

Part C to B Transition: Understanding How Systems Impact Our Children and Families

May 2, 2022

Infant & Early Childhood Conference

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The mission of the Early Support for Infants And Toddlers (ESIT) Program is to build on family strengths by providing coordination, supports, resources and services to enhance the development of children with developmental delays or disabilities through everyday learning opportunities.

While we wait,
please introduce
yourself in the chat
box!



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; **and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.**



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Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



Building Bridges: From State-Region-Local Districts to families

Using the DCYF ESIT-OSPI Part C to B Interagency and Data Sharing Agreement.



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Early Childhood Transition Vision Statement

Promote the ongoing development and implementation of a *family-centered, statewide framework* that supports *coordinated, effective, equitable, and culturally and linguistically responsive* early childhood transitions from early intervention services (IDEA Part C) to preschool special education services (IDEA Part B) and/or the Early Childhood Education and Assistance Program (ECEAP), Head Start, other high quality early childhood settings.



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Early Intervention Provider Agency Considerations

What are some activities that can be implemented in collaboration with family members and preschool program practitioners that promote positive relationships?

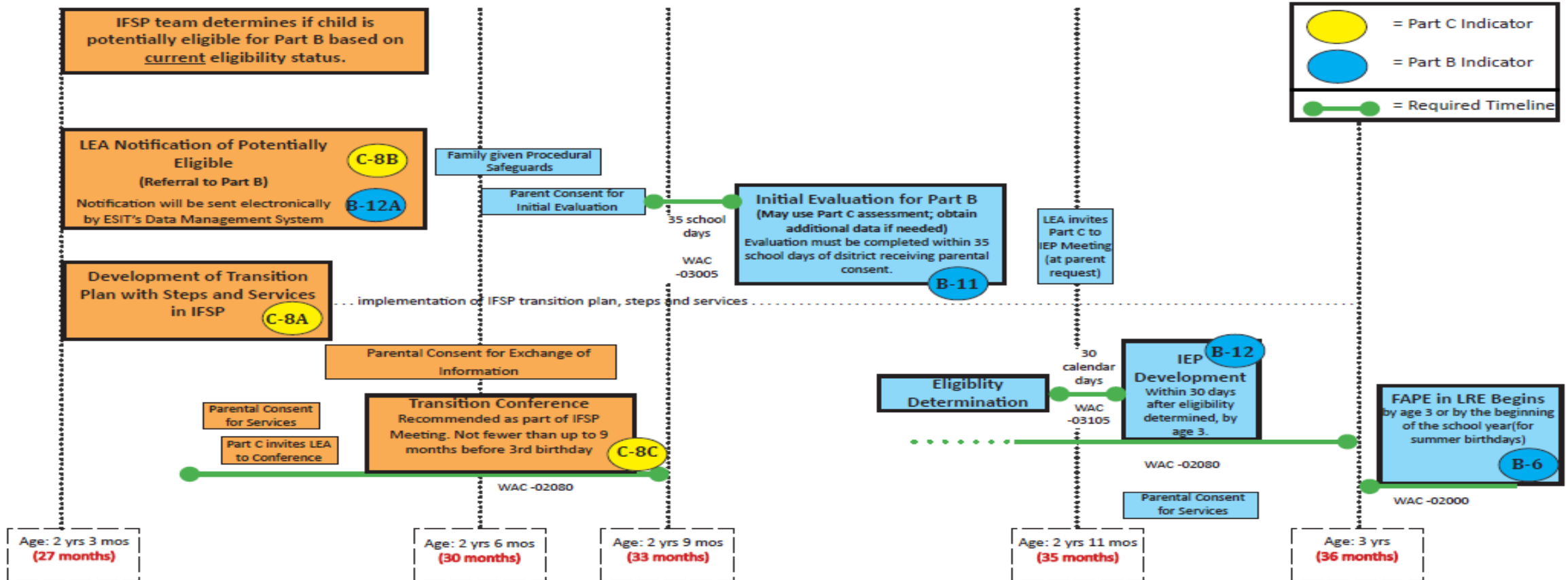
What are some activities that can be implemented in collaboration with family members and preschool program practitioners that promote child and family preparation?

What are some activities that can be implemented in collaboration with family members and preschool program practitioners that promote child and family adjustment to new settings and services?



Federal Early Childhood Transition Requirements

Early Childhood Transition from Part C to Part B Timeline Requirements adapted for Washington State



Developed by the National Early Childhood Technical Assistance Center

nectac in collaboration with WRRC for the Early Childhood Transition Initiative, Updated Apr 2011

What is the New Early Childhood Transition Parental Opt-Out Policy Being Drafted?

The ESIT Program operating under DCYF is requesting assistance to develop a new state policy to *support parental rights to exercise discretion to “opt-out”* of having their child (child’s name, birthdate, parent name, and contact) included in a monthly notification to OSPI and the resident school district.

