

# The Early Childhood Transition Process



A guide for helping families of children with special needs prepare for smooth and effective transitions.

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**This booklet contains vital information and contacts needed throughout the transition process. It will help you stay organized and informed.**

## Introducing the Early Childhood Special Education Staff!

### Part C Early Childhood Special Education Transition Team

Laurie O'Shea Parsons, Early Childhood Social Worker, 339-4673  
John Whithorn, School Psychologist, 339-4065  
Nancy Moyer, Speech Language Pathologist, 339-4686  
Susan Ottman, Early Childhood Teacher, 339-4687

### Some of the other team members who may be involved in your family's transition

Carolyn Blasing- Speech Language Pathologist  
Linda Benton-Occupational Therapist and ECSE Community Inclusion Teacher  
Diana Hershberger-ECSE Community Inclusion Teacher  
Jenny Godfrey-Smith- ECSE teacher  
Troy Schneweis –ECSE Teacher  
Muriel (Mimi) Hinshaw-Physical Therapist  
Phyllis Schmidt-Visually Impaired/Blind Teacher  
Stephanie Frost-Deaf/Hard of Hearing Teacher  
Meegan Shuler-Autism Specialist  
Ann Elliott-Director of Student Services

Any of the above staff members can be reached at 339-4675

# Family Rights

To ensure what is best for your child, these rights are given to the family:

- The right to confidentiality. You can take comfort in knowing that information about your child and your family is private and will not be discussed with anyone unless you give permission.
- The right to consent. This means that before your child is evaluated, a placement decision made, or before your child receives services, you must give your permission.
- The right to receive services in a timely manner. It is also your right to have the evaluation completed in a reasonable amount of time and to have an educational plan developed for your child by his or her 3rd birthday. You will receive written notice before any meeting as well as before the initiation, change, or termination of any service (10 calendar days in advance).
- The right to discuss your child's strengths and needs. You have the right to participate in your child's evaluation, to express your concerns and to discuss your child's progress and placement options. You are encouraged to help in developing the educational plan as well.
- The right to contact someone knowledgeable about your child and the law. During the transition process, you can speak to any professional who has worked with your child. You may also contact a child advocate or speak with support groups for families of children with disabilities. Families Together is a good resource. This is a state wide organization which assists parents and their children with any form of disability. Their phone number is 233-4777. You can also ask your FSC to recommend resources.

In Auburn-Washburn....You will be provided a Parental Rights for Special Education booklet.

# Timeline

At the Initial Individualized Family Service Plan (IFSP) meeting you and your Family Service Coordinator (FSC) talk about your child's future in Early Intervention and what will happen at age 3.

Child's Age  
in Months

24

By the time your child is 2 years old. You and other members of the IFSP committee add transition outcomes and activities to the IFSP.

30

By the time your child is 2 years and 6 months of age. With your approval, your FSC will contact the school system, informing the school system that your child will be turning 3 years old.

30-  
33

Between 2 years and 6 months and 2 years and 9 months. Your FSC will schedule a transition meeting to discuss moving from your current setting into other services and programs, or out of services at age 3.

36

By your child's 3rd birthday, with your approval, an evaluation conducted by the local public school system (LEA) is completed and explained.

- If your child is eligible for services under Part B, IDEA, an Individualized Education Plan (IEP) is written and implemented.
- If your child is not eligible for services under Part B, the Early Childhood Special Education Program should discuss other options with you and your family.

In Auburn-Washburn....We follow a strict timeline to assure a smooth transition.

# Comparing the IFSP and the IEP

Individualized Family Service Plan  
-- IDEA, Part C

For children and their families from birth through age 2 years.

Focus is on providing early intervention to meet the unique needs of the child *and* family.

Eligibility for children birth through age 2 years is based on an evaluation (IDEA, Part C).

IFSP is developed by the IFSP team and is based on the evaluation and needs of the child *and* family. An IFSP is developed annually and reviewed every six months.

Statement of performance contains information about the child's present levels of motor, cognitive, communication, social/emotional and adaptive development (self-help skills).

Services are provided in the natural environment. This refers to providing services in a setting where the child would be if he did not have a disability.

IEP Individualized Education Program  
-- IDEA, Part B Section 619

For children ages 3 through 5 years.

Focus is on providing the services and supports to meet the child's needs in the educational setting.

Eligibility for children ages 3-5 years is based on an evaluation (IDEA, Part B, Section 619).

IEP is developed by the IEP team and addresses how the child's disability affects his progress in the educational setting. An IEP is developed and reviewed annually or more frequently if needed.

