

A Family Guide to Transition from the West Virginia Birth to Three System



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As You Begin the Process of Transition



As you go through the handbook, you will find words in *bold italics*. These are words commonly used in WV Birth to Three and are defined in the Glossary at the end of the handbook.



Moving from one program to another is called transition. As your child nears age three, your WV Birth to Three team will support you in exploring available community options to help your child continue to grow and develop. Although this process may seem overwhelming at times, with thoughtful planning and involvement by families and professionals, your child's transition will be a great success.

Transition activities and supports are offered as a part of service coordination, which is provided to every family enrolled in WV Birth to Three. To ensure that the transition process is smooth and that services are in place when you exit WV Birth to Three, it is important for families and both current and future providers to move through the process together, one step at a time. This requires ongoing open communication and the commitment of everyone involved. That's why we start early, so that you have the information you need to make the best choice for you and your child.

WV Birth to Three, along with other early childhood programs, has made a commitment to all families to ensure that all children have access to quality early childhood programs.

Planning Ahead

As early as 9 months and no later than 90 days before your child turns three*, your family will have the opportunity to:

- Take a leadership role in the transition process
- Discuss your questions and concerns about your child’s transition from WV Birth to Three
- Learn about community options and resources that are available within your community
- Visit possible settings
- Begin preparing your child by practicing the skills he or she will need to be successful in the next setting

Your WV Birth to Three team will:

- Provide your family with information about transition
- Review the Individualized Family Service Plan (IFSP) including current outcomes, strategies, and services and begin developing the **transition plan** with you
- Assist you in referring your child to the community options of your choice
- Schedule a **Transition Conference** with your family and the program(s) you have selected at least 90 days prior to your child’s third birthday

For families considering preschool **special education**, your County School District Staff will:

- Work with your family and your WV Birth to Three team on planning for a smooth transition
- Introduce your family to the county school district staff
- Describe the process for determining whether your child is eligible for preschool special education
- Explore options and opportunities to visit the classroom and to ask questions

For families considering other community options, the staff will:

- Work with your family and your WV Birth to Three team on planning for a smooth transition
- Discuss eligibility and application procedures
- Offer you an opportunity to visit the classrooms (child care, **Head Start**, or other community programs) and to ask questions

What Other Parents Have Said:

“Educate yourself and take all the information your BTT team can share about transition--this gives you the confidence to participate as an active member of the transition team.”



Use the WV Birth to Three Transition Plan to plan and document transition activities.

***If your child is referred to WV Birth to Three 150 days or closer to their third birthday, your Interim Service Coordinator will start this process with you.**



Learning about Community Options

Your child has been receiving services under **Part C** of the **Individuals with Disabilities Education Act (IDEA)**. Some children may continue to be eligible for services under **Part B** of IDEA at age three, at no cost to the family. Eligibility for IDEA services will be determined by the county school district. Decisions about what kinds of services and where services will be provided are made through the **Individualized Education Program (IEP)** process.

As part of transition, you and your service coordinator will be discussing what other community opportunities may be available to you and your child.

Community options differ across the state but may include:

- Preschool special education
- Early Head Start/Head Start
- Child Care
- Private preschool programs
- WV Home Visitation Program
- Private therapies
- Other community agencies

As you explore these options, you may also want to consider a few additional questions:

- What are my hopes and dreams for my child?
- What does my child need now to grow and develop?
- Where do I want my child to play and learn with other children in age-appropriate settings?
- What information do I want to share with the new staff?



It is helpful to communicate with the county school district about other programs your child is involved with.

What is A Transition Conference?

A transition conference is a meeting to discuss possible future supports and services for your child and family after WV Birth to Three services end. The transition conference will include your family, WV Birth to Three team, potential programs of your choice, and anyone your family would like to invite. By federal law, this meeting can take place up to 9 months before but no later than 90 days before your child's third birthday. However, if your child is referred to WV Birth to Three less than 150 days before his or her third birthday and is eligible, the transition conference will be held in conjunction with the initial IFSP meeting.

