

Early Childhood Transition

Part C to Part B

Special Education Services
Early Childhood



OKLAHOMA
Education



Outcomes for Training

Participants will:

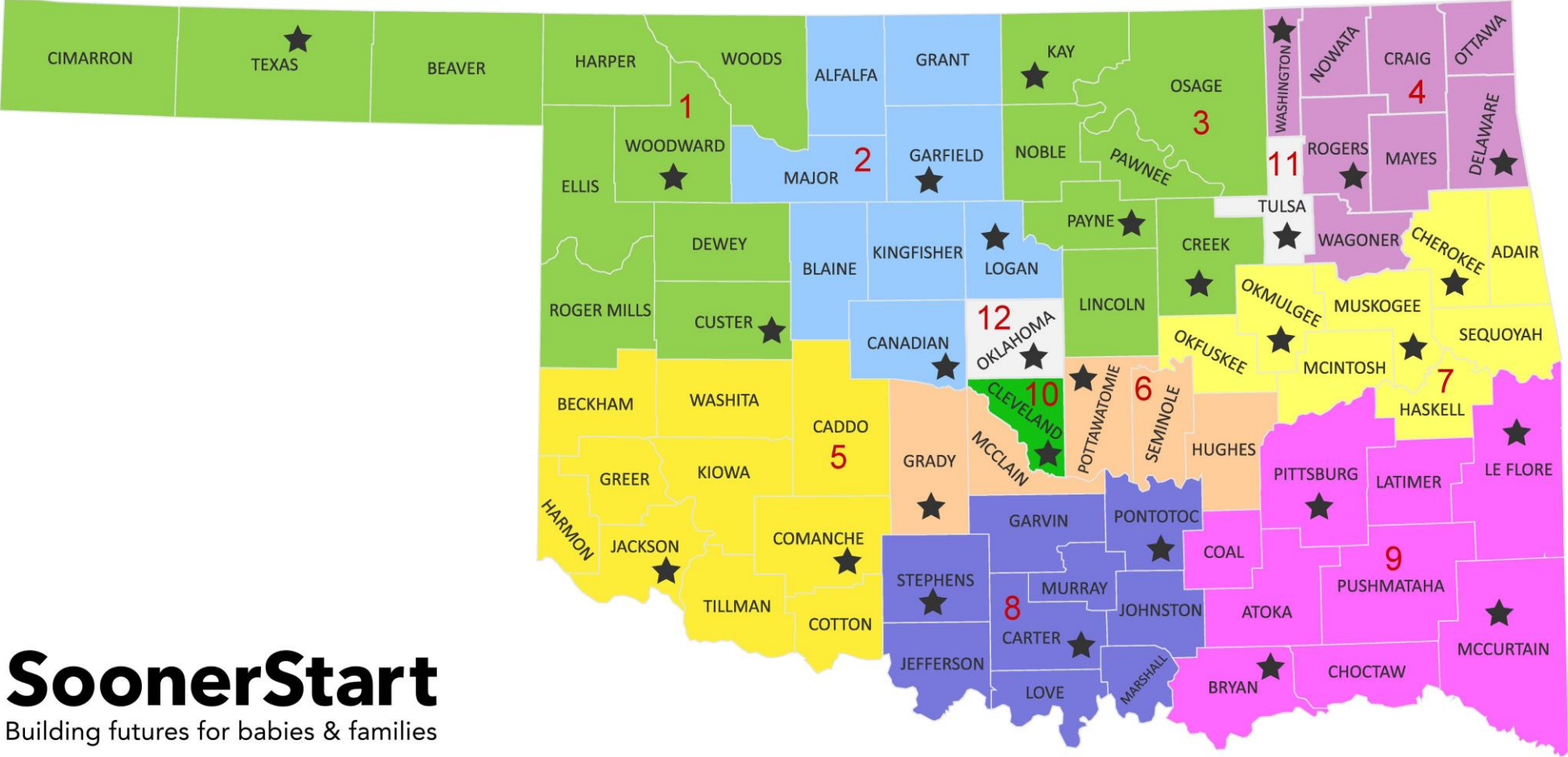
- Deepen their understanding of what transition looks like from Part C to Part B.
- Understand timelines involved for all parties.
- Gain knowledge of what data transfers involve.
- Demonstrate knowledge and respect for each team's responsibility and limitations.

Welcome to SoonerStart

What is SoonerStart?



