Building Bridges: The Transition Process From Early Intervention to Early Childhood

Illinois Department of Human Services (IDHS) and Illinois State Board of Education (ISBE)

February 2017
Workshop Objectives

Explore Part C and Part B of IDEA 2004*
- Transition
- Evaluation and eligibility
- IEP (Individualized Education Program) development
- Least restrictive environments

Share strategies that facilitate smoother, successful transitions from all perspectives, across disciplines, and across service delivery models

Recognize the perspectives and expectations held by everyone involved in transition: the family and child; early intervention; early childhood

*Individuals with Disabilities Education Improvement Act, Part B Regulations (2006); Part C Regulations (2011)
Our Agenda for Today

- Transition Process
- Part C and Part B Services
- Initiating Transition
- Requirements and Strategies

- Transition Planning Conference
- Part B Eligibility
- IEP Considerations
- Unique Situations and Strategies

Opening and Introductions

Lunch (on your own)

Questions and Closing

This packet may be reproduced for instructional or training purposes only.
EI to EC Transitions...
What do you want to know about transition from Early Intervention?
Who are the partners in transition?
### Comparing Early Intervention and Early Childhood Special Education Services

<table>
<thead>
<tr>
<th>Early Intervention</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governing Federal laws</strong></td>
<td>Part C of the Individuals with Disabilities Education Improvement Act (IDEA, 2004)</td>
</tr>
<tr>
<td><strong>Ages for services</strong></td>
<td>Birth to 3</td>
</tr>
<tr>
<td><strong>Goal of the program</strong></td>
<td>Helping the family meet the developmental needs of their child with a delay or disability</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Two or more professionals from different disciplines complete a developmental evaluation of all five areas of development.</td>
</tr>
<tr>
<td><strong>Eligibility</strong></td>
<td>A child must have a 30 percent delay in one area of development or a documented medical condition, as determined by the Illinois Department of Human Services, Bureau of Early Intervention.</td>
</tr>
<tr>
<td><strong>Service delivery model</strong></td>
<td>Parents and caregivers enroll their child in EI services. The type(s) frequency, location and duration of services, including individuals providing services, are determined through the IFSP process.</td>
</tr>
<tr>
<td><strong>Family involvement</strong></td>
<td>Families must be involved in the process to develop the Individualized Family Service Plan (IFSP).</td>
</tr>
</tbody>
</table>

### Early Intervention

- Each eligible infant or toddler is assigned a service coordinator who coordinates services and assists the family throughout their involvement in the EI system.

### Special Education

- An Individualized Education Program (IEP) documents the family's measurable annual goals, services and program, the IEP also describes how progress will be measured. The IEP team reviews the IEP annually.

- EI services are provided in natural environments such as the child’s home or in other sites in the community, where infants and other toddlers without disabilities participate. Services are provided within the context of the family’s normal routines.

- Children with disabilities are educated in the least restrictive environment and with their typically developing peers. A child may receive services in a more restrictive environment only when the IEP team determines that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- Families are billed on a sliding fee scale and insurance plans are billed.

- A LEA representative will participate in the Transition planning Conference. If a child is determined eligible for Early Childhood Special Education services, the IEP will be developed by the child’s third birthday.
What do EI and School districts do that are the same?

What are different?

How might those differences have an effect on transition?
Why do we need a transition process???
Ensure Continuity of Services

Adapted from M. Wolery in DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families (1993)
Adapted from M. Wolery in *DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families* (1993)

Ensure Continuity of Services

Minimize disruption to the family system
Ensure Continuity of Services

Minimize disruption to the family system

Promote child’s functioning in the natural or least restrictive environment

Adapted from M. Wolery in *DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families* (1993)
It’s Required!
Data Based on 2014-2015 Reports* (updated 2/23/17)

Annual State Performance Report

- **Part C Indicator 8a**: 97.97% of children with transition steps in IFSP
- **Part C Indicator 8b**: 100% of children with referrals to the school district
- **Part C Indicator 8c**: 83.7% of children with Transition Planning Conferences
- **Part B Indicator 12**: 98.30% of eligible children with IEPs on 3rd birthday
What does transition look like in your area?