The transition conference allows you to meet potential programs and assists them in gathering pertinent information about your child. This is also a good time to review the IFSP and update the transition plan section. The transition plan will outline the steps that your family, your WV Birth to Three team, and potential providers will take to address the end of WV Birth to Three services. The plan will also include the activities and steps to be taken to help your child adjust to new programs and services.

Some questions to ask at the transition conference:

- How will the program determine if my child is eligible for services?
- Who can we call if we have questions?
- What kind of information and documents will be needed?
- What can we expect from the program?

At the Transition Conference

Your family will have the opportunity to:

- Share your hopes for your child and provide important information about your child
- Participate in the transition process at the level that feels comfortable to you
- Ask questions about anything that is unclear

Your WV Birth to Three team will:

- Share written information about your child's progress during their time with WV Birth to Three
- Participate in transition planning
- Help write and/or update your transition plan with specific steps
- Help you identify a variety of community resources and supports

Programs represented at the transition conference will:

- Participate in the transition planning process
- Explain the Procedural Safeguards Notice or parent rights given to you
- Explain the opportunities available through their program
- Discuss eligibility and enrollment requirements
- Request your permission for any necessary evaluations



**Ask your Service
Coordinator to help you
Prepare for the
Transition Conference**



Measuring Child and Family Outcomes

The ultimate goal of early intervention is to enable young children to be active and successful participants during the early childhood years and into the future, in a variety of settings. When your child entered WV Birth to Three, and each year after, you and your team discussed how your child was developing as compared to their same age peers. The team looked at nationally identified early childhood outcomes that we want to see for all children under the age of five. The three outcomes are:

1. Children have positive social/emotional skills (including positive social relationships);
2. Children acquire and use knowledge and skills (including early language and communication); and
3. Children take appropriate actions to meet their needs.

Now that your child is transitioning, your WV Birth to Three team, will meet with you to discuss how your child progressed in meeting these national outcomes. They will then complete the Child Outcome Summary Form. Examples of the kinds of behaviors and skills you might see under the three national child outcomes include:

Children Have Positive Social/Emotional Skills	Children Acquire and Use Knowledge and Skills	Children Take Appropriate Actions to Meet Needs
Children who achieve this outcome	Children who achieve this outcome	Children who achieve this outcome
<ul style="list-style-type: none"> • Build and maintain relationships with children and adults • Manage their emotions • Understand and follow rules • Communicate their wants and needs effectively 	<ul style="list-style-type: none"> • Display an eagerness for learning • Explore their environment • Engage in daily learning opportunities • Show imagination in play 	<ul style="list-style-type: none"> • Move from place to place to participate in everyday activities and routines • Meet their self-care needs (toileting, dressing, feeding, etc.) • Seek help when necessary • Use objects such as spoons and crayons as tools

WV Birth to Three is also interested in learning about how we can better support families in the future by hearing from families like you. We do this through the WV Birth to Three Family Survey. We want to know if we assisted you in being able to help your child develop and learn, to know your rights as a family and to be able to communicate your child’s needs effectively. The family survey will be mailed to you close to your child’s transition with a self-addressed stamped envelope. We hope you will take the time to complete and return the survey as your thoughts are important to us.

A Comparison of WV Birth to Three and Preschool Special Education

The following “side-by-side comparison” is intended to assist families and others in understanding the similarities, as well as some of the differences, between WV Birth to Three and preschool special education.

	Birth to Three	Special Education
Governing Federal Laws	Part C of the Individuals with Disabilities Education Act (IDEA).	Part B of the Individuals with Disabilities Education Act (IDEA).
Ages Served	Children with disabilities or significant developmental delays birth through age 2.	School districts are required to offer special education to eligible students ages 3-21.
Goal of the Program	To provide supports and resources to assist family members and caregivers to enhance children’s learning and development through everyday learning opportunities.	The focus is on the child with a delay or disability and his or her educational needs.
Evaluation	Evaluation refers to the part of the process when the multi-disciplinary team gathers information to decide if the child meets one or more of the categories of eligibility for early intervention services.	Evaluation refers to the procedures used to determine whether a student has a disability or is gifted, and the nature and extent of the special education and related services the student needs.
Eligibility	A multi-disciplinary evaluation team is established to determine the infant or toddlers eligibility for early intervention services within 45 days of the child’s referral to WV Birth to Three. Membership consists of the parent, service coordinator, and at least one member of the evaluation/ assessment team.	An eligibility committee (EC) is established to determine the student’s eligibility for special education services within 80 days of receipt of consent for evaluation. Membership consists of the parent, administrator or designee, teacher, and appropriate personnel with expertise in the areas evaluated. A child must qualify in an exceptionality/ categorical area and meet the eligibility criteria to determine whether he or she qualifies as a child with an exceptionality in need of special education.

