

# Planning for Transition: Part C to Part B of IDEA Transition Checklist

Transitioning from Early Start (birth to age 2) to local educational agency (LEA)\* services at the age of three, is a process that has regulatory requirements and recommended best practices to ensure a smooth and successful transition. This transition checklist can support Early Start Service Coordinators (Part C), LEAs (Part B), and parents to prepare, plan, and implement the transition process while helping to clarify roles and responsibilities for each participant.

## When should the transition from Part C to Part B begin?

Transition is a process and not a single event. Transition planning may begin as early as when the child is 27 months of age with the agreement of all involved parties, and the transition conference must be held no later than 90 days before the child's third birthday.

## Why is this important?

Part C of the Individuals with Disabilities Education Act (IDEA) addresses early intervention services for infants and toddlers with disabilities, birth to age 2 (36 months), and their families. IDEA Part B addresses special education and related services for children and young adults ages three to 22\*\*. The responsibilities and activities of Part C and Part B can differ, including the professionals who support the child.

## No later than 30 months of age:



### Parent

- ☐ Discuss and receive information about the transition process including timelines.
- ☐ Discuss and receive written information about future services, including:
  - ☐ special education programs and services provided by the LEA;
  - ☐ regional center services;
  - ☐ community resources such as Head Start, child development centers, private preschools, etc.
- ☐ Receive information about and be referred to the local family resource center (with my permission).

### Early Start Provider for Part C

- ☐ Notify the parent(s) (and others requested by the family) that a transition conference will occur no later than 90 days prior to the child's third birthday.
- ☐ Inform the parent(s) that the LEA will be invited to attend the transition conference.
- ☐ Inform parent(s) that they have the right to invite persons of their choice to the transition conference.
- ☐ Notify the Part B LEA that a transition conference will occur no later than 90 days before the child's third birthday.
- ☐ Coordinate the transition conference location, date, and time with parent(s) and the LEA.
- ☐ Inform the parent(s) that a notification/referral will be made to the LEA no later than 90 days before the child's third birthday.

### Local Education Agency (LEA) for Part B

- ☐ Collaborate with Part C Agency to schedule the Transition Planning Conference.

\*Local Educational Agency (LEA): This term is often referred to as the district, and may also refer to a charter school.

\*\*As defined in California Education Code 56026.4.

## 90 days before the 3rd birthday/Transition Planning conference:



### Parent

- ☐ Receive a written transition conference notice with date and time that is convenient.
- ☐ If needed, bring others (family member, friend, etc.) to the transition conference.
- ☐ Participate in the transition conference with the LEA.
- ☐ As needed, ask questions and share my child's strengths, my areas of concern, and my priorities at the transition conference.
- ☐ Participate in the development of the transition plan that is part of the IFSP.
- ☐ Assist the team to identify individual steps and needed services to prepare my child and our family for successful transition at age three.
- ☐ Once agreed upon, sign the transition plan that is part of the IFSP to begin transition steps and services.
- ☐ Understand that a notification/referral will be sent to my child's LEA. Receive contact from my child's LEA to develop an assessment plan to determine eligibility for special education at age three.
- ☐ Sign and return the permission for evaluation within 15 days.
- ☐ Evaluations will be done only if my written permission is given.
- ☐ Receive a copy and explanation of my parental rights and procedural safeguards related to Part B from the LEA.
- ☐ Participate in implementation of transition steps and services.
- ☐ Receive information and referrals for community-based preschool services as appropriate.
- ☐ Receive information regarding regional center due process rights and eligibility criteria for ongoing services at age three.

