

# Early Childhood Transitions



## Transition facts:

1. The transition plan is an important part of the IFSP – it is required to be put in writing and attached to the IFSP document with parent's signature as a sign of agreement.
2. All children and their families transition from Early Supports and Services at age 3 years or earlier and need a transition plan.
3. Transitions should be smooth and efficient!
4. Smooth transitions are most likely to occur when ESS providers have open and consistent communication with their community and special education preschool partners.
5. All transitions require prior planning.



6. Starting transition planning early enables the family to become familiar with their public and school district preschool personnel, private preschool opportunities, and other resources in their community before leaving ESS.
  
7. Get to know your community partners before you need to transition a child – it is easier to work with people you know!



## Transition Plan

1. Must be developed and signed by the family and attached to the IFSP:
  - When the child turns 27 months
  - As part of the initial IFSP if the child enters the program after 27 months
  - If the IFSP team determines that the child, who is less than 27 months old does not need ESS, the service coordinator develops and implements a transition plan prior to the child leaving
2. The transition plan provides details regarding the steps to be taken to exit the ESS program, the parent's need for information regarding future placements, and other matters related to the child's transition.



## IFSP Team meeting to develop transition plan

1. Reviews the child's program options from the child's third birthday through the remainder of the school year
2. Steps for the child and his or her family to exit the FCESS program
3. Identifies any transition services needed by the child and family
4. Discussions with, and training of, parents as appropriate regarding future placements and other matters related to the child's transition procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting.
5. Includes, with parental consent, referrals to area agency and other community resources
6. Determines if the child is potentially eligible for preschool special education



## Potentially Eligible

At the transition planning meeting, the IFSP team will determine whether or not the child is “Potentially Eligible” for preschool special education.

In making the determination that a child is “potentially eligible”, the IFSP Team should consider the following 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”.



## **If child is determined to be “potentially Eligible”**

- Provide the family information on notification requirements and the right to object to providing information to the school district and NH DOE
- If a parent informs the FCESS program in writing within 7 calendar days of receiving the information on notification/referral requirements that they object to the notification, the service coordinator shall not provide notification to the responsible school district and NHDOE.
- If the parent does not inform the FCESS program within 7 calendar days that they object, the FCESS program shall refer the child by notifying the responsible school district and NHDOE as soon as possible.



## Notification/Referral Requirements

1. The child's name
2. The child's date of birth
3. The parents' names
4. The parents' contact information, including address and telephone numbers, and;
5. Additional information **WITH PARENTAL CONSENT**, including a copy of the most recent evaluation and assessments of the child and the most recent IFSP



## **Child is determined NOT to be potentially eligible**

The service coordinator shall make reasonable efforts to convene a conference with providers of other services to discuss alternative ways of meeting the child's needs



## Transition Conference

- Occurs after notification/referral to the school district and NH DOE and
- Not less than 90 days and no more than 9 months before a child turns 3
- Transition conference includes:
  - Family, other persons requested by the family, the service coordinator and relevant providers
  - LEA representative



## Transition Conference Purpose

- Review results of the IFSP meeting regarding the transition plan
- Update the transition plan with input from the LEA and other providers
- Discuss the child's program options for the period from his or her 3<sup>rd</sup> birthday through the remainder of the school year, if applicable, including any services the child might be eligible to receive under Part B of IDEIA



## SUMMARY OF SERVICE COORDINATION TRANSITION ACTIVITIES

1. Assist the family to link with community options that are of interest. This assistance may include (but are not limited to):
  - Evaluating potential programs
  - Accessing programs of interest
  - Share information with the local educational agency or other community resource that is of interest to the parent.



2. Prepare the child for change as appropriate
3. Provide information to the family about parental rights and responsibilities regarding the transition.
4. The service coordinator is responsible for initiating transition activities in accordance with the timelines and requirements set out in He-M510.10.
5. Alert the Area Agency of the child's approaching transition so that eligibility for future services can be determined prior to the child's third birthday.



## **IF YOU HAVE DONE A GOOD JOB, AT AGE 3:**

Parents know what services their children are eligible for and have made decisions about which services/programs that they want their children to participate in.

If a child is not eligible for special education preschool, the parent knows who to call if concerns arise after the child's third birthday.

## **If you and the LEA have done a good job:**

Parents know if a child is eligible for special education preschool, an IEP has been developed and the parent knows how and when it will be implemented.

