



General Information About Disabilities: Disabilities That Qualify Infants, Toddlers, Children, and Youth for Services under the IDEA

◇ Introduction ◇

Every year, under the federal law known as the Individuals with Disabilities Education Act (IDEA), millions of children with disabilities receive special services designed to meet their unique needs. For infants and toddlers with disabilities birth through two and their families, special services are provided through an *early intervention* system. For school-aged children and youth (aged 3 through 21), *special education and related services* are provided through the school system. These services can be very important in helping children and youth with disabilities develop, learn, and succeed in school and other settings.



◇ Who is Eligible for Services? ◇

Under the IDEA, states are responsible for meeting the special needs of eligible children with disabilities. To find out if a child is eligible for services, he or she must first receive a full and individual initial evaluation. This evaluation is free. Two purposes of the evaluation are:

- to see if the child has a disability, as defined by IDEA, and
- to learn in more detail what his or her special needs are.

Infants and Toddlers, Birth Through Two. Under the IDEA, “infants and toddlers with disabilities” are defined as children “from birth through age two who need early intervention services because they—

- ◇ are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:

- cognitive development.
- physical development, including vision and hearing.
- communication development.
- social or emotional development.
- adaptive development; or



- ◇ have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.

The term may also include, if a state chooses, children from birth through age two who are at risk of having substantial developmental delays if early intervention services are not provided.” (34 *Code of Federal Regulations* §303.16)

Children Aged 3 Through 9. It is important to know that, under IDEA, states and local educational agencies (LEAs) are allowed to use the term “developmental delay” with children aged 3 through 9, rather than one of the disability categories listed at the top of page 2. This means that, if they choose, states and LEAs do not have to say that a child has a specific disability. For children aged 3 through 9, a state and LEA may choose to include as an eligible “child with a disability” a child who is experiencing developmental delays in one or more of the following areas:

- physical development,
- cognitive development,
- communication development,
- social or emotional development, or
- adaptive development; and

who, because of the developmental delays, needs special education and related services.

“Developmental delays” are defined by the state and must be measured by appropriate diagnostic instruments and procedures.

Children and Youth Aged 3 Through 21. The IDEA lists 13 different disability categories under which 3-through 21-year-olds may be eligible for services. For a child to be eligible for services, the disability must affect the child’s educational performance. The disability categories listed in IDEA are:

- autism,
- deaf-blindness,
- emotional disturbance,
- hearing impairment (including deafness),
- intellectual disabilities,
- multiple disabilities,
- orthopedic impairment,
- other health impairment,
- specific learning disability,
- speech or language impairment,
- traumatic brain injury, or
- visual impairment (including blindness).



2. Deaf-Blindness...

means concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

3. Deafness...

means a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

4. Emotional Disturbance...

means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

5. Hearing Impairment...

means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."



Under IDEA, a child may not be identified as a "child with a disability" just because he or she speaks a language other than English and does not speak or understand English well. A child may not be identified as having a disability just because he or she has not had enough instruction in math or reading.

◇ How Does the IDEA Define the 13 Disability Categories? ◇

The IDEA provides definitions of the 13 disability categories listed above. These federal definitions guide how states define who is eligible for a free appropriate public education under IDEA. The definitions of disability terms are as follows:

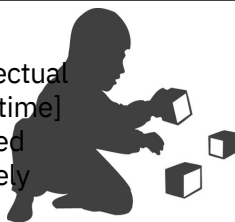
1. Autism...

means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to changes in daily routines or the environment, and unusual responses to sensory experiences. The term *autism* does not apply if the child's educational performance is adversely affected primarily because the child has emotional disturbance, as defined in #4 below.

A child who shows the characteristics of autism after age 3 could be diagnosed as having autism if the criteria above are satisfied.

6. Intellectual Disability...

means significantly subaverage general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.



learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

7. Multiple Disabilities...

means concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

8. Orthopedic Impairment...

means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

9. Other Health Impairment...

means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—

(a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and

(b) adversely affects a child's educational performance.

10. Specific Learning Disability...

means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include

11. Speech or Language Impairment...

means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

12. Traumatic Brain Injury...

means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

13. Visual Impairment Including Blindness...

means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

◇ Finding Out More About Disabilities ◇

IDEA's definitions of disability terms help states, schools, service providers, and parents decide if a child is eligible for early intervention or special education and related services. Beyond these definitions, there is a great deal of information available about specific disabilities, including disabilities not listed in IDEA. NICHCY would be pleased to help you find that information, beginning with:

- our disability fact sheets and other publications on the disabilities listed in IDEA;
- contact information for many organizations that focus their work on a particular disability.



