



# **EARLY INTERVENTION TO PRESCHOOL SPECIAL EDUCATION**

**LOCAL EDUCATION AGENCY  
RESPONSIBILITIES**



**OFFICE OF EARLY LEARNING AND SCHOOL READINESS  
FOURTH EDITION, SEPTEMBER 2009**

## TRANSITION REQUIREMENTS

The federal Public Law 446-108, Individuals with Disabilities Improvement Act of 2004 (IDEA) addresses the needs of children with disabilities birth through age 21. There are several sections to the law; Part B focuses on ages three through 21, including Section 619 for ages three through five while Part C focuses on birth through age two. Part B is the responsibility of the state education agency while Part C's lead agency is appointed by a state's Governor. In Ohio, the Ohio Department of Health is the lead agency and Part C/Early Intervention is administered through the Help Me Grow system.

Specific requirements for education agencies are in the federal regulations 34 CFR Parts 300 and 301. These include but are not limited to the following:

### **§300.101 Free appropriate public education**

A free appropriate public education (FAPE) is available no later than the child's third birthday with an IEP in effect as of that date and that if the child's birth occurs during the summer, initiation of services is determined by the IEP team.

### **§300.111 Child find**

Responsibilities to locate, evaluate and identify children with disabilities

### **§300.124 Transition of children from Part C programs to preschool programs**

The State must have in effect policies and procedures to ensure that

- (a) Children participating in early intervention programs assisted under Part C of the Act and who will participate in preschool programs assisted under Part B of the Act, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9) of the Act.
- (b) By the third birthday of a child described in paragraph (a) of this section, an IEP.... has been developed and is being implemented for the child consistent with §300.101; and
- (c) Each affected LEA will participate in transition planning conference arranged by the designated lead agency [for Part C].

Transition is a state compliance measure for preschool special education. Ohio's data is reported to the federal Office of Special Education Programs through the Annual Performance Report This compliance measure has a target goal of 100% compliance set by the federal office.

### **Ohio Preschool Special Education Compliance Measure**

**A child who is transitioning from Help Me Grow/Part C/Early Intervention and is eligible for preschool special education will have an IEP in place and implemented by the child's third birthday.**

This document, *AGE 3c2B TRANSITION*, is designed to assist districts in meeting the required timelines for children transitioning from Help Me Grow/Part C/Early Intervention into preschool special education.

# AGE 3c2B TRANSITION

## A DESCRIPTION OF ACTIVITIES TO ENSURE A SMOOTH AND TIMELY TRANSITION

### AS CHILDREN MOVE FROM PART C OF HELP ME GROW TO PART B PRESCHOOL SPECIAL EDUCATION.

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#### RESEARCH

The National Early Childhood Transition Center has identified some key strategies for effective transitions<sup>i</sup>. These strategies are addressed by either Help Me Grow or the school district but should be considered as part of the local system as outlined in the interagency agreement and in evidence through local activities.

These strategies emphasize the importance of interagency structures as well as the supports that are critical to the transition process:

A **supportive infrastructure** to guide the transition process that includes written materials for staff and families, forms that support specific transition activities, transition plans, interagency agreements, specific transition policies that address parental choice and program options, dedicated personnel for transition planning and support from administration for staff participation in transition planning and activities.

**Attention to relationships and communication** between agencies to help create a seamless system of transition by attending and participating in interagency meetings, staff meetings, and IFSP and IEP meetings; encouraging dialogue between agency staff; and providing training opportunities for staff that occur across agencies and programs.

**Continuity and alignment** between sending and receiving programs that includes coherence across programs in terms of curriculum and expectations, continuity of related services personnel from the sending to the receiving environments, and alignment in relation to the conscious and transparent connections that are made between program curriculum and expectations.

Related to these strategies are specific transition practices and activities that must be clearly defined and systematically implemented at the local level:

**Preparation of families and children for transition** that includes family participation in meetings, especially transition-specific meetings, sharing of information with families as part of transition planning and specific dissemination of information for parents to help them better understand the transition process.

**Program visitation** that includes family visits to programs being considered for their child's placement, child visits to receiving program and staff visits between the receiving and sending programs, which also promotes communication between staff.

**Instructional activities** designed to help children and families with transition, including instructional activities to support individuals' child's preparation for a new setting in terms of skills and competencies, and program wide activities designed for both the child and family, such as home visits, formal orientation events, and written materials to support transition planning.

