

Part C to B Transition



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619 Coordinator

Date

mdek12.org





1

ALL Students Proficient
and Showing Growth in All
Assessed Areas



2

EVERY Student Graduates
from High School and is Ready
for College and Career



3

EVERY Child Has Access
to a High-Quality Early
Childhood Program

EVERY School Has Effective
Teachers and Leaders

4



EVERY Community Effectively
Uses a World-Class Data System to
Improve Student Outcomes

5



EVERY School and District is
Rated “C” or Higher

6





VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

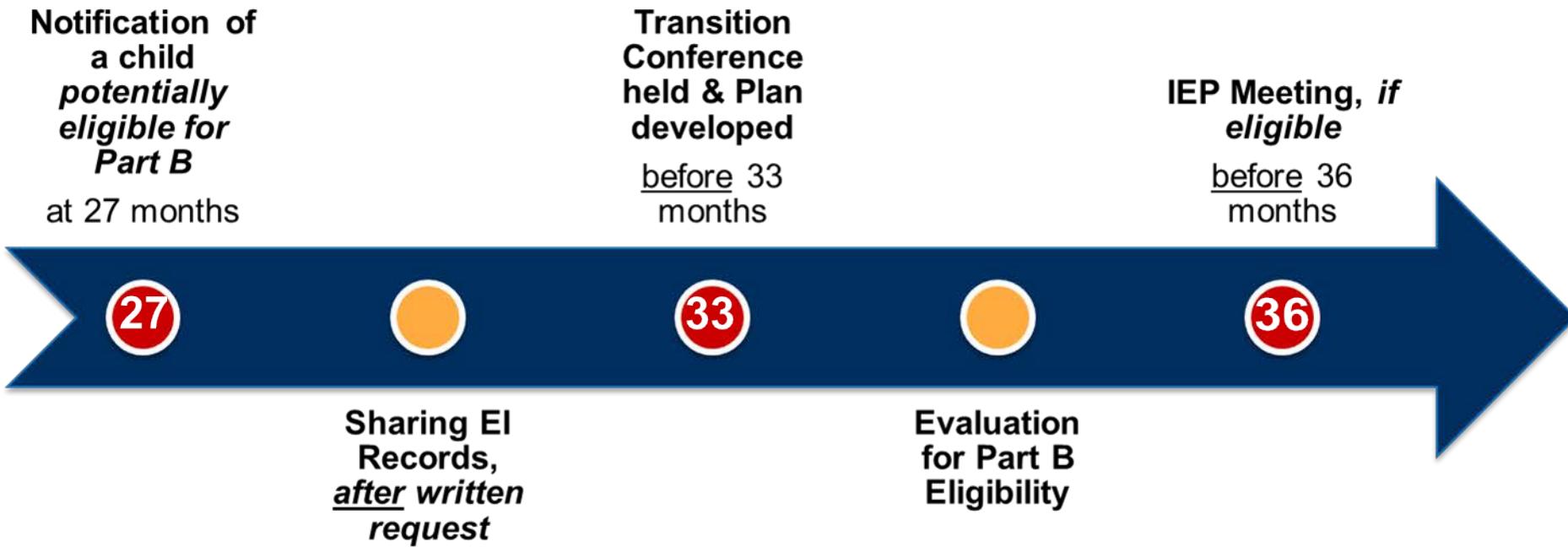
MISSION

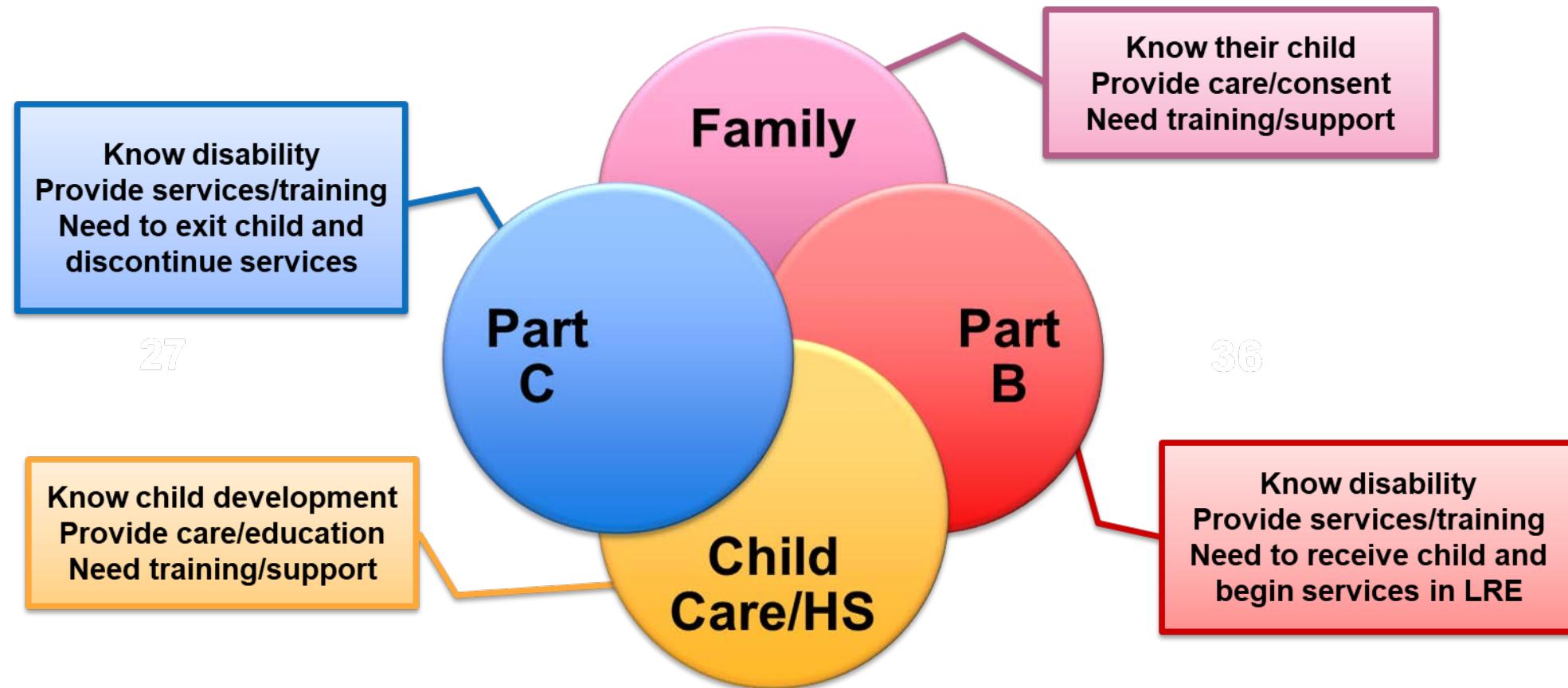
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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

- 34 C.F.R. §300.124(a); §303.209(a)

Part C to B Transition Timeline





Health Care Providers

Doctors

Nurses

Rehabilitation Therapists

Physical Therapists

Occupational Therapists

Dental Surgeons

Ophthalmologists

Mental Health Care Providers

Psychologists

Psychiatrists

Clinical Social Workers