◇ More About Services ◇

Special services are available to eligible children with disabilities and can do much to help children develop and learn. For infants and toddlers aged birth through two, services are provided through an *early intervention* system. This system may be run by the Health Department in the state, or another department such as Education. If you are a parent and you would like to find out more about early intervention in your state, including how to have your child evaluated at no cost to you, try any of these suggestions:

- ask your child's pediatrician to put you in touch with the early intervention system in your community or region;
- contact the Pediatrics branch in a local hospital and ask where you should call to find out about early intervention services in your area;
- call NICHCY and ask for the contact information for early intervention in your state. The state office will refer you to the contact person or agency in your area.

For children and youth ages 3 through 21, *special education and related services* are provided through the public school system. Probably the best way to find out about these services is to call your local public school. The school should be able to tell you about special education policies in your area or refer you to a district or county office for this information. If you are a parent who thinks your child may need special education and related services, be sure to ask how to have your child evaluated under IDEA for eligibility. Often there are materials available to tell parents and others more about local and state policies for special education and related services.

There is a lot to know about early intervention, about special education and related services, and about the rights of children with disabilities under the IDEA, our nation's special education law. NICHCY offers many publications, all of which are available on our Web site or by contacting us directly. We can also tell you about materials available from other groups.

◇ Other Sources of Information for Parents ◇

There are many sources of information about services for children with disabilities. Within your community, you may wish to contact:

- the *Child Find Coordinator* for your district or county (IDEA requires that states conduct Child Find activities to identify, locate, and evaluate infants, toddlers, children, and youth with disabilities aged birth through 21);
- the *principal* of your child's school; or
- the *Special Education Director* of your child's school district or local school.

Any of these individuals should be able to answer specific questions about how to obtain special education and related services, or early intervention services for your child.

In addition, every state has a Parent Training and Information (PTI) center, which is an excellent source of information. The PTI can:

- help you learn about early intervention and special education services;
- tell you about what the IDEA requires;
- connect you with disability groups and parent groups in the community or state; and
- much, much more!

To find out how to contact your state's PTI, look at the NICHCY *State Resource Sheet* for your state (available on our Web site or by contacting us directly). You'll find the PTI listed there, as well as many other information resources, such as community parent resource centers, disability-specific organizations, and state agencies serving children with disabilities.



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Preparing for Transition to School

1. Plan well in advance for the transition to your child's new program.
Prepare yourself and your child for the change in environment:
2.
 - ☐ Be optimistic and positive when talking with your child about going to school.
 - ☒ Begin to adapt your child's schedule for naps and daily activities well in advance, in order to coordinate with requirements by the new program.
Involve your child in the process of getting ready by packing snacks or choosing clothes.

Visit the program with your child ahead of time to become familiar with the new surroundings and people.
3. Recognize that the length of time required for a satisfactory adjustment period varies for each child. Ask about strategies for a gradual entry into the program if separation is a problem for your child.
4. Get acquainted with the new program (the schedule and the activities) and the staff.
5.
 - ☐ Share information about your child with the new teacher
 - ☐ Visit the classroom
 - ☐ Become familiar with the expectations of the new teacher – How much independence is required? What individual assistance is available? What are the classroom rules? What disciplinary measures are used?

Encourage the use of familiar activities or materials, at least in the beginning of the year, to ease the transition and ensure continuity.
6. Maintain contact with the previous teacher. Involve all professionals familiar with your child's educational needs, in program planning and follow-up.
7. Establish methods for regular communication with the teacher. Include this plan in your child's written Individualized Education Program (IEP). Visit regularly to observe the program.
8. Consider inviting other children in the program to your home to visit, play and establish friendships.
10. Understand your role as an active participant in the special education decision-making process. Become familiar with the special education law, IDEA (PL 105-17), and your child's disability by reading and attending information meetings, as well as making contact with agencies designed to help you.



Preparing for Your Child's PPT Meeting

The **Planning and Placement Team (PPT)** is the interdisciplinary team of parents and educators that make decisions regarding your child's special education. The team may also include, at the discretion of the parent or the school district, other individuals who have knowledge or special expertise about your child.