SoonerStart District Map



SoonerStart
Building futures for babies & families

Fast Facts

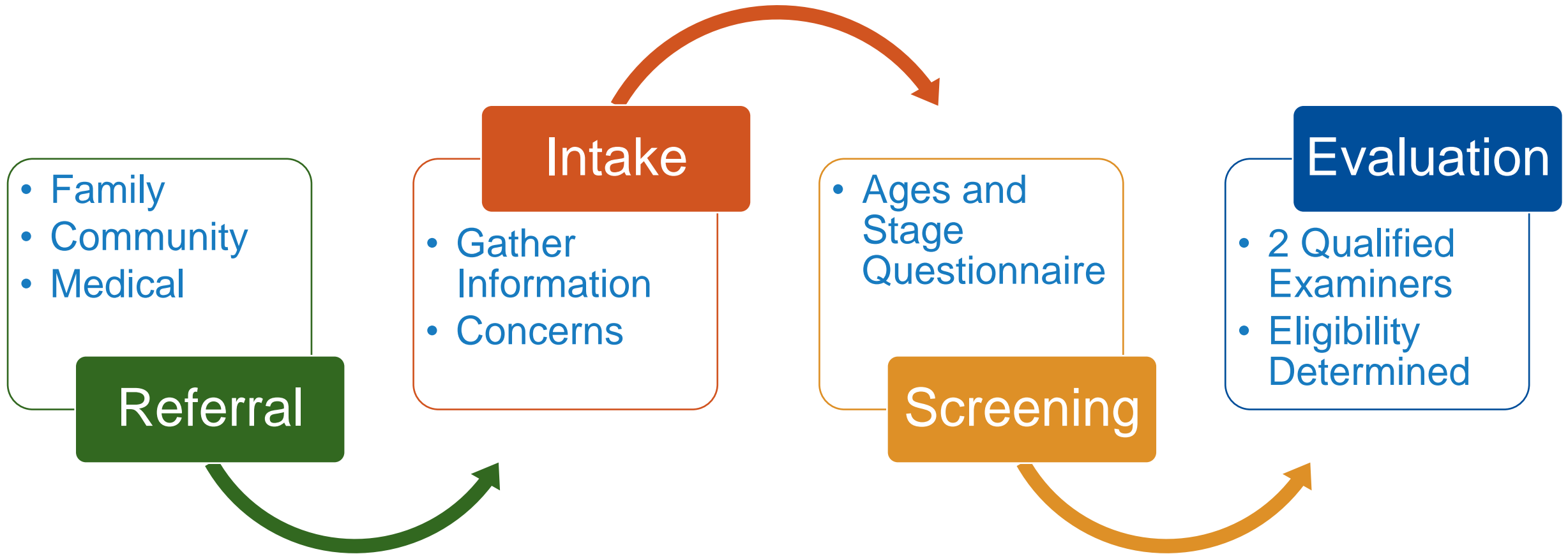
SoonerStart Is:

- Voluntary
- Free
- Family Coaching
- Natural Environment
- Routines Based

SoonerStart Is Not:

- Required
- Clinical/medical based
- Focuses on child only
- Multi-disciplinary
- Income based

SoonerStart Process



How long can a child receive SoonerStart services?

Until the child reaches 36 months of age

OR

Until the family feels that they no longer need early intervention services (not beyond 36 months)

OR

Until the child is determined to be no longer eligible for services (must be based on results of a SoonerStart re-evaluation)

SoonerStart Transition

IDEA Part C requires that all children in SoonerStart develop a transition plan with the IFSP team between the child's 27 – 33 months of age.



Initial Transition Planning Visit





So Many Options...

Transition options may include one or more of the following:

- Services through the child's local school district
- Head Start
- Child guidance
- Private childcare or preschool programs
- Private services
- Specialized schools

SoonerStart Transition

Parents can decline the TPC meeting with the local school district or any other community agency

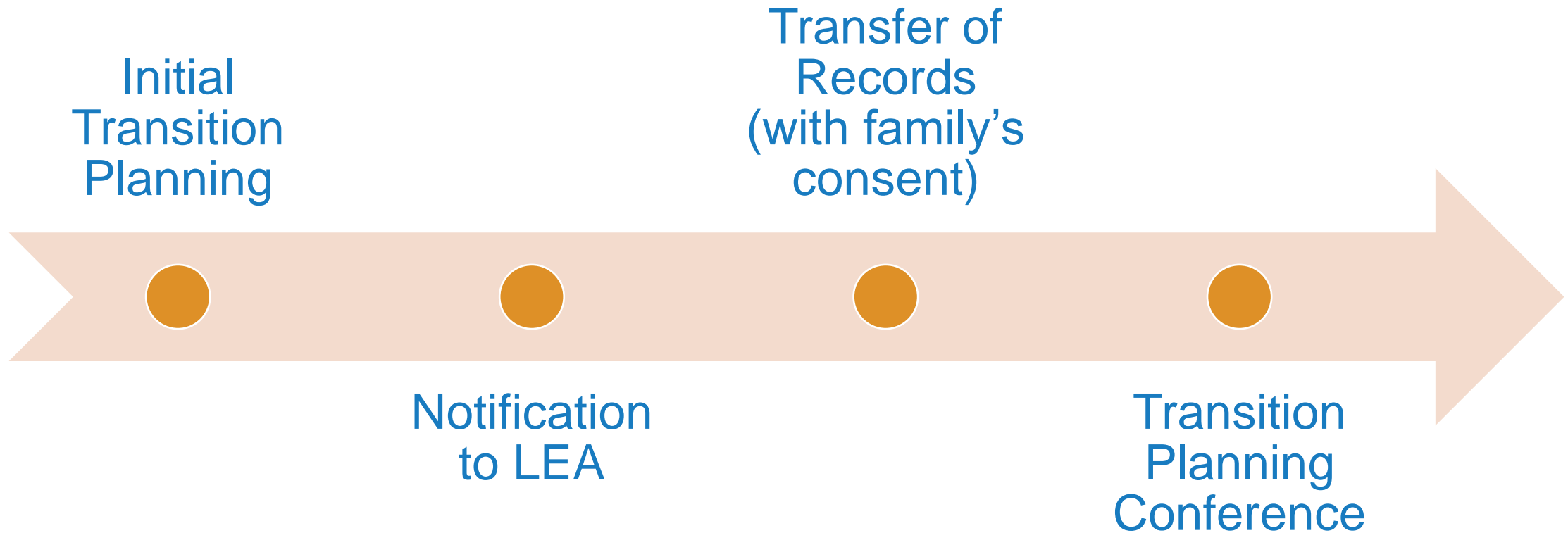
Parents can decline to seek services after age 3 before or after the TPC

