



South Sound Parent to Parent / Your Transition Journey

Goals and Priorities:

Your child will complete their age of three evaluation and, if eligible, will transition from the birth to three program to the school district or other appropriate service.

Transition is the process of moving from birth to three services to the “services, people, places, and activities” appropriate for your child’s development at age three.

What Are Our Options?

Some children have progressed in their development and will not need special education and related services from the school district. If so, your Family Resources Coordinator can help you identify other community and early learning options available to your family.

Questions:

- If my child doesn’t qualify right now for services, but I still have concerns in 6 months, can they be re-evaluated?
- What is the likelihood of my child getting in as a peer model if they don’t qualify for special education services?
- If my child qualifies, do I have to choose Preschool? Can I choose another type of service, and look again at preschool next year?
- If my child qualifies and we decide they will attend, can we choose either morning or afternoon session?

Possible Options at Age Three:

If no longer eligible for services:

You may choose to enroll your child in a Developmental Preschool as a peer model. There is a cost associated with this option. It is also contingent upon space availability.

- Head start/ECEAP (these have income restrictions so ask your FRC for more information).
- Community early childhood programs
- Library story hours/Cooperative play groups
- Community preschools.

If eligible for services according to state guidelines:

- Services provided in one of the developmental preschools within the school district based upon where you live.
- The school district offers a continuum of services designed to meet the needs of children who qualify for services.





Eligibility for special education services does not necessarily mean automatic enrollment in a preschool program. The IEP team determines placement based on the results of the evaluation and the individual needs of your child. Special education services can be delivered in a variety of settings.

Questions:

- My child needs special interventions to support them regulating themselves (weighted vest, sensory input, calming space) how does the teaching staff support those needs?
- My child has therapy in the morning. Can they go to preschool in the afternoon?
- Who do I contact at the district level for medical exemptions and concerns (vaccines, allergies) for my child?
- If my child qualifies for special service (OT/PT/SLP) in the district, can they receive outside services in these areas?
- Will the school district work on sensory and feeding (medical) for my child?
- How will services look different (birth-to-3) versus school based?

What Are My Rights?

The school district will provide you with a hard copy of your legal rights and procedural safeguards at your child's age of three evaluations. *Please keep this for your records.*

- Children are protected under Part B of the Individuals with Disabilities Education Act (IDEA) from three to 21 years of age.
- If you do not agree with the identification, evaluation, placement, or provision of educational services, use formal dispute resolution options outlined in special education Procedural safeguards.

When Do I Get Started?

At 27 months of age, your Family Resources Coordinator will request your written permission to share information about your child's evaluations, assessments, current service, their most recent IFSP and any additional concerns you may have with the school district.

What is the Transition Plan?

The transition plan is a chance to meet with your Family Resources Coordinator (FRC), the Early Intervention Team, and the Transition Coordinator to introduce and help you understand the transition process and what is coming next with the school district. This meeting occurs before meeting with the school district and can be from when your child is 27-32 months. This is a perfect time for you to ask questions about what transition means for your child. You can also ask questions at any time throughout the process as they arise.





When Do I Meet with The District?

- A Transition Conference will be scheduled with the school district representative. This meeting occurs no more than 90 days before your child's third birthday.
- Transition conferences can take place in a school district office or virtually.
- The transition conference is your time to meet with the school district representative along with other members of your team (the FRC, someone from the Early Intervention Team, and the Transition Coordinator). If your child is potentially moving ahead in Part B of special education services this gives you a chance to work with the team as your child and family move beyond early intervention services.

Questions:

- What happens during and after the transition conference?
 - * The district representative will ask questions about the skills and need areas your child may have.
 - * The district representative will ask about any medical diagnosis, especially in the areas of vision and hearing.
 - * The district representative should share information about transportation for your child.
 - * The district representative should share information about potential services their district may offer your child.
- A potential date and time for an evaluation will be offered or the district will contact you for these.
- Your child will be evaluated in areas where they qualified while in early intervention services. You can request the district to assess in other areas but they are not required to. However, some school districts will evaluate in a variety of areas to completely understand your child.
- The early intervention team can make recommendations for further areas of testing should there be areas of concern.
- The school district team may ask to add more evaluations in areas of concern.
- The team will schedule an eligibility meeting with you to share their findings.
- If your child is eligible for an Individualized Education Plan (IEP), the team from the providing school will meet with you to develop and review an IEP for your child.

Questions:

- What does transportation look like for my child? What are some of the requirements for kids with motor delays accessing school district busing? Can they start riding the bus at any time?
- Can my child bring their stander/gait trainer/etc. with them during the day? Do I need to send specialized equipment to the school that my child uses at home?
- What do the results of the assessments tell me?
- What is my child doing well?





In What Areas Might My Child Be Assessed?

Areas of assessment may include some or all of the following:

- Cognitive (thinking/problem solving/pre-academic skills)
- Communication/Articulation
- Fine Motor (small muscle skills)
- Gross Motor (large muscle skills)
- Adaptive/Self-help/Sensory
- Social-Emotional Development

What can we do as parents to help our child to be successful with this change?

Supplies for school - Common objects needed include a coat and backpack. Ask for a communication notebook!

- Your child’s birth certificate
- Immunizations/shot record – changes to the State Law require that proof of immunization be medically verified. You can access medically verified immunization records in the following places; a Certificate of Immunization Status (CIS) printed from the Immunization Information System (IIS), a physical copy of the CIS form with a healthcare provider signature, A physical copy of the CIS with accompanying medical immunization records from a healthcare provider verified and signed by school staff, a CIS printed from MyIR.
- Proof of residency (ex. power or water bill).

Questions

- * Can I (we) visit the classroom, playground, therapy rooms, or early learning center ahead of time? (Seeing the classroom or early learning center ahead of time) Can we meet the teachers ahead of time?
- * What is next for my child now that they qualify for services?

What if my child has a birthday from May-August?

Options for the remainder of the school year will be discussed once it is determined if your child will continue to qualify for special services under Part B of IDEA

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