

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

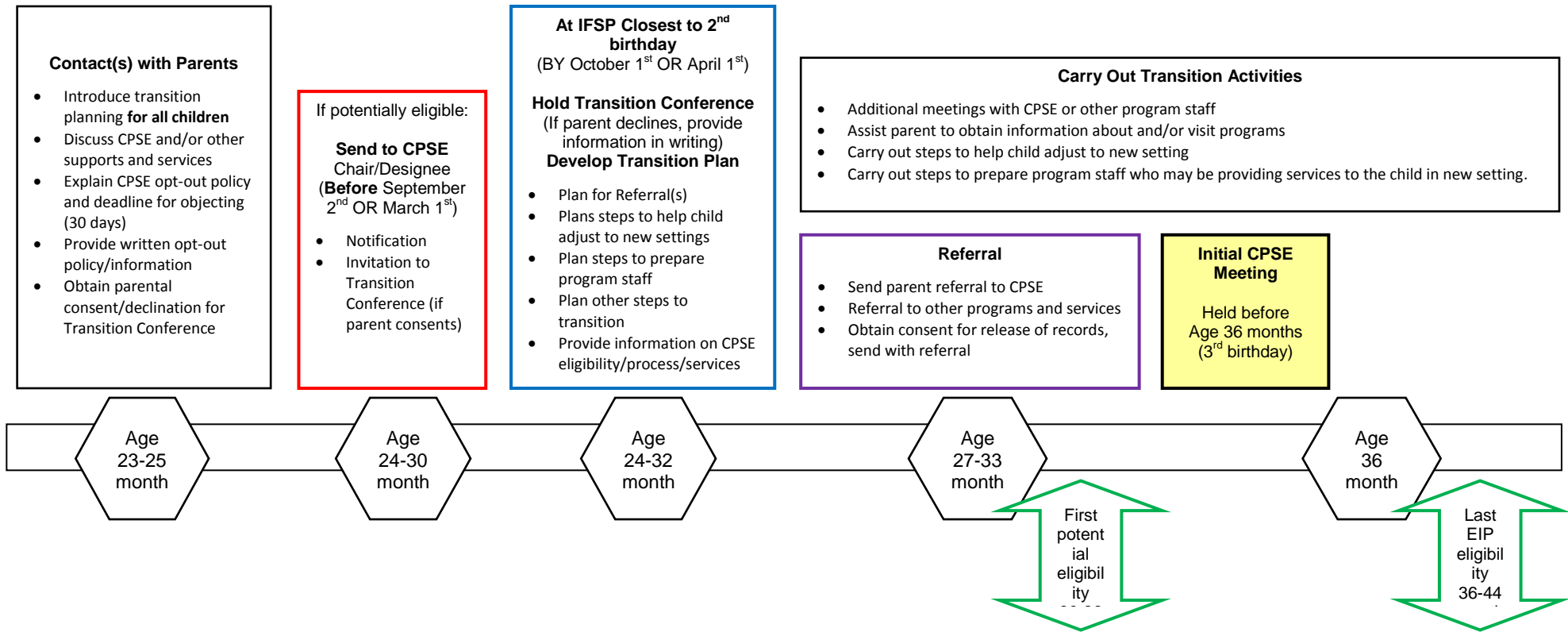
Initial CPSE meeting

- 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
BUREAU OF EARLY INTERVENTION

THIS PAGE IS LEFT INTENTIONALLY BLANK

**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:** _____

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

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
BUREAU OF EARLY INTERVENTION

**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 _____

NEW YORK STATE DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION

**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	
Home Address:	School District:
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
BUREAU OF EARLY INTERVENTION

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.

NEW YORK STATE DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION

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.

NEW YORK STATE DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION

- 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.

NEW YORK STATE DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION

- 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.

NEW YORK STATE DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION

ELIGIBILITY AND TRANSITION DATES*

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

*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.

COMPARISON OF THE EIP AND PRESCHOOL SPECIAL EDUCATION

Program Area	Early Intervention	Preschool Special Education
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).

NEW YORK STATE DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION

Program Area	Early Intervention	Preschool Special Education
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>

NEW YORK STATE DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION

Program Area	Early Intervention	Preschool Special Education
	<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>
Services	<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>
Location of Services	<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

NEW YORK STATE DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION

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>