The items below are suggestions. They are not things you *must* do. They are ideas for you to consider when preparing for your child's PPT meeting.

1. **Observe Your Child**

- ☐ Notice how your child plays and learns. Find out her/his likes and dislikes

2. **Talk With Your Child's Teacher and Therapists Beforehand**

- ☐ For an informal update on your child's achievements and behavior in the past few months.

3. **Visit Your Child's Classroom**

- ☐ Find out and visit appropriate placement options for your child.

4. **Review Your Child's Records**

- ☐ Go over your own records at home; if you feel they are incomplete, ask your Birth to Three Service Coordinator for copies of IFSPs and assessments.

5. **Before the PPT Meeting, Be Sure You Understand the Nature of Your Child's Disability**

- ☐ Do you have enough information? Have you reviewed the evaluation reports? Do you understand the meaning of the diagnosis?

6. **Become Familiar with the Laws of Our State and Federal Government Pertaining to Special Education Issues**

- ☒ Call the Connecticut Parent Advocacy Center if you need such information.

7. **Bring Documentation of Need**

- ☒ Be able to explain how your child's disability affects his/her development and learning.

8. **Prepare to Share What You Know About Your Child**

- ☐ Jot down some notes about your child to bring to meetings, such as: interests, hobbies, relationships with family and friends, behavior at home, things s/he does well, and things s/he has difficulty with.

9. Prepare Your Own Questions

- ☐ Ask for a blank copy of the **IEP** form showing the components and write a list of questions you would like to discuss at the meeting. Bring the list with you.

10. Find Out Who Will Be Attending the Meeting

- ☐ Call the school and ask who will be participating at the meeting, if the notification has not included this information. Is there anyone not present from school or outside of school whom you would like to invite? Notify the school if you intend to bring someone from outside of school (friend, relative, advocate, outside evaluator, etc.).

11. Be Prepared to Discuss Your Expectations for Your Child

- ☐ Jot down what you think your child needs and the extent of progress you would like to see during the year. Think about your child's future - how will what he is doing and learning in school now prepare him for adult life and independent living? This applies to children of all ages.

12. Bring Any Recent Evaluations or Reports Done Outside the School

- ☐ Be sure to bring ones which you think will be of value.

13. Bring Samples of Your Child's Work from Activities Done In or Out of School

- ☐ Bring samples (like artwork) you feel say something about your child and support your concerns.

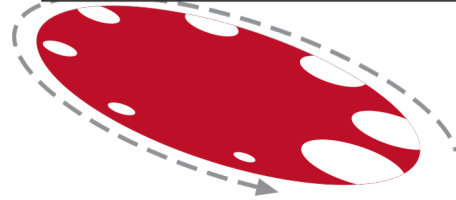
14. Talk to Other Parents

- ☐ Talk to others you know who have attended PPT meetings to learn from their experiences. These may be friends, relatives, neighbors or the Connecticut Parent Advocacy Center.

16. Keep a File of Your Communications with the School

- ☐ Record the dates. You might include letters you send, letters or notes you receive, telephone calls (made and received), report cards and samples of your child's work.

Remember, it's never too late to start!



Steps to Success: **Communicating with Your Child's School**



If you have a child who is receiving special education services, you're more than likely to be very involved with your child's school and teachers — including planning, reviewing, and assessing your child's educational program. Over time, you will learn a lot about the special education process and how to communicate and negotiate on your child's behalf.

While your knowledge, skill, and confidence will naturally increase, there are some specific communication skills that can help you be most successful in developing and maintaining a strong partnership with your child's school. We hope these "Steps to Success" will be particularly helpful to parents who are new to the special education process.

Getting Started

First, understand that your role as a parent is unique. No one knows and loves your child the way that you do. You are the expert on your child. And, while you may not have all the answers, you want your child to be successful in school and in life. Your passion, as a parent, can help you communicate brilliantly, and sometimes it can overtake you.

"I just don't understand what you are saying. Can you explain it in a different way or give me some examples?"

"Can you show me, in writing, something you can show me, so I can fully understand?"



So, **Step 1. Be mindful of your emotional pressure gauge as you work with your child's school.**

If you expect to have difficulty when meeting with school personnel, your mind and body will be primed for battle. How can you communicate successfully if you are on the verge of overflowing in anguish and outrage? Don't let your mind go there. Keep thoughts of past (or present) problems at school, worst fears, and other negatives from creeping into your mind. Focus positively on your goals and the view that the school wants to do their best for your child. Keep telling yourself that you and your child will succeed.

