


Babies Can't Wait

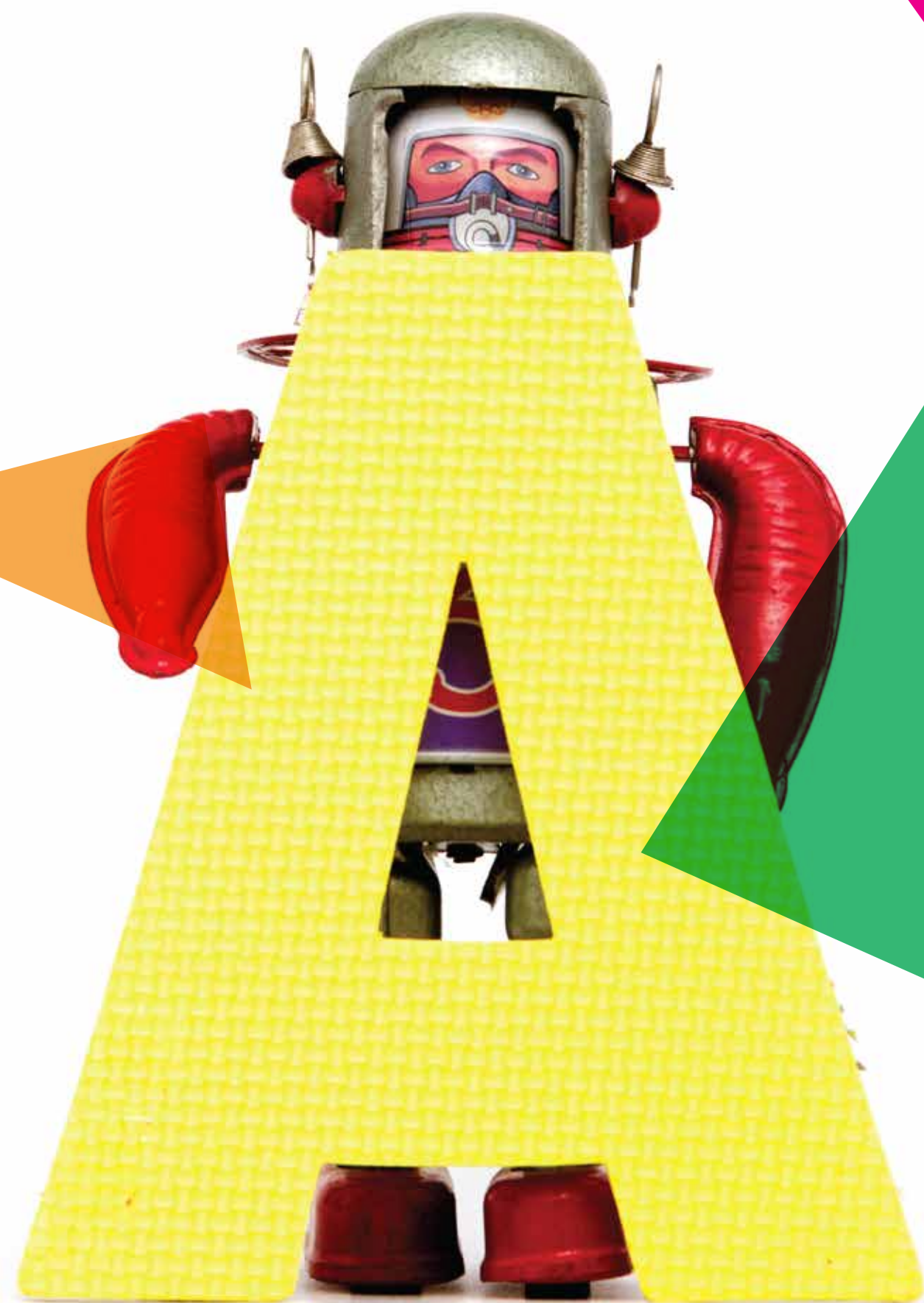
Transition @3



Babies Can't Wait

Transition





STEPS FOR SUCCESS

babies can't wait

As the parent of a young child receiving early intervention services, you are a partner with your Babies Can't Wait staff. When your child turns three and graduates from the Babies Can't Wait program, a new adventure begins. As you explore your options beyond your child being enrolled in the Babies Can't Wait program, you may consider a Head Start program, a day care center, or your local school district (to name a few). We call this process transition.

