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Technical Assistance Paper

Transition from Early Steps to the School District Prekindergarten Program for Children with Disabilities or Other Community Programs

Summary:

The purpose of this technical assistance paper is to clarify and provide guidance regarding the requirements of the Individuals with Disabilities Education Act related to transition from Early Steps to the school district prekindergarten program for children with disabilities or other community programs at age three.

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- ✓ Revises and replaces existing technical assistance paper: K12: 2007-160, Transition from Early Steps to the School District Prekindergarten Program for Children with Disabilities or Other Programs

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A. Introduction

A-1. What is the background and purpose of this technical assistance paper (TAP)?

This TAP has been revised to clarify the requirements of the Individuals with Disabilities Education Act (IDEA) and Federal Regulations for IDEA Part B and Part C related to the transition of children from Early Steps—Florida’s early intervention system for children from birth to age three (IDEA, Part C)—to the school district prekindergarten program for children with disabilities (IDEA, Part B) or to other community programs at age three.

The intent of this TAP is to provide transition guidance that can be applied to all children who exit Early Steps at age three. Issues related to this topic have been identified by both school districts (local educational agencies) and local Early Steps (LES) staff. The focus of this TAP is to provide guidance regarding requirements related to transition and to clarify the roles and responsibilities of school districts for ensuring children experience a smooth and effective transition. Section 300.124(a) of Title 34, Code of Federal Regulations (34 CFR §300.124(a))

To build a common understanding regarding the applicable federal and state laws and rules that apply, information has been organized to reflect the applicable policies for LES and school district staff. For certain requirements, Early Steps policy has been included to clarify some of the procedures that may be unique to Florida.

A-2. What are the applicable federal and state laws and rules for IDEA, Part C, Early Steps?

The IDEA, Part C requirements stated in this TAP reflect the following IDEA, Part C federal regulations and applicable state rules:

- Individuals with Disabilities Education Act;
- Federal Regulations, 34 CFR, Part 303;
- Rule 6A-6.03029, Florida Administrative Code (F.A.C.), Development of Individualized Family Support Plans for Children with Disabilities Ages Birth Through Five Years;
- Rule 6A-6.03030, F.A.C., Exceptional Student Education Eligibility for Infants or Toddlers Birth Through Two Years Old who have Established Conditions; and
- Rule 6A-6.03031, F.A.C., Exceptional Student Education Eligibility for Infants and Toddlers Birth Through Two Years Old who are Developmentally Delayed.

Additional resources and websites are found in Appendix A.

A-3. What are the applicable federal and state laws and rules for the IDEA, Part B, Preschool Program?

The IDEA, Part B requirements stated in this TAP reflect the following IDEA, Part B federal regulations and applicable state rules:

- Individuals with Disabilities Education Act;
- Federal Regulations, 34 CFR, Part 300;

- Rule 6A-6.03026, F.A.C., Eligibility Criteria for Prekindergarten Children with Disabilities;
- Rule 6A-6.03027, F.A.C., Special Programs for Children Three Through Five Years Old who are Developmentally Delayed;
- Rule 6A-6.03028, F.A.C., Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities; and
- Rule 6A-6.0331, F.A.C., General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services.

Additional resources and websites are found in Appendix A.

B. Notification

B-1. What is notification?

Notification is a process that is required by federal law and Early Steps policy. Through this policy, LES staff are required to notify the local school district in which the child resides for Child Find purposes, and the Florida Department of Education (FDOE), that the child may be eligible for preschool services under a prekindergarten program for children with disabilities, unless the parent chooses to opt out of notification. (34 CFR §303.209(b))

For all children enrolled in Early Steps, without regard to reason for eligibility, the LES staff provides the brochure entitled, “Understanding Notification,” found at http://www.floridahealth.gov/AlternateSites/CMS-Kids/home/resources/es_policy/Attachments/7_UnderstandingNotificationBrochure_English.docx, to make parents aware of the requirement for notification. Parents of a child in Early Steps may object to notification in writing to the FDOE and the local school district, after being informed that notification will occur in the absence of objection by the parent.

Unless the parent chooses to opt out as set forth in the brochure, the following information is sent to FDOE and the local school district for Child Find purposes only: child’s name and date of birth and parents’ names and contact information.

B-2. What is the purpose of notification to the school district?