Keep asking and wait for responses until you do fully understand. Resist any temptation to answer your own questions or put words into someone else's mouth.

Step 4. Clarify your statements if you see a puzzled expression on someone's face and ask for clarification in return.

Paraphrase, or restate so that you and others are clear in your understanding. To be understood:

"I must not be explaining this clearly, what I'm trying to say is..."

"Here's a copy of... Let's look at this together. It shows that..."

So that you understand:

"It sounds like you're saying..."

"If I understand you correctly, you're saying... Is that right?"

"Is that written down anywhere so I can read it?"

Often, the process of clarifying one's understanding provides an opportunity to clear up a misconception or correct misinformation that could be critical to finding a satisfactory solution for your child. So, don't overlook the value of this technique.

Step 2. Prioritize and Plan.

What's the most important thing that needs to be accomplished for your child's

Make a list of the issues, questions, and possible solutions. Rank them. Decide if there are any you can pass on and which one(s) must be addressed. Plan how you are willing to give and take in order to achieve the higher goal. Map out what you need to say and practice, if that helps

So that you understand:

"It sounds like you're saying..."

"If I understand you correctly, you're saying... Is that right?"

"Is that written down anywhere so I can read it?"

Often, the process of clarifying one's understanding provides an opportunity to clear up a misconception or correct misinformation that could be critical to finding a satisfactory solution for your child. So, don't overlook the value of this technique.

"What's most important for Jordan right now is..."

"We really need to focus on..."

Referring to these few notes, with key phrases jotted down, can help keep you and the meeting on track.

Step 5. Have options in mind and offer them for discussion, as needed.

Step 3. Actively listen to understand the other person's perspective.

If you don't understand what someone is saying, tell him or her. Be direct:

As a parent, you're in a good position to present alternative solutions that might not occur to those who work for the school system. Along the lines of the old adage, "Sometimes you just can't see the forest for all the trees."



"Let's do some brainstorming on possibilities and options in a problem solving way. This means presenting see what we can come up with. How about...?" and fully analyzing proposed

And, if you've done some research, information gathering, solutions on their own merits. It also means asking some direct, yet

"Here's a recommendation from... that has proven successful for other students. We should seriously consider this for Janey."

"Let's try this for a weeks and see how it goes."

It's also important to make sure that the focus stays on your child and meeting his or her needs. Sometimes, words like the following can help tighten everyone's focus:

"Jordan's dad and I just haven't seen the kind of progress that Jordan needs to make. What other options can we consider for him?"

Additionally, words that recognize the desires and the difficulties for schools to meet every child's needs, while refocusing on your child, can lead to a greater willingness to put forth extra effort and think more creatively about ways to say "yes" to and for your child:

Step 1. You're only human.

If someone has been particularly helpful, acknowledge their efforts. Sometimes, especially when frustrations rise, acknowledging what has gone well, and how hard everyone has worked, sweetens the air a bit and makes it possible for everyone to feel better.

If by chance you make a mistake, or cause offense, say you're sorry. Making an apology says that you're only human and helps to humanize what is often a formal process and sends the message that you can be forgiving of others' mistakes. "Please and thank you" also go a long way in keeping conversations civil and not surprisingly, helps everyone say "yes."

In the end, ask for the "yes."

As you communicate and negotiate, you will uncover areas where you and the school are in agreement. You may agree on the issue that must be addressed, but not be in full agreement on how to address it. This is when it can be especially helpful to restate and discuss

"I'm still puzzled. Why isn't this an option?"

"Jordan needs this."

Who has some ideas on how we can make it happen?"

