



MASSACHUSETTS
Department of Elementary
and Secondary Education

Supporting Early Intervention Programs and Local School Districts: Successful Transitions of Eligible Toddlers with Disabilities

Transition from Early
Intervention to Preschool Special
Education Overview



Today's Agenda



- Definition of Transition
- Federal Reporting
- Part C and Part B Roles and Responsibilities
- Resources and Next Steps



Webinar Objectives:



- Explore the federal regulations related to transition.
- Review the federal reporting requirements associated with transition.
- Highlight the roles and responsibilities to support the transition process.
- Provide resources to support transition practices.



Transition in the Federal Regulations



Individuals with Disabilities Education Act (IDEA) Part C



Part C of the Individuals with Disabilities Education Act or IDEA requires that children and their families participating in early intervention who are potentially eligible for the IDEA preschool special education program, experience a smooth and effective transition to those preschool programs.



IDEA Part B Section 619



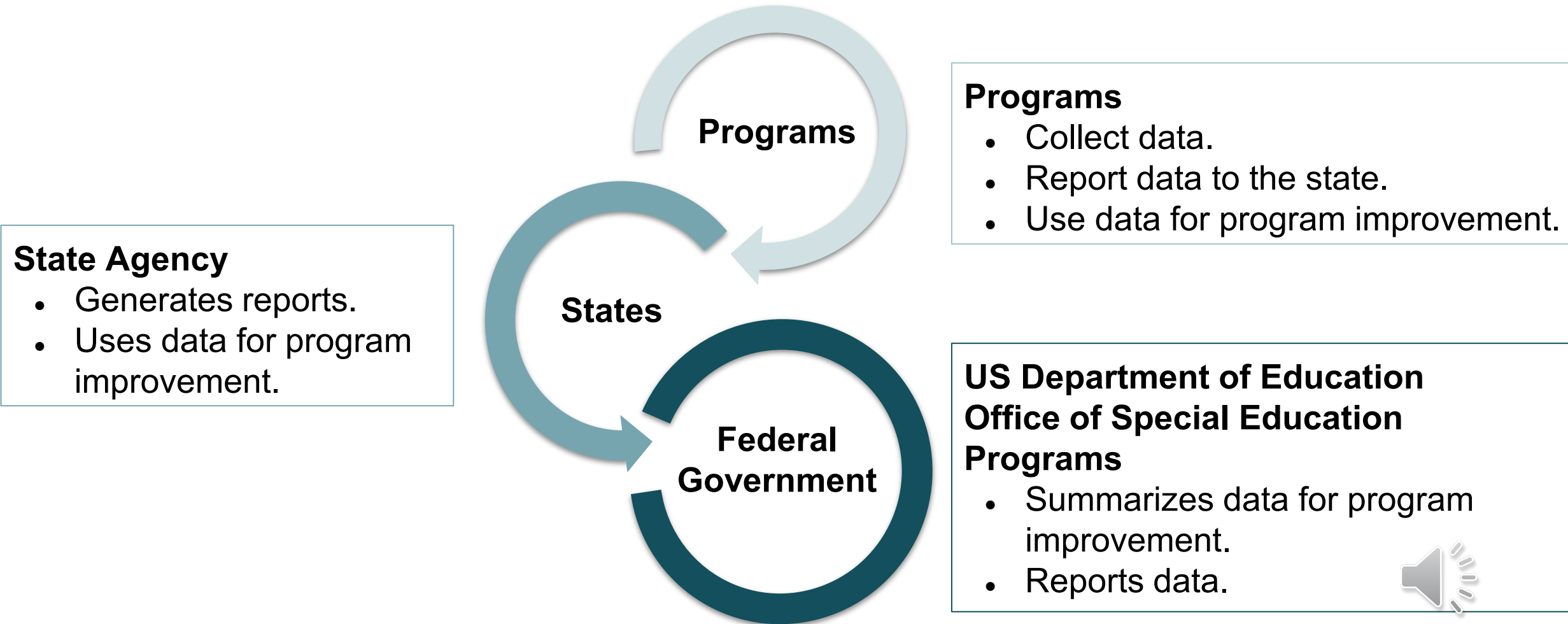
Each child who is eligible under Part B must have an Individualized Education Program, or IEP, developed and implemented by age 3.