Applied Behavior Therapists

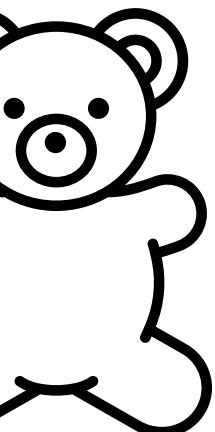


Transition from Part C

Enrollment: Transition planning begins at the beginning.

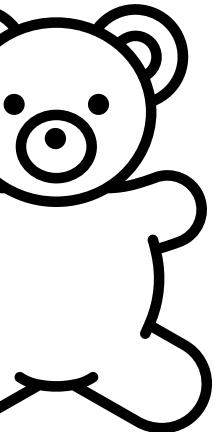
Service Coordinators must explain the transition process to families and note their discussion of transition on the child's Individual Family Service Plan (IFSP).

Service Coordinators must provide families with information to advocate for their child including a list of advocacy organizations and Family Rights/Procedural Safeguards.

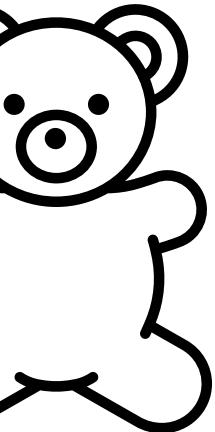


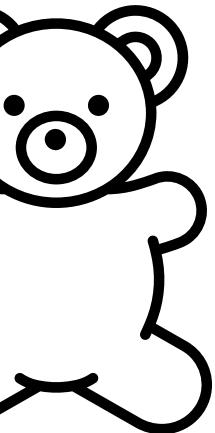
- **27 Months of Age:** Service Coordinators send a letter to the Special Education Director of the school district of residence to notify them of a child receiving Part C services who may be potentially eligible for Part B preschool services.
- This notification contains the child's name and date of birth, the parent's name and contact information, and the Service Coordinator's name and contact information. This is all the information that can be provided to Part B without parental consent.

