Transition of Children from Birth to Three to Special Education (2014)
What’s New: Birth to Three

- Office of Early Childhood (OEC)
  - Birth to Three Feasibility Study
  - Legislation Status
- 2013-2014 Birth to Three Annual Report
- Revised IFSP form focuses on daily routines
- Birth to Three & Infant Mental Health
- Part C [and Part B] SPP/APR submitted to OSEP February 2014. APR data indicates:
  - Part C:
    - IFSPs with Transition Plans = 100%
    - Transition Conferences held on time = 99%
  - Part B: FAPE by Age 3 = 99.9%
What’s New: ECSE [IDEA 619]

- Release of *Connecticut Guidelines for a Clinical Diagnosis of Autism Spectrum Disorder*:

- Medicaid Waiver Approved for 3- and 4-year-old children with Autism/Autism Spectrum Disorder:

- Office of Early Childhood (OEC)
  - Senate Bill 25:
  - Senate Bill 26:
Notification is a Transition Step

Birth to 3 Notification to LEA for Child Find

(Birth to 3 Form 3-3)

(Includes Contact Information – and any additional information released by the parent when the Birth to Three Form 3-3 is signed by the parent (e.g., release of information form)

As early as possible (can occur from birth – but no later than between 2 years to 2 years, 6 months)

Note
Some parents may never sign Birth to 3 Form 3-3

At age 2 years, 6 months contact information will be provided LEAs (Birth to 3 Notification Reports in SEDAC)
Notification – Release of Information

**Birth to 3 Form 3-3**

**What is Form 3-3?** Written parental consent to release Birth to 3 information.

**When is Form 3-3 Signed?** Any time after a child begins receipt of Birth to 3 services. Parents may sign the form when a child is a few months of age, or wait until the child is older. Some parents never sign.

**What information will the district receive?** A parent decides what information can be shared with a district. This can include a child’s evaluation report(s) and/or IFSP.

**Will all families sign Form 3-3 and will the LEA always receive this form?** No. Family may never share information or may go right to referral when the child is older.

[www.birth23.org/files/procedures/forms/3-3-releaseinfo.doc](http://www.birth23.org/files/procedures/forms/3-3-releaseinfo.doc)
Birth to 3 Notification

- Birth to 3 child information updated daily on the SDE SEDAC website.
- There are four (4) reports on the SEDAC website under ‘Statewide Reports’.
- School district must work with or through their SEDAC data manager to access this information.
- Please do not contact Birth to 3 for SASID numbers.
- Districts should not be requiring families to ‘register’ in order to obtain a SASID number.
Birth to Three Notifications

Use this report to meet your responsibility for Child Find under IDEA and to ensure a smooth transition for those children who may be eligible for special education under Part B of IDEA.

In accordance with the Connecticut General Statutes, Section 17a-248d(e) and IDEA Part C 303.148(b)(1), it is the responsibility of the Part C lead agency to notify local school districts of all children enrolled in Birth to Three who reside in their town or who may become their educational responsibility.

This report is provided by the Department of Developmental Services (DDS) three times a year (April, August and December), and notifies school districts about all children enrolled in Birth to Three who either reside in their district or who have nexus with their district (as determined by the Department of Children and Families).

The data provided by DDS will result in four lists for each district:

1. Children enrolled in Birth to Three whose parents have referred the child for evaluation.
2. Children enrolled in Birth to Three who are over the age of 2½ whose parents have not yet referred or signed a release of information.
3. Children enrolled in Birth to Three whose parents have signed a release of information form (Form 3-3).
4. Children under the age of 2½ whose parents have not yet referred nor signed a release of information.

SDE does not attest to the accuracy of data on this report. For questions regarding this data please contact Lynn Johnson, Department of Developmental Services, at (860) 418-6141. For questions regarding a specific child, contact the designated provider on this report.