Transition planning from the Babies Can't Wait program may begin when your child is 27 months, but no later than 33 months. At this time, you will work with your Service Coordinator to develop a transition plan that will be part of the Individual Family Service Plan (IFSP). Your child's Service Coordinator will also notify the local school district of your child's upcoming third birthday in the event that your child may be eligible for services. The Babies Can't Wait program does not determine eligibility for school districts. The school district will complete an evaluation to determine your child's eligibility for services in the school.

PLANNING

the move

Transitions are natural events for all of us. Remember your first day of school? What about the day you brought your new baby home? Successful transitions require planning ahead and working with others who can help.

Your family’s culture will also bring a unique set of values, beliefs, customs, and behaviors that may affect how you plan and the choices you make.

Through the IFSP process, your family set goals based on your priorities and concerns, and identified services and support that you needed to reach the goals. During transition, you will identify people and agencies that can help you to continue to access services you are currently receiving if they continue to be needed. Some services may not be available after your child transitions out of the Babies Can’t Wait program. In that case, the Babies Can’t Wait staff will help you find ways for you and your child to integrate activities into your family’s daily life with family members or friends.

As you plan, ask yourself:

- What do I hope and dream for my child?
- What does my child need now to grow and develop?
- Where do I want my child to play and learn?
- What supports does my child need to be successful?
- What do I need to support my child, such as trainings, support groups, etc?

INITIAL PLANNING MEETING — CHOICES AFTER BABIES CAN’T WAIT

If your child moves to the school district’s program for children with disabilities, you will find this program addresses your child’s educational needs; but not needs outside of school. The school has the responsibility to provide your child with a free and appropriate education in the least restrictive environment (LRE). To meet your other needs, you may have to choose other resources.

These may include:

- Friends or social groups with young children
- Local parent support groups or organizations
- Cooperative play groups

- Family child care
- Head Start
- Mother’s Day Out programs
- Library story hours
- Community recreation programs
- Child care centers
- Community non-profit organizations that focus on parenting

NOTIFICATION TO THE LOCAL SCHOOL DISTRICT

The Notice of Intent allows for sharing limited information with the state educational agency and local school district of potentially eligible children needing special education and related services in their school district. Notification ensures that school districts are working to identify potentially eligible children as a part of “Child Find”, a Federal requirement under the Individuals with Disabilities Education Act (IDEA).

The information to be shared with the state educational agency and your local school district includes your child’s name, date of birth and your contact information. This information will be sent to the Special Education Director in the school district where your child resides when your child is 27 months old.

If your child entered Babies Can’t Wait after 27 months of age, the information will be shared the month following the development of your initial Individualized Family Service Plan (IFSP).

Your written consent is not required for Babies Can’t Wait to share this information. Therefore, if you choose not to share this information with the state educational agency and local school district, you must sign the “Opt Out” section of the Notice of Intent to Transmit Notification form. This form will be provided by your Babies Can’t Wait Service Coordinator. The signed form must be returned to your Service Coordinator or mailed directly to your local Babies Can’t Wait Office before the information is automatically sent to the school district within the time-frame mentioned above.



FOR
30
years

BCW HAS HELPED
TENS OF THOUSANDS
OF GEORGIA BABIES.

