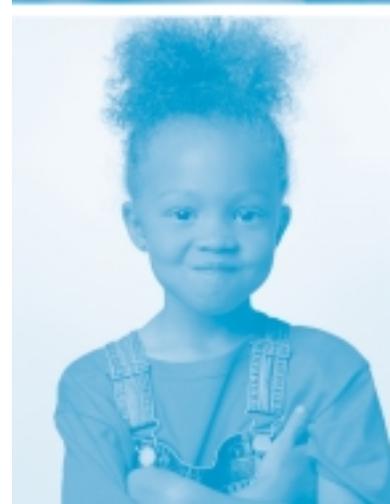


Transition at Age 3

Steps for Success

A guide for Georgia Children
with Disabilities, Their Families,
Babies Can't Wait Early Intervention Services,
Schools, and Community Programs



Activity/Age Timeline

At the initial Individualized Family Service Plan (IFSP) meeting, the Babies Can't Wait service coordinator will provide information about early intervention and what will happen when a child turns three years old.

Activity	Child's Age in Months												
	0	6	12	18	24	30	31	32	33	34	35	36	
Initial IFSP	0 to 35 months												
Initial IFSP Transition Planning Meeting													
Visit Program Options (Schools, Community Services, Head Start, etc.)													
Transition Planning Meeting													
Referral to Public Schools, with Parental Consent													
Evaluation by Public Schools													
Meeting to Determine Eligibility													
Individualized Education Program (IEP) Meeting													
IEP in Effect													

On 3rd Birthday

Transition Checklist

- 1. Child is referred to the Local Education Agency (LEA) at 2 years, 6 months of age, with parental consent.
- 2. A Transition Planning meeting has been held and a Transition Plan and a timeline of activities have been developed.
- 3. Parent(s) have visited Local Education Agency (LEA) preschool sites and/or other community program options for child.
- 4. All needed screenings and evaluations have been completed for the child, including vision, hearing and dental screenings.
- 5. Eligibility for special education services has been determined for the child.
- 6. Copies of the following records and information have been provided to the LEA:
 - a. Birth Certificate
 - b. Proof of Residence
 - c. Physical Exam
 - d. Shot (Immunization) Record
 - e. Social Security Number
 - f. Medicaid card (if applicable)
 - g. Emergency Contact (family members, doctor, special instructions in case of an emergency, etc.)
 - h. Babies Can't Wait program records
 - i. Other Preschool program records
 - j. Hospital, Clinic, or Medical Records (if applicable)
- 7. If child is not eligible for special education services from the LEA, other options have been discussed with the service coordinator and/or the LEA personnel.
- 8. Child's Individualized Education Program (IEP) meeting has been held and goals for the coming year have been set.
- 9. Placement for child has been determined, based on child's IEP.
- 10. If needed, transportation has been arranged.
- 11. Parent(s) have met and talked with child's new teacher(s) and therapist(s).

This checklist may be useful for families and service coordinators to keep track of what steps have taken place.

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October 1, 2004

MEMORANDUM

TO: Parents of infants, toddlers, and preschoolers with special needs
Babies Can't Wait personnel and providers
Local education agency personnel
Community agencies serving young children in Georgia

FROM: Marlene R. Bryer, Interim Director
Division for Exceptional Students

Stephanie Moss, Director
Division of Public Health, Babies Can't Wait

SUBJECT: Transition at Three, A Joint Position Statement

It gives us great pleasure to provide you with a copy of the ***Transition at Age 3 - Steps for Success*** guide. This guide focuses on the transition from Early Intervention/Babies Can't Wait (birth to three services) into preschool services and other options for children ages three to five. It was developed to support families, the Babies Can't Wait Early Intervention Program, schools, and community programs in meeting the federal and state requirements under the Individuals with Disabilities Education Act (IDEA) for transition of children at age three. ***Transition at Age 3*** provides guiding principles, recommended practices, and tools to promote smooth and effective transitions for all young children and their families. The guide has been developed through the joint efforts of Babies Can't Wait and the Division for Exceptional Students staff, district and local personnel, Babies Can't Wait Parent Educators, the Division for Exceptional Students Parent Mentors, the State Interagency Coordinating Council for Babies Can't Wait, and the State Advisory Panel for Special Education.

It is the position of both Babies Can't Wait and the Division for Exceptional Students that collaboration and open communication throughout the transition process is critical and must occur in order to support each child and family. Further, for children who are determined to be not eligible for special education services, it is the responsibility of both Babies Can't Wait and the Local Education Agency (LEA) to provide information and assistance to families in locating and supporting the identification and referral to potential appropriate placements for those young children. Under the Individuals with Disabilities Education Act, transition from Part C should be planned and supported, regardless of the services or settings where a child moves to upon his or her third birthday. ***Transition at Age 3*** should be used to encourage practices that benefit children with developmental delays or disabilities, children without disabilities, families, Babies Can't Wait, local schools, and each local community in Georgia. It is the hope of the Division of Public Health Babies Can't Wait program and the Division for Exceptional Students that this guide will help to clarify the transition process and the roles and responsibilities of personnel working with each child and family.

For more information contact:

Division for Exceptional Students
Georgia Department of Education
1870 Twin Towers East
Atlanta, Georgia 30334
Tel (404) 656-3963
Fax (404) 651-6457
www.doe.k12.ga.us/curriculum/exceptional

Babies Can't Wait
Office of Children with Special Needs
Family Health Branch
Division of Public Health
Georgia Department of Human Resources
2 Peachtree Street NW #11-206
Atlanta, GA 30303
(404) 657-2726
Fax: (404) 657-2763
<http://health.state.ga.us/program/bcw/>

Transition at Age 3

No later than the third birthday, eligible children with developmental delays transition from Babies Can't Wait Early Intervention services to public educational services and/or community services. This guide is a tool to assist everyone involved to plan together to make informed decisions and to help make this transition smooth and effective. Families, Babies Can't Wait Early Intervention staff, school staff, and community programs make this transition together, one step at a time. This transition occurs because early intervention services for infants and toddlers, from birth through age two, and their families are covered under different provisions (Part C) of the Individuals with Disabilities Education Act (IDEA), than special education and related services for children ages three through 21 (Part B). Legally, these are different programs, covered by different regulations within the IDEA. For children birth through age two and their families, services are provided through the Individualized Family Service Plan (IFSP), and cost may be associated with specific services. For children 3-21 years of age, services are provided through an Individualized Education Program (IEP) under Part B of the IDEA at no cost to families. Part B of the IDEA law ensures a free and appropriate public education (FAPE) for children with disabilities.

This guide is designed to serve as a practical tool to support families, the Babies Can't Wait Early Intervention System, schools and community programs in smooth and effective transitions for Georgia's children with developmental delays as they reach their third birthday. All information in this guide may be copied and reproduced for use.

This guide was adapted from the following resources:

1. Transition at Age 3, Steps for Success Transition Guide. Oklahoma State Department of Education, 2001.
2. Early Childhood Transitions in North Carolina. North Carolina Interagency Coordinating Council Transition Committee, 2001.
3. Steps to Transition. State of Hawaii Interagency Transition Team, 2001.
4. The Early Childhood Transition Process. Louisiana Department of Education, 2003.
5. Moving On. The Transition at Age Three Subcommittee of the Vermont Early Childhood Work Group, 2001.
6. Individuals with Disabilities Education Act Amendments of 1997 (Public Law 105-17).
7. Georgia Babies Can't Wait Standards and Implementation Manual.
8. Georgia State Department of Education Rules.

If a family chooses not to participate in Part B services when the child first turns three, the family can pursue services at a later date by contacting their local school system. For contact information about public schools in Georgia, by county, see http://www.doe.k12.ga.us/_dbs/schools/public.asp or contact the Department of Education at (404) 656-2800 or (800) 311-3627.

Step 1: Transition Planning

Once a child is enrolled in Georgia's Babies Can't Wait system, transition planning begins regardless of the age of the child. Transition planning is an ongoing process. The child's service coordinator discusses options with families and helps them gather information about transition options in their community.

Transition planning helps families, early intervention staff, community service providers, and local school staff make the transition process as smooth as possible. Transition planning happens in many ways: through informal discussions, scheduled meetings, transition "fairs" and other events.

To Plan Ahead...

The family will –

- Talk about transition with Babies Can't Wait staff;
- Discuss roles and responsibilities of all team members involved in transition;
- Consider talking with friends or other community resources to learn about transition options;
- Explore community options, including the local school system; and
- Consider giving written permission to Babies Can't Wait to refer their child to the preschool special education programs and/or other community options.

Babies Can't Wait will –

- Offer the family information about transition options and related community resources;
- Answer questions the family has about transition;
- Obtain permission from the family to refer their child to an early childhood special education program or other community resources; and
- Schedule a transition planning meeting with the family and the early childhood special education program or other community services at least 90 days before the child's third birthday.



Step 2: Visiting Program Options

Child's Age: 24-33 Months

An important step for any family when preparing for transition from Babies Can't Wait is to visit different programs to learn about where three-year-old children are served in each community. Families who visit existing school and community programs have the opportunities to see different types of environments that may be available after the child reaches his/her third birthday. Community and school program settings for preschool-aged children with disabilities include those settings designed for children without disabilities. These environments allow children with disabilities to participate in meaningful activities and create opportunities that may help children achieve age-appropriate abilities and skills. The Americans with Disabilities Act (ADA) prohibits the exclusion of any child with a disability from a childcare or preschool setting based upon a condition resulting from the child's disability. For example, a program that requires children to be toilet-trained cannot exclude a child with a disability that is not toilet-trained due to that child's condition or disability.

To Plan Ahead. . .

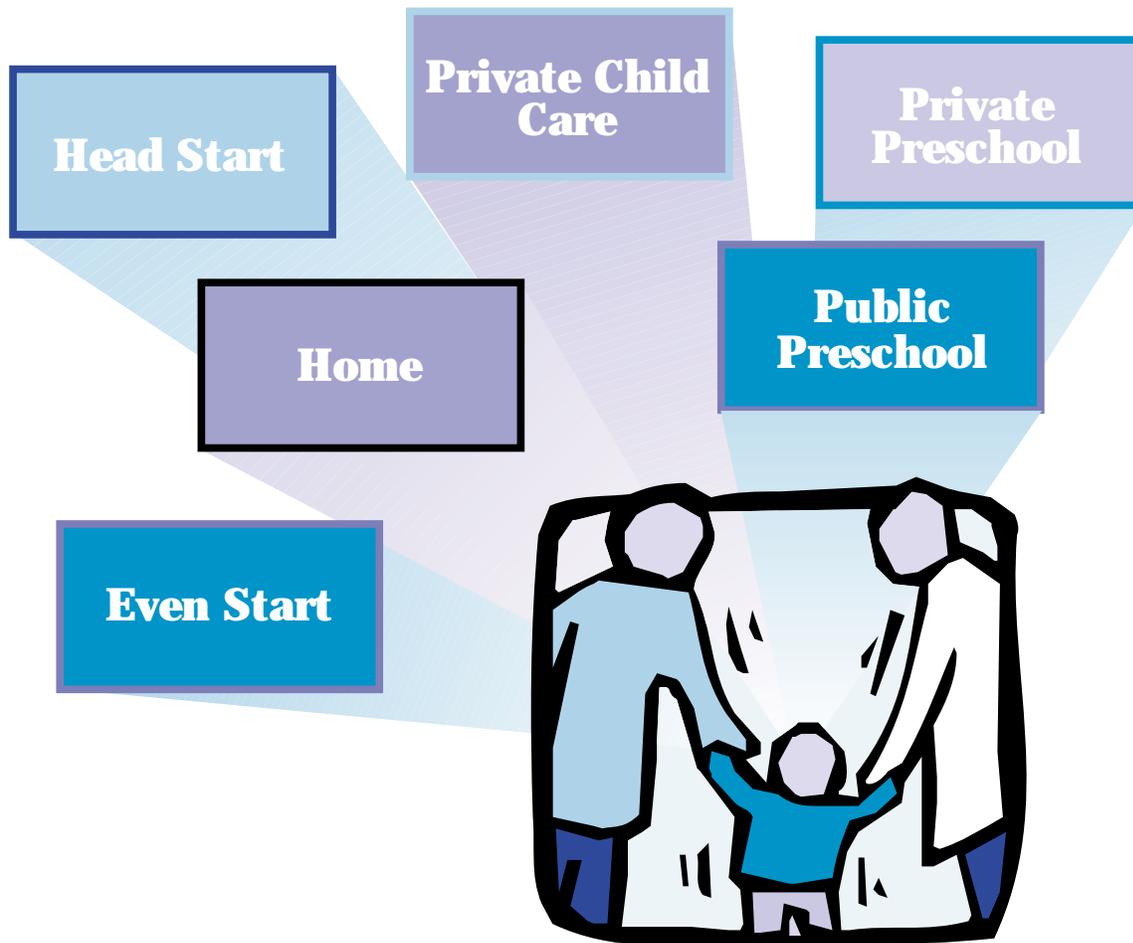
The family will –

- Gather written information or fact sheets about various programs;
- Make an appointment to visit the programs;
- Consider whether they want Babies Can't Wait staff or others to go with them;
- Visit at the time scheduled;
- When arriving, check in at the office;
- Come with questions to ask school or program staff;
- Schedule a time to talk with the teacher or other staff if unable to do so during the visit; and
- Ask about enrollment procedures.

Babies Can't Wait will –

- Discuss a variety of program options available in the community;
- Be knowledgeable about community resources for children at age three; and
- Provide contact information.

What Are the Options?



Some questions to consider . . .

- What do we hope and dream for our child?
- Where would our child be if he or she did not have a developmental delay or disability?
- Where do we want our child to play and learn with other children in age-appropriate settings?
- What does our child need now to grow and develop?
- Do we want to share information with the local school system?
- What information do we want to share?

What are Some Options for Your Child, Ages 3-5?

Child Care

Child Care Center

Any place operated by a person, society, agency, corporation, institution, or group where pay is received for group care for 19 or more children under 18 years of age.

Family Child Care

A private residence operated by any person who receives pay for supervision and care for 3 – 6 children under 18 years of age who are not related to such person and whose parents or guardians are not residents in the same private residence.

Group Child Care Homes

Any place operated by any person or group who receives pay for supervision and care for 7 - 18 children under 18 years of age.

Early Childhood Setting

This includes preschoolers who receive all of their special education and related services in educational programs designed primarily for children without disabilities. No education or related services are provided in separate special education settings. This may include, but is not limited to:

- Regular kindergarten classes;
- Public or private preschools;
- Head Start Centers;
- Child care facilities;
- Preschool classes offered to an eligible pre-kindergarten population by the public school system;
- Home/early childhood combinations; and
- Other combinations of early childhood settings.

Home

This includes preschoolers who receive all of their special education and related services in the principal residence of the child's family or caregivers.

Itinerant Services Outside the Home

This includes preschoolers who receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (that is, no more than three hours per week). These services may be provided individually or to a small group of children. This may include, but is not limited to, speech instruction up to three hours per week in a school, hospital, or other community-based setting.

Part-time Early Childhood/Part-time Early Childhood Special Education Setting

This includes preschoolers who receive services in multiple settings such that:

- (1) General and special education and related services are provided at home or in educational programs designed primarily for children without disabilities; and
- (2) Special education and related services are provided in programs designed primarily for children with disabilities.

This may include, but is not limited to:

- Home/early childhood special education combinations;
- Head Start;
- Child care;
- Nursery school facilities;
- Hospital facilities on an outpatient basis;
- Other community-based settings with special education provided outside of the regular class;
- Regular kindergarten classes with special education provided outside of the regular class;
- Separate school/early childhood combinations; and
- Residential facility/early childhood combinations.

Head Start and Early Head Start

These 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. www.georgiaheadstart.org

Georgia Pre-Kindergarten (Pre-K) Program

The Georgia Pre-K Program was established in 1993 to provide Georgia four-year-old children with high-quality preschool experiences. This program is funded by the Georgia Lottery for Education and serves over 65,000 children annually. The Pre-K program is available to four year olds who are age four by September 1 of the school year in which they enroll. Pre-K classes are offered in private and public settings such as public schools and private child care learning centers. www.decal.state.ga.us/preKprogram1.html

Georgia PINES

The Georgia Parent Infant Network for Educational Services (PINES) is a statewide early intervention program for families of children birth to five years of age with a suspected or diagnosed hearing impairment and/or visual impairment and/or sensory impaired with multiple disabilities. Families receive information and training to assist their children to develop to their potential across all areas of development. www.gapines.net

Georgia Sensory Assistance Project

The Georgia Sensory Assistance Project provides technical assistance to children and youth with deaf blindness from birth through 21 years of age and to their families and service providers. Technical assistance may include: in-home consultation, school consultation, family support, networking, demonstration site development, inservice training, weekend retreats, summer institutes, parent workshops, professional training workshops, loaner equipment and materials bank, material and monograph development, statewide advisory program, referrals to other agencies, and resources. Services may be requested by families of children and youth with deaf blindness, school personnel, and individuals/agencies providing services to children and youth with deaf blindness. <http://education.gsu.edu/grogiadeafblindproj/> or call (404) 657-1262.

Home School Study Programs

Home schooling is a training method by which parents educate their children at home according to guidelines and requirements set up for that purpose. A home school is a school in which parents teach their children an academic curriculum at home instead of sending them to a public or private school. For information about home school requirements in Georgia, see www.doe.k12.ga.us/schools/homeschools.asp



Private Preschool

A private school is one that is founded, conducted, and maintained by a private group rather than by the government, usually supported by endowment and charging tuition and often following a particular philosophy or viewpoint. For information, by county, about private schools in Georgia, see www.doe.k12.ga.us/_dbs/schools/private.asp

Private Therapy Services

Private therapy services are those services supported by public or private insurance, private pay, scholarships, and/or other non-public fund sources. Private therapy services may be provided in clinic or home/community settings and may be instead of or in addition to services provided by Babies Can't Wait or the Local Education Agency.

What Do the Future Options for Children Look Like?

Many families like to visit community preschools, Head Start programs, childcare centers, and preschools located in public schools when thinking about transition. When visiting program options, it can be helpful to picture your child as part of the group.

Consider these questions when evaluating possible options:

- Do the children appear happy? Are they actively involved with materials and each other?
- Does the program appear to match the way your child learns?
- How is communication encouraged?
- Does the program appear to compliment your family's values and cultural traditions?
- Do program staff appear open to suggestions from families and others? How are families involved?
- Would your child be in this program if he/she did not have a developmental delay or disability?
- What is the ratio of adults to children in the program?
- What is the ratio of children with delays or disabilities to children who are typically developing?
- Is the travel time to the program reasonable to the child and family?
- Will the arrangement of the room allow the child to move about freely? Is there room for any equipment a child may need?
- Are therapy services that a child may need incorporated into program activities?
- What are the program hours? Are they reasonable for the child and family?
- For group activities, do children sit on the floor or in chairs? Can the child join the group easily?
- Do the children eat while at the program? If yes, is food provided? Can meals and eating area be modified as needed for the child?

Step 3: Transition Meeting

Child's Age: 30-33 Months

If the family chooses to be referred for Part B special education and related services, Babies Can't Wait will convene a meeting between current providers, the family, and representatives from local school system and community programs. This meeting will occur in a location agreeable to all team members. The purpose of this conference is to plan for the child's smooth and effective transition. The transition meeting is an opportunity to consider range of options for the child and family. Those options include the home, community programs (day care, private preschool), or the local school system. If the family has chosen the local school system for services, they may provide evaluation results from outside sources, which will be reviewed to identify what, if any, additional information is needed.

Who attends a transition meeting?

The transition planning meeting may include, but is not limited to:

- The parent(s), surrogate parent(s), or legal guardian(s);
- Babies Can't Wait early intervention service coordinator;
- One (or more as appropriate) of the professionals who are providing services to the child and family;
- A representative from the local school system; and
- Other future service providers, as appropriate.



Why is a transition meeting necessary?

The transition meeting is designed to help families know what lies ahead and what they can do to make the process move smoothly.

At the transition meeting the following _____ can be expected...

The family will –

- Share hopes and dreams for their child;
- Receive parental rights information;
- Ask questions about anything that is unclear;
- Sign appropriate forms;
- Ask for more time, if needed, to review information before signing forms;
- Participate in the transition planning process; and
- Participate in planning where any further evaluation procedures will occur.

Babies Can't Wait will –

- Arrange the transition planning meeting in a location agreeable to all team members;
- Send current evaluation results, and other records promptly if the family provides written consent;
- Share all Babies Can't Wait records released by the family; and
- Revise the IFSP as necessary based on the results of the conference.

The Local School System will –

- Discuss parents' rights in special education;
- Listen to the family's goals and concerns about the transition;
- Review existing evaluation and assessment results;
- Determine whether additional information will be needed; and
- Plan how to obtain additional evaluation and assessment information across a variety of environments in a timely manner.



Participating as a Transition Planning Team Member

An important step in planning for transition is deciding who will be involved and who will serve as members of the transition team. The team will work together to develop a transition plan, and prepare for the change in programs when the child turns three. Transition team members should include family members, local school system representatives, Babies Can't Wait staff, representatives from other community programs or services (such as child care provider, private preschool, etc.) and anyone that the family invites to participate, such as child care providers, grandparents, neighbors, and friends.

FAMILY

Name	Relationship to child	Telephone Number
-------------	------------------------------	-------------------------

CURRENT PROGRAMS AND SERVICES

Name	Role	Telephone Number
-------------	-------------	-------------------------

POTENTIAL NEW PROGRAMS AND SERVICES

OTHERS WHO FAMILIES CHOOSE TO INVITE

Being Part of a Team

Building a relationship takes time, effort, trust, mutual respect, and communication. Here are some tips for working on a team that may help everyone involved work together as they plan for transition.

- ***Treat each member of the team as an equal.***

Remember that each team member brings different expertise, values and resources.

- ***Seek information.***

It is okay to say, “I don’t know,” “I don’t understand,” or to ask for assistance or more information.

- ***Share information that will help team members understand everyone’s opinions.***

Do not be afraid to state an opinion, ask and answer questions, and discuss priorities.

- ***Listen to each member of the team.***

Try to identify the reasons for each person’s specific needs or recommendations.

- ***Recognize parents/family members as experts on their child.***

- ***Brainstorm and generate multiple suggestions to address each issue discussed and identify the pros and cons of all suggestions before selecting one.***

- ***Remember that differences of opinion are okay and are to be expected.***

Team meetings are an opportunity to listen to all points of view, evaluate options, and make decisions. It’s okay to request additional time to review information prior to making decisions.



Step 4: School District Determination of Eligibility

Child's Age: 33-36 months

The local school system is responsible for ensuring the determination of eligibility for the IDEA, Part B services. A team of qualified Part B professionals and the parents of the child will make this determination. The IEP meeting may occur at the same time, or the two may occur at separate times. The family has the option to invite anyone they consider to have knowledge or special expertise regarding their child to an IEP meeting with the local school.

Areas Included in the “Comprehensive” Evaluation under Part B:

- √ Hearing and vision screening
- √ Health and medical history
- √ Developmental history
- √ Cognitive development
- √ Physical development
- √ Adaptive development
- √ Social and emotional development
- √ Communication development
- √ Present levels of performance in various settings during age-appropriate activities

IDEA Part B Eligibility Criteria

When a family chooses to refer their child to the local school system for services, the school system must conduct a full and individual evaluation to determine if the child is eligible for services under Part B of IDEA. Preschool children ages three through five may meet the eligibility criteria for any of Georgia's categories of eligibility. This includes Significant Developmental Delay (SDD). Section 160-4-7-.02 of the Georgia Department of Education Special Education rules contains the Categories of Eligibility and can be viewed at:

http://www.doe.k12.ga.us/_documents/doe/legalservices/160-4-7-.02.pdf

If the child is eligible for services, an Individualized Education Program (IEP) must be written on or before the child's third birthday in order to ensure continuity of services. Services are provided in the least restrictive environment (LRE). This refers to the extent the child will participate with typically developing children in regular activities or classes.

If a child turns three during the summer months and is found eligible to receive services, the IEP team will determine when services will begin. If the team decides a child needs services immediately, the child can receive services during the remainder of the summer under extended school year (ESY). If a child turns three during the summer and the IEP team decides the child does not need services immediately, then services will start when the next school year begins.

If a child turns three during the summer months (June, July, or August), Babies Can't Wait may provide service coordination, if needed, to assist the family with medical/health or other needs which might be met by the community during the period from the third birthday until August 31st or when the IEP begins, whichever comes first. This need must be documented in the transition plan. Service coordination is the only service that may be funded by Babies Can't Wait for a child after the child's third birthday.

For more information or to view the Georgia Department of Education Special Education rules, see: www.doe.k12.ga.us/curriculum/exceptional/rules.asp

When Eligibility is Being Determined for Part B...

The family will –

- Be part of the eligibility team;
- Communicate with the local school system to schedule any additional evaluations; and
- Receive a copy of the evaluation report and documentation of eligibility determination.

Babies Can't Wait will --

- Follow up with the local school system regarding evaluation and assessment results and other information, questions, and concerns; and
- Support transition to other services if a child is determined ineligible for Part B services.

The local school system will --

- Invite the parents to meet with a group of qualified professionals to determine whether the child is eligible under Part B;
- Consider all information supplied by the family and Babies Can't Wait for determining eligibility, including any available independent evaluations;
- Identify what, if any, additional information is necessary to determine whether the child is eligible; and
- Conduct any further required evaluations.

When Children are not Eligible for Part B

If a child is not eligible for Part B special education services, the team will look at other options, including programs and services that may be available to support the child's growth and development. The Babies Can't Wait service coordinator and the local school system personnel will assist families in becoming familiar with options in the community. If a family chooses to place their child in a community-based setting, the local education agency/school district is not responsible for payment for that program.



Step 5: The IEP Meeting

Child's Age: 34 - 36 Months

When a child qualifies for special education and related services under Part B of the IDEA, the IEP team determines the appropriate services. The IEP meeting brings together the family, teachers, administrative personnel, and related service providers to put identified goals into writing. Family members are a very important part of the IEP team. The family shares information about the child's current activities, their hopes for the child, and what activities they would like the child to work on during the next year (refer to chart on page 28). These priorities could be addressed through goals and objectives or benchmarks on the IEP. The goals chosen for the child should fit into everyday routines and help the child to become more independent in learning, living, and playing in different environments.

Together, the IEP team members will decide:

1. The goals and short-term objectives or benchmarks with the highest priority;
2. What transportation and/or other related services (such as occupational therapy, physical therapy, or speech-language services) are needed to reach these goals and short-term objectives or benchmarks; and
3. The least restrictive environment (LRE)/location in which the child can best meet the goals and short-term objectives or benchmarks.

Parents or team members may include written comments or concerns on the IEP. Meetings can be rescheduled if families or other team members have concerns about any of the goals and objectives, proposed services, or where those services will be delivered. Written parental consent must be provided prior to implementation of the initial IEP. If parents are in disagreement with the IEP team's proposed action and do not consent to initial placement, they may request a mediation and/or a due process hearing.

THE CHILD'S IEP TEAM

Name	Area of Specialty	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

At the IEP Meeting...

The family will –

- Describe the child's current and anticipated activities;
- Discuss concerns for their child's educational needs;
- Share ideas for goals and short-term objectives;
- Discuss options for services in the least restrictive environment;
- Sign the IEP if in agreement; and
- Sign consent for initial placement, if in agreement.

The local school system will—

- Discuss the child's present developmental levels and what developmental growth can be expected;
- Share ideas for goals and short-term objectives;
- Discuss options for services in the least restrictive environment;
- Record the plan on the IEP forms;
- Inform the parents how they will be regularly informed of their child's progress;
- Arrange for IEP services to be implemented; and
- Provide the parents with a copy of the IEP.

Babies Can't Wait will --

- Attend the IEP meeting if invited; and
- Share ideas for goals and short-term objectives.



Continuum of Services for Young Children in Part B

The disability category of a preschool-aged child should not determine the location or services to be provided to meet the child's needs. Services should be individually determined based upon the IEP team's consideration of a child's present levels of performance, abilities, and needs rather than a categorical disability. The IEP team will consider what services are necessary to carry out the goals, objectives or benchmarks for the child to benefit from the IEP. Preschool children shall be educated in the environments that the children would participate in if nondisabled, to the maximum extent appropriate. Supports may be needed such as training for the staff, changes in surroundings or equipment, or specially chosen materials in order to help the child learn in the new environment.

Unless the IEP requires some other arrangement, location of Part B services must be

- As close as possible to the child's home,
- In the school the child would attend if nondisabled, and
- A team decision.

For example, at age three, a child who has been successfully participating in a community preschool with typically developing peers should not automatically be placed in a public preschool with children who all have developmental delays. The time for making the decision about where services will be provided is at the IEP meeting, after the IEP goals have been written and LRE program options have been explored.



Step 6: Putting the IEP into Action

Child's Age: 36 months

After the IEP has been written and services determined, it's time to put the program into action. This is an exciting time of new beginnings for the child and family. As with anything new, many questions will arise. It's important for all members of the IEP team to face these issues together, share information, and make decisions that are in the best interest of the child.

Topics to be reviewed...

- Health records and immunization
- Transportation arrangements
- Special equipment
- Medications
- Special diet
- Staff orientation or training
- Those involved in caring for the child
- Emergency contacts and procedures
- Other unique needs and special factors

Questions Families May Ask About the New Program

- Can we do a trial run on the bus or van?
- What school supplies will my child need?
- Are meals and snacks provided?
- Does the teacher understand the times when my child will need special help?
- What types of discipline are used?
- When and how does the teacher prefer to communicate with parents?
- What activities are there for families at the new program?
- What personal supplies should the family provide for their child (such as diapers, extra clothes, wipes)?
- Can parents observe?

Other issues that may be discussed at this step include planning for the child's first days in the new program and finding ways to make those transitional days happy and successful. This may require visits to the new program, practice bus or van rides, or bringing a familiar toy from home. As the team works together, each member will think of many creative ideas to help the child enjoy the step ahead.

The key to assuring a good beginning is close communication among all who know and care for the child. If problems arise, they too should be discussed in an atmosphere of openness and respect.

Questions Children May Ask

- What is school like?
- Who are all these people?
- Can someone I know stay with me for a while?
- Can I play with all these toys?
- Can I bring my blanket to school?
- What if I get tired or hungry?
- Who will help me?

To Put the IEP into Action...

The family will –

- Ask questions;
- Help staff at the new program understand the child;
- Continue to communicate with the child's team about helping the child be happy and successful in the new program; and
- Help the child feel excited about this transition.

Babies Can't Wait will –

- Ask questions;
- Share information with the family and the child's new team; and
- Help the child prepare for the new services.

Receiving Program will –

- Ask questions;
- Arrange for the IEP to be carried out;
- Continue to communicate with the family and service providers; and
- Welcome the child and family.

At this Point...

The team has worked through the transition process. The child and family have moved from Babies Can't Wait Part C services.

All transitions are more successful when families and service providers work through the process together, sharing their views of the child and their creative ideas. This will help to make a free and appropriate public education a reality for every child and family.



Parental Rights in the Schools

The Law Says...

The IDEA Amendments of 1997 provide certain rights for parents of a child with a developmental delay or disability. It is very important for parents or guardians to be fully aware of these rights. If at any point the parents or guardians are uncertain about their rights, they can contact the local school system or the State Department of Education. Other sources of information are listed below. No member of the team is required to sign any agreement until the member understands what it means for the child. In brief, parental rights under the IDEA, Part B (for children ages 3-21) include the following:

Prior Notice – Parents or guardians must be provided written notice at a reasonable time before any agency evaluates, reevaluates, or places the child in special education. Parents or guardians must be notified before any action is taken or refused that may change the child's identification, placement, or provision of a free appropriate public education.

Parental Consent – Parents or guardians must agree in writing before the school initially evaluates or serves the child in special education.

Parent Participation – Parents or guardians must be consulted about the child's educational program and invited to participate in IEP meetings and decisions. Meetings must be scheduled at times convenient for all members of the team to attend. Communication must be in the parent's or guardian's native language or other mode of communication (such as sign language, Braille, or oral communication).

Educational Evaluation – Procedures which are used, in accordance with Federal and State requirements, to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.



Access to Records – Parents or guardians may examine and have access to all of the child’s education records. Parents will receive copies of evaluation results, documentation of eligibility decisions, and Individualized Education Programs (IEP).

Confidentiality of Information – The information maintained and used by the local school system regarding the child must be kept confidential.

Mediation and Due Process– If parents or guardians and the school cannot agree on the evaluation, the identification, the placement, and/or the provision of a free appropriate education for the child, both the parents or guardians and the school have the right to seek mediation to settle this difference of opinion. Mediation is a voluntary process and is provided at no cost to parents and school system. Through mediation, both parties participate in putting an agreement together and must approve the agreement. An impartial due process hearing is a formal procedure conducted by an impartial hearing officer. Hearing officers listen to the presentation of relevant views about the complaint or disagreement, examine all information related to the issues, and provide a written decision in response to the information presented.

Sources of Information About Parental Rights

- Local Special Education Director
- Georgia State Department of Education (404) 656-3963
- Parent to Parent of Georgia- (800) 229-2038
- Georgia Advocacy Office - <http://www.thegao.org/> (404) 885-1234; (800) 537-2329; (770) 414-2948.
- Parent and Training Information (877) 553-IDEA (4332) Toll Free for Parents

For contact information about public schools in Georgia, by county, see http://www.doe.k12.ga.us/_dbs/schools/public.asp or contact the Department of Education at (404) 656-2800 or (800) 311-3627.

For more information or to view the Georgia Department of Education Special Education rules, see: <http://www.doe.k12.ga.us/curriculum/exceptional/rules.asp>

These sources of information about procedural rights do not replace the notice of procedural safeguards and parental rights under Part B provided by the local school.

A Look At My Child's Development _____

Area of Development	Some Things My Child Knows or Already Does in This Area	Some Things I Would Like My Child to Learn/Do in This Area
PLAY – sharing, taking turns, and playing by self and with others		
LANGUAGE – expressing needs, following directions, listening, concepts such as up, down, in, out		
DRESSING – taking clothes off and putting on, zipping, buttoning		
TOILETING – sitting on or standing at the toilet, time scheduling, toilet training, wiping, washing hands		
READING – looking at pictures, listening to stories, favorite characters, asking questions		
MEALS – type of bottle or cup used, eating with utensils, eating a variety of foods, table manners		
THINKING – naming colors, sorting, solving problems, matching		
MOVING – crawling, pulling to stand, walking, running, playing ball		
SOCIAL – interacting with others, showing affection or comfort toward others, participating in group activities		
BEHAVIOR PATTERNS – sleeping patterns, ability to stay modulated (calm)		
MEDICAL CONCERNS – health issues, allergies		
OTHER – please list		

Adapted from: Hains, A.H., Rosenkoetter, S.E. & Fowler, S.A. (1991). Transition planning with families in early intervention programs. *Infants and Young Children*, 3(4), 38-37.

A Guide for Sharing Information with Receiving Programs During Transition

Child's Name: _____ Date of Birth: _____

Parents or guardians: _____

Child's address: _____

Primary family contact name: _____

Telephone Number: work: _____ home: _____

Date of Transition: _____

Program and services prior to transition on third birthday? _____

Describe your child:

What are some activities your child enjoys doing the most?

What are some things that are most difficult for your child to do or learn?

What are some ways you help your child with these difficult things?

Describe the types of rewards that work best for your child.

What types of limit-setting or guidance works best with your child?

What has been your most frustrating or challenging experience with your child?

What are your goals and dreams for your child?

Frequently-Asked Questions

About Transitions

Transition Preparation

Q: Who makes the first contact with the local school system (LSS) about a child who will be transitioning from Babies Can't Wait (BCW)?

A: The BCW Service Coordinator will make the referral to the LSS six months prior to the child's third birthday, if the family gives informed, written parental consent. The referral may include: identifying information on the child and child's parent(s); current IFSP; evaluation and assessment information; and other relevant information from the Early Intervention (EI) record regarding the child's services. If the family does not give informed, written consent for referral, the BCW Service Coordinator will continue to discuss transition options and referral options with the family frequently, documenting each conversation and discussion about referrals and transition in the child's BCW record.

Q: What, if any, information can BCW personnel give to the LSS about children who will be turning three without parental consent?

A: In an effort to assist the LSS in adequately planning for children who may be entering their system, BCW will provide at least yearly, the numbers and diagnoses of children currently in BCW who will turn three during the specified time frame. BCW and the LSS should jointly decide the timelines for sending and receiving this information. (Example: In larger districts, it may be necessary to share information with the LSS more than once a year.)

Q: What general information can BCW personnel give to parents about services in the LSS? How do BCW personnel learn about such services?

A: The LSS can provide general information about their program to BCW personnel for the purpose of dissemination to parents in the programs. Local Interagency Coordinating Councils (LICCs) may also be an avenue for information exchange.

Q: How can BCW personnel and service coordinators learn more about services available through the LSS?

A: In order to learn more about the services which may be available through the LSS, BCW personnel and service coordinators may attend joint meetings and training sessions with LSS personnel, may have LSS representatives provide information at BCW meetings, may have opportunities to work closely with LSS representatives through the Local Interagency Coordinating Councils (LICCs), and may observe classes and services offered by the LSS.

Q: What documents are in place for the parent(s) to give or deny permission to turn over personally identifiable information to the LSS? Who documents this information?

A: The BCW Service Coordinator is responsible for discussing transition options with the family, including the LSS, and will have the parent(s) give consent in writing to either refer/not refer to the LSS or other community options. The BCW Individualized Family Service Plan (IFSP) document page 5 is one place where parent(s) must consent or decline in writing to have their child referred to the LSS. Additionally, parent(s) must give informed, written consent using a standardized Release of Information form, in order to allow BCW to release pertinent records and identifiable information to the LSS.

Transition Meeting And Plan

Q: When must the transition meeting occur?

A: If the child has been referred to the LSS, the meeting with the LSS must occur, with parent approval, at least 90 days prior to the child's third birthday. If the child is transitioning to other community services, BCW must make all reasonable efforts, with the approval of the parent, to convene a meeting with other potential, appropriate service providers.

Q: Who is required to be at the initial transition planning meeting? How can we assure that all parties attend the initial transition planning meeting?

A: The child's parent(s), the BCW Service Coordinator, and a representative from the LSS are required to attend all initial transition meetings (service providers should be invited to attend, if appropriate). The initial transition meeting should occur at a mutually agreed upon time and notice should be sent to all parties at least 10 calendar days prior to the meeting in order for all participants to attend.

Q: What topics should be covered in the initial transition meeting?

A: Topics covered at the initial transition meeting should address parent questions and concerns and include: information about the child including current eligibility, assessments, and present level of performance, information needed to determine eligibility in the LSS, what actions are needed to facilitate the transition, and who will complete the actions.

Q: What documents can be completed at the transition meeting?

A: The transition plan includes the steps necessary to ensure a smooth and effective transition for the child and family. This plan is always completed at the transition meeting. In addition, the LSS should present and obtain the forms necessary to move forward with the evaluation process. This could include securing parent signature on the consent for evaluation form so that a date and time for evaluation can be determined, signing releases for additional information determined necessary, and other LSS forms that may be required. As in IFSP/IEP meetings, notes/minutes should be taken and kept in the child's record.

Q: Which agency is responsible for completing a hearing and vision screening and developmental testing for the child going through transition?

A: It is ultimately the LSS's responsibility to ensure that a hearing and vision screening is completed prior to conducting the evaluation for eligibility. Methods for procuring the hearing and vision screening should be discussed and determined as part of the transition meeting.

Collaboration between LSS and BCW will ensure that the screening is conducted in a timely manner and does not delay the transition process. It is the responsibility of the LSS to conduct developmental testing necessary for Part B eligibility determination. Documentation, evaluation reports, progress notes and summaries, and other assessment information may be provided by BCW and service providers, with informed written parental consent, to assist the LSS in determining a child's current levels of developmental functioning and eligibility for LSS services.

Q: Which agency is responsible for providing interpretation and translation services in the family's native language to ensure understanding of parental rights and the transition process?

A: It is ultimately the LSS's responsibility to ensure that parental consent and involvement in the transition process is facilitated through the use of an interpreter when necessary. Methods for procuring the necessary interpretation and/or translation services should be discussed and determined as part of the transition meeting. Collaboration between LSS and BCW will ensure that these supports are in place in a timely manner and do not delay the transition process.

Q: What does a transition plan look like for a child who will be transitioning to the LSS or other community programs?

A: The transition plan should be in writing and should have signatures of those attending the meeting. The transition plan must include the follow-

ing steps to be taken to support the transition of the child and family: discussion of potential future placement options; procedures to prepare the child for changes in service delivery; and referral and transmission of information about the child to the LSS, with written, informed parental/legal guardian consent.

Q: If a child, who is younger than three, is being served by the LSS preschool program under an IEP, is the IFSP still in effect and/or should the child still be served by BCW?

A: No, an eligible child may have an IFSP or an IEP in effect but not both, and may only be served by one program.

Q: How are summer services through the LSS determined?

A: Extended school year (ESY) services are determined through the IEP process. To make this decision, the IEP team must review relevant information, such as data on regression and recoupment, emerging skills, movement toward completing critical skills, and behavioral concerns. If the review of this information warrants the provision of ESY services, the IEP team must develop goals and objectives, based upon the IFSP document. This IEP will go into effect during the summer period.

Q: Who pays for ESY services when a child turns three during that time period?

A: If, in developing the IEP for a child who turns three during the summer, the IEP team determines that the child is in need of extended school year (ESY) services, then the LSS must provide those services.

Q: If a child turns three during the summer and an IEP is in place, but will not start until the school year begins, can the child continue to receive services through BCW until the start of the school year?

A: If the child is a Medicaid eligible child and is receiving Medicaid reimbursable services under BCW, the Medicaid reimbursable services may be continued through the summer months until the IEP goes into effect if the child has a physician's plan under Medicaid. The need for a physician's plan should be discussed and planned for during the transition meeting.

The BCW Service Coordinator can assist the family with this process and continue to provide service coordination as documented in the transition plan, until August 31st or the IEP begins. Service coordination may only be provided for children whose third birthdays fall during June, July, or August. BCW cannot pay for any services other than service coordination for any child over three years old.

Timelines

Q: When must an IEP be in place for a young child who is eligible for services?

A: For a child who is transitioning from BCW to the LSS, an IEP must be in place by the child's third birthday. However, that timeline may be extended if the referral from BCW occurs less than 60 days from the child's third birthday.

Q: When does the LSS timeline for completion of an IEP start for a child?

A: The LSS timeline begins when the parent signs the consent for evaluation for the LSS. Once consent is signed, the LSS has 60 calendar days during the time that school is in session to complete the evaluation, eligibility, and IEP process for the child. It is the responsibility of the LSS to make reasonable efforts to have these forms completed so that the evaluation, eligibility and IEP process can be completed by the child's third birthday. However, if this is not possible, the LSS should document attempts made to assure FAPE.

Q: What is the timeline for evaluation and placement when the initial referral to the LSS comes very close to the third birthday?

A: If the initial referral from BCW to the LSS comes more than 60 days before the child's third birthday, the IEP must be in place by the third birthday. If the initial referral occurs less than 60 days from the child's third birthday, the LSS has 60 days to evaluate, determine eligibility, and complete the IEP.



Terms You Need to Know

Adaptive development – Self-care skills such as dressing, eating, and toileting.

Advocacy – Trying to assure that the services that are appropriate for the child are received.

Assessment – Examination of the child's performance and development. This information is useful for program planning. The planning process may or may not result in special education and services.

Assistive technology—Includes devices and services. Assistive technology devices include any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Assistive technology services include any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.

Babies Can't Wait (BCW) – The name for Georgia's statewide early intervention (IDEA, Part C) system.

Benchmarks/Objectives—Describes the amount of progress a child is expected to make within specific segments of the year.

Cognitive development – Thinking, understanding, and problem solving.

Communication – Talking, gesturing, or signing; listening and understanding.

Community programs – For preschool-aged children, community programs include any setting in the community where the child may participate in activities with same age peers.

Determination of Eligibility Form (DOE) – A form used by Babies Can't Wait to document evaluation results and eligibility for IDEA, Part C services.

Due process – The legal procedures or steps available to protect the educational rights of the child/student and family.

Eligibility – The criteria used to determine if a child qualifies for early intervention or special education and related services.

Extended school year services (ESY) – Under Part B of IDEA, the IEP team must consider these services, at least once a year, during the development of the child's IEP. If the child qualifies, these services occur when school is typically not in session, during the summer months for example.

Evaluation – The process used to determine eligibility. In IDEA, Part B services, this also refers to assessment (see definition above).

Even Start – The purpose of the Even Start Family Literacy Program is to help break the cycle of poverty and illiteracy by improving educational opportunities for families. This is accomplished by integrating early childhood education, adult literacy and adult basic education, and parenting education into a unified literacy program. The program is voluntary and based on the philosophy that parents are their children's first and most important teachers.

Goals/Outcomes – Broad, general target areas of skill development written by the IFSP or IEP team.

Individuals with Disabilities Education Act (IDEA) – The federal law that provides the regulations for early intervention, and special education and related services for children birth through age 21. Part B outlines services for children ages three through 21 and Part C outlines services for children birth to age three and their families.

IEP meeting – A time when the family meets with representatives from the local school district to plan for the child's individualized education program (IEP).

Inclusion Coordinators – Inclusion coordinators provide ongoing support, training and technical assistance to families who have children with special needs and the childcare providers that serve them.

Individualized Education Program – A written statement of special education and related services that meets the unique needs of a child with a disability. The IEP is developed, reviewed and revised in a meeting by an appropriately staffed IEP team, including the child's parents.

Individualized Family Service Plan (IFSP) – A written plan designed to meet the individual needs of an infant or toddler and family.

Intervention – All of the efforts made on behalf of the child to help the child function in the environments where children grow and learn.

Least restrictive environment (LRE) – Children with disabilities are educated to the maximum extent appropriate with children who are not disabled.

Mediation – A voluntary process of resolving disputes with the assistance of an outside third party with no cost to either party. Either a parent or the school district can request mediation.

Natural Environment – The day-to-day settings where learning occurs for all children, identified by families as they talk about their lives. These include playgrounds, grocery stores, the child’s home, and other locations in the “real world”.

Physical development – Movement, gross and fine motor.

Placement – Describes the services and location for a child who qualifies for Part B services of IDEA.

Procedural safeguards – All rights that are guaranteed to the parent and child with a disability under IDEA.

Receiving programs – Any program(s) in which a child may receive services after turning age three.

Referral – A written request for a child to be individually tested to determine whether the child has an educational disability and needs specially designed instruction and related services.

Related services – Related services are supportive services required under Part B of the IDEA to assist children with disabilities to participate in education, or, in the case of preschool-aged children, developmentally appropriate activities. Related services for a child are discussed during the IEP meeting. Examples of related services include assistive technology services and devices, special transportation arrangements, occupational therapy, physical therapy, and speech language services. When children qualify for special education services under Part B of IDEA, the IEP team decides what related services are appropriate and necessary for the child, regardless of the identified areas of delay.

Section 504 of the Rehabilitation Act of 1973 – An act that provides that public entities cannot discriminate based on disability and must provide accommodations if an individual has a physical or mental impairment that substantially limits one or more of the major life activities.

Section 619 of Part B of the IDEA – The federal regulations for special education and related services for children ages three through five.

Short-term objectives – Breaking the skills described in an annual goal down into discrete parts.

Significant Developmental Delay (SDD) – A category used by Babies Can't Wait Early Intervention under IDEA, Part C. Also, an eligibility category under IDEA, Part B services as defined by the Georgia Rules for Special Education.

Special Education – Means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

Social-emotional development – Getting along with others, regulating emotions, and awareness of self.

Transition Meeting – A meeting of the family, representatives from IDEA, Part C (early intervention services) and others who will be working with the child and family after the child leaves Babies Can't Wait. This can include staff from the local school, Head Start staff, staff from the local day care center, or anyone else who will be working with the family. These individuals meet to begin discussions to make specific plans for the child, and to ensure a smooth and effective transition on or before the child's third birthday.



Common Abbreviations and Acronyms

<i>ADA</i>	Americans with Disabilities Act
<i>ADD</i>	Attention Deficit Disorder
<i>ADHD</i>	Attention Deficit Hyperactivity Disorder
<i>ASL</i>	American Sign Language
<i>AT</i>	Assistive Technology
<i>BCW</i>	Babies Can't Wait
<i>BD</i>	Behavior Disorder
<i>CA</i>	Chronological Age
<i>CP</i>	Cerebral Palsy
<i>D/B</i>	Deaf/Blind
<i>DA</i>	Developmental Age
<i>DAP</i>	Developmentally Appropriate Practice
<i>DD</i>	Developmental Delay or Developmental Disability
<i>DES</i>	Division for Exceptional Students (within the Department of Education)
<i>DFCS</i>	Department of Family and Children Services
<i>D/HH</i>	Deaf/Hard of Hearing
<i>DHR</i>	Department of Human Resources
<i>DPH</i>	Division of Public Health
<i>DMHDDAD</i>	Division of Mental Health, Developmental Disabilities, and Addictive Disorders
<i>DOE</i>	Department of Education
<i>EBD</i>	Emotional and Behavioral Disorder
<i>EI</i>	Early Intervention (0-2 years)

<i>EPSDT</i>	Early and Periodic Screening, Diagnosis and Treatment (also known as Health Check in Georgia)
<i>ESL</i>	English as a Second Language
<i>ESY</i>	Extended School Year
<i>FAPE</i>	Free Appropriate Public Education
<i>FERPA</i>	Family Education Rights and Privacy Act
<i>GAO</i>	Georgia Advocacy Office
<i>GLRS</i>	Georgia Learning Resource System
<i>HI</i>	Hearing Impaired
<i>HIPAA</i>	Health Insurance Portability and Accountability Act
<i>IDEA</i>	Individuals with Disabilities Education Act
<i>IEP</i>	Individual Educational Program
<i>IFSP</i>	Individual Family Service Plan
<i>LEA</i>	Local Education Agency (also known as Local School System)
<i>LICC</i>	Local Interagency Coordinating Council
<i>LRE</i>	Least Restrictive Environment
<i>LSS</i>	Local School System (also known as Local Education Agency)
<i>MD</i>	Multiple Disabilities
<i>MDT</i>	Multidisciplinary Team
<i>MID</i>	Mild Intellectual Disability
<i>MOID</i>	Moderate Intellectual Disability
<i>OHI</i>	Other Health Impairment
<i>OI</i>	Orthopedic Impairment
<i>OT</i>	Occupational Therapy or Occupational Therapist

<i>Part B</i>	Part of IDEA that regulates educational services to children with disabilities ages 3-21
<i>Part C</i>	Part of IDEA that regulates services to children with disabilities ages birth to 36 months (formerly Part H)
<i>PID</i>	Profound Intellectual Disability
<i>PT</i>	Physical Therapy or Physical Therapist
<i>PEPPAC</i>	Parents Educating Parents & Professionals for All Children
<i>RESA</i>	Regional Education Services Agency
<i>SAP</i>	State Advisory Panel
<i>SDD</i>	Significant Developmental Delay (ages 3-7)
<i>SI</i>	Speech-Language Impairment
<i>SICC</i>	State Interagency Coordinating Council
<i>SID</i>	Severe Intellectual Disability
<i>SLD</i>	Specific Learning Disability
<i>SLP</i>	Speech-Language Pathologist
<i>TBI</i>	Traumatic Brain Injury
<i>VI</i>	Visual Impairment



Recommended Readings

Starting School By Janet and Allan Ahlberg

This is a general picture book and story about the first four months of school, showing children doing some typical and some less typical school activities.

Published by Puffin; ISBN: 0140508430.

Amigos en Escuela/Friends at School By Rochelle Burnett

This book, available in both English and Spanish, shows children of different abilities working and playing together at school.

Published by Star Bright Books; ISBN: 1887734155.

Will I Have a Friend? By Miriam Cohen

A book about the first day of school. Pictures include a typical integrated kindergarten.

Published by Alladin Paperbacks; ISBN: 0689713339.

My First Day at School By P.K. Halliman

Traces a typical first day at school. Pictures include a typical integrated classroom.

Published by Ideals Children's Books; ISBN: 0824985338.

Let's Care about Sharing By P.K. Halliman

Encourages children to share toys and feelings and to play with each other.

Published by Ideals Children's Books; ISBN: 1571021051.

A Rainbow of Friends By P.K. Halliman

A book about acceptance of others.

Published by Ideals Children's Books; ISBN: 0824986539.

Nick Joins In By Joe Lasker

A more serious book for children ages 4-8 about some concerns children have when a child in a wheelchair joins their class.

Published by Albert Whitman & Co.; ISBN: 0807556122.

Timothy Goes to School By Rosemary Wells

Timothy learns about making friends at school. Part of the story is about a boy who is less accepting of others and how Timothy copes with this.

Published by EP Dutton; ISBN: 0140547150.

NOTE: *If you can't find these books at your local library or bookstore, you may be able to order them. Providing the publisher and ISBN number can help bookstores or libraries in ordering.*

What are Some Georgia Resources That Might Be Helpful to You?

ARC of Georgia

The ARC of Georgia provides unified advocacy so that individuals with developmental disabilities (infants through seniors) and their families achieve valued lives through full, productive and dignified participation in their communities. For more information, see www.arcga.org/index.html or call (404) 634-5512.

Atlanta Alliance on Developmental Disabilities (AADD)

The mission of the AADD is to build communities of support, acceptance, and opportunity for children, adults, and families living with developmental disabilities. AADD provides information and referral services, educational services, advocacy and public policy, recreation, and prevention services. AADD sponsors Partners in Policymaking, an innovative leadership and advocacy training opportunity designed to involve and empower people with developmental disabilities, parents of young children with disabilities, and other family members. For more information, see: www.aadd.org/ or call (404) 881-9777; TTY Users: (800) 255-0056 (Georgia Relay Center); Voice: (800) 255-0135; STS English: (800) 229-5746; STS Spanish: (866) 260-9470.

Babies Can't Wait Parent Educators

Parent Educators work through Project SCEIs (Skilled Credentialed Early Interventionists) and local health district offices. Each Parent Educator is the parent of a child with disabilities who has received early intervention services. Parent Educators know about Babies Can't Wait policies; the laws, rules, regulations, and policies regarding education for young children with disabilities; the IFSP; transition planning; and multicultural issues. Parent Educators also present a parent/ family perspective at the state level. Additional information about Parent Educators is available at:

http://education.gsu.edu/sceis/Parent_Education.htm

Bright from the Start: Georgia Department of Early Care and Learning

Created in 2004 by the Georgia Legislature in order to enhance early learning and education in Georgia, the Department administers Georgia's Pre-K program, licenses center-based and home-based child care, administers federal nutrition programs, distributes federal grants, houses the Head Start Collaboration Office, coordinates the functions of the Georgia Child Care Council, distributes federal Even Start dollars for early literacy, and works collaboratively with Smart Start Georgia. For more information, see: www.decal.state.ga.us or call (404) 656-5957.

Children 1st

Children 1st provides families with a single point of entry into a wide range of public health and community programs. The focus is on children ranging from birth to five years of age, because the earliest years in life are critical to a child's development. Children 1st provides family support and addresses

conditions in a child's environment that may negatively impact that child's overall well being. Children who are at risk for poor health and environmental outcomes are provided with a Children 1st family assessment, which usually takes place in the family's home. After needs are identified, Children 1st assists the family with resources to meet their needs. Referrals are made to other programs and services to support the child and the family.

Contact information for Children 1st offices throughout the state can be found at: <http://health.state.ga.us/pdfs/familyhealth/childrenfirst/districtcoordinator.0603.pdf>

Children's Medical Services

Children's Medical Services provides a community-based, family-focused, care coordinated, culturally appropriate, comprehensive system of medical/health care for eligible children, birth to 21, with chronic medical conditions. Eligibility for the program includes medical and financial requirements. Contact information for Children's Medical Services offices throughout the state can be found at: <http://health.state.ga.us/pdfs/familyhealth/csncoordinator.2004.pdf>

Child Care Resource and Referral Agencies of Georgia The Inclusion Project

This program provides resources and referrals for childcare options for Georgia families who have children with special needs. Parents and childcare providers have access to training and/or technical assistance, resources to support inclusion and links to other agencies that work with children who have special needs. The Inclusion Project is funded by The Georgia Child Care Council using the Federal Child Care Development Block Grant. A list of the Inclusion Coordinators can be found at www.ganet.org/gccc/disabilities/inclusion_coordinators.html

Department of Community Health Division of Medical Assistance

The Division of Medical Assistance, within the Department of Community Health, administers the Medicaid program, which provides health care for people who are aged, blind, disabled or indigent and also administers the PeachCare for Kids children's health insurance program. www.communityhealth.state.ga.us/ or (404) 656-4507.

Department of Education Parent Mentors

The Parent Mentor initiative is spearheaded by the Department of Education's Division for Exceptional Students. Parent mentors are mothers and fathers of one or more children with special learning and/or physical needs. They work within the school system by trying to build bridges between home and school. For more information about Parent Mentors, see www.parentmentors.org

Division of Family & Children Services (DFCS)

The Division of Family & Children Services, within the Department of Human Resources administers programs offering emergency food assistance, energy assistance, food stamps, subsidized child care, and Temporary

Assistance for Needy Families (TANF). In addition, DFCS provides foster care programs, refugee resettlement services, child and adult protective services, and adoption services. For more information about DFCS, see <http://.dfcs.dhr.georgia.gov> or call (404) 657-6316.

Even Start Family Literacy Program

Even Start provides funds to help break the cycle of poverty and illiteracy by improving educational opportunities of low income families by integrating early childhood education, adult literacy and parenting education into a unified family literacy program. You may check with the local school system to locate individual schools receiving this federal grant.

Family Connections

Family Connection Collaboratives are a network of communities that have made a commitment to improve results for children and families in Georgia. Each collaborative is a public/private partnership that serves as the local decision-making body for its community. Collaborative members include area business and educational leaders, local elected officials, faith-based and civic organizations, public and private service providers, families, and other concerned citizens. Each collaborative develops a plan with strategies to improve results in five areas, including healthy children, children ready for school, children succeeding in school, strong families, and self-sufficient families. For more information, see www.gafcp.org/ or call (404) 527-7394.

Georgia Advocacy Office (GAO)

The Georgia Advocacy Office (GAO) is a private non-profit corporation. Its mission is to work with and for oppressed and vulnerable individuals in Georgia who are labeled as disabled or mentally ill to secure their protection and advocacy. GAO's work is mandated by Congress, and GAO has been designated by Georgia as the agency to implement Protection and Advocacy within the state. The Parent Leadership Support Project (PLSP) is a four-month training program coordinated by the Georgia Advocacy Office (GAO) consisting of weekly presentations given by leading educational and legal experts. The PLSP is designed to assist parents of children with disabilities to master the information and skills necessary to secure education opportunities to which all children are entitled. The goals of the project are to train advocates and enable Georgia parents of children with disabilities and other concerned citizens to master information, and negotiate systems in order to secure the educational opportunities that are mandated for children with disabilities; to support grassroots parent leadership efforts; and to sustain shared learning among advocates. For more information or to contact GAO, see www.thegao.org/ or call (404) 885-1234; (800) 537-2329; (770) 414-2948.

Georgia Head Start Program

Head Start is a national program that provides comprehensive developmental services for low-income preschool children and their families. Head Start programs serve 3, 4 and 5-year-old children in 33 different programs covering 157 of Georgia's 159 counties. Head Start addresses developmental

goals for children; employment and self-sufficiency goals for adults, and support for parents in their work and in their roles as parents. For more information, see www.georgiaheadstart.org or call (770) 841-9913.

Georgia Learning Resource System (GLRS)

The Georgia Learning Resources System (GLRS) is a statewide network of 17 resource centers offering free services to parents and educators of students with disabilities. Services include a loan library of instructional materials, software, and equipment; parent and teacher training and workshops; materials production areas; and referral and information resources. For more information or to locate the GLRS center in your area, see: www.glr.org/ or call (404) 657-9958.

Georgia Office of the Commissioner of Insurance Consumer Services

The Consumer Services Division of the Department of Insurance is the consumer assistance and investigative arm of the Office of Commissioner of Insurance. Investigators are available to assist Georgia citizens who have general questions or concerns about any phase of the insurance process including marketing, underwriting and claims. For more information, see www.gainsurance.org/ or call (404) 656-2070.

Georgia Pre-K Program

The Georgia Prekindergarten Program was established in 1993 to provide Georgia's four-year-old children with high-quality preschool experiences. This program, funded by the Georgia Lottery for Education, seeks to provide four year olds with the learning experiences they need in order to prepare for kindergarten. For more information, see: www.dec.state.ga.us or call 1-888-4GA-PREK (1-888-442-7735).

Georgia Training, Resources, Action & Information Network (GTRAIN)

A collaboration of parent organizations throughout Georgia working together to support individuals with disabilities, birth to 22 years of age, with disabilities and their families through a statewide network of parent leadership and mentoring.

Governors Council on Developmental Disabilities

The Governor's Council on Developmental Disabilities is the state planning council created by a federal mandate through the Developmental Disabilities Act. The Council is charged with creating systems change for people with developmental disabilities and their families to increase independence, inclusion, integration, and productivity for people with disabilities through such activities as public policy research, analysis and reform, project demonstrations, and education and training. For more information, see

www.gcdd.org/index.html or contact (404) 657-2126; TDD (404) 657-2133; Toll Free Inside Georgia: 1-888-ASK-GCDD (1-888-275-4233).

Parent to Parent of Georgia

Parent to Parent of Georgia provides resources, supports, and referrals through a toll free number that is accessible statewide and is answered by counselors who have access to and maintain a Special Needs Database of over 7000 disability resources throughout the state. The database is also available and searchable via the Internet. Parent to Parent provides services statewide with staff in Albany, Atlanta, Augusta, Macon, Statesboro and Valdosta. There are over 2,000 active supporting parents statewide who are available to provide support to families requesting assistance. Technical assistance services are available and have been provided for support groups, new supporting parents, and for specific support efforts for Spanish-speaking families of children with special needs. For more information, see www.parenttoparentofga.org or call (770) 451-5484 or Toll-free: (800) 229-2038.

Parents Educating Parents and Professionals for All Children (PEPPAC)

Georgia's Parent Training and Information Center, which is part of the national network of parent centers supported by the U. S. Department of Education. Georgia's center provides parent workshops throughout the state and offers assistance to parents with educational concerns. For more information, see www.peppinc.org or call (770) 577-7771 or (404) 241-4498.

PeachCare for Kids

Georgia's State Child Health Insurance Program providing free or low-cost health insurance providing comprehensive health care to children through the age of 18 who do not qualify for Medicaid and live in households with incomes at or below 235% of the federal poverty level. This means a family of three can earn over \$35,000 a year and a family of four can earn \$42,000 a year. To apply, call 1-877-GA-PEACH (1-877-427-3224) or apply online at www.peachcare.org/dehome.asp

Smart Start Georgia

This program was previously known as the Georgia Early Learning Initiative (GELI), is a public-private partnership committed to increasing the quality of childcare. Smart Start initiatives including The Early Childhood Educators Incentives Program provide tiered reimbursement and technical assistance to childcare providers and teachers. These programs are designed to raise the quality of childcare services within Georgia. For more information, see www.smartstartga.org

What are Some National Resources That Might Be Helpful to You?

Educator's Reference Desk {formerly Educational Resources Information Center (ERIC)}

- a national information system funded by the U.S. Department of Education's Institute of Education Sciences to provide access to education literature and resources. <http://www.eric.ed.gov/> or <http://www.eduref.org/>

Family Voices

A national grassroots network of families and friends that advocates for health care services that are family-centered, community-based, comprehensive, coordinated and culturally competent for all children and youth with special health care needs; promotes the inclusion of all families as decision makers at all levels of health care; and supports essential partnerships between families and professionals. <http://www.familyvoices.org/> or (505) 872-4774 or (888) 835-5669.

National Dissemination Center for Children with Disabilities {formerly National Information Center for Children and Youth with Disabilities (NICHCY)}

A dissemination center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) that serves as a central source of information on IDEA, No Child Left Behind (as it relates to children with disabilities), and research-based information on effective educational practices. <http://www.nichcy.org/index.html> or (800) 695-0285 Voice/TTY.

No Child Left Behind (NCLB)

Federal law that supports educational reform based on stronger accountability for results, more freedom for states and communities, encouraging proven educational methods, and more choices for parents.

<http://www.ed.gov/nclb/landing.jhtml>; email: NoChildLeftBehind@ed.gov; 1-888-814-NCLB (1-888-814-6252); TTY 1-800-437-0833.

National Organization on Rare Disorders (NORD)

NORD is a national charity that was formed in 1983 by the individuals and organizations that supported the Orphan Drug Act, an important piece of legislation that provides incentives to encourage the development of new treatments for rare disorders. NORD supports research efforts and provides access to educational materials, references, and networking related to rare disorders. <http://www.rarediseases.org/> (203) 744-0100; (800) 999-6673; TDD Number: (203) 797-9590.

Office of Special Education Programs (OSEP)

Located within the U.S. Department of Education, OSEP administers the Individuals with Disabilities Education Act (IDEA).

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

1-800-USA -LEARN (1-800-872-5327); TTY 1-800-437-0833

Parent Advocacy Center for Educational Rights (PACER)

PACER Center strives to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents. <http://www.pacer.org/>
(952) 838-9000; TTY: (952) 838-0190.

US Department of Education

<http://www.ed.gov/index.jhtml>

1-800-USA -LEARN (1-800-872-5327); TTY 1-800-437-0833



Important Phone Numbers

	Name	Telephone number
BCW Service Coordinator	_____	_____
BCW District Program Coordinator	_____	_____
Local School System Contact Person	_____	_____
Medicaid Office	_____	_____
Women, Infants & Children (WIC)	_____	_____
Social Security	_____	_____
Insurance Plan Contact Person	_____	_____
Child Care	_____	_____
Family Doctor	_____	_____
Other Medical Specialist	_____	_____
Other Medical Specialist	_____	_____
Other Medical Specialist	_____	_____
Other Medical Specialist	_____	_____
Other	_____	_____
Other	_____	_____
Other	_____	_____

Differences Between the IFSP and IEP

Some significant differences exist among the types of services provided under the IDEA, Part C for children under age three and their families and the services provided under the IDEA, Part B for children ages three through five years. Families may want to know some of these differences before discussing services with the school system to prevent misunderstandings

<i>Individualized Family Service Plan (IFSP)</i> For children birth through age two and their families.	<i>Individualized Education Program (IEP)</i> For children ages three through twenty-one.
Includes information about the child's present levels of development. With the family's approval, it may also include the family's resources, priorities, and concerns related to helping the development of their child.	Includes information about the child's present developmental levels and participation in developmentally appropriate activities. Includes information about the parents' concerns for enhancing the child's education.
The multidisciplinary team, which includes the parents or guardians, determines the outcomes.	The IEP team, including the parents or guardians, regular and special education teachers, and related service providers who may work with the child, determine the goals.
Includes the major outcomes desired for the child and family, and the criteria, procedures, and timelines used to determine: <ul style="list-style-type: none"> • The degree to which progress toward achieving outcomes is being made; and • Whether modifications or revision of the outcomes are necessary. 	Includes measurable annual goals, with benchmarks or short-term objectives that: <ul style="list-style-type: none"> • Will enable the child to be involved in and progress in the general curriculum; • State the procedures and how often to report the degree to which progress toward achieving goals is being made; and • State how parents will be regularly informed of progress.
Includes the natural environment(s) where services will be provided.	Includes an explanation of the extent, if any, that the child will not participate with children who do not have disabilities in regular activities or classes (least restrictive environment). Addresses transportation when necessary.
Includes the specific early intervention supports necessary to meet the unique needs of the child and family to achieve identified outcomes, stating type(s) of services, how often and how long they will be delivered throughout the year.	Includes the special education, related services, supplemental aids and services, modifications, and supports to be provided to help the child advance appropriately and participate in developmentally appropriate activities. Addresses the need for services beyond the school year.

