

Transition of Children from Birth to Three to Special Education

(2014)





What's New: Birth to Three

- Office of Early Childhood (OEC)
 - Birth to Three Feasibility Study
 - Legislation Status
- 2013-2014 Birth to Three Annual Report
- Revised IFSP form focuses on daily routines
- Birth to Three & Infant Mental Health
- Part C [and Part B] SPP/APR submitted to OSEP February 2014. APR data indicates:
 - Part C:
 - IFSPs with Transition Plans = 100%
 - Transition Conferences held on time = 99%
 - Part B: FAPE by Age 3 = 99.9%

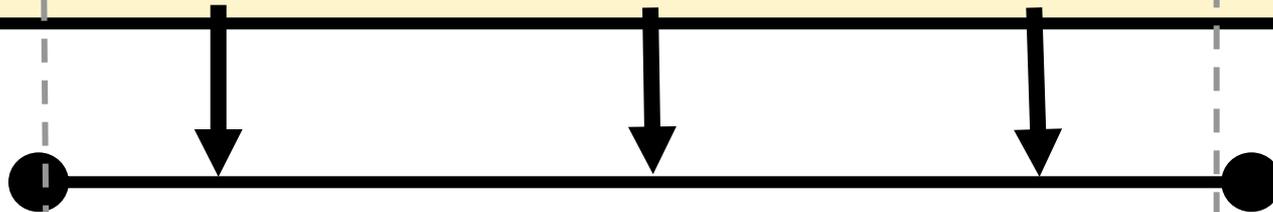
What's New: ECSE [IDEA 619]

- Release of *Connecticut Guidelines for a Clinical Diagnosis of Autism Spectrum Disorder*:
http://www.uconnucedd.org/pdfs/CT_Guidelines_for_Clinical_Dx_of_ASD.pdf
- Medicaid Waiver Approved for 3- and 4-year-old children with Autism/Autism Spectrum Disorder:
<http://ct.gov/dds/cwp/view.asp?a=2730&q=442840>
- Office of Early Childhood (OEC)
 - Senate Bill 25:
http://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&bill_num=SB00025&which_year=2014
 - Senate Bill 26:
http://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&bill_num=SB00026&which_year=2014

Notification is a Transition Step

Birth to 3 Notification to LEA for Child Find (Birth to 3 Form 3-3)

(Includes Contact Information - and any additional information released by the parent when the Birth to Three Form 3-3 is signed by the parent (e.g., release of information form))



As early as possible
(can occur from birth -
but no later than
between 2 years to 2
years, 6 months)



Note
Some parents
may never sign
Birth to 3 Form
3-3

At age 2 years,
6 months
contact information will be
provided LEAs
(Birth to 3 Notification Reports in
SEDAC)

Notification – Release of Information

AUTHORIZATION FOR PROGRAMS TO RELEASE INFORMATION



Child's Name: _____ D.O.B.: _____

The following Birth to Three Program has my authorization to release the information identified.

Birth to Three Region: _____

Address: _____

Phone Number: _____

Specific Information to be released:

Document	Date of Document

Reason for information to be released: _____

Information to be released to:

Name of Agency/Individual: _____ Address: _____

Name of Agency/Individual: _____ Address: _____

Name of Agency/Individual: _____ Address: _____

Signature of Parent/Guardian: _____ Signature Date: _____

You have a right to revoke this consent. Consent can be revoked by requesting this form from the program and indicating below that you are revoking consent. Consent cannot be revoked retroactively. You have until the following date to revoke your

_____ after which the documents will be sent.

www.birth23.org/files/procedures/forms/3-3-releaseinfo.doc

Birth to 3 Form 3-3

What is Form 3-3? Written parental consent to release Birth to 3 information.

When is Form 3-3 Signed? Any time after a child begins receipt of Birth to 3 services. Parents may sign the form when a child is a few months of age, or wait until the child is older. Some parents never sign.

What information will the district receive? A parent decides what information can be shared with a district. This can include a child's evaluation report(s) and/or IFSP.

Will all families sign Form 3-3 and will the LEA always receive this form? No. Family may never share information or may go right to referral when the child is older.

CSDE: Notification Reports – Child Find

Birth to Three Notifications

Use this report to meet your responsibility for Child Find under IDEA and to ensure a smooth transition for those children who may be eligible for special education under Part B of IDEA.

In accordance with the Connecticut General Statutes, Section 17a-248d(e) and IDEA Part C 303.148(b)(1), it is the responsibility of the Part C lead agency to notify local school districts of all children enrolled in Birth to Three who reside in their town or who may become their educational responsibility.

This report is provided by the Department of Developmental Services(DDS) three times a year (April, August and December), and notifies school districts about all children enrolled in Birth to Three who either reside in their district or who have nexus with their district (as determined by the Department of Children and Families).

