

Early Childhood Transition

Part C to Part B



Training Objectives

During this session:

- Participants will learn and understand Federal regulations and State policies regarding young children transitioning from Part C to Part B.
- Participants will learn best practices to support smooth transitions
- Participants will learn strategies and tactics to address challenges and barriers that may arise.

Training Objectives

As a result of this training:

- Participants from early intervention, local school districts, and early care and education programs will be able to comply with Federal requirements regarding implementation and reporting for young children transitioning from Part C to Part B.
- Participants will be able to support children and families effectively throughout the transition process and to collaborate with an interagency team in the coordination of transition activities.

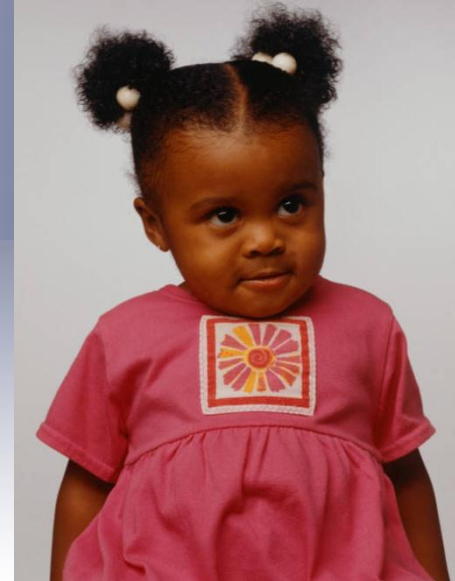
Change is inevitable.

Growth is intentional.

–Glenda Cloud

Abbreviations and Acronyms

Important Laws



- ADA – Americans with Disabilities Act
- CAPTA – Child Abuse Prevention & Treatment Act
- FERPA – Family Education Rights & Privacy Act
- IDEA – Individuals with Disabilities Education Act
 - Part B – Special Education services for 3-5 yrs
 - Part C – Early Intervention services for 0-2 yrs

Important Terms



- FAPE – Free Appropriate Public Education
- IFSP – Individual Family Service Plan (Part C)
- IEP – Individual Education Program (Part B)
- LEA – Local Education Agency [School District]
- LRE – Least Restrictive Environment (Part B)
- MET – Multidisciplinary Evaluation Team
- NE – Natural Environment (Part C)

Understanding Early Childhood Transition: NECTC Conceptual Framework

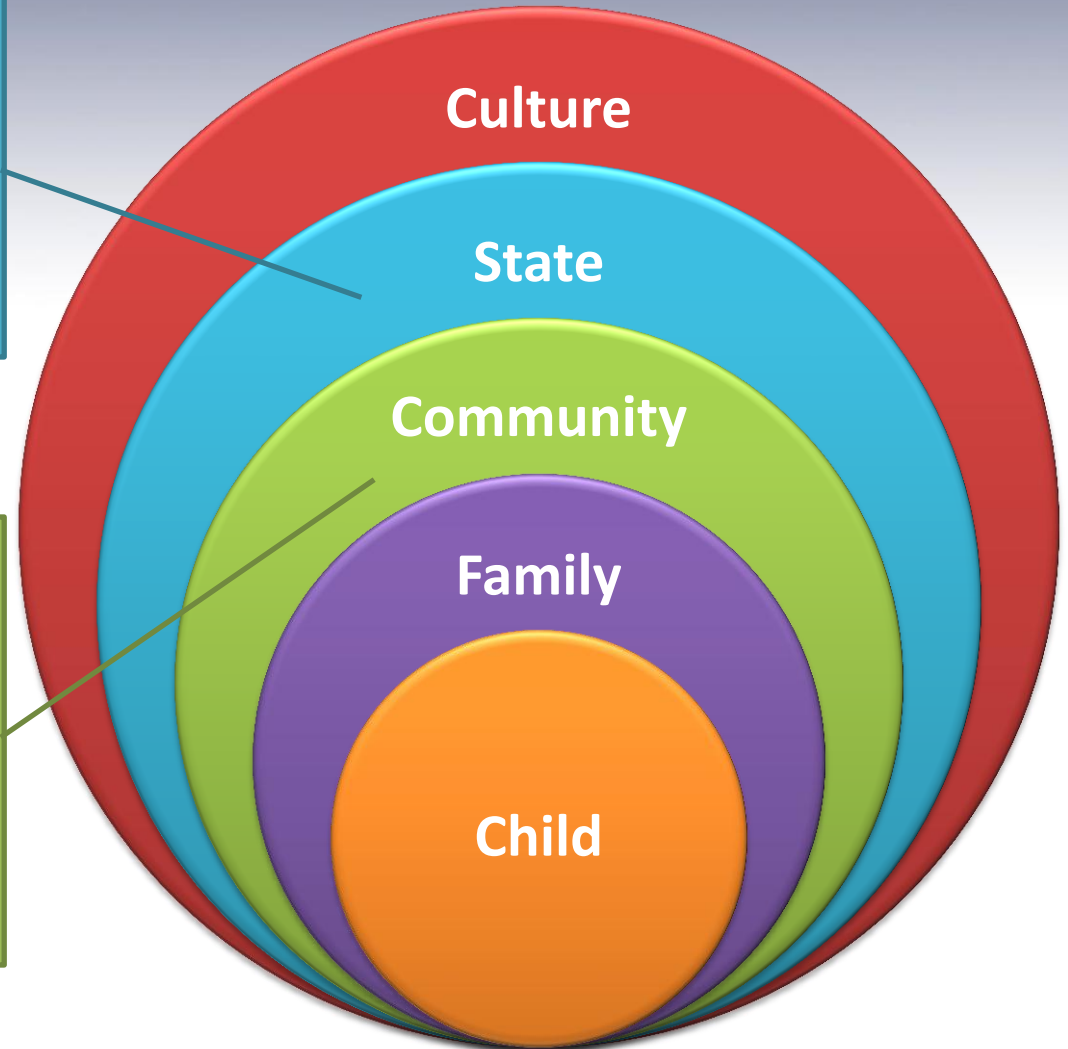
NECTC Conceptual Framework: Ecological Context

At the state level, there are:

- individual agencies, and
- an interagency service system.

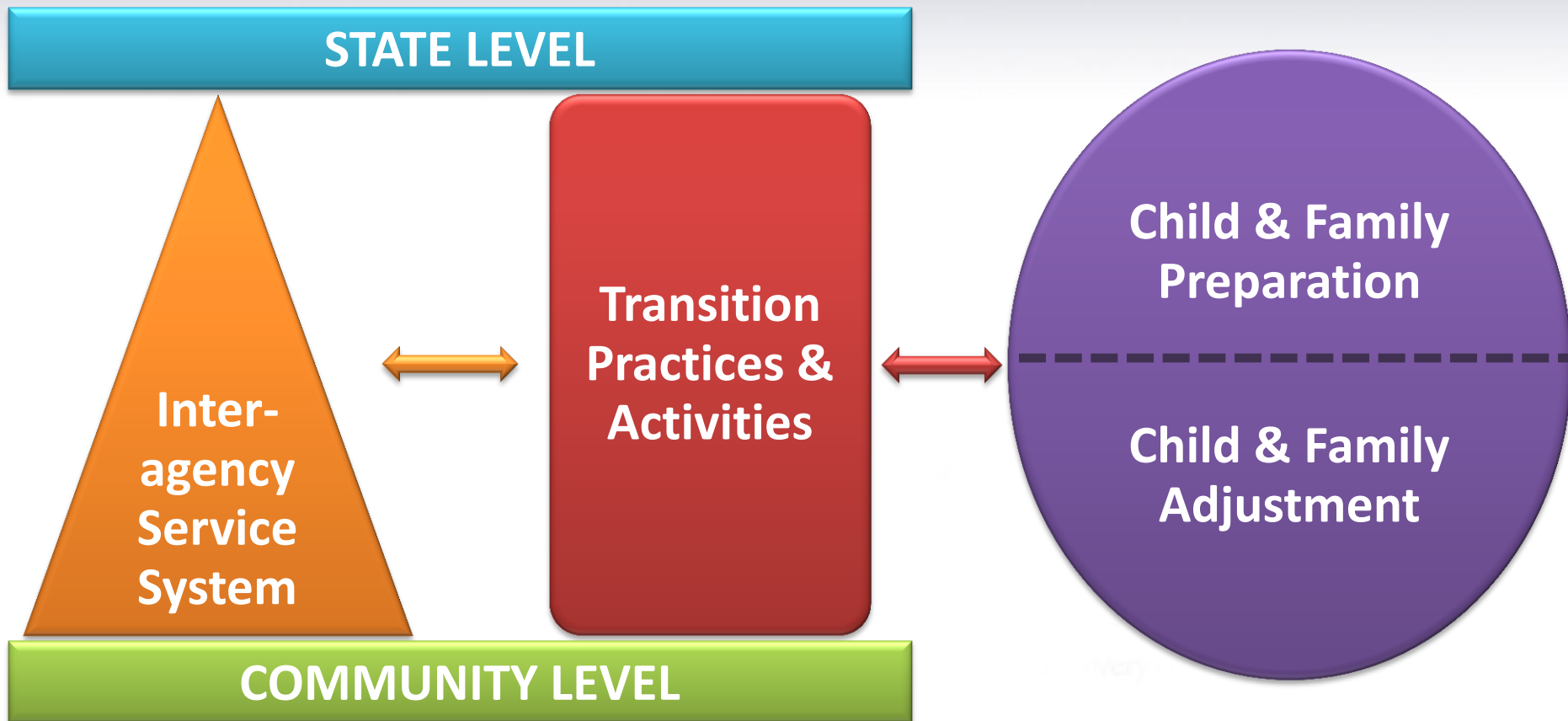
At the community level there are:

- individual providers;
- individual programs; and
- a local service system.

