

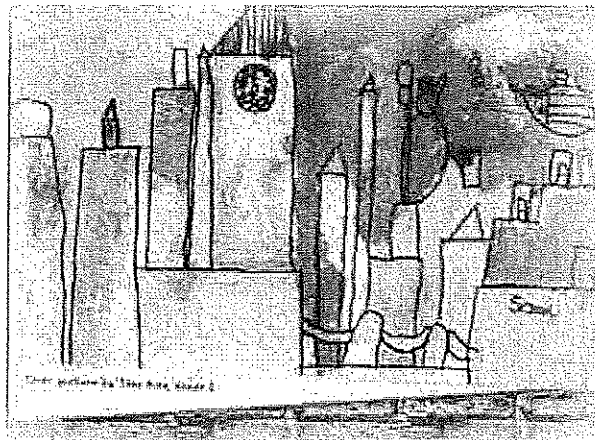


**Department of
Education**

Joel I. Klein, Chancellor

STUDENTS WITH DISABILITIES TRANSITIONING FROM PRESCHOOL TO SCHOOL-AGE PROGRAMS

An Orientation Guide



INTRODUCTION

Welcome to the New York City public schools. Moving from preschool to kindergarten marks the start of an exciting new chapter in your child's life. We know that you have many questions about the New York City Department of Education and its schools. Our staff will do everything possible to make this transition a seamless and successful one for you and for your child. This Orientation Guide is designed to inform you about this important process and to answer your questions.

This Guide offers practical information you can draw upon throughout the school year. Your ongoing participation in your child's education will have a tremendous influence on how well your child does in school, and we invite you to participate fully in this important task. We look forward to forming a partnership that will provide your child with a rigorous and enriching educational experience.

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School-Age Services

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Transitioning from Preschool to School-Age Special Education Programs

A Timeline for Children Turning Five Years Old

If your child has been receiving preschool special education services, you need to discuss your child's school program with the Committee on Special Education (CSE) before he or she enters kindergarten.

| What Happens? | When? |
|--|--|
| A meeting for parents of preschoolers will be held by your CSE to explain the transition process and to answer any questions. At this meeting you will receive a list of schools you may tour to see the different types of school-age services recommended for your child. This list will include district programs and District 75 programs located in the district. | November - December |
| Your child's preschool or the Committee on Preschool Special Education (CPSE) will refer your child to the Committee on Special Education (CSE) if your child continues to have a disability and he/she continues to require special education services. | December |
| When your child is referred to the Committee on Special Education (CSE) you will receive a letter entitled "Notice of Referral for Review of Individualized Education Program (IEP)" from the CSE. The letter advises you that your child has been referred to the CSE and his/her case has been opened. | December - February |
| CSE and/or school personnel will observe your child. The CSE will determine what, if any, evaluations are necessary and will conduct those evaluations. The Committee on Special Education (CSE) will obtain progress reports from your child's current teachers and therapists. (Be sure your child's immunizations are up to date for school registration). | December - March |
| An IEP meeting will be conducted by the CSE or by a public school team in the district. If it is determined that your child continues to require special education services, a school-age IEP will be developed outlining any special education services your child will need. | March - August (Please see timeframe on Page 2) |
| You will receive a letter entitled "Final Notice of Recommendation." The letter indicates the school being offered for your child to receive his/her school-age special education services. You may visit the recommended school-age program. Depending upon availability, you may be able to visit the actual class in which your child will enroll. | June - September |

If you have any questions regarding the steps listed above, you may contact the CSE (see list on Page 12).

Your Rights During the Transition from Preschool to School-Age Services

During the transition process, you have:

- The right to consent to all re-evaluations. However, if the CSE makes documented efforts to obtain your consent for a re-evaluation and you do not respond to their request, they may conduct the re-evaluation without your consent.
- The right to participate meaningfully in decision-making through attendance at all IEP meetings. This includes your right to bring other individuals with special knowledge or expertise about your child to meetings to help in the decision-making process.
- The right to receive copies of evaluations and your child's IEP.
- The right to conflict resolution (a new IEP Team meeting), mediation, and/or impartial due process proceedings if you disagree with any decision made about your child.
- The right to withdraw your consent at any time to all special education programs and services.
- The right to place your child in a State Education Department approved non-public school that offers an appropriate program for your child if the New York City Department of Education does not offer you an appropriate special class placement within the required timeframe. If you have the right to an approved non-public school, you should receive a P-1 letter "Eligibility for Private School" from the CSE.
- **Required Timeframe** - All students who are 4.9 years old by September and who are entering school in September, for whom the referral is received by the CSE:
 - Prior to March 1st, the CSE must offer appropriate services by June 15th; or
 - After March 1st, but prior to April 1st, the CSE must offer appropriate services by July 15th; or
 - After April 1st, but prior to May 10th, the CSE must offer appropriate services by August 15th; or
 - After May 11th, the CSE must offer appropriate services within the compliance timelines for a regular referral (i.e., 60 schools days from referral).
- The right to an independent evaluation paid for by the New York City Department of Education if the Department does not evaluate your child within 60 calendar days of referral.
- The right to an independent evaluation if you do not agree with the CSE's evaluation. You must notify the CSE of this request in writing. Either the CSE will agree to pay for an independent evaluation or they must initiate impartial due process proceedings to show that their evaluations are appropriate.
- If you challenge the CSE's recommendation, your child has the right to "pendency," or to remain in his or her current program, while you pursue mediation or impartial due process proceedings. This means that a preschool student may remain in his or her current education placement until the dispute is resolved, if that program also has an approved school-age program, unless the CSE and parent agree to other arrangements. If the preschool program is not approved for a school-age program, you and the CSE will discuss options that are appropriate for your child during the appeal process.

These rights and others are described in greater detail in the *Parent's Guide to Special Education* and the *Procedural Safeguards Notice*.

SPECIAL EDUCATION RESOURCES

School-Age Services

General Education with:

① Declassification Support Services

Assistance to a student with a disability directly or through his/her teacher for students moving to general education with no special education services.

② Supplementary Aids and Services

Supports provided in general education to assist a student with a disability.

③ Special Education Teacher Support Services

Specially designed and/or supplemental instruction provided by a special education teacher to support a student with a disability in general education. Minimum of 2 hours/week and maximum of 50% of the school day.

General Education
Kindergarten Class

④ Related Services

Speech Therapy
Physical Therapy
Occupational Therapy
Counseling Services
Orientation and Mobility
Vision / Hearing Services
School Health Services
Paraprofessional Services

⑤ Collaborative Team Teaching

A class with non-disabled students and students with disabilities taught collaboratively by a general education and a special education teacher.

⑥ Special Class

Self-contained class for students with disabilities.

⑦ In or Out-of-State
Day/Residential
Placement

⑧ Home/Hospital Instruction

1 hour/day elementary level
2 hours/day secondary level

School-Age Services

Least Restrictive Environment

When determining the services your child may require as he/she enters school, the IEP Team must recommend services in the "Least Restrictive Environment" (LRE) appropriate for your child's needs. This means that the IEP Team, with your participation, must consider how special education services can be provided to your child so as to allow your child to be educated with children who do not have disabilities to the maximum extent appropriate to your child's individual needs.

1. The CSE must first consider whether your child's needs can be met in a general education class with supports, aids and services provided to your child.
2. Other settings, such as special classes or special schools or other removal from the general education environment, are only considered when education in general education classes cannot be achieved satisfactorily, even with appropriate supplementary aids and services.
3. Your child should be provided the opportunity to participate in extracurricular and non-academic activities (e.g., physical education, recess, after-school) with non-disabled children, unless his or her disability makes such participation inappropriate.
4. Your child should be educated in the school that he or she would attend if not disabled (zoned school), unless the IEP requires some other arrangement.

Our goal is to educate children with disabilities with non-disabled children in the general education classroom with necessary supports, aids and services as often as possible. However, for children whose needs cannot be met in general education classes, there will still be separate classes, separate schools, non-public schools, and home and hospital instruction.

① Declassification Support Services

These are services provided to the child directly or to his/her teacher (i.e., indirectly) to support the child who is decertified from special education while he/she makes the transition to general education. These services can include, but are not limited to, instructional support, remediation, instructional modifications, or individual and/or group speech or counseling.

When an IEP Team recommends that a child be declassified, the child's IEP Team defines what services, if any, the child will need during the first year the student moves into a full-time general education classroom to make a successful transition.

② General Education with Supplementary Aids and Services

Before recommending special class services, the IEP Team must first consider the full range of special education supplementary aids and services that can be provided to your child to support your child's participation in the general education classroom.

Supplementary Aids and Services

Supplementary aids and services include aids, services, and other supports that are provided in general education classes or other educational settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in accordance with the least restrictive environment requirement.