Let's take a look at indicator 12.
Now, how about Indicator 8A... and Indicator 8C

<table>
<thead>
<tr>
<th>IFSP WITH TIMELY TRANSITION STEPS/SERVICES</th>
<th>TIMELY TRANSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFC #</td>
<td>Toddlers Exiting in November 2015</td>
</tr>
<tr>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>2**</td>
<td>34</td>
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<tr>
<td>3</td>
<td>11</td>
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<tr>
<td>4**</td>
<td>78</td>
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<tr>
<td>5**</td>
<td>82</td>
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<tr>
<td>6*</td>
<td>122</td>
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<td>7*</td>
<td>63</td>
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<td>8*</td>
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<td>9*</td>
<td>46</td>
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<td>10*</td>
<td>57</td>
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<td>11*</td>
<td>133</td>
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<td>12*</td>
<td>57</td>
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<td>13</td>
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<td>30</td>
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<td>15**</td>
<td>83</td>
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<td>22</td>
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<td>24</td>
<td>5</td>
</tr>
<tr>
<td>25**</td>
<td>29</td>
</tr>
<tr>
<td>Statewide</td>
<td>1,131</td>
</tr>
<tr>
<td>*Cook County</td>
<td>535</td>
</tr>
<tr>
<td>**Collar Counties (2, 4, 5, 15, &amp; 25)</td>
<td>306</td>
</tr>
<tr>
<td>Downstate (All Others)</td>
<td>290</td>
</tr>
</tbody>
</table>

*Cook County Offices:
- CFC 6 - North Suburban
- CFC 7 - West Suburban
- CFC 8 - Southwest Chicago
- CFC 9 - Central Chicago
- CFC 10 - Southeast Chicago
- CFC 11 - North Chicago
- CFC 12 - South Suburban
Transition...
Whose job is it anyway?
Requirements for Transition

Transition discussion at every IFSP meeting
27-month list
Child Find activity
Requirements for Transition

Transition discussion at every IFSP meeting

No later than 2 years 6 months, SC to discuss with family transition at age 3
<table>
<thead>
<tr>
<th>Event Type</th>
<th>Description</th>
</tr>
</thead>
</table>
| Transition Planning Outcome (IFSP meeting) | • Outcome and strategy development at part of IFSP  
    • REQUIRED meeting 2.3-2.9  
    • IFSP team in attendance |
| Transition Planning Conference          | • REQUIRED meeting held 2.3-2.9  
    • Parent, SC, LEA, and Evaluator(s) required to attend |
| Exit IFSP Meeting                       | • REQUIRED meeting 2.8-3.0  
    • IFSP Team in attendance |
| Domain Review                           | • REQUIRED review of records  
    • IEP team in attendance |
| Eligibility & IEP Meeting               | • REQUIRED meeting by age 3  
    • IEP team in attendance |
Transition Planning Outcome (IFSP meeting)

- Outcome and strategy development at part of IFSP
- REQUIRED meeting 2.3-2.9
- IFSP team in attendance
<table>
<thead>
<tr>
<th>Transition Planning Outcome:</th>
<th>Discussions/strategies regarding future placements and other matters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Procedures to prepare child/family for changes in service delivery including steps to help child adjust/function in new setting</td>
</tr>
<tr>
<td></td>
<td>Identification of other transition services that IFSP team determines necessary to support transition of child</td>
</tr>
<tr>
<td></td>
<td>Plans and confirmation of transmitting transition information to LEA</td>
</tr>
<tr>
<td></td>
<td>Confirm that child find information transmitted by DHS to the LEA (Vstone and tracking form)</td>
</tr>
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<td>Discussions/strategies regarding future placements and other matters</td>
</tr>
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<td>---------------------------------------------------------------------</td>
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<td></td>
<td>Confirm that child find information transmitted by DHS to the LEA (Vstone and tracking form)</td>
</tr>
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</table>

**Children referred >45 days prior to 3\textsuperscript{rd} Birthday (DHS responsibility)**

**Children referred <45 to 3\textsuperscript{rd} Birthday (SC responsibility)**

With parental consent, SC sends EI to EC Tracking form to LE
# Early Intervention to Early Childhood Transition Tracking Form