**Community resources** that strengthen the relationship of children and families to schools and help families understand their rights under IDEA, community and neighborhood resources to support the child and family in participating in general community activities and support groups that help families meet other families who have children with special needs and can provide additional support during the transition process.

The document titled *Designing and Implementing Effective Early Childhood Transition Processes*<sup>ii</sup> (2008) recommends essential components for an effective infrastructure to develop and maintain early childhood transition practices as well as providing a list of sub-components for each of the eight components. The components and elements include:

### **1) Content and Scope of Service System**

- Families have access to a broad array of child developmental and educational services, supports, and/or settings to meet the individual child and family needs.
- Families have access to a broad array of health and medical services to promote overall well-being in order to meet individual child and family needs.
- Families have access to a broad array of services to support their needs.

### **2) Interagency Structure**

- An interagency entity (or entities) exists and has membership with the authority to influence agencies' transition policies and procedures.
- A shared philosophy serves as a foundation for transition policies, procedures and the determination of responsibilities and actions.
- A primary contact person for transition is identified within each program or agency at the state and local level.

### **3) Interagency Communication and Relationships**

- Effective, ongoing mechanisms for communication exist between and across agencies/programs are developed.
- Working relationships among agencies/programs and staff are effective.
- Parent organizations and family consumers meaningfully participate as partners in transition planning efforts at all levels.

### **4) Interagency Agreements**

- The Interagency Agreement provides clear statements of transition processes in compliance with federal and state regulations.
- Agency roles and responsibilities related to transition are clearly assigned.
- Policies and procedures describing financial responsibilities of all appropriate agencies are included.
- Mechanisms for resolving disputes are described.

## **INTERAGENCY AGREEMENT**

Each district (which is called a local education agency or LEA in the federal language; hereafter referred to as "district") and every Help Me Grow (HMG) must have an interagency agreement that

states the coordination of policies and procedures necessary to ensure smooth and timely transitions as part of a free, appropriate and public education for all eligible children at age three. At a minimum, local agreements should address timelines, responsibilities, communications and data. A framework is available to guide the development of local agreement. The district and HMG should outline the steps that address the needs of a child and family entering a HMG less than 90 days before the child's third birthday. In addition, the process to provide direct referral to districts when children who may be eligible for Part B services arrive at HMG at 45 days or less before the third birthday should be delineated.

The district shares responsibility with HMG for the interagency agreement, according to the *Operating Standards for Ohio's Schools Serving Children with Disabilities*. The federal law, *Individuals with Disabilities Education Improvement Act of 2004 (IDEA)*, requires shared responsibility for timely and effective transitions from Part C to Part B preschool (Section 612 (a) (9) of IDEA).

The Help Me Grow system serves the birth through two populations. Within the HMG system, the Part C/Early Intervention addresses infants and toddlers with disabilities. The local agreement must provide the framework for transitioning children from Part C to preschool special education. This portion of the agreement must mirror the state interagency agreement between the Ohio Department of Education and the Ohio Department of Health. In order to systemically plan for transition, it is recommended that all transitions from HMG to preschool are covered in the agreement.

#### **TRANSITION PLANNING CONFERENCE**

The **transition planning conference** is initiated by the local HMG program, which follows the current HMG transition policy. This policy states that the "transition planning conference shall be held at least 90 calendar days, but not more than nine months prior to the child's third birthday." Specifics around the timeline and communication necessary for conducting transition planning conferences are needed in local interagency agreements to ensure smooth and timely transitions.

All children in the HMG system, those with disabilities and those "at-risk" must have a **transition planning conference**. The **district is required to attend** the transition planning conference when two conditions exist:

1. Someone (the parents, services providers, service coordinators or others) suspects the child has a disability that might confer Part B eligibility.
2. The parents invite the district to attend.