Supplementary aids and services may include, but are not limited to the following materials, devices and adaptations:

- **Behavior Interventions or Support Plans:** Children whose behavior interferes with learning require that a functional behavioral assessment be conducted to identify when the student misbehaves and what type of behavior the child is exhibiting. A functional behavior assessment generally results in the development of a behavior intervention plan. The behavior intervention plan describes the strategies that will be used to help the student change his/her behavior.
- **Curriculum Accommodations:** Accommodations change how a student accesses information and demonstrates that he/she has learned the information. They may include, but are not limited to, the use of audiotapes instead of books, large print books, Braille materials, use of a calculator for math or use of a word processor instead of handwriting.
- **Curriculum Modifications:** Modifications change the way the curriculum is delivered and the instructional level, but the subject matter itself remains the same. Examples of modifications include redesigning the size or focus of the assignment.
- **Individualized Supports:** Examples of supports include rephrasing of questions and instructions, additional time to move between classes, special seating arrangements, testing accommodations, curricular aids such as, highlighted reading materials, main idea summaries, organizational aids, pre-written notes or study guides.

Supplementary aids and services may also include, but are not limited to, the services of various personnel such as related service providers, special education teachers, and paraprofessionals. Supplementary aids and services may be combined in different ways to meet the individual needs of your child.

③ Special Education Teacher Support Services

Special Education Teacher Support Services refers to specially designed and/or supplemental instruction provided by a special education teacher. Special Education Teacher Support Services are designed to help a child stay in the general education classroom while still receiving part-time services from a special education teacher. The special education teacher may work directly with your child to support participation in a general education classroom and provide direct, specially designed, and/or supplemental instruction to your child. This may include adapting the content being taught or using different instructional methods, such as visual aids, highlighted work sheets, and/or simplified directions. The special education teacher may also work indirectly with your child's general education teacher to adjust the learning environment and/or modify and adapt instructional techniques and methods to meet your child's individual needs.

- Special Education Teacher Support Services may be provided in the general education classroom, in a separate location outside of the general education classroom, or in any combination of a general education classroom and a separate location.
- When provided in a group, Special Education Teacher Support Services can include no more than eight students.

- Special Education Teacher Support Services may be provided for as few as two hours a week and as much as 50% of each day.
- Your child's IEP must state the number of periods each day that the services will be provided, whether those services will be provided directly to your child and/or indirectly through his/her general education teacher, and where the services will be provided.

④ **Related Services**

Related Services are developmental, corrective, and other supportive services required to assist a child with a disability with his/her instructional program. Your child's Related Services may change from pre-school to school-age as his or her needs change. Related Services may be the only special education services given to your child, or they may be provided along with other special education services such as special class services. The following related services may be provided:

Counseling is designed to improve social and emotional functioning in the areas of appropriate school behavior, discipline, self-control, conflict resolution, withdrawal or acting out, low self-esteem, or poor coping skills which significantly interfere with learning. If a student requires services from a particular provider (e.g., guidance counselor, school psychologist, or social worker), the IEP must indicate this.

Hearing Education Services provide instruction in speech, reading, auditory training, and language development to enhance the growth of receptive/expressive communication skills.

Speech/Language Therapy address deficits in a student's auditory processing (i.e., the way they understand sounds and language), articulation/phonological skills, comprehension, and use of syntax, pragmatics, voice production, and fluency.

Occupational Therapy provides a program of purposeful activities designed to maintain, improve, or restore adaptive and functional skills including fine motor skills and oral motor skills in all educationally related activities.

Orientation and Mobility Services improve the student's understanding of spatial and environmental concepts and use of information the student receives through the senses (i.e., sound, temperature, vibrations) for establishing, maintaining and regaining orientation and line of travel. This service is provided to students with visual impairments.

Physical Therapy includes activities to maintain, improve, or restore function such as gross motor development, ambulation, balance, and coordination in various settings, including but not limited to the classroom, gym, bathroom, playground, staircase, and transitions between classes.

School Health Services are provided by a school nurse or paraprofessional that address the specific health needs of a student as documented by the child's physician to ensure a safe educational environment.

Vision Education Services are services designed to provide instruction in utilizing Braille, Nemeth Code, large print, optical and non-optical low vision devices, and other skills necessary to attain academic, social, vocational and life adjustment skills, literacy and acquisition of information using tactile, visual and auditory strategies.

Parent Counseling and Training assists parents in understanding the special needs of their children, provides parents with information about child development, and helps parents acquire the necessary skills that will allow them to support the implementation of their children's IEPs. It is typically provided as part of the program to the parents of children in special classes with staffing ratios of 8:1:1, 6:1:1 and 12:1:4. These are not adult counseling services and are not intended to meet parents' personal or educational needs.

Any recommended Related Services are indicated in your child's IEP on Page 9. This page provides the number of times per week or month your child should receive the service (frequency), the length of the session (duration), the maximum group size (if your child can be provided services in a group), the language the service must be provided in, and whether the service will be provided in your child's classroom or in a separate room (location).

If your child's IEP recommends that he/she receive one or more Related Services and the Department of Education is unable to provide these services with its own staff or with staff from agencies under contract to the Department of Education either during or after the school-day, a Related Service Authorization (RSA) will be issued to you. The RSA allows you to locate an appropriately licensed independent non-Department of Education provider of the recommended related service(s) at no cost to you. Your child's school, the CSE, or the Office of Related and Contractual Services at (212) 374-6097 can help you in this process. A list of independent providers is available on the Department's website at:

<http://schools.nyc.gov/Academics/SpecialEducation/ParentResources/default.htm>

5 Collaborative Team Teaching

In Collaborative Team Teaching classrooms, students with disabilities and non-disabled students are educated together with two teachers: a full-time general education teacher and a full-time special education teacher who collaborate throughout the day. Together, the teachers work to adapt and modify instruction for the students and make sure the entire class has access to the general education curriculum.

Children receiving Collaborative Team Teaching may also receive related services, assistive technology, paraprofessional services, or other supplementary aids and services.

Collaborative Team Teaching is generally provided full-time. It may be provided less than the entire day in a departmentalized school program where classes change on a subject-by-subject basis. If it is provided part-time, this must be indicated specifically on your child's IEP, stating clearly the number of periods each day she/he will receive the services.

6 Special Class Services

Special Class Services are services provided for children with disabilities in a self-contained classroom. They serve children with disabilities whose needs cannot be met within the general education classroom, even with the use of supplementary aids and services.

In self-contained special classes students must be grouped by similarity of educational needs. Classes may contain students with the same disability or with different disabilities as long as they have similar levels of academic and learning characteristics, levels of social development, levels of physical development, and management needs.

Special classes offer different levels of staffing intensity depending upon the students' academic and/or management needs. Special classes' maximum sizes may range from six to fifteen students. Staffing for special classes will include one special education teacher and may have anywhere from one to four paraprofessionals. If your child requires more intensive and constant adult supervision in order to learn, she/he will be recommended for a more intensive student to staff ratio. The staffing ratio that your child's IEP team determines is most appropriate for your child must be identified in your child's IEP.

Special Class Services may be provided part-time or full-time in community school districts and high schools or full-time in specialized District 75 schools or at State-supported approved non-public schools.

Each of these settings differs in the opportunity it provides for your child to be educated with non-disabled children.

Community school districts/high schools provide the most opportunity for your child to spend time with his/her general education peers.

Specialized Public Schools for Students With Severe Disabilities (District 75)

Specialized Public Schools for students with severe disabilities (District 75 Citywide Programs) provide instructional services and specialized environments for the deaf/hard of hearing, blind/visually disabled, and more severely disabled children throughout the City who require greater structure and more intensive learning environments.

Specialized District 75 public school classes are housed either in self-contained school buildings or various public schools throughout the city. Specialized District 75 schools are comprised entirely of students with disabilities and offer special class services full-time. Specialized public schools provide fewer opportunities for integration with non-disabled peers. Integration and inclusion opportunities with non-disabled peers are provided based upon the child's IEP with support from staff from District 75.

Below are descriptions of the different student/staff ratios for special classes:

Special Class Ratio 12:1 (elementary and junior/middle school); 15:1 (High School)

- No more than twelve (12) students per class in elementary and intermediate/junior high school or fifteen (15) students per class in high school
- One full-time special education teacher

This is a placement for students with academic and/or behavior management needs who require specialized instruction best accomplished in a self-contained setting.

Special Class Ratio 12:1:1

- No more than twelve (12) students per class
- One full-time special education teacher
- One full-time paraprofessional

This is a placement for students with academic and/or behavioral management needs that interfere with the instructional process and require additional adult support and specialized instruction that can best be accomplished in a self-contained setting.

Special Class Ratio 8:1:1

- No more than eight (8) students per class
- One full-time special education teacher
- One full-time paraprofessional

This is a placement for students whose needs are severe and chronic and require intensive constant supervision, a significant degree of individualized attention, intervention and intensive behavior management as well as additional adult support.

