

# TRANSITION AT AGE 3

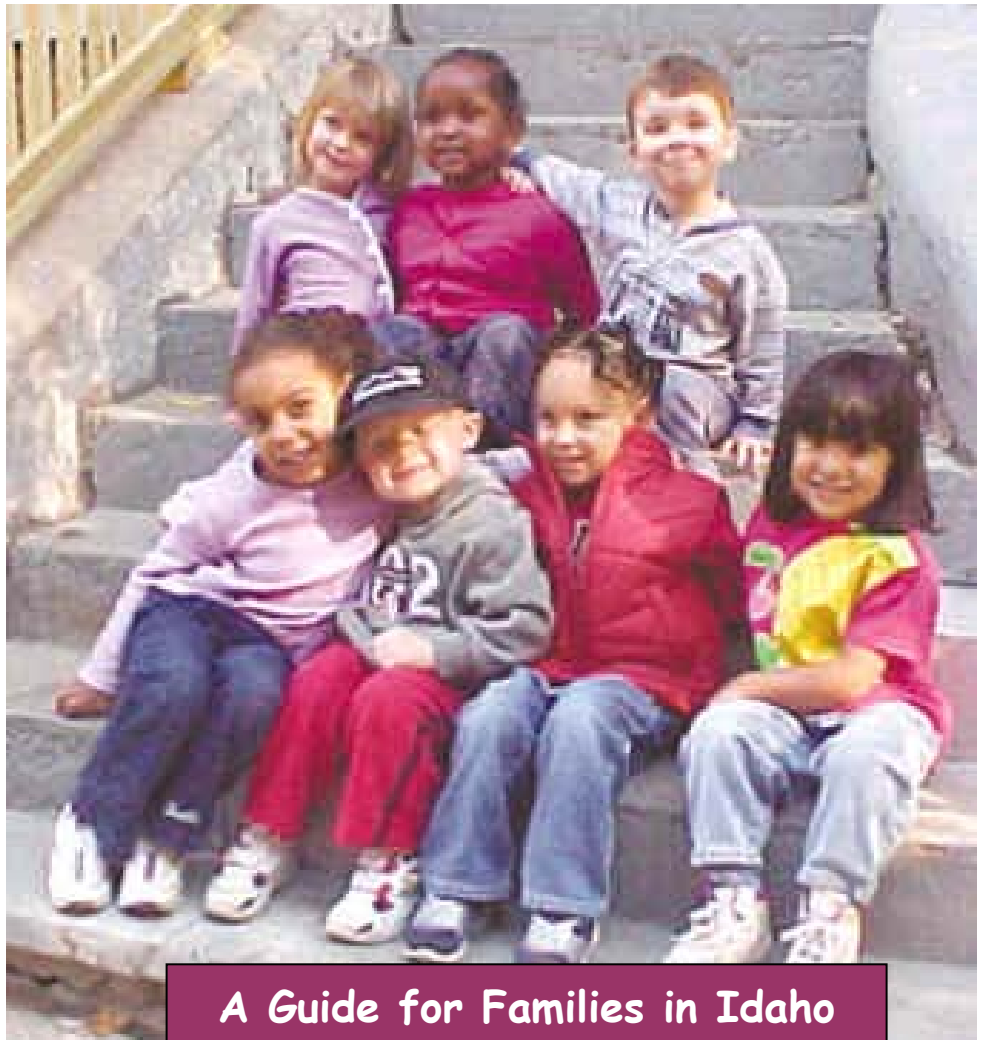
## Steps for Success Transition Guide

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n or near the third birthday, a child steps ahead from Birth to Three Services to Early Childhood Education services and/or other community services.

Moving from program to program is called transition. Families and service providers walk through this transition together, one step at a time.



**A Guide for Families in Idaho**

# ACKNOWLEDGMENTS



This guide was developed to support families, the Infant Toddler Program, schools, and community programs in meeting the federal and state requirements under the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 for transition of children at age three. It provides guiding principles, recommended practices, and tools to promote smooth and effective transitions. The guide also serves to encourage practices that will reflect a home, school, and community partnership to benefit all concerned — the family and child, the Infant Toddler Program, local schools, and, ultimately, the community at large.

The following resources were used in developing this guide:

- Transition at Age 3, Steps for Success Transition Guide, Sandy Garrett, State Superintendent of Public Instruction, Oklahoma State Department of Education, November 2001
- Early Childhood Transitions in North Carolina: A Parents' Guide to the Infant Toddler and Preschool Programs, North Carolina State Department of Education, November 2002
- Individuals with Disabilities Education Act Amendments of 1997 (Public Law 105-17)
- Idaho Special Education Manual, Marilyn Howard, State Superintendent of Public Instruction, Idaho Department of Education, 2001
- Step Ahead at Age 3. Bridging Early Services Transition Taskforce of the Kansas Coordinating Council on Early Childhood Developmental Services, 1995

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# Transition at Age Three



This serves as a practical guide to support families, the Infant Toddler Program, schools and community programs in smooth and effective transitions for Idaho's children with developmental delays as they reach their third birthday.

No later than the third birthday, eligible children with developmental delays transition from Infant Toddler Program services to public educational services and community services. This guide is a tool to assist everyone involved to plan together to make informed decisions and help make this transition smooth and effective. Families, Infant Toddler 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 of the IDEA (Part C) 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, the law that ensures a free and appropriate public education (FAPE) for children with disabilities. Services included under the IDEA are provided at no cost to the family. For children birth through age two and their families, services are provided through the Individualized Family Service Plan (IFSP). Children with disabilities,

ages three through 21, receive services through an Individualized Education Program (IEP). 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 the local school.

# Transition Timeline

## Child's Age in Months/Years

Transition Events	24m/ 2yrs	25	26	27	28	29	30m/ 2-5yrs	31	32	33	34	35	36m/ 3yrs	Over 3yrs
1. Discuss transition with family at 2 <sup>nd</sup> birthday IFSP														
2. Notify school district of pending transition														
3. Schedule and hold transition planning meeting														
4. Schedule and conduct evaluations														
5. Schedule and hold meeting to determine eligibility														
6. Family visits new program options														
7. Receiving agency observes child														
8. Schedule and hold IFSP/IEP meeting, determine Least Restrictive Environment (LRE) and placement														
9. Transfer records to new program														
10. Evaluate transition process with parents and transition partners														

Note:

- 1) All activities must be completed by the child's 3<sup>rd</sup> birthday.
- 2) Shaded areas denote suggested timeframes for completion of activities.
- 3) Individual needs of families should guide actual completion dates.