### Early Start Provider for Part C

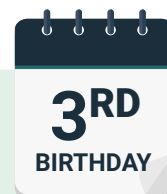
- ☐ Send a written meeting invitation to the parent and LEA before the transition conference.
- ☐ Convene the transition conference.
- ☐ Document discussions and identify individual transition steps and services including:
  - ☐ family questions, concerns, priorities, and resources;
  - ☐ training to prepare families for future placements;
  - ☐ providing information about community services and resources;
  - ☐ steps and services to prepare a child for successful transition at age three;
  - ☐ steps to determine eligibility for LEA and continued regional center services at age three;
  - ☐ required assessments, timelines, and responsible parties;
  - ☐ possible program options at age three;
  - ☐ opportunities for the family to learn about preschool programs and services;
  - ☐ identification of persons responsible for convening, as appropriate, the final IFSP review, and initial Individual Program Plan (IPP), which is an action plan developed by the Regional Center for qualified children to promote independence and community participation;
  - ☐ projected meeting dates for final review of the IFSP, development of IEP if the child is eligible for LEA services, and IPP if the child is eligible for ongoing regional center services.
- ☐ Involve others requested by the parent(s), such as the Family Resource Center, in the transition process.
- ☐ Send the LEA the written notification/referral for the child (parent consent is not required).
- ☐ Include copies of evaluation and assessment reports and the most recent IFSP in the referral packet, with parent consent.

## Local Education Agency (LEA) for Part B

- ☐ Develop an informational packet to present to parent(s) at the transition planning conference that explains all components of referral and evaluation.
- ☐ Encourage parent(s) to sign the assessment plan and return it to the LEA as soon as possible so that the evaluation can begin.
- ☐ Based on individual program requirements, the LEA representative informs parent(s) of required information for program enrollment at age three, which may include the child's birth certificate, immunization records, and/or proof of residency.
- ☐ Provide information regarding LEA programs and services (brochures, preschool program visits, videos, etc.).

### By the 3rd birthday:

#### Parent



- ☐ Participate in the final IFSP meeting, which is often the same meeting as the initial IEP meeting.
- ☐ Attend the initial IEP meeting that includes:
  - ☐ a copy and explanation of my due process rights related to special education;
  - ☐ a review of evaluations that have been completed in suspected areas of disability;
  - ☐ determination of eligibility for special education;
  - ☐ if eligible, development of goals;
  - ☐ if eligible, discussion of appropriate special education services and supports;
  - ☐ if eligible, offer of free appropriate public education (FAPE);
  - ☐ if eligible, date the preschool services will begin;
  - ☐ if in agreement, consent to the IEP.

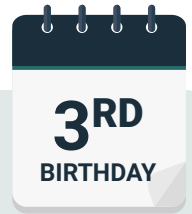
## Early Start Provider for Part C

- ☐ Participate in the final IFSP review and initial IEP and IPP meetings, as appropriate.
- ☐ Provide referrals for community-based services, as appropriate.

## Local Education Agency (LEA) for Part B

- ☐ If not received at the transition meeting, provide parent(s) written notification/referral, and develop an assessment plan within 15 calendar days describing evaluations and assessments that will be conducted in the areas of suspected disability.
- ☐ Communicate with the parent(s) throughout the assessment process to prepare them for the initial IEP meeting. Designate individuals to conduct and complete the evaluation and assessment in time to hold the IEP meeting on or before the child's third birthday.
- ☐ Arrange the initial IEP meeting to be held on or before the child's third birthday.
- ☐ If the child is determined eligible for special education, the team develops an IEP that documents the following:
  - ☐ present developmental levels and functional performance;
  - ☐ child's strengths and needs;
  - ☐ parents' concerns regarding their child's education;
  - ☐ annual goals and benchmarks to meet needs;
  - ☐ special education and related services;
  - ☐ necessary program accommodations, modifications, and supports;
  - ☐ an explanation of the extent, if any, to which the child will not be able to participate with typical peers in age-appropriate activities;
  - ☐ projected date for the beginning of services and the frequency, location, and duration of the services;
  - ☐ offer of FAPE.
- ☐ The IEP must be developed and implemented by the child's third birthday.

## At 3rd birthday:



### Parent

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- ☐ Early Start services end.
- ☐ If applicable, my child will receive services through the IEP.

### Early Start Provider for Part C

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- ☐ Complete the required data reports.
- ☐ Close Early Start file.

### Local Education Agency (LEA) for Part B

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- ☐ If applicable, implement the IEP after parent consents.

*\*This information was taken from California Department of Developmental Services, Early Start Section and California Department of Education, Special Education Division. Effective Early Childhood Transitions: A Guide for Transition at Age Three — Early Start to Preschool. Sacramento: WestEd Center for Prevention and Early Intervention, 2013.*