TRANSITION

conference

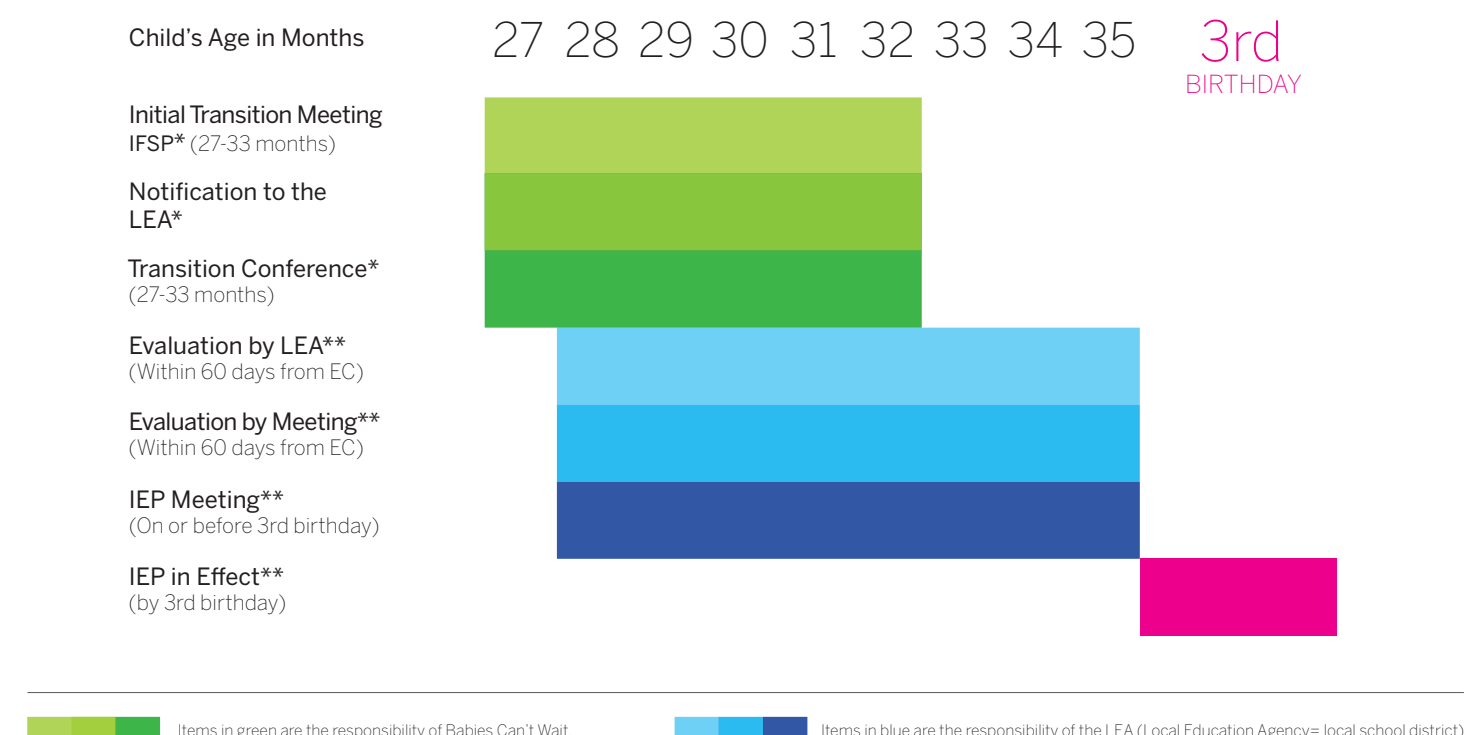
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SCHOOL DISTRICT SERVICES EVALUATION, ELIGIBILITY DETERMINATION, & INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Eligibility requirements for school district services are different from requirements for the Babies Can't Wait program. The school must determine that your child meets criteria as a child with a disability and is in need of specialized services. A comprehensive evaluation must be conducted to determine if your child is eligible.

The evaluation will provide information about your child's unique talents and needs to help you and the staff decide on services. Other sources of information, such as your child's Babies Can't Wait records or doctors' records, will also be considered.

TRANSITION FROM BABIES CAN'T WAIT



*Georgia's Babies Can't Wait Early Intervention Program Manual: Policies, Procedures and Guidelines

**Georgia State Board of Education Rule 160-4-7-04

MEETING WITH THE

school district staff

The transition conference is a chance for you, Babies Can't Wait personnel providers, and school district staff to plan the transition process. School district staff can explain eligibility criteria, service options, and how the Individualized Education Program (IEP) will be developed for your child. You and others you invite can give the school district personnel information about your child. At the meeting, the school district staff will:

- What do I hope and dream for my child?
- What does my child need now to grow and develop?
- Discuss eligibility requirements and evaluation procedures.
- Explain the next step in the transition process.
- Explain your parental rights and answer your questions.
- Discuss options for where services may be provided.
- Consider your family's concerns about the change in services and the transition process.

As a parent you have information that no one else has about your child. This is your opportunity to help school district staff learn how they can support your child and family. During the meeting, you can share information and ask questions. Some examples of information you can share are:

- Things your child enjoys and/or dislikes
- What motivates your child
- Your child's strengths and abilities
- Your child's activities and routines
- Hopes and dreams you have for your child
- Possible goals and objectives
- Cultural considerations

You can invite friends, relatives, providers, child care staff or anyone you feel may have valuable information to help inform the school about your child.