At the transition planning conference, some of the following activities take place:

- ❑ Parents are provided with a copy of “*Whose IDEA is This?*,” which outlines their rights and responsibilities.
- ❑ The district determines if there is or is not sufficient evidence to **suspect** the child may have a disability.
- ❑ If there is not sufficient evidence for the district to determine the suspicion of a disability then they work with HMG to **gather additional data**.
  - ❑ If the district suspects the child may have a disability that confers eligibility for Part B services and supports then the district completes a **referral for evaluation** form (PR-04) and subsequently requests parents sign the **permission for evaluation** form (PR-05)
  - ❑ If the district does not suspect the child has a disability that confers eligibility for Part B services and supports then the family is informed and provided with a **prior written notice form** (PR-01)

The purpose of the transition conference is to (a) alert the district to the fact that this child may have a need to continue services, (b) transfer financial responsibility while (c) ensuring uninterrupted services. This conference is not intended to be an IEP conference; if an IEP is created at this time, all the requirements to convene an IEP team must be met.<sup>iii</sup> Nothing in IDEA guarantees continuation of the same services or same level of service delivery when a child transition from early intervention to preschool.<sup>iv</sup> A district however should take into account the intensity and type of services provided as well as the child’s current level of performance when determining if a suspected disability exists.

### **TIMEFRAMES IN GENERAL**

There are general requirements governing the time allowed from referral to consent to IEP implementation. These timeframes are not always appropriate when children are exiting Part C and may be eligible for Part B services. *The most important deadline for children transitioning from Part C to Part B is the date of the child’s third birthday.* Completion of all activities must be back-mapped from this date.

In some cases, a district may meet the requirements to complete the evaluation within 60 days following referral and to complete the IEP within 30 days following evaluation, but if it is not completed by the third birthday, a noncompliance will result.. In order to complete an IEP by the third birthday, the district may need to accomplish the evaluation and IEP in less than 90 days. This applies even if the referrals come to the district 46-90 days before the child’s third birthday or during the summer.

Children who are suspected of having a disability and are referred to HMG 46-90 days before his/her third birthday are still required to have an IEP in place by the third birthday if they are eligible for preschool special education. As timely evaluation is essential for both HMG and the district, both entities will work together to conduct an evaluation for eligibility. The dynamics of how this is accomplished should be part of the interagency agreement.

## **IMPLEMENTATION OF THE IEP**

Section 300.124 of the federal regulations for Part B services addresses the transition of children from Part C programs to preschool programs. IEPs are to be developed and implemented for the child in accordance with FAPE. Only children whose birthdays are in the summer may have a delayed implementation date.

A districts must consider extended school year services as part of the IEP process for children transitioning from Part C. Based upon the data available from the Part C system, a team of qualified professionals and the parent will determine if extended school year services are required.

## **INVOLVEMENT WITH THE FAMILY**

With the parents' permission, a relationship with the family can be established prior to the transition planning conference. District personnel may become involved with the family as early as nine months prior to the child's third birthday. This is particularly desirable if the child has multiple needs. The interagency agreement should define the parameters regarding district involvement.

## **CHILDREN NOT IN PART C/EARLY INTERVENTION**

Toddlers in HMG that are not required to have an IEP by the third birthday are those that are not identified as having a disability under Part C, that are not suspected of having a disability, and are being served in the broader system of HMG but are not Part C/early intervention.

Children, suspected of having a disability that come to the attention of HMG 45 days or less before the third birthday are, according to HMG policy, are referred directly to the district. They are not required to have an IEP by their third birthday.<sup>v</sup> All other applicable timelines, such as, but not limited to, the 60-day timeline for evaluation to determine eligibility, must be met for a child suspected of having a disability.

## **EXTENDED SCHOOL YEAR AND SUMMER SERVICES**

A child who has received specialized services through HMG/Part C/early intervention and is eligible for preschool special education, Part C data must be considered to determine appropriate programming in preschool. Child progress and continuity of supports to ensure educational results and functional outcomes must be part of the discussion.

A district is to consider the provision of extended school year (ESY) services for children transitioning from HMG during the late spring and summer months. Information gathered to determine eligibility and child progress data from HMG can, and should be used, to implement the IEP and provide FAPE. The child does not have to be enrolled in the district preschool program first in order to determine the need for ESY.

## **PART B SERVICES PRIOR TO AGE 3**

HMG is mandated to provide Part C services to eligible children until age three, except in cases when the district and the parent agree to enroll a child who turns three by December 1 in a program that begins late summer or early fall.<sup>vi</sup> The district bears responsibility for delivering all services listed on the IEP for the time period indicated in the "Effective Dates from.....to..." section of the IEP, even though the child may not yet be three years of age.