# Comparison of the IEP and IFSP

Districts have the option of using an Individual Family Service Plan (IFSP) instead of an Individualized Education Program (IEP) for children ages 3 through 5. If this option is used, parents of children with disabilities in this age group must be provided with a detailed explanation of the differences between an IFSP and an IEP and must give written consent to use an IFSP. If an IFSP is used, it must be developed in accordance with Part B of the Individuals with Disabilities Education Act (IDEA) and the policies and procedures of the Idaho Infant Toddler Program. The following is an explanation of the differences between an IEP and an IFSP:

<b>Components of the IEP</b>	<b>Components of the IFSP</b>
A statement of the child’s present levels of educational performance including how the disability affects the child’s participation in appropriate activities.	A statement of the child’s present levels of physical, cognitive, communication, social or emotional, and adaptive development, based on objective criteria.
A statement of measurable annual goals and benchmarks/objectives related to how the child will be involved and participate in appropriate activities, as well as how the child’s educational needs that result from the disability will be met.	A statement of the major outcomes expected to be achieved for the child and the family.
A statement of the special education and related services, modifications, and supplementary aids and services to be provided to the child or on behalf of the child.	A statement of specific early intervention services necessary to meet the unique needs of the child and family.
An explanation of the extent, if any, to which the child will not participate with children without disabilities in the general class and classroom activities.	A statement of natural environments in which early intervention services will be provided, including a justification of the extent, if any, to which services will not be provided in natural settings.

<b>Components of the IEP</b>	<b>Components of the IFSP</b>
<p>A statement of how the child’s progress toward the annual goals will be measured, including how the child’s parent will be regularly informed. This is to include the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.</p>	<p>The criteria, procedures, and times used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary.</p>
<p>Parent signature on the IEP indicates that the parent attended the meeting and participated in the development of the IEP. Informed written consent must be given by the parent for the initial provision of special education and related services under Part B as outlined in the IEP.</p>	<p>Parent signature on the IFSP means informed written consent is given for the services listed in the IFSP.</p>
	<p>The identification of the service coordinator from the profession most immediately relevant to the child’s or family’s needs (or who is otherwise qualified to carry out all applicable responsibilities), who will be responsible for the implementation of the plan and coordination with other agencies and persons.</p>
	<p>A statement of the family’s resources, priorities, and concerns relating to enhancing the development of the child with a disability.</p>
	<p>The steps to be taken to support the transition of the child with a disability to preschool or other appropriate services.</p>

# Step 1: 2nd Birthday IFSP Meeting

For my child between the dates of \_\_\_\_\_ and \_\_\_\_\_

## Child's Age: 24-30 Months

### Checklist

The general timeline and some individual outcomes for the transition were discussed.

Needed community resources have been discussed.

Evaluation and assessment was scheduled.

IFSP review was scheduled.

The initial transition planning meeting is a time when the Infant Toddler staff meet formally with the family to introduce transition. This can happen during a regularly scheduled IFSP review or can be a separate meeting. Additional resources may also be helpful when thinking about transition. Other people who have young children, local parent or other organizations can also provide information about the community programs and link parents with similar interests. For example, parents may want to talk with other people who have been through this transition or

contact local parent organizations such as Idaho Parents Unlimited, Inc. (IPUL) or Families Together.

The goal of this meeting is to begin planning the child's transition from the Toddler Infant Program. It is important for all team members to discuss the available community options for all three-year-old children. This is not the time to make decisions about placement.

### TO PLAN AHEAD...

#### The family will —

- talk about transition with Infant Toddler staff;
- decide how actively they want to be involved in the planning process;
- discuss roles and responsibilities of all team members involved in the transition;
- consider talking with friends or other community resources to learn about transition; and
- explore community program options.

**The Infant Toddler Program will —**

- conduct the regularly planned IFSP review as close to the child’s second birthday as possible and include an initial discussion of transition;
- offer the family information about transition options and related community resources;
- answer questions the family has about transition;
- schedule an evaluation and assessment when the child is 24-36 months of age;
- schedule a transition IFSP review; and
- list important contact information:

**Name :** \_\_\_\_\_ **Telephone :** \_\_\_\_\_

**Name :** \_\_\_\_\_ **Telephone :** \_\_\_\_\_

**Name :** \_\_\_\_\_ **Telephone :** \_\_\_\_\_

*“I think parents have been searching for a road map to help us decipher ‘the system.’ The task is extremely complex.” A mother*

## Step 2: Visiting Program Options

### **Child’s Age: 30-36 Months**

An important step for any family when preparing for transition from the Infant Toddler Program is to begin visiting different programs to explore where three-year-old children are served in each community. Families who visit existing community programs have opportunities to see different types of environments available for the child following transition. Community and school program settings for preschool-aged children with disabilities include these settings designed for children without disabilities. These environments allow children with disabilities to participate in meaningful activities and create opportunities that support children achieving age-appropriate abilities and skills. The Americans with Disabilities Act (ADA) prohibits any child with a disability from being excluded from any child care 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.

Program options include:

- Public preschool
- Community recreation groups
- Head Start
- Cooperative play groups
- Private preschool or child care
- Faith-based groups
- Home
- Evenstart
- Parents as Teachers (PAT)
- Library story hour

## To Plan Ahead...

The family will —

- make an appointment and visit at the time scheduled;
- consider whether they want the Infant Toddler staff or others to go with them;
- when arriving, check in at the office;
- come with questions to ask the teacher;
- schedule a time to talk with the teacher if unable to do so during the visit, and
- ask about enrollment procedures.

The Infant Toddler Program 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.



*“When I went to visit, I could see right away what fun all the children were having. I wanted my son to be part of that.” A Mother*

## What do the Future Options for the Child Look Like?

Many families like to visit community preschools, Head Starts, child care centers and preschools located in public schools when thinking about transition. Here is a place to list programs in the community. **When visiting program options, it's helpful to picture the child as part of the group. Consider these questions:**

Do the children appear happy? Are they actively involved with materials and each other?

Does the program appear to match the way the child learns?

How is communication encouraged?

Does this program appear to compliment the family's values and cultural traditions?

Do program staff appear open to suggestions from families and others? How are families involved?

Would the child be in this program if he or she did not have a developmental delay or disability?

What is the ratio of adults to children in this program?

What is the ratio of children with delays or disabilities to children who are typically developing?

Is the travel time from the family's home to the program reasonable for the child?

Does the arrangement of the room allow the child to move about freely? Is there room for any equipment the child may need?

Are therapy services the child might need incorporated into program activities?

What are the program hours? Are these reasonable for the child and family?

For group activities, do the children sit in chairs or on the floor? 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?

**Program**

**Address**

**Phone**

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## Step 3: Infant Toddler Program: Child Evaluation and Planning Ahead

### Child's Age:

The Infant Toddler team is required to complete a transition evaluation and a current assessment report of the child's present levels of functioning to assist in a smooth and effective transition, whether or not the family chooses to be referred to the local school for Part B services. Eligibility for early intervention services under Part C of the IDEA does not automatically transfer to eligibility under Part B nor does any specific diagnosis automatically qualify a child for special education and related services under Part B.