Federal Reporting Requirements



Federal Reporting: SPP/APR



Related SPP/APR Indicators

IDEA Part C Indicator C8

Compliance Indicator:

The percentage of toddlers with disabilities exiting Part C with timely transition planning.

IDEA Part B Indicator B12

Compliance Indicator:

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.



Part C Indicator C8a, Transition Plan

Transition Plan

- **Develop** an Individual Family Service Plan (IFSP) with transition steps and services *at least 90 days and not more than 9 months prior to a child's 3rd birthday (encouraged to occur before or when the child is 30 months old).*



Part C Indicator C8b, Notification & Opt-Out

Transition Plan and Notification

- **Opt-Out Option** - the family shall be informed of their option to opt-out of the LEA and SEA transition notification and disclosure of minimally personally identifiable information. If the parents objects in writing within 30 days the EIS cannot disclose information (*encouraged to occur before or when the child is 27 months old*).
- **Notification** to the LEA and SEA *at least 90 days and not more than 9 months prior to a child's 3rd birthday*.

Individuals with Disabilities Education Act. (2023, November 28). *2023 Early Childhood Transition Questions and Answers - Individuals with Disabilities Education Act*. Individuals With Disabilities Education Act. <https://sites.ed.gov/idea/idea-files/2023-early-childhood-transition-questions-and-answers/#:~:text=The%20purpose%20of%20this%202023,under%20IDEA%20Part%20C%20to>



Part C Indicator C8b, Notification to SEA & LEA

The notification includes minimally personally identifiable information, which consists of:

- Child's name
- Date of birth
- Parents contact information
 - Their name
 - Home address
 - Email address
 - Phone number(s)

Individuals with Disabilities Education Act. (2023, November 28). *2023 Early Childhood Transition Questions and Answers - Individuals with Disabilities Education Act*. Individuals With Disabilities Education Act. <https://sites.ed.gov/idea/idea-files/2023-early-childhood-transition-questions-and-answers/#:~:text=The%20purpose%20of%20this%202023,under%20IDEA%20Part%20C%20to>



Part C Indicator C8c, Invitation to Transition Conference

The invitation to the conference is sent to the LEA *at least 90 days and not more than 9 months prior to a child's 3rd birthday (encouraged to occur before or when the child is 30 months old).*

With **parental consent** information about the child is shared:

- Most recent evaluations and/or assessments
- Early Childhood Outcomes (ECO) information
- IFSP
- Invite to the Transition Conference

Individuals with Disabilities Education Act. (2023, November 28). *2023 Early Childhood Transition Questions and Answers - Individuals with Disabilities Education Act*. Individuals With Disabilities Education Act. <https://sites.ed.gov/idea/idea-files/2023-early-childhood-transition-questions-and-answers/#:~:text=The%20purpose%20of%20this%202023,under%20IDEA%20Part%20C%20to>



Transition Conference Participants

The transition conference includes the following participants (in person, video conference, telephone, or conference call):

- Parent
- Other family members as requested by the parent
- Advocate or other person outside the family as requested by the parents
- Service coordinator
- Person(s) directly involved in conducting the evaluations and assessments
- Service providers
- LEA representative

34 C.F.R. § 303.343(a)



Transition Conference Requirements

The transition conference must be conducted:

- In settings and at times that are convenient for the family, and
- In the native language of the family or other mode of communication used by the family, unless it is clearly not feasible to do so.

Informed parental consent must be obtained prior to the provision of any services.

34 C.F.R. § 303.342(d) and (e)

The lead agency must provide written notice of the transition conference to the family and other participants, which includes the LEA, early enough before the meeting date to ensure that they will be able to attend.

