

# **Transition from Part C to Part B**

## **Formalized Structure for Developing, Implementing and Evaluating the Transition Process**

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The Individuals with Disabilities Education Act (IDEA) was reauthorized and amended by Congress in December 2004. The amended IDEA was renamed The Individuals with Disabilities Education Improvement Act of 2004 which is more commonly known as IDEA 2004. Final Part B regulations to implement the changes made in IDEA 2004 were effective on October 13, 2006. As of the development of this document the final Part C regulations have not been published. However, IDEA 2004 provides a roadmap of legal requirements and timelines to facilitate a smooth and seamless transition from Part C Early Intervention Services to Part B Preschool Services for children and families.

In this section of the packet, the following materials are included:

- Transition Timeline Requirements
- Program Transition Responsibilities
- Collaborative Transition Quiz
- Using an IFSP in place of an IEP
- Comparison of Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) Content
- Transition Scenarios
- Transition Guidance: From Part C to Part B Services for Children with Summer Birthdays
- Transition Guidance: From Part C to Part B Services for Children Turning 3 During the School Year
- Summary of Guidance for Transition at Age Three in Kansas

Materials in this section are intended to provide information on the legal requirements that provide a formalized structure for the transition process. The legal requirements are included in two formats with a transition quiz to check your understanding of the application of transition requirements. One of the new requirements in IDEA 2004 for Part B programs is that the IEP Team must consider using an IFSP for an IEP. Information to help transition teams meet this requirement is included in this section.

### **Additional Resources:**

Kansas Department of Health and Environment (2009). *Kansas IDEA Part C procedure manual*. Topeka, KS: Author. Retrieved December 22, 2009 from [http://www.ksits.org/part\\_c\\_manual.htm](http://www.ksits.org/part_c_manual.htm) Also at the KDHE/ksits website you can find:

- Part C State Performance Plan and Annual Performance Reports  
<http://www.ksits.org/publications.htm>

Kansas State Department of Education. (2008, February). *Special education process handbook*. Topeka, KS: Author. Retrieved December 8, 2009, from

<http://www.ksde.org/LinkClick.aspx?fileticket=fp6xwWeNOe0%3d&tabid=315&mid=6622>

Also at the KSDE website you can find:

- Part B State Performance Plan and Annual Performance Reports  
<http://www.ksde.org/Default.aspx?tabid=2037>

National Early Childhood Technical Assistance Center. (2010, March). *Transition timeline flow chart*. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina. Retrieved April 26, 2010, from  
[http://www.nectac.org/~pdfs/topics/transition/Transition\\_Timeline\\_Flow\\_Chart\\_3-14-10.pdf](http://www.nectac.org/~pdfs/topics/transition/Transition_Timeline_Flow_Chart_3-14-10.pdf)

National Early Childhood Technical Assistance Center (2008, April). *Early childhood Part C to Part B requirements related to transition timeline*. Chapel Hill, NC: Frank Porter Graham Child Development Institute University of North Carolina. Retrieved December 8, 2009 from  
[http://www.nectac.org/~pdfs/topics/transition/TRANSITION\\_REGS%20BY%20STEPS\\_05-16-08\\_FINAL.pdf](http://www.nectac.org/~pdfs/topics/transition/TRANSITION_REGS%20BY%20STEPS_05-16-08_FINAL.pdf)

Also from NECTAC:

- Information on IDEA statute, regulations and other resources  
<http://www.nectac.org/idea/idea.asp - OSEP>
- Side-by-Side of Part C Regulations (1997) and IDEA Statutory Requirements (2004) on Transition  
[http://www.nectac.org/~pdfs/topics/transition/combined\\_c\\_and\\_b\\_regs\\_transition.pdf](http://www.nectac.org/~pdfs/topics/transition/combined_c_and_b_regs_transition.pdf)



## Transition Timeline Requirements

0-3 Program Transition Timelines												
Child's Name: _____			D.O.B.: _____			Family Service Coordinator (FSC): _____						
Transition Activity	Entry to Part C	IFSP Reviews	9 mo prior to age 3	6 mo prior to age 3	4 mo prior to age 3	3 mo prior to age 3	2 mo prior to age 3	1 mo prior to age 3	Transition Date/ Birth-date	3 mo. post Transition	Date Initiated	Date to be Completed
	Date	Date	Date	Date	Date	Date	Date	Date	D.O.B.	Date	Date	Date
Transition services as a Part C program component is introduced to family upon entry.	X											
Opportunity for the family to identify transition/or information about future services as a priority outcome is offered at each IFSP. - Family provided information about transition, service options, and LRE.	X			→								
Child Find Notification: 9 months before the child turns 3, Part C program notifies LEA of potentially eligible student and upcoming transition by sharing demographic information as outlined in Child Find (name of child, date of birth, contact information). No parental permission required. This does not constitute a referral.			X									
FSC discusses transition services for child. Transition Plan included in IFSP (list steps/activities). Transition, as a priority outcome, updated or included at this time in addition to Transition Plan.			X	→								

