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## 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 (DOH-5809A)*. Provide parent with a copy of this form.
- Send written *Notification of Potential Eligibility to the Committee on Preschool Special Education (CPSE) Form (DOH-5089B)*, 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 (DOH-5809F)* and *Comparison of the Early Intervention Program (EIP) and Preschool Special Education*.
- 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.).

## **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) (DOH-5809D)*.

## **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 (DOH-5809E)*.
- 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.

## INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) TRANSITION PLAN GUIDANCE

### 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(a)(4)(i)-(v). The transition plan is required to be included in the Individualized Family Service Plan as per 69-4.11(a)(10)(xiii).

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.
3. The *Individualized Family Service Plan (IFSP) Transition Plan* 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.

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

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

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</b><br>Early Intervention Program Responsibilities   | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED DATE</b> | <b>DATE COMPLETED</b> | <b>RESULTS/CONCLUSIONS</b><br>Identify referrals made, letters sent, decisions made, etc. |
|---|--|---------------------------|-----------------------|-----------------------|---|
| 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: _____).   |                           |                       |                       |   |

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

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

|    | <b>TRANSITION STEPS</b><br>Early Intervention Program Responsibilities  | <b>PERSON RESPONSIBLE</b> | <b>PROJECTED DATE</b> | <b>DATE COMPLETED</b> | <b>RESULTS/CONCLUSIONS</b><br>Identify referrals made, letters sent, decisions made, etc. |
|----|---|---------------------------|-----------------------|-----------------------|---|
| 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.<br>Topics should include <b>a.</b> Differences between Committee on Preschool Special Education and Early Intervention Program services, <b>b.</b> Committee on Preschool Special Education evaluation/eligibility process, <b>c.</b> Eligibility criteria for Committee on Preschool Special Education services, <b>d.</b> Options for Committee on Preschool Special Education service delivery, <b>e.</b> 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, <b>f.</b> 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 (Please see step #11, a-f above).  |                           |                       |                       |   |
| 13 | Send the parent referral to the Committee on Preschool Special Education, with parental consent.  |                           |                       |                       |   |
| 14 | With parental consent, refer to other services and supports.  |                           |                       |                       |   |

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

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

| TRANSITION STEPS<br>Early Intervention Program Responsibilities |  | PERSON RESPONSIBLE | PROJECTED DATE | DATE COMPLETED | RESULTS/CONCLUSIONS<br>Identify referrals made, letters sent, decisions made, etc. |
|---|--|--------------------|----------------|----------------|--|
| 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: \_\_\_\_\_

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

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

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

## Transition Plan Family Outcomes Worksheet\*

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

|   | Transition Services to Support the Child and Family   | SPECIFIC ACTIONS TO BE TAKEN (i.e., what WILL be done - discuss, refer, call, visit, etc.) | PERSON(S) TO FACILITATE | PROJECTED DATE | DATE COMPLETED | RESULTS/CONCLUSIONS (i.e., what WAS done - referrals made, steps taken, etc.) |
|---|---|--|-------------------------|----------------|----------------|---|
| 1 | Assist the family to learn more about 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.  |  |                         |                |                |   |

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

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

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\*

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

|   | TRANSITION STEPS<br>Early Intervention Program Responsibilities  | PERSON RESPONSIBLE | PROJECTED DATE | DATE COMPLETED | RESULTS/CONCLUSIONS<br>Identify referrals made & response, letters sent, decisions made, etc. |
|---|--|--------------------|----------------|----------------|---|
| 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.<br><b>List the services and supports identified with the family:</b><br>_____<br>_____ |                    |                |                |   |
| 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)

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

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</b><br>(i.e., what WILL be done - discuss, refer, call, visit, etc.) | <b>PERSON(S) TO FACILITATE</b> | <b>PROJECTED DATE</b> | <b>DATE COMPLETED</b> | <b>RESULTS/CONCLUSIONS</b><br>(i.e., what WAS done - referrals made, steps taken, etc.) |
|----------|---|--|--------------------------------|-----------------------|-----------------------|---|
| <b>1</b> | 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. |  |                                |                       |                       |   |
| <b>2</b> | List referrals, including programs, services, and supports, as identified with the family.  |  |                                |                       |                       |   |
| <b>3</b> | Plan steps to help the child and family adjust to new services and settings.  |  |                                |                       |                       |   |
| <b>4</b> | Plan steps to prepare new program staff and providers for the child's transition.   |  |                                |                       |                       |   |
| <b>5</b> | Identify other transition services and activities needed to support the transition of the child.  |  |                                |                       |                       |   |

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

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

| PROGRAM AREA   | EARLY INTERVENTION  | PRESCHOOL SPECIAL EDUCATION   |
|--|---|---|
| <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, including Medicaid; however third-party insurance is no longer billed.   | No out-of-pocket costs to families. The use of third-party payment (using Medicaid or private insurance) is at the discretion of parents.   |
| <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).  |

| PROGRAM AREA                         | EARLY INTERVENTION  | 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>                    | <p>Parents choose an evaluator from a list of providers approved by the New York State Department of Health to provide early intervention evaluations.</p>  | <p>Parents choose an evaluator from a list of evaluators approved by the New York State Education Department to provide preschool special education evaluations.</p>   |
| <b>Written Plan of Services</b>      | <p><b>Individualized Family Service Plan</b></p> <p>A written plan is developed jointly by the Individualized Family Service Plan team, which includes the parent, Early Intervention Official, Service Coordinator, evaluator, and 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 third birthday.</p>  | <p><b>Individualized Education Program</b></p> <p>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 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> |
| <b>Review of Individual Programs</b> | <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>  |

| PROGRAM AREA         | EARLY INTERVENTION   | PRESCHOOL SPECIAL EDUCATION  |
|----------------------|--|--|
| Services             | 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. | 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. |
| Location of Services | 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.  | 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.   |

## 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>.