Total: 331

Referral to LEA: 130
Not Released or Referred Over 2 1/2: 7

Release of Information to LEA: 0
Not Released or Referred Under 2 1/2: 194

Report: Children with Referral to LEA

<table>
<thead>
<tr>
<th>SASID</th>
<th>Name</th>
<th>Date of Birth</th>
<th>Provider Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provider</td>
<td>Phone</td>
<td>ICD-9 Condition</td>
<td>Resident Town</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Fran Shaver</td>
<td>(888) 355-3255</td>
<td>783.40</td>
<td>034 - Danbury</td>
</tr>
<tr>
<td>Academy for Young Minds</td>
<td></td>
<td>Lack of Normal Physiological Development, Unspecified</td>
<td></td>
</tr>
<tr>
<td>20 Cedar Street</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suite 302</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Rochelle NY, 10801</td>
<td>(866) 220-8701</td>
<td>Referred to LEA</td>
<td>034 - Danbury</td>
</tr>
<tr>
<td>DANBURY CT, 06811</td>
<td><a href="mailto:DeborahMastronardi@theracare.com">DeborahMastronardi@theracare.com</a></td>
<td>Date Referral</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provider</th>
<th>Phone</th>
<th>ICD-9 Condition</th>
<th>Resident Town</th>
<th>Date Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marina Zumaeta</td>
<td>(888) 355-3255</td>
<td>783.42</td>
<td>034 - Danbury</td>
<td>6/1/2010</td>
</tr>
<tr>
<td>Academy for Young Minds</td>
<td></td>
<td>Delayed Milestones</td>
<td></td>
<td>12:00:00 AM</td>
</tr>
<tr>
<td>20 Cedar Street</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suite 302</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Rochelle NY, 10801</td>
<td>(866) 220-8701</td>
<td>Referred to LEA</td>
<td>034 - Danbury</td>
<td></td>
</tr>
<tr>
<td>DANBURY CT, 06810</td>
<td><a href="mailto:DeborahMastronardi@theracare.com">DeborahMastronardi@theracare.com</a></td>
<td>Date Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Single Child Report

Name: [Redacted]
Date of Birth: [Redacted]
SASID: [Redacted]
Family Language: [Redacted]

ICD-9 Code: 758.0
Condition: Down Syndrome
Report Type: [Redacted]
Referred to LEA: Yes
Date Referral Sent: 3/31/2010 12:00:00 AM

Parental / Residence Information
Resides With: [Redacted]
Resides With Name(s): [Redacted]

Phone Number: [Redacted]
Address: [Redacted]

DANBURY, CT, 06811

Birth to Three Provider
Service Coordinator: Gretchen Petrinico
Birth to Three Program: Children’s Therapy Services
Contact Phone Number: (203) 271-3288
Address: 46 Roxbury Court
Cheshire, CT, 06410

Contact Phone Extension: [Redacted]
Birth to Three Program Fax Number: (203) 271-3288

SDE does not attest to the accuracy of data on this report.
For questions regarding this data please contact Lynn Johnson, Department of Developmental Services, at (860) 416-6141. For questions regarding a specific child, contact the designated provider in this report.

Wednesday, September 01, 2010
1 of 1
Birth to Three Notifications

Use this report to meet your responsibility for Child Find under IDEA and to ensure a smooth transition for those children who may be eligible for special education under Part B of IDEA.

In accordance with the Connecticut General Statutes, Section 17a-248(d)(e) and IDEA Part C 303.148(b)(1), it is the responsibility of the Part C lead agency to notify local school districts of all children enrolled in Birth to Three who reside in their town or who may become their educational responsibility.

This report is provided by the Department of Developmental Services (DDS) three times a year (April, August and December), and notifies school districts about all children enrolled in Birth to Three who either reside in their district or who have nexus with their district (as determined by the Department of Children and Families).

The data provided by DDS will result in four lists for each district:

1. Children enrolled in Birth to Three whose parents have referred the child for evaluation.
2. Children enrolled in Birth to Three who are over the age of 2½ whose parents have not yet referred or signed a release of information.
3. Children enrolled in Birth to Three whose parents have signed a release of information form (Form 3-3).
4. Children under the age of 2½ whose parents have not yet referred nor signed a release of information.

SDE does not attest to the accuracy of data on this report. For questions regarding this data please contact Lynn Johnson, Department of Developmental Services, at (860) 418-6141. For questions regarding a specific child, contact the designated provider on this report.