SoonerStart is required to document that the family declined a TPC before the child is 33 months of age

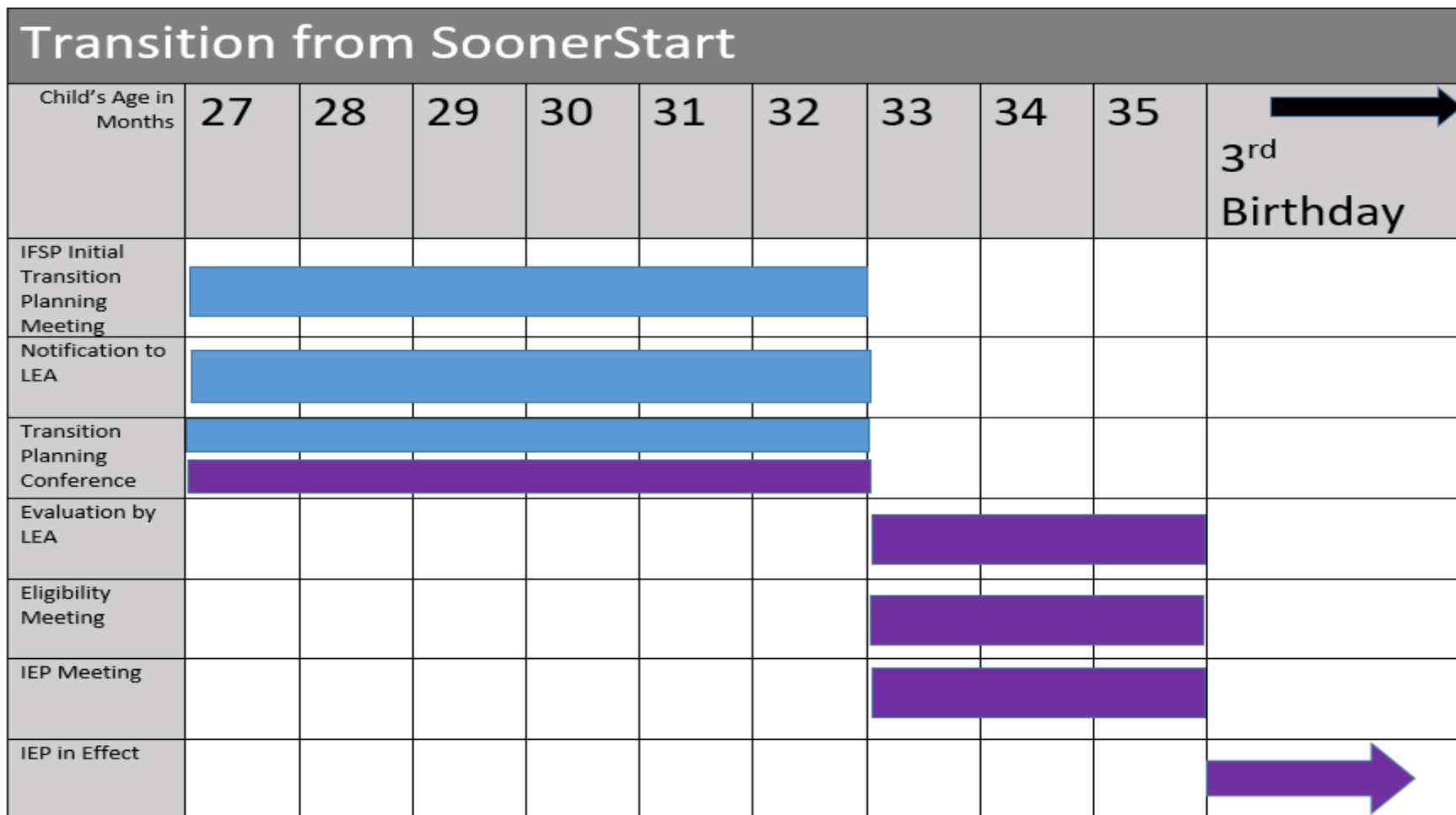
Transition Planning Conference

- SoonerStart staff facilitates the Transition Planning Conference (TPC) by:
 - Sharing information about early intervention services previously provided
 - Encouraging family participation
 - Learning about LEA programs and services including contact information
 - Summarizing next steps
 - All the IFSP team should be in attendance.

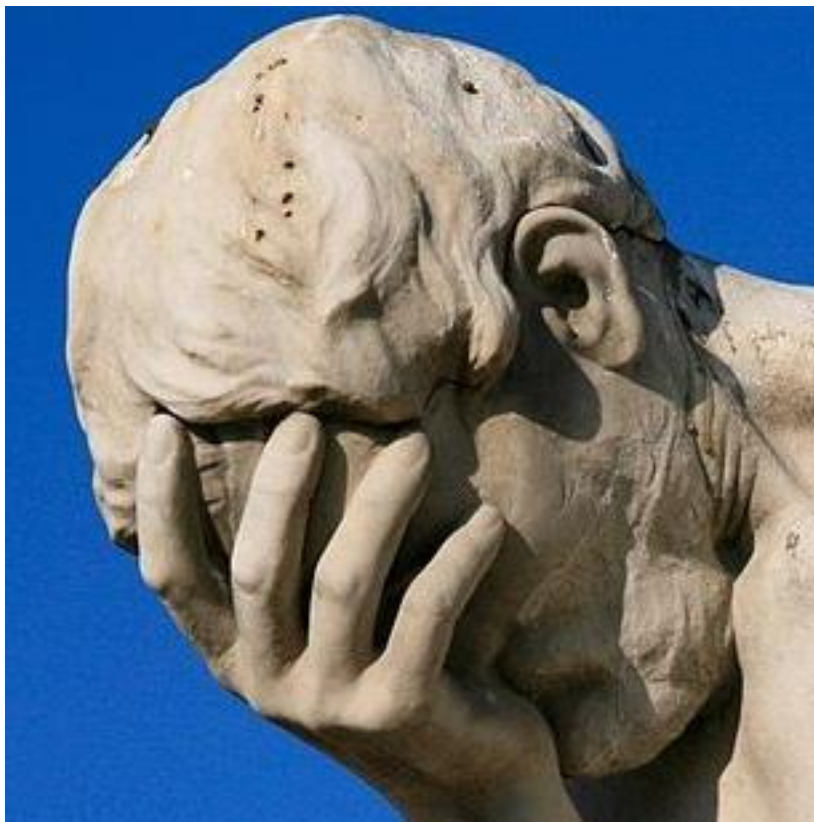
SoonerStart's Responsibilities



Transition Timelines C to B



Late Referrals



- Initial IFSP is developed with less than 90 days to 3rd birthday
- Transition plan required, TPC is not
- LEA notification and referral to LEA or community services still part of the process – 2 business days

Part C Data

- Resource Coordinators (RC) must track timeliness of transition preparation (planning, notification and TPC).
- Everything must happen at least 90 days prior to 3rd birthday, unless...
 - A late arrival to the program
 - Parents decline transition
- It is important to record accurate transition dates in EdPlan.
- Report timeliness for every exiting child & reasons for delay.

Welcome to Part B Early Childhood

What are Part B Requirements?



- IDEA Parts B and C requires that a child who qualifies for special services must transition into Part B services and an IEP be in place for school services on or by the child's 3rd birthday.
- The LEA is responsible for coordinating with SoonerStart Early Intervention Program (EI) Program regarding the Child Find system for children birth to 3 years of age.

Child Find

- Individuals with Disabilities Act (IDEA) requires that the districts **locate, identify, and evaluate** all students with disabilities ages 3 through 21 who are educated within their geographic boundaries.
- To do this, the LEA is responsible for establishing and implementing an ongoing Child Find system.
- **Who handles child find in your district(s)/regions?**

2023 Early Childhood Guidance

- Office of Special Education Programs provided updated guidance in [policy letter](#) March 2023.
 - Transition notification from SoonerStart is considered a referral and LEA response is required.
 - LEAs must offer an initial evaluation and (if eligible) an IEP must be developed and in place on or before the child's third birthday.
 - Guidance varies based on timeline of referral to SoonerStart.
 - Lack of formal enrollment documentation (e.g., birth certificate, vaccination record, or district's enrollment paperwork) does not excuse the LEA's obligation to fulfill child find, eligibility, and IEP timeline requirements.