## PLACEMENT

A child, who received Part C services under an Individual Family Service Plan (IFSP) until age three, may retain the same services and placement after age three as the result of a timely and documented transition process evidenced by the completion of an IEP. The transition process includes a transition planning conference, parent consent for evaluation, etc. An example of this practice is a child receiving Part C services with an IFSP with a County Board of Mental Retardation and Developmental Disabilities (MR/DD) setting. The child may continue at the MR/DD if a timely and documented transition process, involving the district of residence and the family results in an IEP. The child's teachers and related service providers must meet ODE criteria for licensure. If not, an itinerant teacher from the district may be needed.

## ELIGIBILITY AND DATA

The district and HMG personnel must agree on the ways HMG data is shared to determine eligibility for preschool special education. The evaluation team must include HMG data, which may reduce the need to repeat evaluations. A district and HMG must work together to determine eligibility for preschool special education and have an IEP in place by the child's third birthday. A districts should determine the need for reassessment procedures based upon the data. A district should not unilaterally determine that all assessments must be done by only district personnel but consider the accuracy of the data, the conditions under which the assessment was conducted and the qualifications of the personnel conducting the assessment.

**For children who are referred and found ineligible** for preschool special education supports and services, the district and HMG should work together to offer families alternative settings or services.

## RECOMMENDED PRACTICES

Whether transition is from early intervention to preschool or preschool to kindergarten, there are basic principles that apply. Guiding principles for transition should focus on fostering relationships, promoting continuity, understanding family strengths and individual needs of the child as well a collaborative relationships with the broader early learning community.<sup>vii</sup> The following suggestions may be considered in CCIP planning, use of resources, organizational structures and relationships.

- ❑ Identifying personnel responsible for transition coordination at the district or community level (sharing resources with other agencies) can provide a bridge between families and programs.
  - Get to know the early intervention service coordinator and share information about preschool special education and other district preschool programs
  - Provide feedback to HMG regarding the children that actually enrolled in one of the district's preschool programs.
- ❑ Establish regularly scheduled meetings with district and community personnel to discuss transitions that need to be addressed and to evaluate current strategies for effectiveness.
  - Information and referrals with the Child Care Resource and Referral Agency for those that are ineligible
  - Community forums
- ❑ Conduct family group meetings to discuss transition, expectations, familiarize families with schools and teachers.

- Family information night—have current parents share tips/experiences
- Open house
- Orientation
- First hour of day with parent and child
- Pre-first day with peers to get acquainted
- Provide time for preschool staff and early intervention staff to discuss effective strategies and communication process for the families and children.
- Invite families and children to visit the preschool classroom. Invitations for Open House can be provided to early intervention providers to share with families whose children will be transitioning.
  - Visitation days for EI children and families
  - Visitation days for children and families
  - Personal contact with teacher for preschool special education
  - Welcome letters
  - Conduct an introductory home visit with the early intervention provider.

Good transition planning and implementation utilize collaboration and relationships as two-way streets, involving both giving and receiving of all partners: families, early intervention, providers and district personnel. Conceptualization and planning of what the process should look like is key to efficient and effective implementation as well as ongoing evaluation of what has worked well and what has not. As both HMG and districts share responsibility for transition, ongoing communication is key.

### **OHIO POLICIES – A DESCRIPTION OF ACTIVITIES TO COMPLETE FOR TIMELY AND EFFECTIVE TRANSITIONS**

#### **The HMG Service Coordinator will:**

- Review the child's progress and assist the family with identification of any concerns.
- Discuss the transition process and record the discussion on the IFSP;
- Develop appropriate transition goals that relate to the family's vision for the child's growth and progress;
- Identify program and service options for the child at age three;
- Assist parents in deciding whom they wish to invite to the upcoming transition planning conference (no later than 90 days or sooner than 9 months before their child's third birthday);
- Identify the records to be released and obtain written parental consent for release of records;
- If the child is suspected of having a disability that confers Part B eligibility and/or parents want the district to attend then forward the records to the appropriate persons at the district
- Work with the district if additional information is needed for the district to suspect a disability
- Agree upon times and dates for the transition planning conference;

- Invite the district to the transition planning conference if the child is suspected of having a disability and parents want the district attend.