Total: 117

Referral to LEA: 46  Not Released or Referred - Over 2 1/2: 5
Release of Information to LEA: 0  Not Released or Referred - Under 2 1/2: 66

Not Released or Referred - Under 2 1/2: 66

Export  Print

<table>
<thead>
<tr>
<th>Birth MM/YYYY</th>
<th>Resident Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/2009</td>
<td>034 - Danbury</td>
</tr>
<tr>
<td>01/2009</td>
<td>034 - Danbury</td>
</tr>
<tr>
<td>02/2008</td>
<td>034 - Danbury</td>
</tr>
</tbody>
</table>
Referral is a Step in Transition

**Birth to 3 Referral**
Written Parental Consent Requesting Evaluation from LEA (Birth to 3 Form 3-8)

**Referral Received by LEA**
- Complete Standard Referral Form-ED621
- Send Notice - ED622
- Send Procedural Safeguards

**Next Steps**
1. B3 Service coordinator sends invitation to IFSP Transition Conference, up to 9 months before but no later than 90-days before the child is age 3
2. Service coordinator convenes Transition Conference
3. LEA required to participate in Transition Conference

Parental Consent for Referral should take place after age 2 (ideally by 2 and ½ ) and No Later than age 2 years 9 months in order for FAPE to be provided by age 3.
Birth to Three Notifications

Use this report to meet your responsibility for Child Find under IDEA and to ensure a smooth transition for those children who may be eligible for special education under Part B of IDEA.

In accordance with the Connecticut General Statutes, Section 17a-248d(e) and IDEA Part C 303.148(b)(1), it is the responsibility of the Part C lead agency to notify local school districts of all children enrolled in Birth to Three who reside in their town or who may become their educational responsibility.

This report is provided by the Department of Developmental Services (DDS) three times a year (April, August, and December), and notifies school districts about all children enrolled in Birth to Three who either reside in their district or who have nexus with their district (as determined by the Department of Children and Families).

The data provided by DDS will result in four lists for each district:

1. Children enrolled in Birth to Three whose parents have referred the child for evaluation.
2. Children enrolled in Birth to Three who are over the age of 2½ whose parents have not yet referred or signed a release of information.
3. Children enrolled in Birth to Three whose parents have signed a release of information form (Form 3-3).
4. Children under the age of 2½ whose parents have not yet referred nor signed a release of information.

SDE does not attest to the accuracy of data on this report. For questions regarding this data please contact Lynn Johnson, Department of Developmental Services, at (860) 418-6141. For questions regarding a specific child, contact the designated provider on this report.

Total: 331
Referral to LEA: 130
Not Released or Referred - Over 2 ½: 7
Release of Information to LEA: 0
Not Released or Referred - Under 2 ½: 194

Report: Children with Referral to LEA
064 - Hartford

<table>
<thead>
<tr>
<th>SASID</th>
<th>Name</th>
<th>Date of Birth</th>
<th>Provider Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>49401709</td>
<td></td>
<td>9/21/2007</td>
<td>Jane Bisantz &amp; Associates, LLC</td>
</tr>
</tbody>
</table>
Form 3-8: Birth to 3 Referral for Evaluation

Birth to 3 Form 3-8

- **What is the purpose of Form 3-8?**
  It officially requests a school district to evaluate a child to determine their eligibility for special education.

- **When is the Form 3-8 Signed?**
  Any time after a child is age 2, ideally no later than age 2 ½.

- **Is Form 3-8 the same as the ED621?**
  No. Each form has a different purpose and documents two different actions.

- **Can a district require that the ED621 be completed instead of or in addition to Form 3-8?**
  No.

- **Important to Note:** There is no “Opt Out” for notifying a school district of a child receiving Birth-3 services. Notification after age 2 ½ is a Child Find obligation.

www.birth23.org/files/procedures/forms/3-8-reftolea.doc
ED621: Referral to Determine Eligibility

- **Why Do You Complete the ED621?**
  To document that a district (a) received a referral for an evaluation and (b) the date that the referral was received.

- **What Is The Date of the Referral on the ED621?**
  The date of the referral is the date that the school district received the referral.