- Late Referrals to Part C: *90-45 days before the child's third birthday*
 - Option 1: Part C and Part B conduct a joint evaluation.
 - Option 2: Part C will determine eligibility and notify Part B afterwards. This would be a late referral to Part B.



- Late Referrals to Part C: *less than 45 days before the child's third birthday*
 - Part C will not evaluate or determine eligibility. Instead, after obtaining parental consent, Part C would refer the child to Part B for Child Find (not Transition).





- Part B must request to receive Early Intervention records in writing.
- Written permission must be obtained from the parent before sharing any early intervention records with the school district.
- EI records may include:
 - Medical records that are part of the child's educational records
 - Child and family assessments, including developmental histories
 - Individualized Family Service Plans (IFSPs)
 - Service Provider progress notes



All children in Part C receive a Transition Conference to discuss current and future services.



The Transition Conference may be combined with the meeting to develop a Transition Plan.



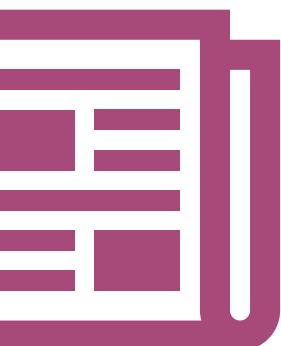
The Service Coordinator will invite school district staff, if the family wishes, and other community program staff as needed.



The Transition Conference will be scheduled between ages 27-32 months, considerate of all parties.



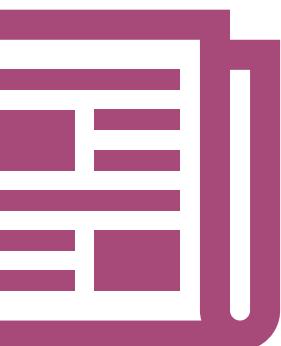
Invitations will be sent in writing to participants, including parents, service providers, school district, and/or childcare staff.



Part C information –
exiting process,
transition steps,
family
rights/procedural
safeguards

Part B information –
evaluation process
including consent,
eligibility definitions,
services available,
procedural
safeguards

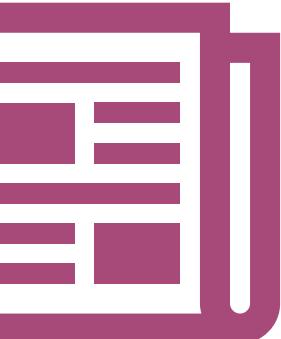
Community Program
information –
enrollment, service
available



Confirmation of notification of the school district of residence

Sharing of records with the school district or other community programs, with parental consent

Transition services and activities necessary to support the transition of the child, including steps to prepare the family to transition and adjust afterward



Fully explained to the family;

Signed by all parties who helped create it; and

Implemented as soon as the parent provides consent.

Transition to Part B



Transition Conference – School District Should:



Be invited to and attend the Transition Conference, whether in person or via technology.



Bring information about what the district has to offer for preschool students. Make sure to include contact information.



Explain the criteria for eligibility, as it is not the same in Part B as it is in Part C.



Talk about the evaluation process, without jargon, and the timeline for it.



Listen to the family's needs and concerns.

Parent must give informed written consent for evaluation.

Once consent is obtained, the district has 60 (sixty) days to complete the evaluation.

The evaluation should be comprehensive. All developmental areas should be addressed, and areas of concern should be investigated further.

The comprehensive evaluation must indicate the need for special education services, identify all educational needs to be addressed in development of the IEP, and consistently support the presence of a disability.

Teacher Narrative and/or Developmental History

Documentation about the student's functioning in the home and/or early childhood setting

Information about the child's physical condition, including fine and gross motor skills, general physical condition, hearing, vision, orofacial exam (if necessary)

Information about the child's social, behavioral, emotional, and adaptive functioning

Information regarding the students' pre-academic performance

Information about how the child communicates

Indicators of cognitive abilities

Evaluations and other information provided by parent

Information regarding developmental and preschool experiences

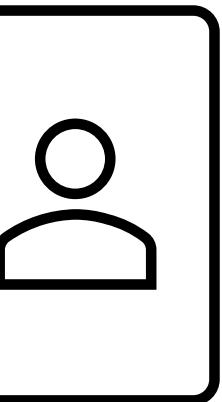
Information about the impact of social and cultural background and limited English proficiency on educational performance.