Additionally, words that recognize the desires and the difficulties for schools to meet every child's needs, while refocusing on your child, can lead to a greater willingness to put forth extra effort and think more creatively about ways to say "yes" to and for your child:

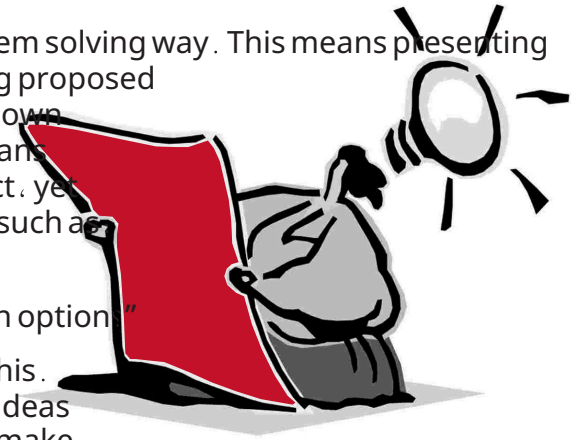
"I appreciate the huge responsibility and demands facing our school system. I understand that there's never enough money, nor enough staff to meet all children's needs in the way that we all want. Truly, I do. You are responsible for meeting many children's needs. My number one job is to see to it that my child's needs are met. None of us has an easy job."

"I know that there's a way for us to work this out, together, so that Janey gets the services she needs. How are we going to do this?"

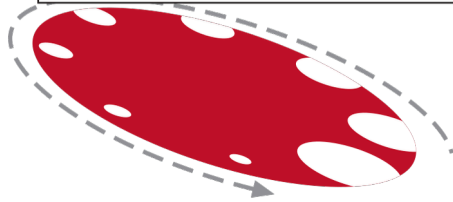
Talking the talk.

So, in a nutshell, when talking with staff and administrators at your child's school, you're likely to be successful if you can:

- Keep your cool.
- Focus on the positives.
- Be clear about your goals.
- Listen. Ask questions. Clarify.
- Keep the focus on meeting your child's needs.
- Present options in a collaborative way; for example, say, "we can" instead of "you should." Say, "yes, and..." instead of "yes, but..."
- Ask for the "yes."



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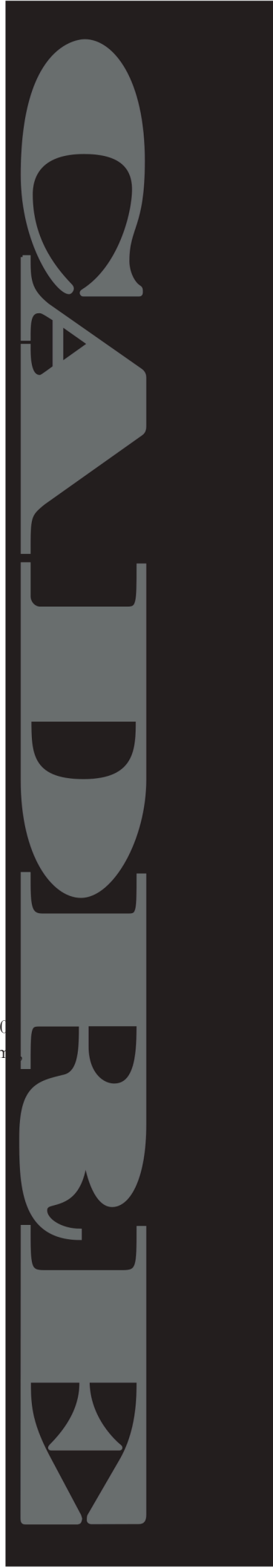
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Transition Frequently Asked Questions

1. Who convenes the 90 day transition conference?

The IDEA, Part C, Section 637 (a)(8)(A)(ii, II) specifies that "*The lead agency designated or established under section 635(a)(10) will notify the local educational agency for the area in which such a child resides that the child will shortly reach the age of eligibility for preschool services under Part B as determined in accordance with state law, and in the case of a child who may be eligible for such preschool services, with the approval of the family of the child, convene a conference among the lead agency, the family and the local educational agency at least 90 days (and at the discretion of all such parties, up to 6 months) before the child is eligible for the preschool services, to discuss any such services that a child may receive . . .*". In accordance with the IDEA, the service coordinator from the child's birth to three program will convene the transition planning conference with the family and a representative of the school district no later than 90 days before the child's third birthday. The birth to three program will notify the school district of the transition conference by sending the school district a letter identifying the date, time and location of the transition planning conference.

2. Must local educational agencies attend the 90-day transition conference?

IDEA, Part B, Section 612 (9) specifies that "*The local educational agency will participate in transition planning conferences arranged by the designated lead agency . . .*". In accordance with the IDEA, a representative of the school district (i.e., local educational agency) is required to attend the transition planning conference convened by personnel from the child's birth to three program (i.e., designated lead agency). The responsibility of school district attendance and participation at the transition plan-ning conferences is inclusive of the calendar year and is not limited to the 180 school days of the dis- trict.