- **Must Birth to Three Complete the ED621?**
  NO – The ED621 with relevant information should be completed by the school district.

- **Note for ED621**
  - The entire form does not need to be completed – can attach Form 3-8 and any accompanying documentation submitted by the child’s Birth to Three program.

ED622: Parent Notice of Referral to Determine Special Education Eligibility

- Why is the ED622 completed? The ED622 is completed and sent to the parent to inform them that the school district received the referral sent by a child’s Birth to 3 program – in essence, acknowledges the receipt requesting an evaluation.

- When is the ED622 sent? The ED622 should be completed & sent after Form 3-8 is received & the ED621 is completed.

- Is There a Timeline for Sending the ED622/Notice in State Law? Sec.10-76d-8 says “written notice shall be sent to parents 5 days after the initial referral”

* Send Procedural Safeguards

Transition Conference Requirements

**Parental Approval for Meeting**
(... with the approval of the family, a transition planning conference ...)

**Part C Invites LEA**
- The obligation to convene a transition planning conference (which can be an IFSP Meeting) is a Birth to Three service coordinator’s responsibility
- Part C should try to find a mutually agreeable time for all parties to meet
- A district representation must be invited and must participate

**Transition Conference**
(The IFSP Team (e.g., parent & service coordinator and the LEA conduct transition planning for next steps)

As early as 2 years 3 months
No later than 90 days before age 3

IDEA 2004
Transition Conference

- Must occur no later than 90 calendar days before the child’s third birthday.
- The conference can be combined with an IFSP review meeting.
- The conference is convened by the child’s Birth to 3 service coordinator.
- The Birth to 3 System provides a “sample invitation” that can be used by Birth to 3 programs.
- Under IDEA Part C, the LEA must be invited to the transition conference.
- Under IDEA Part B, the LEA must participate in the transition conference including being responsible for next steps for the child and family.
- All parties: the parent, the school district representative & service coordinator develop the transition plan.

See Birth to Three Policies & Procedures
Transition Conference Practices

**Transition Invitation**
- Parent
- Child’s Service Coordinator
- LEA Representative
- Mutually agreeable time and place

**Transition Conference**
- Can be an IFSP Meeting
- Must be held no later than 90-calendar days before the child’s 3rd birthday.
- Conference can be held as early as 9 months before the child’s 3rd birthday.
- A Transition Plan is developed to identify the “next steps” for the child and family.

**Possible “next steps” for LEA**
1. Explain referral process
2. Provide written information in clear language
3. Arrange for parent and child to make a general visit to school
4. Consider having IFSP services delivered at school site
5. Identify mutually agreeable time and place for PPT meeting
6. Obtain releases for information such as evaluations, IFSPs
7. Develop a relationship
8. Identify a contact in the LEA for parent questions
9. More activities that are specific to a child and family that could be considered....
Transition Conference: What Goes Wrong?

- Multiple agendas – everyone there hoping to accomplish something different
- Not having all of the ‘Partners’ participating
- Asking questions that cannot be answered at a Transition Conference
- Meeting locations: whether or not to have at the parent’s home, at school, at night, other time of day
- What it really means to ‘prepare the parent’
- Not considering other services for child and family that are available in the community beyond special education [head start, community resources]
Practice Suggestions

**Preparing the Family**

- Encourage connecting with the district early to establish a relationship.
- Clarify the special education referral steps
- Help parents become knowledgeable of the differences between early intervention and special education
- Assist parents in obtaining information on other resources
- Identify a primary contact person for parents within the school district
Practice Suggestions

<table>
<thead>
<tr>
<th>Preparing the Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider participation in a group program and/or activity within or outside of the school</td>
</tr>
<tr>
<td>Allow visits or attendance at preschool program or playgroup operated by the school</td>
</tr>
<tr>
<td>Consider an IEP before 3</td>
</tr>
<tr>
<td>Provide joint IFSP and IEP services until 3</td>
</tr>
<tr>
<td>Provide IFSP Services at school site/program until 3</td>
</tr>
<tr>
<td>Use social stories, videos, etc., to tell and retell</td>
</tr>
<tr>
<td>Use transitional objects that the child likes/enjoys</td>
</tr>
<tr>
<td>Purchase B3/IEP services for Extended School Year</td>
</tr>
</tbody>
</table>
District Referral and PPT [evaluation]