Infant Toddler will complete a comprehensive evaluation; however, the school district may require additional information for eligibility or program decisions.

*"I'm proud of my son and our family because we have survived the numerous transitions—from neonatal intensive care unit to home, early intervention to preschool and preschool to primary school. I realize that we have more transitions to go, but I'm confident that they will go well. I no longer feel intimidated by the process."*  
A Parent

### Areas Included in the Comprehensive Evaluation Under Part C:

- ☑ Hearing and vision
- ☑ Health and medical history
- ☑ Developmental history
- ☑ Thinking and problem solving (intellectual/cognitive development)
- ☑ Talking, listening, and understanding (communication development)
- ☑ Movement—gross motor and fine motor (physical development)
- ☑ Self-care skills (independence, activities of daily living at home, school, and in the community)
- ☑ Getting along with others (social-emotional development and behavior)
- ☑ Assistive Technology (assesses the need for a piece of equipment or system that is used to increase, maintain, or improve the functional abilities of the child)

## During the Infant Toddler Evaluation and Assessment Process....

### The family will —

- share with the team what they feel is important about the child and family;
- try to schedule the evaluation and assessment activities at the child's best time — perhaps mornings or after naps or in the environment where the activity would normally take place; and
- share ideas and activities that have worked in the past.

### Infant Toddler Program will —

- provide a team to perform the evaluation and assessment;
- explain and plan the evaluation with the family;
- invite the local school district to participate, with the permission of the family;
- answer any questions the family and the local school district staff may have; and
- work with the family to develop a Transition Portfolio that emphasizes the child's strengths and the family's continued concerns.

### Questions to Ask During the Evaluation and Assessment:

- What will be done and why?
- What information can the team expect to learn?
- What can the family expect to learn about the child?
- How long will it take?
- How can the family help?

*"John and I have three children with special needs. When our older son entered the special education preschool, I didn't know what to expect. I was uncertain about the staff and the whole IEP process. Goals? They asked me what goals I wanted! But when our second son entered, we were much more relaxed. We liked the teachers and the speech therapist, we knew what was important to us about his education, and we knew we could handle all the necessary meetings. I think that our calmer manner helped our child. This year he is in a Head Start/ECSE program. You have to have a very open mind about all of this. It can be hard to think about your child being in special education. But the teachers really care. They will help you discover abilities that you didn't know your child had — and what the next steps are and how you can get there. They will also help you appreciate abilities that you have as a parent that you don't recognize or appreciate about yourself. Goodness knows, that's important!"*

*"The most important thing is for parents to know what you want for your child. What goals do you have? What do you want him or her to be like as a teenager or an adult? You know your child better than anyone else. That's why the goals you suggest for the IEP are so important. Together with the other people on the team, you can then decide how to reach them."*

*"John and I never take for granted anything that our children accomplish. Every step is a milestone that we celebrate — so many people work to make the progress happen. The latest news is that our youngest child — our daughter who's had an IFSP almost since birth, is not going to qualify for special education services in preschool. It's good that the infant-toddler staff is helping us deal with this transition too."*

*Linda Stack*

Information from the family was included.

Evaluation by the multi-disciplinary team was completed when the child was 30-36 months old.

Evaluation & IEP meetings were scheduled on

\_\_\_\_\_  
DATE

## Checklist

- Continued concerns about the child's development were discussed.
  
- A variety of options were discussed.
  
- Evaluation and assessment results were discussed.
  
- Transition planning conference was scheduled (if applicable).
  
- Plans for the transition planning conference and other community services were discussed.
  
- Parent consent for referral was obtained (if applicable).

The family and Infant Toddler Program staff will review the IFSP and discuss the evaluation results and assessment information. The team will plan transition activities that may be required for the Infant Toddler Program or the family to do over the next four to six months. These activities include planning and visiting programs, addressing any remaining equipment needs the family and child may have for the future, and identifying community resources. The family will also decide whether they want the child referred for Part B services. With parent or guardian consent, the Infant Toddler staff will contact the local school to schedule the required transition planning conference. If the family chooses not to refer their child, the Infant Toddler Program will assist the family in pursuing other options. As a means of preparing for transition, the Infant Toddler Program and the family may review and begin to complete Appendices A and B of this document, whether or not the family has chosen referral to Part B services.

## During the IFSP review

### The family will —

- discuss continued concerns related to the child's development;
- bring a friend or relative if desired;
- ask questions;

- participate in discussions about options and future steps;
- help write a transition IFSP outcome;
- consider whether to give written permission for the Infant Toddler staff to refer the child to the local school district;
- consider whether to give written permission to release some or all of the child's records to the local school district; and
- share evaluation results from outside sources, if applicable.

*"Everybody had done their best to help us understand and participate. The placement choice was a good one that fit our family's values. It felt very natural." A Parent*

### Infant Toddler Staff will —

- participate in discussions about options and future steps;
- include the transition outcomes on the IFSP and steps to achieve these outcomes;
- ask permission from the family to refer the child for Part B services determination;
- share records, evaluation, and assessment information with the local school district, with permission from the parents or guardians;
- assist the family in finding community resources and share appropriate information, with permission; and
- schedule a transition planning conference, if applicable, at times convenient for all team members.

## Step 4: Transition Planning Conference

### Child's: 30-33 Months

If the family chooses to be referred for Part B special education and related services, the Infant Toddler staff will convene a conference between current providers, the family, and representatives from local school and community programs. This conference will occur in a location agreeable to all team members, preferably in one of the child's current environments. The purpose of this conference is to develop a plan for the child's smooth and effective transition, including timelines. When transitions are handled hastily, the only solution may be to "plug" the eligible child into a slot in an available classroom. The transition planning conference is an open opportunity to consider the range of options mandated by the law. Due to the value of the information parents have, and in accordance with

federal regulations, the transition planning team must consider information that parents bring to the transition planning conference. If the family provides evaluation results from outside sources, the existing data will be reviewed to identify what, if any, additional information is needed. It is not necessary to evaluate a child again if sufficient data are available to support the local school's team in determining eligibility for special education and related services under Part B. If missing components are identified at the transition planning conference or the available information is outdated, further evaluation procedures will be conducted prior to the Part B eligibility meeting.

#### Who attends a transition planning conference?

The transition planning conference may include, but not be limited to:

1. the parent(s), surrogate parent(s), families, or legal guardian(s);
2. families, friends and advocates;
3. Early Intervention Service;
4. one (or more as appropriate) of the professionals directly involved in evaluating the child;
5. one (or more as appropriate) of the professionals who are providing services to the child and family;
6. a representative from the district; and
7. other future service providers, as appropriate (Head Start, private preschool, etc.).