The data provided by DDS will result in four lists for each district:

1. Children enrolled in Birth to Three whose parents have referred the child for evaluation.
2. Children enrolled in Birth to Three who are over the age of 2½ whose parents have not yet referred or signed a release of information.
3. Children enrolled in Birth to Three whose parents have signed a release of information form (Form 3-3).
4. Children under the age of 2½ whose parents have not yet referred nor signed a release of information.

SDE does not attest to the accuracy of data on this report. For questions regarding this data please contact Lynn Johnson, Department of Developmental Services, at (860) 418-6141. For questions regarding a specific child, contact the designated provider on this report.

Total:	331		
Referral to LEA:	130	Not Released or Referred - Over 2 1/2:	7
Release of Information to LEA:	0	Not Released or Referred - Under 2 1/2:	194

Report: Children with Referral to LEA 064 - Hartford

Export Print

SASID	Name	Date of Birth	Provider Program
4940170		09/21/2007	Jane Bisantz & Associates, LLC

Birth to 3 Notification

- Birth to 3 child information updated daily on the **SDE SEDAC website**.
- There are four (4) reports on the SEDAC website under '**Statewide Reports**'.
- School district must work with or through their SEDAC data manager to access this information.
- Please do not contact Birth to 3 for SASID numbers.
- Districts should not be requiring families to 'register' in order to obtain a SASID number.

Birth to Three Notifications

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Report: Children with Referral to LEA 064 - Hartford

SASID	Name	Date of Birth	Provider Program
49401709		9/21/2007	Jane Bisantz & Associates, LLC

Single Child Report

Name: [REDACTED] **ICD-9 Code:** 758.0
Date of Birth: [REDACTED] **Condition:** Down Syndrome
SASID: [REDACTED] **Report Type:**
Family Language: [REDACTED] **Referred to LEA:** Yes
Date Referral Sent: 3/31/2010 12:00:00 AM

Parental / Residence Information

Resides With: [REDACTED] **Nexus District:** 034 - Danbury
Resides With Name(s): [REDACTED] **Resident Town:** 034 - Danbury
Phone Number: [REDACTED]
Address: [REDACTED]

DANBURY CT,
06811

Birth to Three Provider

Service Coordinator: Gretchen Pettinico **Address:** 46 Roxbury Court
Birth to Three Program: Children's Therapy Services
Contact Phone Number: (203) 271-3288 **Cheshire CT, 06410**
Contact Phone Extension:
Birth to Three Program Fax Number: (203) 271-3288

SDE does not attest to the accuracy of data on this report.

For questions regarding this data please contact Lynn Johnson, Department of Developmental Services, at (860) 418-6141. For questions regarding a specific child, contact the designated provider in this report.

Wednesday, September
01, 2010
1 of 1

Birth to Three Notifications

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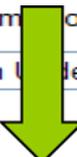
Referral to LEA: **46** Not Released or Referred - Over 2 1/2: **5**

Release of Information to LEA: **0** Not Released or Referred - Under 2 1/2: **66**