**Referral**
- Made by Birth to 3 and/or the parent to the LEA (Form 3-8)
- LEA completes appropriate forms (ED621, ED622), sends notice, procedural safeguards
- LEA sends PPT Invite (ED623)

**Convene PPT**
- PPT discusses referral
- PPT reviews available information and parent concerns
- PPT determines if evaluation(s) is needed - identifies “existing data”
- PPT designs “initial evaluation” (may or may not use existing data) – if evidence warrants evaluation
- PPT obtains parent written consent for “initial evaluation”
ED623: Notice of PPT

ED623

- When Do I Send the ED623? Sec.10-76d-8 states that “each BOE shall notify parents requiring special education and related services 5 days before proposing to, or refusing to initiate or change the child’s identification, evaluation or placement.”

- What Is the Reason for Sending the ED623? Affords parents the opportunity to participate in decisions regarding their child.

- Must A District Invite the Service Coordinator from Birth to Three to the PPT? Yes, with parent consent.

- Do I Need to Complete and Send Invitation for the 90-Day Transition Conference? No. Birth to Three is responsible.

What is the Purpose of the 1st PPT?

- PPT discusses referral
- PPT reviews available referral information and parent concerns
- PPT determines if evaluation(s) is needed -
- PPT identifies “existing data”
- PPT designs “initial evaluation” (may or may not use existing data) –
- PPT obtains parent written consent for “initial evaluation”
- Following 1st PPT: Evaluation activities could take many forms
PPT Composition – for referral, evaluation, eligibility determination and IEP development

- The parents of the child
- Not less than one special education teacher of the child
- Representative qualified to –
  - Provide or supervise specially designed instruction
  - Knowledgeable about the general education curriculum
  - Knowledgeable about the availability of resources
- Individual to interpret instructional implications of evaluation results
- For children transitioning from EI (e.g., Birth to Three), the Part C service coordinator/EI associate (with parent consent)
- Not less than one regular education teacher of the child IF the PPT is planning to place the child in a general education setting

Do the Math: Prepare families for the differences between Part C and special education ‘required participants’ for meetings
ED625: Notice, Consent Initial Evaluation

Why Complete the ED625? The form documents that the PPT designed an individualized evaluation for a child in the area(s) of need to determine if the child was eligible for special education.

Why Does the Parent Sign ED625? The PPT must obtain the written “informed” parental consent that the parent understands the information that will be used to determine whether her child is eligible for special education.

Is the Birth to Three Evaluation Sufficient to Meet the IDEA Part B Requirements? Generally, no. Districts need to be familiar with and meet the requirements for “Initial Evaluation” under Part B.

Evaluation for Eligibility

- The child must be assessed in all areas of the suspected disability
- The assessment tools & strategies must provide relevant information that directly assists in determining the educational needs of the child
- Assessment can include: parent interview, observation, play-based assessment, other
- Can use pre-existing assessment data (e.g., Birth to Three information) - can supplement - or conduct a comprehensive initial evaluation for eligibility
- Cannot use any single procedure as the sole criterion for eligibility or for designing an appropriate educational program
The District may use current Birth to Three evaluations. If they do...

- The Birth to Three initial evaluation for eligibility (and assessment if the child is eligible) must be completed by a multi-disciplinary team.
- An updated report Birth to Three report must be completed at least annually and cover all developmental domains (does not have to be by a multi-disciplinary team).
- The Birth to Three reports can be up to 6 months old at time of transition or PPT meetings.
- Birth to Three and PPT/district staff should discuss what information can be updated or added.
How a District May Conduct an Evaluation?

