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*This Early Childhood Transition booklet was developed by the following members of the Department of Education, Early Childhood Education Transition Task Force: Susie Andres, Cheryl Crawford, Susan Crouther, Helen Faith, Teri Hudspeth, Evelyn Johnson, Joan Lucky, Janet Sanders, and Theresa VanAsselberg.*

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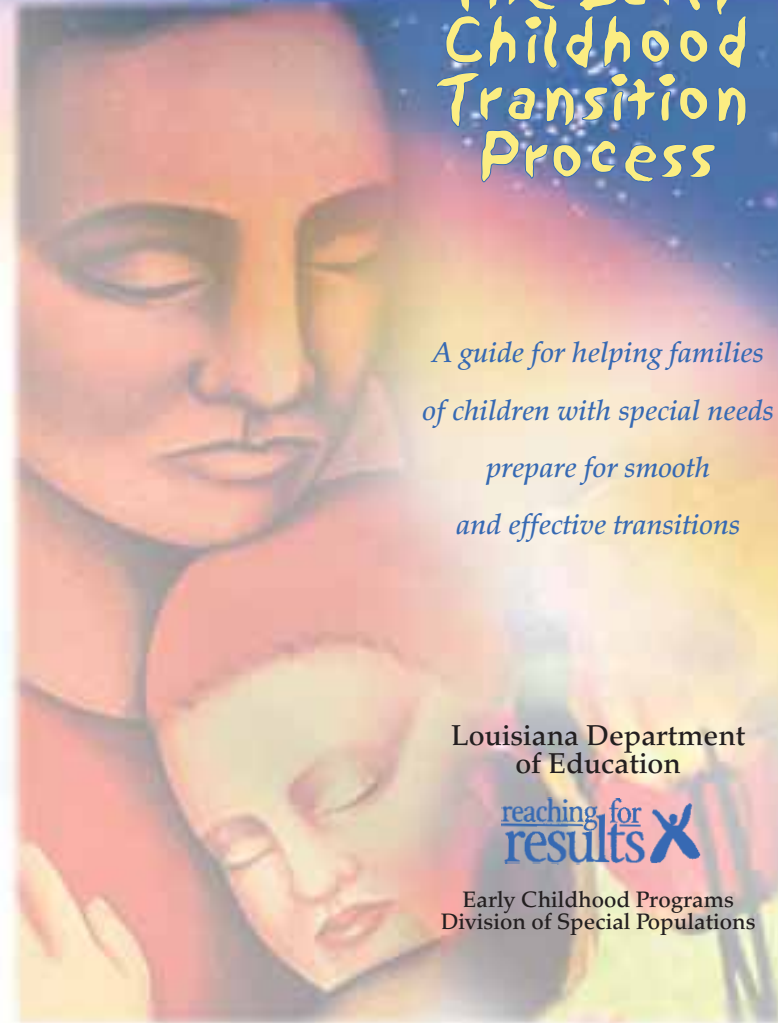
# The Early Childhood Transition Process

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

Louisiana Department  
of Education

reaching for  
results 

Early Childhood Programs  
Division of Special Populations





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## Transition

A carefully planned process of passage of a child and family from one set of services and programs into other services and programs, or in some cases, a transition out of service completely.



## Timeline

### Child's Age in Months

3	6	9	12	15	18	24	30	31	32	33	34	35	36
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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.

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.

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.

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 scenario into other services and programs, or out of services at age 3.

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, your LEA should discuss other options with you and your family.

**IDEA**  
Individuals  
with  
Disabilities  
Education Act

**IDEA, PART B**  
Special education  
and related  
services for  
children ages 3  
through 21.

**IDEA, Part C**  
Early intervention  
services for infants  
and toddlers with  
disabilities from  
birth to age 3 and  
their families.



## Comparing the IFSP and the IEP

### IFSP

#### Individualized Family Service Plan, IDEA, Part C

*For children and their families from birth through age 2*

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

*Eligibility for children birth through age 2 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.*

*Outcomes and activities are developed to address the needs of the child and family.*

*Description listing needed services—What, Who, Where, How and When.*

### IEP

#### Individualized Education Program IDEA, Part B Section 619

*For children ages 3 through 5*

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

*Eligibility for children ages 3-5 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 annually and reviewed as 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.*

*Measurable annual goals and objectives are developed to address the child's specific needs in reaching educational standards and benchmarks.*

*Description indicating special education, related services, supplemental aids and services, modifications and supports.*

### Commitment

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



Even the  
Smallest  
Steps Will  
Move You  
Forward

## 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. 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

## 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 reschedule as soon as possible. Make it your business to get the needed information to your team. Delays are not good.
- ☆ **Recognize that you are important to your child!** Speak with your child about what you are doing and how you feel, and keep in touch with your child's feelings.

## Evaluation

Procedures  
used by  
appropriate,  
competent  
personnel to  
determine a  
child's initial  
and  
continuing  
eligibility  
under IDEA,  
Part B.





## 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.** You will always receive written notice before any event happens (10 calendar days in advance). 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.

☆ **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. Ask your FSC to recommend resources.



## Rights

Both federal and state laws protect the rights of children with disabilities and their families.



## Settings for Preschool Children with Disabilities AGES 3-5

There are several programs available to preschool children ages 3-5 for continuing their progress through the state education program. The following outlines the programs available, and gives a brief description of each.