2023 Early Childhood Guidance continued

- LEAs will provide families of all SoonerStart referrals a Written Notice to Parents documenting the LEA's proposal to consider the child's eligibility for special education services, the parents' response (accept or decline), and a copy of the procedural safeguards.
- The Written Notice must occur regardless of the notification timeline. This action may happen before or at a TPC, by mail, or electronically, **but no later than parent consent signature.**
- Children with summer birthdays must have an initial evaluation completed and IEP (if eligible) in place by their third birthday. The IEP meeting will be held prior to or on the child's third birthday. Depending on the child's unique needs, the IEP services start date, as well as the goals/objectives date may begin later (e.g. August). [Additional guidance](#)



Transition Referrals Timelines

Three timelines apply, based on when a child was referred to SoonerStart:

- Children referred and deemed “potentially eligible” by SoonerStart more than 90 days prior to third birthday.
- Children referred and deemed “potentially eligible” by SoonerStart 90 days or less prior to third birthday.
- SoonerStart does not accept referrals less than 45 days before third birthday.

Referred and determined eligible more than 90 days before birthday



- The LEA attends the TPC arranged by SoonerStart, and the LEA process proceeds per policy and procedure for Part C transitions.
- Eligibility and IEP (if eligible) must be in place by the child's third birthday.

Children referred to SoonerStart & deemed potentially eligible for Part B less than 90 days before third birthday

- Referrals in this time frame are considered late referrals. SoonerStart provides transition notification as soon as possible to the LEA for children who are determined potentially eligible for Part B.
- Transition Planning Conferences are not required. SoonerStart may, with parent approval.
- Eligibility and IEP (if eligible) should be in place by third birthday.





Child referred to SoonerStart less than 45 days before 3rd birthday.

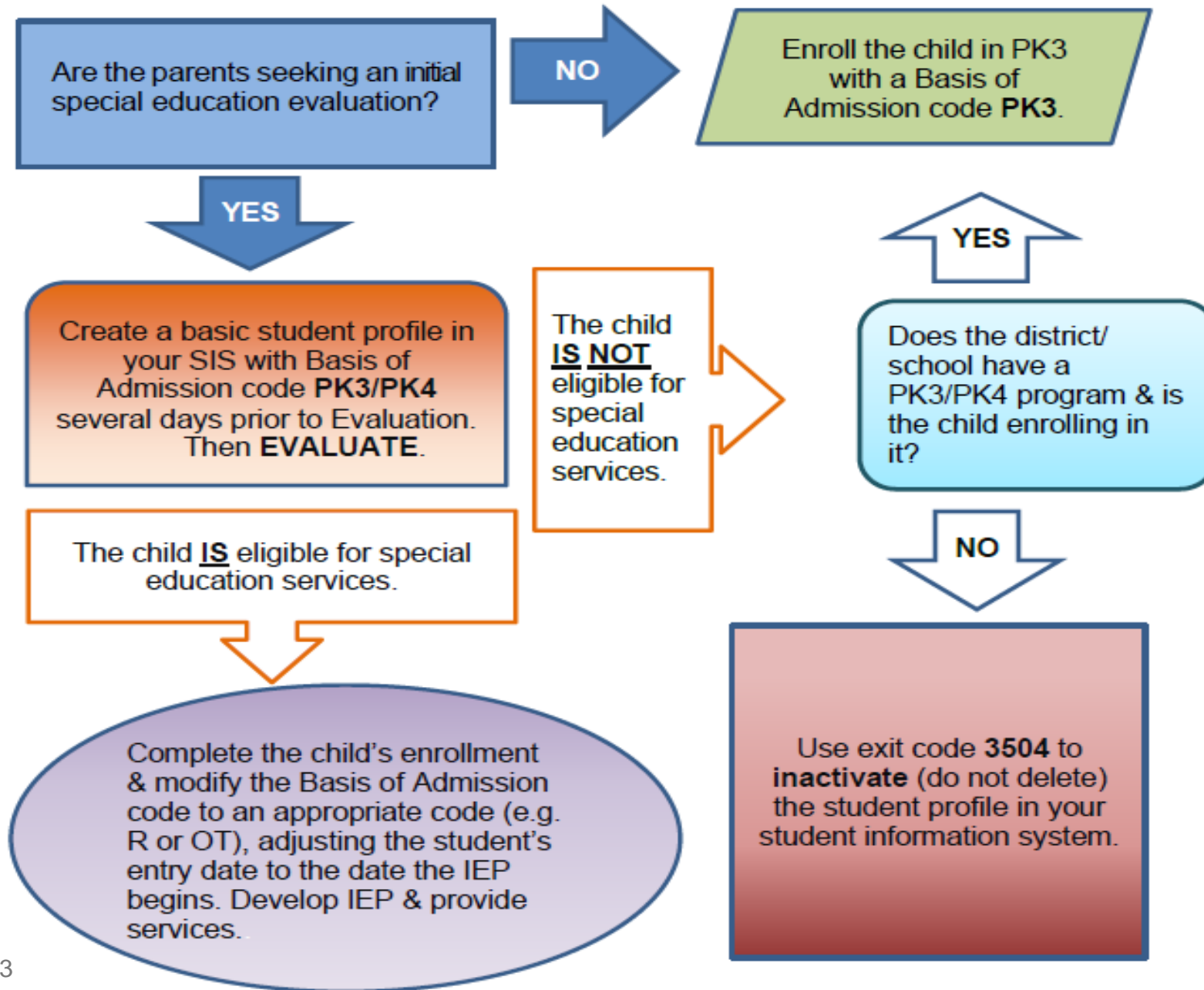
- SoonerStart does not accept referrals less than 45 days before 3rd birthday.
- Child find timelines (45 school days) will be used, not the SoonerStart transition timeline (by third birthday).
- LEA begins eligibility process when a referral is received, even if the child is not yet three years old. The 45-day timeline begins with a signed parent consent.