**The district in conjunction with the HMG program will:**

- Review the records of transitioning children sent by the HMG/Part C Service Coordinator;
- Decide if additional information is needed to determine if a disability is suspected
- Work with the HMG/Part C Service Coordinator to obtain additional information, if needed.

**The district will:**

- Attend the transition planning conference;
- Inform the family of due process and procedural safeguards (as required by IDEA);
- Review current HMG/Part C (Early Intervention) records.
- Either sign the Referral for Evaluation (PR-04) if the district suspects the child has a disability, or complete the Prior Written Notice (PR-01) if the district does not suspect a disability;
- Obtain the Parental Consent for Evaluation (PR-05) or discuss when the document will be signed;
- Consider evaluation data completed by HMG/Part C (Early Intervention) providers.
- Complete the evaluation and determine eligibility no later than 60 days after parental consent is signed;
- Explore other options if a disability is not suspected.
- Complete the initial IEP with a parent's signature. (Note: When a child transitions from Part C to Part B services, the educational placement does not have to change. The child may stay in the same program, except that he or she will be governed by an IEP instead of an IFSP. This circumstance may have financial implications for the district.)
- Invite the service coordinator, if parents so desire, to the initial IEP meeting

**The Help Me Grow Service Coordinator will:**

- Review the IEP with the child's family ;
- Enter the exit data into HMG/Part C (Early Intervention) early track data system.

**The district will:**

- Ensure the IEP has been signed by a parent to indicate that the parent agrees with the specified services and initial date of services as listed;
- Explain that if the child has a summer birthday, extended school year (ESY) services may be initiated based upon the HMG data and the need for continuity of services so the child maintains his or her level of performance. If ESY is unnecessary (as determined through the IEP process), services begin no later than the start of the school year.
- Ensure the IEP is completed by the child's third birthday or it must be completed 90 days from parental consent (Operating Standards (3301-51), which ever comes first.

## COMPLIANCE

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### CCIP STRATEGY REQUIRED

Transition strategies, activities, and needs assessment information must be in the Comprehensive Continuous Improvement Plan (CCIP) in order to access federal funds. The district (LEA) must evaluate all transition data to decide if appropriate strategies are being implemented. Data should be reviewed by the district at regular intervals to ensure the district will have 100 percent compliance. If the district does not have sufficient staff to complete evaluations for children transitioning from Part C, this must be addressed.

### MONITORING AND SANCTIONS

Data is used by ODE for monitoring district compliance. EMIS includes data elements for reporting reasons an IEP is not completed by a child's third birthday. (This applies to a child transitioning from Part C who is eligible for preschool special education.) Reasons for transition noncompliance include:

- No identified reason;
- Staff not available—summer months;
- Staff not available—school year;
- Scheduling conflicts with family;
- Parent choice;
- Parent refusal for consent;
- Child's health.

In Ohio, cases in which a parent refuses consent or the child's health is the reason why an IEP is not completed by the third birthday are not considered a noncompliance. If district personnel are not available for completing the evaluation and the IEP, this must be addressed in the district's CCIP strategy.

The federal Office has established the 100 percent compliance level for Special Education Programs (OSEP). Compliance within transition timelines is a factor used by OSEP to monitor compliance with IDEA and to allow Ohio to access federal funds. A district not in compliance with this performance measure risk their access to federal funds through the CCIP. Funds may be withheld until compliance can be documented.

Any district determined not to be compliant with this performance measure must develop a corrective action plan in addition to the interagency agreement. The corrective action plan must include the signature of a representative of the Family and Children First Council responsible for HMG services. Based upon trend data, a district may be referred by ODE for technical assistance, may be required to review the interagency agreement and evaluate strategies in use. Continued noncompliance may impact preschool special education funding.

**DOCUMENTATION OF DATES AND ACTIVITIES**

Evidence of compliance with the federal requirements in P.L.108-446, the *Individual with Disabilities Education Improvement Act* (IDEA 2004), is based upon documentation provided by the district.

ODE’s Education Management Information System (EMIS) collects data on three-year-olds transitioning from the HMG system to preschool special education. Please refer to the EMIS Manual Chapter 2, Student Special Education Record, for more details.