	Birth to Three	Special Education
Eligibility	<p>A child must meet eligibility in one of three ways:</p> <ul style="list-style-type: none"> • Have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay; OR • Demonstrates a developmental delay as supported by teams informed clinical opinion: <ul style="list-style-type: none"> ⇒Equivalent of 40 percent delay in at least one area of development, or ⇒Equivalent of 25 percent delay in at least two areas of development, or ⇒Atypical development in two or more areas of development; <p>OR</p> <ul style="list-style-type: none"> • Meets 5 of 20 identified risk factors. 	<p>To demonstrate eligibility for special education services, a three-pronged test of eligibility must be met:</p> <ul style="list-style-type: none"> • Meets State Eligibility Requirements; • Experiences Adverse Effect on Educational Performance - <i>Eligibility for services is based on the presence of a disability that results in the child's need for special education and related services, not on the possible benefit; and</i> • Needs Special Education: Specially designed instruction is required in order to meet the unique needs of the student that result from the disability and to ensure access to the general curriculum.
Family Involvement	Parents are a member of the evaluation/eligibility and IFSP team and must be provided an opportunity to provide input and participate in making team decisions.	Parents are a member of the evaluation/eligibility and IEP team and must be provided an opportunity to provide input and participate in making team decisions.
Service Coordination	Each eligible infant or toddler is assigned a service coordinator to work together with the family on the process of evaluation, IFSP development and implementation, and coordination of services, including access to other state and community resources.	Under Part B of IDEA, there is no requirement that a service coordinator be assigned to a child and their family.
Type of Plan	An Individualized Family Service Plan (IFSP) is used to document the desired outcomes for the family and child, as well as the services to be provided. IFSPs are reviewed at least every six months with the IFSP Team and rewritten annually.	An Individualized Education Program (IEP) is used to document the child's educational goals, objectives, services and program, and ensure progress. IEPs are reviewed periodically, but not less than annually.
Services	Early Intervention services are designed to meet the developmental needs of an infant or toddler with a disability and the needs of the family to assist appropriately in the infant and toddler's development as identified by the IFSP team.	Special education is specially designed instruction to meet the unique educational needs of an eligible student with an exceptionality. Related services (such as OT, PT, and Speech) are provided when they are required in order to assist a child in obtaining benefit from the special education program. Services provided by county school districts.

	Birth to Three	Special Education
Service Delivery Model	Enrollment in the Birth to Three System is voluntary. An IFSP must be developed for all eligible infants and toddlers within 45 days of referral. The type(s), frequency, intensity, length, duration, and location of services, including personnel providing services, are determined through the IFSP Process.	Enrollment in preschool services is voluntary. An IEP must be developed within 30 days of eligibility determination and prior to the initiation of services. The purpose of an IEP is to describe the special education and related services that are necessary to meet the unique educational needs of the child. Consideration must be given to the (1) strengths of the student; (2) concerns of the parents; (3) evaluation results; and (4) academic, functional, and developmental needs of the student.
Location of Services	Services are provided in natural environments. These are settings that are natural or typical for a same aged infant or toddler without a disability, including home and community settings. The family's and child's normal routines of the day are used as natural opportunities of learning.	An eligible student must be educated with general education students in the general education setting to the maximum extent appropriate. An appropriate Least Restrictive Environment (LRE) is one that enables the student to receive IEP services and make reasonable progress toward goals on the IEP.
Cost	Services are provided at no cost to families. WV Birth to Three has interagency agreements with Medicaid and WV CHIP to assure that use of a child's Medicaid or WV CHIP coverage for WV Birth to Three services will not result in a cost for the family, including loss of any other Medicaid services.	Services are provided at no cost to families. The county school district may ask parents for permission to bill Medicaid for services. To access a student's public insurance (e.g., Medicaid reimbursement), the district must obtain and maintain documentation of: parent/adult student consent specifying the records to be disclosed; the services to be provided; and the extent, frequency, and duration of the services. The district must also obtain parent/adult student consent if billable services (i.e., type, amount and/or duration) are revised at any time. The parents must be informed that their refusal to consent to the release of information does not relieve the district of its responsibility to ensure that all services are provided at no cost to the parents.
Transition	The child's service coordinator will hold a transition conference for each child as early as 9 months before, and not later than 90 days before the third birthday. The school district and other community providers are invited to attend this transition conference, at the parents request.	For students who were participating in Part C services, this would include their right to invite the Part C service coordinator or representative to attend the initial Eligibility Committee/IEP meeting. By the child's third birthday, an Individualized Education Program (IEP) must be developed and implemented for an eligible child.