Report: Children Under 2 1/2 with No Release or Referral - Choose -

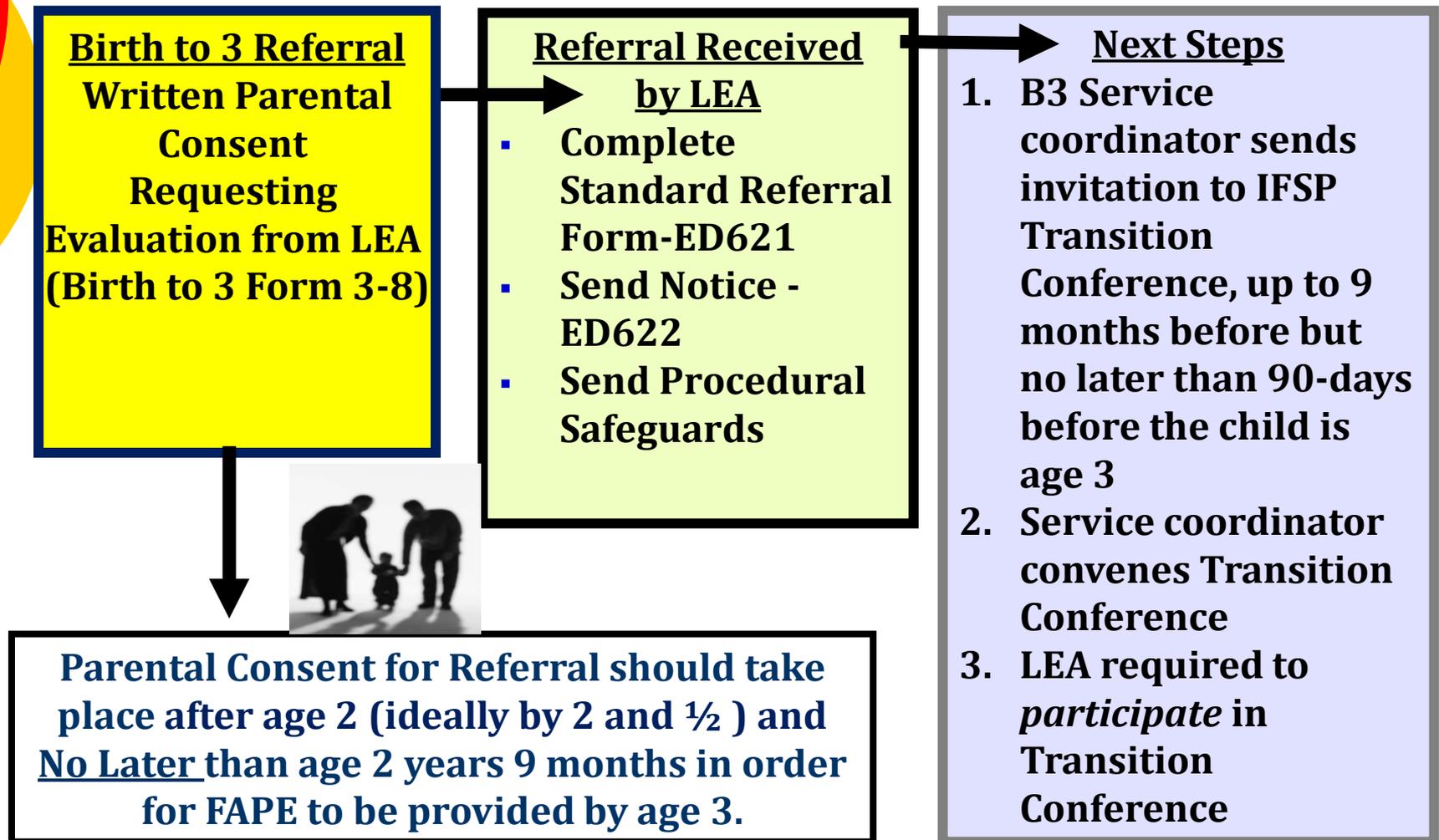
Export

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Birth MM/YYYY	Resident Town
01/2009	034 - Danbury
01/2009	034 - Danbury
02/2008	034 - Danbury

Referral is a Step in Transition



Birth to Three Notifications

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Export

Print

SASID	Name	Date of Birth	Provider Program
49401709		9/21/2007	Jane Bisantz & Associates, LLC

Form 3-8: Birth to 3 Referral for Evaluation

REFERRAL TO LOCAL SCHOOL DISTRICT



I am referring my child for an evaluation to determine whether he or she is eligible for special education and related services from the responsible school district listed below. I also consent to send the information from my child's record that is listed below in order to assist the school district's process of determining eligibility.

Parent/Guardian Signature _____ Date _____

I am not referring my child for an evaluation to determine whether he or she is eligible for special education and related services from the school district listed below. I understand that delaying authorization for this referral until after my child is 2 1/2 years old may delay the school district's ability to determine eligibility for special education and to develop an IEP on or before my child's 3rd birthday. I understand that this form is only about referral for evaluation and that after age 2 1/2 my LEA/School District will still receive notification.

Parent/Guardian Signature _____ Date _____

I revoke the previous referral of my child for an evaluation to determine whether he or she is eligible for special education and related services from the responsible school district listed below. I understand that this revocation is not retroactive.

Parent/Guardian Signature _____ Date _____

TO: _____ DATE SENT: _____
 Responsible School District Contact Person
 Responsible School District

FROM THE PARENT(S) OR GUARDIAN OF:

Child's Name _____ Date of Birth _____
 Parent(s) or Guardian's Name(s) _____
 Address _____ Phone(s): Home/Work _____
 _____ If no phone, other contact _____

I authorize release of the following document(s) to the school district:

Document: _____ Date of document: _____
 Document: _____ Date of document: _____
 Document: _____ Date of document: _____

NOTE: Release of any additional documents after this requires parent consent on Form 3-3.

Service Coordinator _____ Birth to Three Program Name _____
 Address _____ Telephone Number _____

Birth to 3 Form 3-8

- **What is the purpose of Form 3-8?**
It officially requests a school district to evaluate a child to determine their eligibility for special education.
- **When is the Form 3-8 Signed?**
Any time after a child is age 2, ideally no later than age 2 ½.
- **Is Form 3-8 the same as the ED621?**
No. Each form has a different purpose and documents two different actions.
- **Can a district require that the ED621 be completed instead of or in addition to Form 3-8?** No.
- **Important to Note:** There is no “Opt Out” for notifying a school district of a child receiving Birth-3 services. Notification after age 2 ½ is a Child Find obligation.

www.birth23.org/files/procedures/forms/3-8-reftolea.doc

ED621: Referral to Determine Eligibility

School _____ Signature of School Administrator _____ Date Received _____

[DISTRICT NAME] PUBLIC SCHOOLS
REFERRAL TO DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES

Student: _____ DOB: _____ Age: _____ Grade: _____
Parent/Guardian: _____ Primary Lang: English Other: _____
Address: _____ Referred by: _____
_____ Referral Date: _____
Telephone: _____ Relationship to Child: _____

1. AREA(S) OF CONCERN:

Check major area(s) of concern, and briefly describe the child's behavior, or performance in each area checked. If you have identified more than one area of concern, circle the area you consider to be the highest priority.