**0-3 Program  
Transition Timelines**

**Child's Name:** \_\_\_\_\_ **D.O.B.:** \_\_\_\_\_ **Family Service Coordinator (FSC):** \_\_\_\_\_

Transition Activity	Entry to Part C	IFSP Reviews	9 mo prior to age 3	6 mo prior to age 3	4 mo prior to age 3	3 mo prior to age 3	2 mo prior to age 3	1 mo prior to age 3	Transition Date/ Birth-date	3 mo. post Transition	Date Initiated	Date to be Completed
	Date	Date	Date	Date	Date	Date	Date	Date	D.O.B.	Date	Date	Date
Family chooses role and activities they will engage in during transition. Activities are included in transition outcome (list steps/activities).			X									
Materials describing potential options are provided and opportunities to visit program(s) are facilitated.				X →			→					
Assessment updates completed by family and Part C team.			X →				→					
Referral notification occurs between Part C and Part B not less than 90 days before third birthday and up to 9 months before third birthday. This referral notification may occur at the transition meeting. This requires parental permission.  Transition meeting scheduled with parental consent not later than 90 days before child's 3rd birthday. If child's birthday falls within summer months, it is suggested that team schedule meeting 90 days prior to end of school year to allow sufficient time for planning. Transition planning meeting may occur up to 9 months prior to child's 3 <sup>rd</sup> birthday if all parties agree to earlier timeline.			X →			→						

**0-3 Program  
Transition Timelines**

**Child's Name:** \_\_\_\_\_

**D.O.B.:** \_\_\_\_\_

**Transition Coordinator:** \_\_\_\_\_

Transition Activity	Entry to Part C	IFSP Reviews	9 mo prior to age 3	6 mo prior to age 3	4 mo prior to age 3	3 mo prior to age 3	2 mo prior to age 3	1 mo prior to age 3	Transition Date/ Birth date	3 mo. post Transition	Date Initiated	Date to be Completed
	Date	Date	Date	Date	Date	Date	Date	Date	D.O.B.	Date	Date	Date
Transition meeting: Not less than 90 days before third birthday and up to 9 months, meeting between family, Part C, & LEA staff occurs. - Part C shares reports with LEA, with parent consent. - LEA secures parent consent for initial evaluation (may be review of Part C records or may entail additional or new evaluation measures), reviews due process rights, provides information about potential options, & identifies a contact for family. - Family expresses their interests & asks questions regarding timelines & procedures.						X						
Part C staff attend IEP/IFSP meeting with family and Part B Staff at request of family.									X			
Conduct follow-up of child into new program as agreed upon by family and receiving program. Include post transition evaluation if appropriate.									X →			

Lindeman, D.P., Cripe, J., Lee, J., & Masters, C. (1993). *Transition timeline requirements: 0-3 program*. Development supported by Project Integration, Training, & Transition, Kansas State Board of Education, Grant #9376, Kansas University Affiliated Program, 2601 Gabriel, Parsons, KS 67357. Revised with permission (2009).

**3-5 Program  
Transition Timelines**

**Child's Name:** \_\_\_\_\_ **D.O.B.:** \_\_\_\_\_ **Transition:** \_\_\_\_\_

Transition Activity	Entry to Part C	IFSP Reviews	9 mo prior to age 3	5 mo prior to age 3	4 mo prior to age 3	3 mo prior to age 3	2 mo prior to age 3	1 mo prior to age 3	Transition Date/ Birth-date	3 mo. post Transition	Date Initiated	Date to be Completed
	Date	Date	Date	Date	Date	Date	Date	Date	D.O.B.	Date	Date	Date
9 months before the child turns 3, LEA receives demographic information as outlined in Child Find (name of child, date of birth, contact information) from Part C, which does not constitute a referral. This does not require parental permission.			X									
Referral notification occurs between Part C and Part B not less than 90 days before third birthday and up to 9 months before third birthday. This referral notification may occur at the transition meeting. This referral notification constitutes a referral. This requires parental permission.  Transition meeting: Not less than 90 days before third birthday and up to 9 months, meeting between family, Part C, & LEA staff occurs.			X	→			_____ Date:					
LEA representative attends transition meeting scheduled by Part C.			X	→			_____ Date:					

**3-5 Program  
Transition Timelines**

**Child's Name:** \_\_\_\_\_ **D.O.B.:** \_\_\_\_\_ **Transition:** \_\_\_\_\_

Transition Activity	Entry to Part C	IFSP Reviews	6 mo prior to age 3	5 mo prior to age 3	4 mo prior to age 3	3 mo prior to age 3	2 mo prior to age 3	1 mo prior to age 3	Transition Date/ Birth-date	3 mo. post Transition	Date Initiated	Date to be Completed
	Date	Date	Date	Date	Date	Date	Date	Date	D.O.B.	Date	Date	Date
<p>Transition meeting between family Part C, and LEA staff occurs. (LEA representative is required to attend this meeting)</p> <ul style="list-style-type: none"> <li>- Part C shares reports with LEA with parent permission.</li> <li>- LEA secures permission for evaluation (may be a review of Part C records or may entail additional or new evaluation measures), reviews parental rights, provides information about potential options, and identifies a contact for family.</li> <li>- Family expresses their interests and asks questions regarding timelines and procedures.</li> </ul>						X (Or up to 9 months prior to age 3 with agreement among team members)						
<p>LEA staff visits family and/or community service setting, as appropriate. Family visits program options as appropriate.</p>						X →						

