

NEW YORK STATE DEPARTMENT OF HEALTH  
BUREAU OF EARLY INTERVENTION

**Transition Tool Kit for Service Coordinators**

**Revised June 2024**

Tool Kit Items:

1. Transition Process Quick Guide
2. Individualized Family Service Plan (IFSP) Transition Plan Guidance
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5. Parent Form: Written Notification and Written Opt-Out Requirements and Timeline
6. Notification of Potential Eligibility to the Committee on Preschool Special Education (CPSE)
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9. Consent Form for Transmittal of Early Intervention Program (EIP) Evaluations and Records to the Committee on Preschool Special Education (CPSE)
10. Transition Information for Parents including Steps to Transition
11. Comparison of the Early Intervention Program (EIP) and Preschool Special Education
12. Important Transition Resources

## Transition Process Quick Guide

### Transition Plan

- Identify important transition dates using the Early Intervention Program (EIP) to 4410 calculator: [https://www.p12.nysed.gov/sedcar/ei\\_to\\_4410\\_calculator.html](https://www.p12.nysed.gov/sedcar/ei_to_4410_calculator.html)
- Develop a transition plan with the family for all children not fewer than 90 days – and, at the discretion of all parties, not more than nine months – before the child’s third birthday (*Individualized Family Service Plan (IFSP) Transition Plan Forms A/B* can be used but are not required).
- Explain to the family the transition options, including the Committee on Preschool Special Education, and other supports and services (e.g., Head Start, local play groups, etc.).
- Explain to the family the transition steps to the Committee on Preschool Special Education (notification, transition conference, referral, choosing/sharing Early Intervention Program records, evaluation by the Committee on Preschool Special Education, initial Committee on Preschool Special Education meeting, determining transition date).

### Notification

- Explain opt-out policy and deadline for objecting in writing to the Committee on Preschool Special Education notification.
- Obtain parent signature on the *Parent Form: Written Notification and Written Opt-Out Requirements and Timeline (Tool Kit Item 5)*. Provide parent with a copy of this form.
- Send *Written Notification of Potential Eligibility to the Committee on Preschool Special Education (CPSE) Form (Tool Kit Item 6)*, to the Committee on Preschool Special Education of the child’s local school district at least 90 days prior to the date the child is potentially eligible for services through the Committee on Preschool Special Education, or no fewer than 90 days before the child’s third birthday, whichever is first, if the parent has not objected in writing.

### Transition Conference

- Explain the purpose of a transition conference and obtain written parental consent or declination.
- If parent declines a transition conference, provide parent with the documents titled *Transition Information for Parents including Steps to Transition (Tool Kit Item 10)* and *Comparison of the Early Intervention Program (EIP) and Preschool Special Education (Tool Kit Item 11)*.
- Arrange for the transition conference with parent(s), Committee on Preschool Special Education chairperson/designee, and other members of the Individualized Family Service Plan team, as invited.
- Maintain documentation of the invitation to the transition conference sent to the Committee on Preschool Special Education. (If the Committee on Preschool Special Education chairperson does not attend, the service coordinator can meet requirements for convening the conference if documentation of this invitation is maintained in the child’s record.)
- Hold the transition conference at least 90 days prior to the child’s potential eligibility for preschool special education services, or no fewer than 90 days before the child’s third birthday, whichever is first, provided however, that the conference is not held more than nine months prior to the child’s third birthday and document discussion of the following topics:
  - Differences between Committee on Preschool Special Education and Early Intervention Program services
  - Committee on Preschool Special Education evaluation/eligibility process
  - Eligibility criteria for Committee on Preschool Special Education services
  - Options for Committee on Preschool Special Education service delivery
  - Last day for Early Intervention Program services is the day before the child’s third birthday, if the child is not found eligible by the Committee on Preschool Special Education before their third birthday
  - Options for other services and supports (e.g., Head Start, local play groups, etc.).

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**Referral**

- Assist parent(s) with sending the parent referral to the Committee on Preschool Special Education using the *Form for Parent Referral to the Committee on Preschool Special Education (CPSE) (Tool Kit Item 8)*.

**Transmittal of Child Records**

- Obtain parental *Consent Form for Transmittal of Early Intervention Program (EIP) Evaluations and Records to the Committee on Preschool Special Education (Tool Kit Item 9)*.
- Assist parent in choosing the Early Intervention Program records to send to the Committee on Preschool Special Education and/or other programs with parental consent.
- Send child records, with copy of parental consent, to the Committee on Preschool Special Education.

