

Step Two: Transition Planning

During Transition Planning...

Our family may:

- ❖ Participate in the transition planning process at the level that feels comfortable for us.
- ❖ Share our hopes and dreams for our child.
- ❖ Review the transition law (see copy in *Appendix*).
- ❖ Visit programs where services may be provided after our child turns three.
- ❖ Decide whether or not to sign the consent form for Release and *Exchange of Information from Early ACCESS* to the new setting (not required if going to an area education agency or school district program.)
- ❖ Decide if we want a special education evaluation in order to determine eligibility for those services.

Early ACCESS staff will:

- ❖ Share information as requested by our family.
- ❖ Review information to determine if our child is potentially eligible for special education.
- ❖ Answer any questions our family may have.
- ❖ Help our family set up and get ready for visits to various options for services when their child turns three.

Special education staff will:

- ❖ Participate in the transition planning meeting for our child if potentially eligible for special education.
- ❖ Discuss possible services and places where services might be provided.
- ❖ Consider our family's concerns about the transition.

Summary: Transition Planning

- ❖ When our child leaves Early ACCESS services, there is a range of programs and services that may be available for our child.
- ❖ Depending on program requirements, they may attend a local preschool, child care center, family child care provider's home, Head Start, or a preschool classroom operated by our school district.
- ❖ For children eligible for special education, the Individualized Education Program (IEP) team, which includes us, will assist in making individualized plans and support service decisions.
- ❖ If our child is not potentially eligible for special education, the team will assist us to find appropriate programs, if we are interested.

Questions to ask:

- ❖ Is additional assessment needed to make the decision about our child?
- ❖ Who can we call if we have questions?
- ❖ What different ways can services be provided?
- ❖ What services best meet our child's needs and vision?

Tips for visits to programs, services, or child care options...

- ❖ Determine if our family is eligible.
- ❖ Work with our service coordinator to make an appointment. Visit only at the time scheduled.
- ❖ Upon arrival, check in at the office or with the director.
- ❖ Write down questions to ask the teacher or child care provider.
- ❖ At the end of the visit, schedule another time to talk about our child with the director, child care provider, or teacher.
- ❖ Ask for suggestions to help ease our child into the setting.

Tasks for Step Two:

- ✓ Transition requirements were explained.
- ✓ Options for services were listed and discussed.
- ✓ Consent was obtained from our family for release of records, as appropriate.
- ✓ Visits to potential programs our child may attend after their 3rd birthday were completed.



NOTES:

[Additional step two resources in appendix:](#)

- When Visiting a Preschool or Child Care
- Visiting Notes
- Transition requirements

Step Two: Transition Planning Additional Resources

- [When Visiting a Preschool or Child Care](#)
- [Visiting Notes](#)
- [Transition requirements](#)

When visiting a preschool or child care setting...

Picture your child as part of the class and consider these questions:

Do the children appear to be happy?

Are they actively involved with materials and other children?

Does this program appear to match the way our child learns?

How is communication encouraged?

Does this program appear to match our family's values and respect our ethnic traditions?

Would our child be in this setting if they did not have a developmental delay or disability?

How are families involved?

How many children per adult are in this program?

Is the travel time from our home to the setting reasonable for a young child?

How do adults interact with children?

Additional questions we have:

Options to visit:

(Note: Some districts do not have multiple options for special education)

Program:

Address:

Phone #:

Program:

Address:

Phone #:

Program:

Address:

Phone #:

Visiting Notes

Program:

Address:

Phone #:

Scheduled date of visit:

Time of visit:

Meeting with the following people:

Things we liked:

Questions we have:

Comments:

Transition Requirements
Implementation Guidance to Area Education Agencies Individuals with Disabilities
Education Act Part C Transition from Early ACCESS

Legal Requirements:

IDEA 2004 [20 USC 1437 (a)(9)(A-C) and 20 USC 1436 (a)(8)] requires the Lead Agency (Iowa Department of Education) and Regional Grantees (area education agencies) to provide a description of the policies and procedures to be used to ensure a smooth transition for toddlers receiving early intervention services under Part C to preschool, school, other appropriate services, or exiting the Part C (Early ACCESS) program. The description must include how:

- the families of such toddlers and children will be included in the transition plans;
- the Lead Agency or Regional Grantees will notify the local educational agency for the area in which such a child resides that the child will shortly reach the age of eligibility for preschool services under part B;
- 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 not less than 90 days (and at the discretion of all such parties, not more than 9 months) before the child is eligible for the
- preschool services, to discuss any such services that the child may receive;
- in the case of a child who may not be eligible for such preschool services, with the approval of the family, make reasonable efforts to convene a conference among the lead agency, the family, and providers of other
- appropriate services for children who are not eligible for preschool services
- under part B, to discuss the
- appropriate services that the child may receive;
- to review the child's program options for the period from the child's third birthday through the remainder of the school year; and
- to establish a transition plan, including, as appropriate, steps to exit from the Part C program.