Academic Social/Emotional Gross/Fine Motor Activities of Daily Living
 Health Related Behavior Communication Other: (specify) _____

A. Describe Specific Concerns:

B. Describe Alternative Strategies Attempted and Outcomes: (Use additional pages if necessary.)

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/ED621.pdf>

ED621

- **Why Do You Complete the ED621?**
To document that a district (a) received a referral for an evaluation and (b) the date that the referral was received.
- **What Is The Date of the Referral on the ED621?** The date of the referral is the date that the school district received the referral.
- **Must Birth to Three Complete the ED621?** NO – The ED621 with relevant information should be completed by the school district.
- *Note for ED621* - The entire form does not need to be completed – can attach Form 3-8 and any accompanying documentation submitted by the child's Birth to Three program.

ED622: Parent Notice of Referral to Determine Special Education Eligibility

[DISTRICT NAME] PUBLIC SCHOOLS
PARENT NOTICE OF REFERRAL TO DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES

Date: _____

(Name of Parent/Guardian or Student)

(Street Address)

(City/Town) (State) (Zip Code)

Dear _____

The purpose of this letter is to advise you that your child, _____ (Student's Name) _____ (DOB) has been referred for consideration of eligibility for special education services. The referral was made by: _____ (Name of person or team making referral) on _____ (Date)

The next step in the referral process is to schedule a Planning and Placement Team meeting (PPT). At this meeting the available information regarding your child's current school performance will be reviewed and evaluation procedures for determining eligibility for special education services will be considered. Parent participation in this process is very important. We ask that you make every effort to attend this meeting.

Enclosed with this letter are the following materials:

- A copy of the referral which outlines specific concerns and the information used as the basis for this referral, including alternative strategies employed prior to the referral.
- A copy of Procedural Safeguards in Special Education. If you would like a further explanation of these procedures please contact _____ at _____.
- A Planning and Placement Team meeting notice. (If a notice is not included with this letter you will receive one in a separate mailing.)
- Other: (specify) _____

Please be advised that you have the right to review and obtain copies of all records used as a basis for this referral.

If you have any questions, please contact _____ (Name) _____ (Title) at _____

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/ED622.pdf>

ED622

- **Why is the ED622 completed?** The ED622 is completed and sent to the parent to inform them that the school district received the referral sent by a child's Birth to 3 program – in essence, acknowledges the receipt requesting an evaluation.
- **When is the ED622 sent?** The ED622 should be completed & sent after Form 3-8 is received & the ED621 is completed.
- **Is There a Timeline for Sending the ED622/Notice in State Law?** Sec.10-76d-8 says "*written notice shall be sent to parents 5 days after the initial referral*"
- * Send Procedural Safeguards

Transition Conference Requirements

Parental Approval for Meeting

(... with the approval of the family, a transition planning conference ...)



Transition Conference

(The IFSP Team (e.g., parent & service coordinator and the LEA conduct transition planning for next steps)

Part C Invites LEA

- The obligation to convene a transition planning conference (which can be an IFSP Meeting) is a Birth to Three service coordinator's responsibility
- Part C should try to find a mutually agreeable time for all parties to meet
- A district representation must be invited and must participate

As early as
2 years
3 months

IDEA 2004



No later
than 90 days
before age 3

Transition Conference



Transition page 9/1

Sample invitation that can be printed on your program's letterhead

Invitation to Transition Conference

Dear _____,

A transition conference has been scheduled for _____ (DOB) and a representative of your school district is requested to participate. The date, time and location of the conference has been scheduled as follows:

_____ (day/date) _____ (time) _____ (location)

In order to meet the requirements of the IDEA as stated below, to ensure a smooth transition, a transition planning conference must be convened at least 90 days prior to the child's third birthday. Therefore, the meeting will be held no later than _____.

IDEA, Part C, Section 637 (8)(A) requires that the Birth to Three System "ensure a smooth transition for toddlers receiving early intervention under this part to preschool or other appropriate services". Additionally, IDEA, Part C, Section 637 (8)(A)(ii) further specifies that "in the case of a child who may be eligible for such preschool services, with the approval of the family of the child, convene a conference among the lead agency, the family and the local educational agency at least 90 days (and at the discretion of all such parties, up to nine months) before the child is eligible for preschool services".

IDEA, Part B, Section 612 (9) specifies that "The local educational agency will participate in the transition planning conferences arranged by the designated lead agency. In accordance with the IDEA, a representative of the school district is required to attend the transition planning conference convened by local personnel from the child's birth to three program."

If someone from your school district cannot participate in this meeting, please notify me at the telephone number below as soon as possible in order for me to work with the family to coordinate all of our schedules in order to ensure that the conference occurs no later than 90 days before the child's third birthday. It will be held without LEA participation if necessary.