3. When must LEAs convene a planning and placement team?

Federal and state regulations do not address this issue directly. The IDEA, Part C identifies that the designated lead agency (i.e., birth to three program) is responsible for: (a) notifying the appropriate local educational agency in which the child resides that the child will shortly reach the age of three and (b) convening, with the approval of the child's family, a transition planning conference no later than 90 days before and up to 6 months before the child's third birthday. The school district is required to ensure that "*by the third birthday of such a child, an individualized educational program, or if consistent with section 614(d)(2)(b) and 636(d), an individualized family service plan, has been developed and is being implemented for the child*" (reference IDEA, Part B, Section 612 (9)). Therefore, the school district may schedule the planning and placement team meeting at such time that ensures that an eligible child will receive a free appropriate public education no later than their third birthday. Identification of possible planning and placement team meeting dates can be a part of the discussion at the 90 day transition planning conference and a component of the child's written transition plan developed at the transition conference with the birth to three program, the family and the school district.

4. What if a child turns three years of age over the summer?

If a child is scheduled to transition from the Birth To Three program to the LEA and that child turns three years of age during the summer months, the school district must determine if the child is eligible for a free appropriate public education (FAPE) and whether the child requires extended school year services (ESY)

prior to the child's third birthday. If the child is eligible for the provision of FAPE and requires ESY services, the school district is responsible for ensuring implementation of the IEP by the child's third birthday,

5. What happens if the child is referred to the LEA just before their third birthday?

Regardless of the fact that this occurs during the summer months, if it is determined that the child is eligible for FAPE and does not require ESY services, then the IEP must be implemented on the first day of school. The Department of Education and the Birth To Three System agree that late referrals to the Birth To Three System (33 months and older) should be made simultaneously to the school district. It is the responsibility of both systems to coordinate eligibility requirements, as well as the development and implementation

of a child's individualized program, with the ultimate goal to ensure that all eligible children are provide FAPE by their third birthday, particularly children who are referred to the school district at 33 months of age. In the cases of children who are referred to the school district at 34 and 35 months of age, the ultimate goal should continue to be to ensure that all eligible children are provide FAPE by their third birthday. In situations where that may not be possible, a "reasonable standard" would be to use the 45 school day rule. This rule indicates that no more than 45 school days should pass from the date of referral to the implementation of the child's IEP, if that child is eligible for FAPE. Thus, a referral for a child who is close to age three may result in IEP services initiated after the child's third birthday.

6. What documentation must the LEA have on file for children who have been referred from the birth to three program to the school district?

The State Department of Education expects that the school district will have the following list of documentation within a child's record. Although some of the information will not be generated by the school district, when received, it should become a part of the child's record.

☐☐ Birth To Three Referral Form

☐☐ LEA Standard Referral Form

☐☐ Parent Notice of Referral

☐☐ Invitation to Birth To Three's 90 Day Transition Conference

☐☐ Copy of the Transition Plan developed at the 90 Day Transition Conference

☐☐ Signed Releases of Information for the Records the LEA requests to receive from Birth To Three

☐☐ Birth To Three Evaluations, Individualized Family Service Plan(s), Other 0-3 Information/

Documentation

☐☐ Signed Parental Consent for the initial LEA Evaluation

☐☐ LEA Evaluation(s)

☐☐ Signed Parental Consent for Special Education Initial Placement in Special Education

☐☐ Individualized Educational Program (IEP)

☐☐ Prior Written Notice(s) of PPT meetings, as appropriate

☐☐ Invitations to PPT Meetings

Questions may be directed to Maria Synodi at the State Department of Education at (860) 713-6941 or via e-mail at maria.synodi@ct.gov.

Helpful Internet References for Parents & Professionals

*** To view a copy of the *Connecticut Parent Guide to Special Education*:**
Visit them online at: www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf

***For more information about the Connecticut Parent Advocacy Center:**

Visit us online at: www.cpacinc.org

Call: (800) 445-2722

*** To view a copy of the *CPAC Connecting Connecticut Resource Directory*:**

Visit us online at: www.cpacinc.org/Connecting%20CT%20PDF.htm

*** To view a copy of the *CT Framework: Preschool Curriculum Framework*:**

Visit the State Department of Education online at:

www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf



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