The special education record of dates includes the following elements that are related to the transition process:

<b>1. PSTC – Preschool Transition Conference Date.</b>			Year _____	Month _____	Day _____
This option can be only used for preschool students that are suspected of having a disability and may be transitioning from Part C (Early Intervention /Help Me Grow) to Part B preschool special education, NOT to be used for school-age children					
<b>2. RFRL – Referral for Evaluation Date.</b>			Year _____	Month _____	Day _____
<b>3. CNST – Parent/Guardian Consent for Evaluation Date</b>			Year _____	Month _____	Day _____
<b>Outcome ID:</b>					
<input type="checkbox"/> CNGT – Consent Granted <input type="checkbox"/> CNRF – Consent Refused <input type="checkbox"/> CNNR - Consent Not Returned <input type="checkbox"/> CNDP - Consent moved to due process					
<b>4. IETR – Evaluation Team Report Completion Date-Initial</b>			Year _____	Month _____	Day _____
<b>Outcome ID:</b>					
<input type="checkbox"/> ETEL – Eligible for services <input type="checkbox"/> ETNE – Not eligible for Services <input type="checkbox"/> ETDP – ETR Resulted in Due Process					
<u>If compliance timelines were not met, please indicate which non-compliance ID applies:</u>					
** Not out of compliance		05- Parental Choice			
01- No identified Reason	06- Parent/Guardian Refused Consent				
02- Staff Not Available – Summer Months	07- Child’s Health				
03- Staff Not Available – School Year	08- Student Incarceration				
04-Scheduleing Conflicts with Family					
<b>5. IIEP – Individualized Education Program (IEP) Completion Date-Initial.</b>			Year _____	Month _____	Day _____
<b>Outcome ID:</b>					
<input type="checkbox"/> IESR IEP Complete – Served		<input type="checkbox"/> IENS IEP Complete – Not Served		<input type="checkbox"/> IEPR IEP Complete Parental refusal	
<input type="checkbox"/> IEDP – IEP Resulted in Due Process					
<u>If compliance timelines were not met, please indicate which non-compliance ID applies:</u>					
** Not out of compliance		05- Parental Choice			
01- No identified Reason	06- Parent/Guardian Refused Consent				
02- Staff Not Available – Summer Months	07- Child’s Health				
03- Staff Not Available – School Year	08- Student Incarceration				
04-Scheduleing Conflicts with Family					

In addition, the district should know the number of children that were NOT suspected of having a disability once records were reviewed.

Should a district wish to record specific elements of the transition process, the following chart is provided to assist a district in accurately reporting data in EMIS and for maintaining documentation of activities in case of a records review/audit.

**DOCUMENTATION OF DATES AND ACTIVITIES**

District	Child	Child DOB
<b>Initial Awareness of the Child and Family</b>		<b>Actual Date:</b>
Can occur 12 months prior to the third birthday. The source may be the quarterly report from HMG to district.		
<b>Comment:</b>		
<b>Preparation for Transition Conference</b>		<b>Actual Date:</b>
Can occur nine months prior to the third birthday. HMG Service Coordinator works with the family to determine if the district will be included in the Transition Conference. HMG gathers information for records review and with parent consent shares them with the district.		
<b>Comment:</b>		
<b>Records Review</b>		<b>Actual Date:</b>
Can begin nine months prior to the third birthday. District decides what additional data is needed to determine if a disability is suspected.		
<b>Comment:</b>		
<b>Transition Conference (District is required to attend under PL 108-446 IDEA.)</b>		<b>Actual Date:</b>
No later than 90 days and no sooner than 9 months prior to third birthday. May be less than 90 days for children entering HMG 90 to 46 days prior to third birthday. If the child is not suspected of having a disability then the <b>PR-01</b> form is provided to the family. (EMIS Entry- aggregate of those not suspected of having a disability-see form for district information)		
<b>Comment:</b> 90 days or more prior to third birthday? Yes <input type="checkbox"/> No <input type="checkbox"/> PR-01 Form completed? Yes <input type="checkbox"/> No <input type="checkbox"/>		
<b>Referral for Evaluation Date (PR-04 Form)</b>		<b>Actual Date:</b>
If a disability is suspected, the PR-04 is signed. The date the district signs the PR-04, which may be the same date as the Transition Conference. The district may choose to have parents sign the <b>PR-05</b> form at the same time the <b>PR-04</b> is signed, which may be at the Transition Conference. If the <b>PR-05</b> is not signed, then there should be a discussion of when it will be signed.		
<b>Comment:</b> Disability suspected? <input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Parent/Guardian Consent For Evaluation Date (PR-05Form)</b>		<b>Actual Date:</b>
90 days prior to third birthday or less for children entering HMG 90-45 days prior to the third birthday. The date the PR-05 is signed/or not signed by parent. EMIS Outcomes: <input type="checkbox"/> Granted		
<input type="checkbox"/> Refused (Document parent refusal with PR-01 or letter from parent) <input type="checkbox"/> Not returned <input type="checkbox"/> Moved to Due Process		
<b>Comment:</b>		
<b>Evaluation Team Report to Determine Eligibility</b>		<b>Actual Date:</b>
Completed no later than 60 days after parental consent or less for children entering HMG 90-45 days prior to the third birthday. EMIS Outcomes: <input type="checkbox"/> Eligible Disability Code: _____ <input type="checkbox"/> Due Process <input type="checkbox"/> Not Eligible		
60 days after parental consent? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, non-compliance ID required. If child not eligible: Document with <b>PR-01</b> .		
<b>Comment:</b>		
<b>IEP Completed</b>		<b>Actual Date:</b>
No later than 30 days after eligibility is determined. On/before child's third birthday? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If no, why not? <input type="checkbox"/> Staff not available-summer <input type="checkbox"/> Staff not available-school year <input type="checkbox"/> Schedule conflicts with family		
<input type="checkbox"/> Parent choice <input type="checkbox"/> Refused consent <input type="checkbox"/> Child's health		
<b>Comment:</b>		