Sincerely,

Service Coordinator

Program _____
 Address _____
 Telephone _____

 Date sent: _____

Please note: Additional information is attached

cc: parent

See Birth to Three Policies & Procedures

Transition Conference

- Must occur no later than 90 calendar days before the child's third birthday.
- The conference can be combined with an IFSP review meeting.
- The conference is convened by the child's Birth to 3 service coordinator.
- The Birth to 3 System provides a "sample invitation" that can be used by Birth to 3 programs.
- Under IDEA Part C, the LEA must be invited to the transition conference.
- Under IDEA Part B, the LEA **must participate** in the transition conference including being responsible for next steps for the child and family.
- All parties: the parent, the school district representative & service coordinator develop the transition plan.

Transition Conference Practices

Transition Invitation

- ✓ Parent
- ✓ Child's Service Coordinator
- ✓ LEA Representative
- ✓ Mutually agreeable time and place



Transition Conference

- ✓ Can be an IFSP Meeting
- ✓ Must be held no later than 90-calendar days before the child's 3rd birthday.
- ✓ Conference can be held as early as 9 months before the child's 3rd birthday.
- ✓ A Transition Plan is developed to identify the "next steps" for the child and family.

Possible "next steps" for LEA

1. Explain referral process
2. Provide written information in clear language
3. Arrange for parent and child to make a general visit to school
4. Consider having IFSP services delivered at school site
5. Identify mutually agreeable time and place for PPT meeting
6. Obtain releases for information such as evaluations, IFSPs
7. Develop a relationship
8. Identify a contact in the LEA for parent questions
9. More activities that are specific to a child and family that could be considered....



Transition Conference: What Goes Wrong?

- ❑ Multiple agendas – everyone there hoping to accomplish something different
- ❑ Not having all of the ‘Partners’ participating
- ❑ Asking questions that cannot be answered at a Transition Conference
- ❑ Meeting locations: whether or not to have at the parent’s home, at school, at night, other time of day
- ❑ What it really means to ‘prepare the parent’
- ❑ Not considering other services for child and family that are available in the community beyond special education [head start, community resources]



Practice Suggestions

Preparing the Family

- ❑ Encourage connecting with the district early to establish a relationship.
- ❑ Clarify the special education referral steps
- ❑ Help parents become knowledgeable of the differences between early intervention and special education
- ❑ Assist parents in obtaining information on other resources
- ❑ Identify a primary contact person for parents within the school district



Practice Suggestions

Preparing the Child

- ❑ Consider participation in a group program and/or activity within or outside of the school
- ❑ Allow visits or attendance at preschool program or playgroup operated by the school
- ❑ Consider an IEP before 3
- ❑ Provide joint IFSP and IEP services until 3
- ❑ Provide IFSP Services at school site/program until 3
- ❑ Use social stories, videos, etc., to tell and retell
- ❑ Use transitional objects that the child likes/enjoys
- ❑ Purchase B3/IEP services for Extended School Year

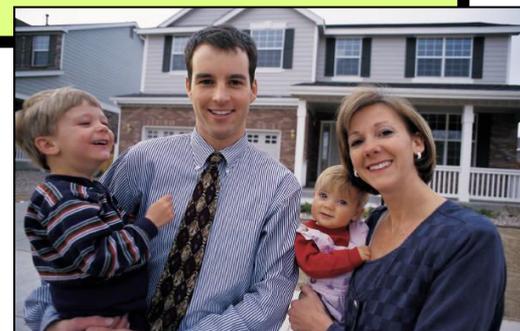
District Referral and PPT [evaluation]

Referral

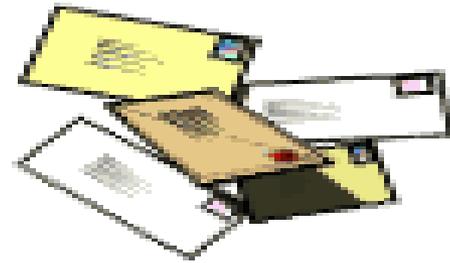
- Made by Birth to 3 and/or the parent to the LEA (Form 3-8)
- LEA completes appropriate forms (ED621, ED622), sends notice, procedural safeguards
- LEA sends PPT Invite (ED623)

Convene PPT

- PPT discusses referral
- PPT reviews available information and parent concerns
- PPT determines if evaluation(s) is needed -
- identifies “existing data”
- PPT designs “initial evaluation” (may or may not use existing data) – if evidence warrants evaluation
- PPT obtains parent written consent for “initial evaluation”



ED623: Notice of PPT



[DISTRICT NAME] PUBLIC SCHOOLS
NOTICE OF PLANNING AND PLACEMENT TEAM MEETING

Date: _____

(Name of Parent/Guardian or Student)

(Street Address)

(City/Town) (State) (Zip Code)

Dear _____

Please be advised that a Planning and Placement Team (PPT) meeting will be convened on behalf of:
_____. The meeting is scheduled as follows:
(Student's Name) (DOB)