THE IEP TEAM

If your child is found eligible, you will be asked to sign a consent for services. If you sign a consent for services, a team will meet to develop an Individualized Education Program (IEP) for your child. The people on the team will

include you as parents the evaluator who is able to explain test results to you, an administrative representative (principal or designee), a general education teacher, a special education teacher, and other service providers if applicable (speech therapist, occupational or physical therapist). You may invite people (i.e., relatives, outside therapist, etc.) to participate in the meeting if you feel they can help in the development of the IEP or provide support.

DEVELOPING THE IEP

As you develop the IEP, the IEP team will consider your child's abilities, strengths and needs, your concerns and goals, evaluation results, and other factors that will help your child progress. These factors may include behavioral considerations, language needs (for English Language Learners), or Assistive Technology, if needed.

As part of your child's IEP team, you will help develop annual goals for your child. The goals will address your child's identified needs. They will enable your child to be involved and progress in age-appropriate activities. Goals are written so that your child's progress can be measured.



EARLIER INTERVENTION,
LOWERS OVERALL COST
TO SOCIETY.



MAKING SERVICE

decisions

The IEP team then decides on the services your child will receive including how often, how long, and where your child will receive services. By law, your child must receive services in the least restrictive environment (LRE). If your child turns three during the summer months, extended school year (ESY) services must be considered, though it is not needed for all children.

Other topics you may discuss at the meeting might include planning to make your child's first days in the new program happy & successful. You may wish to schedule visits to the new classroom, or to meet others who will be involved with making your child as successful as possible.

SPEAKING UP

If you do not understand something, ask questions. No question is too small. The key to a good beginning is communication among all who know and care for your child. As you talk, you will think of many creative ideas to help your child enjoy the steps ahead. If problems arise, they can be discussed with openness and respect. Communication between you and the members of the IEP team is really important to ensure your child's success.

OTHER OPTIONS

If your child is determined to be ineligible for school district services, your service coordinator will assist you in exploring and planning for other options. Those options may include some of the community services explored earlier as you began looking into possibilities for transition.

If you have any questions at any time during the transition process, please ask your local Service Coordinator for additional help.



DOCUMENTS NEEDED TO ENROLL
YOUR CHILD IN SCHOOL

- Birth certificate
- Social security card
- Bureau of Indian Affairs card (if applicable)
- Current immunization record
- Available medical records
- Proof of residency
- List of emergency contacts and their phone numbers
- Health information about your child
- Medicaid Card (may be requested as supporting document in some instances)

DIFFERENCES BETWEEN

IFSP and IEP

Some significant differences exist among the types of services provided for children under age three and their families and the services provided for children with disabilities aged three through five years. Your family may want to know some of these differences before discussing services with the school to prevent misunderstandings.

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
<p>Includes information about your child's present levels of development.</p> <p>With your approval, it may also include your family's resources, priorities, and concerns related to helping the development of your child.</p>	<p>Includes information about your child's present levels of performance and participation in developmentally appropriate activities. Includes information about your concerns for enhancing your child's education.</p>
<p>The IFSP team (you or your child's guardian, Service Coordinator, early intervention provider(s) who work with your child) determine the IFSP outcomes.</p>	<p>The IEP team (you or your child's guardians, teachers, school administrative representative(s), and related service providers who may work with your child), determine the goals.</p>
<p>Includes the major outcomes desired for your child and family, and the criteria, procedures, and timeline used to determine:</p> <ul style="list-style-type: none">• The degree to which progress toward achieving outcomes is being made; and• Whether modifications or revisions of the outcomes are necessary. The IFSP is reviewed every 6 months.	<p>Includes measureable annual goals, academic and functional, designed to:</p> <ul style="list-style-type: none">• Enable your child to be involved in and make progress in the general educational curriculum;• Explain frequency of progress reports and how they will be provided. The IEP is reviewed annually and may be reviewed sooner if needed.
<p>Includes the natural environment where services will be provided, which typically means the child's home, early learning center or settings where children typically live, learn and play.</p>	<p>Provides services and support for the child within the school system. Includes an explanation of the extent that your child will not participate (if applicable) with typically developing children in regular activities.</p>
<p>Includes the specific early intervention services necessary to meet the unique needs of your child and family to achieve identified outcomes, stating type(s) of services, how often, and for how long they will be delivered. Helps your child reach developmental goals.</p>	<p>Includes the special education, related services, supplemental aids and services, modifications, and supports to be provided to help your child participate in developmentally appropriate activities. Prepares your child to learn alongside his/her typically developing peers.</p>



Babies Can't Wait

dph.georgia.gov/Babies-Cant-Wait