The notification process is intended to provide school districts with information to assist in program planning and prepare for the transition of children who will soon be turning three years of age, are residing in their district, currently receiving services from Early Steps and may be potentially eligible for preschool special education services.

Every school district has a procedure for how they will use the information. How a school district uses the notification information will depend on the district’s Child Find policies and procedures as required in 34 CFR §300.111(a)(1)(i) to ensure that all children with disabilities residing in the state and who are in need of special education and related services are identified, located and evaluated. Many districts use the information to anticipate the number of children who may be referred for preschool special education. Some school districts also use the information to introduce themselves to families by calling or sending a letter.

B-3. What is the notification opt-out option for parents?

Prior to the date notification is due to the school district and FDOE, the LES staff provides parents with the brochure entitled, “Understanding Notification,” and an explanation of the notification process and the option to object (opt out) to having the child’s name and date of birth and the parents’ names and contact information sent to the school district and FDOE. If the parent does not want this information shared, the parent will have the opportunity to object in writing to the disclosure of this information using the required “Notification Opt-Out” form.

If a parent chooses to opt out of notification to the school district and FDOE, it does not mean that the child cannot receive preschool special education services from the school district, if determined eligible. During transition planning, the parent will have the opportunity to discuss whether to have the child referred to the school district to be considered for special education preschool eligibility.

B-4. If a parent opts out, must Early Steps still provide notification to the school district and FDOE?

No. If a parent signs the “Notification Opt-Out” form objecting to notification to the school district in which the child resides and FDOE, notification must not be provided.

B-5. When must notification occur?

For a child potentially eligible for a school district prekindergarten program for children with disabilities, the Early Steps policy and 34 CFR §303.209(b)(1)(i) states that notification to the school district and the FDOE must occur not fewer than 90 days before the child’s third birthday. Prior to the required notification date, the LES staff must provide the brochure entitled, “Understanding Notification,” to the parents and explain the process of notification to the school district and FDOE and the opt-out option.

For a child determined eligible for Early Steps more than 45 days but less than 90 days before the child’s third birthday and who may be eligible for a school district preschool disabilities program, the LES staff must provide notification to the school district in which the child resides and FDOE as soon as possible after determining the child’s Early Steps eligibility. (34 CFR §303.209(b)(1)(ii))

The timelines and process for notification should be a collaborative decision between Early Steps and the school district. Once the process is agreed upon, it should be written and formalized as part of the transition interagency agreement.

C. Transition Conference

C-1. What is the transition conference?

The transition conference is a meeting required by federal and state regulations that provides the opportunity for the family to review service delivery changes that will occur when a child turns three years of age and exits Early Steps. During this

conference, information regarding potential program options can be discussed with the family and questions about supports and services that are available when a child turns three years of age can be addressed. Conversely, this conference should provide the family with the opportunity to discuss information about their child and to identify any concerns they may have. The Early Steps service coordinator should discuss the coordinator's knowledge of the child and the services the LES program has provided. Transition conferences give school district staff and other potential community providers the opportunity to share information about their program and the evaluation and eligibility process. Discussion should focus on the best ways to prepare the child for upcoming changes in the child's daily routine.

C-2. Who are the minimum required participants for the transition conference?

For children who are potentially eligible for Part B, the family and the Early Steps service coordinator are the required participants for the transition conference and, with family approval, the school district representative must be invited. (34 CFR §303.209(c)(1)) With family approval, the school district representative is required to participate in the transition conference. (34 CFR §300.124(c) and Rule 6A-6.03028(3)(e)2., F.A.C.)

If the family does not give approval to the LES staff to invite the school district representative to the transition conference, an invitation would not be provided and the transition conference would be held among the remaining participants.

C-3. When must the transition conference be held?

With approval of the family, the transition conference must be conducted at least 90 days prior to the child's third birthday, or at the discretion of all parties, not more than nine months prior to the child's third birthday, to discuss appropriate services that the child may receive. (34 CFR §303.209(c)(1)) Whenever possible, the transition conference should take place in conjunction with a regularly scheduled individualized family support plan (IFSP) meeting. (34 CFR §303.209(e))

C-4. Is there a timeline requirement for the transition plan of the IFSP to be developed?