Special Class Ratio 6:1:1

- No more than six (6) students per class
- One full-time special education teacher
- One full-time paraprofessional

These classes serve students with very high needs in most or all areas including academic, social and/or interpersonal development, physical development, and management. Students' behavior is characterized as aggressive, self-abusive or extremely withdrawn with severe difficulties in the acquisition and generalization of language and social skill development. These students require very intense individual programming, continual adult supervision, usually a specialized behavior management program to engage in all tasks, and a program of speech/language therapy (which may include augmentative/alternative communication).

Special Class Ratio 12:1:4

- No more than twelve (12) students per class
- One full-time special education teacher
- One additional staff person (paraprofessional) for every three students

This is a class serving students with severe and multiple disabilities with limited language, academic and independent functioning. These students require a program primarily of habilitation and treatment including training in daily living skills, development of communication skills, sensory stimulation, and therapeutic interventions.

7 State-Supported Schools

State-supported schools (also known as 4201 schools) provide intensive special education services to children who are deaf, blind, severely emotionally disturbed, or physically disabled and who have been classified by the CSE as eligible for this type of program. Some State-supported schools provide five-day residential care for children who require 24-hour programming five days a week.

New York State Education Department Approved Non-Public Schools (Day)

New York State Approved Non-Public Schools provide programs for children whose intensive educational needs cannot be met in a public school program. State Education Department schools are only attended by students with disabilities and therefore provide no opportunity to be educated with non-disabled children. A State Education Department (SED) non-public school can only accept a child if it is able to provide the services recommended in the IEP.

When the IEP Team determines that no appropriate public school services exist for your child, the Committee on Special Education will write "Defer to CBST" on your child's IEP and will consult with the Central Based Support Team to identify a State approved non-public school. Once an appropriate non-public school is identified, and the student is accepted, the name of the school will be indicated in your child's IEP.

New York State Education Department Approved Non-Public Schools (Residential)

Residential schools are settings that provide intensive programming in the classroom and a structured living environment on school grounds on a 24-hour-a-day basis. This program is for children whose educational needs are so intensive that they require 24-hour intervention. Residential schools that are approved by the New York State Education Department are located in New York State and in nearby states. When the IEP Team determines that no appropriate public school services exist for your child, the Committee on Special Education will consult with the Central Based Support Team to identify a State approved residential program. Once the appropriate non-public school is identified, the school's name will be indicated in your child's IEP.

8 Home and Hospital Instruction

These are educational services provided to children with disabilities unable to attend school for an extended period of time. They are typically temporary and only provided until the student is able to return to school or in the case of hospital instruction, until the child is discharged from the hospital. These services might be recommended for a child

with severe medical or emotional problems that prevent him/her from attending school until they are resolved. Additionally, they may be recommended for a student waiting for a specialized setting that is not yet available.

Your child is entitled to a minimum of 2 hours of services per day for high school students and 1 hour per day for all other students. The number of hours, length of session, and number of times per week the service will be provided must be determined by the IEP Team based on your child's individual needs.

Additional Special Education Services

Paraprofessional Services

Some children with disabilities may require the support service of a paraprofessional for all or a portion of the school day to address their management needs and to allow them to benefit from instruction. Among other things, a paraprofessional can be assigned as:

- A Behavior Management Paraprofessional to assist your child with his/her behavior if it is dangerous to himself/herself or others;
- An Awaiting Placement Paraprofessional to assist your child as he/she awaits placement in a more restrictive setting; or
- A Special Transportation Paraprofessional if your child's behavior on the bus to and from school presents a danger to himself/herself or others.

Paraprofessionals can also be assigned as sign language interpreters, oral interpreters, or cued speech translators for orientation and mobility, health services or toileting, or for other reasons.

Support from a paraprofessional assigned to the general education classroom may be necessary for your child to help adapt to tasks and assignments and to provide reinforcement and small group instruction. The same level of support may not be necessary in all situations for your child. A child may need support in math class but no additional support during the rest of the day. Paraprofessional support as a supplementary aid and service in the general education classroom must be indicated in your child's IEP and the IEP must specify the number of periods per day or week the support is required. For children at the intermediate/junior high school or high school levels the IEP must specify during what subject area(s) paraprofessional support is necessary.

Assistive Technology Devices And Services

Assistive Technology is any piece of equipment, product, or system that is used to increase, maintain, or improve the functional capabilities of a child with a disability (e.g., a communication device, FM unit, computer access). Assistive technology service is any service that directly helps a child with a disability select, acquire, or use an assistive technology device. Any assistive technology or services your child requires must be listed in his/her IEP. If you think your child needs assistive technology, you may request an assistive technology evaluation.

Adapted Physical Education

Adapted Physical Education is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and limitations of individual children with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. A student may be recommended for adapted physical education when his/her disabilities interfere with his/her ability to perform activities involved in the regular physical education program.

Twelve-Month School Year Services

Twelve-Month School Year Services may be provided for students with disabilities educated in any setting who have disabilities that require education to continue in order to prevent substantial regression during the summer.

Toilet Training

Toilet Training is a short-term instructional service preparing a student for independence in toileting. It is provided by a paraprofessional who schedules, instructs and assists the student to independence in toileting.

Travel Training

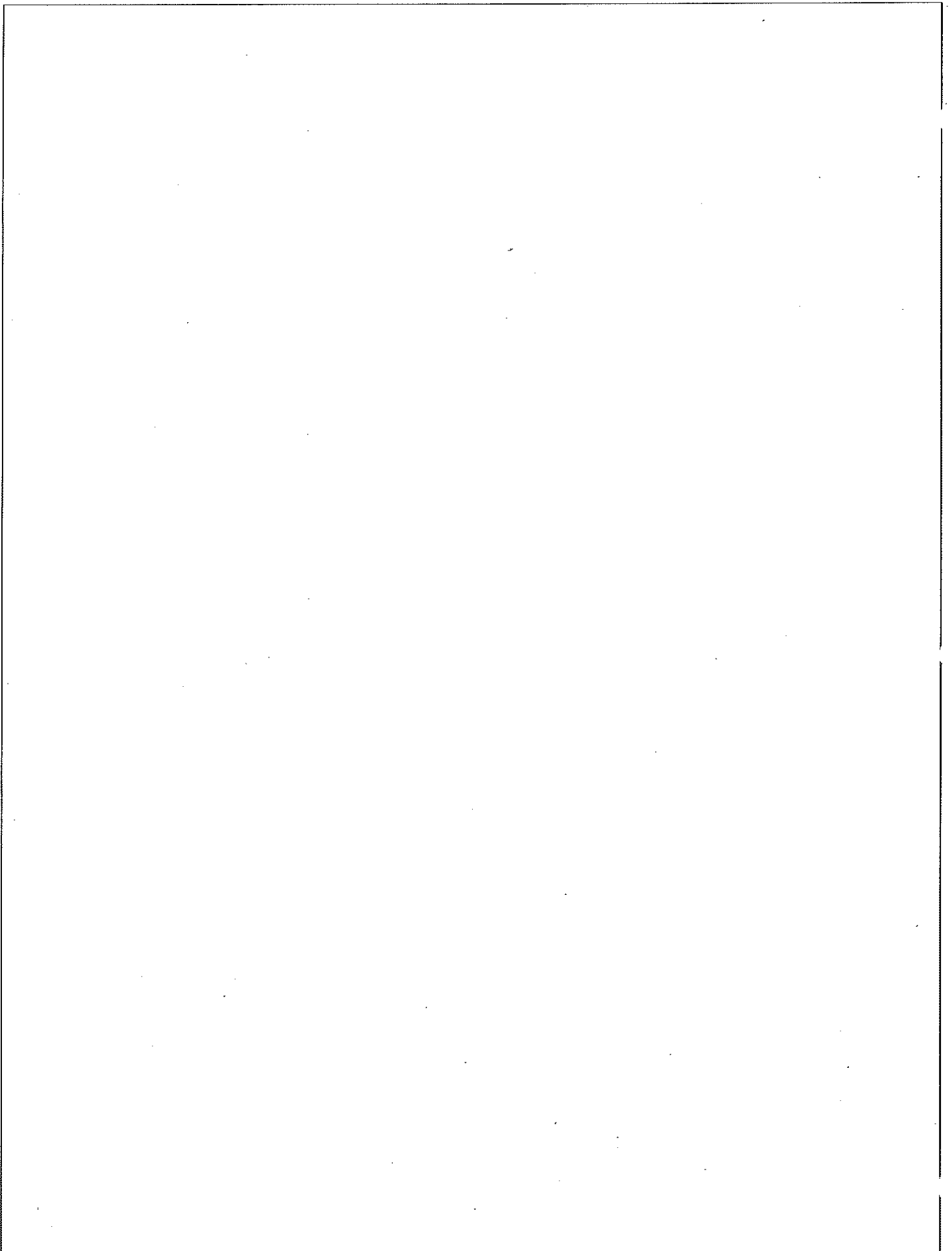
Travel Training services are short-term, comprehensive and specially designed instruction that teach high-school aged children with disabilities other than blindness or visual impairments to negotiate public transportation vehicles and facilities safely and independently as they travel between home and a specific destination (usually school or the workplace).