### Early Childhood Setting

*This may include, but is not limited to:*

- Regular Kindergarten classes
- Public or private preschools
- Head Start Centers
- Child care facilities
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Home/early childhood combinations
- Other combinations of early childhood settings

### Early Childhood Special Education Setting

*This may include, but is not limited to:*

- Special education classrooms in regular school buildings
- Special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings
- Special education classrooms in portables outside regular school buildings

### Home

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

### Part-Time Early Childhood / Part-Time Early Childhood Special Education Setting

*Children receive services in multiple settings, which may include, but are not limited to:*

- Home/early childhood special education combinations
- Head Start, child care, nursery school facilities, or other community-based settings with special education provided outside of the regular class
- Separate school/early childhood combinations

## Options

**It is so important to make sure you provide accurate information about your child, so that he or she receives the appropriate services.**

All Children Are  
Gifted...  
Some Just Open  
Their Presents  
Later  
Than Others

## More Settings for Preschool Children with Disabilities

### Residential Facility

*This may include, but is not limited to:*

- Hospitals
- Nursing homes
- Public or private residential facilities

### Separate School

*This refers to children who receive all of their special education and related service outside the home, such as:*

- Public or private day schools designed for children with disabilities

### Itinerant Service Outside the Home

This option describes services for children who receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for no more than 3 hours per week.

This option does not include services delivered at home for 3 hours or less per week. These itinerant services may be provided individually or to a small group of children in a school, hospital, or other community-based setting.

*This may include, but is not limited to:*

- Special Instruction
- Speech Therapy
- Adaptive Physical Education (APE)
- Physical Therapy (PT)
- Occupational Therapy (OT)
- Assistive Technology

*Any combination of services may not exceed 3 hours per week*

### Reverse Mainstream Setting

Educational programs designed primarily for children with disabilities that include 50% or more children without disabilities.

**Get involved.  
Learn about  
the options  
available for  
your child  
within the  
public school  
system and  
in your  
community.**



## Program Options for 4-year-olds

### 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 both 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 local public school system can provide contact information for your local Head Start centers.

### Other Pre-K Programs

The year before your child enters kindergarten, he or she may be eligible to attend a local public school Pre-K program such as LA4, Title 1, Starting Points, Even Start or 8(g). Contact your local school system at the beginning of the calendar year (January/February) prior to the school year for additional information and eligibility requirements.



**Pre-K programs are important in helping your child develop skills needed for school.**



## 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.**

**If your child turns 3 by the screening date for the Extended School Year Program (ESYP),** he or she will be screened by the teacher, and *if eligible*, you may choose to receive services during the summer. If your child is screened and *is not eligible for services during the summer*, your child will not receive services during the summer. Services will resume when the next school year begins.

**If your child turns 3 after the screening date and before summer school begins** for ESYP, the IEP committee will determine if the child is eligible for services during the summer. *If eligible*, you may choose to have your child receive services during the summer. If the IEP committee determines that your child *is not eligible* for services during the summer, services will start when the next school year begins.

**If your child turns 3 during the summer months** the IEP committee 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 during the summer months and the IEP committee determines *that your child does not need services immediately*, then services will start when the next school year begins.

**If your child turns 3 during the spring or summer months** and the evaluation by the school system at age 3 determines that your child *is not eligible for services* under Part B, your FSC and school system will discuss options for your child and provide information on available programs.

Be sure to begin the transition process well in advance of your child's 3rd birthday.

Check with your local school system for the ESYP screening date.



The Best  
Inheritance  
One Can Give  
a Child Is  
the Gift  
of Time

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

### Louisiana Public Schools Registration 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, your local school board office 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.

☆ **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.



Proof of  
Residency

Birth  
Certificate

Social Security  
Card

Immunization  
Record

Custody  
Papers



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

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

### Knowing Your child

Every child is individual and special.

Fill out this information about your child so others can get a better understanding of his or her strengths and areas in need of support.



Knowledge,  
Like a River,  
Will Cut a  
New Path  
Whenever  
It Meets  
an Obstacle

## Terms You Need To Know

- ☆ ADL - Activities of Daily Life (feeding, dressing, toileting, etc.)
- ☆ APE - Adapted Physical Education (individualized to meet child's needs)
- ☆ Alternate Assessment - A method of assessing progress of students who are not addressing high school graduation standards
- ☆ Benchmark - A general statement relating to a specific subject area
- ☆ C.A. - Chronological age (example: 2 years old = C.A. 24 months)
- ☆ CRT - Criterion referenced testing
- ☆ DD - Developmentally Delayed
- ☆ ECE - Early Childhood Education (refer to pages 10-13)
- ☆ ESYP - Extended School Year Program - 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
- ☆ LA4 - One of Louisiana's 4-year-old Pre-K Programs  
Other programs include: Title 1, Starting Points, Even Start, and 8(g)
- ☆ LEA - Local Education Agency (local school system)
- ☆ LEAP - Louisiana's Educational Assessment Program - a standardized test given annually to students
- ☆ LRE - Least restrictive environment
- ☆ MDE - Multi-disciplinary evaluation - used by Pupil Appraisal to determine eligibility for services
- ☆ NRT - Norm-referenced testing
- ☆ ODR - Officially Designated Representative - the school board employee with the authority to sign an IEP; generally includes the school principal and designee(s)
- ☆ OT - Occupational therapy - a service for students whose fine motor, perceptual, and/or sensory integration impairments significantly interfere with learning
- ☆ PAS - Pupil Appraisal Services - school board assessment personnel
- ☆ PT - Physical therapy - a service for students whose gross motor limitations interfere significantly with academic development
- ☆ SBLC - School Building Level Committee - a committee of faculty members and other school personnel who review referrals for school-based and special education services for school-age children
- ☆ Self-Contained - Special education placement option
- ☆ SDE - State Department of Education
- ☆ SP - Speech- speech therapy is provided to students who have been evaluated and determined to have mis-articulated speech sounds; inappropriate voice and fluency disorders and/or impaired understanding or expression of their thoughts

Make sure you do everything you can to improve the quality of your child's education and his or her life!