Yes. The LES staff must develop a transition plan as a part of the IFSP not fewer than 90 days and, at the discretion of all parties, not more than nine months prior to the child's third birthday. (34 CFR §303.209(d)(2)) The family must be involved in the development of the transition plan. (34 CFR §303.209(d)(1)(ii)) The transition plan must include the steps to be taken to support the child and family in the transition from Early Steps to preschool or other community services and any transition services that the IFSP team identifies as needed. Program information and follow-up responsibilities shared by the school district representative participating in the transition conference will be documented on the transition plan (see Appendix B). (34 CFR §303.209(d))

C-5. If unforeseen circumstances arise, and the school district representative is unable to attend a scheduled transition conference, can the conference be postponed and rescheduled?

Yes, if the LES staff and family concur and rescheduling will not jeopardize compliance with the required timeline. Rule 6A-6.03028(3)(e)2., F.A.C., states that “each school district will participate in the transition conferences arranged by the state lead agency for the infants and toddlers with disabilities early intervention program.” In most school districts, a specific staff member is assigned the responsibility of attending these transition conferences. If unforeseen circumstances arise and rescheduling is acceptable to the LES staff and the family, and does not jeopardize meeting the required timeline, then the conference can be postponed and rescheduled.

If rescheduling is not acceptable to the LES staff and the family or will jeopardize compliance with the required timeline, then the school district should identify another staff member to attend the already-scheduled transition conference. Although not preferred, another option is to consider participation of the school district staff member via telephone conference call.

If rescheduling will jeopardize compliance with the required timeline and there are no school district staff members available to attend, then the transition conference should proceed without school district representation. The exception to this would be that the family requests that the conference be postponed until the school district representative is available. This situation will be documented in the Early Steps case notes.

C-6. Does conducting the transition conference six to nine months prior to the child’s third birthday start the 60-calendar-day evaluation clock for Part B?

No. Rule 6A-6.0331(3)(g), F.A.C., establishes requirements related to timelines for the completion of evaluations for students who may be eligible for special education and related services through IDEA, Part B. Specifically, this rule requires school districts to ensure that prekindergarten-age children suspected of having a disability are evaluated within 60 calendar days after receipt of parental consent for the evaluation. Initiating transition planning, in and of itself, does not start the 60-calendar-day evaluation clock; however, the 60-calendar-day clock must begin once parental consent has been received for a Part B evaluation.

D. Referral Procedures Related to Transition Process

D-1. What is a referral?

Referral is the formal process by which, with parental consent, personally identifiable information is provided by the LES staff to the school district for prekindergarten program eligibility determination or to another community-based service provider to determine eligibility for services.

D-2. When should a referral occur?

When a child is potentially eligible for a school district prekindergarten program for children with disabilities, with parental consent, the LES staff should refer the child to

the local school district and document the referral in case notes and on the IFSP transition plan. It is important that families are provided with and understand their options before they are asked to provide consent for an agency or program referral. The parent may choose at any point to withhold approval to send a referral to the school district.

If a child is referred to Early Steps fewer than 45 days before the child's third birthday and may be eligible for school district Part B preschool services, the LES staff, with parental consent, must refer the child to the school district in which the child resides. Under these circumstances, the LES staff is not required to conduct an evaluation, assessment or an initial IFSP meeting. (34 CFR §303.209(b)(1)(iii))

D-3. What information should be included in the “referral packet”?

Early Steps guidance indicates that the referral packet should include the current IFSP, evaluations, assessments, any hearing and vision screenings completed within the last six months, a copy of the written consent for release of information executed by the parent, and any additional information available in the Early Steps record required by the receiving agency or program and specified on the consent for release of information form. Information in the Early Steps record that was generated by outside sources related to screening, evaluation and assessment, eligibility determination, and development and implementation of the IFSP or provision of services may be shared with school districts, regardless of the payer. Any information that the LES staff provides to the school district requires parental consent.

E. Evaluation, Eligibility Determination, Individual Educational Plan (IEP) Development and Extended School Year (ESY) Services

E-1. May the school district use existing evaluation data from Early Steps as a basis for eligibility determination?

Yes. For children ages birth through five years, existing screening and evaluation information available from agencies that previously served the child and family must be used for determining eligibility. (Rule 6A-6.03026(3)(b), F.A.C.) The purpose of this provision is to minimize the need for repeating evaluations that are current and have been conducted by appropriately qualified staff. School district staff should work together with the LES staff to use existing information and data, such as parent reports, current evaluations and assessments, IFSP information, and observations by service providers to assist in determining eligibility.