Transitional Support Services

Transitional Support Services such as consultation and/or training may be provided for a short period of time by staff working with students with disabilities as they move from self-contained special classes to general education classes or less restrictive classrooms.

**NEW YORK CITY DEPARTMENT OF EDUCATION
CONTACT INFORMATION FOR
COMMITTEE ON SPECIAL EDUCATION CHAIRPERSONS**

| CSE | DISTRICTS | ADDRESS | PHONE NUMBER | CSE CHAIRPERSON |
|------------|------------------|---|--|---------------------------|
| 1 | 7, 9, 10 | One Fordham Plaza Bronx, New York 10458 | (718) 329-8091 | Rosetta Brown -Lee |
| 2 | 8, 11, 12 | 3450 East Tremont Ave., 2 nd Floor Bronx, New York 10465 | (718) 794-7428 or (718) 794-7429 | Michele Beatty |
| 3 | 25, 26 | 30-48 Linden Place Flushing, New York 11354 | (718) 281-3520 | Suzan Arce |
| | 28, 29 | 90-27 Sutphin Boulevard Jamaica, New York 11435 | (718) 557-2500 | |
| 4 | 24, 27, 30 | 28-11 Queens Plaza North, 5 th Floor Long Island City, New York 11101 | (718) 391-8405 | Esther Recinos |
| 5 | 19, 23, 32 | 1665 St. Marks Avenue Brooklyn, New York 11233 | (718) 922-4940 | Yolene Ambroise |
| 6 | 17, 18, 22 | 5619 Flatlands Avenue Brooklyn, New York 11234 | (718) 968-6200 | Arlene Rosenstock |
| 7 | 20, 21 | 415 89 th Street Brooklyn, New York 11209 | (718) 759-4933 | Claire Donnellan |
| | 31 | 715 Ocean Terrace, Building A Staten Island, New York 10301 | (718) 420-5752 | |
| 8 | 13, 14, 15, 16 | 131 Livingston Street Brooklyn, New York 11201 and 335 Adams Street, 5 th Floor Brooklyn, New York 11201 (Satellite Location) | (718) 935-4900 (718) 935-5200 | Deborah Cuffey-Jackson |
| 9 | 1, 2, 4, 7 | 333 7th Avenue, 4th Floor New York, New York 10001 | (917) 339-1600 | Gerry Donegan |
| 10 | 3, 5, 6 | 388 West 125 th Street New York, New York 10027 | (212) 342-8300 | Marilyn Sprecher |



NEW YORK STATE DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION

TRANSITION

Tool Kit for Service Coordinators

Tool Kit Items:

1. Transition Process Quick Guide
2. Transition Process Diagram
3. IFSP Transition Plan Guidance for Use
4. IFSP Transition Plan Form A
5. IFSP Transition Plan Form B
6. Parent Form: Written Notification and Opt-Out Requirements and Timeline
7. Notification Of Potential Eligibility To The Committee On Preschool Special Education
8. Consent Form For Transition Conference
9. Form For Referral To The Committee On Preschool Special Education
10. Consent Form For Transmittal Of EIP Evaluations And Records To The CPSE
11. Transition Information for Parents including Steps to Transition
12. Eligibility and Transition Dates
13. Comparison of the EIP and Preschool Special Education
14. Important Transition Resources

Transition Process Quick Guide

Transition Plan

- Introduce 'transition' to families at the IFSP meeting closest to the child's second birthday
- Identify important transition dates using the calculator at <http://eservices.nysed.gov/ei/>
- Develop a transition plan with the family for all children (*IFSP Transition Plan Forms A/B* can be used, **but are not required**)
- Explain transition options for all children, including Committee on Preschool Special Education (CPSE), Head Start, local play groups, etc.
- Explain transition steps to CPSE (notification, conference, referral, choose/share EIP records, evaluation by CPSE, initial CPSE meeting, determine transition date)

Notification

- Explain opt-out policy and deadline for objecting to CPSE notification
- Obtain parent signature on the *Parent Form: Written Notification and Opt-Out Requirements and Timeline*. Provide parent a copy of this form
- Send *Written Notification of Potential Eligibility to the CPSE* of the child's local school district at least 120 days prior to the date the child is first eligible for services through the CPSE if the parent has not objected

Transition Conference

- Explain the purpose of a transition conference and obtain parental consent or declination
- If parent declines a transition conference, provide parent with the documents titled *Transition Information for Parents including Steps to Transition and Comparison of the EIP and Preschool Special Education*
- Arrange for the transition conference with parent(s), CPSE chairperson/designee, and other members of the IFSP team as invited
- Maintain documentation of the invitation to the transition conference sent to the CPSE (If the CPSE chairperson does not attend, the service coordinator can meet requirements for convening the conference as long as documentation of this invitation is maintained.)
- Hold transition conference at least 90 days before the child is first eligible for services through the CPSE and document discussion of the following topics:
 - Differences between CPSE and EIP services,
 - CPSE evaluation/eligibility process,
 - Eligibility criteria for CPSE services,
 - Options for CPSE service delivery,
 - Last day for EIP eligibility if child is not referred or found eligible by the CPSE before the child's 3rd birthday is the day before the child's 3rd birthday,
 - Options for other services and supports, e.g., Head Start

Referral

- Assist parent with sending the parent referral to the CPSE using the *Form for Parent Referral to the CPSE*

Transmittal of child records

- Obtain parental *Consent for Transmittal of EIP Evaluations and Records*
- Assist parent in choosing the early intervention records to send to the CPSE and/or other programs, including IFSPs and evaluation records
- Send child records, with copy of parental consent, to the CPSE and/or other programs

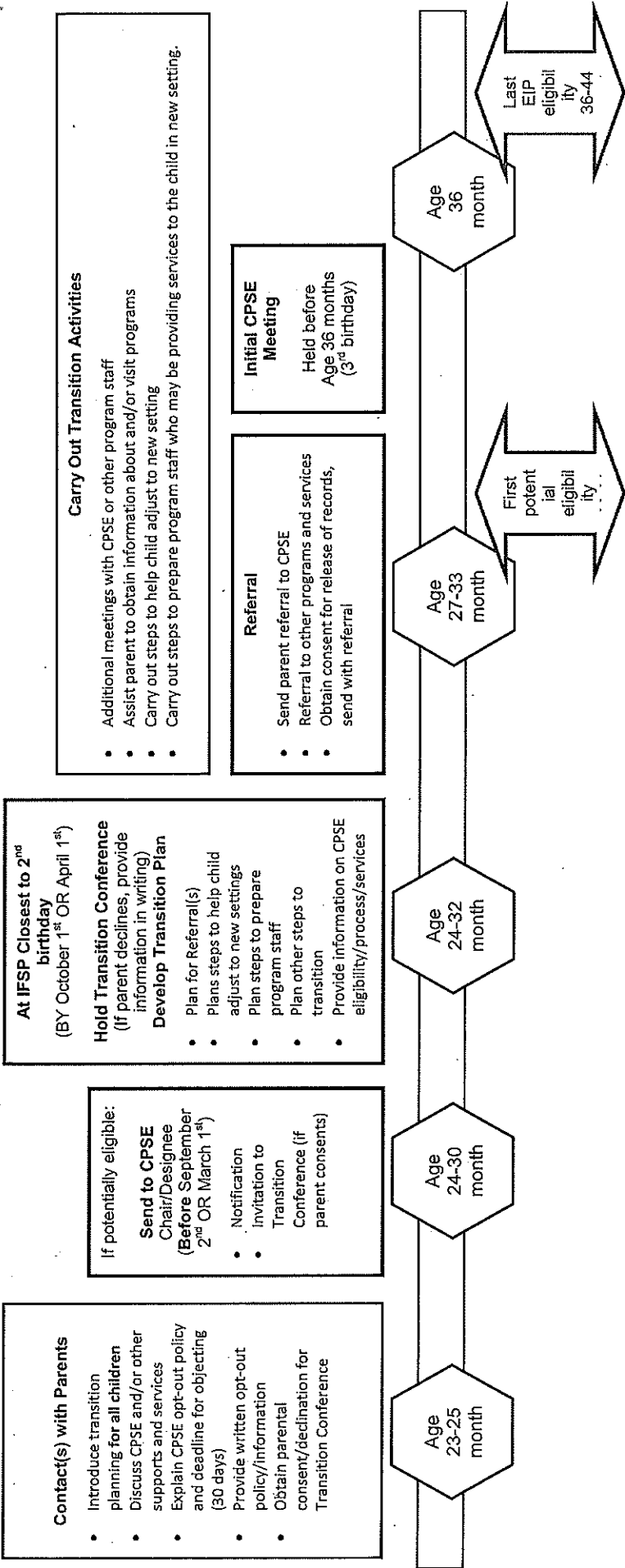
Initial CPSE meeting

- Attend CPSE meeting if the child's parent requests that the CPSE invite you

Documentation

- For each step above there are standardized forms in the service coordination transition tool kit
- Add the NYEIS Child Reference Number to the top of each completed form
- Maintain copies of all completed and signed forms in the child's record
- Attach all transition forms in NYEIS
- Complete transition pages in NYEIS at the time of the IFSP meeting closest to the child's second birthday. These pages should be continually updated with new information as needed!!!