How Do We Enroll a Young Child?



- Preschool aged children can be enrolled in district's student information systems with a "basis of admission" code of PK3.
- Temporary code for a "soft" enrollment that is not counted on reports.
- Find the assigned STN and activate the record in EdPlan, if inactivated.

Decision Flowchart



Enrolling a young child in district student information system (SIS)

Charter schools

- Public charter schools **may** be an option during transition, if family declines to seek services through residential school district.
- Public charter districts who serve children in kindergarten would be responsible for serving a young child in their coverage area.
- Families will contact local charters to discuss availability.

Preschool: private preK, homeschooling, & Head Start

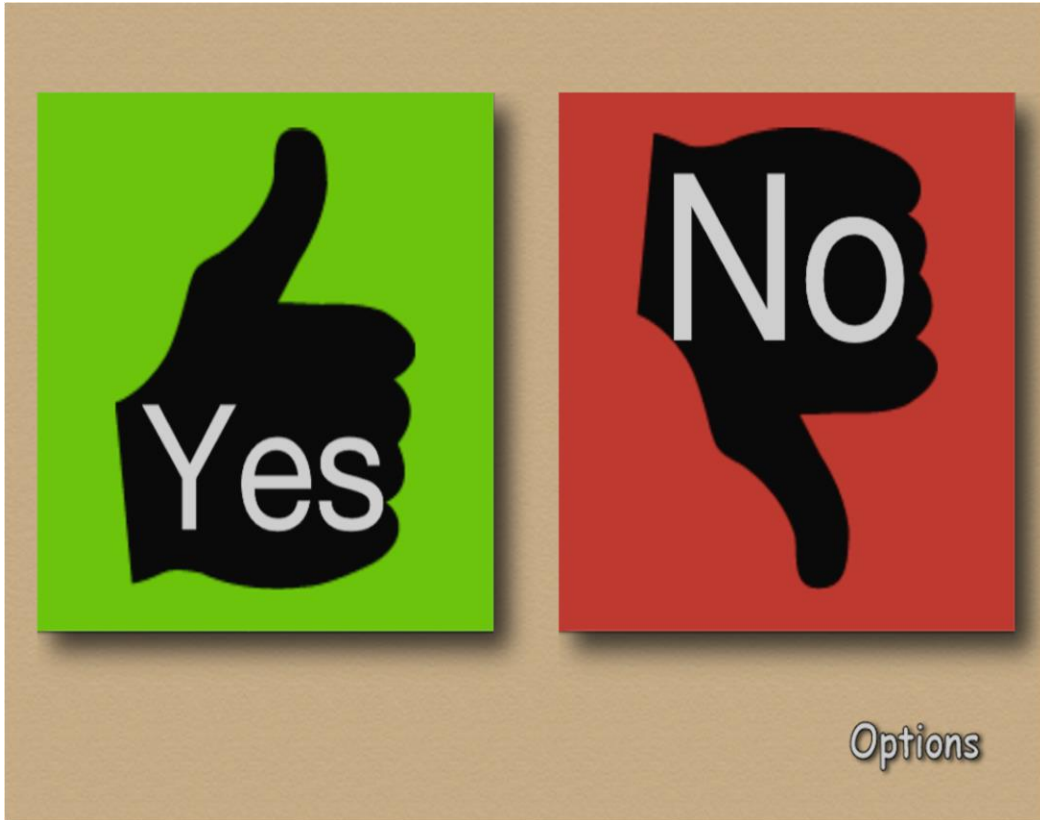
- Preschool aged children are **not** considered privately placed students when they attend daycares, private preschools, or head starts.
- Homeschooling preschool children is considered differently than homeschooling kindergarteners.
- Parents may enroll children in head start out of district, but residential district is still responsible for child find. It is **not** responsible for providing service to child outside of school district.