#### Why is a transition planning conference necessary?

The local school district will participate in the transition planning conference arranged by the Infant Toddler Early Intervention Program.

The local school is obligated to ensure that Part B eligibility is determined and the IEP is developed on or before an eligible child's third birthday.

**March 1<sup>st</sup>** is the date by which a determination must be made regarding which agency (ITP or district preschool) will provide services for the remainder of the school year. Assuming appropriate parental input, consent and eligibility determination, the following timelines apply.

If the child's 3<sup>rd</sup> birthday occurs before March 1<sup>st</sup> of a given school year, and the child has been determined eligible for service under Part B, the district will provide services from the 3<sup>rd</sup> birthday through the remainder of the school year unless a local interagency agreement or IEP/IFSP specifies differently.

## Checklist

Transition planning conference was held with the family, Infant Toddler Program, and the local school district.

Parent's rights were explained.

A transition timeline was finalized.

A transition plan was agreed to by all attending.

Options in a variety of environments were discussed.

## At the Transition Planning Conference...

### The family will –

- share hopes and dreams for the child;
- review parental rights information;
- ask questions about anything that is unclear;
- sign appropriate forms;
- participate in the transition planning process at a level that feels comfortable; and
- participate in planning where any further evaluation procedures will occur.

### The Infant Toddler Program will –

- conduct the transition planning conference in a location agreeable to all team members, preferably in one of the child's current environments;
- send evaluation results and other records promptly if the family approves;
- share all Infant Toddler Program records released by the family; and
- develop a transitional IFSP based on the results of the conference.



### The local school district will —

- share parent's rights in special education;
- consider the family's concerns about the transition;
- review existing evaluation and assessment results;
- determine whether additional information will be needed; and
- plan how to obtain any needed 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 local school representatives, Infant Toddler team members, and anyone that the family chooses 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

_____
_____
_____

## 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, 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.
- **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 and make decisions.

# Step 5: School District Determination of Eligibility

## Child's Age: 33-36 Months

The local school district is responsible for determining eligibility for the IDEA, Part B services. This determination will be made by a team of qualified professionals and the parents of the child. 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 the 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

(Refer to The Policies and Procedures Manual for Special Education in Idaho, 2001, Chapter 3, p.45) This section also outlines eligibility criteria for all other disability categories.

A preschool-aged child may be determined to be eligible for special education and related services under the category of developmental delay if any one or more of the following eligibility criteria is met:

1. functioning two standard deviations below the mean in one domain; or
2. 30% delay in age equivalency functioning in one domain; or
3. functioning 1.5 standard deviations below the mean in two domains; or
4. a 25% delay in age equivalency functioning in two domains; or
5. child's condition adversely affects educational performance; or
6. child needs special education; or
7. information from a variety of sources, including parent input, teacher recommendations, and social or cultural back-ground that indicates the child has a disability and needs special education and related services.



**The family will —**

- communicate with the school district to schedule any additional necessary evaluation procedures; and
- receive a copy of the evaluation report and documentation of determination of eligibility.

**Infant Toddler Program will —**

- follow up with the school district regarding receipt of evaluation and assessment results and other information, questions, and concerns; and
- ensure transition to other services if a child is determined ineligible for Part B services.

**The local school 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 Infant Toddler Program for determining eligibility;
- identify what, if any, additional information is necessary to determine whether the child is eligible; and
- conduct any further required evaluations.

# Step 6: The IEP Meeting

## Child's Age: By the Time the Child Turns Three

When a child qualifies for special education and related services under Part B of the IDEA, the IEP team decides which services and placements are appropriate and necessary for the child, regardless of the identified areas of delay. The IEP meeting brings together the family, teachers, administrative personnel, and related service providers (i.e., speech therapist, physical therapist) 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 in Appendix A). These activities 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 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 location and program in which the child can best meet the goals and short-term objectives or benchmarks (placement).
- 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 placement decisions or proposed services. The IEP team must obtain parental consent to implement the initial IEP. If parents are in disagreement with the IEP team's proposed or refused action and do not consent to initial placement, mediation, or a due process hearing may be requested by the parents or the district through the State Department of Education.

THE CHILD'S IEP TEAM		
Name	Area of Specialty	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

After the child is determined eligible, the team writes an IEP and considers the placement options where the services might be provided. By law, the child's placement for Part B services must occur in the least restrictive environment (LRE) in which the child's goals can be met. LRE is a term used in the IDEA that means children with disabilities are educated with children who are nondisabled, to the maximum extent appropriate. The least restrictive environment continuum for preschool-aged children with disabilities includes those early childhood settings designed primarily for children without disabilities. These environments allow children with disabilities to participate in appropriate activities and opportunities that support children achieving age-relevant abilities and skills. Depending on the IEP goals, modifications, supplementary aids, services, and supports may be needed (for example, training for the staff, changes in surroundings or equipment, or specially chosen materials in order to help the child learn in the new environment).

### **Continuum of Alternative Placements**

The disability category of a preschool-aged child should not determine the placement, location, or services to be provided to meet the child's needs. Placement and 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 and placement are necessary to carry out the goals, objectives or benchmarks for the child in order 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.

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

- as close as possible to the child's home,
- in the school the child would attend if non-disabled, 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 this decision is at the IEP meeting, after the IEP goals have been written and LRE program options have been explored.

### **Defined Placement Options Include**

Each community has different possibilities for places where Early Childhood Special Education services can be provided. You may have visited some of them.

Child care center/preschool  
Child's home  
Cooperative play group  
Family child care  
Head Start  
Hospital  
Public school classroom  
Title 1 preschool

## Checklist

- The IEP Meeting was held.
- The appropriate forms were signed.
- Discussion and decision-making included the family, the local school staff, and others invited.
- Agreement was reached and the IEP was written.
- All present signed the IEP, if in agreement.
- Parents signed consent for initial placement.

## At the IEP Meeting...

### The family will —

- discuss concerns for their child's educational needs;
- describe the child's current and anticipated activities;
- share ideas for goals and short term objectives or benchmarks;
- discuss options for placement and services;
- sign the IEP if in agreement, and
- sign consent for initial placement.

### The local school will —

- share ideas for goals and short-term objectives and benchmarks;
- discuss options for placement and services;
- 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;
- provide the parents with a copy of the IEP.

### Infant Toddler Program will —

- attend the IEP meeting as appropriate;
- share ideas for goals and short-term objectives and benchmarks; and
- discuss options for placement and services.



## Enrollment

If the child is enrolling in a preschool program, the team should discuss whether the following items are required:

1. Birth certificate;
2. Social security card;
3. Immunization records (must be current);
4. Records from current programs;
5. Medicaid number and card copy (if applicable);
6. Dates of the child's firsts — such as sitting up, talking, etc.;
7. Health records;
8. Proof of residence.