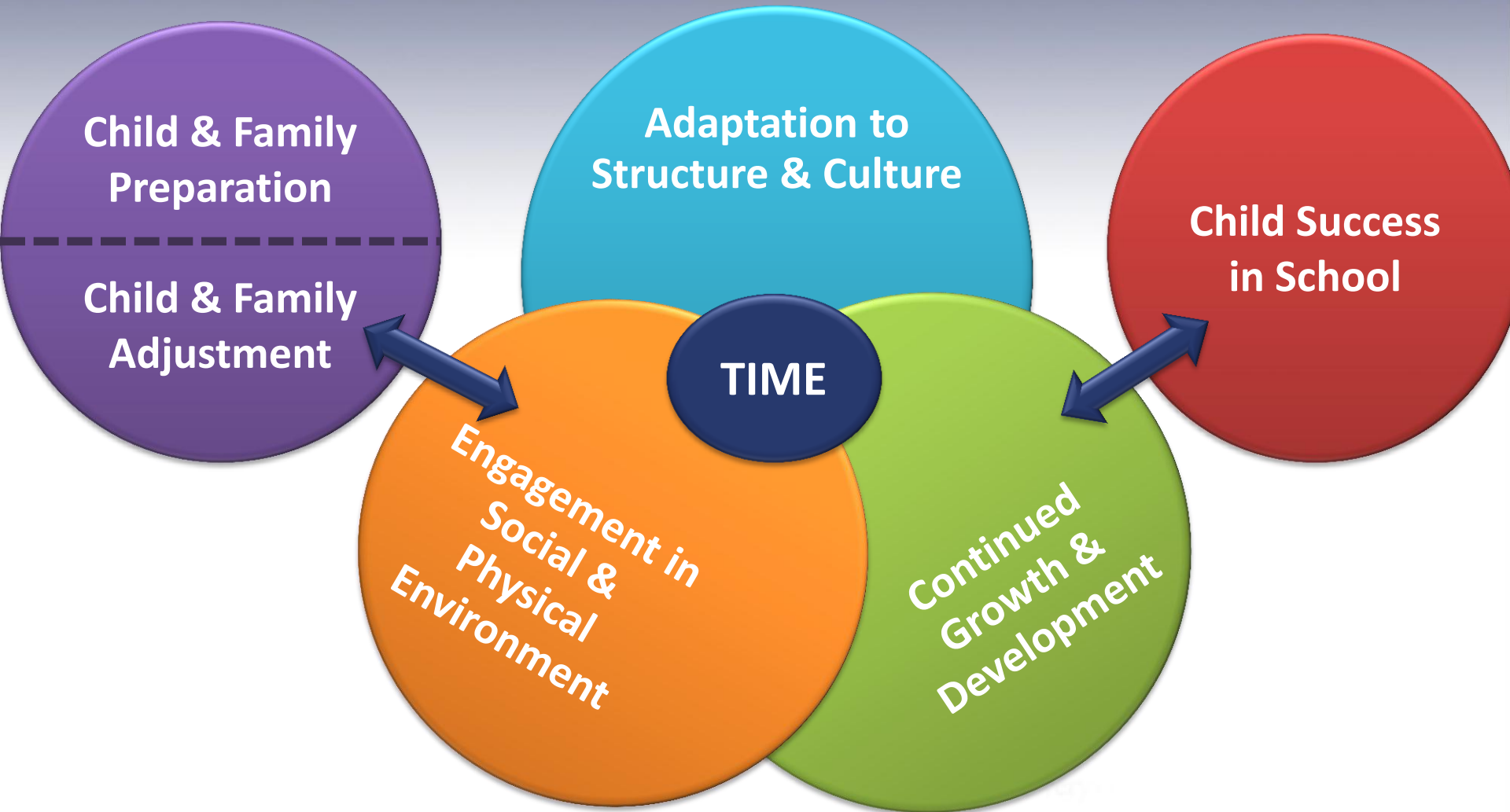


NECTC Conceptual Framework

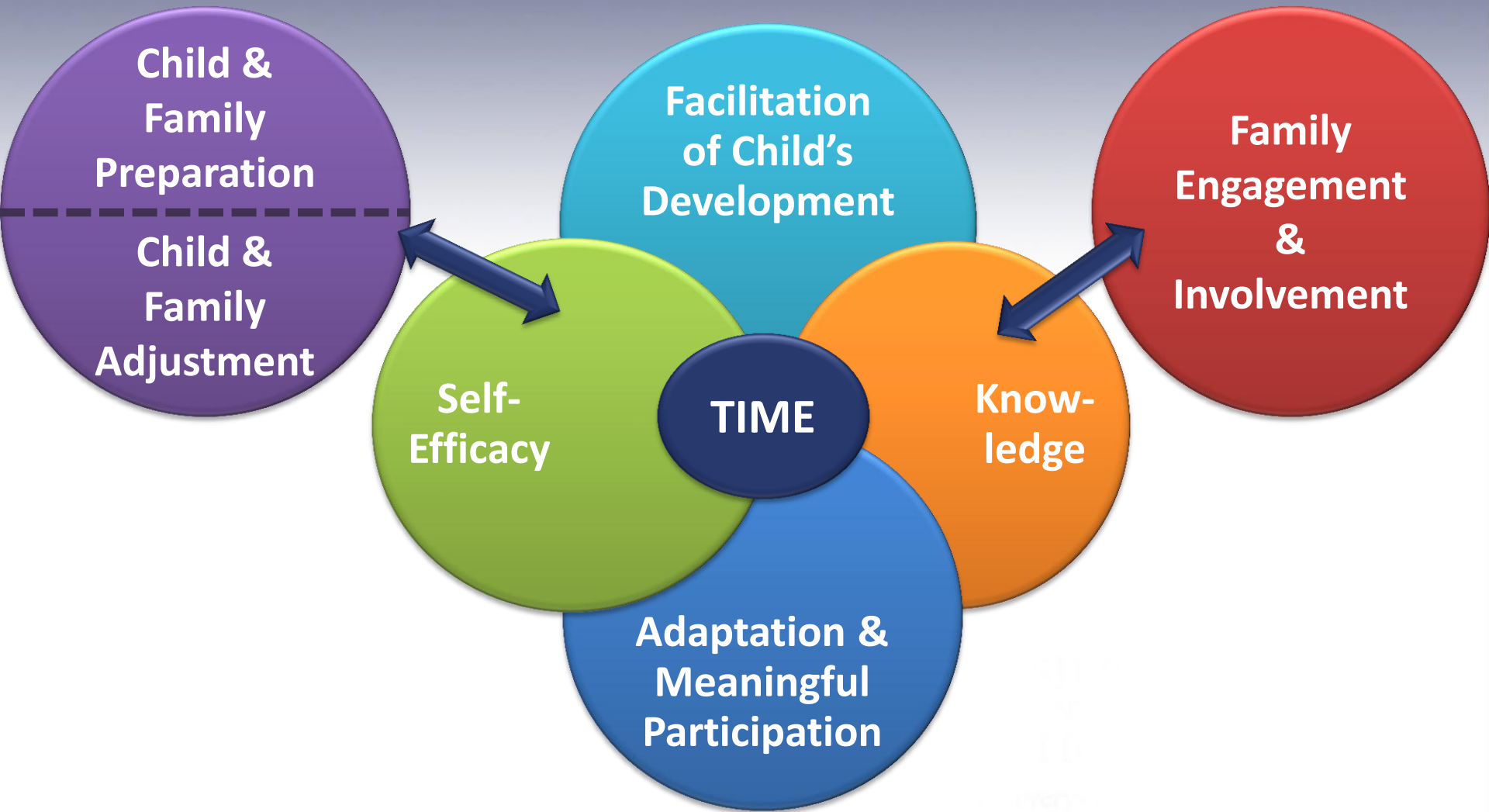
Transition is a process of transforming relationships and responsibilities, not an event, a meeting, or paperwork to complete.



NECTC Transition Framework: Child Outcomes for Transition



NECTC Transition Framework: Family Outcomes for Transition



NECTC Nationally-Validated Practices & Strategies



Early Childhood Transition: Collaboration in Transition

Smooth Transition

The State must have policies and procedures to ensure that children receiving Part C early intervention services have a smooth and effective transition to Part B preschool services (or other appropriate services).

*Part C Federal Register Title 34 § 303.209(a);
Part B Federal Register Title 34 § 300.124;
State Board Policy 7219 § 300.124*

Interagency Agreements

The Part C agency and the Part B agency must have an interagency agreement that addresses how they will meet all of the transition requirements (i.e., notification, plan for transition, and transition conference) and spells out any policies on sharing information and data.