- Evaluations can be conducted in a variety of settings and in a variety of ways
  - Play-based assessments, Joining a playgroup
  - Individual one-to-one assessments by one or more members of the district team
  - Using Birth to Three updated assessment information and supplementing
  - Parent report, parent interviews, parent information
  - Observing the child in a Birth to Three intervention, at home, in a child care or other early childhood setting
  - Using a diagnostic placement for no more than 40 days
  - Other
Referral, Evaluation, Eligibility, IEP

**Referral**
- Made by Birth to 3 and/or the parent
- LEA completes appropriate forms, sends notice, procedural safeguards
- LEA sends PPT Invite

**Convene PPT**
- PPT discusses referral
- PPT reviews available information and parent concerns
- PPT determines evaluation is needed – identifies “existing data”
- PPT designs “initial evaluation”
- PPT proceeds to evaluation - obtain parent written consent to conduct initial evaluation

**Evaluation Conducted**
- Review evaluation results
- PPT determines this is a child with a disability under the IDEA
- PPT identifies the IDEA Disability Category
- PPT develops IEP based upon evaluation = FAPE By Age 3
What is the Purpose of PPT 2?

- The PPT reconvenes to discuss the results of the child’s evaluation/assessments
- The PPT determines whether the child is a child with a disability that requires special education
- If the PPT determines that the child is eligible for special education, the PPT develops the child’s IEP
  - NOTES:
  - Children who only need a related service are not children who require special education
  - Summer birthdays may qualify for ESY. If not, IEP implementation is the first day of school
- PPT 1 and PPT 2 can be combined
- There is no 504 Plan obligation at Pre-K
ED626: Consent Placement

ED626

Must the ED626 be completed? State law at section 10-76d-8 states that “… parental consent shall be obtained prior to … initial placement … of a child who requires special education and related services.”

What is the Purpose of the ED626? The ED626 provides the informed written consent of the parent that the PPT has determined that a child requires special education and related services.

When are other instances of obtaining written parental consent? At initial evaluation, re-evaluation, initial placement, & private placement.

NOTE* - Parents do not sign the IEP, they sign the ED626.

Eligibility And Disability Category

- The child’s PPT determines eligibility
- Eligibility = Disability + Educational Impact
- Children with a diagnosis or disability under Part C may not have that same ‘disability category’ assigned by the PPT
- Any disability category should not drive services – Special education and related services should be individualized to the child’s strengths and needs
  - Example: An ASD label does not drive autism specific programming – preparing families
- Recommendation: Birth to 3 & school districts should address parent understanding & expectations
## Part C and B Eligibility – May Look the Same But It’s Not

### Part C: Birth to Three
- Eligibility for Birth to Three (e.g. IDEA Part C)
  - Established Condition, or
  - Developmental Delay determined by an evaluation indicating a:
    - 2.0 Standard Deviation in one developmental domain area, or
    - 1.5 Standard Deviation in two or more developmental domain areas.

### Part B: Special Education
- Eligibility for Special Education (e.g., IDEA Part B)
  - Comprehensive Evaluation to:
    - Determine whether the child has a disability under IDEA, B
    - Determine if the disability has an educational impact
    - Identify an IDEA, B disability category
    - Developmental Delay ‘disability category’, can be used until age 5. Evaluation results must meet the definition and criteria
# Early Intervention vs. Special Education

<table>
<thead>
<tr>
<th>Part C – EI Services</th>
<th>Part B – Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Special Education or Developmental Services</td>
<td>○ Special Education</td>
</tr>
<tr>
<td>○ Speech &amp; Language</td>
<td>● Delivered by:</td>
</tr>
<tr>
<td>○ Occupational Therapy</td>
<td>○ Educator</td>
</tr>
<tr>
<td>○ Physical Therapy</td>
<td>○ Speech &amp; Language</td>
</tr>
<tr>
<td>○ Behavior Intervention</td>
<td>○ Assistive Technology</td>
</tr>
<tr>
<td>○ Audiology</td>
<td>○ Health</td>
</tr>
<tr>
<td>○ Assistive Technology</td>
<td>○ Nutrition</td>
</tr>
<tr>
<td>○ Health</td>
<td>○ Transportation</td>
</tr>
<tr>
<td>○ Nutrition</td>
<td>○ Vision Services</td>
</tr>
<tr>
<td>○ Transportation</td>
<td>○ Etc.</td>
</tr>
</tbody>
</table>
IDEA Services = Special Education

- IDEA, Part B = Special Education – means that a free appropriate public education (FAPE) is provided to a child with a disability who requires special education and related services.