Statement of performance contains information about the child's present levels, which includes how the disability affects the child's participation in appropriate activities in the educational setting.

Services are provided in the Least Restrictive Environment (LRE). This refers to the extent the child will participate with non-disabled children in regular activities or classes, with peers who do not have disabilities

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*IFSP*

*IEP*

<p>Outcomes and activities are developed to address the needs of the child and family.</p>	<p>Measurable annual goals and objectives are developed to address the child's specific needs in reaching educational standards and benchmarks.</p>
<p>Description listing needed services—What, Who, Where, How and When.</p>	<p>Description indicating special education, related services, supplemental aids and services, modifications, and supports.</p>

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In Auburn-Washburn....We ask your Family Service Coordinator to explain the IFSP and our transition team will explain the IEP process.



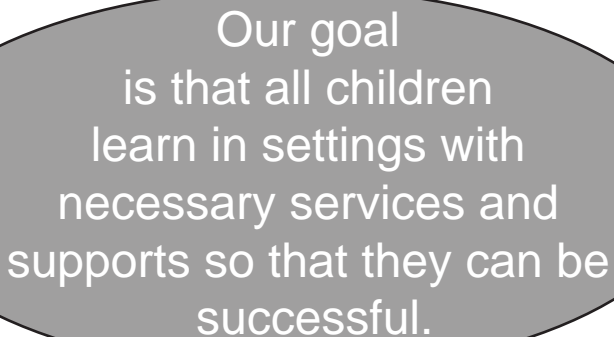
# When is your child eligible for IDEA, Part B services?

If your child is receiving Early Intervention services, he or she will be evaluated, and if eligible for IDEA, Part B services, these services begin at age 3 years.

If your child turns 3 at the end of the school year or during the summer months the IEP team (which includes parents) will determine when services will begin. If it is determined that your child needs services to begin immediately, your child can receive services during the remainder of the summer. If your child turns 3 years old during the summer months and the IEP team determines that your child does not need services immediately, then services will start when the next school year begins.

If your child turns 3 years old during the spring or summer months and the evaluation by the school system at age 3 years determines that your child is not eligible for services under Part B, your Family Service Coordinator and the staff from Early Childhood will discuss options for your child and provide information on available programs.

In Auburn-Washburn....The IEP team (which includes parents) will meet at the eligibility meeting and discuss when services will begin.



Our goal  
is that all children  
learn in settings with  
necessary services and  
supports so that they can be  
successful.

# Evaluation

The local school system is responsible for determining eligibility for the IDEA, Part B services. This process, called an evaluation, will be completed to determine if your child will be eligible for services under IDEA, Part B services at age 3 years. A team of qualified professionals, along with your family, will make this determination.

An evaluation will include the following:

- ▣ Hearing and vision screening
- ▣ Health and medical history
- ▣ Developmental history
- ▣ Cognitive development
- ▣ Adaptive development
- ▣ Social and emotional development
- ▣ Communication development
- ▣ Present level of functioning
- ▣ Motor development

## Family Responsibilities

To ensure what is BEST for your child, these family responsibilities are important:

- ▣ Give permission for your child to be tested and to receive services.
- ▣ Give information about your child, such as the child's medical problems, likes, dislikes, etc.
- ▣ Participate in meetings by talking about what you want for your child.  
Discuss any problems and always share information about how your child is doing. Remember, you know your child best; it is very important for you to attend meetings.
- ▣ Keep scheduled appointments. If an emergency arises, call or send a message and re-schedule as soon as possible. Make it your responsibility to get the needed information and reports to your team in a timely manner.
- ▣ Recognize that you are important to your child! Stay in touch with your child's feelings and support his/her emotional needs during this transition.

In Auburn-Wasahburn...The options for the evaluation are discussed at the transition meeting.

# Settings for Preschool Children with Disabilities

## AGES 3-5

There are several programs available to children ages 3-5 years. The following outlines the programs available, and gives a brief description of each.

### Early Childhood Setting

This may include, but is not limited to:

- Public or private preschools
- Head Start Centers
- Child care facilities
- Other combinations of early childhood settings

### Early Childhood Special Education Setting

This may include, but is not limited to:

- Special education classrooms at the Early Childhood Center
- Special education classrooms in Child Care Facilities such as Kidlink with the Easter Seals Capper Foundation.

