



Birth to Three Transition A Family Handbook



Welcome to Early Childhood
Special Education Services and Supports

August 2008

Planning Ahead for School

- ⦿ Eventually all families end their partnership with their Birth to Three program and move to other community programs.
- ⦿ Moving from one program to another is called transition. For some this happens before a child turns three years old, but by law Birth to Three services must end no later than a child's third birthday.
- ⦿ Beginning at age three, your child may be eligible for preschool special education offered by the public school district.
- ⦿ These services, like Birth to Three, are offered under the federal law called the Individuals with Disabilities Education Act (IDEA). A side by side comparison of services is outlined later in this handbook.
- ⦿ This handbook has been developed to help prepare you for a smooth transition to special education preschool services in Seattle Public Schools .
- ⦿ Transition is a part of the service coordination supports given to every enrolled family in the Birth to Three system whether or not your child received direct services.
- ⦿ To ensure the transition process is smooth it is essential that families, Birth to Three Staff and District Staff work together to move through the process one step at a time.
- ⦿ Our participation in transition is to take the necessary steps to make certain any services that your child is eligible for are in place when he or she turns three.

The Transition Meeting

As early as your child's second birthday and not later than ninety days before your child turns three, your Birth to Three Staff will invite Seattle Public Schools to participate in a transition meeting.

At the transition meeting

Your **Family** can:

- ⊙ Share your hopes for your child
- ⊙ Participate in the transition process at a level that feels comfortable to you
- ⊙ Ask questions about anything that is unclear

Your **Birth to Three Staff** can:

- ⊙ Share information about your child's progress while receiving their services
- ⊙ Participate in transition planning
- ⊙ Help write a transition plan with specific steps for transition
- ⊙ Help you identify a variety of community resources and supports
- ⊙ Assist you in referring your child to the school district for eligibility evaluation

Your **School District Staff** will:

- ⊙ Participate in the transition planning process
- ⊙ Discuss the process for determining whether your child is eligible for special education preschool
- ⊙ Describe the types of programs and services available in the school district
- ⊙ Plan an evaluation for your child if it is determined a referral to special education is appropriate
- ⊙ Obtain signed evaluation consent and information release forms
- ⊙ Gather immunization information and health records necessary for enrollment
- ⊙ Explain the rights given to you the parent, and your child, under Part B of the Individuals with Disabilities Education Act (IDEA) which covers special education for children from age 3 through high school graduation or age 21

Side By Side: Birth to Three and Special Education

Birth to Three

Special Education

Governing Federal Law	Part C of the Individuals with Disabilities Education Act (IDEA)	Part B of the Individuals with Disabilities Education Act (IDEA)
Ages Served	Children with disabilities or significant developmental delays, ages birth through two	Children with disabilities, ages three through 21, or graduation from high school
Goal of Program	The focus is on helping the family meet the developmental needs of their child with a delay or disability.	The focus is on the child with a delay or disability and his or her educational needs.
Evaluation	Two or more professionals from different disciplines complete a developmental evaluation of all five areas of development.	A team of professionals completes an evaluation in the areas of suspected disability.
Family Involvement	Families must be involved in the process to develop the Individualized Family Service Plan (IFSP).	Parents must be members of any group that makes decisions on the education of their child.

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Special Education

<p>Service Coordination</p>	<p>Each eligible infant or toddler is assigned a Family Resource Coordinator (FRC) to work together with the family on the process of evaluation, IFSP development and implementation, and coordination of services, including access to other state and community resources.</p>	<p>Under special education law, there is no requirement that a family resource coordinator be assigned to a child and their family.</p>
<p>Type of Program</p>	<p>An Individualized Family Service Plan (IFSP) is used to document the desired outcomes for the family and child as well as the services to be provided.</p> <p>IFSPs are reviewed at least every six months with the service coordinator and rewritten annually.</p>	<p>An Individualized Education Program (IEP) is used to document the child's educational goals, objectives, services and program and additionally sets the measures for progress.</p> <p>IEPs are reviewed periodically, but not less than annually.</p>
<p>Services</p>	<p>All services are termed “early intervention” services: which are <u>developmental</u> services provided to support the family's ability to meet their child's developmental needs and the desired family outcomes.</p> <p>Services are provided by any of the state-approved Birth to Three Programs.</p>	<p>Special education is an educational service or program that is instructional in nature. Related services (such as OT, PT and Speech) are provided when they are required to assist a child benefit from the special education services.</p> <p>Services are provided by local school districts.</p>