**DOCUMENTATION OF AGGREGATE TRANSITION DATA**

District General Information reported in the Yearend N Reporting period includes the following aggregate numbers.

**PRESCHOOL TRANSITION CONFERENCES HELD AFTER 3<sup>RD</sup> BIRTHDAY – NO DISABILITY SUSPECTED**

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**NUMBER** \_\_\_\_\_

Count of preschool transition conferences (PSTC) for students potentially moving from Part C to Part B preschool special education services where a decision was made at the PSTC that no disability was suspected and where the district will not pursue additional evaluation of the child. The PSTC on the special education record occurred *after the child's 3rd birthday*. Documentation would be PR-01 forms.

**VALID OPTIONS**  
000-999

**REPORTING INSTRUCTIONS**  
This element is reported by city, local, and exempted village school districts and represents a final headcount as of the district's yearend (July 1 to June 30).

**PRESCHOOL TRANSITION CONFERENCES HELD BY 3<sup>RD</sup> BIRTHDAY – NO DISABILITY SUSPECTED**

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**NUMBER** \_\_\_\_\_

Count of preschool transition conferences (PSTC) for students potentially moving from Part C to Part B special education services where a decision was made at the PSTC that no disability was suspected and where the district will not pursue additional evaluation of the child. The PSTC occurred *by the child's 3rd birthday*. Documentation would be PR-01 forms

**VALID OPTIONS**  
000-999

**REPORTING INSTRUCTIONS**  
This element is reported by city, local and exempted village school districts and represents a final headcount as of the district's year end (July 1 to June 30).

## REFERENCES

Designing and Implementing Effective Early Childhood Transition Processes; National Early Childhood Transition Initiative; 2008;  
<http://www.nectac.org/~pdfs/topics/transition/ECTransitionPaper.pdf>

Interdepartmental agreement between the Ohio department of education and the Ohio department of health for coordination of part C services within help me grow for children birth to three years of age. 2007

Norlin, John. W. What do I do when...the answer book on individualized education programs-third edition. Horsham, PA: LRP publications. 2007.

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<sup>i</sup> Rous and Myers

<sup>ii</sup> 1 This summary of components and elements comes from "Table 1 – Key Components and Elements" (pp. 5-6), of *Designing and Implementing Effective Early Childhood Transition Processes* (2008). To download a copy of the document, go to: <http://www.nectac.org/~pdfs/topics/transition/ECTransitionPaper.pdf>. For additional information on each of the recommended components and elements, see pp. 7-41.

<sup>iii</sup> Norlin, page 11:6

<sup>iv</sup> Norlin, page 11:7

<sup>v</sup> Ohio Transition Policy and Interagency Agreement

<sup>vi</sup> Ohio Transition Policy

<sup>vii</sup> Pianta and Sayre, page 9