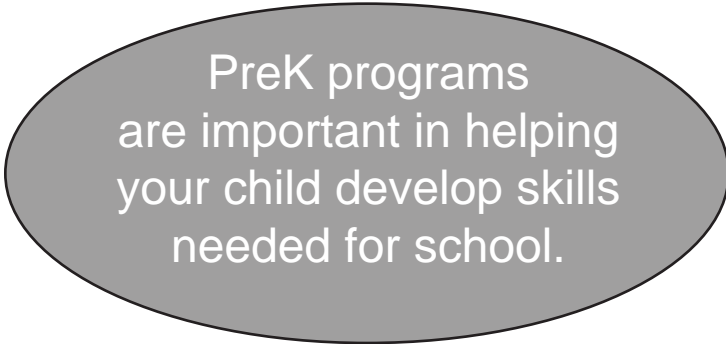
### Home

Children receive all of their special education and related services in the home of the child's family or caregiver.

Your child's educational services may be delivered in any of these settings or a combination of settings.

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PreK programs  
are important in helping  
your child develop skills  
needed for school.

## Head Start Programs:

Head Start programs are federally funded, child-focused programs which have the overall goal of increasing the social competence of young children in low-income families. In simple terms this means that the focus of the program is to increase your child's everyday effectiveness in dealing with his or her present environment and later responsibilities in school and life. Head Start addresses development in the following areas: social, emotional, cognitive, and physical development. Head Start services are also family-centered, because children develop within their families, and parents are respected as their primary educators and caregivers. Some Head Start programs serve 3 year olds as well. Your Family Service Coordinator or the Early Childhood staff can provide contact information for your local Head Start center.

## Other Pre-K Programs

The year before your child enters kindergarten, he or she may be eligible to attend the district At Risk or Title 1 Preschool program. Contact Laurie O'Shea Parsons to inquire about this for additional information and eligibility requirements.

In Auburn-Washburn....Our Early Childhood Special Education social worker will assist you in the exploration of these or other possible programs.

In Auburn-Washburn....The IEP team, with your input, will determine the setting in which Early Childhood Special Education services will be delivered.

# What will I need for my child to enter school?

## Kansas Public Schools Enrollment Information

### ■ Proof of Residency

You must provide proof of your address. The proof can be a copy of a recent utility bill with your name on it, or a copy of a lease or rental agreement in your name. Checks and driver's license are generally not acceptable as proof of residency.

### ■ Birth Certificate

The birth certificate must be the official record of birth issued by the state, not a hospital record of birth. If you do not have a copy, the Clerk of the Board of Education, Denise Taylor (tayloden@usd437.net or 339-4031) can provide you with information on ordering a copy from the state.

### ■ Social Security Card

Your child's card is required for registration. If the card has been lost, contact your local Social Security Office for a verification form to prove that your child has a number and apply for a replacement card.

### ■ Immunization Record (White Health Card or "Shot Card")

This card is available from your pediatrician or your local health unit. If your child has been unable to receive all appropriate immunizations because of medical reasons, have your doctor write a letter of explanation.

The physical assessment form is provided by the school as part of the enrollment packet. Parents complete the front page and your child's doctor completes the back and signs the form.

### ■ Custody Papers

If you have court papers documenting custody arrangements for your child, present these papers to your child's school during registration so that school personnel can be aware of any mandated restrictions.

In Auburn-Washburn....Enrollment is done at the host school office with assistance from Early Childhood staff members.

## Things you would like people to know about your child

Area of Development	Something my child already does in this area
Play - plays with toys, shares, takes turns, plays by self, plays with others	
Language - expresses wants and needs, follows directions, uses phrases, understands	
Meals - uses spoon to eat, drinks from a cup, eats finger foods (Please tell about any food allergies or concerns.)	
Self Care - dressing, toileting and other self-help needs	
Thinking - understands cause and effect, matches colors, solves problems, understands “few” and “many”	
Moving - walks, runs, climbs, catches rolled ball, builds block tower, makes scribble marks	
Favorite Activity - What does your child enjoy doing?	
Medical Concerns - health issues, allergies, feeding issues	


In Auburn-Washburn....We want to get to know your child. Please take time to fill this out for use in developing your child’s educational program (IEP).

# Terms You Need To Know

- ▣ APE - Adapted Physical Education (individualized to meet child's needs)
- ▣ Benchmark - A general statement relating to a specific subject area
- ▣ C.A. - Chronological age (example: 2 years old = C.A. 24 months)
- ▣ DD - Developmentally Delayed
- ▣ ECSE - Early Childhood Special Education
- ▣ ESY - Extended School Year - refers to education services provided over the summer months; designed to maintain school year services; eligibility requirements must be met
- ▣ FSC - Family Service Coordinator (case manager for families in the Part C system)
- ▣ IDEA - Individuals with Disabilities Act
- ▣ IEP - Individualized Education Program - a document written annually to determine special education services and placement; developed jointly by family and school personnel
- ▣ IFSP - Individualized Family Service Plan - a document written annually and updated every six months by families and personnel serving infants and toddlers in the Early Intervention system

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Our Commitment:  
To provide the best  
placement for children  
and their families so they  
can reach their full  
potential.