TRANSITION PROCESS



Addresses key elements yet is flexible enough to meet the individual needs and timelines of children and families.

TRANSITION TIMELINES

| Child's Birthday | Date Child First Eligible | Notice To CPSE At Least 120 Days Before Child Is First Eligible | Transition Conference At Least 90 Days Before The Child Is First Eligible | *Last Month Recommended For Referral (Approximately 90 Days Before Child Turns Three) | Last Date to Receive EIP Services |
|-----------------------|---------------------------|---|---|---|-----------------------------------|
| January to June | January 2 nd | September 2 nd | October 1 st | 3 months prior to birthday | August 31 st |
| July to August | July 1 st | March 1 st | April 1 st | 3 months prior to birthday | August 31 st |
| September to December | July 1 st | March 1 st | April 1 st | 3 months prior to birthday | January 1 st |

NEW YORK STATE DEPARTMENT OF HEALTH
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**IFSP Transition Plan
Planning Transition for All Children
Guidance for Use**

Regulatory Foundation

State regulation at 10NYCRR 69-4.11(a)(10)(xiii) and 69-4.20 provide direction on required transition activities.

A transition plan is required to be developed for every child transitioning out of the EIP [69-4.20(a)]. Required contents of the plan are described at 69-4.20(a)(2)(i)(ii) and 69-4.11(a)(10)(xiii)(a-e). The transition plan is required to be included in the IFSP as per 69-4.11(a)(10)(xiii). Additional required transition activities are detailed in 69-4.20(b)(1-4) and 69-4.11(a)(10)(xiii)(a)(1-5)].

Early intervention regulations at 69-4.11(a)(10)(xiii)(a-e) specifically require the IFSP transition plan to include the steps taken to support the child's transition, including:

- Discussions with and education of parents regarding options for transition,
- Procedures to prepare the child and family for changes in service delivery, including steps to help the child adjust to a new setting,
- Procedures to prepare staff who may serve the child following transition, and
- Identification of transition services and other activities that the IFSP team determines are needed to ensure the smooth transition of the child.

The Bureau of Early Intervention (BEI) is required to report annually on the percentage of children exiting the Early Intervention Program (EIP) who have IFSPs with transition steps and services.

Guidance

1. A transition plan **MUST** be developed for ALL children exiting the EIP.
 - a. Form A (pages 1 and 2) can be used for all children transitioning out of the EIP who are approaching (or have passed) their first date of potential eligibility for services through the CPSE. Generally, this will apply to children who are age 2 years and older. The IFSP pages in NYEIS can also be used for this purpose.
 - b. Form B (pages 1 and 2) can be used for all other children. The IFSP pages in NYEIS can also be used.
 - c. Children can leave the EIP at different ages for a variety of reasons, including but not limited to: transition to CPSE, required discharge at age 3, family moved, outcomes met, parent refused further services, etc. A transition plan must be made for children in all these circumstances.
2. The transition plan is required to be part of the child's IFSP.
 - a. The transition plan is developed at the IFSP meeting by the IFSP team, which includes the family.
 - b. Parental consent on the IFSP which contains the transition plan constitutes consent for the transition plan to be incorporated into the IFSP. A separate consent form is not necessary.
3. The IFSP Transition Plan, pages 1 and 2, is a working document and is intended to be updated periodically, at each IFSP meeting/review, or more frequently as otherwise needed.
 - a. To update the transition plan from a previous IFSP review/meeting, photocopy the previous checklist, fill in a new date on the line titled "date of plan/update", complete additional relevant sections, and include in the new IFSP.
 - b. To update the plan on an ongoing basis, keep a working copy of the plan available, record information as activities are completed, and include the updated plan as part of the IFSP at each IFSP review or annual meeting.
4. The IFSP Transition Plan is designed to be compatible with NYEIS.
 - a. The checklist (page 1) contains the information required to be entered in the on the pages in the child's integrated case titled "Create CPSE Transition" (Form A) or "Create Other Transition" (Form B).
 - b. The worksheet (page 2) contains the information required to be entered in the section titled "Transition Services" on the **IFSP Home Page**.
 - c. A 'paper' copy of the IFSP Transition Plan can be uploaded into NYEIS.
5. The IFSP Transition Plan must, according to regulation, include transition steps and services.
 - a. The IFSP Transition Plan Checklist (page 1) identifies the steps to be completed to satisfy EIP requirements related to ensuring the child's timely transition.
 - b. The IFSP Transition Plan Outcomes Worksheet (page 2) identifies the areas where transition services must focus to achieve outcomes which support a smooth transition for the child.

IFSP Transition Plan (Form A)

Child's Name: _____ Date of Birth: _____ Last Date of EIP services if not found eligible for, or not referred to CPSE: _____
 Plan Participants: _____ Date of Plan/Update: _____
 Service Coordinator: _____ Telephone: _____
 School District: _____ CPSE Contact Person: _____ CPSE Phone Number: _____
 First Date of Potential Eligibility: _____ Notification due: _____ Transition Conference due: _____ Last Date of Potential Eligibility: _____

| | Transition Steps – EIP Responsibilities | Person Responsible | Projected Date | Date Completed | Results/Conclusions (Identify referrals made, letters sent, decisions made, etc.) |
|----|--|--------------------|----------------|----------------|---|
| 1 | Introduce Transition. Explain the purpose of transition planning for all children exiting the EIP. | | | | |
| 2 | Explain transition options for all children, including CPSE, Head Start, etc. | | | | |
| 3 | Explain that CPSE, other services, are voluntary on the part of the family. | | | | |
| 4 | Explain transition steps to CPSE (notification, conference, referral, choose/share EIP records, evaluation by CPSE, initial CPSE meeting, determine transition date) | | | | |
| 5 | Explain opt-out policy and deadline for objecting to CPSE notification. | | | | |
| 6 | Provide written opt-out policy and opt-out deadline to family (deadline: / /). | | | | |
| 7 | Obtain parental consent or declination for Transition Conference. | | | | |
| 8 | Send notification of potential eligibility to CPSE (including child's name, date of birth, date of referral to EIP, and parent(s)' name and contact information). | | | | |
| 9 | Schedule/arrange Transition Conference. | | | | |
| 10 | Send invitation for Transition Conference to CPSE chairperson/designee and/or other identified participants. | | | | |
| 11 | Convene Transition Conference and document participants and topics discussed. Topics should include: a. Differences between CPSE and EIP services, b. CPSE evaluation/eligibility process, c. Eligibility criteria for CPSE services, d. Options for CPSE service delivery, e. Last day of EIP eligibility if child not referred or not eligible for CPSE services is day before 3 rd birthday, f. Options for other services and supports, e.g., Head Start. | | | | |
| 12 | If parent declines transition conference, provide parent with CPSE transition information in writing (see step #11, a-f above). | | | | |
| 13 | Send the parent referral to CPSE, with parental permission. | | | | |
| 14 | Refer to other services and supports. | | | | |
| 15 | Obtain parental consent for transmittal of child records to the CPSE and/or other programs. Assist parent in choosing the records to send. | | | | |
| 16 | Send child records, with copy of parental consent, to CPSE and/or other programs. | | | | |
| 17 | Obtain parental consent on the IFSP, which includes this transition plan. | | | | |
| 18 | Other (Specify): _____ | | | | |

*Transition Plan is completed at the IFSP meeting/review closest to the child's 2nd birthday and updated at each subsequent IFSP Meeting/Review

Initial CPSE Meeting Date (if held): _____ CPSE Eligibility Status: _____ Planned CPSE Start Date (if eligible): _____ EIP Final Discharge Date: _____

NYE Child Reference#

IFSP Transition Plan (Form A)

Child's Name: _____

Date of Birth: _____

Transition Plan Family Outcomes Worksheet*

| | Transition Services to Support the Child and Family | Specific actions to be taken (i.e., what WILL be done - discuss, refer, call, visit, etc.) | Person(s) to Facilitate | Projected Date | Date Completed | Results/Conclusions (i.e., what WAS done - referrals made, steps taken, etc.) |
|---|---|--|-------------------------|----------------|----------------|---|
| 1 | Assist the family to learn more about CPSE services (similarities and differences, what services are offered and where they take place, etc.). | | | | | |
| 2 | Assist the family to identify and explore other services (e.g., Head Start, etc.) and supports that may be a resource for their child and/or family after transition. | | | | | |
| | <i>List referrals to be made, including CPSE and other programs, services, and supports, as identified with the family.</i> | | | | | |
| 3 | Plan steps to help the child and family adjust to new services and settings. | | | | | |
| 4 | Plan steps to prepare new program staff and providers for the child's transition. | | | | | |
| 5 | Identify other transition services and activities needed to support the transition of the child. | | | | | |