Date: _____ Time: _____ Location: _____

The purpose of this meeting is to: (check all that apply)

discuss a referral to special education and consider/plan an evaluation
 review evaluation results and determine eligibility for special education
 develop, review or revise the IEP
 conduct an Annual Review
 consider transition needs/services - student will be invited to attend the meeting and: (check all items below that apply)

transition goals and objectives in the IEP will be developed/reviewed/revise (required at the annual review following a student's 15th birthday or sooner, if appropriate)
 the agency representative(s) listed below will be invited to attend to assist in transition planning

plan a reevaluation to determine continuing eligibility for special education and related services
 review reevaluation results to determine continuing eligibility for special education and related services
 conduct a Manifestation Determination
 other: (specify) _____

The following individuals have been invited to attend:

_____ Administrator	_____ Name and Title
_____ Student's Reg. Ed. Teacher	_____ Name and Title
_____ Special Education Teacher	_____ Name and Title
_____ Student	_____ Name and Title
_____ Name and Title	_____ Name and Title

Parent participation in this process is very important. Please make every effort to attend this meeting. You may bring any other individuals to the meeting, including those who have knowledge or special expertise regarding your daughter/son. The meeting may be rescheduled at a mutually agreed upon time and place.

If you have any questions or wish to reschedule the meeting please contact me at _____ (Telephone No.)

Sincerely,

http://www.sde.ct.gov/sde/lib/sde/PDF/D_EPS/Special/ED623.pdf

ED623

- **When Do I Send the ED623?** Sec.10-76d-8 states that “each BOE shall notify parents requiring special education and related services 5 days before proposing to, or refusing to initiate or change the child’s identification, evaluation or placement.”
- **What Is the Reason for Sending the ED623?** Affords parents the opportunity to participate in decisions regarding their child.
- **Must A District Invite the Service Coordinator from Birth to Three to the PPT?** Yes, with parent consent.
- **Do I Need to Complete and Send Invitation for the 90-Day Transition Conference?** No. Birth to Three is responsible.



What is the Purpose of the 1st PPT?

- PPT discusses referral
- PPT reviews available referral information and parent concerns
- PPT determines if evaluation(s) is needed -
- PPT identifies “existing data”
- PPT designs “initial evaluation” (may or may not use existing data) –
- PPT obtains parent written consent for “initial evaluation”
- Following 1st PPT: Evaluation activities could take many forms

PPT Composition – for referral, evaluation, eligibility determination and IEP development

- The parents of the child
- Not less than one special education teacher of the child
- Representative qualified to –
 - Provide or supervise specially designed instruction
 - Knowledgeable about the general education curriculum
 - Knowledgeable about the availability of resources
- Individual to interpret instructional implications of evaluation results
- For children transitioning from EI (e.g., Birth to Three), the Part C service coordinator/EI associate (with parent consent)
- Not less than one regular education teacher of the child IF the PPT is planning to place the child in a general education setting

Do the Math: Prepare families for the differences between Part C and special education 'required participants' for meetings

ED625: Notice, Consent Initial Evaluation

[DISTRICT NAME] PUBLIC SCHOOLS
NOTICE AND CONSENT TO CONDUCT AN INITIAL EVALUATION

Date: _____

Dear _____

Your child, _____ (Student's Name), _____ (DOB) has been referred for an evaluation to determine eligibility for special education services. Federal and State regulations require that the school district obtain the written consent of parents before conducting such an evaluation.

A copy of the Procedural Safeguards in Special Education is enclosed.

A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards, an explanation of these procedures, or if you have any questions, please contact: _____ (Name) _____ (Title) at _____ (Telephone Number)

This document includes the following rights:

A. Parents have the right to refuse consent and, if given, it may be revoked at any time.
 B. Parental failure to respond within 10 school days from the date of this notice shall be construed as refusal of consent.
 C. If contested, your child's current educational placement will not change until due process proceedings have been completed.
 D. Parents have the right to review and obtain copies of all records used as a basis for a referral.
 E. Parents have the right to be fully informed of all evaluation results and to receive a copy of the evaluation report.
 F. Parents have the right to obtain an independent evaluation as part of the evaluation process.
 G. Parents have the right to utilize due process procedures.

The tests/evaluation procedures listed below were recommended

The PPT has decided that the available evaluation information listed below is sufficient to determine eligibility:
 Reason: (specify) _____

TEST/EVALUATION PROCEDURE	AREA OF ASSESSMENT	EVALUATOR
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Special adaptations or accommodations are to be considered when indicated by the student's language, cultural background or physical status. Adaptations/accommodations required for this evaluation are:

No adaptations/accommodations required

Adaptations/accommodations required: (specify) _____

PARENTAL CONSENT

I give my consent for the [DISTRICT NAME] Public Schools to utilize the evaluations described above. I understand that this consent may be revoked at any time.