**3-5 Program  
Transition Timelines**

**Child's Name:** \_\_\_\_\_ **D.O.B.:** \_\_\_\_\_ **Transition:** \_\_\_\_\_

Transition Activity	Entry to Part C	IFSP Reviews	6 mo prior to age 3	5 mo prior to age 3	4 mo prior to age 3	3 mo prior to age 3	2 mo prior to age 3	1 mo prior to age 3	Transition Date/ Birth-date	3 mo. post Transition	Date Initiated	Date to be Completed
	Date	Date	Date	Date	Date	Date	Date	Date	D.O.B.	Date	Date	Date
LEA staff completes initial evaluation. - Review Part C reports and assessment information. - Conduct parent interview. - Conduct additional assessments as necessary. - Schedule and hold <i>team meeting and discussion</i> . (eligibility determination meeting?)						X	→					
Determination of final eligibility for Part B Services. (Starts 30 calendar days clock for IEP/IFSP development.) May be concurrent with IEP meeting.								X	→			
Written notification provided to parents regarding IEP/IFSP meeting at least 10 days in advance. At request of parent, invitation must be sent to local Part C Family Services Coordinator or other representative.								X				

**3-5 Program  
Transition Timelines**

**Child's Name:** \_\_\_\_\_ **D.O.B.:** \_\_\_\_\_ **Transition:** \_\_\_\_\_

Transition Activity	Entry to Part C	IFSP Reviews	6 mo prior to age 3	5 mo prior to age 3	4 mo prior to age 3	3 mo prior to age 3	2 mo prior to age 3	1 mo prior to age 3	Transition Date/ Birth-date	3 mo. post Transition	Date Initiated	Date to be Completed
	Date	Date	Date	Date	Date	Date	Date	Date	D.O.B.	Date	Date	Date
The IEP team must consider an IFSP that contains the prescribed IFSP content (including the natural environments statement) and regulations including an educational component that promotes school readiness, incorporates pre-literacy, language, and numeracy skills.								X →				
IEP/IFSP written, services identified, service option & related services determined. - Team establishes frequency and dates of meetings for the year. - Home-school communications systems established (as needed).								X →				

**3-5 Program  
Transition Timelines**

**Child's Name:** \_\_\_\_\_ **D.O.B.:** \_\_\_\_\_ **Transition:** \_\_\_\_\_

Transition Activity	Entry to Part C	IFSP Reviews	6 mo prior to age 3	5 mo prior to age 3	4 mo prior to age 3	3 mo prior to age 3	2 mo prior to age 3	1 mo prior to age 3	Transition Date/ Birth-date	3 mo. post Transition	Date Initiated	Date to be Completed
	Date	Date	Date	Date	Date	Date	Date	Date	D.O.B.	Date	Date	Date
Following eligibility determination, application forms/intake process completed. <i>Sample schedule, lists of necessary materials, program calendar provided to family by new team.</i> - Transportation arranged (as appropriate). - Student participates in visitation (optional). Note: These activities follow placement decision, not eligibility								X →				
Services meeting Part B and FAPE begin at age 3 (or earlier depending upon transition plan).									X			
Follow-up with family regarding satisfaction with transition process, current services, questions, etc.										X		

Lindeman, D.P., Cripe, J., Lee, J., & Masters, C. (1993). *Transition timeline requirements: 3-5 program*. Development supported by Project Integration, Training, & Transition, Kansas State Board of Education, Grant #9376, Kansas University Affiliated Program, 2601 Gabriel, Parsons, KS 67357. Revised with permission (2009).

## Program Transition Responsibilities

The intent of federal legislation is to ensure continuity of services as children transition, at age three, from Part C Infant and Toddler Services to Part B Early Childhood Special Education (ECSE) Services. To facilitate a smooth transition for an eligible child and their family several activities should occur prior to, during, and following the change from Part C to Part B Services. An interagency agreement on general transition guidelines and funding procedures for the delivery of services should be developed to support the planning and process of transition at the local level.

<b>Infant/Toddler Services (Part C) (0-2 years of age) Sending Program</b>	<b>Preschool Services (Part B) (3-5 years of age) Receiving Program</b>
<p style="text-align: center;"><b>Prior to 90 day notification</b></p> <ul style="list-style-type: none"> <li>• Transition planning is an integral component of Part C and is required by law. The concept of transition should be introduced to the family upon entry to infant/toddler program.</li> <li>• Initiate the transition planning process by offering the family information about the purpose of transition planning and future services as appropriate. Transition planning should be discussed at each IFSP review.</li> <li>• Provide child find notification to the corresponding Part B program. Basic demographic data is helpful for strategic planning (child's name, DOB, parents' names and address). Parental permission is not required for this activity.</li> <li>• Transition Plan should be included in the IFSP at least 6 months prior to the child's 3rd birthday (or earlier if child's birth date falls in summer months).</li> <li>• Service Coordinator/Part C personnel discuss transition service for child at age 3.</li> <li>• Transition Plan may include such information as:               <ul style="list-style-type: none"> <li>• LEA and community options</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Potential options for settings where special education and/or related services may be provided and other pertinent information should be provided to Part C staff routinely, or when changes occur.</li> <li>• Transition from Part C to Part B is designed to occur by the child's 3rd birthday. However various options are available, depending on what the child's IFSP/IEP team decides will meet the needs of the child and family. Eligible children may begin services in a Part B preschool program at any time during the school year in which the child turns 3. Part B services can be provided through Part C providers (if they meet Part B personnel standards) with Part C or Part B funds, according to local interagency agreements. For any child receiving services provided under the IDEA Part B Preschool Grants Program, that child's program must meet Part B regulations and FAPE; Part C regulations no longer apply.</li> <li>• Receiving staff makes arrangements to visit with the family, as appropriate. Parents are provided information concerning potential options and choices where special education services may be provided at age 3.</li> <li>• Notification of Referral will be received by Part B. A transition meeting will be scheduled not less than 90 days before third birthday. A Part B representative must participate in the transition</li> </ul>

<ul style="list-style-type: none"> <li>• Eligibility process for Part B services</li> <li>• Information about Least Restrictive Environment (LRE)</li> <li>• Purpose and outcomes of transition meeting</li> <li>• Service Coordinator assists family in choosing roles and activities they will engage in during transition. Possibilities include: <ul style="list-style-type: none"> <li>• Part B staff introduced to family through home visit</li> <li>• Parents paired with "veteran transition family"</li> <li>• Parents visit and evaluate potential program options with ideas of what to look for in services for their child</li> </ul> </li> <li>• Family may choose activities child will engage in during transition. Possibilities include: <ul style="list-style-type: none"> <li>• Child visits potential options</li> <li>• Part C staff and parents work with the child on skills that will prepare and support the child for the new program</li> </ul> </li> <li>• Assessments, reports, and IFSP's are updated according to program plan. Interagency agreement or discussions may be helpful to determine type and amount of information to be collected by Part C program and provided to Part B program.</li> <li>• Transition notification occurs and transition meeting scheduled with consent of family ( not less than 90-days before third birthday but up to 9 months as deemed appropriate by team . It is suggested that meeting should be scheduled not less than 90 days before end of school year so that IEP/IFSP is in place at beginning of school year (if the birthday is in the summer). These activities require parental permission.</li> <li>• Mechanisms to ensure the uninterrupted provision of appropriate services to the child, including the summer</li> </ul>	<p>meeting. LEA notification of this meeting containing required demographic information constitutes a referral for an initial evaluation.</p> <ul style="list-style-type: none"> <li>• A written copy of due process rights is reviewed with parents at meeting.</li> <li>• Written parental permission to conduct an initial evaluation is secured. Parental consent for evaluation begins the 60 school day timeline for completion of the initial evaluation.</li> <li>• Information about Part B program is provided. Similarities and differences to Part C Services (e.g. teacher/child ratio, parent involvement, transportation) are discussed with parents.</li> <li>• Parents should be given an opportunity to express their child and family priorities and resources, discuss their concerns, and what they would like for their child (e.g. community preschool, Head Start).</li> <li>• Accept the agreed upon information from the Part C program and make available to appropriate staff member(s) for review.</li> <li>• Identify a Part B team member to serve as contact with family during transition.</li> <li>• Part B program staff conduct an initial evaluation, which may include: <ul style="list-style-type: none"> <li>• Review of current reports and assessment information, including Part C approved curriculum-based assessment results;</li> <li>• Parent interview;</li> <li>• Caregiver/teacher interview;</li> <li>• Child observation;</li> <li>• Additional assessment (only as necessary, e.g. to complete approved curriculum-based assessment); and</li> <li>• Team meeting and discussion.</li> </ul> </li> <li>• Part B staff determines eligibility. Following determination of eligibility the program has 30 days to develop an individual education plan. (The IEP team must consider an IFSP).</li> <li>• Written notification to parents regarding IEP/IFSP meeting shall</li> </ul>
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<p>months, should be identified. <i>Extended school year services (ESY) during the summer for a 3 year-old child shall be determined by the Part B program IEP team.</i></p> <p><b>Transition (90-day) meeting and subsequent activities</b></p> <ul style="list-style-type: none"> <li>• Meeting held and summary provided to parents and Part B program staff. The summary may include: <ul style="list-style-type: none"> <li>• Specified staff members to contact regarding questions concerning Part C and Part B programs.</li> <li>• Proposed sequence of activities to be completed prior to child's 3rd birthday.</li> <li>• Summary of discussion points of interest to family</li> <li>• Review of the child's program options for the period from the child's 3rd birthday throughout the remainder of the school year.</li> </ul> </li> </ul> <p style="text-align: center;"><b>Transition Date</b></p> <ul style="list-style-type: none"> <li>• Following transition, conduct follow-up of child into new program as agreed upon by family and receiving program.</li> </ul>	<p>occur at a minimum of 10 calendar days in advance. At the request of parents, an invitation must be sent to Part C coordinator or representative.</p> <ul style="list-style-type: none"> <li>• IEP/IFSP team identifies appropriate goals. Goals may include those contained in current IFSP and/or new ones may be identified.</li> <li>• Following identification of goals, special education and related services are identified and IEP/IFSP document is developed. If current IFSP meets identified goals and objectives, new initiation dates, anticipated duration, and persons responsible must be affixed to the IFSP document. If not, a new document should be developed. In either case, all requirements of Part B and FAPE must be met.</li> <li>• The IEP/IFSP developed for a child who will reach age 3 during the summer would specify the child's placement upon the 3rd birthday, including extended school year (ESY) services (eligibility determined separately), if needed by a particular child to receive FAPE.</li> <li>• Services meeting IDEA requirements for Part B and FAPE are in place and delivered at age 3. If birthday is in the summer, IEP/IFSP and services are to be in place at the beginning of following school year.</li> </ul>
<p>Additional information is contained in <i>Procedure Manual for Infant/Toddler Services in Kansas</i> available at <a href="http://www.kdheks.gov/its/part_c_manual.htm">http://www.kdheks.gov/its/part_c_manual.htm</a> and in state regulations.</p>	<p>Additional information is contained in Special Education Process Handbook available at <a href="http://www.ksde.org/Default.aspx?tabid=3152">http://www.ksde.org/Default.aspx?tabid=3152</a> and in state regulations.</p>