**Initial Committee on Preschool Special Education meeting**

- Attend the initial Committee on Preschool Special Education Services meeting if the child's parent requests that the Committee on Preschool Special Education Services invite you.
- If a child is determined eligible for services under Section 4410 of the Education Law before their third birthday, the parent may choose to have the child continue to receive Early Intervention Program services until the child ages out or to transition the child to preschool special education programs and services. The specific date when a child is first eligible for preschool special education programs and services depends upon the month during which a child is born. A child cannot receive both Early Intervention Program and preschool special education services at the same time.
- Children in the Early Intervention Program who have been determined eligible for services under Section 4410 of the Education Law before their third birthday (e.g., the day before the child turns three years of age), and who are born during the months of January through August, can, at the option of their parents, remain in the Early Intervention Program through August 31<sup>st</sup> of that same calendar year.
- Children in the Early Intervention Program who have been determined eligible for services under Section 4410 of the Education Law, prior to the date of their third birthday, and who are born during the months of September through December can, at the option of their parents, remain in the Early Intervention Program through January 1<sup>st</sup> of the next calendar year.

**Documentation**

- For each step above, there are standardized forms in the Transition Tool Kit for Service Coordinators.
- Maintain copies of all completed and signed forms in the child's record.

NEW YORK STATE DEPARTMENT OF HEALTH  
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Planning Transition for All Children****Regulatory Foundation**

State regulations at 10 New York Codes, Rules, and Regulations (NYCRR) section 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 Early Intervention Program [69-4.20(a)]. With parental consent, the service coordinator shall convene a transition conference with the parent, service coordinator, and the chairperson of the Committee on Preschool Special Education or designee, at least 90 days prior to the child's eligibility for services under Education Law, Section 4410, or no fewer than 90 days before the child's third birthday, whichever is first, provided, however, that such conference shall not be held more than nine months prior to the child's third birthday, to review program options and, if appropriate, establish a transition plan. Required contents of the plan are described at 69-4.20-(b)(4)(i)-(iii). The transition plan is required to be included in the Individualized Family Service Plan as per 69-4.11(a)(10)(xiii). Additional required transition activities are detailed in 69-4.20(a)(4)(i)-(v).

Early intervention regulations specifically require the Individualized Family Service Plan transition plan to include the steps taken to support the child's transition, including:

- Discussions with and education of parent(s) 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 Individualized Family Service Plan team determines are needed to ensure the smooth transition of the child.

The New York State Department of Health's Bureau of Early Intervention is required to report annually on the percentage of children exiting the Early Intervention Program who have Individualized Family Service Plans with transition steps and services to the U.S. Department of Education, Office of Special Education Programs.

**Guidance**

1. A Transition Plan **MUST** be developed for all children exiting the Early Intervention Program.
  - a. *Form A* can be used for all children transitioning out of the Early Intervention Program who are approaching (or have passed) their first date of potential eligibility for services through the Committee on Preschool Special Education.
  - b. *Form B* can be used for all other children.
  - c. Children can leave the Early Intervention Program at different ages for a variety of reasons, including but not limited to transition to Preschool Special Education Services, required discharge the day before the child's third birthday, family moved out of State, Individualized Family Service Plan outcomes met, parent refused further services, etc. A Transition Plan must be developed for children in all these circumstances.
2. The Transition Plan is required to be part of the child's Individualized Family Service Plan.
  - a. The Transition Plan is developed at the Individualized Family Service Plan meeting by the Individualized Family Service Plan team, which includes the family.
  - b. Parental consent on the Individualized Family Service Plan which contains the Transition Plan constitutes consent for the Transition Plan to be incorporated into the Individualized Family Service Plan. A separate consent form is not necessary.

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3. The *Individualized Family Service Plan Transition Plan (IFSP)* is a working document and is intended to be updated periodically, at each Individualized Family Service Plan meeting/review, or more frequently as otherwise needed.
  - a. To update the Transition Plan from a previous Individualized Family Service Plan 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 it in the new Individualized Family Service Plan.
  - 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 Individualized Family Service Plan at each Individualized Family Service Plan review or annual meeting.
4. The State Data System has fields to capture the Transition Plan.
5. The Individualized Family Service Plan Transition Plan must, according to regulation, include transition steps and services.
  - a. The *Individualized Family Service Plan (IFSP) Transition Plan Checklist* identifies the steps to be completed to satisfy Early Intervention Program requirements related to ensuring the child’s timely transition.
  - b. The *Individualized Family Service Plan (IFSP) Transition Plan Family Outcomes Worksheet* identifies the areas where transition services must focus to achieve outcomes which support a smooth transition for the child.