This notification is a of listing all children who will be turning 3 years of age and may be “potentially eligible for IDEA Part B special education preschool services.”



Why is the New Early Childhood Transition Parental Opt-Out Policy Being Introduced?

In the **absence of a provision or option in state policy** to do otherwise, the ESIT Program is **obligated to notify resident school districts of all children who will be turning 3 years of age** and for whom their Individualized Family Service Plan (IFSP) Team has determined the child meets the state-identified criteria for being **“potentially eligible for IDEA Part B special education preschool services.”**



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Local District Considerations

Summary of Key Washington Administrative Code (WAC) Updates:

WAC 392-172A-03005 Referral and timelines for initial evaluations

WAC 392-172A-02080 Transition of children from the Part C program to preschool programs

WAC 392-172A-02055 Continuum of alternative placements

WAC 392-172A-02050 Least restrictive environment

District tools to strengthening relationships with families:

- Use the *Prior Written Notice*.
- Think outside the box.
- Utilize existing documentation & Community Partnerships.
- Remove barriers to language access.





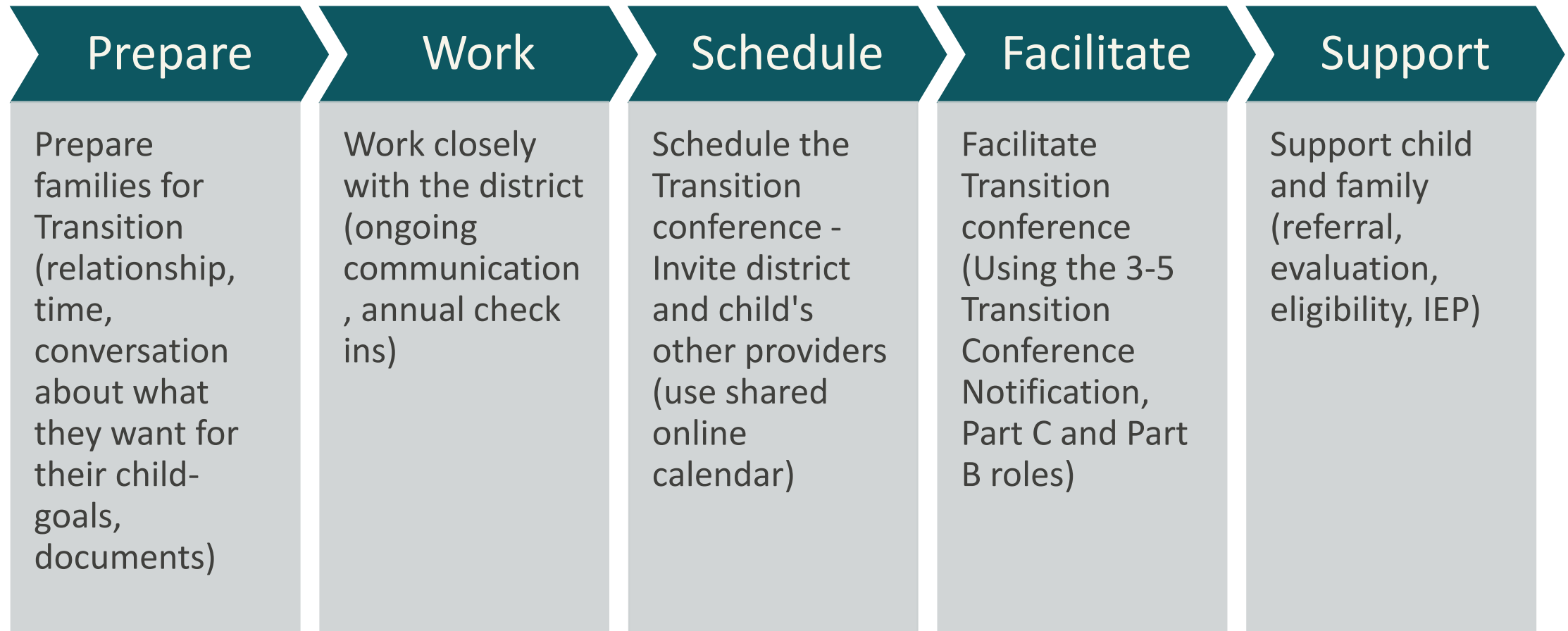
ESD 112 ESIT Provider Agency with Evergreen Public Schools:
Essential Components of a Successful Part C to B Transition Team

Essential Components of a Successful Transition Team

- Communication
- Trusting relationships
- Family engagement strategies



ESD 112 ESIT Provider Agency Action Steps



Creating Strong Internal Systems

Evergreen Public School B3 Transition Conference Days

Did you email Rhonda or Laura a calendar invite with day/time meeting is scheduled?