34 C.F.R. § 303.342(d)(2)



Part C Indicator C8c, Transition Conference

Transition Conference

Convene a Transition Conference (TC) *at least 90 days and not more than 9 months prior to a child's 3rd birthday (recommended to occur before or when the child is 30 months old)* to discuss any services a child may be eligible to receive under Part B of IDEA

- a. Invite the LEA representative to the TC - hold the meeting whether or not an LEA representative participates in the conference
- b. Prior Written Notice is required before the meeting
- c. Families receive Part B provides Procedural Safeguards prior to the TC



Part B Indicator B11

Indicator B11 Child Find (Initial Evaluation)

Percentage of initial evaluations for special education completed within 45 school working days. [603 CMR 28.05(1)]

- Required to provide parents with a copy of procedural safeguards notice
- Request the parent's consent to conduct an initial evaluation to determine the child's eligibility for services under Part B



Part B Indicator B12

Indicator B12 Early Childhood Transition

"Percent of children referred from Early Intervention, prior to age three, who are found eligible for special education services and who have an Individualized Education Program (IEP) developed and implemented by their 3rd birthday" (FFY2020-FFY2025 Part B SPP/SPR Measurement Table)

- Indicator 12 is one way that Massachusetts ensures that schools and districts comply with Individuals with Disabilities Act (IDEA) regulations (34 CFR 300.124 and 34 CFR 300.323) and Massachusetts special education regulations (603 CMR 28:04 - 28:06) for the transition of children from Early Intervention (birth to age 3) to special education (ages 3 to 22 years old).
- This Indicator ensures that children are evaluated in a timely way so that those determined eligible begin receiving needed services and supports at age three.



Part B Referral (Part C Notification)

'Upon referral, school districts shall evaluate children who are two and a half years of age and who may be receiving services through an early intervention program. An initial evaluation shall be conducted in order to ensure that if such child is found eligible, special education services begin promptly at age three.'

Massachusetts Department of Elementary and Secondary Education. (n.d.). *603 CMR 28.00: Special Education - Education laws and regulations*. <https://www.doe.mass.edu/lawsregs/603cmr28.html?section=04>



Part B Initial Evaluation

“All children served in Part C and referred to Part B who are suspected of having a disability under Part B: (1) must be evaluated and their eligibility determined under Part B; and (2) if determined eligible, must have an IEP developed and implemented by their third birthday.”

In Massachusetts, the LEA must obtain parental consent, complete evaluations and, if eligible, develop an IEP and provide services on or before their third birthday.

Individuals with Disabilities Education Act. (2023, November 28). 2023 Early Childhood Transition Questions and Answers - Individuals with Disabilities Education Act. Individuals With Disabilities Education Act. <https://sites.ed.gov/idea/idea-files/2023-early-childhood-transition-questions-and-answers/#:~:text=The%20purpose%20of%20this%202023,under%20IDEA%20Part%20C%20to>



Part B Initial Evaluation (con't)

Within 5 school days of receiving the referral (Part C notification), the LEA must provide written notice to the child's parent(s) in the native/primary language of the home.

Upon receiving parent's consent for evaluation, the LEA must ensure a full evaluation by a multidisciplinary team within 30 school working days.

Within 45 school working days after receipt of consent to evaluate, the district must conduct a team meeting (including the parent(s) to:

- Review evaluation data (from Part C and Part B evaluations completed);
- Determine eligibility for special education; and
- If found eligible, develop and implement the IEP prior to the child's third birthday.

****The LEA must develop an IEP which includes identified services to meet the child's educational needs within 45 days OR prior to the child's third birthday, whichever comes first. The IEP MUST be implemented by the child's third birthday.**



Part C Transition – Transition Planning

What:

Develop IFSP with family involvement.

Identify individualized appropriate steps and services including confirmation of transition notification.

Obtain parental consent to disclose additional personal information beyond minimal personally identifiable information sent as part of notification.

Timeline: At least 90 days and not more than 9 months prior to the child's 3rd birthday.



Part C Transition – Opt-Out

What:

Inform the family of their option to opt-out of the referral.

Timeline: At least 90 days and not more than 9 months prior to the child's 3rd birthday – recommended no later than 27 months.

The family can exercise their right to opt-out in writing within 30 days of being informed of the opt out option.



Part C Transition – Notification

What:

- Confirm the child is potentially eligible.
- Notify DPH & LEA; DPH then notifies DESE.
- Notification takes place if the family does NOT opt out in writing. NO parent consent requirement.

LEA: Considered a Part B referral, provide Part B procedural safeguards and written notice within 5 school days; obtain parent consent to conduct the initial evaluation.

Timeline: At least 90 days and not more than 9 months prior to the child's 3rd birthday.



