

Transition at age 3 from Baby Watch Early Intervention (Part C) Programs

Supporting Federal Regulations: 34 CFR Part 300 & 303

- Sec. 300.121, Free Appropriate Public Education (FAPE)
- Sec. 300.132, Transition of children from Part C to preschool Part B
- Sec. 303.148, Transition to preschool programs

Early Intervention Responsibilities

Families are informed at initial eligibility of transition at their child's 3rd birthday.

Transition may occur at any time prior to 3rd birthday due to:

- Achieving skill within normal developmental limits
- Moving
- Parent withdrawal

Sec. 303.148: Transition to Preschool Programs

Each early intervention program must include a description of the policies and procedures to be used to ensure a smooth transition for children receiving early intervention services to preschool or other appropriate services.

- Families must be included in the transition planning
- For children who may be eligible, with the approval of the family of the child, coordinate a transition meeting with the preschool program, the family, and Utah Schools for Deaf and Blind (if applicable) at least 90 days to discuss any services that the child may receive; (at the discretion of the parties, up to 6 months, before the child is eligible for the preschool services) **or--**
- For children who may not be eligible for preschool services under Part B, with the approval of the family, make reasonable efforts to coordinate a meeting among with the family and providers of other appropriate services to discuss the appropriate services that the child may receive.

Transition Plan

The transition plan is developed around the child's 2nd birthday and must include the steps to be taken to support the transition of the child.

- To preschool services under Part B or other services that may be available, if appropriate.
- Discussions with, and training of, parents regarding future placements and other matters related to the child's transition;
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting; and
- With parental consent, the transmission of information about the child to the preschool, to ensure continuity of services, including evaluation and assessment information, and copies of IFSPs that have been developed and implemented.

Purpose of 120/90 Day Transition Meeting

- Review the child's program options for the period from the child's third birthday through the remainder of the school year
- Establish a transition plan
- Determine timelines and responsibility for performing evaluations of children and coordinating an eligibility determination meeting and IEP (if eligible)

Children with Special Health Care Needs

- State Office of Education Manual for Serving Students with Special Health Care Needs
 - Individual Health Care Plan
 - Emergency Plan
- www.medhomeportal.org (medical history)

School District Responsibilities

- Participate in the 120/90 Transition Meeting
- Determine eligibility for Part B preschool program
- Develop the IEP for a student with a disability aged three through five or, at the discretion of the education agency, a two-year-old student with a disability who will turn age three during the school year
 - IEP team must consider the contents of an Individual Family Service Plan that contains the natural environments statement and an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills.
- If a student's third birthday occurs after the end of the school year, the student's IEP team shall determine the date in the next school year when services under the IEP will begin, except that the IEP team may determine that extended school year services are needed outside the school year.

Sec. 300.12: FAPE for children beginning at age 3

- The obligation to make FAPE available to each eligible child begins no later than the child's 3rd birthday
- An IEP is in effect for the child by the child's 3rd birthday
- If a child's 3rd birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin. Determine if extended school year (ESY) is appropriate.

ESY

Extended school year services must be provided only if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

Extended school year services means special education and related services that are provided to a student with a disability:

- (1) Beyond the normal school year of the public agency;
- (2) In accordance with the student's IEP; and
- (3) At no cost to the parents of the student; and