E-2. Does the state establish criteria for determining whether an evaluation is considered “current”?

No. Such decisions are left up to the professional judgment of staff. Because young children develop at a very rapid rate, it is of critical importance that existing information be carefully reviewed to determine if it represents an accurate assessment of the child's current functioning level. To minimize the need for a comprehensive reevaluation of the child, expedite the transition process, and save time and expense, the school district must work with the LES staff, as stated in Rule 6A-6.03026(3)(b), F.A.C., to use

existing LES program information, and data, such as parent reports, evaluation and current assessment, IFSP information, and observations by service providers to assist in determining eligibility. Parental consent must be received by the school district to conduct an evaluation to determine eligibility for Part B.

E-3. What is the school district eligibility staffing meeting?

The school district will schedule and conduct an eligibility staffing meeting for a child who is potentially eligible for Part B services. The purpose of the eligibility staffing meeting is to review the available evaluation data (both existing information from Early Steps and evaluations conducted by the school districts, if needed) and determine the child's eligibility for special education. Specific processes related to the eligibility staffing are set forth in Rule 6A-6.0331(6), F.A.C., which states that the parents of the child "shall be invited and encouraged to participate as equal members of the group."

E-4. If a child is referred to Early Steps 45 days or less prior to the child's third birthday (e.g., three weeks before the child turns three years old) and Early Steps does not complete an evaluation, is the school district obligated to have an IEP in effect on the child's third birthday?

No. As stated in Rule 6A-6.03028(3)(e)1., F.A.C., the obligation to have an IEP in effect on the child's third birthday applies to Early Steps children who have an IFSP and are referred to the school district. In the example referenced in the question, the child should be referred by the LES staff to the school district for an evaluation.

If referred to the school district, this evaluation would be subject to the timeline for evaluations found in Rule 6A-6.0331(3)(g), F.A.C. This section of the rule requires that prekindergarten children suspected of having a disability must be evaluated within 60 calendar days after receipt of parental consent for evaluation.

E-5. Must the Early Steps service coordinator or other Early Steps representative be invited to the initial IEP meeting upon a child's transition from Early Steps?

Yes, when requested by the parent. In the case of a child who was previously served under Early Steps, families must be informed of the provisions in the law that they may request the participation of the Early Steps service coordinator or other representatives of the Part C system to attend the initial IEP team meeting. When there is a request by the parent, an invitation to the initial IEP meeting must be sent to the Early Steps service coordinator or other representatives of the Part C system to assist with the smooth transition of services. When the service coordinator or other LES representative is invited to the initial IEP meeting, they should make reasonable efforts to participate in the meeting. (34 CFR §§300.321(f) and 300.322(b)(1)(ii))

E-6. Is there a requirement that the outcome of the IEP meeting be shared with Early Steps if the service coordinator is not in attendance at the meeting?

No. Best practice would indicate that, with parental consent, the results of the IEP meeting would be shared. If the interagency agreement between the LES program and the school district indicate that this information be shared, then this would become a

local requirement. The service coordinator may contact the family or school district to obtain the meeting outcome.

E-7. What is the school district’s obligation when a child, previously served and referred by Early Steps, turns three during the “summer months”?

When a child turns three years old near the end of or following the conclusion of the 180-day school year and is referred to the school district by Early Steps, the school district continues to have the obligation to have an IEP or, if consistent with 34 CFR §300.323(b), an IFSP developed and implemented by the child’s third birthday. (34 CFR §§300.124(b) and 300.101(b)(1)(ii) and Rules 6A-6.03029(2) and 6A-6.03028(3)(e), F.A.C.) As stated in 34 CFR §300.101(b)(2), “If a child’s third birthday occurs during the summer, the child’s IEP Team shall determine the date when services under the IEP or IFSP will begin.”

E-8. If the school district does not have adequate staff during summer months to conduct an IEP meeting, can the meeting be postponed until the beginning of the school year?

No. The obligation in IDEA for school districts is clear. The district would either have to conduct the IEP meeting in advance of the child’s third birthday or institute staffing practices that ensure that sufficient staff are available to conduct the IEP meeting during the summer. (34 CFR §300.124(b))

E-9. Must ESY services be considered for a child exiting Early Steps?