Use the Early Intervention Program (EIP) to 4410 Calculator to populate these dates.

Transition  
Tool Kit Item 3

## Individualized Family Service Plan (IFSP) Transition Plan (Form A)

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Last Date of Early Intervention services if not found eligible for, or not referred to the Committee on Preschool Special Education: \_\_\_\_\_

Plan Participants: \_\_\_\_\_ Date of Plan/Update: \_\_\_\_\_

Service Coordinator: \_\_\_\_\_ Telephone: \_\_\_\_\_ School District: \_\_\_\_\_

Committee on Preschool Special Education Contact Person: \_\_\_\_\_ Committee on Preschool Special Education Phone Number: \_\_\_\_\_

**First Date of Potential Eligibility:** \_\_\_\_\_ **Notification Due:** \_\_\_\_\_ **Transition Conference Due:** \_\_\_\_\_ **Last Date of Potential Eligibility:** \_\_\_\_\_

	<b>Transition Steps – Early Intervention Program Responsibilities</b>	<b>Person Responsible</b>	<b>Projected Date</b>	<b>Date Completed</b>	<b>Results/Conclusions (Identify referrals made, letters sent, decisions made, etc.)</b>
1	Introduce Transition. Explain the purpose of transition planning for all children exiting the Early Intervention Program.				
2	Explain transition options for all children, including the Committee on Preschool Special Education and other supports and services (e.g., Head Start, etc.)				
3	Explain that Committee on Preschool Special Education and other services are voluntary on the part of the family.				
4	Explain transition steps to the Committee on Preschool Special Education (notification, conference, referral, choose/share Early Intervention Program records, evaluation by the Committee on Preschool Special Education meeting, initial Committee on Preschool Special Education meeting, determine transition date).				
5	Explain opt-out policy and deadline for objecting in writing to the Committee on Preschool Special Education notification.				
6	Provide written opt-out policy and written opt-out deadline to family (deadline: / / ).				
7	Obtain parental consent or declination for Transition Conference.				
8	If parent does not opt-out in writing, send notification of potential eligibility to the Committee on Preschool Special Education (including child's name, date of birth, date of referral to Early Intervention Program, and parent(s)' name and contact information).				
9	Schedule/arrange Transition Conference.				
10	Send invitation for the Transition Conference to the Committee on Preschool Special Education chairperson/designee and/or other identified participants.				
11	Convene Transition Conference and document participants and topics discussed. Topics should include a. Differences between Committee on Preschool Special Education and Early Intervention Program services, b. Committee on Preschool Special Education evaluation/eligibility process, c. Eligibility criteria for Committee on Preschool Special Education services, d. Options for Committee on Preschool Special Education service delivery, e. Last day of Early Intervention Program eligibility if child not referred or not eligible for Committee on Preschool Special Education services is day before third birthday, f. Options for other services and supports (e.g., Head Start).				
12	If parent declines transition conference, provide parent with Committee on Preschool Special Education transition information in writing (see step #11, a-f above).				
13	Send the parent referral to the Committee on Preschool Special Education, with parental consent.				

**Individualized Family Service Plan (IFSP) Transition Plan (Form A)**

14	With parental consent, refer to other services and supports.				
15	Obtain parental consent for transmittal of child records to the Committee on Preschool Special Education and/or other programs. Assist parent in choosing the records to send.				
16	Send child records, with copy of parental consent, to the Committee on Preschool Special Education and/or other programs.				
17	Obtain parental consent on the Individualized Family Service Plan, which includes this Transition Plan.				

Initial Committee on Preschool Special Education Meeting Date (if held): \_\_\_\_\_

Committee on Preschool Special Education Eligibility Status: \_\_\_\_\_

Planned Preschool Special Education Start Date (if eligible): \_\_\_\_\_

**Early Intervention Program Final Discharge Date:** \_\_\_\_\_

Use the Early Intervention Program (EIP) to 4410 Calculator to populate these dates.

**Individualized Family Service Plan (IFSP) Transition Plan (Form A)**

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

**Transition Plan Family Outcomes Worksheet\***

	<b>Transition Services to Support the Child and Family</b>	<b>Specific actions to be taken (i.e., what WILL be done - discuss, refer, call, visit, etc.)</b>	<b>Person(s) to Facilitate</b>	<b>Projected Date</b>	<b>Date Completed</b>	<b>Results/Conclusions (i.e., what WAS done - referrals made, steps taken, etc.)</b>
1	Assist the family to learn more about Preschool Special Education 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.					
3	List referrals to be made, including Preschool Special Education and other programs, services, and supports, as identified with the family.					
4	Plan steps to help the child and family adjust to new services and settings.					
5	Plan steps to prepare new program staff and providers for the child's transition.					
6	Identify other transition services and activities needed to support the transition of the child.					