Lindeman, D.P., Cripe, J., Lee, J., & Masters, C. (1993). *Program transition responsibilities*. Development supported by Project Integration, Training, & Transition, Kansas State Board of Education, Grant #9376, Kansas University Affiliated Program, 2601 Gabriel, Parsons, KS 67357. Revised with permission (2009).

## **Collaborative Transition Quiz: Part C to Part B Services**

### **PRE-TEST**

1. True or False: It is the responsibility of Part C personnel to notify the corresponding Part B program of a potentially eligible child's enrollment in Part C and to initiate the transition planning meeting.
2. True or False: Parents do not need to provide consent for Part C to make a referral for transition or to convene a transition planning meeting with the LEA.
3. True or False: The transition planning meeting for a child receiving Part C services must be scheduled at least 90 days (and not more than 9 months) prior to the child's third birthday.
4. True or False: A notice of a transition planning conference for a potentially eligible child that contains demographic information required for Child Find is considered a referral to the LEA and begins the 60 school-day timeline for the LEA to determine eligibility, develop an IEP, and implement appropriate services for a child being served in a Part C program.
5. True or False: A Part C representative should, according to best practice, be invited to the eligibility/IEP meeting for a child transitioning from Part C services.
6. True or False: If the child's birthday falls during the summer the child must remain in Part C services until eligibility staffing, IEP, and implementation of Part B services can occur in August.
7. True or False: For a child turning three in May, eligibility for Extended School Year (ESY) services must be established by the LEA in order for the child to receive services in the summer, and services must be provided by Part B providers.
8. True or False: If a Part C network does not refer a child with an IFSP to the Part B program at least 90 calendar days prior to the child turning three, the timeline for Part B to implement the IEP can be extended beyond the third birthday.
9. True or False: When the Part C program sends written notice to the LEA of a referral for transition, the timeline for transition planning has begun.
10. True or False: Parents of a child transitioning from Part C services to Part B must be given a written copy of their parental rights in special education at the transition planning conference.
11. True or False: The LEA cannot use Part C evaluation information in determining eligibility for Part B services.
12. True or False: Once Part B determines eligibility for a child transitioning from Part C services, an IEP must be developed prior to determining placement for the child.

## Collaborative Transition Quiz: Part C to Part B Services

### KEY

1. **True.**
2. **False.** Parent consent is required before the Part C program can release any information to the child's LEA about the child's eligibility/services in Part C. Child Find notification may occur without parental consent. This is basic demographic information.
3. **True.**
4. **False.** Referral for transition constitutes a referral to the Part B program. This may occur at the transition meeting (90 day meeting) or before. Signed parental consent for evaluation, which may occur at the transition meeting, begins the 60 school-days timeline to conduct an initial evaluation, determine eligibility, develop an IEP/IFSP, obtain parental consent for services and implement the IEP/IFSP.
5. **True.** KDHE and KSDE believe the team at the eligibility/IEP meeting should include the Part C representative per best practice. IDEA states that the LEA must document that parents were notified of their right to invite a representative from Part C to their child's eligibility/IEP meeting. Upon request from the parent, an invitation to the meeting must be sent to a representative of the Part C program. It is highly encouraged that the Part C and B teams fully inform the parents of this option and encourage the invitation.
6. **False.** Eligibility must be determined prior to the third birthday, even if the birthday falls during summer months. This does not mean services will not remain in Part C over the summer months. Many options exist for summer services allowing for flexibility for service to be provided by Part C, Part B or both. This is to clarify that the Part B eligibility must be determined.
7. **False.** Flexibility exists for services to be provided by Part C, Part B, or both.
8. **True.** Part C is required by federal law and regulations to conduct a transition meeting at least 90 days prior to the child's third birthday. Failure of Part C to provide the LEA with a referral a full 90 days prior to a child's third birthday *could* relieve the Part B program from its obligation to meet the timeline *only if* the delay in making the referral prevents the LEA from being able to provide a comprehensive evaluation, determine eligibility, and develop and implement an IEP by the child's third birthday. Kansas regulations state "*Unless an agency can justify the need for a longer period of time or has obtained written parental consent to an extension of time, the agency shall complete the following activities within 60 school days of the date the agency receives written parental consent for evaluation of a child.*" 91-40-8(h). If the Part B agency

does not receive notice of the child in accordance with the Part C requirements, they cannot be accountable for the transition timelines.

9. **True.** This process can occur as early as nine months before the third birthday. The transition meeting itself must occur a minimum of 90 days before the third birthday. The transition meeting should be scheduled at a time that is mutually agreed upon by Part C and Part B.

10. **False.** Parent rights should be reviewed at the time of the transition meeting, but a written copy of parent rights is **required** at initiation of the child's comprehensive evaluation.

11. **False.** Part C information should be considered as part of the initial evaluation and eligibility determination.