Part C Federal Register Title 34 § 303.209(a)

Part C: Early Intervention



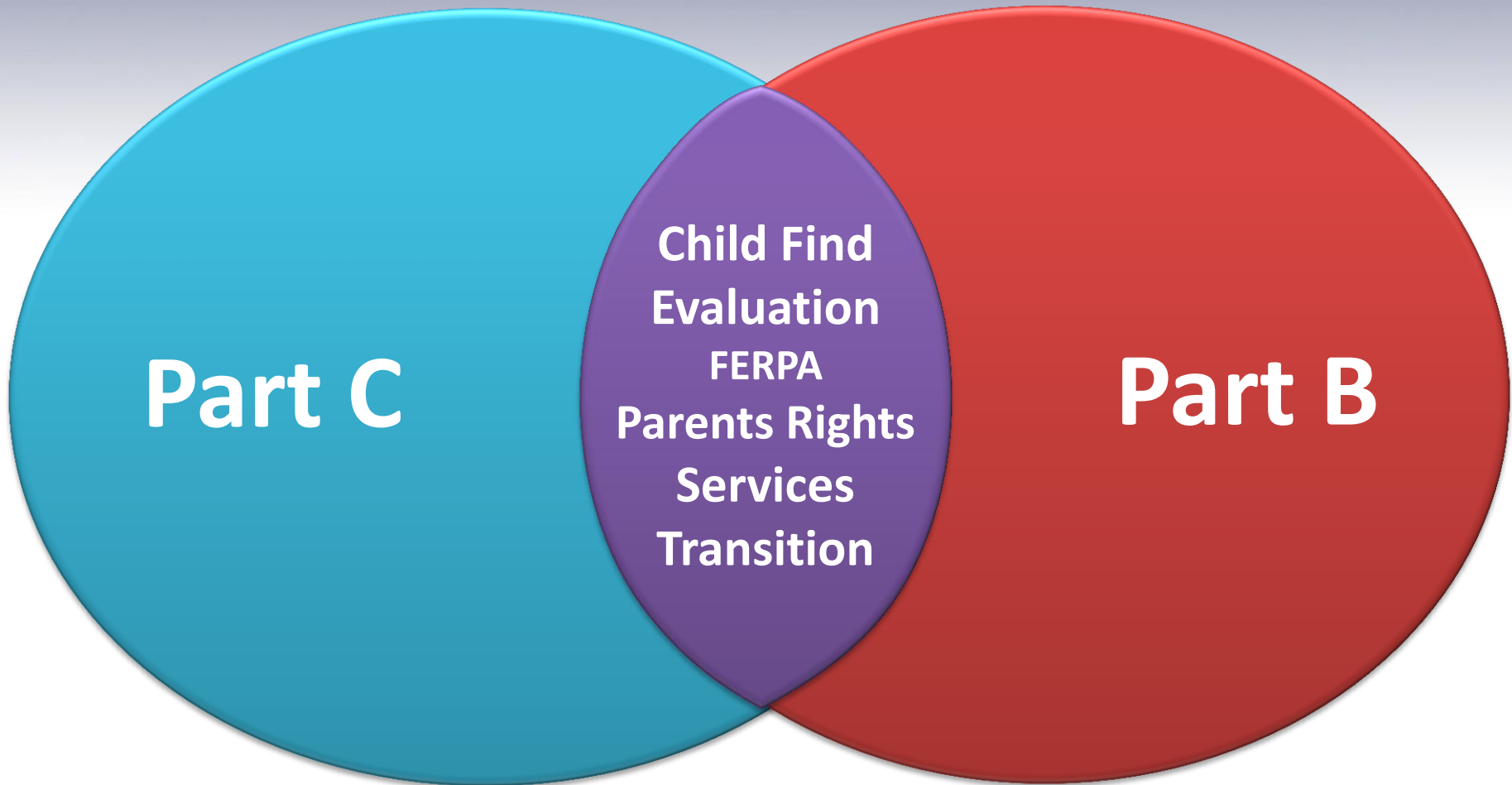
- MS State Dept. of Health (MSDH)
 - Nine (9) health districts
- Serves children birth through 2 years
- Serves children in their *Natural Environments* (NE)
- Eligibility
 - Condition likely to result in a delay in development
 - DD considered a delay in 1 or more areas of development (cognitive, motor, language, social/emotional, or adaptive)
- Helps families meet the needs of their child(ren)
- Individual Family Service Plan (IFSP)

Part B: Early Childhood Special Education

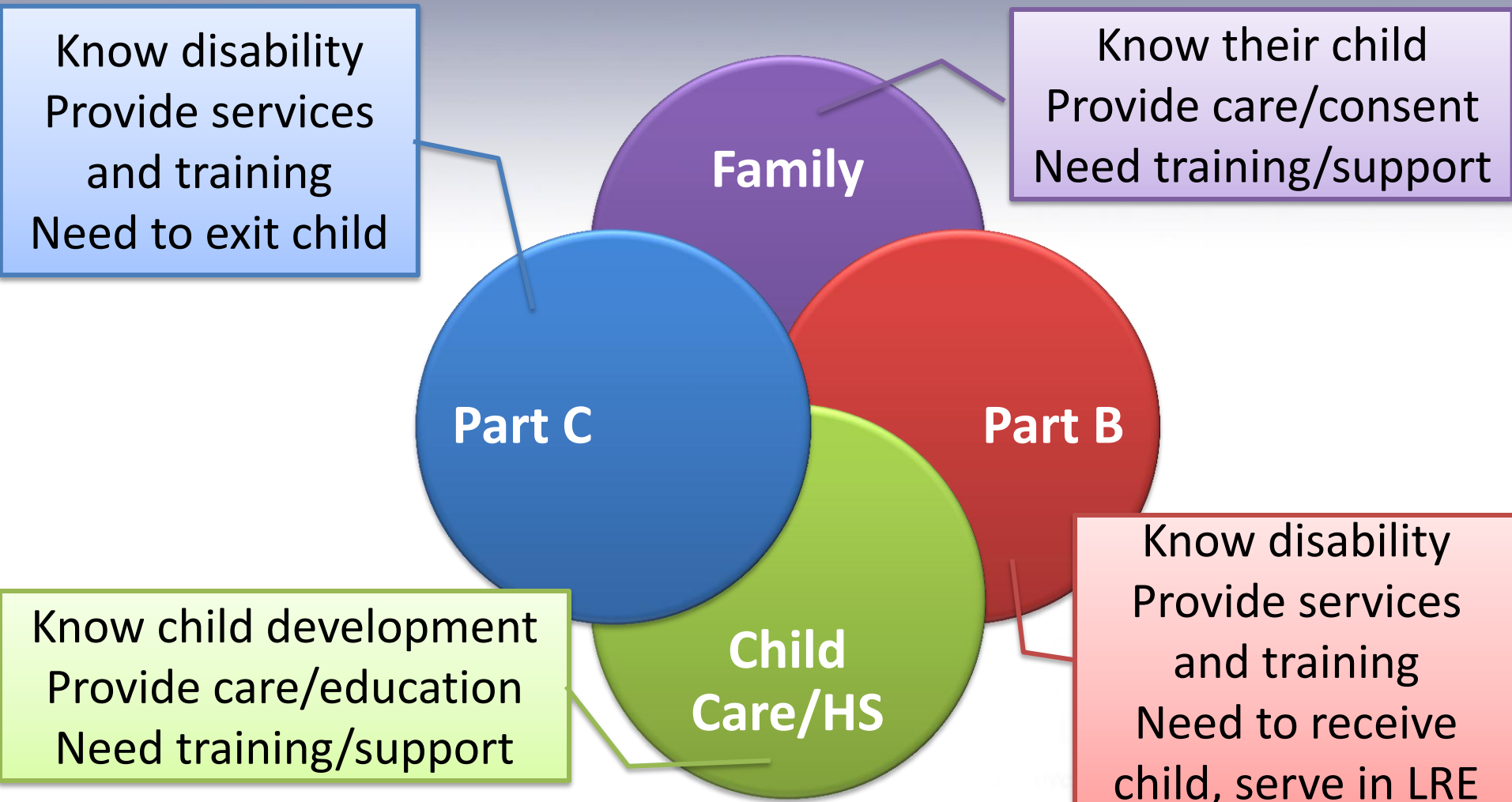


- MS Dept. of Education (MDE)
 - 152 school districts
- Serves children 3-21 years
- Serves children in *Least Restrictive Environment* (LRE)
- Eligibility
 - 13 disability categories (A, D/B, DD, EmD, HI, ID, L/S, MD, OHI, OI, SLD, TBI, VI)
 - DD considered a delay in 2 or more areas of development (cognitive, motor, language, social/emotional, or adaptive)
- Allows children to participate in general education curriculum (K-12) or appropriate activities (3-5 year olds)
- Individual Education Program (IEP)

Part C and Part B Shared Roles



Transition Partners



Other Transition Partners

Other possible partners

- Health care providers
 - Doctors and nurses
 - Rehabilitation and physical therapists
 - Dental and oral surgeons
 - Ophthalmologist
- Mental Health care providers
 - Clinical or counseling psychologists
 - Psychiatrists and psychiatric nurses



Communication Among Transition Partners

Team members must decide together:

- What they will communicate
 - e.g., process check-ins, status updates,
- How often they will communicate
 - e.g., weekly, bi-weekly, monthly
- What means they will use to communicate
 - e.g., phone calls, emails, face-to-face meetings
- What role each participant will take
 - e.g., facilitator, follow-up, monitor

NECTC Nationally-Validated Practices & Strategies



Early Childhood Transition: Barriers to Collaboration

Barriers to Collaboration & Strategies to Overcome Them

Part C and Part B differ in purposes, policies, and practices

- Recognize that Part C and Part B have different intentions and roles to fit the developmental needs of children and their families.
- Find areas of similarity or overlap to collaborate (e.g., child find, evaluations, parental rights).
- Minimize misunderstandings and disagreements by avoiding jargon, explaining the limitations of each approach, and seeking common ground.