Use the Early Intervention Program (EIP) to 4410 Calculator to populate these dates

## Individualized Family Service Plan (IFSP) Transition Plan (Form B)

Transition  
Tool Kit Item 4

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Projected Last Date of Early Intervention Program services: \_\_\_\_\_  
 Plan Participants: \_\_\_\_\_ Date of Plan/Update: \_\_\_\_\_  
 Service Coordinator: \_\_\_\_\_ Telephone: \_\_\_\_\_

### Transition Plan Checklist\*

	<b>Transition Steps – Early Intervention Program Responsibilities</b>	<b>Person Responsible</b>	<b>Projected Date</b>	<b>Date Completed</b>	<b>Results/Conclusions (Identify referrals made &amp; response, letters sent, decisions made, etc.)</b>
1	Introduce Transition. Explain the purpose of transition planning for all children exiting the Early Intervention Program.				
2	Explain options for services and supports available to the child and family upon exiting the Early Intervention Program.				
3	Assist parent to identify services and supports to assist their child and family upon exiting the Early Intervention Program.  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 Individualized Family Service Plan, which includes this Transition Plan.				
8	Other (Specify):				
9	Other (Specify):				

**Individualized Family Service Plan (IFSP) Transition Plan (Form B)**

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

**Transition Plan Family Outcomes Worksheet\***

	<b>Transition Services to Support the Child and Family</b>	<b>Specific actions to be taken (i.e., what WILL be done - discuss, refer, call, visit, etc.)</b>	<b>Person(s) to Facilitate</b>	<b>Projected Date</b>	<b>Date Completed</b>	<b>Results/Conclusions (i.e., what WAS done - referrals made, steps taken, etc.)</b>
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 Early Intervention Program.					
2	List referrals, including programs, services, and supports, as identified with the family.					
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.					

**Early Intervention Program Final Discharge Date:** \_\_\_\_\_

## Parent Form: Written Notification and Written Opt-Out Requirements and Timeline

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

The Early Intervention Program under the federal Individuals 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) 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 potential eligibility for special education preschool programs and services.

At least 90 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 of the local school district in which an eligible child resides of the potential transition of your child.

A parent may opt-out (object) in writing to the written notification and not have the limited contact information sent to the Committee on Preschool Special Education. The parent must inform the service coordinator in writing, within 30 calendar days from the date of this notice, that the parent chooses to opt-out of the written notification requirement.

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\_\_\_\_\_ 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 in writing, within 30 calendar days of today's date, written notification will be sent to the Committee on Preschool Special Education Services 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 Committee on Preschool Special Education Services of my local school district.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### To be filled out by the service coordinator

Parent objected to the written notification to the Committee on Preschool Special Education Services. Service coordinator received written objection on: \_\_\_\_\_

No written parent objection received within 30 calendars days. Date: \_\_\_\_\_



**CONSENT FORM FOR TRANSITION CONFERENCE**

Date:	Date of Referral to the Early Intervention Program:
Child's Name	Child's Date of Birth:
Last:                                      First:	Child's Age (year-month):
Name of Parent/Legal Guardian/Surrogate:	Phone Number:
Home Address:	School District:
	County:
Early Intervention Service Coordinator:	Phone Number:                      Fax Number:
Committee on Preschool Special Education Chairperson:	Phone Number:                      Fax Number:

**Please Read**

**I understand that to ensure my child continues to receive services on and after my child's third birthday, my child must be referred to, evaluated by, and, before my child's third birthday, found eligible for preschool special education services by the Committee on Preschool Special Education of my local school district (the district in which my child resides).**

I understand that as of my child's third birthday, my child will no longer be eligible for the Early Intervention Program unless my child has been found eligible for preschool special education programs and services. **Early Intervention Program services will end the day before my child turns three years old.**

**CONSENT TO CONVENE A TRANSITION CONFERENCE**

- I give my consent to my service coordinator** to arrange a transition conference, which will include my service coordinator and chairperson of the Committee on Preschool Special Education or their designee, to discuss my child's referral to the Committee on Preschool Special Education program and service options, and develop a transition plan. I also consent to the following agency(ies) or individual(s) attending: \_\_\_\_\_
  
- I do **NOT** wish to have my Early Intervention Program service coordinator arrange a transition conference. I understand that my child can be referred to the Committee on Preschool Special Education without a conference. I understand that my child must be referred to, evaluated by, and, before the day my child turns three years of age, be found eligible by the Committee on Preschool Special Education for services, to continue to receive Early Intervention Program services on and after my child turns three years of age.