As a parent of a child who is potentially eligible for special education through your local school district, it is important for you to understand your Procedural Safeguards or “Family Rights” under Part B of IDEA. You are entitled to be an equal partner in all educational decisions for your child. Having the tools to be an effective advocate is essential.

To obtain a of the WV Department of Education Policy 2419- Education for Exceptional Students and the Hand in Hand with Special Education: A Guide for Parents.

Call 1-800-642-8541 to request your copy.

What is An Eligibility Committee (EC)?

An eligibility committee (EC) is established to determine the student’s eligibility for special education services within 80 days of receipt of consent for evaluation. Membership consists of the parent, administrator or designee, teacher, and appropriate personnel with expertise in the areas evaluated. The initial Eligibility Committee will decide what information exists or is needed to determine if your child is eligible for special education.

Eligibility is based on diagnosis, developmental delay or other qualifying category ,and the determination that your child needs special education. You, as a team member, will participate in identifying your child’s strengths and needs and writing your child’s Individualized Education Program (IEP). With your permission, your service coordinator and other WV Birth to Three team members will be invited to the Eligibility Committee Meeting. You may ask the county school district to invite anyone else who has special knowledge of your child and who can contribute to the development of the IEP.

What is an Individualized Education Program (IEP)?

An IEP is a written document similar to an IFSP that describes how your county school district will meet your child’s educational needs during the school year. It includes:

- Your child’s present levels of academic achievement and functional performance (PLEP) and level of development. The PLEP is based on information gathered from WV Birth to Three records, your description of your child’s behavior at home, and the results of any other tests/assessments that were completed. The PLEP must include the (1) strengths of the student, (2) concerns of the parents, (3) evaluation results, and (4) academic, functional and developmental needs of the student.
- Goals that describe what you and the rest of the team would like to see your child achieve over the next school year.
- Activities and strategies for meeting your child’s goals.
- Amount and type of preschool special education and related services. While in Birth to Three, services such as physical therapy were provided to meet your child’s developmental needs. Under special education, the focus is on your child’s educational needs. Additional services, such as PT, are considered Related Services and are only offered if they are necessary for the child to benefit from the special education program.
- For each service identified, the IEP must indicate the location, extent/frequency, initiation, and duration of the services and modifications.
- Methods for measuring whether your child’s goals have been met.

What Happens if My Child Attends a Private Preschool or Parochial School?

You may choose to enroll your child in a private school for a variety of personal reasons. Perhaps you want your child to have a religious education. Perhaps you prefer a school with a particular philosophy or curriculum. Perhaps you are dissatisfied with the services offered or provided by the district. This is considered a voluntary enrollment. The extent of services provided through IDEA, Part B funds, is determined based on the number and location of the students enrolled in private schools in the district. So, if you have your child enrolled in a private or parochial school or plan to do so when they turn age three, talk to your service coordinator and your local public school district. Your service coordinator and/or county school district can provide you the information needed to ensure that your child receives an evaluation to determine if he or she requires special education. They can also discuss appropriate next steps.