Barriers to Collaboration & Strategies to Overcome Them

Not all participants are aware of their roles and responsibilities

- Increase awareness and understanding of each participant's roles and responsibilities.
 - Begin with everyone sharing his or her general understanding of their roles and responsibilities.
 - Clarify your own roles and responsibilities early and often during the process.
 - Refer to federal and state policies/procedures to clarify roles and responsibilities when there are misunderstandings and disagreements.

Barriers to Collaboration & Strategies to Overcome Them

Children with disabilities are often excluded by private child care

- Almost all private child care centers, including small, unlicensed, home-based centers, must follow the requirements of title III of ADA.
 - Child care providers cannot discriminate on the basis of disability. Children and parents (and potential customers) with disabilities must be afforded an equal opportunity to participate in the child care center's programs and services.

Barriers to Collaboration & Strategies to Overcome Them

Children with disabilities are often excluded by private child care

- To be compliant with Title III of ADA:
 - Centers cannot exclude children with disabilities unless they pose a *direct threat* to the health/safety of others or require a fundamental alteration of the program.
 - Centers have to make *reasonable modifications* to their policies and practices to integrate CwD.
 - Centers must provide *appropriate auxiliary aids and services* needed for effective communication, unless doing so constitutes an *undue burden*.
 - Center facilities must be *accessible*.

Barriers to Collaboration & Strategies to Overcome Them

Contacts are not inclusive or consistent

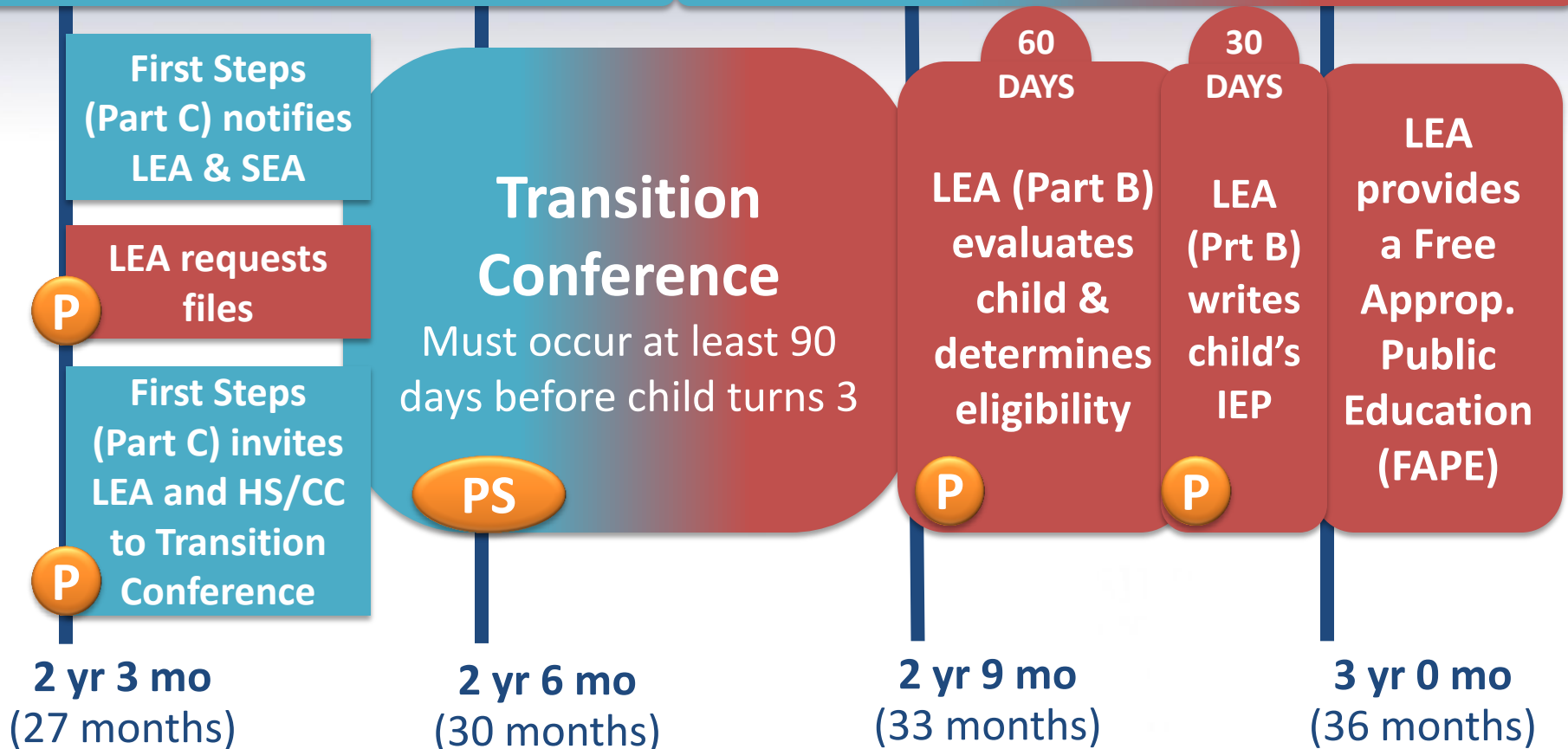
- Ensure all important stakeholders are included in the transition process
 - The participants on the transition team may be different depending upon the needs of each child.
- Give equal consideration for the time constraints for all participants.
 - Flexibility is key for successful collaboration.
 - Consider alternate ways for people to participate other than face-to-face meetings.

Early Childhood Transition: Timeline for Transition Events

Transition from Part C to Part B Timeline

Develop Transition Plan

Implement Transition Plan

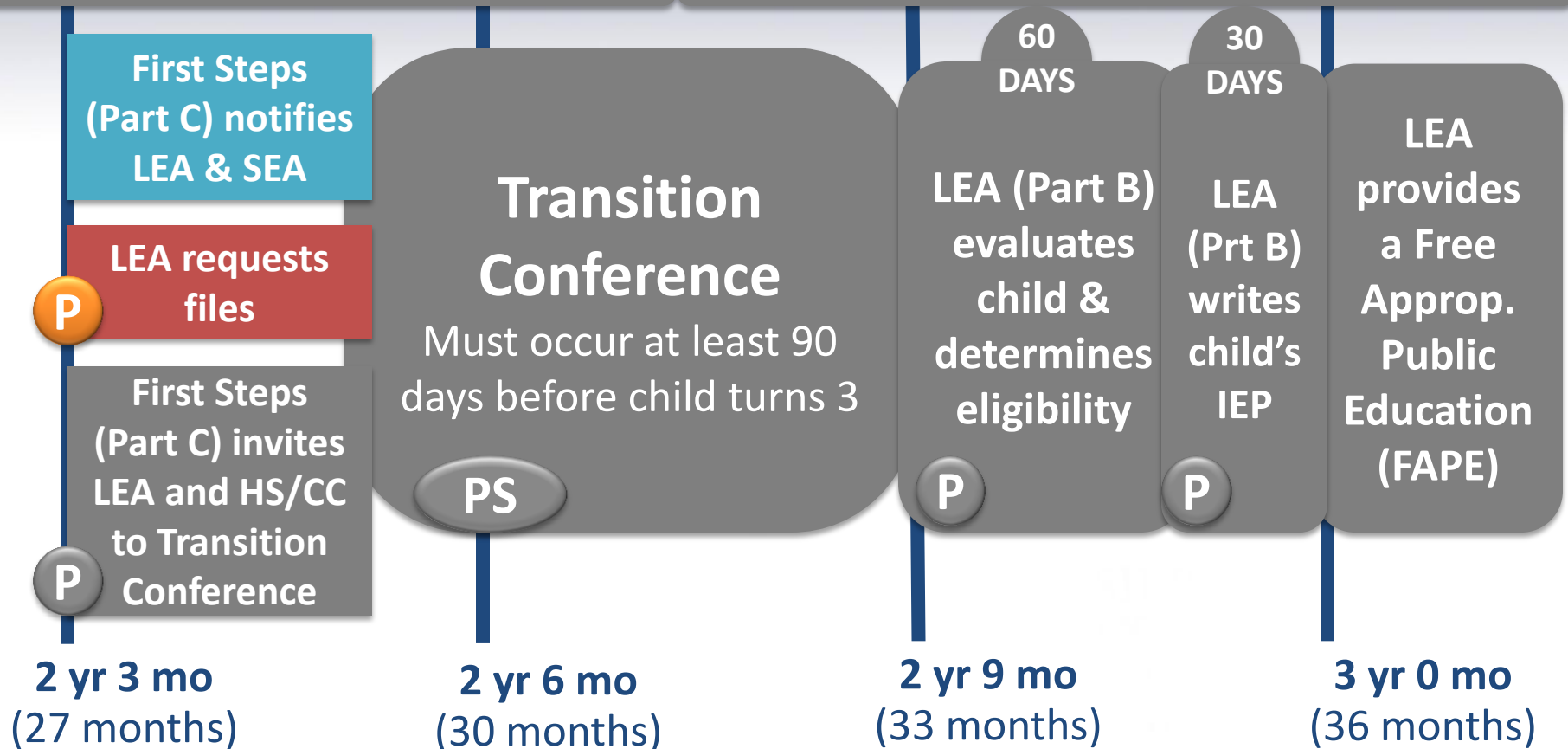


Early Childhood Transition: Notification and Data Sharing

Transition from Part C to Part B Timeline

Develop Transition Plan

Implement Transition Plan



Part C Enrollment and Educational Records

Early Intervention staff collect data on children and their families throughout the child's eligibility for Part C services.

