

Transition from Early Intervention Services to

Early Childhood Special Education

Early intervention transition assurances of Elkhart Community Schools:

1. Responsible for providing a free appropriate public education (FAPE) available to a student with a disability beginning on the student’s third (3rd) birthday.
2. Responsible for establishing, maintaining and implementing procedures to provide a smooth and effective transition experience to a student participating in early intervention programs under Part C of the Indiana Department of Education (IDOE) will be participating in early childhood special education.

Procedures:

1. Elkhart Community School staff members will participate in transition planning conferences convened by the Part C service coordinator, with parent approval. The transition conference must be conducted in accordance with Part C of IDEA,
2. With parental consent, at least six (6) months prior to a student’s third (3rd) birthday, the state operated or state-supported program will submit to Elkhart Community Schools the most recent:
	1. Individual family service plan (IFSP)
	2. Family service plan report
	3. Evaluation reports from any source.
3. By the date of the third (3rd) birthday of a student who may be eligible for early childhood special education, Elkhart Community Schools is responsible for the following:
	1. Completion of the evaluation.
	2. Convening of a case conference committee (CCC) meeting to determine eligibility for special education and related services.
	3. If a student is eligible, Elkhart Community Schools will develop an individualized education plan (IEP) for the student with considerations regarding the student’s IFSP with other factors taken into account. The factors found in 511 IAC 7-42-6(b) in Article 7 include the strengths of the student, the concerns of the parent for enhancing the education of the student, the results and instructional implications of the initial or most recent educational evaluation and other assessments of the student, and the academic, developmental, communication and functional needs of the student.
	4. Implement the IEP.
4. If the student’s birthday occurs during the summer and the CCC determines the student requires extended school year services, the student’s IEP must state services will begin during the summer of the student’s third (3rd) birthday.
5. If the student’s birthday occurs during the summer and the CCC determines the student does not require extended school year services, the student’s IEP will be initiated at the beginning of the upcoming school year.