Lack of early education experiences

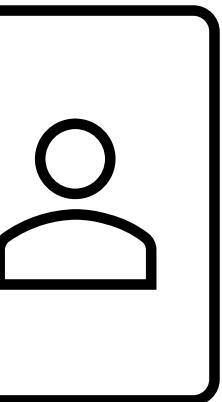
Limited English proficiency

Social/Cultural differences

- **Multidisciplinary Evaluation Team (MET) must be put together based on the specific concerns of the referral.**
- **The MET must include the parent and other qualified professionals, such as:**
 - General education teacher, if the child attends a childcare program or Early Head Start
 - Special education teacher
 - Speech/Language pathologist/therapist
 - School psychologist/psychometrist
 - School health nurse
 - School counselor/social worker
 - Behavior specialist
 - Representatives of other agencies, as needed



- The MET will determine, based on the results of the comprehensive evaluation, if the child is eligible for services.
- If the child is determined eligible, the next process is to develop an Individualized Education Program (IEP) for the child.
- The school district has 30 (thirty) calendar days to convene an IEP committee to develop an IEP for the child. The same people on the MET can serve on the IEP committee, if appropriate.





IEP must be completed within 30 (thirty) days of the student being determined eligible for services and should be in place by the student's third birthday.



Parent must give written consent for the student to receive services.

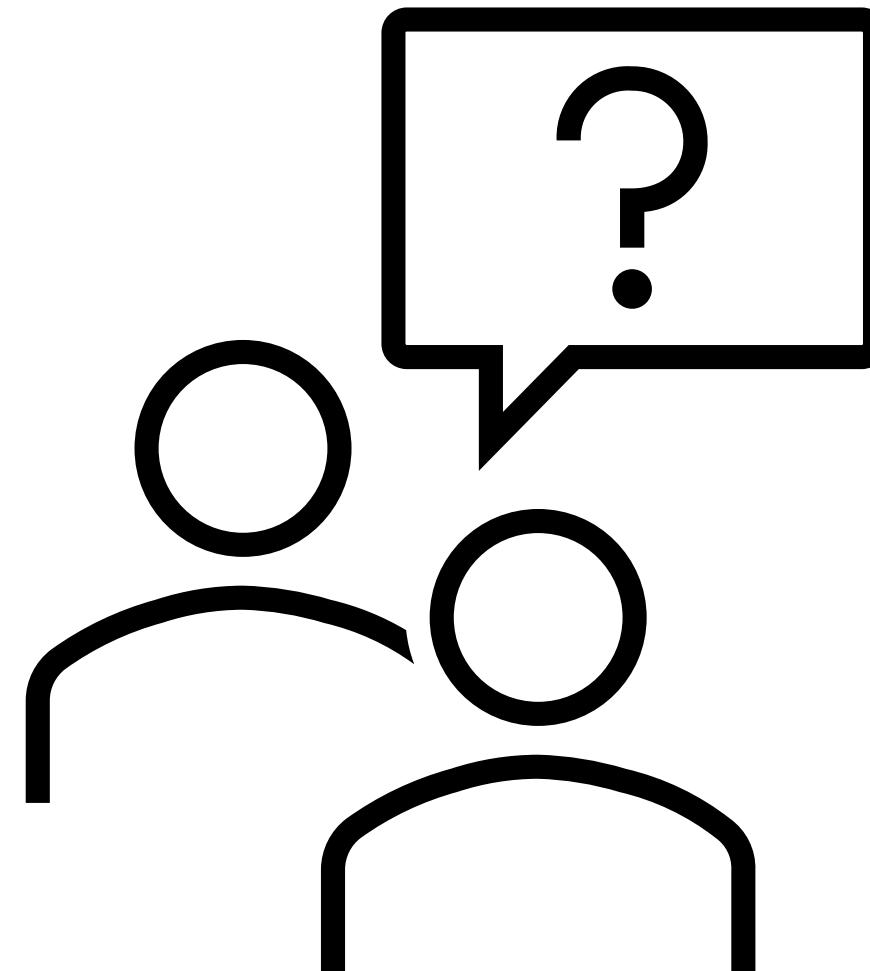


IEP Committee:

- Parent
- General ed teacher(s)
- Special ed teacher(s)
- Agency Representative
- Related service providers
- Others



IEP committee must determine what goals and services the student needs based on all available data.





- Preschool in MS – www.mdek12.org/EC
- Early Childhood Special Education –
www.mdek12.org/OSE/EC
- First Steps Early Intervention -
https://msdh.ms.gov/msdhsite/_static/41,0,74.html
- First Steps to Next Steps document – available soon from First Steps Service Coordinators



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