*Transition Plan is completed at the IFSP meeting/review closest to the child's 2nd birthday and updated at each subsequent IFSP Meeting/Review

NYEIS Child Reference#

Transition
Tool Kit Item 5

IFSP Transition Plan (Form B)

Child's Name: _____ Date of Birth: _____ Projected Last Date of EIP services: _____

Plan Participants: _____ Date of Plan/Update: _____

Service Coordinator: _____ Telephone: _____

Transition Plan Checklist*

| Transition Steps – EIP Responsibilities | Person Responsible | Projected Date | Date Completed | Results/Conclusions (Identify referrals made & response, letters sent, decisions made, etc.) |
|--|--------------------|----------------|----------------|--|
| 1 Introduce Transition. Explain the purpose of transition planning for all children exiting the EIP. | | | | |
| 2 Explain options for services and supports available to the child and family upon exiting the EIP. | | | | |
| 3 Assist parent to identify services and supports to assist their child and family upon exiting the EIP. List the services and supports identified with the family: | | | | |
| 4 Refer to service(s) and support(s) as needed. | | | | |
| 5 Obtain parental consent for transmittal of child records to service(s) chosen by the parent. Assist parent in choosing the records to send. | | | | |
| 6 Send copy of child records, with parental consent, to service(s) chosen by the parent. | | | | |
| 7 Obtain parental agreement with the IFSP, which includes this transition plan. | | | | |
| 8 Other (Specify): | | | | |
| 9 Other (Specify): | | | | |

*Transition Plan is completed at the IFSP meeting/review or as an IFSP amendment prior to the child's projected transition date

EIP Final Discharge Date: _____

IFSP Transition Plan (Form B)

Child's Name: _____

Date of Birth: _____

Transition Plan Family Outcomes Worksheet*

| | Transition Services to Support the Child and Family | Specific actions to be taken (i.e., what WILL be done - discuss, refer, call, visit, etc.) | Person(s) to Facilitate | Projected Date | Date Completed | Results/Conclusions (i.e., what WAS done - referrals made, steps taken, etc.) |
|---|--|--|-------------------------|----------------|----------------|---|
| 1 | Assist the family to identify and explore other services (e.g., Early Head Start, etc.) and supports that may be a resource for their child and/or family after exiting the EIP. | | | | | |
| | <i>List referrals, including programs, services, and supports, as identified with the family.</i> | | | | | |
| 2 | Plan steps to help the child and family adjust to new services and settings. | | | | | |
| 3 | Plan steps to prepare new program staff and providers for the child's transition. | | | | | |
| 4 | Identify other transition services and activities needed to support the transition of the child. | | | | | |

*Transition Plan is completed at the IFSP meeting/review or as an IFSP amendment prior to the child's projected transition date

NEW YORK STATE DEPARTMENT OF HEALTH
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**Written Notification and Opt-Out Requirements and Timeline
Parent Form**

Child's Name _____

Date of Birth _____

The Early Intervention Program (Part C) under the Federal Individual with Disabilities Education Act is required to release limited contact information (parent's name, address, telephone numbers, child's name, date of birth, and date of referral to the Early Intervention Program) as a way to notify your local school district of your child's potential eligibility for preschool special education programs and services when your child turns 3 years old. This notification is beneficial in preparing the school district of your child's eligibility for special education preschool programs and services.

At least 120 days prior to your child's potential eligibility for services under Section 4410 of Education Law, your service coordinator must provide written notification to the Committee on Preschool Special Education (CPSE) of the local school district in which an eligible child resides of the potential transition of your child.

A parent may opt-out (object) to the written notification and not have the limited contact information sent to the CPSE. The parent must inform the service coordinator, orally or in writing, within 30 calendar days from the date of this notice that the parent chooses to opt-out of the written notification requirement.

_____ I have been informed of the notification requirement and the 30 calendar day timeline to opt-out of the written notification. I am in agreement with sending the written notification and choose to waive the 30 calendar day opt-out period.

OR

_____ I have been informed of the notification requirement and understand I have 30 calendar days from today's date to opt-out of the written notification. I am aware that if I do not contact my service coordinator, orally or in writing, within 30 calendar days of today's date, written notification will be sent to the CPSE of my local school district.

OR

_____ I have been informed of the notification requirement and choose to opt-out of the written notification being sent to the CPSE of my local school district.

Parent Signature _____ Date _____

To be filled out by the service coordinator

Parent objected to the written notification to the CPSE. Service coordinator received oral/written objection on:

Date _____

No parent objection received within 30 calendars days. Date _____

NYEIS Child Reference#

**NEW YORK STATE DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION**

Transition Tool Kit Item 7

NOTIFICATION OF POTENTIAL ELIGIBILITY TO THE COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

| | |
|---|---|
| DATE OF NOTIFICATION TO CPSE: | Date of Referral to the EIP: |
| Child's Name: Last: First: | Child's Date of Birth: Child's Age (year-month): |
| Name of Parent/Legal Guardian/Surrogate: Last: First: | Phone No. |
| Home Address: | School District: County: |
| Service Coordinator: | Phone No. Fax No. |
| CPSE Chairperson: | Phone No. Fax No. |

Dear Chairperson,

The child named above is potentially eligible for preschool special education services.

Service Coordinator

Date

For children in the care and custody or custody and guardianship of the commissioner of the local social services district, the early intervention service coordinator shall notify the local commissioner of social services or designee of the child's potential transition.

Caseworker Name: _____

Address: _____

Date Copy of this notification mailed: _____

NEW YORK STATE DEPARTMENT OF HEALTH
 BUREAU OF EARLY INTERVENTION

CONSENT FORM FOR TRANSITION CONFERENCE

| | |
|---|--|
| DATE: | Date of Referral to the EIP: |
| Child's Name: | Child's Date of Birth: |
| Last: First: | Child's Age (year-month): |
| Name of Parent/Legal Guardian/Surrogate: | Phone No. |
| Home Address: | School District: |
| | County: |
| EI Service Coordinator: | Phone No. Fax No. |
| CPSE Chairperson: | Phone No. Fax No. |

Please Read

I understand that to ensure my child continues to receive services on and after his/her third birthday, s/he must be referred to, evaluated by, and, before his/her third birthday, found eligible for preschool special education services by the Committee on Preschool Special Education of my local school district (the district in which child resides).

I understand that as of my child's third birthday, my child will no longer be eligible for the Early Intervention Program unless s/he has been found eligible for preschool special education programs and services. EIP services will end the day before my child turns three years old.

CONSENT TO CONVENE A TRANSITION CONFERENCE

I give my consent to my Early Intervention Program service coordinator to arrange a transition conference, which will include my service coordinator, and chairperson of the CPSE or his/her designee, to discuss my child's referral to the CPSE, program and service options, and develop a transition plan. I also consent to the following agency(ies) or individual(s) attending:

I do NOT wish to have my Early Intervention Program service coordinator convene a transition conference. I understand that my child can be referred to the CPSE without a conference. I understand that my child must be referred to, evaluated by, and, before the day s/he turns three years of age, be found eligible by the CPSE for services, to continue to receive Early Intervention Program services on and after s/he turns three years of age.

Parent Name

Parent Signature

Date

CPSE Chairperson: This notice serves as an invitation to the CPSE Chairperson/Designee to the Early Intervention Transition Conference to be held on:

Date: _____ Time: _____ Location: _____

Please indicate your availability and fax back to: _____

You will participate by: ___phone ___In person ___Not able to attend

cc: The Local Social Services Commissioner/Designee: _____

(for children in the care and custody or custody and guardianship of the local social services commissioner)

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**CONSENT FOR TRANSMITTAL OF
EIP EVALUATIONS AND RECORDS**

| | | |
|--|------------------------------|---------|
| DATE: | Date of Referral to the EIP: | |
| Child's Name: | Child's Date of Birth: | |
| Last First | Child's Age (year-month): | |
| Name of Parent/Legal Guardian/Surrogate: | Phone No. | |
| Last First | School District: | |
| Home Address: | Phone No. | Fax No. |
| Service Coordinator: | Phone No. | Fax No. |
| CPSE Chairperson: | Phone No. | Fax No. |

Please Read

I understand that the CPSE may use evaluation reports and other EIP records, which I may choose to share, as part of the CPSE evaluation process. I decide what records to share, if any. If I consent to share these records, the CPSE will review them and will decide if other evaluations are necessary to decide if my child is eligible for preschool special education programs and services. I understand that if the CPSE asks for more evaluations, I will be asked for my consent for the CPSE to evaluate my child. I understand that if I do not consent to evaluations asked for by the CPSE, and my child is not evaluated by the CPSE and is not determined eligible for preschool special education programs and services by my child's third birthday, EIP services will end the day before my child turns three years old.