- Educational records are stored in the First Steps Information System (FSIS), in a local hardcopy file, or in individual service provider notes:
 - Evaluation data and reports
 - Individual Family Service Plans
 - Progress notes

Notification to SEA and LEA

Lead Agency (MSDH) notifies the State Education Agency (MDE) and the Local Education Agency of residence (school district) of any child receiving Part C services who may be eligible for preschool services under Part B.

- Notification must follow confidentiality policies
- Notification includes the child's name, DOB, parent's name, and parent's contact information

Part C Federal Register Title 34 § 303.209(b)

Notification to SEA and LEA

Late referrals for Part C

- When children are referred to Part C 90-45 days before their 3rd birthday, they must be evaluated to determine eligibility for Part C and the SEA and LEA of residence must be notified.
- When children are referred to Part C less than 45 days before their 3rd birthday, they will not be evaluated for Part C, but will be referred to the SEA and LEA of residence with parental consent.

Part C Federal Register Title 34 § 303.209(b)

Notification to the LEA

- The Service Coordinator will send a notification letter to the school district of residence.
- Once the notification letter is received, the school district should:
 - Calculate the timeline to determine any potential conflicts with key deadlines
 - Provide welcoming/outreach materials to the family to development a positive relationship
 - Provide acknowledgement of the receipt of the letter to the Service Coordinator

Requesting Part C Educational Records

The LEA should request all Part C educational records (e.g., evaluation reports, IFSPs, and progress notes) before the transition conference to be able to discuss the evaluation process and possible service provision if eligible.

- All record requests must be submitted in writing.
- Parental consent is required to share any of these educational records.
- The Service Coordinator will update releases to share this information every 6 months.

Notification to the SEA

- MSDH will send a daily report of all children who are potentially eligible for Part B to MDE.
 - This report includes every child in Part C who has an active case at 27 months of age and any child who was determined to be eligible for Part C after age 27 months.
- Once the report is received, the MDE adds these names to the MSIS data system.
 - MDE Staff try to ensure the correct school district is identified and coded.

MSIS Electronic Records

School districts should be able to locate records on transitioning children in the MSIS data system.

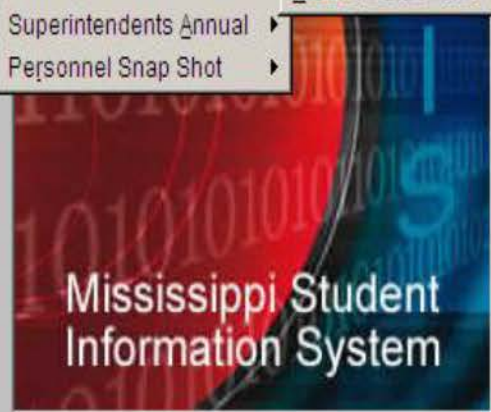
- These electronic records, however, are not considered the official notification method for the LEA and are not required before beginning transition efforts. Failure to locate a child in MSIS does not remove the LEA's responsibility to find or to evaluate a child.

- Free Lunch Eligibility ▶
- Student Data ▶
- Personnel Data ▶
- Monthly Attendance ▶
- Vocational Data ▶
- Special Education Data ▶**
- Financial Data ▶
- District ▶
- MS Report Card ▶
- Superintendents Annual ▶
- Personnel Snap Shot ▶

- Student ▶**
- Personnel ▶
- Teacher Units ▶
- District Data Profile ▶

- Pre Cut-Off ▶
- Post Cut-Off Snap Shot ▶
- Current Live Data ▶
- Table 1 ▶
- Table 2 ▶
- Table 3 ▶
- Table 4 ▶
- Table 5 ▶
- LRE Archive ▶
- LRE Live ▶
- SCD ▶
- Served by Resident District ▶
- Missing Placement ▶

- Part C to B Data ▶**
- Transition Services ▶
- Placement Difference ▶
- District Monitoring ▶
- Monthly Student Roster ▶
- Student Match Roster ▶
- Student No Match Roster ▶
- Yearly Special Ed Match Student Roster ▶
- Yearly SPecial Ed No Match Student Roster ▶
- Part C to B Removals ▶**



MSIS Electronic Records

MSIS reports:

- Monthly Student Roster: lists children assigned to the district
- Student Match Roster: lists children assigned to the district with an MSIS number
- Student No Match Roster: lists children assigned to the district without an MSIS number
- Part C to B Removals: code (A-L) for children not served by Part B by their third birthday

Use the *Student No Match Roster*

- LEAs should run the Student No Match Roster monthly to track children who are transitioning from Part C to B
- The Student No Match Roster will include the name & contact information for the parents/guardians as well as the service coordinator
- If the LEA is unable to contact the family for any reason, contact the service coordinator immediately for help in locating the family

Part C to B Student Roster Monthly Report

2007 - 2008

MSIS

July 29, 2008
Tuesday, 08:25 AM

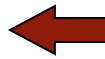
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District reported by MSDH



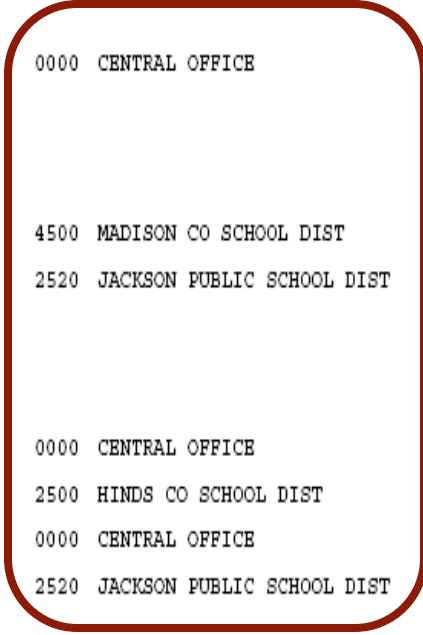
LAST NAME	FIRST NAME	M.I.	MSIS ID	DOB	RACE	GENDER	HEALTH ID	LEADING ED	TRANS DATE	TESTED IND	REMOVED
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District: **Your district name here**
School: **Your school name here**



District where student actually resides

Student # 1	Name		00/00/00		17271	0000	CENTRAL OFFICE		08/04/07		N
School Student Count: 1											
School: 056 MC LEOD ELEMENTARY SCHOOL											
Student # 2	Name		00/00/00		2910	4500	MADISON CO SCHOOL DIST		09/11/07		N
Student # 3	Name		00/00/00		5245	2520	JACKSON PUBLIC SCHOOL DIST		09/17/07		N
School Student Count: 2											
School: 500 SPED NON-PUBLIC											
Student # 4	Name		00/00/00		5378	0000	CENTRAL OFFICE		09/30/07		N
Student # 5	Name		00/00/00		3095	2500	HINDS CO SCHOOL DIST		08/02/07		N
Student # 6	Name		00/00/00		18096	0000	CENTRAL OFFICE		08/03/07		N
Student # 7	Name		00/00/00		4929	2520	JACKSON PUBLIC SCHOOL DIST		08/13/07		N
School Student Count: 4											



District Student Count: 7

MSIS Electronic Records

MDE puts child data from MSDH in MSIS:

- Student's Name, MSIS ID, and DOB
- Health ID: ID number assigned by Part C
- Leading ED: School district assigned by Part C
- Transition Date: Day before 3rd birthday (last day of Part C eligibility)
- Tested: Yes or No indicator of school district evaluation; used to track children tested but not served; set by MDE when district sends information
- Removed: Indicator removing child from district roster; set by MDE when district sends information

NECTC Nationally-Validated Practices & Strategies



Early Childhood Transition: Barriers to Data Sharing

Barriers to Data Sharing & Strategies to Overcome Them

Child Find notifications/records are not being received for all children being served.

- Ensure notifications and records are being received for all children.
 - Articulate in an Interagency Agreement/MOU exactly how information will be sent.
 - Forward misdirected letters to the correct LEA ASAP and inform the service coordinator.
 - Follow up within one week to ensure the information was received.

Barriers to Data Sharing & Strategies to Overcome Them

LEA notifications are incomplete/inaccurate.

- Ensure all the information on the LEA and SEA notifications is complete and accurate.
 - Verify the date of birth listed and name spelling.
 - Verify and update parent contact information.
 - Verify the correct school district with the parent.
 - Contact the LEA's Transportation Director.
 - Contact the County Tax Assessor's office.
 - Verify and update the school district code.

Barriers to Data Sharing & Strategies to Overcome Them

Referrals are untimely (too early or too late).