APRIL 2022		
		RI
	8:30	unav
	9:30	unav
	10:30	
	12:30	Unav
	1:30	
	2:30	Ryan ESD1

Summer - tbd		
	Rhonda	Laura
8:30		
9:30		
10:30		
12:30		
1:30		
2:30		

March/April/May - Transition conferences need to be held for kids with DOB in *June, July, Aug*

June - Transition conferences need to be held for all kids with DOB in *September*

July - Transition Conferences need to be held for all kids with DOB in *October, November*

December - Transition conferences need to be held for kids with DOB in *December, January*



Utilizing the **EPS** Special Education Flow Chart: What to Expect

1

Email from the school district indicates when families should be expecting to come in for our in-person evaluation

2

School District works on getting additional records to support the evaluation and eligibility determination

3

Special Education Flow Chart – emailed to families



Evergreen Public School
The Special Education Process starts with
Developmental Concerns:

Transition Meeting
 School District gathers information to share with the school team about parent and EI team concerns
(school district has 25 school days to address referral)

School District and Parent agree on completing a
Special Education Evaluation
Signed Consent to Evaluate obtained (school district has 35 school days or by 3rd birthday to finish the evaluation)

No Referral to School district
 School District/Parent concludes no evaluation is needed or Parent declines evaluation

Assessment Appointment:
 Appointments are scheduled based on professionals who need to evaluate the child
 (approx. 1-2 appointments)

Parent can access Community Preschool or Child Care options:

- **Head Start and ECEAP:**
EOCF (360) 567-2720
ESD 112 (360) 952-3466
ISNW (360)-823-5156
- **Child Care Aware:** 1-800-446-1114
<https://www.esd112.org/ece/child-care-aware/>

Eligibility Meeting:
 Review evaluation results
Eligibility (whether or not a student qualifies) and areas of recommended service are team decisions
 Eligibility is good for 3 years as long as the student continues to need the services

Continued Concerns in child's development contact:
 Childfind Screening: 360-604-6700 or
 Assessment Team: 360-604-3334

*If eligible for Individuals with Disabilities Education Act (IDEA):
 Special Education Services*

Not Eligible:
 Student not eligible for Special Education Services

Team drafts an
Individualized Education Program (IEP):
IEP meeting held following Eligibility Meeting
 Goals and service recommendations to address areas of delay
 IEP expires after 1 year, reviewed annually with IEP team.
Legal Documents, take to new school district if you move

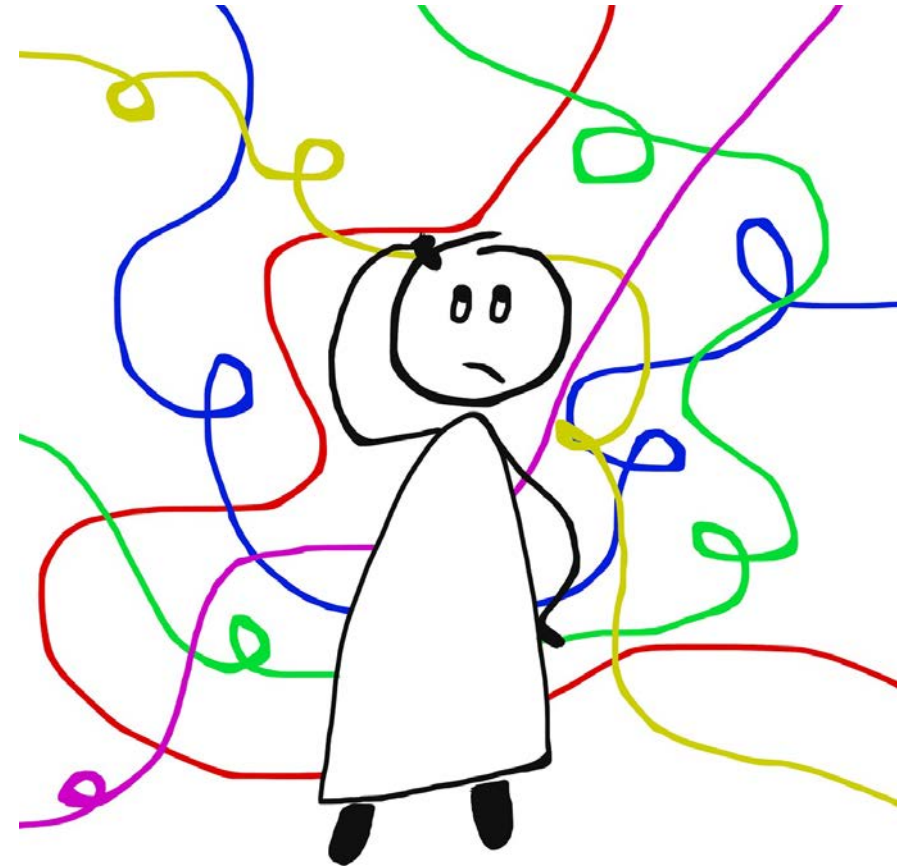
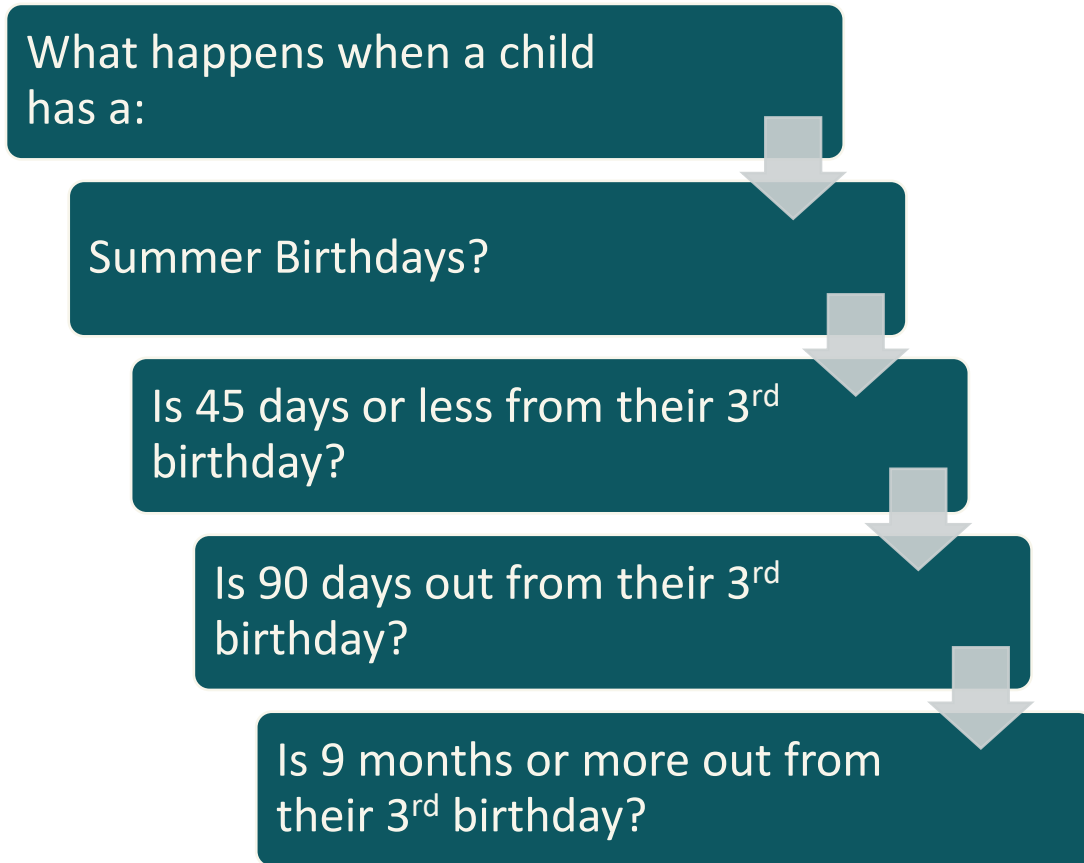
Child's level of need determines services and their Least Restrictive Environment
Services start when child turns 3 years old or by the beginning of the school year for summer birthdays.



Revised: 4/28/2022



Part C to B, IDEA, Referral Scenarios:



What Questions Do You Have?



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Thank You For All You Do!



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Supporting Documents



Photo by [Rod Long](#) on [Unsplash](#)

[Early Support for Infants and Toddlers\(link is external\)](#) (ESIT)

[Late Services-Provision and Documentation Practice Guide\(link is external\)](#) (ESIT, 7/19)

[Late Referrals to Part C](#) (NECTAC, 07/19)

[Transition Timeline](#) (NECTAC, 3/12/10)

[Early Childhood Special Education | OSPI \(www.k12.wa.us\)](#)

[Birth to Three Early Intervention – ESD 112](#)

[Evergreen Public Schools Special Education Department](#)

[ECSE-Summary-Key-WAC-Updates.pdf](#)

[Child Find Public Awareness Requirements under the Individuals with Disabilities Education Act \(IDEA\) \(www.k12.wa.us\)](#)



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Upcoming IECC ECSE Partner Sessions:

Monday Afternoon Session

[MP2: Unlocking the Mystery of the Pre-K Continuum](#)

Tuesday Morning Session

[TA1: Evidence-Based Practices: What Are They And Why Are They Important?](#)

Friday Morning Keynote

[FK: Friday Keynote: Taking a Dive Into Deep Culture: The Transformative Power of Indigenous Pedagogy](#)

Friday Afternoon Session

[FP1: The Transition Process: From Early Intervention Services to Age 3](#)



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Contact Us!

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