Consent to Transmit Early Intervention Program Evaluation and Program Records to the CPSE

I give my consent to my service coordinator to transmit the following EIP reports and records to the CPSE of the school district in which my child resides:

I do NOT give consent to my service coordinator to transmit EIP records and reports to the CPSE of the school district in which my child resides. I understand that my child must be referred to, evaluated by, and, before the day s/he turns three years of age, be found eligible by the CPSE for services, to continue to receive Early Intervention Program services on and after his/her third birthday.

Parent Name

Parent Signature

Date

NEW YORK STATE DEPARTMENT OF HEALTH
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TRANSITION INFORMATION FOR PARENTS

Dear Parent/Legal Guardian:

Your child will turn three years old soon, and may be eligible for preschool special education. If your child is found eligible for preschool special education, your child can either:

- Start preschool special education on _____

OR

- Stay in the Early Intervention Program (EIP) until _____, and start preschool special education the day after.

It is possible that your child will *not* meet the criteria for preschool special education. In this case, your child's EIP services will end the day before your child turns three years old. Your service coordinator will help you to develop a transition plan that will include the next steps for your child and your family, and referrals to other supports and services.

Only the Committee on Preschool Special Education (CPSE) of your local school district can decide if your child is eligible for preschool special education.

This notice tells you about the steps you, your service coordinator, and the CPSE must take to find out if your child meets the criteria for preschool special education. These steps include:

- planning with your service coordinator the steps and services that will help your child to transition from the EIP to preschool special education;
- deciding whether to opt-out of notice to the CPSE that your child might be eligible for preschool special education;
- meeting, if you choose to do so, with your service coordinator and CPSE chairperson or designee;
- referring your child to the CPSE;
- deciding which EIP records will be forwarded to the CPSE;
- having your child evaluated by the CPSE; and
- determining your child's transition date.

If your child is not evaluated by the CPSE, and is not found eligible for services by the CPSE before your child turns three years old, your child's EIP services will end *the day before your child's third birthday*. **Remember**, the CPSE must decide if your child is eligible *before your child turns three years old*, to be sure that your child gets the services s/he needs.

Please read the following information carefully. Your service coordinator can answer any questions you may have.

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Steps to Transition

- Your service coordinator will meet with you to develop a transition plan that will identify the steps to be taken to help you and your child leave the EIP and begin new services such as preschool special education, Head Start, etc. The transition plan should include any assistance and support that you or your child might need to adjust to the changes in services and make the transition smoothly.
- Your service coordinator must notify your school district that your child may be eligible for preschool special education programs and services. You will have the opportunity to object to this notification. The service coordinator cannot take this step if you object.
- Your service coordinator must offer you the chance to meet with the service coordinator and the chairperson of the CPSE (or his/her designee) together. If your child is already receiving, or may need additional services from another State agency, it may be appropriate to have a representative from that agency attend as well. This meeting is called a transition conference.

You decide if you would like a transition conference. You will be asked to give your consent to your service coordinator for this conference to take place. *If you would like a conference, your consent is needed for the service coordinator to arrange the conference.* You can decline the conference.

The transition conference must take place at a time and location that is good for all participants. The CPSE chairperson/designee may participate by phone.

The main goals for the transition conference are to:

- review the differences between the EIP and CPSE;
 - **talk about how and when to refer your child to the CPSE;**
 - **talk about the CPSE evaluation and eligibility process;**
 - **answer any questions you may have;**
 - **review the options for services through the CPSE for your child; and**
 - **develop or update a transition plan.**
- Whether or not you choose to have a transition conference, you can decide to refer your child to the school district CPSE. Your service coordinator will help you to make this referral.

You will need to refer your child in enough time for your child to be evaluated by the CPSE, and for the CPSE to make a decision about your child's eligibility for preschool special education before your child's third birthday. Otherwise, EIP services will end the day before your child's third birthday.

- Once your child is referred, the CPSE will contact you to tell you about how to get your child evaluated. ***The CPSE will ask for your consent to evaluate your child.***

Sign and return the evaluation consent form *right away*. The CPSE must have enough time after they get your consent to evaluate your child and decide whether your child is eligible for preschool special education before your child turns three. The CPSE will contact you to arrange for your child's evaluation.

If you do not sign and return the consent to evaluate your child, the CPSE should contact you to be sure you received and understood the materials.

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- Your child's EIP records can be used by the CPSE to decide how to evaluate your child. Your service coordinator will work with you to identify evaluation reports and other records from the EIP that may be helpful. Your service coordinator **will need your consent** to provide the CPSE with EIP evaluation reports and records that may be helpful.
- The CPSE must have a meeting to make a decision on your child's eligibility and services, and must provide a recommendation to the Board Of Education, within **60 calendar days** of getting your consent to evaluate your child.

Just as you are a member of your IFSP team, you will also be a member of the CPSE for your child.

You can ask the CPSE to invite your EIP service coordinator to this meeting.

You can request an additional parent member of the CPSE to be present at the meeting. This request needs to be made to the CPSE at least 72 hours prior to the meeting. An additional parent member is a parent of a child with a disability residing in the school district or a neighboring school district and whose child is enrolled in a preschool or elementary level education program.

- If your child is eligible for preschool special education, an Individual Education Plan (IEP) will be developed for your child.

The CPSE will explain the differences between your child's IEP and IFSP.

You can choose to begin preschool special education programs and services when your child is first eligible, or, to stay in the EIP until your child ages out.

If you decide to have your child stay in the EIP, you can choose to leave the EIP and start your child in preschool special education programs and services at any time by contacting the CPSE chairperson.

- If your child is not eligible for preschool special education, EIP services will end the day before your child turns three years old.

A transition plan for your child will be made.

If your child and family need other services, the plan will include these services, and steps to help you get these services.

- If you disagree with the CPSE's decision on eligibility or services, or if you sent in your consent to have the CPSE evaluate your child with enough time for the CPSE to make a decision on whether your child is eligible for preschool special education services before your child turns three and the CPSE does not complete its work on time, you have due process rights under the Education Law. You can:
 - contact your Special Education Quality Assurance Regional Office for clarification or technical assistance.
 - ask for a mediation or impartial hearing on the CPSE decision, if they did not make a decision on time.

Your child has the right to get the services you agree on with the CPSE, while you are waiting for a final decision to be made. If you and the CPSE cannot agree about the services needed by your child, an impartial hearing officer will decide what services your child must receive during this time.

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- If your service coordinator does not give you the information you need in a timely manner in order for you to refer your child to the CPSE, you may have due process rights under Public Health Law, including mediation and impartial hearing. However, these due process rights are only available:
 - if you give your service coordinator consent in time to arrange for a transition conference (unless you tell the service coordinator you do not want a transition conference); and
 - if you refer your child to the CPSE with enough time for the CPSE to make a decision, before your child turns three, on whether your child is eligible for preschool special education services.

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ELIGIBILITY AND TRANSITION DATES*

| MONTH IN CALENDAR YEAR CHILD TURNS 3 <u>ELIGIBILITY FOR 4410 MUST BE ESTABLISHED BEFORE THE DATE IN THIS MONTH WHEN THE CHILD TURNS 3</u> | DATE CHILD FIRST ELIGIBLE FOR <u>4410 SERVICES</u> | NOTICE TO CPSE AT LEAST 120 DAYS BEFORE CHILD IS FIRST ELIGIBLE FOR <u>4410 SERVICES</u> | Transition Conference Convened At least 90 Days Before the Child is First Eligible for <u>4410 Services</u> | **LAST MONTH RECOMMENDED FOR REFERRAL TO CPSE TO ENSURE ELIGIBILITY DETERMINATION BEFORE AGE THREE (APPROXIMATELY 90 DAYS BEFORE CHILD TURNS THREE) | LAST DATE FOR A CHILD FOUND ELIGIBLE FOR <u>4410 SERVICES TO RECEIVE EIP SERVICES</u> |
|--|--|--|---|---|---|
| (Born January 1-June 30) | <u>Year Turning 3</u> | <u>Preceding Calendar Year</u> | Month in <u>Preceding Calendar Year</u> | Note: Referrals must be made in time to ensure eligibility determination before age 3 | <u>Year Turning 3</u> |
| January February March April May June | January 2 nd | September 2 nd | October 1 st | October November December January February March | August 31 st |
| (Born July 1-August 31) | <u>Year Turning 3</u> | <u>Year Turning 3</u> | <u>Year Turning 3</u> | | <u>Year Turning 3</u> |
| July August | July 1 st | March 1 st | April 1 st | April May | August 31 st |
| (Born September 1-December 31) | <u>Year Turning 3</u> | <u>Year Turning 3</u> | <u>Year Turning 3</u> | | <u>Year After Turning 3</u> |
| September October November December | July 1 st | March 1 st | April 1 st | June July August September | January 1 st |

*Transition dates for individual children can also be found using the transition calculator found at: <http://eservices.nysed.gov/ei/>

**Date mentioned by regulation, with the exception of the last month for referral. Some localities may require transition steps, for example referral, to take place at an earlier time, to insure timely determination of eligibility by the CPSE.