**Section I: To be completed by the CFC for each child, whom the parent has given consent, and forwarded to LEA.**

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District Name:</td>
<td></td>
</tr>
<tr>
<td>Date EI to EC Tracking Form Sent to LEA:</td>
<td>/   /   /</td>
</tr>
<tr>
<td>Child’s Name:</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Name:</td>
<td></td>
</tr>
<tr>
<td>Phone #:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>City:</td>
<td></td>
</tr>
<tr>
<td>State:</td>
<td></td>
</tr>
<tr>
<td>Zip Code:</td>
<td></td>
</tr>
<tr>
<td>Child’s DOB:</td>
<td>/     /    /</td>
</tr>
<tr>
<td>Child’s EI #:</td>
<td></td>
</tr>
<tr>
<td>CFC #:</td>
<td></td>
</tr>
<tr>
<td>Date Referred to CFC:</td>
<td>/   /   /</td>
</tr>
<tr>
<td>Service Coordinator Name:</td>
<td></td>
</tr>
<tr>
<td>Phone #:</td>
<td></td>
</tr>
<tr>
<td>Fax #:</td>
<td></td>
</tr>
<tr>
<td>Date Transition Packet Sent to LEA:</td>
<td>/   /   /</td>
</tr>
<tr>
<td>Date LEA/EI Transition Planning Conference held:</td>
<td>/   /   /</td>
</tr>
<tr>
<td>Section I Completed By:</td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Phone #:</td>
<td></td>
</tr>
</tbody>
</table>
Child is approaching 2 years 6 months and parents have declined their right to an effective transition process . . .
What are parents’ thoughts and feelings at this stage of transition?
**Transition Planning Outcome (IFSP meeting)**

- Outcome and strategy development at part of IFSP
- REQUIRED meeting 2.3-2.9
- IFSP team in attendance

**Transition Planning Conference**

- REQUIRED meeting held 2.3-2.9
- Parent, SC, LEA, and Evaluator(s) required to attend
Attended by Parent, LEA Representative, Service Coordinator, EI Evaluator(s)

And, as appropriate, Service Provider(s)
What is the main purpose of the Transition Planning Conference?

A. Review/revise IFSP
B. Plan for a smooth and effective transition
C. Complete domain review and evaluations for Part B eligibility
D. Develop IEP
What is the **main purpose** of the Transition Planning Conference?

A. Review/revise IFSP

B. **Plan for a smooth and effective transition**

C. Complete domain review and evaluations for Part B eligibility

D. Develop IEP
Transition Planning Conference

- Discuss progress in EI
- Provide information about preschool services under Part B
  - including special education
  - related services
- Review timelines for transition
  - Domain review
  - Evaluations as needed
  - Eligibility determination
  - IEP meeting
- Discuss the categories of eligibility for Part B
- Discuss process for consenting for an evaluation
- Discuss process for eligibility determination
What are your experiences with TPCs?

How might the inclusion of evaluators and providers work to support parents?

What might get in the way of an effective meeting?
Transition Planning Conference
Children are on the “27 month list” but a Transition Planning Conference does not get scheduled...
Transition Planning Outcome (IFSP meeting)

- Outcome and strategy development at part of IFSP
- REQUIRED meeting 2.3-2.9
- IFSP team in attendance

Transition Planning Conference

- REQUIRED meeting held 2.3-2.9
- Parent, SC, LEA, and Evaluator(s) required to attend

Exit IFSP Meeting

- REQUIRED meeting 2.8-3.0
- IFSP Team in attendance
Exit IFSP Meeting

Discuss and document progress toward IFSP functional Outcomes

Child Outcomes Summary discussion

Request Discharge Summary reports
Meeting Timelines

IFSP meeting to revise transition outcome and start formal transition

Exit IFSP meeting

2Y 3M...
2Y 6M
2Y 7M
2Y 8M
2Y 9M
2Y 10M
2Y 11M
3 Years!

Transition Planning Conference

Consents!

1. Domain review
2. Eligibility Determination
3. IEP meeting (LEA Responsibility)
Transition Planning Outcome (IFSP meeting)
- Outcome and strategy development at part of IFSP
- REQUIRED meeting 2.3-2.9
- IFSP team in attendance

Transition Planning Conference
- REQUIRED meeting held 2.3-2.9
- Parent, SC, LEA, and Evaluator(s) required to attend

Exit IFSP Meeting
- REQUIRED meeting 2.8-3.0
- IFSP Team in attendance

Domain Review
- REQUIRED review of records
- IEP team in attendance
What are the next steps needed to determine Part B Early Childhood Eligibility?

Illinois Administrative Code, Special Education Rules and Regs, S. 226.120
PARENT/GUARDIAN CONSENT FOR INITIAL EVALUATION

DATE: ___________________ STUDENT'S NAME: ___________________ STUDENT'S DATE OF BIRTH: ___________________

Dear ___________________,

(Parent(s)/Guardian(s) Name)

Each school district shall ensure that a full and individual evaluation is conducted for each child being considered for special education and related services. The purpose of an evaluation is to determine:

- Whether the child has one or more disabilities;
- The present levels of academic achievement and functional performance of the child;
- Whether the disability is adversely affecting the child's education; and,
- Whether the child needs special education and related services.

