, SE
Washington, DC 20020
(202) 698-1077

Early Childhood ACS (Washington Estates and Johanning Campuses)

4301 9th Street, SE
Washington, DC 20032
(202) 373-0035

Edward C. Mazique (PCC)

1719 13th Street, NW
Washington, DC 20009
(202) 462-3375 • Fax (202) 939-8696

Eagle Academy PCS

770 M Street SE
Washington, DC 20003
(202) 544-2646

Matthews Memorial Child Development

2616 MLK Avenue, SE
Washington, DC 20020
(202) 889-3707

Rosemount Day Care Center

2000 Rosemount Avenue, NW
Washington, DC 20010
(202) 265-9885 • Fax (202) 265-2636

Sunshine Early Learning Center, Inc.

4224 6th Street, SE
Washington, DC 20032
(202) 561-1100 • Fax (202) 562-1550