281—120.209(34CFR303) Transition to preschool and other programs.

120.209(1) Application requirements. The department must include the following in its application:

a. A description of the policies and procedures the state will use to ensure a smooth transition for infants and toddlers with disabilities under the age of three and their families from receiving early intervention services under this chapter to:

(1) Preschool or other appropriate services (for toddlers with disabilities); or (2) Exiting the program for infants and toddlers with disabilities.

b. A description of how the state will meet each of the requirements in sub rules 120.209(2) through 120.209(6).

c. An intra-agency agreement between the department's program that administers Part C of the Act and

the department's program that administers Section 619 of Part B of the Act (early childhood special education). To ensure a seamless transition between services under Parts C and B of the Act, the intra-agency agreement must address how the department will meet the requirements of sub rules 120.209(2) through 120.209(6) (including any policies adopted by the lead agency under 34 CFR §303.401(d) and (e)), sub rule 120.344(8), rule 281—41.124(256B,34CFR300), and 281—sub rules 41.101(2) and 41.321(6).

d. Any policy the department has adopted under 34 CFR §303.401(d) and (e).

120.209(2) Notification to the department and appropriate AEA.

a. The department must ensure that:

(1) Subject to paragraph 120.209(2) "b," not fewer than 90 days before the third birthday of the toddler with a disability if that toddler may be eligible for preschool services under Part B of the Act, the public agency responsible for providing Early ACCESS services to the toddler notifies the department and the AEA for the area in which the toddler resides that the toddler on the toddler's third birthday will reach the age of eligibility for services under Part B of the Act, as determined in accordance with state law;

(2) Subject to paragraph 120.209(2) "b," if the toddler is determined to be eligible for Early ACCESS services more than 45 but less than 90 days before that toddler's third birthday and if that toddler may be eligible for preschool services under Part B of the Act, the public agency responsible for providing Early ACCESS services to the toddler, as soon as possible after determining the child's eligibility, notifies the department and the AEA for the area in which the toddler with a disability resides that the toddler on the toddler's third birthday will reach the age of eligibility for services under Part B of the Act, as determined in accordance with state law; or

(3) Subject to paragraph 120.209(2) "b," if a toddler is referred to Early ACCESS under rules 281—120.302(34CFR303) and 281—120.303(34CFR303) fewer than 45 days before that toddler's third birthday and that toddler may be eligible for preschool services under Part B of the Act, the public agency that would be responsible for determining the child's eligibility under this chapter, with parental consent required under rule 281—120.414(34CFR303), refers the toddler to the department and the AEA for the area in which the toddler resides; however, no agency is required to conduct an evaluation, assessment, or an initial IFSP meeting under these circumstances.

b. The department must ensure that the notification required under subparagraphs 120.209(2) "a"(1)

and (2) is consistent with any policy that the state has adopted, under 34 CFR §303.401(e), permitting a parent to object to disclosure of personally identifiable information.

120.209(3) Conference to discuss services. The department must ensure that:

a. If a toddler with a disability may be eligible for preschool services under Part B of the Act, the public agency responsible for Early ACCESS services, with the approval of the family of the toddler, convenes a conference, among that agency, the family, and the AEA of the toddler's residence not fewer

than 90 days—and, at the discretion of all parties, not more than nine months—before the toddler’s third birthday to discuss any services the toddler may receive under Part B of the Act; and

b. If the public agency determines that a toddler with a disability is not potentially eligible for preschool services under Part B of the Act, the public agency, with the approval of the family of that toddler, makes reasonable efforts to convene a conference among that agency, the family, and providers of other appropriate services for the toddler to discuss appropriate services that the toddler may receive.

120.209(4) Transition plan. The department must ensure that for all toddlers with disabilities:

a. The appropriate public agency reviews the program options for the toddler with a disability for period from the toddler’s third birthday through the remainder of the school year and each family of a toddler with a disability who is served under this chapter is included in the development of the transition plan required under this rule and sub rule 120.344(8);

b. The appropriate public agency establishes a transition plan in the IFSP not fewer than 90 days—and, at the discretion of all parties, not more than nine months—before the toddler’s third birthday;

and

c. The transition plan in the IFSP includes, consistent with sub rule 120.344(8), as appropriate:

(1) Steps for the toddler with a disability and the toddler’s family to exit from the Part C program; and

(2) Any transition services that the IFSP team identifies as needed by that toddler and the toddler’s family.

120.209(5) Transition conference and meeting to develop transition plan. Any conference conducted under sub rule 120.209(3) or meeting to develop the transition plan under sub rule 120.209(4) (which conference and meeting may be combined into one meeting) must meet the requirements in sub rules 120.342(4), 120.342(5), and 120.343(1).

120.209(6) Applicability of transition requirements. The transition requirements in subparagraphs 120.209(2)“a”(1) and (2), paragraph 120.209(3)“a,” and sub rule 120.209(4) apply to all toddlers with disabilities receiving services under this chapter before those toddlers turn age three.