Enrollment in Your County School District

If your child is eligible for special education, you as the parent will need to enroll your child in school. Enrollment will require that you provide various forms of information including information from your child's doctor, information that identifies your child's legal name and birth date, and information that indicates that you live in the town in which you are enrolling your child. Some schools may ask for this information early in the special education referral process. In some cases, additional information may be needed by your local public school.

Required- Updated health information:

- Immunization Records - All children entering school must have age-appropriate immunizations upon enrollment as defined by the Centers for Disease Control and Prevention (CDC) Advisory Committee on Immunization Practices (ACIP).
- Physical Form - Health Check Screening or other comprehensive health screening (comparable to Health Check).

Required- Proof of your child's age: A valid state issued birth certificate.

Required- Complete a Universal Application that includes information to identify eligibility for services and family need for Head Start, child care, and other community supports. This application gathers information including but not limited to income identification, residency, child care, and family characteristics.



What if My Child Turns Three Over the Summer?

If your child will turn age three during the summer months, your county school district will determine if your child is eligible for special education before their third birthday and whether your child requires *extended school year services* (ESY). If your child requires services, your county school district will provide an IEP by your child's third birthday, even if that occurs during the summer months. If your county school district determines that your child does not require ESY services, then the services on the IEP may begin on the first day of school following the third birthday.

Preparing for Your First Day



Parent quote: “Build the relationship with the school staff—that partnership will help to ensure the best service opportunities for your child.”

Get involved in your child’s classroom by volunteering or finding other ways to connect with other families.

Getting ready for the first day in any new program will help make your child’s transition successful. The transition will be smoother if you have open communication with the program staff where your child will be attending. Some things to discuss may include:

- special equipment, diet, or medications for your child
- staff orientation or training specific to your child’s needs
- when and how to communicate with program staff
- other unique needs and special factors
- talking to other parents in the program

Some strategies to help make the first few days more comfortable may include:

- visiting the new setting
- reading stories about going to school
- making a book about school
- learning the rules of the new setting (such as “Can my child bring a comfort item to the new setting?”)

Transitions are more successful when you and your child’s service providers work through the process together. You know your child best, so it is important to share information and creative ideas to help meet the needs of your child. As questions or issues arise, share your concerns with program staff and work together to make decisions that are in the best interest of your child.



Glossary

Words and Phrases You Will Hear As You Plan Your Child's Transition

Advocate: A person who speaks for the best interests of another person.

Assessment: The initial and ongoing process that identifies the child's unique strengths, needs, family's concerns, priorities, and resources in order to plan appropriate supports and services.

Assistive technology: 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 the functional capabilities of students with disabilities. The term does not include a medical device that is surgically implanted, or the replacement of such a device.

Assistive technology service: Any service that assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- the evaluation of the needs of the student with a disability, including a functional evaluation of the student in the student's customary environment.
- the purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities.

Case management: The maximum number of students for whom a special education teacher has primary responsibility in performing the administrative functions of the IEP process including:

- setting up meetings;
- ensuring appropriate forms are completed;
- ensuring timelines are met;
- notifying participants of the times and dates of meetings.

Confidentiality: The protection of all personally identifiable data, information, and records collected or maintained by an agency.

Consent: The parent or legal guardian being fully informed in his or her native language (or other mode of communication), understands, agrees in writing, and voluntarily gives approval for the activity to take place.

Developmentally appropriate: Early childhood programming, curricula, and activities that address the stages of each child's cognitive, physical, social/emotional, and cultural development and utilizes a balanced approach of both child-initiated and teacher-directed instruction. Children should be actively engaged in hands-on, interactive activities of learning for a substantial portion of the day.

Developmental delay: Occurs in students, ages three through five, who are functioning at, or lower than, 75 percent of the normal rate of development in two or more of the following areas:

- cognition;
- physical development including gross motor and/or fine motor skills;
 - ⇒ communication;
 - ⇒ social/emotional/affective development; and/or
 - ⇒ self-help skills.