## Step 7: Putting the IEP into Action

### Child's Age: 36 Months

After the IEP has been written and placement decisions made, 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 interests of the child.

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### Topics to be reviewed...

- Health records and immunizations
- Transportation arrangements
- Special equipment
- Medications
- Special diet
- Staff orientation or training
- Those involved in raising 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 supplies should the family provide (such as diapers, extra clothes, wipes)?



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.

The key to assuring a good beginning is close communication among all that know and care for the child. As the team works together, each member will think of many creative ideas to help the child enjoy the step ahead. If problems arise, they too should be discussed in an atmosphere of openness and respect.

#### Questions Children May Ask

- Who are all these people?
- Can someone I know stay with me for awhile?
- 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...

### Checklist



The child made the transition from the Infant Toddler services to a new program with Part B services.



The team worked together to resolve any issues that arose.



Communication with all team members continues.

### 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.

***"We're on our way!!" A Parent***

### Infant Toddler Program will —

- Ask questions;
- share information with the family and the new program(s); and
- help the child prepared for the new program(s).

### Receiving Program will —

- Ask questions;
- arrange for the IEP to be carried out;
- consider the family's needs in making decisions;
- 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 has moved from the Infant Toddler Part C services to a program with Part B 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.

# APPENDIX A

A Look at My Child's Development

## Appendix A — 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 in This Area
<b>PLAY</b> – sharing, taking turns, and playing by self and with others		
<b>LANGUAGE</b> – sharing needs, following directions, listening; concepts such as up, down, in, out		
<b>DRESSING</b> – taking clothes off and putting on, zipping, buttoning		
<b>TOILETING</b> - sitting on or standing at the toilet, time scheduling, toilet training, wiping, washing hands		
<b>READING</b> – looking at pictures, listening to stories, favorite characters		
<b>MEALS</b> – type of bottle or cup used, eating with utensils, eating a variety of foods, table manners		
<b>THINKING</b> – colors, sorting, solving problems		
<b>MOVING</b> – crawling, pulling to stand, walking, running, playing ball		
<b>OTHER</b> – please list		

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

# APPENDIX B

A Guide for Sharing Information with  
Receiving Programs During Transition

## Appendix B — 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: \_\_\_\_\_

1. Describe your child: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What are some activities your child enjoys doing the most? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What are some things that are most difficult for your child to do or learn? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What are some ways you help your child with these difficult things? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

6. What types of discipline work best with your child? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Idaho Early Learning Standards

During the preschool years, between 3 and 5 years of age, children will know and be able to do the following:

## Health

### Standard 1: Health Lifestyles

*The student will:*

- 1.01 Acquire the essential skills to lead a healthy life.
- Describe personal characteristics including first and last name, gender and family composition, including different family structures.
  - Participate actively in outdoor play, games, and other forms of exercise.
  - Participate in recognizing when to rest and sleep.
  - Recognize and practice personal hygiene and self-help skills.
  - Recognize safety signs and procedures at home, school, and in the neighborhood.
  - Demonstrate knowledge of basic body parts.
  - Begin to recognize and eat a variety of nutritious foods.

### Standard 2: Risk-Taking Behavior

*The student will:*

- 1.01 Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Demonstrate an understanding of appropriate and inappropriate behavior.
  - Begin to develop an increased ability to make independent and responsible choices.
  - Begin to demonstrate an ability to identify, evaluate, and provide possible solutions to problems in real life situations.
  - Follow classroom schedules and routines.

### Standard 3: Communication Skills for Healthy Relationships

*The student will:*

- 1.01 Demonstrate the ability to use communication skills to enhance health.
- Begin to develop an understanding of how one's actions affect others, and accept the consequences of one's own actions.
  - Demonstrate successful interactions and relationships with other members of their learning community.
  - Communicate his/her own wants and needs and recognize the wants and needs of others.

## **Standard 4. Consumer Health**

### ***The student will:***

- 1.01 Organize, analyze, and apply health information practices and services appropriate for individual needs.
- Identify potentially harmful objects, substances, and activities, and respond appropriately.

## **Standard 5. Mental and Emotional Wellness**

### ***The student will:***

- 1.01 Understand and demonstrate the key components to positive mental and emotional health.
- Demonstrate and express a positive awareness of self.
  - Engage in play as a means of self-expression and creativity.
  - Recognize trusted adults who can provide assistance.
  - Demonstrate an understanding of feelings and moods in self and others.
  - Increase ability to move from externally controlled behavior to self-control.

## **Standard 6. Motor Development**

### ***The student will:***

- 1.01 Demonstrate positive body image.
- Recognize that his/her body is good, reliable, and pleasing.
  - Recognize gender differences.
- 1.02 Demonstrate control, balance, strength, and coordination in gross motor tasks.
- Demonstrate proficiency in control and balance, strength, stamina, and flexibility.
  - Demonstrate abilities to combine a sequence of movements in an organized way.
  - Demonstrate ability to perform activities that combine gross motor movements with equipment.
- 1.03 Demonstrate coordination and strength in fine motor tasks.
- Demonstrate growing strength, dexterity, and control needed to use tools such as scissors, glue, paintbrush, and markers.
  - Demonstrate eye-hand coordination in different tasks, (e.g., build with blocks, scribble, put puzzles together, string beads).
  - Demonstrate abilities in writing and drawing.

## **Standard 7: Approaches to Learning**

### ***The student will:***

- 1.01 Demonstrate a variety of healthy approaches to learning.
- Show interest/curiosity and willingness to take risks in discovering/learning new things.
  - Demonstrate an increased ability to persist in and complete a variety of tasks, activities, and experiences.
  - Demonstrate an increased ability to set goals and to follow through with plans.

# Humanities

## **Standard 1. Understanding humanities disciplines among various cultures**

### ***The student will:***

- 1.01 Understand the historical and cultural contexts of the visual and performing arts.
- Participate in and experience self-expression in musical, visual arts, theatre/dramatic play, and dance experiences from many cultures.

## **Standard 2. Conduct analyses about art issues**

### ***The student will:***

- 1.01 Conduct analyses in the disciplines of arts and humanities.
- Use language to explain, describe, or ask questions about art experiences and/or products, music, visual arts, theater/dramatic play, and dance.
- 1.02 Engage in reasoned dialogues about issues in the arts and humanities.
- Begin to demonstrate understanding of artistic products and experiences by sharing opinions about music, visual arts, theater/dramatic play, and dance.

## **Standard 3: Communicating in the Humanities**

### ***The student will:***

- 1.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.

- **Music**

1. Participate with increasing interest and enjoyment in a variety of music activities, including singing, listening, finger plays, games, and performances.
2. Experiment with a variety of musical instruments.
3. Begin to echo short rhythms and melodic patterns.
4. Begin to sign simple songs from different cultures.
5. Identify sounds of different instruments and voices.