Review of Existing Data (RED)

- For referred students:
 - The team may decide that sufficient information has been gathered to determine if the child is eligible for Part B services. If so, a Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) meeting can be scheduled.
 - The team may determine that additional information is needed. If an evaluation is needed, a Request for Parent Consent for testing is signed. When the Parent Consent form is signed, the school district has a 45 school days (or until 3rd birthday) timeline to complete the evaluation process.
 - Consent is only signed for the information **the district** will gather. Information families/caregivers share with districts from outside sources is existing data.

Parent Decline of LEA Referral



- Parents can decline special education services at any point in the process.
- If a district receives LEA notification, and family declines, the district's proposal to consider eligibility and the parent's decline of proposal should be documented in a Written Notice, and provided to family along with procedural safeguards.

Comprehensive Evaluation

- **If the student is found eligible**, this information translates into the present levels of academic achievement and functional performance and forms the basis for making decisions in the IEP.
- The evaluation must be sufficiently comprehensive to identify **all** of the student's special education needs, whether or not commonly linked to the disability category being considered for the student.

Comprehensive Evaluation - 2

- **If the student is not found eligible**, this information assists the LEA in determining other appropriate instruction and supports for the student.
- Ultimately, at the close of an evaluation, the group should have enough information to support whether or not the student has a disability and the student is in need of special education services.

Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS)

- The purpose of an eligibility meeting is to review and consider all evaluations, assessments, and data collected for the student.
- The MEEGS documents the process of determining a student with a disability.
- All factors of the evaluation should be considered in the determination.
- Remember: The Policy and Procedure has vital information on required components for each category.



13 Disability Categories (plus 1)

1. Autism
2. Deaf-Blindness
3. Deafness
4. Intellectual Disability
5. Hearing Impairment
6. Multiple Disabilities
7. Orthopedic Impairment
8. Other Health Impairment
9. Specific Learning Disability
10. Speech or Language Impairment
11. Traumatic Brain Injury
12. Visual Impairment
13. Emotional Disturbance

Districts may vary: Developmental Delay

Individualized Education Program (IEP)

- If the student is determined eligible for Special Education Services, an Individualized Education Program (IEP) should be designed for the student's instruction within 30 calendar days (or by 3rd birthday).
- Must consider:
 - The individual strengths as well as educational, functional, behavioral, and developmental needs of the child.
 - The results of the evaluation.
 - Parents concerns for enhancing the education of their child.
 - The provision of a free appropriate public education (FAPE).

IEP will also Address:

- Special Factors
- Goals
- Progress towards goals
- Accommodations
- Related services
- Least Restrictive Environment
- Assistive technology



Related Services

- Related services are developmental, corrective, or supportive services **required** for a child with a disability to **access the general education curriculum.**



These may include:

- Counseling (Rehab & Psych)
- Orientation & mobility
- Parent counseling & training
- Physical & occupational therapy
- Psychological services
- Recreation, including therapeutic recreation
- School health services
- Social work services
- Speech language-pathology and audiology services
- Transportation

Transportation

- Transportation must be considered by IEP teams.
- If where a child is receiving special education services is different from where a child receives other preschool services, team must consider transporting child for these services.
- Consider if child can receive special education services where s/he **already** is.



What are General Early Childhood Programs?

A general early childhood program is a program that includes a majority (50% or more) of nondisabled children (i.e., children not on IEPs). This may include, but is not limited to, the following:

- Head Start
- Kindergarten
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Private kindergartens or preschools
- Group child development centers or childcare

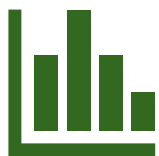


Early Childhood Environments

Placement Options:

- District Pre-K programs (both general and separate classrooms)
- Private Pre-K or Kindergarten (including faith based or parochial schools)
- Childcare Center or Childcare Home
- Head Start
- Home

Early Childhood Transition Data



Collected & reported by both programs



Annual Performance Report indicators

Part C 100% Compliance (Indicator 8)

- Timely transition planning (at least 90 days prior to 3rd)
- Timely notification to LEA
- Timely TPC meetings

Part B 100% Compliance (Indicator 12)

- Timely eligibility and IEPs (on or before 3rd birthday)



Part C exiting file with transition outcomes in LEAs

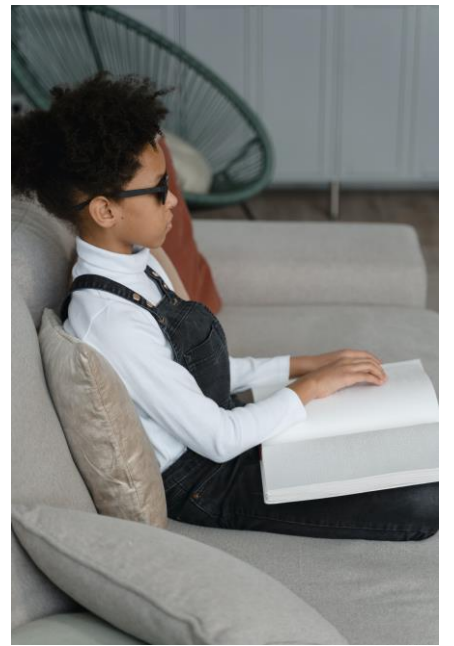
Statewide resources

Oklahoma School for the Blind (OSB)