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Transition
Tool Kit Item 13

COMPARISON OF THE EIP AND PRESCHOOL SPECIAL EDUCATION

| Program Area | Early Intervention | Preschool Special Education |
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| Purpose | Provides family centered services to meet the developmental needs of eligible children. | Provides special education and related services to meet the educational needs of identified preschool students with disabilities. |
| Lead Agency Responsible for the State Program | New York State Department of Health (DOH) | New York State Education Department (NYSED) |
| Eligible Children | <p>Eligible children are infants and toddlers ages birth through age two years who, through a multidisciplinary evaluation, are identified as having a developmental delay or a diagnosed physical or mental condition that has a high probability of resulting in developmental delay, and meet the eligibility criteria established by the Department.</p> <p>Children who are found eligible for services under Section 4410 of the Education Law by their third birthdays can remain in the EIP until they age out under Section 2541(8) of the Public Health Law.</p> | Eligible preschool students with disabilities ages three to five. A preschool student with a disability is identified because of mental, physical or emotional reasons, based on the results of an individual evaluation which is provided in the student's native language, not dependent on a single procedure and administered by a multidisciplinary team. (Section 200.1(mm)(1-2) of the Regulations of the Commissioner of Education) |
| Service Coordination | <p>The EIO designates an initial service coordinator to assist the family in the child's evaluation and IFSP development.</p> <p>The parent selects an ongoing service coordinator who is responsible for implementation of the IFSP, coordinates services, and assists the family in accessing other services and supports.</p> | When a child's IEP includes two or more related services only, the Board of Education must designate one of the service providers to coordinate the provision of services. If the IEP includes special education itinerant services (SEIT) and one or more related services, the SEIT provider is responsible for the coordination of services. |
| Cost to Families | No out-of-pocket costs to families. Third party insurance or Medicaid is billed if the insurer is subject to New York State Insurance Law. | No out-of-pocket costs to families. The use of third party payment (using Medicaid or private insurance) is at the discretion of parents. |
| Service Availability | Services must be available all year. | Services must be available 180 days during the ten-month school year and at least 30 school days during July and August (when 12-month extended school year services are recommended for eligible children by the CPSE). |

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| Evaluation | <p>The multidisciplinary evaluation must include:</p> <ul style="list-style-type: none"> - An evaluation/assessment of the child's level of functioning in the following developmental domains: physical development, including vision and hearing; communication development; cognitive development, social/emotional development; and, adaptive development. - A review of pertinent records related to the child's current health and medical status, with parental consent. - A parent interview about the family's resources, priorities and concerns related to the child's development and developmental progress. - An assessment of the child's unique needs in each developmental domain. - An evaluation of the transportation needs of the child. <p>At the family's option, a family assessment may be conducted.</p> | <p>The individual evaluation must include:</p> <ul style="list-style-type: none"> - a physical examination - an individual psychological evaluation - a social history - an observation of the student - other appropriate assessments as necessary to ascertain the factors which contribute to the suspected disabilities - a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others. |
| Evaluators | <p>Parents choose an evaluator from a list of providers approved by the NYSDOH to provide early intervention evaluations.</p> | <p>Parents choose an evaluator from a list of evaluators approved by the NYSED to provide preschool special education evaluations.</p> |
| Written Plan of Services | <p>Individualized Family Service Plan (IFSP). A written plan is developed jointly by the IFSP team, which includes the parent, EIO, service coordinator, evaluator, and other participants invited by the parent.</p> | <p>Individualized Education Program (IEP). A written statement of the programs and services to meet the individualized needs of a preschool student with a disability, that is developed at a meeting of the Committee on Preschool Special Education (CPSE), which includes the child's parent, a regular education teacher, a special education teacher, an additional parent of a child with a disability, the CPSE chairperson, a representative of the municipality, an individual who can interpret instructional implications of the evaluation results and other persons having knowledge or special expertise regarding the child.</p> |
| Review of Individual Programs | <p>IFSP outcomes and services must be reviewed at six-month intervals and more frequently if needed. The IFSP</p> | <p>Progress in meeting IEP goals must be reviewed by the CPSE at least annually. The CPSE, with the parent(s), describes in the</p> |

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| | <p>must be evaluated annually to determine the degree to which progress toward achieving the outcomes is being made and whether or not there is a need to amend the IFSP to modify or revise the services being provided or the anticipated outcomes.</p> | <p>IEP measurable goals, including short-term and long-term goals, and the manner and schedule for the parent(s) to be informed of the students' progress, at least as often as parents are informed of non-disabled students' progress.</p> |
| <p>Services</p> | <p>Services designed to meet the developmental needs of eligible children and the needs of families related to enhancing their children's development, including but not limited to, special instruction, physical therapy, occupational therapy, speech therapy, social work, family counseling, family training, family support groups, psychological services, vision services, and nutrition services, as agreed to by participants in the IFSP meeting.</p> | <p>Special education programs including special education itinerant teacher services, special classes in an integrated setting and special classes and/or related services. Related services include, but are not limited to physical therapy, occupational therapy, and speech therapy.</p> |
| <p>Location of Services</p> | <p>In natural environments, which include the child's home and settings where children under three years of age are typically found including day care centers, and family day care homes.</p> | <p>In the least restrictive environment (LRE) where age-appropriate peers without disabilities are typically found in a setting as close as possible to the student's home.</p> |

IMPORTANT TRANSITION RESOURCES

1. Early Childhood Direction Centers

Early Childhood Direction Centers (ECDCs) are located in upstate New York, New York City, and on Long Island. ECDCs provide information about programs and services for young children birth to age five, who have physical, mental, or emotional disabilities, and help families obtain services for their children.

THE ECDCs PROVIDE INFORMATION ABOUT:

- preschool programs
- medical, educational, and social services
- evaluation and assessment services

SERVICES INCLUDE:

- matching the needs of children with available services
- assisting parents in obtaining services
- following up to ensure that children receive services
- coordination of services between agencies
- education of parents of preschool children with disabilities

For a complete list of ECDCs and contact information, please visit:
<http://www.p12.nysed.gov/specialed/techassist/ecdc/locations.htm>

2. New York State Office for People with Developmental Disabilities (OPWDD):

OPWDD is responsible for coordinating services for more than 126,000 New Yorkers with developmental disabilities, including intellectual disabilities, cerebral palsy, Down syndrome, autism spectrum disorders, and other impairments.

To Assist the Parent(s)/Guardian(s) to Pursue an OPWDD Eligibility Determination for the Child:

- For information on eligibility, please refer to the eligibility information located on OPWDD's website at: http://www.opwdd.ny.gov/opwdd_services_supports/eligibility
- Work with OPWDD staff to identify needed assessments and assist the parent(s)/guardian(s) to obtain and provide the necessary assessment documentation for the eligibility determination.
- Assist the parent(s)/guardian(s) to submit the OPWDD Transmittal Form and, if applicable, a signed consent form to release the child's assessment documentation.
- The Transmittal Form can be found at: <http://www.opwdd.ny.gov/node/1018>

OPWDD's Main Website: <http://www.opwdd.ny.gov/>

OPWDD's Five Regional Developmental Disabilities Services Offices (DDSO):
http://www.opwdd.ny.gov/opwdd_contacts/ddro

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3. Head Start and Early Head Start

Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.

Find a local Head Start program using the following link:
<http://www.nyheadstart.org/find-a-local-headstart-program/>

4. New York State Education Department (SED) Resources:

Special Education Regional Offices: The Regional Associate oversees preschool and school-age special education services, and serves as a resource to parents, school district personnel and private providers. For additional information, visit: <http://www.p12.nysed.gov/specialed/quality/regassoc.htm>

Special Education in New York State for Children Ages 3-21: A Parent's Guide:
<http://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm>

Information for Parents of Preschool Students with Disabilities Ages 3-5:
<http://www.p12.nysed.gov/specialed/publications/preschool/brochure.htm>

5. Child Care Resources - New York State Office of Children and Families (OCFS):

Search for child care: <http://ocfs.ny.gov/main/childcare/looking.asp>

Information for Parents: <http://ocfs.ny.gov/main/childcare/infoforparents.asp>

A Parent's Guide to Child Care Options: <http://ocfs.ny.gov/main/childcare/brochure.asp>