- Ensure notification occur at 27 months.
 - If a notification was sent before 27 months, resend another notification at 27 months.
 - Create a list for each school district of all the children transitioning using FSIS reports. Be sure to follow the rules about the limits of data sharing.
 - If a child changes school districts after 27 months, send a notification letter to the new school district.

Barriers to Data Sharing & Strategies to Overcome Them

Part C and B efforts are being duplicated.

- Look for opportunities to share information to prevent duplication of data collection.
 - Ensure that parents provide informed consent to allow the complete release of information.
 - Clearly articulate within collaboration planning meetings the requirements for evaluation data and who may be considered a qualified assessor.
 - Conduct joint evaluations whenever possible.

Barriers to Data Sharing & Strategies to Overcome Them

Part C and B efforts are being duplicated.

- Ensure information is not being mishandling or lost to prevent unnecessary duplication.
 - Develop mutually-agreed methods to ensure letters are identified upon arrival (e.g., use “CHILD FIND” stickers on the envelope or use brightly-colored paper).
 - Follow up one week after sending notifications or child files to ensure that they were received.
 - Create a Child Find/Transition binder to keep track of all of the children throughout the process.

Early Childhood Transition: Transition Conferences

Transition from Part C to Part B Timeline

Develop Transition Plan

First Steps
(Part C) notifies
LEA & SEA

LEA requests
files

First Steps
(Part C) invites
LEA and HS/CC
to Transition
Conference

Transition Conference

Must occur at least 90
days before child turns 3

PS

Implement Transition Plan

60
DAYS

LEA (Part B)
evaluates
child &
determines
eligibility

30
DAYS

LEA
(Prt B)
writes
child's
IEP

LEA
provides
a Free
Approp.
Public
Education
(FAPE)

2 yr 3 mo
(27 months)

2 yr 6 mo
(30 months)

2 yr 9 mo
(33 months)

3 yr 0 mo
(36 months)

Transition Conference

- Part C convenes a Transition Conference to discuss possible services after Part C.
 - Secure approval of the family to invite the LEA.
 - Send an invitation in writing to all participants.
 - Schedule the conference between 27-33 months.
 - Schedule the conference considerate of all parties.
- The Transition Conference may be combined with the meeting to develop a Transition Plan.

*Part C FR Title 34 § § 303.209(c)(1), (e)
MDE/MSDH Interagency Agreement*

Transition Conference

The Transition Conference must meet IFSP meeting requirements.

- The meeting must include the parent(s), service coordinator, service providers, evaluators, and, at the request of the family, preschool programs, the LEA, and other family members and/or advocates.
- The meeting must be accessible and convenient.
- A written notice must be sent to all participants early enough to ensure they will be able to attend.

*FR Title 34 § § 300.124, 303.209(e), 303.342(d), 303.343(a)(1);
State Policy 7219 § 300.124(c); MDE/MSDH Interagency Agreement*

Invitation to the Transition Conference

The Service Coordinator will send an invitation to the Transition Conference to the LEA .

- The Transition Conference must be scheduled before the child turns 33 months of age.
- The invitation should be sent to the parents, current service providers, school district, and Head Start and/or child care staff at least one week before the Transition Conference date.
- A copy of the invitation should be kept in the child's records.

Transition Conference

Pre-meeting preparation:

- Service Coordinators will help the family prepare for the meeting by:
 - Sharing information with them in home visits, and
 - Helping them collect information in program visits.
- LEAs review all of the data shared with them including early intervention and medical records and information from home or program visits.
- All participants will bring information to share (e.g., program information, enrollment forms).

Transition Conference

When?

- The meeting should occur when the child is between 27 to 33 months of age.
- Flexible timing is allowed to encourage participants to decide on the best timing for the family and child.
- The extended time frame allows participants to work around summer months, if necessary, and/or child or family issues (e.g., surgery, trips).
- Don't wait until the last minute!

Transition Conference

What?

- The meeting should cover:
 - Descriptions of Part B eligibility definitions;
 - Timelines for transition;
 - Process for consenting to an evaluation and conducting eligibility determinations under Part B;
 - Services through Part B and the community;
 - Family rights under Part C and Part B (procedural safeguards)
 - Expectations of all of the partners
 - Steps and services to assist with transition

Transition Conference

Who?

- Parent(s) of the child and any other family and/or a family advocate as requested by the parent;
- The service coordinator and any current service providers from the Dept. of Health;
- Staff from the LEA including person(s) who can explain the evaluation process;
- Staff from an early childhood program considered, including Head Start
- Others as determined by the specific situation.

Transition Conference

- Where?
 - At a location that is convenient for all participants and mutually agreed upon
 - May include online or phone conferencing options for participation (so schedule meeting spaces with connectivity)
- How?
 - **COLLABORATIVELY**

NECTC Nationally-Validated Practices & Strategies



Early Childhood Transition: Barriers to Transition Conferences

Barriers to Conferences & Strategies to Overcome Them

Transition Conferences do not have full participation of all partners because parents refuse consent for the LEA to attend.

- Build a strong collaborative relationship with parents early.
 - Use communication skills to foster collaboration.
 - Use collaborative practices (e.g., developing mutual goals, being accountable for LEA responsibilities, and making regular contacts to address challenges early) to build trust.

Barriers to Conferences & Strategies to Overcome Them

Transition Conferences do not have full participation of all partners because parents refuse consent for the LEA to attend.

- If, despite your best efforts, parents refuse Part B participation and services:
 - Have parents sign Part B Declining Services form and forward a copy to the LEA, with written consent of the parent;
 - Document in Service Coordinator notes; and
 - Transition child and family to community services.

Barriers to Conferences & Strategies to Overcome Them

LEA Personnel do not attend the Transition Conferences.

- Ensure the LEA receives invitations in a timely manner.
- Arrange regular interagency collaborative transition conferences.
 - Use consistent days of the week (Mondays and Fridays) or times of the day (e.g., morning, noon).
 - Use consistent locations or rotate settings across agencies and community.
 - Use consistent personnel by establishing regular (geographic) contacts for each program.
- However, don't be RIGID!

Barriers to Conferences & Strategies to Overcome Them

LEA Personnel do not attend the Transition Conferences.

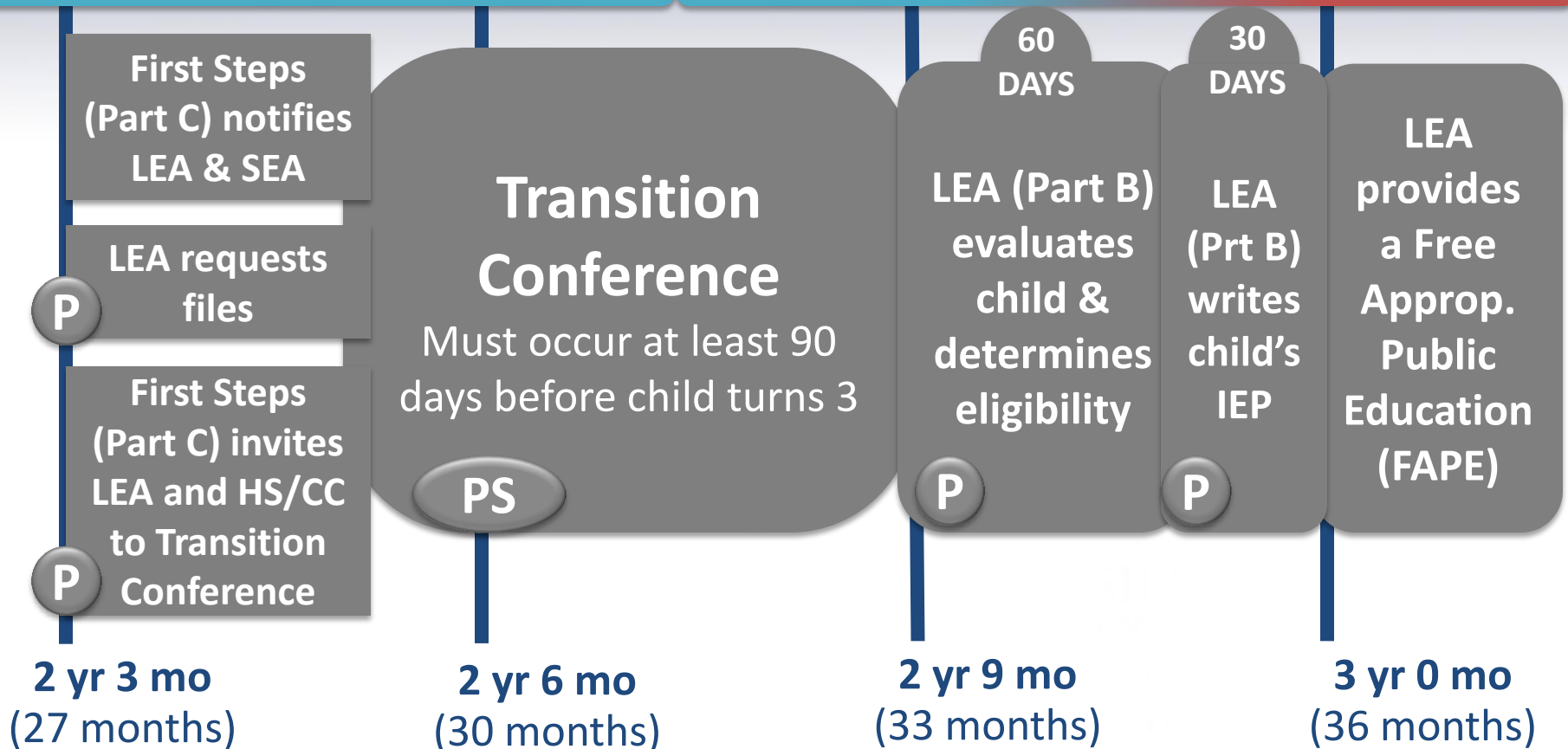
- LEA personnel must participate in the Transition Conference if invited. Participation is not optional.
 - Make arrangements to attend.
 - Set alternate meeting dates in case something comes up and participants cannot attend.
 - Make arrangements for people to participate using alternative methods (e.g., phone conferences, online meeting software, or Skype).
 - Participants may submit ideas in writing.