An evaluation considers domains (areas related to the suspected disability) that may be relevant to the educational problems experienced by the individual child under consideration. The nature and intensity of the evaluation, including which domains will be addressed, will vary depending on the needs of your child and the type of existing information already available. The IEP Team, of which you are a member, determines the specific assessments needed to evaluate the individual needs of your child. Within 60 school days from the date of parent/guardian consent, a conference will be scheduled with you to discuss the findings and determine eligibility for special education and related services.

The IEP team must complete page 2 of this form prior to obtaining parental consent for evaluation.

PARENT/GUARDIAN CONSENT FOR INITIAL EVALUATION

I understand the school district must have my consent for the initial evaluation. If I refuse consent for an initial evaluation, the school district may, but is not required to, pursue override procedures through due process. If the school district chooses not to pursue such procedures, the school district is not in violation of the required evaluation procedures. I understand my rights as explained to me and contained in the Explanation of Procedural Safeguards. I understand the scope of the evaluation as described on page 2 of this form.

☐ I give consent ☐ I do not give consent to collect and/or review the evaluation data as described on page 2 of this form.

Date: ___________________ Parent/Guardian Signature: ___________________
## PARENT/GUARDIAN CONSENT FOR EVALUATION
Identification of Needed Assessments

This form must be completed by the IEP Team

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>RELEVANT</th>
<th>EXISTING INFORMATION ABOUT THE CHILD</th>
<th>ADDITIONAL EVALUATION DATA NEEDED</th>
<th>SOURCES FROM WHICH DATA WILL BE OBTAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td></td>
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<tr>
<td>Current or past academic achievement data pertinent to current educational performance.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Functional Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current or past functional performance data pertinent to current functional performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Functioning</td>
<td></td>
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</tr>
<tr>
<td>Data regarding cognitive ability, how the child takes in information, understands information and expresses information.</td>
<td></td>
<td></td>
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<tr>
<td>Communication Status</td>
<td></td>
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<td></td>
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<tr>
<td>Information regarding communicative abilities (language, articulation, voice, fluency) affecting educational performance.</td>
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</tr>
<tr>
<td>Health</td>
<td></td>
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<tr>
<td>Current or past medical difficulties affecting educational performance.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Hearing/Vision</td>
<td></td>
<td></td>
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<tr>
<td>Auditory/visual problems that would interfere with testing or educational performance. Dates and results of last hearing/visual test.</td>
<td></td>
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</tr>
<tr>
<td>Motor Abilities</td>
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<tr>
<td>Fine and gross motor coordination difficulties, functional mobility, or strength and endurance issues affecting educational performance.</td>
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<td></td>
</tr>
<tr>
<td>Social/Emotional Status</td>
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<td></td>
</tr>
<tr>
<td>Information regarding how the environment affects educational performance (life history, adaptive behavior, independent function, personal and social responsibility, cultural background).</td>
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<td></td>
</tr>
</tbody>
</table>
What are the Categories of Eligibility for Part B services?
Part B: Categories of Eligibility

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Developmental Delay – through 9 years of age
Eligibility is NOT a Label . . . . .

Eligibility is the **KEY** to opening the door to services
Parent consented to transition but child exits EI prior to age 3...
<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Planning Outcome (IFSP meeting)</td>
<td>- Outcome and strategy development at part of IFSP</td>
</tr>
<tr>
<td></td>
<td>- REQUIRED meeting 2.3-2.9</td>
</tr>
<tr>
<td></td>
<td>- IFSP team in attendance</td>
</tr>
<tr>
<td>Transition Planning Conference</td>
<td>- REQUIRED meeting held 2.3-2.9</td>
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<td></td>
<td>- Parent, SC, LEA, and Evaluator(s) required to attend</td>
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<tr>
<td>Exit IFSP Meeting</td>
<td>- REQUIRED meeting 2.8-3.0</td>
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<tr>
<td>Domain Review</td>
<td>- REQUIRED review of records</td>
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<tr>
<td></td>
<td>- IEP team in attendance</td>
</tr>
<tr>
<td>Eligibility &amp; IEP Meeting</td>
<td>- REQUIRED meeting by age 3</td>
</tr>
<tr>
<td></td>
<td>- IEP team in attendance</td>
</tr>
</tbody>
</table>
Who is on the IEP Team?
The IEP Team Must Consider . . .