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Committee on Preschool Special Education Services Chairperson:** This notice serves as an invitation to the Committee on Preschool Special Education Services Chairperson/Designee to the Early Intervention Transition Conference to be held on: Date: \_\_\_\_\_

Time: \_\_\_\_\_ Location: \_\_\_\_\_

Please indicate your availability and fax back to: \_\_\_\_\_

You will participate by: \_\_\_Phone \_\_\_In person \_\_\_Not able to attend

cc: The Local Social Services Commissioner/Designee: \_\_\_\_\_  
(for children in the care and custody or custody and guardianship of the local Social Services Commissioner)

## FORM FOR PARENT REFERRAL TO THE COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE)

Date of Referral to the Committee on Preschool Special Education:	Date of Referral to the Early Intervention Program:
Child's Name	Child's Date of Birth:
Last: _____ First: _____	Child's Age (year-month): _____
Name of Parent/Legal Guardian/Surrogate	Phone Number: _____
Last: _____ First: _____	
Home Address:	School District: _____
Early Intervention Service Coordinator:	Phone Number: _____ Fax Number: _____
Committee on Preschool Special Education Chairperson:	Phone Number: _____ Fax Number: _____

### Please Read

**I understand that to ensure my child continues to receive early intervention services on and after my child's third birthday, my child must be referred to, evaluated, and found eligible by the Committee on Preschool Special Education of my local school district (the district in which my child resides) before my child's third birthday.**

I understand that as of my child's third birthday, my child will no longer be eligible for the Early Intervention Program unless my child has been found eligible for services under Section 4410 of the Education Law. **Early Intervention Program services will end the day before my child turns three years old.**

### REFERRAL TO THE COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

- I am referring my child to the Committee on Preschool Special Education of the school district in which my child resides for an evaluation to determine eligibility. I give my Service Coordinator permission to send this form to the Committee on Preschool Special Education.
- I do NOT choose** to refer my child to the Committee on Preschool Special Education of the school district in which my child resides for an evaluation to determine whether my child is eligible for preschool special education programs and services. I understand that my child must be referred to, evaluated by, and, before the day my child turns three years of age, be found eligible by the Committee on Preschool Special Education to continue to receive Early Intervention Program services on and after my child turns three years of age. **I understand that I may choose to refer my child for an evaluation by the Committee on Preschool Special Education at a later date. I understand that if I choose to refer my child at a later date, I must refer my child within enough time for the Committee on Preschool Special Education to decide whether my child is eligible for services under Section 4410 of the Education Law by the day before my child turns three years old if I want my child to continue to receive Early Intervention Program services on and after my child turns three years of age.**
- I want the Committee on Preschool Special Education Chair/Administrator to invite my Service Coordinator, listed below, to the initial meeting with the Committee on Preschool Special Education that determines my child's eligibility.

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Service Coordinator Name: \_\_\_\_\_ Agency: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

**CONSENT FORM FOR TRANSMITTAL OF  
EARLY INTERVENTION PROGRAM (EIP) EVALUATIONS AND RECORDS TO THE  
COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE)**

Date:	Date of Referral to the Early Intervention Program:
Child's Name	Child's Date of Birth:
Last: First:	Child's Age (year-month):
Name of Parent/Legal Guardian/Surrogate	Phone Number:
Last: First:	
Home Address:	School District:
Service Coordinator:	Phone Number: Fax Number:
Committee on Preschool Special Education Chairperson:	Phone Number: Fax Number:

**Please Read**

**I understand that the Committee on Preschool Special Education may use evaluation reports and other Early Intervention Program records, which I may choose to share, as part of the Committee on Preschool Special Education evaluation process. I decide what records to share, if any. If I consent to share these records, the Committee on Preschool Special Education 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 Committee on Preschool Special Education asks for more evaluations, I will be asked for my consent for the Committee on Preschool Special Education to evaluate my child. I understand that if I do not consent to evaluations asked for by the Committee on Preschool Special Education, and my child is not evaluated by the Committee on Preschool Special Education and is not determined eligible for preschool special education programs and services by my child's third birthday, Early Intervention Program services will end the day before my child turns three years old.**

**Consent to Transmit Early Intervention Program Evaluation and Program Records to the  
Committee on Preschool Special Education**

**I give my consent to my Service Coordinator** to transmit the following Early Intervention Program reports and records to the Committee on Preschool Special Education of the school district in which my child resides:

\_\_\_\_\_

**I do NOT give consent** to my Service Coordinator to transmit Early Intervention Program records and reports to the Committee on Preschool Special Education of the school district in which my child resides. **I understand that my child must be referred to, evaluated by, and, before the day my child turns three years of age, be found eligible by the Committee on Preschool Special Education for services, to continue to receive Early Intervention Program services on and after my child's third birthday.**

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## TRANSITION INFORMATION FOR PARENTS INCLUDING STEPS FOR TRANSITION

Dear Parent/Legal Guardian/Surrogate:

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 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 Early Intervention Program 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* 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 Committee on Preschool Special Education 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 Early Intervention Program to preschool special education,
- deciding whether to opt-out (in writing) of the notification to the Committee on Preschool Special Education that your child might be eligible for preschool special education,
- meeting, if you choose to do so, with your service coordinator and Committee on Preschool Special Education Services chairperson or designee (Transition Conference),
- referring your child to the Committee on Preschool Special Education,
- deciding which Early Intervention Program records will be forwarded to the Committee on Preschool Special Education,
- having your child evaluated by the Committee on Preschool Special Education, and
- determining your child's transition date.

If your child is not evaluated by the Committee on Preschool Special Education and is not found eligible for services by the Committee on Preschool Special Education before your child turns three years old, your child's Early Intervention Program services will end *the day before your child's third birthday*. **Remember**, the Committee on Preschool Special Education must decide if your child is eligible *before your child turns three years old*, to be sure that your child gets the services your child needs.

**Please read the following information carefully.** Your Service Coordinator can answer any questions you may have.



## 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 Early Intervention Program 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.
- 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 opt-out (object) to this notification in writing. Your Service Coordinator cannot take this step if you opt-out (object) in writing.
- Your Service Coordinator must offer you the chance to meet with the Service Coordinator and the Chairperson of the Committee on Preschool Special Education (or their 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 Transition 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 Committee on Preschool Special Education Chairperson/Designee may participate by phone.**

**The main goals for the Transition Conference are to:**

- review the differences between the Early Intervention Program and Preschool Special Education Services,
- talk about how and when to refer your child to the Committee on Preschool Special Education,
- talk about the Committee on Preschool Special Education evaluation and eligibility process,
- answer any questions you may have,
- review the options for services through the Committee on Preschool Special Education 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's Committee on Preschool Special Education. Your Service Coordinator can help you to make this referral.

**You will need to refer your child in enough time for your child to be evaluated by the Committee on Preschool Special Education, and for the Committee on Preschool Special Education to make a decision about your child's eligibility for preschool special education before your child's third birthday. Otherwise, Early Intervention Program services will end the day before your child's third birthday.**

- Once your child is referred, the Committee on Preschool Special Education will contact you to tell you about how to get your child evaluated. ***The Committee on Preschool Special Education will ask for your consent to evaluate your child.***

**Sign and return the evaluation consent form *right away*. The Committee on Preschool Special Education 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 Committee on Preschool Special Education will contact you to arrange for your child's evaluation.**

**If you do not sign and return the consent to evaluate your child, the Committee on Preschool Special Education should contact you to be sure you received and understood the materials.**

- Your child's Early Intervention Program records can be used by the Committee on Preschool Special Education to decide how to evaluate your child. Your service coordinator will work with you to identify evaluation reports and other records from the Early Intervention Program that may be helpful. Your Service Coordinator ***will need your consent*** to provide the Committee on Preschool Special Education with Early Intervention Program evaluation reports and records that may be helpful.
- The Committee on Preschool Special Education 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 Individualized Family Service Plan team, you will also be a member of the Committee on Preschool Special Education for your child.**

**You can ask the Committee on Preschool Special Education to invite your Early Intervention Program Service Coordinator to this meeting.**

**You can request an additional parent member of the Committee on Preschool Special Education to be present at the meeting. This request needs to be made to the Committee on Preschool Special Education 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.**

- If your child is eligible for preschool special education, an Individualized Education Program will be developed for your child.

**The Committee on Preschool Special Education will explain the differences between your child's Individualized Education Program and Individualized Family Service Plan.**

**You can choose to begin preschool special education programs and services when your child is first eligible, or stay in the Early Intervention Program until your child ages out.**

**If you decide to have your child stay in the Early Intervention Program, you can choose to leave the Early Intervention Program and start your child in preschool special education programs and services at any time by contacting the Committee on Preschool Special Education chairperson.**

- If your child is ***not*** eligible for preschool special education, Early Intervention Program services will end the day before your child turns three years old.