Yes. The need for ESY services must be determined for every child with a disability, every year. The consideration of both formal and informal evaluations, as well as documentation of individual performance, are valuable in assisting an IEP team in determining need and extent of ESY services for a child. ESY services are provided only if the child’s IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE). (34 CFR §300.106(a)(2))

E-10. If the school district does not have sufficient data to determine “regression and recoupment,” does that mean that ESY services need not be considered?

No. School districts should review the Bureau of Exceptional Education and Student Services (BEESS) publication entitled, “Extended School Year Services: Determination of Need for Students with Disabilities,” at <http://www.fl DOE.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/index.stml#e>. The following questions are examples that appear in this document and should be considered in making decisions regarding the necessity for ESY services.

- Do the data indicate the likelihood that significant regression will occur in critical life skills related to academics or, for prekindergarten students, developmentally appropriate pre-academic skills, and that those skills cannot be recouped within a reasonable amount of time without ESY services?
- Do the data indicate the likelihood that significant regression will occur in critical skills related to communication and that those skills cannot be recouped within a reasonable amount of time without ESY services?

- Do the data indicate that the student is at a crucial stage of development of a critical life skill and that a lapse in service would substantially jeopardize the student's chances of learning that skill? This may include emerging skills as well as critical points of instruction on existing skills.
- Is the nature or severity of the student's disability such that the student would be unlikely to benefit from the student's education without the provision of ESY services? The nature of the disability may include the student's rate of progress.
- Are there extenuating circumstances pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without ESY services?

Best practice would indicate that the school district and LES staff work together to ensure that there is sufficient information for the IEP team to consider the above-mentioned questions.

E-11. Are children exiting Early Steps automatically provided ESY?

No. Determination of the need for ESY services is an IEP or IFSP team decision designed to ensure the provision of FAPE. The need for ESY services must be determined for every child with a disability; however, school districts are not required to provide ESY services to all children with disabilities, only to those who have been determined by the IEP or IFSP team to require ESY services.

E-12. If a decision is made that ESY services are not needed, is it acceptable to wait until the beginning of the school year to initiate the services on the IEP?

Yes. As stated in 34 CFR §300.101(b)(2), "If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin." If a child does not receive ESY services, an IEP developed in early June may no longer be entirely appropriate when that child comes to school in late August. School district staff should be mindful of the need to reconvene the IEP team to examine the goals and objectives for these children.

E-13. Can a school district provide FAPE to a child prior to age three?

Yes. 34 CFR §300.800 permits the use of IDEA preschool grant funds to support services for children who are two years old and will turn three during the school year. FAPE, in accordance with the Part B regulations, applies in this circumstance, including the provision of Part B procedural safeguards. This instance is the only time when FAPE and Part B would apply when a school district serves children prior to the age of three.

E-14. If a child turns three in April, and it does not seem appropriate to enroll the child for a brief period of time in a prekindergarten class that has well-established routines, could implementation of the IEP be postponed until the beginning of the next school year?

No. This would not be consistent with the intent of the law. In such a circumstance, the IEP team should consider what services would best meet the child's needs. Districts should explore continuing services that the child is currently receiving that would support the goals of the IEP, such as through contracting.

Appendix A: Additional Resources and Websites

Resources

The following is a partial list of resources that may prove to be helpful in the implementation of a smooth transition from the Early Steps program to a prekindergarten program for children with disabilities and other community programs. These resources are available through the FDOE, BEESS Resources Information Center at <http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/>.

Transition: A Booklet to Help Children and Families Transition from Early Steps at Age Three to Other Community Programs (ESE 311662, Revised 2018)
<https://floridatransitionproject.ucf.edu/wp-content/uploads/sites/13/2018/05/fishbooklet.pdf>

Getting to Know Me + My Family
https://floridatransitionproject.ucf.edu/wp-content/uploads/sites/13/2018/05/Getting_to_Know_Me_and_Family_English-1.pdf

Getting to Know Your New Teacher and School
https://floridatransitionproject.ucf.edu/wp-content/uploads/sites/13/2018/05/Getting_to_Know_Your_New_Teacher_and_School_English-1.pdf

34 CFR Part 300
<https://www.ecfr.gov/cgi-bin/text-idx?SID=d6f98c886a0569ba66bc971221a7c563&mc=true&node=pt34.2.300&rgn=div5>