Part C Transition – Transition Conference

What:

Invite an LEA representative to the transition conference. Hold transition conference even if the LEA can not attend.

With parental consent, the EIS provider shares additional information such as the IFSP, evaluation information, etc and invite the LEA to the TC.

EIS provides Family Rights Notice.

Timeline: At least 90 days and not more than 9 months prior to the child's 3rd birthday. Recommended before or when the child is 30 months old.



Part B Transition – Initial Evaluation (B11)

What:

- Provide prior written notice in the parent(s) native/primary language within 5 school days of receipt of referral (or transition notification).
- Obtain parental consent to conduct an initial evaluation if not done at TC.
- Determine eligibility.

Timeline:

- Evaluation must occur within 30 school working days of parent's consent, ensuring the IEP can be developed and implemented by age 3.
- If there are fewer than 30 school working days left before the child turns three, the LEA must give priority to the evaluation of Part C referrals over other evaluations to ensure services are implemented by the child's third birthday.

The LEA is not permitted to decide there is not enough information to justify the referral, nor may it conduct a “screening” as a way to determine a referral and evaluation is not needed.



Part B Transition – Transition Conference

What:

Opportunity to discuss transition from EIS and potential services under Part B of IDEA with the parents.

With parental agreement, the LEA is **required** to participate in the Transition Conference either in person, by phone or video.

At the Transition Conference, it is **recommended** the LEA:

- Provide the parent with information about Part B special education services and procedural safeguards (if not already provided)
- Provide prior written notice
- Obtain parental consent to conduct an initial evaluation to determine eligibility under Part B

Timeline:

At least 90 days and not more than 9 months prior to the child's 3rd birthday. Recommended before or when the child is 30 months old.



Part B Transition – IEP Meeting (B12)

What:

- Inform families that an EIS may be invited. Invite EIS if family requests.
- Conduct IEP meeting to develop IEP.
- Provide prior written notice.
- Obtain parental consent for services.

Timeline:

- Within 45 school working days OR prior to the child's third birthday, whichever comes **first**, to ensure the IEP can be implemented at age 3.



Part B Transition – Implementation of the IEP (B12)

What:

Implement the IEP.

Timeline:

Begin service implementation according to the IEP by age 3.



Resources



ECTA Practice Improvement Tools



- Transition Checklists
- Transition Illustrations
- Transition Practice Guides for Practitioners
- Transition Practice Guides for Families



The screenshot shows the ECTA (Early Childhood Technical Assistance Center) website. The header includes the ECTA logo and the text 'Early Childhood Technical Assistance Center' and 'Improving Systems, Practices, and Outcomes'. A search bar is present. The navigation menu includes links for About, IDEA, Systems, Practices, Outcomes, Events, Resources, and For Families. The left sidebar lists 'Practices' with sub-links for 'Practice Improvement Tools', 'Tools by Type', 'Tools by Topic', 'Professional Development', and 'aRPy Ambassadors'. The main content area is titled 'Practice Improvement Tools: Transition' and provides a detailed description of transition in early childhood, including the transition from hospital to home, into early intervention (Part C), and into community programs (Part B/619). It also includes a link to 'DEC Recommended Practices / Prácticas recomendadas de la DEC'. Below this, there is a section for 'Transition Checklists' with two expandable links: 'Transition from Hospital to Early Intervention Checklist' and 'Transition from Early Intervention Services to Part B Preschool Special Education Checklist'.

ECTA Center: Practice Improvement Tools: Transition. (n.d.). ECTA Center. <https://ectacenter.org/decrp/topic-transition.asp>



ECTA Transition Checklist



Early Childhood Technical Assistance (ECTA) Center

- Checklist includes processes and behaviors used by practitioners.
- Can be used to develop a transition plan *and* self-evaluation.



TRANSITION Checklist 2 of 3

ecta Early Childhood
Technical Assistance Center

Transition from Early Intervention Services to Part B Preschool Special Education Checklist

This checklist includes practices to support the transition of toddlers from early intervention services into preschool or preschool special education services. The main focus of these practices is activities implemented in collaboration with family members and preschool program practitioners that promote positive relationships and child and family preparation and

adjustment to new settings and services. The checklist indicators can be used to develop a transition plan to ensure a child's and family's smooth transition from early intervention to preschool. The checklist rating scale can be used for a self-evaluation to determine whether the transition practices were used prior to, during, and after the transition.