12. **True.** Possible placement options should be reviewed with parents during the transition-planning period. However, placement can only be determined **after** the IEP is developed and appropriate services are identified.



Kansas Department of Health and Environment (2009). *Kansas IDEA Part C procedure manual* (p. XI-8). Topeka, KS: Author. Retrieved December 22, 2009 from [http://www.ksits.org/part\\_c\\_manual.htm](http://www.ksits.org/part_c_manual.htm)

## Using an IFSP as an IEP

The following information is an excerpt from the *Kansas Special Education Process Handbook* (February 2008):

The IEP team must consider the use of an IFSP in place of an IEP for children with a disability ages 3-5. The IFSP would be developed in accordance with all of the IEP procedures, but contain the content described in USC 1436, Part C. At the discretion of the school, services may be provided for a 2-year-old child who is identified as eligible under Part B and who will turn age 3 during the school year (K.S.A. 72-987(a)(2); K.A.R. 91-40-(c)(1)). (See Figure 4-2 in Appendix A for content of the IFSP).

If the school and the parents agree to use an IFSP, the school must provide the child's parents a detailed explanation of the differences between an IFSP and an IEP, and obtain written informed consent from the parents (K.A.R. 91-40-16(c)(2)). (See Figure 4-2 in Appendix A for examples of comparison chart and consent form.)

If the school uses the IFSP, as stated above, the IFSP must include the natural environments statement required under Part C (34 C.F.R. 303.18; 34 C.F.R. 303.344(d)((1)(ii))). The IFSP must also contain an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills (34 C.F.R. 300.323(b)).

If the child has participated in the Part C Infant-Toddler Program prior to being determined eligible for early childhood special education services, and already has an IFSP that is in effect, the IEP team may review the content of the child's current IFSP to see if it meets the needs of the child for one year, as identified through the Part B evaluation process. If it does, the IEP team may use the existing IFSP, but must ensure that all of the requirements for the development of an IEP are met, including timelines for development and implementation, and designation of a new current implementation date for the IFSP. If the current IFSP does not meet the needs of the child for one year, the IEP team, including the parent, will develop a new IFSP, or IEP, for the child. (p. 4-9)

### Reference:

Kansas State Department of Education. (2008, February). *Kansas Special education process handbook*. Topeka, KS: Author. Retrieved December 8, 2009, from <http://www.ksde.org/LinkClick.aspx?fileticket=fp6xwWeNOe0%3d&tabid=315&mid=6622>

## Comparison of Individualized Family Service Plan (IFSP) And the Individualized Education Program (IEP) Content

IFSP	IEP
A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive development	A statement of the child's present levels of academic achievement and functional performance, including, how the disability affects the child's participation in appropriate activities. This could include talking, singing songs, playing with friends, pretending, interacting with adults, participating in small and/or large groups, climbing up and down play equipment, running, walking, coloring, painting, constructing with blocks or other materials, feeding self, dressing etc.
A statement of the family's resources, priorities and concerns related to enhancing the development of the child with a disability as identified through the assessment of the family, and with their concurrence. This statement, while optional, should guide the team in writing outcomes for the child and family.	In developing the IEP, the IEP Team must consider the concerns of the parents for enhancing the education of their child. This information can be documented in the present levels of academic achievement and functional performance or may be written in the "special considerations" section of the IEP.
A statement of the measurable results or measurable outcomes expected to be achieved for the child (including pre-literacy and language skills, as developmentally appropriate for the child) and family, and the criteria, procedures, and timeliness used to determine—1) The degree to which progress toward achieving the results or outcomes is being made; and (2) Whether modifications or revisions of the results, outcomes or services are necessary.	A statement of measurable annual goals, including academic and functional goals designed to, a) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum (participation in appropriate activities), and b) meet each of the child's other educational needs that result from the child's disability. The IEP must also include a description of how the child's progress toward meeting the annual goals will be measured; and identify when/how child progress on these goals will be reported (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards)
A statement of the specific early intervention services, based on peer-reviewed research (to the extent practicable), that are necessary to meet the unique needs of the child and the family to achieve the results or outcomes including-the length, duration, frequency, intensity, and method of delivering the services;	A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—(i) To advance appropriately toward attaining the annual goals; a) To be involved in and make progress in the general education curriculum(appropriate activities) and b) to participate in extracurricular and other nonacademic activities;