34 CFR §303.209
https://www.ecfr.gov/cgi-bin/text-idx?SID=3428bdd701ddac311bd6dff3d3a6156&mc=true&node=se34.2.303_1209&rgn=div8

IDEA 2004, P.L. 108-446
<https://www.gpo.gov/fdsys/pkg/PLAW-108publ446/content-detail.html>

Guidebook to Build Better Community-Wide Transition Systems (ESE 312687, Revised 2008)
https://floridatransitionproject.ucf.edu/wp-content/uploads/sites/13/2018/05/Guidebook_TransSystems2-23-09.pdf

Extended School Year Services: Determination of Need for Students with Disabilities (IEP team worksheet)
<http://www.fldoe.org/core/fileparse.php/7690/urlt/ESY-Determination-of-Need.doc>

Technical Assistance Paper – Exceptional Student Education Eligibility for Infants, Toddlers and Prekindergarten Children (DPS: 2013-117)
<https://info.fldoe.org/docushare/dsweb/Get/Document-6897/dps-2013-117.pdf>

Technical Assistance Paper – Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services (DPS: 2015-152)
<https://info.fldoe.org/docushare/dsweb/Get/Document-7505/dps-2015-152.pdf>

Technical Assistance Paper – School District or Charter School Provision of Early Intervention Services to Children with Disabilities, Birth through Age Two, and Their Families (DPS: 2012-24)
<https://info.fldoe.org/docushare/dsweb/Get/Document-6367/dps-2012-24.pdf>

Prekindergarten Children with Disabilities Expanding Opportunities for Providing Services: A Guide for Making System and Program Level Decisions
http://ectacenter.org/~pdfs/calls/2009/sec619/fl_prek_guide.pdf

TATS [Technical Assistance and Training System] Talks with Families about the Transition Process
<https://tats.ucf.edu/wp-content/uploads/sites/9/2017/08/4Transition-TATS-Talks.pdf>

Websites

Children’s Registry and Information System
<http://www.CHRIS.miami.edu>

FDOE, BEESS
<http://www.fldoe.org/ese/ese-home.asp>

FDOE, Office of Early Learning, Child Care Resource and Referral Network
<http://www.floridaearlylearning.com/family-resources/child-care-resource-referral>

FDOE, Office of Early Learning, Voluntary Prekindergarten Education
<http://www.floridaearlylearning.com/vpk>

Early Childhood Technical Assistance Center
<http://ectacenter.org/idea.asp>

Early Steps
http://www.floridahealth.gov/AlternateSites/CMS-Kids/families/early_steps/early_steps.html

Florida Head Start
<http://www.floridaheadstart.org/program%20directory.html>

Florida’s Transition Project
<http://www.floridatransitionproject.com>

National Early Childhood Transition Center
<http://www.hdi.uky.edu/nectc/NECTC/Home.aspx>

TATS
<http://www.tats.ucf.edu>

Appendix B: Individualized Family Support Plan Transition Plan



Child Name: _____
Child DOB: _____

Service Coordinator: _____
IFSP Date: _____

Transition					
The Transition plan outlines the steps and services to support your child and family as you leave Early Steps.					
Preparing for Your Transition Conference					
The following are options your family is interested in after your child turns three:					
<input type="checkbox"/> Local school district (Pre-K) <input type="checkbox"/> Head Start <input type="checkbox"/> Agency for Persons with Disabilities <input type="checkbox"/> Early care and education programs <input type="checkbox"/> Other: _____					
<input type="checkbox"/> The Understanding Notification Brochure was provided. Date: _____ Notification was provided to the local school district. Date: _____ Notification was provided to the Department of Education. Date: _____ Additional information regarding Notification, if applicable: _____					
Your Transition Conference					
Transition Conference Date: _____					
What are your most important questions or concerns regarding your child's transition from Early Steps?					
The following activities will occur to address your questions and concerns:					
The below agency/programs provided information regarding their services that included the evaluation/eligibility process:					

The following activities will support your child's transition into a new setting/environment:					
<small>Add Activities</small>					
Family will:	Timeline	Agency/Program will:	Timeline	Service Coordinator will:	Timeline
We attended the transition conference and participated in the development of this transition plan.					
_____ Parent/Guardian			_____ Parent/Guardian		
_____ Service Coordinator			_____ Local School District Representative		
_____ Program/Agency Representative			_____ Program/Agency Representative		
_____ Other			_____ Other		