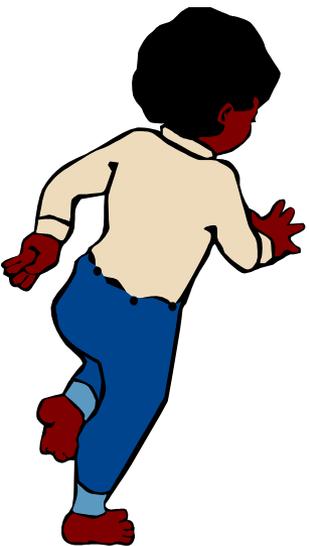
http://www.sde.ct.gov/sde/lib/sde/PDF/D_EPS/Special/ED625.pdf

ED625

- **Why Complete the ED625?** The form documents that the PPT designed an individualized evaluation for a child in the area(s) of need to determine if the child was eligible for special education.
- **Why Does the Parent Sign ED625?** The PPT must obtain the written “informed” parental consent that the parent understands the information that will be used to determine whether her child is eligible for special education.
- **Is the Birth to Three Evaluation Sufficient to Meet the IDEA Part B Requirements?** Generally, no. Districts need to be familiar with and meet the requirements for “Initial Evaluation” under Part B.

Evaluation for Eligibility

- The child must be assessed in all areas of the *suspected disability*
- The assessment tools & strategies must provide relevant information that directly assists in determining the **educational needs of the child**
- Assessment can include: parent interview, observation, play-based assessment, other
- Can use pre-existing assessment data (e.g., Birth to Three information) - can supplement - or conduct a comprehensive initial evaluation for eligibility
- Cannot use any single procedure as the sole criterion for eligibility or for designing an appropriate educational program





Birth to Three & District Evaluation: What Can be Done?

- The District may use current Birth to Three evaluations. If they do...
 - The Birth to Three initial evaluation for eligibility (and assessment if the child is eligible) must be completed by multi-disciplinary team
 - An updated report Birth to Three report must be completed at least annually and cover all developmental domains (does not have to be by a multi-disciplinary team)
 - The Birth to Three reports can be up to 6 months old at time of transition or PPT meetings.
 - Birth to Three and PPT/district staff should discuss what information can be updated or added.



How a District May Conduct an Evaluation?

- Evaluations can be conducted in a variety of settings and in a variety of ways
 - Play-based assessments, Joining a playgroup
 - Individual one-to-one assessments by one or more members of the district team
 - Using Birth to Three updated assessment information and supplementing
 - Parent report, parent interviews, parent information
 - Observing the child in a Birth to Three intervention, at home, in a child care or other early childhood setting
 - Using a diagnostic placement for no more than 40 days
 - Other

Referral, Evaluation, Eligibility, IEP

Referral

- Made by Birth to 3 and/or the parent
- LEA completes appropriate forms, sends notice, procedural safeguards
- LEA sends PPT Invite

Convene PPT

- PPT discusses referral
- PPT reviews available information and parent concerns
- PPT determines evaluation is needed – identifies “existing data”
- PPT designs “initial evaluation”
- PPT proceeds to evaluation - obtain parent written consent to conduct initial evaluation



Convene PPT

- Review evaluation results
- PPT determines this is a child with a disability under the IDEA
- PPT identifies the IDEA Disability Category
- PPT develops IEP based upon evaluation =

FAPE By Age 3

Evaluation Conducted





What is the Purpose of PPT 2?

- ❑ The PPT reconvenes to discuss the results of the child's evaluation/assessments
- ❑ The PPT determines whether the child is a child with a disability that requires special education
- ❑ If the PPT determines that the child is eligible for special education, the PPT develops the child's IEP
 - ❑ NOTES:
 - ❑ Children who only need a related service are not children who require special education
 - ❑ Summer birthdays may qualify for ESY. If not, IEP implementation is the first day of school
 - ❑ PPT 1 and PPT 2 can be combined
 - ❑ There is no 504 Plan obligation at Pre-K

ED626: Consent Placement

[DISTRICT NAME] PUBLIC SCHOOLS
CONSENT FOR SPECIAL EDUCATION PLACEMENT

I. Identification Information:
Student: _____ DOB: _____
School: _____ Grade: _____
Parent/Guardian: _____

II. Consent Requirements:
Federal regulations mandate that parents (guardians) give written consent for the initial placement of their child in a special education program. State regulations require written consent for a private special education placement. In both instances the consent must be in writing and given prior to placement.

A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards or an explanation of these procedures, or if you have any questions, please contact:
_____ at _____
(Name and Title) (Telephone Number)

Included in this document are the following rights:

A. Parents have the right to refuse consent and, if given, it may be revoked at any time.
B. Parental failure to respond within 10 school days from the date of this notice shall be construed as refusal of consent.
C. If contested, your child's current educational placement will not change until due process proceedings have been completed unless you and the district otherwise agree.
D. Parents have the right to utilize due process proceedings.

III. Placement Description
The following special education placement is being proposed for your child, _____
(child's name)

The proposed placement is: Initial Placement in Special Education A Private Placement and is described in an IEP dated: _____
(Note: An IEP must be developed prior to either placement)

IV. Written Consent

I consent to the special education placement described in item III, above. I understand that, for an initial placement in special education, my consent is valid for changes in my child's program or placement (except placement in a private program) if proper notice is given to me and I have not revoked my consent.