**Your child's Transition Plan will be reviewed and revised if needed.**

**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 Committee on Preschool Special Education's decision on eligibility or services, or if you sent in your consent to have the Committee on Preschool Special Education evaluate your child with enough time for the Committee on Preschool Special Education to make a decision on whether your child is eligible for preschool special education services before your child turns three and the Committee on Preschool Special Education 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 Committee on Preschool Special Education's decision if they did not make a decision on time.

Your child has the right to get the services you agree on with the Committee on Preschool Special Education, while you are waiting for a final decision to be made. If you and the Committee on Preschool Special Education cannot agree about the services needed by your child, an impartial hearing officer will decide what services your child must receive during this time.

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 Committee on Preschool Special Education, 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 Committee on Preschool Special Education with enough time for the Committee on Preschool Special Education to make a decision, before your child turns three, on whether your child is eligible for preschool special education services.

**COMPARISON OF THE EARLY INTERVENTION PROGRAM (EIP) AND PRESCHOOL SPECIAL EDUCATION**

<b>Program Area</b>	<b>Early Intervention</b>	<b>Preschool Special Education</b>
<b>Purpose</b>	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.
<b>Lead Agency Responsible for the State Program</b>	New York State Department of Health	New York State Education Department
<b>Eligible Children</b>	<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 birthday can remain in the Early Intervention Program until they age out under Section 2541(8) of the Public Health Law.</p>	<p>Eligible preschool students with disabilities ages three to five. A preschool student with a disability who 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)</p>
<b>Service Coordination</b>	<p>The Early Intervention Official designates an Initial Service Coordinator to assist the family in the child's evaluation and Individualized Family Service Plan development.</p> <p>The parent selects an Ongoing Service Coordinator who is responsible for implementation of the Individualized Family Service Plan, coordinates services, and assists the family in accessing other services and supports.</p>	<p>When a child's Individualized Education Program 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 Individualized Education Program includes special education itinerant services and one or more related services, the special education itinerant services provider is responsible for the coordination of services.</p>
<b>Cost to Families</b>	No out-of-pocket costs to families. Following the implementation of Covered Lives Legislation in January 2022, families must provide, and Service Coordinators still must collect insurance information,	No out-of-pocket costs to families. The use of third-party payment (using Medicaid or private insurance) is at the discretion of parents.

Program Area	Early Intervention	Preschool Special Education
	including Medicaid; however third-party insurance is no longer billed.	
<b>Service Availability</b>	Services must be available all year. New York State Early Intervention Regulation: 69-4.5(a)(4)(ix) states, "delivery of services on a twelve-month basis and flexibility in the hours-of-service delivery, including weekend and evening hours in accordance with eligible children's Individualized Family Service Plans."	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 Committee on Preschool Special Education).
<b>Evaluation</b>	<p>The multidisciplinary evaluation must include:</p> <ul style="list-style-type: none"> <li>- An evaluation/assessment of the child's level of functioning in the following five (5) developmental domains: physical development, including vision and hearing; communication development; cognitive development, social-emotional development; and adaptive development.</li> <li>- A review of pertinent records related to the child's current health and medical status, with parental consent.</li> <li>- A parent interview about the family's resources, priorities and concerns related to the child's development and developmental progress.</li> <li>- An assessment of the child's unique needs in each developmental domain.</li> <li>- An evaluation of the transportation needs of the child.</li> <li>- A family-directed assessment if the family agrees to participate.</li> </ul>	<p>The individual evaluation must include:</p> <ul style="list-style-type: none"> <li>- a physical examination</li> <li>- an individual psychological evaluation</li> <li>- a social history</li> <li>- an observation of the student</li> <li>- other appropriate assessments as necessary to ascertain the factors which contribute to the suspected disabilities</li> <li>- a functional behavioral assessment for a student whose behavior impedes their learning or that of others.</li> </ul>
<b>Evaluators</b>	Parents choose an evaluator from a list of providers approved by the New York State Department of Health to provide early intervention evaluations.	Parents choose an evaluator from a list of evaluators approved by the New York State Education Department to provide preschool special education evaluations.
<b>Written Plan of Services</b>	Individualized Family Service Plan - A written plan is developed jointly by the Individualized Family Service Plan team, which includes the parent, Early Intervention Official, Service Coordinator, evaluator, and	Individualized Education Program - 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, which includes