- **Visual Art**

1. Gain ability in naming and using different art media and using different art media and materials in a variety of ways for creative expression and representation.
2. Progress in abilities to create drawings, paintings, models, and other art creations that tell a story.
3. Develop growing abilities to plan, work independently and demonstrate care and persistence in a variety of art projects.
4. Express personal preferences for specific works and styles.

- **Theatre**

1. Communicate a message through action or dialogue.
2. Create characters, environments, and situations for dramatization. (Let's pretend.)
3. Choose scenery, props, costumes, and makeup for dramatic play.
4. Develop reasons for personal preferences about dramatic performances.

- **Dance**

1. Express through movement and dancing what is felt and heard in various musical tempos and styles.
2. Show growth in moving in time to different patterns of rhythm in music.

1.03 Communicate in the visual and performing arts through creative expression.

- Show appreciation for the creations of self and others.

#### **Standard 4: Foreign Language Study**

##### ***The student will:***

1.01 Understand the concepts essential to foreign language study.

- Experience languages other than English, based upon the ethnic composition of the community and classroom.
- Participate in activities that initiate simple greetings in another language.

# Language Arts/Communication

## Standard 1. Language Arts/Communication

### Reading

#### *The student will:*

- 1.01 Read a variety of traditional and electronic materials for information and understanding.
- Attend to different sounds in the environment.
  - Know that alphabet letters are a special category of visual graphics that can be individually named.
  - Repeat rhymes, simple songs, poems, and finger plays.
  - Participate in word games
  - Attend to different sounds in words.
  - Demonstrate an understanding of concepts of print:
    - Recognize front and back of book;
    - Begin to understand that books are read left to right, top to bottom, front to back, beginning to end;
    - Distinguish between pictures and print;
    - Begin to understand concepts of letter, word, page;
    - Associate spoken words and concepts with written language;
    - Respond to environmental print.
  - Pretend to read easy or predictable books or tries to read along during his/her favorite part of story.
- 1.02 Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.
- Develop an understanding and enjoyment of reading through shared experiences with others.
  - Respond to text.
- 1.03 Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.
- Develop a sense of story or narrative from print, computer, or video materials.
  - Demonstrate understanding of literal meaning of story being told through questions and comments.
- 1.04 Read to locate information from a variety of traditional, technical, and electronic sources.

- Show independent interest in reading related activities.
- Attend to a story.
- Understand the purposes of print.

## Writing

### Standard 1: Early Childhood Foundation for Writing

*The student will:*

1.01 Use the writing process

- Participate in a variety of pre-writing and writing activities.
- Experiment with writing tools and materials.
- Attempt to represent oral language in writing by using letter-like symbols/scribbles to express ideas.
- Attempt to print or copy his/her first name.

1.02 Write and edit for correctness and clarity.

- Understand that an oral message can be represented with written language.

1.03 Write a narrative story.

- Tell others about intended meaning of drawings and writings.
- Use a variety of resources to facilitate writing.
- Understand that the purpose of writing is to communicate with oneself or others.

## Listening

### Standard 1: Skills of Listening

*The student will:*

1.01 Listen for information and understanding.

- Demonstrate understanding of basic conversational vocabulary.
- Demonstrate understanding of messages in conversation.

1.02 Listen for literary response and expression.

- Use prior knowledge to comprehend information and construct meaning.

- Make predictions, confirm meaning, and develop comprehension skills.

1.03 Listen for critical analysis and evaluation.

- Begin to understand jokes and riddles.

1.04 Listen to and follow directions.

- Follow simple directions.

## Speaking

1.01 Speak to share understanding of information.

- Develop awareness of speaker behaviors, such as volume and use of complete sentences.
- Communicate in language that is spoken at home and is understood by others.
- Speak clearly, including use of appropriate intonation and phrasing.
- Use multiple word sentences or phrases to describe ideas, feelings or actions.
- Demonstrate use of rules of grammar.
- Use vocabulary to share knowledge of concepts.
- Use verbal and non-verbal language to express and to communicate wants, needs, and thoughts.

1.02 Speaking for literary response and expression.

- Orally share known literature through various presentations and activities.
- Demonstrate use of language and to begin to retell stories and relay events.
- Increase the use of new vocabulary.

1.03. Speak for critical analysis and evaluation.

- Develop an ability to express opinions and solve problems
- Demonstrate use of social conventions.
- Use words to express range of feelings.
- Speak for a variety of purposes.

## Viewing

1.01 View for information and understanding.

- Create awareness of different media.
- Demonstrate understanding of the main idea using various responses.

1.02 View media sources for personal response and expression.

- Develop awareness of various media.

1.03 View media to engage in critical analysis and evaluation.

- Differentiate between real and pretend.

## Mathematics

### Standard 1: Basic Arithmetic

The student will:

1.01 Understand and use numbers.

- Demonstrate an understanding of the numeration system (that numbers represent quantity).
- Demonstrate an understanding of the verbal, symbolic, and physical representations of number (what numbers represent, including counting).

1.02 Perform computations accurately.

- Explore the concepts of addition and subtraction using concrete objects.
- Use appropriate vocabulary.

1.02.1 Estimate and judge reasonableness of results.

- Use estimating techniques to predict and make realistic guesses about a number of objects.
- Evaluate and verify the reasonableness of an answer.
- Use appropriate vocabulary.

### Standard 2: Mathematical Reasoning and Problem Solving.

*The student will:*

1.01 Understand and use a variety of problem-solving skills.

- Build new mathematical knowledge through problem solving.
- Solve simple problems with concrete objects by applying and adapting appropriate strategies.
  - Guess how many/what kind of blocks will fit in an area.
- Reflects on the process of problem solving.

1.02 Use reasoning skills to recognize problems and express them mathematically.

- Apply reasoning from his/her own experiences to justify ways of problem solving.

1.03 Apply appropriate technology and models to find solutions to problems.

- Use concrete objects to represent mathematical ideas.

1.04 Communicate results using appropriate terminology and methods.

- Use appropriate vocabulary to communicate mathematical information.

### **Standard 3: Concepts and Principles of Measurement.**

#### ***The student will:***

1.01 Understand and use U.S. customary and metric measurements.

- Use standard and nonstandard tools for measuring time length, volume, weight, and temperature.
- Apply estimation of measurement techniques to real-world and content problems using non-standard and standard measuring.
- Use appropriate vocabulary.

### **Standard 3: Concepts and Language of Algebra.**

#### ***The student will:***

1.01 Use algebraic symbolism as a tool to represent mathematical relationships.

- Compare sets of objects using vocabulary (e.g., more, less, greater than, fewer, or same as).
- Analyze change in various contexts.