Glossary

Developmental disability: A severe, chronic disability of an individual that:

1. is attributable to a mental or physical impairment or combination of mental or physical impairments;
2. is manifested before the individual attains age 22;
3. is likely to continue indefinitely;
4. results in substantial functional limitations in 3 or more of the following major life activities:
 - a. self-care
 - b. receptive and expressive language
 - c. learning
 - d. mobility
 - e. self-direction
 - f. capacity for independent living
 - g. economic self-sufficiency

and reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

Dispute resolution: A variety of options are available to resolve disagreements between parents and districts related to the implementation of state and federal special education laws and regulations regarding the identification, evaluation, or educational placement of a student or the provision of FAPE. The WVDE administers a dispute resolution system including the following processes that may be used singly or in combination:

1. state complaint including early resolution;
2. mediation; and/or
3. due process complaint including a resolution process.

Extended school year services: Special education and related services that are provided to a student with a disability beyond the normal school year of the district, in accordance with the student's IEP at no cost to the parents of the student, and that meets the standards of the state education agency.

FAPE (Free and Appropriate Public Education): Special education and related services that:

1. Are provided at public expense, under public supervision and direction, and without charge to the parent;
2. Meet the standards of the state education agency, including the requirements of these regulations;
3. Include preschool, elementary school, or secondary school education in the State; and
4. Are provided in conformity with an Individualized Education Program.

Functional Behavioral Assessment (FBA): A sequential, multi-step, team evaluation process that helps to determine the purpose and the effect of the problem behavior(s) so that IEP goals and objectives can be identified, and interventions and modifications can be developed and implemented, specifically through a student's Behavioral Intervention Plan. A FBA requires that both school personnel and the parents evaluate the behaviors of concern within the broader perspective of the student's home and school environments.

Head Start: A federal program that promotes the school readiness of children ages birth to 5 from low-income families by enhancing their cognitive, social, and emotional development. Programs may vary from county to county.

Glossary

IDEA (Individuals with Disabilities Education Act): A federal law that guarantees certain educational rights for all people, including those with disabilities.

IEE (Independent Educational Evaluation): An evaluation conducted by a qualified evaluator who is not employed by the district responsible for the education of the student in question, and who is selected by the party seeking the independent evaluation.

IEP (Individualized Education Program): A written plan/program developed by the school's special education team with input from the parents. The IEP focuses on the educational areas that are impacted by your child's disability and identifies the services and supports he or she needs for success. The IEP will include your child's present level of development, goals, and timelines for achievement. The IEP will reflect high expectations for your child as a student. The IEP should reflect as much as possible what your child's peers are learning and doing. This plan will be developed, reviewed, and revised in accordance with Policy 2419 and IDEA 2004.

LEA (Local Educational Agency): Your local public school district.

LRE (Least Restrictive Environment): The educational placement which provides the services/ conditions necessary to meet the unique educational and behavioral needs of the student, while providing the student with integration to the maximum extent appropriate with peers without exceptionalities.

McKinney-Vento Act (Homeless Education): Federal legislation ensuring that homeless children, including preschoolers and youths, have equal access to free and appropriate public education. Homelessness is defined as families and students living:

- In a shelter (i.e., family, domestic violence, youth or transitional living program);
- In a motel, hotel, or weekly rate housing;
- In a house or apartment with more than one family because of economic hardship or loss;
- In an abandoned building, a car, at a campground, or on the street;
- In temporary foster care or awaiting foster care with an adult who is not your parent or legal guardian;
- In substandard housing (no electricity, no water, and/or no heat); OR
- With friends or family because you are a runaway or unaccompanied youth.

Multidisciplinary evaluation: Procedures used in accordance with the protection in evaluation requirements of IDEA 2004 to determine whether a student is exceptional and the nature and extent of the special education and related services that the student needs. The term means procedures are used selectively with an individual student, and do not include basic tests administered to or procedures used with all students in a school, grade, or class

Multidisciplinary evaluation team: A group of qualified personnel representing a variety of disciplines which determines the areas to be evaluated and conducts the multidisciplinary evaluation.

Part B: Part B of the Individuals with Disabilities Education Act provides funds to the state education agency to assist in the provision of special education and related services to eligible student's ages 3 through 21.

Glossary

Part C: Part C of the Individuals with Disabilities Education Act provides funds to state lead agencies to assist in the provision of early intervention services to eligible infants and toddlers with disabilities, ages birth through two.

