







No later than 24 months – Transition Plan

- Transition Booklet given to family
- Transition Plan developed in IFSP
- Discussion regarding
 - All available community options (including preschool special education, continuing eligibility through the area agency services, private therapies, private child care and preschools, recreation, family supports and other resources)
 - Parental rights and responsibilities under HeM 510 and Part C of IDEA 2004 in the transition process
 - Timelines for referral to preschool special education and/or other community options

© Supporting Successful Early Childhood Transitions

Between 27-30 months – Scheduling the Transition Conference

- Between 27 and 30 month of age, ESS will contact Preschool Special Education Coordinator/Contact to schedule a transition conference
- Transition Conference must be held regardless no later than 90 days before 3rd birthday
- **School may request referral be sent before or at Transition Conference and/or to combine with Disposition of Referral**
- Parent must give permission

© Supporting Successful Early Childhood Transitions

At least 90 Days Before a Child Turns 3 – Transition Conference

ESS Service Coordinator facilitates the Transition Conference

- At the Transition Conference:
 - The family shares information about their child
 - The School District representative will share information about the special education process and program options from the time the child is 3 until the end of the school year
 - Transition Plan specifics are discussed and updated including potential IEP Team meeting dates
 - **IFSP Team determines if a child is “potentially eligible for special education”**

© Supporting Successful Early Childhood Transitions

*** New Requirement - A Child Who is Potentially Eligible for Special Education**

- ▶ IFSP Team determines at the Transition Conference
- ▶ Factors including, but not limited to:
 - Does the child have a perceived delay/concern/issue in any of the 5 domains?
 - Does the delay/concern/issue impact education and functional performance?
 - Does the child require specialized instruction?
 - Does the child's delay/concern/issue impact their ability to access the curriculum?
 - Is the child not meeting developmental milestones?
 - Are current gains in performance a result of services?
 - Is the child at risk without continued services?
 - Are there emergent skills?
 - What is the current amount of services the child is receiving?

However, if the IFSP Team is unsure, the IFSP Team should determine the child is "potentially eligible".

© SSECT

Following the Transition Conference – Referral

- ESS will send the referral, with parent permission, to the appropriate Preschool Special Education Contact **immediately** following the transition conference
- Parents may agree that a referral be made prior to or during the Transition Conference
- If not previously shared, ESS will also send with the referral:
 - Most recent evaluation report
 - Current IFSP goals and summary page
 - If available, 6 month review

© Supporting Successful Early Childhood Transitions

Combining Transition Conference and Disposition of Referral Meeting

Transition Conference and the Disposition of Referral meeting may be combined IF ALL of the following conditions are met:

- The family agrees
- The family is provided 10 written notice days prior to the meeting as required by the NH Rules for the Education of Children with Disabilities. Families may agree to waive the 10 days advance notice
- All IEP team members required by the NH Rules for the Education of Children with Disabilities and Transition Conference participants required by HeM 510 are in attendance

School District shall inform the ESS Service Coordinator that they wish to combine the meetings and the parent must agree

© Supporting Successful Early Childhood Transitions

15 Days Receipt of Referral – Disposition of Referral Meeting

School District:

- Invites parents to a meeting to discuss disposition of referral
- Provides parents with a copy of procedural safeguards
- Convenes an IEP Meeting to “dispose” of the referral
- ESS Service Coordinator is invited to the IEP meeting unless a parent requests otherwise

©Supporting Successful Early Childhood Transitions

Evaluations

Purpose-

- Determine eligibility/classification
- Identify all the child's educational needs

First, IEP Team considers existing information including

- Parent input
- Teacher/provider input

Then, the IEP Team identifies what additional data, if any, is needed

©Supporting Successful Early Childhood Transitions

Within 45 Days from Parent Consent for Special Education Evaluations

- Complete evaluations for eligibility for special education & develop written summary
- IEP Team holds a team meeting to determine eligibility

Note: Parents and school districts can mutually agree to a 1x 15-day extension

©Supporting Successful Early Childhood Transitions

IEP Development

The IEP Team must meet within 30 days to develop the IEP

© Supporting Successful Early Childhood Transitions

Remember...

Parents have up to 14 day at every step of the process

© Supporting Successful Early Childhood Transitions

By Child's 3rd Birthday-

IEP Team:

- Develops and signs IEP
- Determines placement
- Determines start date

— Services and/or program may begin at later date, as determined by the IEP team

© Supporting Successful Early Childhood Transitions

Summer and Early Fall Birthdays

- Regardless of when a child turns 3, the IEP must be in place by a child's 3rd birthday
- With agreements from the family, the IEP Team may complete the special education process for a child who has a summer or early fall birthday prior to the end of the previous school year

© Supporting Successful Early Childhood Transitions

For children referred to ESS after 30 months of age

- Transition process explained as part of intake, and secures release to talk with school district
- If appropriate, and with parental consent, school district may be invited to initial evaluation
- At initial IFSP meeting, transition plan developed
- ESS and school districts work collaboratively to ensure a child who is eligible has an IEP in place by age 3

© Supporting Successful Early Childhood Transitions

Role of ESS Service Coordinator in Transition Process

- Assist and support the family & serve as a link between ESS and other community options, including preschool special education
- Schedule & coordinate the Transition Conference
- Facilitate the IFSP Team meeting in determining if the child is "potentially eligible" for special education
- With parental permission, submit Referral
- At all IEP meetings - ESS provides information regarding the child's current developmental and functional abilities and support the family and the transition process, as appropriate

© Supporting Successful Early Childhood Transitions

Interagency Agreement Review and Contact Information

- Address Concerns and Questions as they arise
- Review agreement at least annually
- Update Contact Page as appropriate

© Supporting Successful Early Childhood Transitions