Program Area	Early Intervention	Preschool Special Education
	<p>other participants invited by the parent. The written plan must include any services agreed upon by the team and a plan for the child upon transitioning out of early intervention services at their 3rd birthday.</p>	<p>the child's parent, a regular education teacher, a special education teacher, an additional parent of a child with a disability if requested by the parent, the Committee on Preschool Special Education 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>
<p><b>Review of Individual Programs</b></p>	<p>Individualized Family Service Plan outcomes and services must be reviewed at six-month intervals and more frequently if needed. The Individualized Family Service Plan must be evaluated annually to determine the degree to which progress toward achieving the outcomes is being made and whether there is a need to amend the Individualized Family Service Plan to modify or revise the services being provided or the anticipated outcomes.</p>	<p>Progress in meeting Individualized Education Program goals must be reviewed by the Committee on Preschool Special Education at least annually. The Committee on Preschool Special Education, with the parent(s), describes in the Individualized Education Program 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>
<p><b>Services</b></p>	<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-language therapy, social work, family counseling, family training, family support groups, psychological services, vision services, and nutrition services, as agreed to by participants in the Individualized Family Service Plan 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-language therapy.</p>
<p><b>Location of Services</b></p>	<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 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 Family and Community Engagement (FACE) Centers** Early Childhood Family and Community Engagement Centers are located throughout New York State. Early Childhood Family and Community Engagement Centers promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for children from birth to age 21.

For a complete list of Centers and contact information, please visit:

<https://www.nysed.gov/postsecondary-services/family-and-community-engagement>

2. **New York State Office for People with Developmental Disabilities (OPWDD):**

The New York State Office for People with Developmental Disabilities 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 Office for People with Developmental Disabilities Eligibility Determination for the Child:

- You can contact the Office for People with Developmental Disabilities Infoline at 866-946-9733 and ask them to transfer you to your local Front Door Office by telling the operator what county the child lives in.
- The first step to receiving assistance is to determine eligibility: <https://opwdd.ny.gov/eligibility>
- Work with Office for People with Developmental Disabilities 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 Office for People with Developmental Disabilities Transmittal Form and, if applicable, a signed consent form to release the child's assessment documentation.
- The Notification of Potential Eligibility to the Office for People With Developmental Disabilities can be found on page 8 of the "Notification to the Office for People With Developmental Disabilities (OPWDD) of a Child's Potential Eligibility for Services Tool Kit for Service Coordinators":  
[https://www.health.ny.gov/community/infants\\_children/early\\_intervention/docs/opwdd\\_service\\_coordination\\_tool\\_kit.pdf](https://www.health.ny.gov/community/infants_children/early_intervention/docs/opwdd_service_coordination_tool_kit.pdf)

Office For People with Developmental Disabilities' Main Website: <http://www.opwdd.ny.gov/>

3. **Health Home Serving Children (HHSC)**

The Medicaid **Health Home Serving Children** program serves children/youth from birth up to the age of 21 years old who meet two chronic conditions or a single qualifying condition and appropriateness criteria. More information can be found here:

[https://www.health.ny.gov/health\\_care/medicaid/program/medicaid\\_health\\_homes/hh\\_children/hh\\_early\\_intervention\\_guidance\\_may\\_2020.htm](https://www.health.ny.gov/health_care/medicaid/program/medicaid_health_homes/hh_children/hh_early_intervention_guidance_may_2020.htm)

You can find a Health Home that serves your county here:

[https://www.health.ny.gov/health\\_care/medicaid/program/medicaid\\_health\\_homes/hh\\_map/index.htm](https://www.health.ny.gov/health_care/medicaid/program/medicaid_health_homes/hh_map/index.htm)

The Medicaid **Children's Waiver (Home and Community Based Services)** program serves children/youth from birth up to the age of 21 years old who meet eligibility to receive Home and Community Based Services (HCBS) to prevent children/youth from hospitalization, residential care, and other higher levels of care or to return them to their community from higher levels of care. Health Home Serving Children provides the required care coordination services for children/youth who are enrolled in the Children's Waiver (HCBS) program. More information can be found here:

[https://www.health.ny.gov/health\\_care/medicaid/redesign/behavioral\\_health/children/1115\\_waiver\\_amend.htm](https://www.health.ny.gov/health_care/medicaid/redesign/behavioral_health/children/1115_waiver_amend.htm)

#### **4. 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:

<https://eclkc.ohs.acf.hhs.gov/>

#### **5. New York State Education Department (NYSED) 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:

<https://www.nysed.gov/special-education/special-education-quality-assurance-regional-offices>

Special Education in New York State for Children Ages 3-21: A Parent's Guide:

<https://www.nysed.gov/sites/default/files/programs/early-learning/a-resource-to-special-education-support-services.pdf>

#### **6. Child Care Resources - New York State Office of Children and Families (OCFS):**

Search for childcare: <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>