Positive Behavior Interventions and Strategies (PBIS): A broad term that describes a comprehensive, research-based, proactive approach to behavioral support aimed at producing comprehensive change for students with challenging behavior. PBIS encompasses multiple approaches: changing systems, altering environments, teaching skills, and appreciating positive behavior. The goal of PBIS is not to eliminate the behavior but to understand the behavior's purpose (based upon information from the student's functional behavioral assessment) so that the student can replace it with new, pro-social behaviors that achieve the same purpose.

PBIS strategies may include, but are not limited to:

- Altering the classroom environment;
- Increasing predictability and scheduling;
- Increasing choice making;
- Making curricular adaptations;
- Appreciating positive behaviors; and/or
- Teaching replacement skills.

Prior written notice: A written notice to inform a parent/adult student of the district's proposal or refusal to initiate or change the student's identification, evaluation, educational placement, or provision of FAPE. The notice must be provided to the parent/adult student within a reasonable amount of time prior to implementing the proposed action/refusal.

Related services: Transportation and such developmental, corrective, and other supportive services as are required to assist an eligible student with an exceptionality to benefit from special education. The term includes but is not limited to: assistive technology; audiology; interpreting services; speech and language pathology; psychological services; physical and occupational therapy; clean and intermittent catheterization (CIC); recreation, including therapeutic recreation; counseling services, including rehabilitation counseling; orientation and mobility services; social work services in schools; school health services and school nurse services; early identification and evaluation of disabling conditions in students; medical services for diagnostic or evaluative purposes only; and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization of that devices' functioning (e.g. mapping), maintenance of that device, or the replacement of that device.

Section 504: Of the Rehabilitation Act, ensures no student is excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal funding. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities, regardless of the nature or severity of the disability. Under Section 504, FAPE means providing regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Glossary

Special education: Specially designed instruction, at no cost to parents, to meet the unique needs of an eligible student with exceptionalities, including instruction conducted in the classroom, in the home, in hospitals and institutions, in other settings, and in physical education. The term includes speech and language pathology services, vocational education and travel training if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a student with exceptionalities.

Transition: The process of providing information, support, and transition services to assist a child and family in their transition from early intervention services to other community services and supports at age three or earlier if appropriate

Transition conference: A meeting with the family, early intervention team, and identified community programs and services to plan for the child's transition out of early intervention. Activities may include:

- Review of the child's current development
- With parent's written permission, sharing of copies of assessment reports, IFSP
- Review of services offered at participating community agencies including options from the time the child turns three until the end of the year
- Review of eligibility criteria, application process, etc.
- Review of Procedural Safeguards Notice and enrollment requirements such as a birth certificate and immunizations
- Review of IFSP and revise as appropriate to include plans for transition on the Transition Plan. By federal law this meeting can take place up to 9 months before, but no later than 90 days before your child's third birthday.

Transition plan: The transition plan identifies the steps and services that will be taken to ensure a smooth and seamless transition of your child and family to other community services and supports when your child exits early intervention. The Transition Plan must include:

- Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child's transition
- Procedures to prepare child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting
- Transmission of additional information needed by the Local Educational Agency (LEA) to ensure continuity of services from the Part C program to the Part B or other programs
- Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child

Important Contact Information

Person	Program or Agency	Phone Number and/or Email
	WV BTT ONGOING SERVICE COORDINATOR	
	RAU INTERIM SERVICE COORDINATOR	
	RAU PARENT PARTNER	
	WV BIRTH TO THREE STATE OFFICE	1-800-642-9704 www.wvdhhr.org/birth23

NOTES

West Virginia
Birth to Three
Growing Together

A stylized graphic of a baby in a cradle, rendered in green and blue lines. The baby is lying in a cradle, with the cradle's frame and the baby's body and limbs represented by thick, flowing lines.

WEST VIRGINIA
Department of
Health & Human Resources
BUREAU FOR PUBLIC HEALTH

The West Virginia State Seal, featuring a landscape with a sun, mountains, and a river, surrounded by the words "WEST VIRGINIA" and "1863".

WV OFFICE OF
**Maternal, Child
& Family Health**

West Virginia Department of Health and Human Resources