- OSB offers FREE outreach services for children from birth-22 years old. A coordinator is available to consult with those at child's home/daycare/school.
- OSB has an accredited PK-12 school in Muskogee OK. Online application for services: <http://osb.k12.ok.us/admissions>
This application is available online in Spanish as well.
- Questions?? Contact the Outreach Dept.
Mon-Thurs 8:00am-4:00pm
(918)781-8200 ext.8255 or admissions@osb.k12.ok.us

AIM (Accessible Instructional Materials) Center

- Serves children birth through 12th grade in Oklahoma public and private schools who:
 - are blind or are visually impaired;
 - have a physical disability that makes it difficult to use regular print books and school materials; or
 - have a medically diagnosed learning disability that makes it difficult to use regular print
- Available resources: Braille & large print instructional materials, specialized educational aids, developmental toys and games, braille writing materials, adaptive skills materials, parents of young children listservs, and **more**.
- Contact: pwatson@okdrs.gov or 800-525-0288
 - Pepper Watson – AIM Center Director: 405-522-0523 or pwatson@okdrs.gov



Oklahoma School for the Deaf (OSD)

- Early Development Specialists are available to provide consultation for daycare or ECE programs that provide services for children who are deaf or hard of hearing such as:
 - Inservice for staff pertaining to listening access through technology, sign language development, language planning, etc.
 - Curriculum modifications
 - Social-emotional development
- Consultations are provided at **no cost** to schools and programs throughout the state.

OSD Resources -2

Additional resources include:

- Family Engagement and Early Language Supports (FEELS) Program
- Birth to three early development services
- Three to five extended development services
- Early Childhood Education Centers
- Early Development home visits, ECE consults
- Family sign language classes

- Deaf mentor program
- Audiology support
- Services are provided in all 77 Oklahoma counties at no cost to families.

- For more information contact:

Lori Henson

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ABLE Tech



Resources to support districts in meeting IDEA Part B § 300.105 Assistive Technology requirements.

Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§ 300.5 and 300.6, respectively, are made available to a child with a disability if required as a part of the child's:

- Special education under § 300.39;
- Related services under § 300.34; or
- Supplementary aids and services under §§ 300.42 and 300.114(a)(2)(ii).



ABLE Tech - 2

- Assist with the selection, acquisition, and use of AT devices
 - Demonstrations of AT (in-person/virtually)
 - Short-Term Loans of AT
 - Provision of gently-used AT
 - Assistance with finding funding for needed AT
 - Training
 - Consultations
 - and more!
- Services provided by ABLE Tech are FREE!
- Contact:
 - okabletech.org
 - 405.744.9748
 - abletech@okstate.edu



Toileting

- Children on IEPs cannot be excluded from classrooms based on their ability to use the toilet.
- Problem solve with your team to help children progress in this skill. This can be addressed in the IEP.
- Talk to your Regional Accreditation Officer before excluding children without identified disabilities because of lack of toilet training ([Right to Attend School Free of Charge 70O.S. 1-114\(A\) \(B\)](#)).

How to Support Consistent Implementation of Transition Practices?

- We're better when we work together: foster partnerships and communication between and among Part B personnel, Head Start, and other referral sources.
- Simplify communication and information regarding transitions for families. Make sure it is available in their primary language.
- Inform and educate families on all possible placement options and procedures.
- Increase accessibility of child find and resource information. Use a variety of formats (online, posters, flyers) and settings.
- Offer staff education regarding transition regulations.

Early Childhood Transition Resources

- [Early Childhood Special Education \(OSDE-SES\)](#)
- [Oklahoma ABLETech](#)
- [Accessible Instructional Materials \(AIM\) Center](#)
- [STEMIE Innovation for Inclusion in Early Education](#)
- [Oklahoma Special Education Handbook](#)
- [Dear Colleague Letter on IDEA Services in Head Start \(October 2022\)](#)
- [Guidance on Creating an Effective Memorandum of Understanding to Support High-Quality Inclusive Early Childhood Systems \(October 2022\)](#)
- [Dear Colleague Letter on Preschool Least Restrictive Environment \(January 2017\)](#)
- [Letter to Nix](#)
- [Transition Best Practice](#)
- [Enrolling Young Children](#)
- [Early Childhood Resources](#)
- [Head Start | ECLKC \(hhs.gov\)](#)

Contact Us:



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