Early Childhood Transition: Transition Plans

Transition from Part C to Part B Timeline

Develop Transition Plan

Implement Transition Plan



Transition Plan

The Transition Plan must include:

- Confirmation of LEA notification and data sharing with the LEA with parental consent,
- Discussions with the parents about transition,
- Transition training with the family, and
- Transition services and activities necessary to support the transition of the child, including:
 - Procedures to prepare the child for transition, and
 - Steps to help the child adjust to and function after transition.

Part C Federal Register Title 34 § 303.344(h)(1)

Transition Plan

The Transition Plan is included in the IFSP and must meet the requirements for the development and implementation of the IFSP.

- The contents of the Transition Plan must be fully explained to parent(s).
- The parent(s) must give informed written consent before the Transition Plan can be implemented.
- The Transition Plan must be implemented as soon as possible after the parent provides consent.

Part C Federal Register Title 34 § § 303.209(e), 303.342(e)

Transition Plans

- Document the transition plan in the IFSP.
 - Note the initial discussions with the parent and any pre-conference transition plans.
 - Note the date of LEA notification.
 - Note invitees to the transition conference with parent consent.
 - List transition services and steps developed at the conference.
 - Record any additional transition services or activities.
- All conference attendees must sign the IFSP.



Transition Plans

Child's Name: _____ Transition _____
Name: first middle last name "name called" FSIS #: _____

Date	Transition Steps Discussed:
	Family Rights discussed at enrollment
	Transition process discussed at enrollment
	Support System
	1. Initial discussion
	2.
	3.
	4.
	At 27 months of age, transition steps include:
	Child Find Letter Sent at 27 months to _____ (Local School District of residence).
	Discussed Release of Information to Local School District for eligibility purposes:



Transition Plans

	Parent consent for the following people to be invited to Transition Meeting:
	Written Prior Notice:
	Transition Meeting was held at _____. The IFSP was revised and reviewed to address child's individual needs, and the transition plan is as follows:
	<i>***Participants in the transition meeting sign the bottom of Page 6 of this IFSP.***</i>
	Other transition activities:

Child and Family Assessment for Transition Plans

- Child assessment:
 - Identifies child's unique strengths and needs as well as the EI services to meet those needs
- Family assessment:
 - Identifies the family's resources, priorities, and concerns as well as supports and/or services to enhance their capacity to meet their child's developmental needs
 - Is voluntary of all participants
 - Is based on an assessment tool and interview
Part C Federal Register Title 34 § 303.321(a)(2)(ii)

Plans for Services

Service provision for children with disabilities:

- MSDH provides Part C EI services for eligible families and children until the child's 3rd birthday.
- MDE ensures a FAPE is available to eligible children by age 3yrs.
 - By the child's 3rd birthday, an IEP or IFSP must be developed and implemented consistent with FAPE.
 - If the child's 3rd birthday occurs during the summer, the MSDH and LEA works collaboratively to ensure services are provided.

*Part B FR Title 34 § 300.124; State Policy 7219 § 300.124(b);
MDE/MSDH Interagency Agreement*

NECTC Nationally-Validated Practices & Strategies



Early Childhood Transition: Barriers to Transition Planning

Barriers to Planning & Strategies to Overcome Them

Transition Plans are incomplete or under-developed.

- Follow the Part C guidelines in developing transition plans.
 - Ensure steps and services are included.
- Review the nationally-validated transition practices and strategies from NECTC to determine what approaches could be included.
- Consider resources in the schools and the community to support transition.

Barriers to Planning & Strategies to Overcome Them

Services are interrupted during transition to Part B services due to the summer.

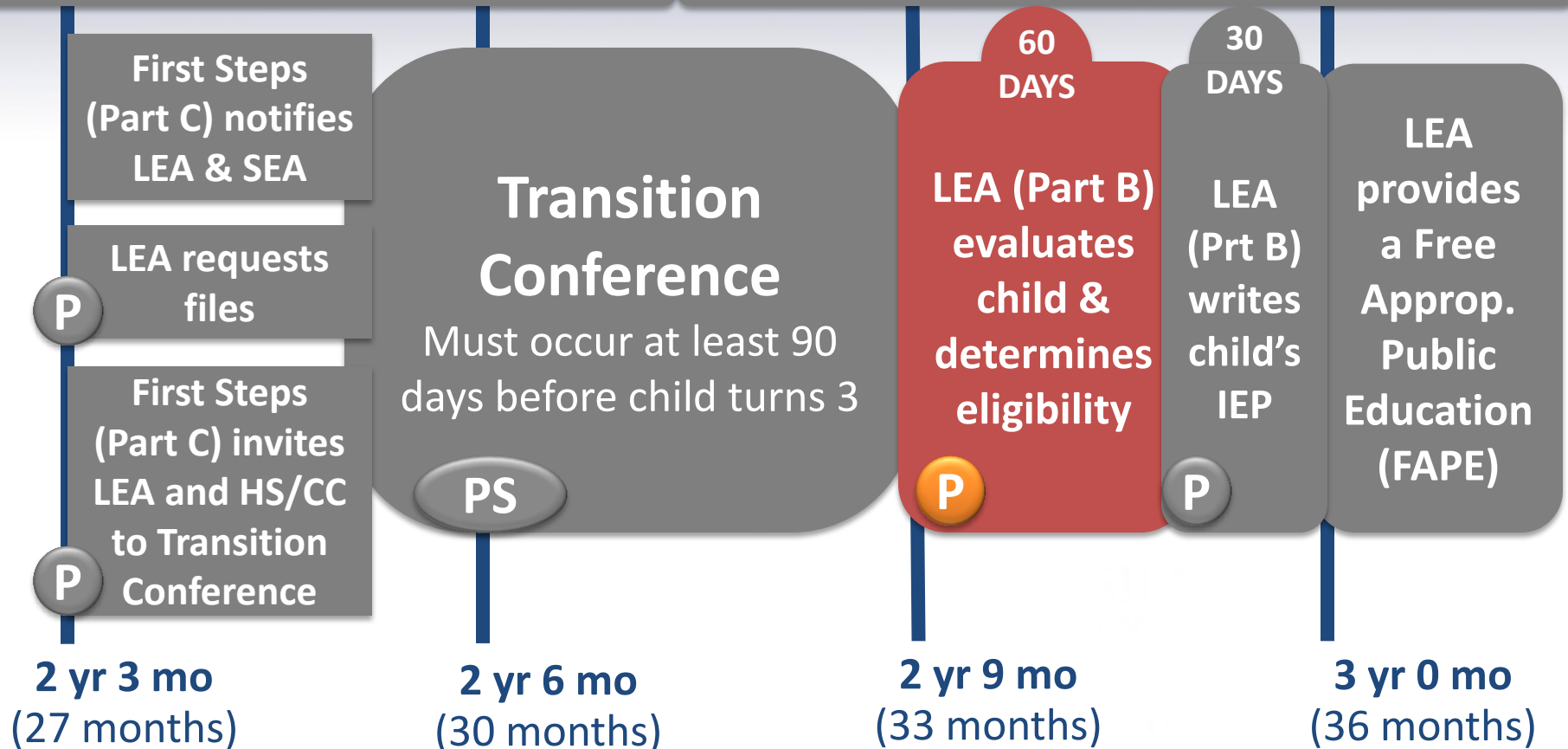
- Ensure services are provided to age three.
 - The State legislature provides 100% funding for Teacher Units to LEAs and University-based programs for children under the age of three.
- Services may be provided during the summer depending upon the child's needs.
 - Part B may provide ESY services based upon the decision of the IEP Team.

Early Childhood Transition: Evaluation and Eligibility Determination

Transition from Part C to Part B Timeline

Develop Transition Plan

Implement Transition Plan



Evaluation for Part B Services

A comprehensive initial evaluation must be conducted before the initial provision of special education and related services.

- It may be initiated by a parent or public agency.
- It must be conducted within 60 days of consent.
- It must determine if the child has a disability and what educational needs the child has.
- It must not be limited by the number per year or the time of year the request is received.

Mississippi State Policy 7219 § 300.301

Evaluation for Part B Services

- The Transition Conference can begin the Part B evaluation process.
 - Inform parents about the evaluation process.
 - Obtain informed written parental consent, if possible.
 - Provide parents a copy of the Part B Procedural Safeguards.
- The 60 day timeline for evaluation and eligibility determination begins on the date the parent signs the consent for evaluation.

Evaluation for Part B Services

The evaluation must meet criteria for Part B.