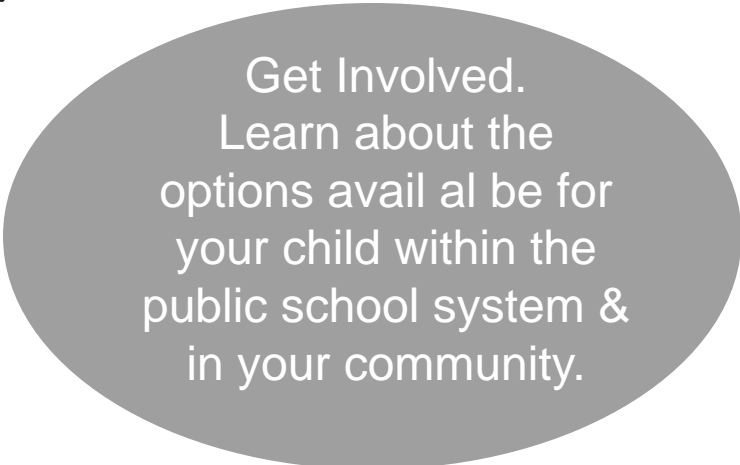
## *More Terms You Need To Know*

- ▣ LEA - Local Education Agency (local school system)
- ▣ LRE - Least restrictive environment
- ▣ MDT - Multi-Disciplinary Team report-a summary of the evaluation that determines eligibility for services.
- ▣ OT - Occupational therapy - a service for students whose fine motor, perceptual, and/or sensory integration impairments significantly interfere with learning
- ▣ PT - Physical therapy - a service for students whose gross motor limitations interfere significantly with academic development
- ▣ KSDE - Kansas State Department of Education
- ▣ SLP - Speech- Language Pathologist-speech therapy is provided to students who have been evaluated and determined to have misarticulated speech sounds, inappropriate voice and fluency disorders and/or impaired understanding or expression of their thoughts.

For a user friendly explanation of the confusing world of special education terminology- go to the Guide to Special Education at the following website:

<http://www.kansped.org/ksde/resources/spedguide.pdf>

In Auburn-Washburn....We encourage and hope you will ask questions when you hear new terms that you are not familiar with.



Get Involved.  
Learn about the  
options available for  
your child within the  
public school system &  
in your community.

# Important Contact Names and/or Phone Numbers:

ECSE School: 339-4675

Infant/Toddler Family Service Coordinator: \_\_\_\_\_

ECSE Preschool Teacher: \_\_\_\_\_

School System Contact Person: \_\_\_\_\_

School: \_\_\_\_\_

Community Preschool: \_\_\_\_\_

Childcare Center: \_\_\_\_\_

Home Daycare Provider: \_\_\_\_\_

Family Doctor: \_\_\_\_\_

Medicaid Office: \_\_\_\_\_

Social Security/SSI: \_\_\_\_\_

WIC: \_\_\_\_\_

Health Insurance Provider: \_\_\_\_\_

Families Together: \_\_\_\_\_

Head Start: \_\_\_\_\_

Case Worker: \_\_\_\_\_

Other: \_\_\_\_\_

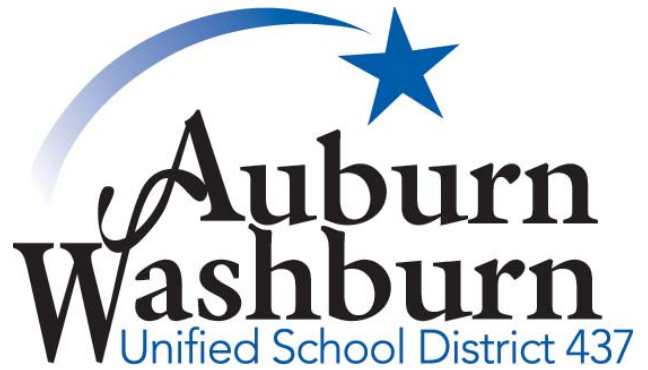
## Important Dates

Transition Meeting: \_\_\_\_\_

Evaluation Dates: \_\_\_\_\_

Eligibility Meeting: \_\_\_\_\_

IEP Meeting Date (if applicable): \_\_\_\_\_



Early  
Childhood  
Special  
Education

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[www.usd437.net](http://www.usd437.net)