Parent/Guardian Signature Date

I do not consent to the special education placement described in item III, above. I understand that by refusing consent for the initial placement in special education, I waive all rights to special education.

http://www.sde.ct.gov/sde/lib/sde/PDF/D_EPS/Special/ED626.pdf

ED626

- **Must the ED626 be completed?** State law at section 10-76d-8 states that "... *parental consent shall be obtained prior to ... initial placement ... of a child who requires special education and related services.*"
- **What is the Purpose of the ED626?** The ED626 provides the informed written consent of the parent that the PPT has determined that a child requires special education and related services.
- **When are other instances of obtaining written parental consent?** At initial evaluation, re-evaluation, initial placement, & private placement.
- **NOTE*** - Parents do not sign the IEP, they sign the ED626.



Eligibility And Disability Category

- The child's PPT determines eligibility
- Eligibility = Disability + Educational Impact
- Children with a diagnosis or disability under Part C may not have that same 'disability category' assigned by the PPT
- Any disability category should not drive services – Special education and related services should be individualized to the child's strengths and needs
 - Example: An ASD label does not drive autism specific programming – preparing families
- Recommendation: Birth to 3 & school districts should address parent understanding & expectations

Part C and B Eligibility – May Look the Same But It's Not

Part C: Birth to Three

- Eligibility for Birth to Three (e.g. IDEA Part C)
 - Established Condition, or
 - Developmental Delay determined by an evaluation indicating a:
 - 2.0 Standard Deviation in one developmental domain area, or
 - 1.5 Standard Deviation in two or more developmental domain areas.

Part B: Special Education

- Eligibility for Special Education (e.g., IDEA Part B)
 - Comprehensive Evaluation to:
 - Determine whether the child has a disability under IDEA, B
 - Determine if the disability has an educational impact
 - Identify an IDEA, B disability category
 - Developmental Delay '*disability category*', can be used until age 5. Evaluation results must meet the definition and criteria

Early Intervention vs. Special Education

Part C – EI Services

- Special Education or Developmental Services
- Speech & Language
- Occupational Therapy
- Physical Therapy
- Behavior Intervention
- Audiology
- Assistive Technology
- Health
- Nutrition
- Transportation
- Vision Services
- Etc.

Part B – Special Education

- Special Education
 - Delivered by:
 - Educator
 - Speech & Language



IDEA Services = Special Education

- IDEA, Part B = Special Education – means that a free appropriate public education (FAPE) is provided to a child with a disability who requires special education and related services.
- Special Education means “specially designed instruction, at no cost to parents, to meet the unique needs if a child with a disability including instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings.”
- Speech and Language Pathology is considered special education “only if the service is considered special education rather than a related service under state standards.”
- Unlike Part C, not about training the family to implement early intervention techniques in daily routines

IDEA - Related Services

Related services include transportation and developmental, corrective and other supportive services as required to assist a child with a disability to benefit from special education, and can include:

- Speech-language pathology
- Audiology
- Physical and occupational therapy
- Interpreting services
- Counseling
- Mobility services
- Social work services in schools
- Parent counseling and training





Least Restrictive Environment (LRE)

What It Is

- LRE is defined as the placement appropriate for the individual child
- “Early childhood: environment defined as 50/50 ratio
- Includes: separate class, separate school, residential facility, home
- Itinerant/Service provider location (speech only = program)

What It Is Not

- No continuum of choices or a menu for parents
- A continuum is a district obligation to ensure that they can meet the needs of all students with a disability
- May be a service and may not be a preschool program
- An IEP does not entitle a child to a preschool program
- Special education is not necessarily a placement in a program

IFSP vs. IEP

IFSP	IEP
Family Centered	Child Centered
Child's Natural Environment	School/educational setting
Functional outcomes based on daily routines delivered by the parent/caregiver	Educational/school focus on academic, functional and behavioral outcomes delivered by educators and if appropriate, related service personnel
Birth to Three services combined with other services to support family members to enhance child's development	Education/special education and related services



Issues du Jour

- Birth to Three Transdisciplinary Team/Coaching Approach
- Birth to Three Notification Reports on SEDAC – at SDE – Reports allow for district planning and budgeting as well as ensuring child find and FAPE by age 3
- IFSP Functional Goals – ADL for babies
- Early Referrals for Districts – before age 2
- Assistive Tech – Ownership & Responsibility
- Birth-3: What “Services At No Cost” means



Issues, Disputes, Misunderstandings

- Reminder: There is no “Stay Put”
- Issues when writing a “Parent Report’ for the family
- Late Referrals = No IEP By Age 3
- Addressing Parent Understandings or Misunderstandings (ex: cannot pick classrooms, providers, schools, services)
- Summer Birthdays do not automatically entitle a child to ESY
- Parents do not sign the IEP
- Other



Contacts on Transition Issues

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