### **Standard 4: Concepts and Principles of Geometry.**

#### ***The student will:***

1.01 Apply concepts of size, shape, and spatial relationships.

- Recognize, describe, compare, name, build, draw, sort and order two- and three-dimensional shapes, their parts and attributes.
- Recognize, describe, compare, and create shapes that have symmetry.
- Understand and apply appropriate vocabulary for directionality, order and position of objects.

1.04 Apply graphing to dimensions.

- Apply ideas about direction and distance.

## **Standard 5: Data Analysis, Probability, and Statistics**

### ***The student will:***

#### 1.01 Understand data analysis

- Ask questions that can be addressed with data.
- Understand and use appropriate vocabulary.

#### 1.02 Collect, organize, and display data.

- Create a graph using real objects or pictorial representations.

#### 1.03 Understand basic concepts of probability.

- Predict and perform results of simple probability experiments.

#### 1.04 Make predictions or decisions based on data.

- Make predictions or decisions based on probable results or past experiences.

## **Standard 5: Functions and Mathematical Models.**

### ***The student will:***

#### 1.01 Understand the concept of functions.

- Replicate and extend patterns.
  - Copy and extend patterns with blocks.
- Sort and classify objects by attributes.
- Understand and use appropriate vocabulary.

## **Science**

## **Standard 1: Unifying Concepts of Science**

### ***The student will:***

#### 1.01 Understand concepts and processes of evidence, models.

- Explore the concepts of observation and data collection.
- Explore and use various models.

1.02 Understand constancy, change, and explanation.

- Explore changes.

1.03 Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.

### **Standard 2: Concepts of Scientific Inquiry**

#### ***The student will:***

1.01 Understand scientific inquiry and develop critical thinking skills.

- Make predictions and communicate observations.
- Make observations based on his/her own experiences, using all five senses.
- Use various tools together information.

### **Standard 3: Concepts of Physical Science.**

#### ***The student will:***

1.01 Understand the structure and function of matter and molecules and their interactions.

- Use senses to explore and describe matter with appropriate language.

### **Standard 4: Interdependence of Organisms and Biological Change**

#### ***The student will:***

1.01 Understand the theory of biological evolution.

- Observe and explore the characteristics of plants and animals.
- Sort animals into broad categories: insects, birds, fish, and mammals.

### **Standard 5: Matter, Energy, and Organization in Living Systems**

#### ***The student will:***

1.01 Understand the relationship among matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.

- Recognize the difference between living and nonliving things.

## **Standard 6: Earth and Space Systems**

### ***The student will:***

- 1.01 Understand the scientific theories of origin and subsequent changes in the universe and the earth systems.
- Observe and identify the four seasons.
  - Observe different weather conditions.

## **Standard 7. Technology**

### ***The student will:***

- 1.01 Understand common environmental quality issues, both natural and human induced.
- Distinguish between natural objects and objects made by humans.
  - Recognize that people have invented tools for everyday life and for scientific investigations.
  - Create a tool to perform a specific function.
  - Use available and appropriate technology.

## **Standard 8: Personal and Social Perspectives**

### ***The student will:***

- 1.01 Understand common environment quality issues, both natural and human induced.
- Observe and discuss characteristics of the local environment.
- 1.02 Understand the importance of natural resources and the need to manage and conserve them.
- Understand the concept of recycling.
  - Discuss the conversation of natural resources.

## **Standard 9: Interdisciplinary Concepts.**

### ***The student will:***

- 1.01 Understand that interpersonal relationships are important in scientific endeavors.
- Learn appropriate cooperation and interaction skills.
- 1.03 Understand technical communication.
- Understand and following instructions.

# Social Studies

## **Standard 1: Critical Thinking and Analytical Skills**

### *The student will:*

- 1.01 Acquire critical thinking and analytical skills.
- Use vocabulary associated with time (e.g., now, then, before, after, today, yesterday, and tomorrow).
  - Identify current events in the community.
  - Demonstrate awareness that historical events have been recorded.

## **Standard 2: Political, Social, and Economic Response to Industrialization and Technological Innovation.**

### *The student will:*

- 1.01 Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.
- Identify different means of transportation used today to travel from place to place (e.g., airplanes, boats, automobiles, buses, trains, and bicycles).
  - Identify examples of simple machines, inventions and technology used in the home.

## **Standard 3: International Relations and Conflicts**

### *The student will:*

- 1.01 Understand significant conflicts in United States history.
- Explore why we celebrate Independence Day, Veterans' Day, and Martin Luther King, Jr., Day.

## **Standard 4. Cultural and Social Development**

### *The student will:*

- 1.01 Understand the cultural and social development of the United States.
- Explore experiences, stories, pictures, and music of other cultures.
  - Demonstrate understanding that holidays commemorate special events.
  - Participate in patriotic activities.
  - Recognize that people celebrate in many different ways.

- Identify personal and school experiences with large seasonal changes.
- Demonstrate an understanding of own personal history as part of family, school, and community.
- Demonstrate understanding of how people in the community help each other.
- Demonstrate understanding of how all children’s families have similarities and differences.
- Demonstrate understanding of how each person is special and unique.

## **Standard 5: Foundations of the American Political System**

### ***The student will:***

1.01 Understand the foundations and principles of the American political system.

- Listen to stories that reflect the cultural heritage of the United States — present, past, real, and fiction.
- Participate with groups to make decisions and solve problems.
- Demonstrate understanding of some rules and reasons for them.

## **Standard 6: Citizenship Responsibilities and Rights**

### ***The student will:***

1.01 Understand that all citizens of the United States have responsibilities and rights.

- Begin to identify individuals who are helpful to people in their everyday lives (e.g., principal, police officer).
- Demonstrate ways to be helpful to family, school, community.
- Demonstrate understanding of the need for leadership in the family, school, and community.
- Begin to demonstrate respect for the opinions feelings, and actions of others.
- Demonstrate the ability to make choices and take responsibility for one’s own actions.
- Begin to demonstrate respect for rules at home, school, and community.

## **Standard 7: Economic Fundamentals**

### ***The student will:***

1.01 Understand basic economic concepts.

- Observe that people have needs and wants.
- Recognize that people meet their needs for sharing, trading, and using money to buy goods and services.
- Demonstrate understanding of some of the jobs that people do to earn money.

- Begin to demonstrate knowledge of people who work in the school or in the community and become aware of their products and services.

## **Standard 8: Geography**

### ***The student will:***

- 1.01 Understand the spatial organization of people, places, and environment on the earth's surface.
- Begin to demonstrate understanding of the natural features of the earth in the immediate environment and in pictures.
  - Distinguish between masses of land and water.
  - Begin to demonstrate an understanding that a map represents the physical environment.
  - Use simple terms such as near, far, smaller, far, and bigger.
- 1.02 Understand that human actions modify the environment and how physical systems affect human activity and living conditions.
- Begin to demonstrate understanding of the ways that the four seasons affect our lives.
  - Demonstrate ways to be helpful to the environment and the community.
  - Recognize that many kinds of plants and animals live on earth.