- Special Education means “specially designed instruction, at no cost to parents, to meet the unique needs if a child with a disability including instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings.”

- Speech and Language Pathology is considered special education “only if the service is considered special education rather than a related service under state standards.”

- Unlike Part C, not about training the family to implement early intervention techniques in daily routines.
IDEA - Related Services

Related services include transportation and developmental, corrective and other supportive services as required to assist a child with a disability to benefit from special education, and can include:

- Speech-language pathology
- Audiology
- Physical and occupational therapy
- Interpreting services
- Counseling
- Mobility services
- Social work services in schools
- Parent counseling and training
**Least Restrictive Environment (LRE)**

<table>
<thead>
<tr>
<th>What It Is</th>
<th>What It Is Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRE is defined as the placement appropriate for the individual child</td>
<td>No continuum of choices or a menu for parents</td>
</tr>
<tr>
<td>“Early childhood: environment defined as 50/50 ratio</td>
<td>A continuum is a district obligation to ensure that they can meet the needs of all students with a disability</td>
</tr>
<tr>
<td>Includes: separate class, separate school, residential facility, home</td>
<td>May be a service and may not be a preschool program</td>
</tr>
<tr>
<td>Itinerant/Service provider location (speech only = program)</td>
<td>An IEP does not entitle a child to a preschool program</td>
</tr>
<tr>
<td></td>
<td>Special education is not necessarily a placement in a program</td>
</tr>
</tbody>
</table>
## IFSP vs. IEP

<table>
<thead>
<tr>
<th>IFSP</th>
<th>IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Centered</td>
<td>Child Centered</td>
</tr>
<tr>
<td>Child’s Natural Environment</td>
<td>School/educational setting</td>
</tr>
<tr>
<td>Functional outcomes based on daily routines delivered by the parent/caregiver</td>
<td>Educational/school focus on academic, functional and behavioral outcomes delivered by educators and if appropriate, related service personnel</td>
</tr>
<tr>
<td>Birth to Three services combined with other services to support family members to enhance child’s development</td>
<td>Education/special education and related services</td>
</tr>
</tbody>
</table>
Issues du Jour

- Birth to Three Transdisciplinary Team/Coaching Approach
- Birth to Three Notification Reports on SEDAC – at SDE – Reports allow for district planning and budgeting as well as ensuring child find and FAPE by age 3
- IFSP Functional Goals – ADL for babies
- Early Referrals for Districts – before age 2
- Assistive Tech – Ownership & Responsibility
- Birth-3: What “Services At No Cost” means
Issues, Disputes, Misunderstandings

- Reminder: There is no “Stay Put”
- Issues when writing a “Parent Report’ for the family
- Late Referrals = No IEP By Age 3
- Addressing Parent Understandings or Misunderstandings (ex: cannot pick classrooms, providers, schools, services)
- Summer Birthdays do not automatically entitle a child to ESY
- Parents do not sign the IEP
- Other
## Contacts on Transition Issues

<table>
<thead>
<tr>
<th>Department of Education, Bureau of Special Education</th>
<th>Birth to Three System, Department Developmental Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Synodi</td>
<td>Lynn S. Johnson</td>
</tr>
<tr>
<td>State Department of Education</td>
<td>Birth to Three System</td>
</tr>
<tr>
<td>Bureau of Special Education</td>
<td>Department Developmental Services</td>
</tr>
<tr>
<td>165 Capitol Avenue</td>
<td>460 Capitol Avenue</td>
</tr>
<tr>
<td>P.O. Box 2219</td>
<td>Hartford, CT 06106</td>
</tr>
<tr>
<td>Hartford, CT 06106</td>
<td>860.418.6141</td>
</tr>
<tr>
<td>860.713.6941</td>
<td><a href="mailto:lynn.s.johnson@ct.gov">lynn.s.johnson@ct.gov</a></td>
</tr>
<tr>
<td><a href="mailto:maria.synodi@ct.gov">maria.synodi@ct.gov</a></td>
<td></td>
</tr>
</tbody>
</table>