- Trained personnel should administer a variety of technically-sound, non-discriminatory assessment tools and measures.
 - Use the child's native language.
 - Collect academic, functional, and developmental data.
 - Collect information from the family.
- The IEP team should determine if the child has a disability and what services are needed for the child to participate in appropriate activities.

Mississippi State Policy 7219 § 300.304

Evaluation for Part B Services

The Multidisciplinary Evaluation Team (MET) will:

- Review existing data such as current evaluations or assessments, observations by teachers and providers, and information provided by the parents,
- Identify, if any, additional data are needed such as health, vision, hearing, motor abilities, social and emotional status, communicative status, academic performance, and general intelligence, and
- Administer other assessments and measures in these areas as needed.

Mississippi State Policy 7219 § 300.305

Evaluation for Part B Services

New assessments are required for any:

- Developmental history or instrument older than three months
- Achievement, social, behavioral, adaptive, or emotional measure, language/speech or motor assessment, teacher narrative, or curriculum-based assessment older than six months
- Cognitive measure, hearing or vision screening & follow-up evaluation, or physical examination older than one year

Evaluation for Part B Services

New assessments may be conducted for any measure or assessment if the team decides that more current information is needed based on the age or circumstances of the child.

- If the child has a hearing impairment, a hearing evaluation that is one year old might not be current enough.
- If the child is medically fragile, a physical exam that is one year old might not be sufficient.

Evaluation for Part B Services

Conduct a Joint Part C and Part B Evaluation, when appropriate, especially for children referred to Part C between 90-45 days of their third birthdays.

- Develop a multidisciplinary evaluation team composed of Part C and Part B personnel.
 - Reduce duplication of efforts.
 - Share costs, test kits, protocols, and evaluators.
 - Determine Part C and Part B eligibility.

Evaluation for Part B Services

Part C and Part B may develop and use common forms for notification and documentation

- *Consent for Evaluation*
- *Written Prior Notice*
- *Release of Information*
- *Developmental History*
- *Hearing and Vision Screening*

Eligibility Determination for Part B

The LEA will convene a team to report the results of the evaluation and determine eligibility.

- Invite Transition team members, including the Part C service coordinator and providers who may have been involved in a joint evaluation.
- Present the results clearly so parents understand and can participate in making meaningful decisions for their child.
- If the child is eligible, discuss options for an IEP or IFSP; if not, discuss options in the community.

MSIS Electronic Records

- If the LEA is not serving the child by 3 yrs, the district must fax the justification for changing the Part C to B Removal Indicator to Jolene Miesse at 601-359-2198.
 - If a child who no longer resides in the district, also fax the correct district name and number.
- This information must be faxed before June 30th as MSIS is “down” in July to prepare for the next school year.

Part C to B Student Roster Yearly No Match Report

2011 - 2012

MSIS

November 2, 2011
Wednesday, 01:44 PM

Page 1 of 1

Last Name	First Name	MI	MSIS ID	DOB	Race	Gender	Not Eligible Date	Referred to Part B Date	Health ID	Trans Date	PG Name	PG Address
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2011 - 2012

Leading Education Authority: [REDACTED] SCHOOL DIST

District: NOT ASSIGNED

School:

Suzie [REDACTED]

Local Health Contact Name: [REDACTED] Local Health Contact Phone # [REDACTED]

Johnny [REDACTED]

Local Health Contact Name: [REDACTED] Local Health Contact Phone # [REDACTED]

School Student Count: 2

District Student Count: 2

LEA Student Count: 2

Total Number of Students: 0

End of Report

Fax to:
Jolene Miesse
601-359-2198

Suzie - Not Eligible 10/25/11
Johnny - Parent Refused Services

MSIS Removed Indicator

Reasons for not providing services

- A. Parent refused services
- B. Service discontinued
- C. Not eligible
- D. Parent wants to delay to later school year
- E. Moved out of state
- F. Parent did not respond
- G. No permission to test
- H. Parent did not show up
- I. Student is deceased
- J. Referred to Part C after 33 months
- K. Unknown to district **and** First Steps*
- L. Enrolled in University-based program

Individual Education Program

If the child is eligible for Part B services, the LEA will convene a team to develop an IEP.

- Develop the IEP using information from:
 - Early Intervention records, including the IFSP;
 - Parent input; and
 - Information gathered for the Transition Conference.
- Invite the Transition team, including Part C service coordinator and providers, at the parent's request.
- Implement the IEP within the 30 days of Eligibility Determination with parental consent for services.
This must be done by the child's 3rd birthday!

IEP vs IFSP

LEAs may use an IFSP instead of IEP for provision of services.

- Provide parents with a detailed explanation of the differences between IFSP and IEP (e.g., no picking and choosing of services, NE vs LRE).
- Obtain written informed parental consent for developing an IFSP instead of an IEP.
- Develop the IFSP in accordance with the IEP procedures.

Extended School Year

Children may begin their Part B services during the summer with ESY services.

- Consider: Will a break in instruction negatively impact the student with disabilities or cause him/her to lose skills that will restrict his/her ability to function as independently as possible?
 - Is ESY services necessary for a FAPE?
 - Is little or no information available from early intervention to determine need (e.g., foster child)?
 - ESY services is an IEP Team decision.

Early Childhood Transition: Barriers to Evaluation and Eligibility Determination

Barriers to Evaluation & Strategies to Overcome Them

LEAs use screeners instead of comprehensive measures.

- Screenings may not be substituted for a comprehensive evaluation.
- Screeners have lower technical characteristics and cannot be used by themselves to make meaningful decisions for eligibility or placement
 - Screeners have more false positives and false negatives than true diagnostic measures.
 - Initial screenings are not required for evaluations.
 - Initial screenings may be used only to help plan a comprehensive evaluation.

Barriers to Evaluation & Strategies to Overcome Them

LEA evaluators lack training on approaches to early childhood assessments.

- LEAs need to ensure that staff who conduct preschool evaluations have up-to-date.
- Professionals should seek out continuing education opportunities focused on early childhood evaluation, including:
 - Selection of assessment tools and approaches
 - Special approaches to preschool assessment
 - Arena assessment
 - Play-based assessment

Barriers to Evaluation & Strategies to Overcome Them

LEAs have challenges obtaining hearing/vision screenings and/or audiological exams.

- Ensure that children pass a hearing and vision screening before administering other measures as they rely on children's senses (e.g., cognitive and speech/language measures).
 - Share recent screenings from Part C records, EPSDT visits, or EDHI services.
 - Conduct a new screening if one is not recent (school, health department, or birthing center).

Barriers to Evaluation & Strategies to Overcome Them

LEAs are waiting until children turn three (3) before conducting evaluations.

- Transitioning preschool children must be assessed before they turn three (3) to enable an IEP to be developed and put in place if they are determined to be eligible for services.
 - LEAs are encouraged to partner with other school districts and their early intervention district to share assessment tools and protocols
 - Assessors must examine the norms available for making good interpretations (e.g., cannot use 2yr-0mo norms for 2yr-10mo child)

Questions & Answers

Evaluations

CEU paperwork

- CONNECT: The Center to Mobilize Early Childhood Knowledge Online Learning Modules
 - Module 2: Transition: <http://community.fpg.unc.edu/connect-modules/learners/module-2>
 - Module 3: Communication for Collaboration: <http://community.fpg.unc.edu/connect-modules/learners/module-3>
- Early Childhood Technical Assistance Center (ECTAC): <http://ectacenter.org/topics/transition/transition.asp>
- Early Head Start Program Strategies. Transition strategies: http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/transition_strategies.pdf

Resources

- Mississippi Department of Education Extended School Year Guidelines (September 2003):
http://www.mde.k12.ms.us/sbe_policymanual/7212.htm
- National Early Childhood Transition Center (NECTC):
<http://www.hdi.uky.edu/nectc/NECTC/Home>
- Parent Advocacy Coalition for Educational Rights (PACER): <http://www.pacer.org/>
- U.S. Dept. of Justice Civil Rights Division, Disability Rights (1997). Commonly asked questions about child care centers and the ADA:
<http://www.ada.gov/childq&a.htm>

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- Bishop, K.K. (1993) Family/Professional Collaboration for Children with Special Health Needs and Their Families (Monograph), Burlington, Vermont: Department of Social Work, University of Vermont, pg. 11-12. (<http://www.eric.ed.gov/PDFS/ED381518.pdf>)
- Buysse, V. & Wesley, P.W. (2005). Consultation in early childhood settings. Baltimore, MD: Brookes. In CONNECT Module 2: Transition (<http://community.fpg.unc.edu/connect-modules/learners/module-2>)
- Harbin, G., Rous, B., Peeler, N., Schuster, J., & McCormick, K. (2007). Desired family outcomes of the early childhood transition process (NECTC Research Brief). Lexington, KY: Univ. of KY Human Development Institute.
<http://www.hdi.uky.edu/SF/NECTC/Publications/resbriefs.aspx>

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<http://www.hdi.uky.edu/SF/NECTC/Publications/resbriefs.aspx>
- Utah Parent Center & Rehabilitation Services Administration (RSA). (1997). Interagency collaboration and transition [prepared for the Technical Assistance on Transition & the Rehabilitation Act (TATRA) Project]. Education Transition Choices (ETC) Project Republished online by the Parent Advocacy Coalition for Educational Rights (PACER) at
<http://www.pacer.org/tatra/resources/inter.asp>.

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