<b>IFSP</b>	<b>IEP</b>
A statement of natural environments in which early intervention services will be provided, including a justification of the extent, if any, to which services will not be provided in the natural setting (place where the child would be if he/she didn't have a disability).	An explanation of the extent, if any, to which the child will not participate with non-disabled children (e.g why they will not be served in early childhood settings)
<p>The projected date for when services begin and the anticipated length of the services. It must also include how often the service will occur, the amount of time (for example 30 minutes versus an hour), location, payment for services, and the method of delivering the early intervention services (i.e., direct service, consultation), and identify medical and other services that the child or family needs or is receiving through other sources, but that are neither required nor funded under Part C.</p> <p>If those services are not currently being provided then the IFSP must include a description of the steps the service coordinator or family may take to assist the child and family in securing those other services.</p>	The projected date for the beginning and ending date of service, any modification needed, and frequency (how often), location, and duration (length) of services. The amount of time, for example, could include 30 minutes of direct service with a speech-language pathologist 3 days per week or an hour consultation with an early childhood special educator 1 hour per week.
<p>A review of the IFSP must be conducted every six months, or more frequently if conditions warrant, or if the family requests such a review. The purpose of the periodic review is to determine—1) The degree to which progress toward achieving the outcomes is being made; and 2) Whether modification or revision of the outcomes or services is necessary.</p> <p>In addition to the 6-month periodic review, a meeting must be conducted on at least an annual basis to evaluate and revise the IFSP as appropriate.</p>	A description of how the child's progress toward the annual goals will be measured, including how the child's parent will be regularly informed about the child's progress. This will include information about whether or not the child is progressing enough to reach his/her goals for the year. Review periodically, but not less than annually, to determine whether the annual goals are being met.
The contents of the IFSP must be fully explained to the parents and informed consent must be obtained prior to the provision of early intervention services described in the IFSP. The IFSP therefore requires one signature from the parent to be in effect.	Parent signature on the IEP indicates that the parent participated in the development of the IEP as a team member. Before the initial provision of special education and related services can be provided to the child, Prior Written Notice and Informed written consent must be obtained from the parent.
The identification of the service coordinator from the profession most immediately relevant to the child's or family's needs (or who otherwise is qualified to carry out all applicable responsibilities) who will be responsible for the implementation of the plan and coordinate with other agencies and persons.	No comparable requirement. However, best practice indicators suggest that Part B programs take an active role in coordinating services for families who have children with disabilities. Specific coordination activities may be written in the "special considerations" section of the IEP.

IFSP	IEP
<p>The Infant Toddler Network must establish a transition plan not fewer than 90 days--and, at the discretion of all of the parties, not more than nine months--before the child's third birthday; including steps for the child and family to exit the Part C program, enter the Part B program (or other services if found not eligible) and any transition services needed as a part of that process.</p> <p>At least nine months before the child's third birthday, the Infant Toddler Network must notify the school district in which the child resides, that the child will reach the age of eligibility for services under Part B.</p>	<p>For children transitioning into Part B from Part C, the IEP Team must consider using an IFSP that contains the IFSP content (<u>including the natural environments statement and an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills</u>), and that is developed in accordance with the IEP procedures</p> <p>The IFSP may serve as the IEP of the child if it is consistent with State policy; and is agreed to by both the agency and the child's parents. If an IFSP is used the school district must provide the parents a detailed explanation of the differences between an IFSP and an IEP; and if the parents choose an IFSP, obtain written informed consent.</p>

**Please note:** Regardless of which plan is used for children age 3 and older, procedural safeguards for Part B of IDEA apply (i.e., Free Appropriate Public Education (FAPE), Extended School Year (ESY)).

Developed by: Stroup-Rentier, V.L., Walters, S.E. & Lindeman, D.P. (2000). Comparison of Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) Content. Kansas Inservice Training System (KITS), Kansas University Affiliated Program at Parsons.  
 Revised by Misty Goosen, KITS Project Coordinator, June 2007.

The Individuals with Disabilities Education Act Amendments of 2004, Public Law 108-446 (2004). Subparts C and B. Government Printing Office: Pittsburgh, PA.

## Consent for Using an IFSP Instead of an IEP

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Child's Name

Date of Birth

I (We) grant consent to use an Individualized Family Service Plan (IFSP) instead of an Individualized Education Program (IEP) for my (our) child who qualifies for early childhood special education services.

I (We) have had the differences between the IFSP and the IEP explained to me (us). I (We) understand that I (we) may revoke this consent at any time.

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Parent/Legal Educational Decision Maker

Date

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Parent/Legal Educational Decision Maker

Date

State of Kansas. (2008, February). *Kansas special education process handbook*. Topeka, KS: Author. Retrieved December 17, 2009, from [http://www.ksde.org/Portals/0/Special%20Education%20Services/ph08/Appendix-A-4-2\\_Comparison\\_IFSP-IEP\\_and\\_Consent.pdf](http://www.ksde.org/Portals/0/Special%20Education%20Services/ph08/Appendix-A-4-2_Comparison_IFSP-IEP_and_Consent.pdf)

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Appendix A, Figure 4-2

Kansas Special Education Process Handbook

## Transition Scenarios

*The following scenarios were compiled by KITS and the Early Childhood Leadership Project in collaboration with Carolyn Nelson, Tiffany Smith-Birk, KDHE, Part C and Carol Ayres, KSDE, Part B. The scenarios were designed in response to questions from the field in order to offer clarification on this complex issue.*

To avoid confusion, the term IEP is used in this transition clarification document to designate the Part B planning document that describes the child's educational program and the term IFSP is used for the Part C planning document.

However, when a child has participated in the Part C Infant-Toddler Program prior to being determined eligible for early childhood special education services, and already has an IFSP that is in effect, the IEP team may review the content of the child's current IFSP to see if it meets the needs of the child for one year, as identified through the Part B evaluation. If it does, the IEP team may use the existing IFSP, but must ensure that all of the requirements for the development of an IEP are met, including timelines for development and implementation, and designation of a new current implementation date for the IFSP. If the current IFSP does not meet the needs of the child for one year, the IEP team, including the parent, will develop a new IFSP, or IEP, for the child.