# Glossary

Name/Abbreviation	Definition
Assistive Technology Device	Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of student with disabilities.
CSPD	Comprehensive System of Personnel Development
Due Process Hearing	The process that either a parent or agency may initiate to resolve a disagreement.
Early Childhood Special Education Services/Preschool/Part B/619/ECSE Services	Services for students with disabilities ages three through five, served in preschool.
Early Intervention/E.I./Part C	Programs designed to meet the needs of eligible children with disabilities, under three years of age, under IDEA Part C.
ESY	<b>Extended School Year</b> — Special education programming that extends beyond the 180 days of the traditional school year.
Evaluation – Part B	Generally, an assessment conducted to determine eligibility and programming requirements for a child, and to determine the nature and extent of the special education and related services that the child needs.
Evaluation – Part C	The procedures used by appropriate, qualified personnel to determine a child’s initial and continuing eligibility under Part C, consistent with the definition.
FAPE	<b>Free and Appropriate Public Education</b> — Special education and related services that: <ul style="list-style-type: none"> <li>■ Are provided at public expense, under public supervision and direction, and without charge</li> <li>■ Include preschool, elementary school, and secondary school education</li> <li>■ Are provided in conformity with an Individualized Education Program (IEP) that meets the requirements of Part B of IDEA, and State Rules.</li> </ul>
FERPA	<b>Family Educational Rights and Privacy Act</b>
HSVS	<b>Hearing, Speech, and Vision Services</b>

<b>Name/Abbreviation</b>	<b>Definition</b>
IDEA	<b>Individuals with Disabilities Education Act</b> — the Individuals with Disabilities Education Act as amended, and its implementing regulations 34 CFR 300 and 303.
IEP	<b>Individualized Education Program</b> — A written statement for a student with a disability that is developed, reviewed, and revised in accordance with State Rules and Part B of IDEA.
IFSP	<b>Individual Family Service Plan</b> — A written plan for providing early intervention services to a child, eligible under Part C of IDEA and state definition, and the child’s family.
LEA	<b>Local Education Agency</b> — Local school districts, the schools for the Deaf and the Blind, and public charter schools that are established under state law.
Labeling/Classification/Categorical	Classifying or categorizing children on the basis of their disability. OSEP has stated that the IDEA does not require the use of labels for any purpose other than reporting data to OSEP.
Lead Agency	The state agency responsible for the administration of funds provided under Part C of the IDEA for early intervention services and the administration and oversight of the state’s Part C program.
LRE	<b>Least Restrictive Environment</b> — To the maximum extent appropriate, students with disabilities are educated with students who are not disabled.
Multidisciplinary	The involvement of two or more disciplines or professions in the provision of integrated and coordinated services including evaluation, assessment, and development of the IFSP/IEP Plan.
Natural Environments:	Settings that are natural or normal for the child’s age peers who have no disabilities.
OT	Occupational Therapist
Ophthalmology	A medical specialty that deals with eye functions and diseases and includes diagnosis and surgical management.
O&M	<b>Orientation and Mobility</b> — Services provided to blind or visual impaired students to enable them to know where they are in the environment, where they want to go, how to plan to get there, and how to get there safely and efficiently.

Name/Abbreviation	Definition
PT	Physical Therapist
Parent	A natural or adoptive parent of a child, a guardian, a person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare), or a surrogate parent who has been assigned in accordance with §300.515/§303.406
Foster Parent	Unless state law prohibits a foster parent from acting as a parent, a state may allow a foster parent to act as a parent under Part C and Part B of the act if – The natural parents' authority to make educational decisions on the child's behalf has been extinguished under state law; and the foster parent has an ongoing, long-term parental relationship with the child, is willing to make the (educational) decisions required of parents under the act, and has no interest that would conflict with the interests of the child.
Part B	See Early Childhood Services
Part C	See Early Intervention
Procedural Safeguards	The collective term used to refer to the formal requirements of IDEA that are designated to provide parents with information pertaining to their rights under the law.
Provider	An individual who supplies intervention and direct services to infants and toddlers and their families.
Schools for the Deaf and the Blind/SDB	Services for children/students with sensory impairments
SEA	State Educational Agency — Central agency in a state responsible for overseeing public education
Service Coordinator	Responsible for coordinating all services across agency lines, serving as the single point of contact and facilitating the development of a transition plan to preschool services, if appropriate.
Transition Interagency Agreements §303.148	If the state education agency, which is responsible for administering preschool programs under Part B of the Act, is not the lead agency under this part, an interagency agreement can be developed between the two agencies to ensure coordination on transition matters.

<b>Name/Abbreviation</b>	<b>Definition</b>
<p>Transition – Part C §303.344 Content of an IFSP</p>	<p>(h) <i>Transition from Part C Services</i></p> <p>(1) The IFSP must include the steps to be taken to support the transition of the child, in accordance with Sec. 303.184 to -.</p> <p>(i) Preschool services under Part B of the Act, to the extent that those services are considered appropriate, or</p> <p>(ii) Other services that may be available, if appropriate.</p> <p>(2) The steps required in paragraph (h)(I) of this section include –</p> <p>(i) Discussions with, and training of, parents regarding future placements and other matters related to the child’s transition.</p> <p>(ii) Procedures to prepare the child for changes in service delivery including steps to help the child adjust to, and function in, a new setting, and</p> <p>(iii) With parental consent, the transmission of information about the child to the local educational agency, to ensure continuity of services, including evaluation and assessment information required to Sec. 303.322, and copies of IFSPs that have been developed and implemented in accordance with Secs. 303.340 through 303.346.placements and other matters related to the child’s transition.</p>
<p>Part B IDEA §300.132</p>	<p>Transition of children from Part C to preschool programs</p> <p>(b) By the third birthday of a child described in paragraph (a) of this section an IEP or, if consistent with §303.344(c) and section 636(d) of the Act, an IFSP, has been developed and is consistent with §300.121(c), and</p> <p>(c) Each LEA will participate in transition planning conferences arranged by the designed lead agency under section 637(a)(8) of the ACT.</p>

# 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 Mariam 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

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 E.P. 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.

# Parental Rights

## 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 district 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 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.

**Educational Evaluation** — Procedures 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 IEPs.

**Confidentiality of Information** — The information maintained and used by the school district 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, or the provision of a free and appropriate education for the child, both the parents or guardians and the school have the right to seek mediation or request a due process hearing to settle this difference of opinion. Mediation is a voluntary process and is provided at no cost to parents and school.

## Sources of Information About Parental Rights

- Local Special Education Director
- Idaho State Department of Education
- (1-208-332-6912)
- Idaho Parents Unlimited (208-342-5884)

This does not replace the notice of procedural safeguards and parental rights under Part B provided by the local school