Practitioner: _____ Child: _____ Date: _____

Please indicate which practice characteristics you were able to use as part of transitions for a child and family:	Seldom or never	Some of the time	As often as I can	Most of the time	Notes
	(0 - 25%)	(25 - 50%)	(50 - 75%)	(75 - 100%)	
1. Practitioners provide opportunities for parents/family members to discuss services and supports they think their child might need in a preschool setting or program	☐	☐	☐	☐	
2. Parents/family members share their hopes, concerns, and ask questions about future programs and services	☐	☐	☐	☐	
3. Parents/family members are provided the information they need to participate and make informed decisions about a preschool transition	☐	☐	☐	☐	
4. Practitioners from the sending and receiving programs communicate with parental permission and provide on-going support to parents/family members and their child as they adjust to new programs and settings	☐	☐	☐	☐	
5. Parents/family members and early intervention practitioners share information about the child's capabilities, preferences, interests and needs with the preschool staff with parental permission	☐	☐	☐	☐	
6. Practitioners actively involve preschool/preschool special education staff in the transition plan for the transition from early intervention to preschool	☐	☐	☐	☐	
7. Parents/family members are provided information about the legal requirements and process for eligibility for preschool and IEP development for preschool special education or other community-based preschool programs	☐	☐	☐	☐	
8. Practitioners arrange for preschool program visitation by parents/family members and their child	☐	☐	☐	☐	

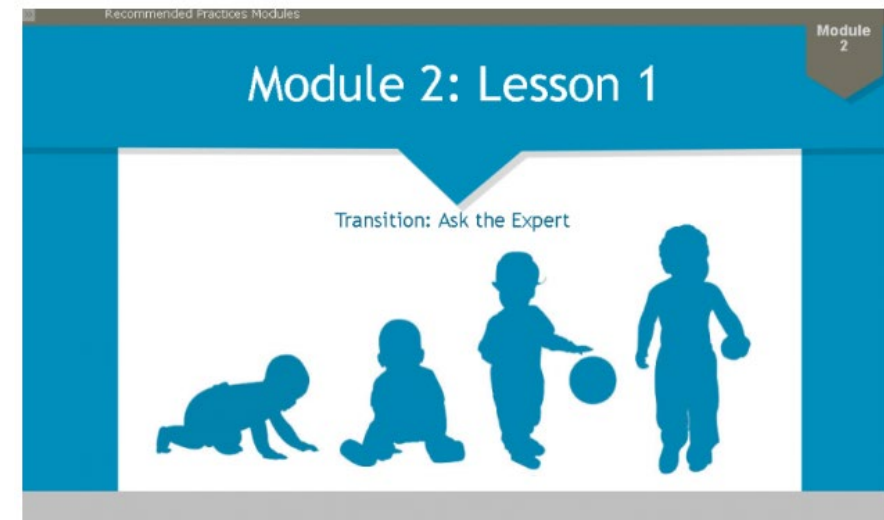


Recommended Practice Modules



Early Childhood Recommended Practices Module (RPMs)

Self-guided practice module developed for early care and education, early intervention, and early childhood special education faculty and professional development providers.



Lesson 1: Ask the expert | RP modules. (n.d.). <https://rpm.fpg.unc.edu/module-2-transition-plan/lesson-1-ask-expert>



Where to Start



- Create a transition team that has representation from all of your team members - teachers, staff, families, others in the community.
- Assess what is currently happening, including determining the ways in which the transition process needs improvement.
- Consider conducting a self-assessment.



Thank you!



This presentation was developed by AnLar under contract and in collaboration with the Massachusetts Departments of Elementary and Secondary Education (DESE) and Public Health (DPH). It represents AnLar's best efforts to pull together for ease of use the current state of knowledge and practice in the field, representing a variety of sources, including links to external websites maintained by other organizations. The views expressed here are multidimensional, and the state of knowledge is constantly evolving; therefore this document does not necessarily reflect the positions or policies of DESE or DPH. We welcome your feedback! Please direct feedback to transitionMA@anlar.com.