## **Transition Guidance: From Part C to Part B Services for Children with Summer Birthdays**

### ***Scenario #1***

A child has his/her third birthday on June 1. The child was determined eligible for Part B special education and related services by the Part B evaluation team on or before the child's third birthday. An IEP was written for the child on June 1 with initiation of Part B special education and related services at the beginning of the school year following the child's third birthday. Extended school year during the summer after the child's birthday (at any time from June 1 to the beginning of the school year) was not determined by the Part B IEP team to be necessary to enable the child to benefit from his/her education.

In this scenario, the Part C program would serve the child until the child's third birthday on June 1. The Part C team would then have the option to serve the child on an IFSP until the initiation date of the IEP at the beginning of the school year following the child's third birthday if the Part C team believes the need for continued Part C services exists. This requires no change to the existing IFSP. Funding of these services is the responsibility of the Part C program. This is possible because Part C programs, in Kansas, have the option to serve a child with a summer birthday beyond the third birthday until the beginning of the next school year when Part B special education and related services begin.

Reminder: The child is determined eligible for Part B special education and related services by the Part B evaluation team and an IEP is developed on or before the child's third birthday. If the child has a summer birthday the IEP indicates that Part B special education and related services will be initiated no later than the beginning of the school year following the child's third birthday.

\*Note: Part C is not obligated to serve a child beyond the third birthday. This is an option available to the Part C team and only if (whether or not the child three-year-old is determined to be eligible for Part B services?)

### ***Scenario #2***

A child has his/her third birthday on June 1. The child is determined eligible for Part B special education and related services by the Part B evaluation team and an IEP is developed on or before the child's third birthday. The IEP team determines extended school year services during the summer are necessary to enable the child to benefit from his/her education. Specific services for the extended school year are described in the IEP, and may not include all services for which the child has been determined eligible in the IEP for the coming year.

The Part C program would continue to serve the child to June 1 on the current IFSP. Part B service providers would provide extended school year services during the summer as designated in the IEP. However, since Part B service providers are not always available in the summer, Part B could contract for Part C service providers after June 1 to provide the extended school year services described in the IEP. Funding for extended school year services is a Part B responsibility in this situation as Part C service providers are providing Part B extended school year special education and related services for the child through a contractual agreement. The child is no longer in a Part C program.

## **Transition Guidance: From Part C to Part B Services for Children Turning Three During the School Year**

### ***Scenario #1***

A child has his/her third birthday on October 15. The child was determined eligible for Part B early childhood special education and related services. The transition team has decided that it would be in the best interest of the child to begin Part B services when school starts on August 20. The team works to ensure that an initial evaluation is completed and an IEP developed by August 20.

With parental consent, the child may begin receiving early childhood special education and related services as described in an IEP in a Part B program on August 20. The child is the responsibility of the Part B program and Part B assumes funding for services at this point. Part C is no longer involved.

This is possible because Part B may serve a child anytime during the school year the child turns 3.

### ***Scenario #2:***

A child has his/her third birthday on Dec. 15. The child was determined eligible for Part B early childhood special education services and related services. The transition team has decided that it would be in the best interest of the child to begin attending the Part B classroom on the first day of the spring semester. The child will begin receiving Part B services on December 15. However, the LEA chooses to contract with Part C to provide services designated on the child's IEP in the child's home from December 15 to the first day of spring semester to facilitate a smooth transition.



## **Summary of Guidance for Transition at Age Three in Kansas:**

If a child turning age three during the summer (which is defined by Part B as the day after the last day of school) is determined to be eligible for Part B, and has an IEP in place with special education services to begin the following school year, the child can continue to be served on an IFSP by the Part C program (using Part C funds or not?) during the summer until the IEP is implemented at the beginning of the next school year.

If a child turns age three before the end of the school year and it is determined by the Part B IEP team that it is in the best interest of the child for the child to be served by Part C providers on a Part B IEP in the child's home until the beginning of the next school year, the LEA can contract with Infant Toddler Services to provide those services to the child to assure a smooth transition.

If a child turns age three during the summer and the Part B IEP team determines the need for extended school year (ESY), the team may decide that it is in the best interest of the child to be served in the child's home by Part C providers on a Part B IEP until the next school year. The LEA can choose to contract with Infant Toddler Services to provide Part B ESY services to the child in order to minimize disruption to the family and to assure a smooth transition.

Once eligibility is determined and an IEP developed, a child may begin Part B services anytime during the school year he/she turns three. If the decision to begin Part B services before age three occurs, the transition team proceeds through the IEP process and placement is determined. Once a child begins Part B services, he/she is no longer eligible for Part C services (and Part C funds cannot be used to serve the child).

### **Birthdays close to school breaks:**

**Option 1:** A child may begin Part B services anytime during the school year he/she turns three. If the decision to begin Part B services before age three occurs, the transition team proceeds through the IEP process and placement is determined. Once a child begins Part B services, he/she is no longer eligible for Part C services. This option would allow a child to start school well in advance of a school break if the team is concerned about a smooth transition for the child.

**Option 2:** If a child turns age three during the school year and the Part B team determines the start date is too close to a school break (i.e. Winter or Spring break) to facilitate a smooth transition, the Part B team may decide that it would be in the child's best interest to continue services provided by Part C providers in the child's home on a Part B IEP until the first day after the break. The LEA can choose to contract with Infant Toddler Services to provide those services to the child in order to minimize disruption to the family and to assure a smooth transition. Alternately, the IEP team may provide services to the child in the home until after the school break is over.