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Special Education

<p>Service Delivery Model</p>	<p>Enrollment in Birth to Three is voluntary. The types, frequency, location and duration of services are determined through the IFSP.</p>	<p>School districts are required to provide services to eligible children, ages 3-21. Services are determined through the IEP process.</p>
<p>Location of Services</p>	<p>Natural Environments Often early intervention services are provided in natural environments (such as the child's home or community sites). The family's daily routines are used as natural opportunities for learning.</p>	<p>Least Restrictive Environments Children with disabilities are educated with children who are not disabled. Special classes, schooling or other removal of the child from the general education environment occurs only when the nature and severity of the disability is such that education cannot be satisfactorily achieved.</p>
<p>Cost of Services</p>	<p>Parents are billed on a sliding fee scale and health insurance plans are billed for reimbursement of services.</p>	<p>Free.</p>
<p>Transition</p>	<p>Birth to Three agency staff hold a transition conference for each child at least 90 days before his/her third birthday.</p>	<p>A school district representative will participate in the transition conference convened by the Birth to Three agency. By an eligible child's third birthday, an individualized education program (IEP) has been developed and will be implemented.</p>

Individualized Education Program (IEP)

- ⦿ An IEP is a written document similar to an IFSP that describes how the school district will meet your child's educational needs during the school year. It includes:
 - Your child's present levels of development based on information gathered from Birth to Three records, your description of your child's behavior at home and the results of any other tests that were completed
 - Goals and objectives that describe what you and the rest of the team would like to see your child achieve over the course of the school year
 - Amount and type of preschool special education and related services
 - Starting date and length of time that services will be provided
 - Methods for measuring progress toward the goals and objectives
 - Staff who will be providing the services
 - The location where services will be provided



Early Childhood Services in SPS

- ⊙ Seattle Public Schools is proud to offer comprehensive special education services for children ages 3-5 with disabilities in the areas of communication, motor development, self-help, social skills and/or cognitive development. Additionally we provide specialized services to children who are deaf/hard-of-hearing, children with autism, children who use assistive technology, and those with nursing needs.
- ⊙ **Therapy Services Only**
Individual or small group services are provided to eligible children who can make progress in one or two developmental areas when provided with 1-2 therapy session per week.
- ⊙ **Itinerant Services**
Services provided to students enrolled in a community childcare/preschool or Head Start who can make progress in that environment with the support of a Special Education Teacher working within that classroom context 1-2 times per week.
- ⊙ **Developmental Preschool**
Programs provide high quality early childhood environments where activities are designed by Special Education Teachers and Therapists to meet the individual developmental needs of students. Typically developing preschoolers from the community are included in many of the programs.
- ⊙ **Extended Day Services**
Students with autism who are enrolled in a preschool program may be considered by the Individualized Education Program (IEP) team for more intensive services in addition to their preschool day in order to accomplish specific goals in their IEP.

Preschool Program Locations

⦿ Special Education Preschools are located at the following schools:



- *Alki*
- *Bailey Gatzert*
- *Broadview Thomson*
- *Dunlap*
- *Experimental Education Unit*
- *Green Lake*
- *Greenwood*
- *Lowell*
- *Madrona*
- *Thurgood Marshall*
- *Roxhill*
- *West Seattle Elementary*
- *Whittier*
- *View Ridge*

- ⦿ Families will be assigned to have their child's IEP written by the staff at the preschool program closest to their home with an available seat at the time of entry
- ⦿ Parents are welcome to visit any preschool program when schools host scheduled tours each year during the open enrollment period in January and February
- ⦿ Agencies will be notified of additional dates during the year for preschool visitations

Names and Dates to Remember

My Birth to Three Family Resource Coordinator	Name: _____ Phone: _____ Agency: _____
Transition Meeting: (at least 90 days before my child's 3rd birthday)	Helpful Information: Immunization records Current medical reports
My School District Contact:	Name: _____ Phone: _____
Any scheduled evaluations:	
IEP meeting scheduled for:	(call two weeks before my child's 3rd birthday if the meeting has not been scheduled)
Other:	

Things I want the school district to know about my child at the transition meeting

Area of Development

Some things my child knows or already does in this area

PLAY- sharing, taking turns, playing by self and with others	
LANGUAGE- sharing needs, following directions, listening, concepts such as up, down, in, on	
MEALS- eating with utensils, eating a variety of food, table manners	
DRESSING- taking clothes off and on, zipping, buttoning	
THINKING- cause and effect, colors, sorting, solving problems, counting	
MOVING- walking, running, coloring, building with blocks, playing ball	
OTHER- please list	

Some things I would like my child to learn: