



Transition to Preschool



Matrix Parent Network and Resource Center
Serving Marin, Napa, Solano and Sonoma Counties
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Dear Parents,

Life is a series of transitions. We transition into life; in fact, the last stage of childbirth is called “transition.” We experience many small transitions (from crawling to creeping) and many big transitions (from childhood to adulthood, from life as a single person to life as a married person, from being childless to being a parent). Many transitions are gradual - we are so immersed in the process of changing we don't realize we have changed. Other transitions are marked with a ritual and ceremony - commencement ceremony, marriage vows, a christening. There are transitions we choose and others are thrust upon us.

Some of us enjoy change - we thrive on it and are energized by it. Others of us dread, protest, and delay any change. For all of us, some changes are welcome and celebrated; others are losses that we mourn. Experiencing change is an integral part of being alive. Perhaps one of the most valuable skills we can give our children is to support their ability to cope and adjust to change.

Your child's transition from an infant program or play group to a preschool may be the first of many educational transitions. It represents the ending of one stage of development and the beginning of another. As your child changes, program models change as well.

We hope these materials will help you prepare for transitioning into preschool with your child.



What happens when my child turns 3 years of age?

- New laws, new initials, new sets of parent's rights

- If your child has been involved in an Early Intervention Program, at 2 years and 6 months, there must be a discussion about what will happen when your child turns 3. Referrals to services and programs are usually made by 2 years, 9 months.

- Evaluations and assessments are coordinated and scheduled to help make decisions about future services.

- If your child was served by Regional Center, he will be reviewed for on-going eligibility. Eligibility criteria change when a child turns 3. If eligibility continues, the Individual Family Service Plan (IFSP) becomes the Individual Program Plan (IPP) and the California Lanterman Act outlines the services and protections for those who are eligible.

- Your child may also be eligible for Special Education services (Individual Education Plan, IEP). Although your child may not be eligible for Regional Center services, she may be eligible for special education services through the public schools.

- If your child has a "low incidence" disability and is currently served by the schools (either school district or county office of education), eligibility for Special Education services will be determined. The IFSP would then become the Individual Education Plan (IEP).

- If your child has mainly speech and language needs, if eligible for Special Education, the responsibility to provide these services will now switch to the schools.

- Focus is now on the child's needs, and less on the family's needs.

How will services now be delivered to my child?

Regional Center Eligibility

1. If continuing with the Regional Center, you may be assigned a new “case manager,” someone very familiar with children’s issues.
2. They will meet and talk with you to develop an Individual Program Plan (IPP) for your child. It will include your child’s and family’s needs, goals, and services that Regional Center may purchase for your child or your family.
3. This plan by law addresses family needs as well as your child’s needs and will be reviewed periodically as needs change.
4. The list of possible services is very similar to what you may already receive, except for early intervention services. Be sure ask for a needed service and not assume it is not available to you.
5. It is very important to ensure that all of your concerns and your child’s needs are included in the IPP as all requests for services from regional center must be based on the IPP.

Special Education Eligibility

1. If your child is eligible for Special Education services, you will see those services delivered in a variety of ways.
2. Your child’s areas of strengths and needs will be identified. Goals and objectives will be written at an IEP team meeting, with you participating as a team member. Remember, services are to be individualized to meet your child’s needs.
3. Services will probably be delivered through a center-based or a school-based model. However, there are other ways services can be delivered. Discuss your thoughts at the IEP meeting.
4. Your consent is required for your child to receive any services and the Individual Education Plan must be reviewed at least once a year.

How will I know what services my child will need?

- You are the expert on your child. You know him better than anyone else. You have much to contribute when planning for your child.

- Think about what your child needs so that she can continue to learn and develop.

- With the help of the people who have been working with your child, assessments and evaluations will be done to look at the progress your child has made and to plan for future services.

- All of the people you have been working with will be talking to you about your priorities and concerns for your child. Be sure and ask questions about any of the assessments that are done.

- Those working with your child will be in contact with the agencies that may be providing your child with services such as Regional Center or the schools (school district or county office of education).

- Three is the age when many children start preschool; this experience can be a major focus of your child's services.

- Services such as speech therapy, occupational therapy, and physical therapy are usually within the context of an educational setting, but can also be provided privately.

Parent Questionnaire

Three things I really enjoy about my child (his/her strengths or talents):

- 1.
- 2.
- 3.

Activities I think my child likes best:

Three things my child accomplished this past year:

- 1.
- 2.
- 3.

My child learns best when:

Types of discipline I find most effective with my child:

Hopes I have for my child:

Three goals I would like my child to accomplish this next year:

- 1.
- 2.
- 3.

My concerns about my child:

At home:

At school:

Other:

Three things that motivate my child:

- 1.
- 2.
- 3.

I am proud of my child when:

GOAL SETTING WORKSHEET

Needs Area	Has Accomplished	Emerging	Goal	1 - 5 Priority
1. Language Skills				
2. Self-help Skills (dressing, toileting, eating)				
3. Gross Motor & Fine Motor Skills				
4. Social Skills				
5. Play Skills				
6. Appropriate Behavior				

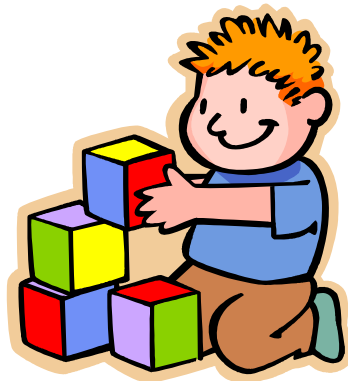
How do children learn?

They learn through play.

They learn through their peers.

They learn through their environment.

- Learning is the result of interaction between a child's thoughts and their experiences.
- Children's experiences should match their development and also challenge the child's interest and understanding.
- Children with special needs learn through these same opportunities. A learning program may need to be structured in an accessible, creative way, but this is how all children learn.
- All children need a way to process and understand the world around them, this process varies as the child grows and changes.
- Experts in the area of child development feel that presenting children with learning opportunities should be done in a "developmentally appropriate" manner.



What is “Developmentally Appropriate”?

Developmentally appropriate learning is an approach that incorporates two types of information:

1. Age Appropriate is what we know about how children learn and develop. There are predictable sequences of growth and development for all children.
2. Individually Appropriate is what we learn about the individual needs and interests of each child. Each child has a unique pattern of learning or growth. Development may involve different rates of acquiring skills.

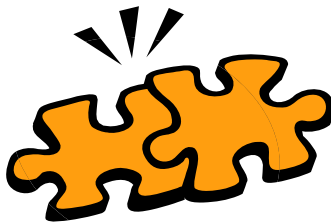
A developmentally appropriate program would:

- Present learning experiences that are structured at a child’s developmental level.
(Give a 20 month old a 15-piece puzzle; she’ll throw it around after she can’t make it work. Present it to a 4 year old and she will be more successful putting it together.)
- Provide a varied and nurturing environment that is child-centered.
(Low-to-ground furniture; lots of things to touch and explore!)
- Allow enough time for activities and for transition to the next activity.
(Not rush children from one activity to the next.)
- Be flexible and accommodating of children’s daily needs and variations.
(Allow a child to not participate if they are not feeling up to it today.)



What to look for in a “Developmentally Appropriate” program?

1. Is it a nurturing environment with staff skilled in child development?
2. Are there areas set up for:
 - Sensory-motor activities?
 - Fine and gross motor activities?
 - Pretend play?
3. What is the philosophy on toileting?
4. What is the philosophy on discipline?
5. What is the adult-child ratio?
6. How does the program incorporate communication/speech and language development?
7. How are children taught problem-solving skills?
8. Are the activities directed or guided by staff?
9. Are there instances where you see spontaneous, open-ended activities?



DEVELOPMENTALLY APPROPRIATE CURRICULUM
Important Items to Consider

	Infant 6 weeks to 1 year	Toddler 1 year to 2 1/2 years	Preschool 2 1/2 years to 5 years	School Age 5 years to 9 years
Classroom Furnishings	couch/futon changing counter adult rocker cribs/cradles infant bouncer chair high chair/chair with tray child access shelves wading pool	<i>in addition</i> book display chairs/seating cubes lunch boxes child rockers small water table pillows	<i>in addition</i> activity center small play tables work bench room dividers small rugs sand/water table	<i>in addition</i> easy chairs bunk beds tents hammock
Large Motor	mats/pillows beach balls push/pull toys small wagon foam rolls, tunnel 4-6 passenger cars strollers, sling/backpack	<i>in addition</i> stairs/slide rocking boat, barrel wheelbarrows no-pedal trikes variety of balls simple climber	<i>in addition</i> balance beam pedal wheel toys larger wagon shovel/rakes hula hoops swing	<i>in addition</i> sports balls roller skates basketball hoop jump ropes skateboards scooters
Dramatic Play	baby dolls stuffed animals rubber animals puppets hats Plexiglas mirrors	<i>in addition</i> large doll furniture dress-up clothes and hats child-size furniture plastic cooking sets pots/pans blankets, tents, boxes cars/trucks	<i>in addition</i> doll houses, plastic food play tools play money, cash register kitchen utensils prop boxes purses/luggage play telephone	<i>in addition</i> small dolls castle sets modules balance scale microphone, stage fabric boxes
Blocks/ Construction	fiberboard blocks foam blocks bucket and blocks	<i>in addition</i> more blocks large trucks large train snap blocks waffle blocks	<i>in addition</i> unit blocks hollow/perma blocks pulleys, wheelbarrow woodworking tools, hats, belts dominoes/lots of blocks	<i>in addition</i> more hollow blocks plastic crates, more tools tri-wall cardboard traffic signs/train set plastic/wood wheels, nuts, bolts
Creative/ Art	finger paint simple prints wall hangings sculpture mobiles messy mats	<i>in addition:</i> block crayons large brushes, paint chalk, chalkboard play dough ink stamps, markers	<i>in addition:</i> easel, small brushes water colors modeling clay and wax collage material glue, scissors	<i>in addition:</i> tri-wall cardboard Styrofoam pieces clay, sewing machine badge maker camera, camcorder
Sensory/ Sand/ Water/ Science	dish/garden tubs tub toys, sponges sandbox aquarium/bird feeders animals wind chimes	<i>in addition</i> buckets funnels/sifters measuring cups/pitchers magnifiers, flashlights large magnets	<i>in addition</i> incubator, ant farm balance scale, thermometer magnets/prisms gardening tools	<i>in addition</i> microscopes rock tumblers tape measures oven motors
Books/ Language/ Music	cloth books hard board books posters photos records/tapes music boxes musical mobiles	<i>in addition</i> picture books read-to books play telephones simple instruments listening center	<i>in addition</i> more blocks magnetic letters/lotto typewriter, thick pencils telephones musical keyboard instrument set scarves/ribbons	<i>in addition</i> computer and software easy read books chapter books Time/Life type books Dictionary/encyclopedia historical books, maps notebooks
Perceptual Motor/ Games/ Manipulatives/ Math	mobiles cradle gyms busy boxes rattles	<i>in addition</i> pop beads stacking/nesting toys large pegboard lace boards pounding bench	<i>in addition</i> small pegboard puzzles thread boards table blocks Tyco Lego blocks	<i>in addition</i> board games skill games card/checkers dominoes looms

Transition Tips For Parents



TRANSITION STRATEGIES FOR PARENTS

Before your transition meeting:

- **Request copies of all reports of evaluations, teachers' summaries, and medical reports on your child that you do not already have.**
- **Keep a file or notebook of all records on your child, including the following:**
 - **Doctor's reports**
 - **Teacher's reports**
 - **Diagnostic evaluations**
 - **Record of immunization**
- **Ask questions about any reports you do not understand.**

Learn about the provisions of the Individuals with Disabilities Education Act (IDEA) for your child's education, including the following:

- **Individual Education Plan (IEP)**
- **Free, Appropriate, Public Education (FAPE)**
- **Your right to participate as an IEP team member**
- **Related services**
- **Least restrictive environment**
- **Your right to access your child's records**
- **Your right to consent or not consent to services in signing the IEP**
- **Your right to ask for a multidisciplinary team meeting**
- **Your right to request a due process hearing if you disagree with the school**

Visit school programs available for your child.

Once a class placement and services are decided on by the IEP team:

- **Provide the school with needed records which may include:**
 - **Health reports**
 - **History of immunizations (mandatory)**
 - **A list of any medications which your child takes**
 - **Emergency contact information**
- **Get to know the receiving teacher as early as possible.**
- **Share information about your child and offer to help staff learn about your child's particular needs and interests (e.g. how to make transitions go smoother, indications your child needs to use the bathroom, food likes/dislikes, etc.)**
- **Keep communication with teachers and others open and flowing freely**
- **If you have concerns, bring them up sooner rather than later.**

How do I find out what programs are available?

- Talk to your preschool assessment team members and find out what their recommendations are.
- Talk to other parents with children in preschool, including parents of children in “regular” preschool. Friends and neighbors may have good suggestions.
- Head Start also serves children with special needs in a regular preschool setting.
- Observe as many preschool programs as you need to in order to get a “feel” for teaching styles, attitudes about “differences,” and atmosphere. Trust your instincts - you know your child best!
- Always keep your child’s needs and your family’s needs in mind when you are observing the classes and making your choice.

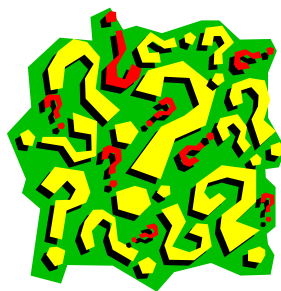
What is the most “appropriate” preschool program for my child?

- Before you decide what is the most appropriate program for your child, listen to the recommendations of the specialists in your child’s life. Although you are the primary “expert” in your child’s life, you will gain valuable information from all of the people working closely with your child.
- Evaluate how your child’s strengths and needs fit with a particular preschool program. Since you are aware of situations in which your child feels more comfortable you can assess how a program matches with your child. Do not forget your needs as a parent and what will work for you and your family.
- A preschool that encourages frequent communication between parents and teachers is very important. In this way you can follow through at home. Consistency at school and home will ensure more effective and positive growth.

What should a good preschool learning environment include?

Taking into considering your child's personality and characteristics, as well as their areas of strengths and needs, you should evaluate preschool programs with the following in mind:

- Play/language/learning based on the normal child development continuum.
- Carefully planned individual and small group instruction.
- Hands-on, age appropriate learning experiences involving real objects.
- Structured teaching which respects the child's needs and abilities.
- Language which gives information, promotes communication and provides a model for the child's own language development.
- Consistency between home and school teaching methods and classroom expectations.



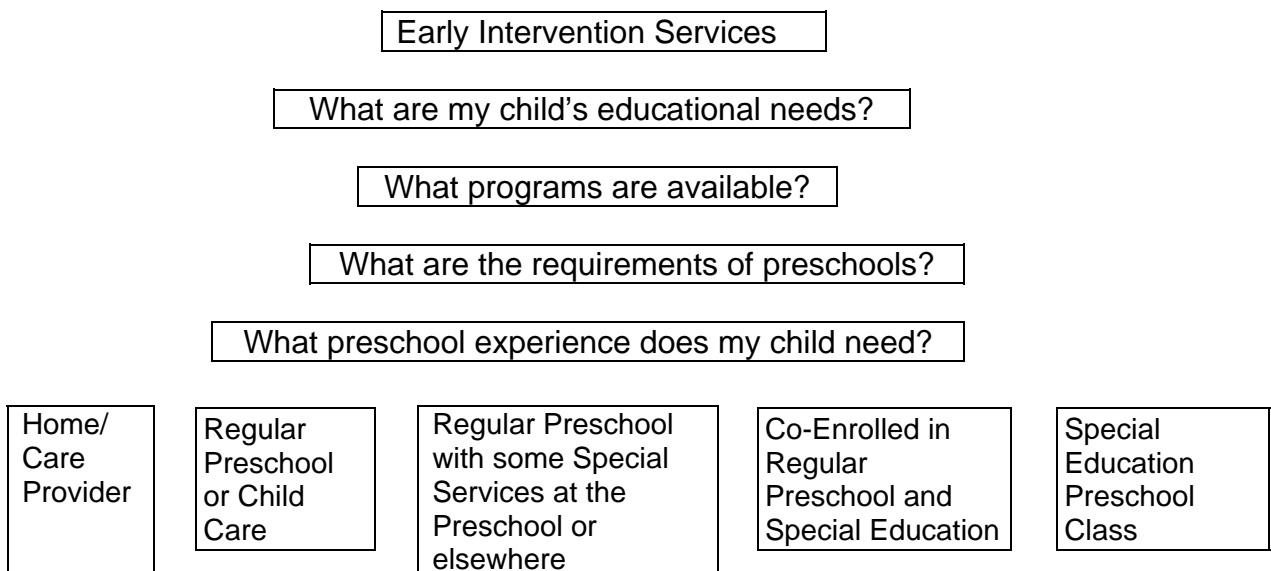
The Preschool Experience



Looking at Preschools

Using assessments, the IEP team will first determine if your child is eligible for Special Education services and then what type of services, (i.e. speech and language therapy, adapted physical education, or a variety of classroom programs). Some children will attend a special day class where all students in the class have special needs. Each Special Education preschool class makes different arrangements for participating with non-disabled children. Other children may be enrolled in community preschools with some special education support services. Some children are enrolled in both a special day class and a community preschool or group. There are numerous options open to families - creative arrangements can be made to meet your child's needs.

Preschool experiences vary based upon differing philosophies. Some people believe in providing maximum integration of children with special needs with children without special needs. This is based on the usefulness of peers modeling learning and positive behavior. Other people believe that children with special needs require highly specialized individualized instruction that is found in special education classes. In this way, the focus of learning is on addressing a child's particular needs through specialized teaching strategies. Many preschool classes reflect a combined approach. A decision on what type of setting is most appropriate should reflect your values and beliefs as well as your child's needs.



Suggestions for Visiting Preschool Classes

Prior to visiting any preschool class, contact the site administrator to arrange for a mutually convenient time for the classroom visit.

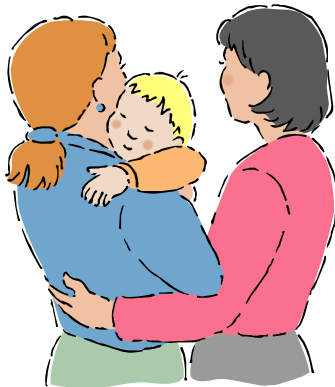
When you visit preschool classes try not to compare your child to others in the class. Each child is unique. Students in classes often have been together for a considerable length of time. They may be older than your child. Each year class populations vary considerably.

Remember that you are making the site visit to see what this general type of class would have to offer your child rather than to determine how your child would fit into this specific classroom. It is very possible that the teacher you are observing will not be your child's preschool teacher as classroom assignments as well as class locations change from year to year. Students change from year to year as well.

However, you should be able to get an understanding of the:

- learning environment and structure of the class
- type of learning activities that the children engage in
- level and type of staffing or personnel
- type and extent of family activities

Use the "Parent Observation Guidelines for Preschool Programs" to assist you during your site visit.



Parent Observation Guidelines for Preschool Programs

Yes, I have confirmed the classroom visitation with the Program Administrator.

Name of Program: _____

Date: _____ Time: _____

Name of Teacher: _____

Location: _____

Name of administrator: _____

THE LEARNING ENVIRONMENT

Activities I saw included:

- fine motor activities circle time (group activities and songs)
 gross motor activities art activities books and stories

- | | | |
|---|------------------------------|-----------------------------|
| 1. The equipment, materials and toys in the class are appropriate for children my child's age | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Rooms are large enough for active play and quiet play | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Toys and materials can be reached by my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Rooms are large enough for my child's special equipment (if necessary) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. The outdoor play area is safe and appropriate for my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. The furniture in the rooms is arranged so that the teacher can see all the children at all times | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. The sink and toilet can be reached by my child | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. The rooms are clean and nicely decorated | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Comments:

PROGRAM AND ACTIVITIES

- There is a daily schedule Yes No
- The activities I see are appropriate for my child Yes No
- There are activities planned with non-disabled children Yes No
- Children are allowed to make choices Yes No
- Number of children in the class _____

Comments:

FAMILY ACTIVITIES

- Parents may volunteer in the class Yes No
- Parent visits are encouraged Yes No
- Parents are a regular part of the program Yes No
- There is a parent support group Yes No

The teacher communicates with parents using:

- Notebooks Yes No
- Phone calls Yes No
- Parent conferences Yes No
- Home visits Yes No

Comments:

Questions:

PROGRAM STAFF

Program staff have knowledge of the special needs of children with disabilities

Yes

No

I am comfortable with the number of staff and the number of children in the class

Yes

No

The staff are sensitive to the cultural needs of the children

Yes

No

Number of aides working in the classroom _____

Do volunteers help in the class room?

Yes

No

Comments:



Check on the following services as indicated on your child's current Individualized Education Plan (IEP) or expected future needs.

Service	Provider's Name / Telephone Number	Where this service is provided (at this site or another location?)
Speech and Language		
Psychological and/or Behavioral		
Physical Therapy		
Occupational Therapy		
Services for visually impaired		
Services for hearing impaired		
Specialized health care		
Bilingual services		

Preparing Your Child and Yourself for Preschool

If your child is going to preschool for the first time or if your child is changing preschools, you can help the transition by preparing your child and yourself, too. The following suggestions are from two teachers of preschoolers with special needs. One is also the parent of a son with a visual impairment.

1. **TALK** about it; talk about it; talk about it. Lots of preparation really helps. Talk about what your child will do at school. Who else will be there? What will you be doing while your child is in school? How will your child get to school? Will you drive your child or will you walk to school together? How long will your child be there? How will they get home?
2. **VISIT** the school a few times before your child starts. Even if you cannot visit the classroom, visit the school yard. Follow the route to the classroom. If the playground is accessible, plan several outings to it to become familiar with the lay of the land and the equipment.
3. **MEET** the teacher and visit the classroom before the first day. Take pictures of the teacher and the room and make a booklet of the photos. If your child cannot benefit from pictures, make up a "Going to School" story and tell it lots of times before school starts.
4. **GET** library books on going to school. Tell stories about when siblings first went to school.
5. **IF** your child is going to ride a school bus, get a model of a school bus for your child to play with. Look for library books about riding the bus. If possible, visit a school bus and point out school buses when you see them on the highways.
6. **GO** shopping for clothes to wear "when you go to school."
7. **PLAN** a special event to celebrate going to school, like a special dinner or going out for pizza.

KITCHEN TABLE WORDS OF WISDOM

Tips for Parents of Children with Special Needs From Experienced Parents

1. Enjoy your child.
2. Enjoy being a parent.
3. Learn to trust your gut feelings and your intuition.
4. Ask other parents.
5. Ask for help when you need it.
6. You don't have to do therapy with your child all the time.
7. Play with your child.
8. Make a connection with another parent.
9. Enjoy your child just the way they are.
10. Keep copies of all records.
11. Sometimes the expert is you!
12. Ask for explanations when you need them.
13. Take time for yourself - and others in your family.
14. You are often your child's best advocate.
15. Professionals only have a "snap shot", you have the whole video.
16. Take care of yourself and nurture your marriage.
17. Remember to laugh.
18. Notice the small stuff.
19. Find a strength that your child has as a result of their "special need".
20. Nurture the siblings and give them special time.
21. Take SPECIAL time for yourself and family. (spouse, friends)
22. REST, as often as you need to.
23. This too shall pass - enjoy the moment.
24. Nobody's perfect, just do what you can.
25. Stuff happens that you can't control.
26. It is not your fault.
27. Record "interesting" things about your child to help describe them.
28. Learn all you can about your child's disability.
29. Learn to accept - it is what it is.
30. Each child is unique and your child's path will be their own.

Useful websites:

California Department of Education, Special Education Division
www.cde.ca.gov/sp/se

California Department of Developmental Services www.dds.ca.gov

Matrix Parent Network and Resource Center www.matrixparents.org

Special Education Local Plan Areas for Marin, Napa, Solano and Sonoma

- Marin www.marinschools.org (go to “Special Education Local Plan Area”)
- Napa www.ncoe.k12.ca.us/info/ (go to “programs” then “Special Education Local Plan Area”)
- Solano (not Vallejo) www.solanocoe.k12.ca.us (go to “SELPA”)
- Sonoma www.sonoma.k12.ca.us (go to “get services” then “programs” then “SELPA”)
- Vallejo City Unified School District www.vallejo.k12.ca.us/district/

National Dissemination Center for Children with Disabilities www.nichcy.org

Protection and Advocacy, Inc. www.pai-ca.org

Families and Advocates Partnership for Education www.fape.org

The Arc United States www.thearc.org

Family Resource Network of California www.frcnca.org

Family Village www.familyvillage.wisc.edu/

Internet Resources for Special Children www.irsc.org

Each of these websites provides links to other sites that may be helpful.

ACRONYMS

- 504 – Section 504 of the Rehabilitation Act
- ADA – Americans with Disabilities Act
- ADD – Attention Deficit Disorder
- ADHD – Attention Deficit Hyperactive Disorder
- ASL – American Sign Language
- AT – Assistive Technology
- BD – Behavior Disorders BIP - Behavioral Intervention Plan
- CAPD – Central Auditory Processing Disorder
- CCS – California Children’s Services
- DB – Deaf Blind
- DD – Developmental Disability
- DDS – California Department of Developmental Services
- ED – Emotionally Disturbed (also called Seriously Emotionally Disturbed)
- EI – Early Intervention
- ESL – English as a Second Language
- ESY – Extended School Year
- FAPE – Free and Appropriate Public Education
- IDEA – Individuals with Disabilities Education Act
- IDEIA 2004 – Individuals with Disabilities Education Act of 2004
- IEE – Independent Education Evaluation
- IEP – Individualized Education Program (or Individualized Education Plan)
- IFSP – Individual Family Service Plan
- IQ – Intelligence Quotient
- IPP – Individualized Program Plan
- LEA – Local Education Agency
- LD – Learning Disabilities
- LEP – Limited English Proficient
- LRE – Least Restrictive Environment
- NCLB – No Child Left Behind Act
- OT – Occupational Therapy
- PDD – Pervasive Developmental Disorder
- PDD-NOS – Pervasive Developmental Disorder, Not Otherwise Specified
- PT – Physical Therapy
- RSP – Resource Specialist Program
- SDC – Special Day Class
- SEA – State Education Agency
- SLD – Specific Learning Disability (also called LD)
- TBI – Traumatic Brain Injury
- VI – Visually Impaired

California Code of Regulations
Title 17, Division 2
Chapter 2 - Early Intervention Services
SubChapter 3 - Individualized Family Service Plan
Article 3 - Transfer and Transition Procedures

§52112. Transition from Early Intervention Services.

(a) LEAs shall provide special education and related services to eligible children at age three. Pursuant to the requirements contained in Title 34 Code of Federal Regulations, Section 303.344, each LEA shall participate in the transition planning for toddlers served under the Early Intervention Services Act, Government Code Sections 95000-95030, who may be eligible for preschool programs under Part B of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1400-1420, before the toddler is two years nine months, or at the discretion of all parties up to six months before the child turns three to ensure that an IEP has been developed and is implemented by the toddler's third birthday.

(b) The service coordinator, six months before the third birthday of the toddler receiving early intervention services, shall:

(1) Notify the parent of a toddler who may be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act that transition planning will occur within the next three to six months;

(2) Notify the LEA where the toddler resides that there will be an IFSP meeting requiring the attendance of an LEA representative pursuant to 34 CFR 300.132, before the toddler is two years nine months, or at the discretion of all parties, up to six months before the toddler turns three years old to specify the transition steps necessary for movement into services under Part B of the Individuals with Disabilities Education Act; and,

(3) Within thirty days following notification of the parent and the LEA, the family, service coordinator, and LEA shall agree on the date for the IFSP to specify the transition steps necessary for movement into services under Part B.

(c) For all toddlers with an IFSP, the transition steps contained in the IFSP at two years nine months or earlier shall include all of the following:

(1) Discussions with and providing information to parents regarding:

(A) The toddler's transition to special education for a toddler with a disability who may be eligible for special education and related services under Part B of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1400-1420; and,

(B) Steps to prepare the toddler for changes in service delivery, including steps to help the toddler adjust to, and function in, a new setting;

(2) Provide information about community resources such as Head Start, Child Development Preschools, private or public preschool, for a toddler who will not be eligible for special education services after thirty six months of age; and,

(3) A projected date for conducting a final review of the IFSP to review the early intervention services and the

transition outcomes by age three.

(d) For toddlers who may be eligible for preschool services from the LEA under Part B of The Individuals with Disabilities Education Act, Title 20 United States Code Section 1400-1420, the transition steps necessary for movement into services under Part B or other appropriate program, written at the IFSP meeting before the toddler is two years nine months, or, at the discretion of all parties, up to six months before the toddler's third birthday, shall include all of the following:

(1) With parental consent, the transmission of information about the toddler to the LEA including evaluation and assessment information and copies of IFSPs that have been developed and implemented;

(2) Identifying needed assessments to determine regional center and special education eligibility and determining the regional center or LEA responsible and time lines for completing the needed assessments;

(3) Statements of the steps necessary to ensure that the referral to an LEA is received by the LEA in a timely manner to ensure that assessments required under the provisions of Part B of the Individuals with Disabilities Education Act are completed and an IEP is implemented by the toddler's third birthday;

(4) A referral for evaluation and assessment for services under Part B of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1400-1420, no later than the time that the toddler is two years nine months of age or before the LEA's break in school services if the toddler will become three years of age during a break in school services. The transition IFSP shall contain steps necessary to satisfy the referral and IEP development requirements contained in Education Code Sections 56321 and 56344;

(5) Identification of the people responsible for convening an IEP and final IFSP meeting, and the person responsible for convening an IPP meeting, if necessary, for a toddler by age three to:

(A) Review the progress toward meeting the early intervention services outcomes identified in the IFSP;

(B) Determine the eligibility for special education and develop the IEP; and,

(C) Develop an IPP if the toddler is also eligible for services under the Lanterman Developmental Disabilities Services Act as required in Welfare and Institutions Code Section 4646.

(e) If a toddler is older than two years and six months on the date of the initial IFSP, the IFSP shall include steps to ensure transition to Special Education Services under Part B of the Individuals with Disabilities Education Act or other services that may be appropriate.

(f) Regional centers may continue providing or purchasing services for a preschooler who has been determined eligible for regional center services:

(1) Until the beginning of the next school term after the toddler's third birthday during a period when the LEA special education preschool program is not in session; and,

(2) When the multidisciplinary team determines that services are necessary until the LEA special education program resumes.