- **Strengths** of the child
- **Concerns** of the parent
- Results of the initial or most recent evaluation
- **Academic**, **developmental** and **functional** needs of the child

(IDEA 2004) CFR 300.324
Placement Decisions
General Education...

- First Presumption!
- Preferred Placement!
Placement Decisions

Individually Determined

General education classes

Supplementary aids and services

Illinois Administrative Code, Special Education Rules and Regs, S. 226.120
Placement Decisions

Least Restrictive Environment!

• To the maximum extent appropriate, students with disabilities ages 3 - 21, are educated with children who are not disabled.

ISBE Special Education Rules and Regs, Sec.226.240; Individuals with Disabilities Education Improvement Act, 2004, Sec 612 (5)
Related Services are provided so the child can make progress in their IEP goals and benefit from special education.
Support for Inclusion of Children with Disabilities in Early Childhood Programs
Child turns three in the summer...
Extended School Year

Determined on an INDIVIDUAL basis

Determined by the IEP Team

ESY services may include:
  - Classroom instruction
  - Related services
  - Home-based services
  - Alternate settings

ISBE Memo: www.isbe.net/speced/pdfs/memo_esy_01.pdf
For children exiting EI Services...

IEP in place on child’s 3rd birthday

AND

IEP within place 60 school days from parent’s written consent for evaluation

For children not in EI Services:
IEP in place 60 school days from parent’s written consent for evaluation
After the IEP meeting, the school district is required to complete the Transition Tracking Form.

The completed Transition Tracking Form is sent to the appropriate CFC office.

Child’s transition information is entered into the student information system.
## Early Intervention to Early Childhood Transition Tracking Form

### Section I: To be completed by the CFC for each child, whom the parent has given consent, and forwarded to LEA.

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<tr>
<th>School District Name:</th>
<th>Date EI to EC Tracking Form Sent to LEA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s Name:</td>
<td>Parent/Guardian Name:</td>
</tr>
<tr>
<td>Address:</td>
<td>Phone #:</td>
</tr>
<tr>
<td>Child’s DOB:</td>
<td>State:</td>
</tr>
<tr>
<td>Child’s EI #:</td>
<td>Zip Code:</td>
</tr>
<tr>
<td>Service Coordinator Name:</td>
<td>Phone #:</td>
</tr>
<tr>
<td>Date Transition Packet Sent to LEA:</td>
<td>Fax #:</td>
</tr>
<tr>
<td>Section I Completed By:</td>
<td>Title:</td>
</tr>
<tr>
<td>Date LEA/EI Transition Planning Conference held:</td>
<td>Phone #:</td>
</tr>
</tbody>
</table>

### Section II: To be completed by the LEA/School District, then returned/forwarded to the CFC.

- Referred by CFC? [ ] Yes [ ] No
  - If Yes, date tracking form received by LEA from CFC: [ ] [ ] [ ]
  - If No, date LEA initiated tracking form: [ ] [ ] [ ]

- Child found ineligible for Special Education: [ ] OR [ ] Parent No Show
  - If No Show or Unable to Contact, list attempts:

- Date child found eligible for Special Education: [ ] [ ] [ ]

- IEP Completion Date: [ ] [ ] [ ]
  - If IEP Services did not start on child’s third birthday, list why:

- IEP Services Start Date: [ ] [ ] [ ]

- Parent Declined LEA Services: [ ] Yes [ ] No
  - If Yes, List Reason Parent Declined:

- If Yes, Date Parent Declined: [ ] [ ] [ ]

- Transition Delayed: [ ] Yes [ ] No
  - If yes, indicate reason for delay by checking one of the below:
    - [ ] Parent failure/refusal to produce child
    - [ ] School district delay
    - [ ] EI sends referral after child is 2.9 years of age but child in EI prior to 2.9
    - [ ] EI received child after he/she is 2.9 years of age
    - [ ] Child enrolled in district after consent was given in another district but before eligibility determination

### LEA: Return to local CFC Office within 20 calendar days after the child’s third birthday by fax and enter information into the ISBE Student Information System (SIS) if the child enrolls in the district.

Under the provisions of the Illinois Mental Health and Development Disabilities Confidentiality Act, the Family Educational Rights and Privacy Act, 20 USC 1232g, and the Health Insurance Portability and Accountability Act of 1996, information collected hereunder may not be redisclosed unless the person who consented to this disclosure specifically consents to such redisclosure or the redisclosure is allowed by law.

R11/01/2015
Services Begin!
What is one thing you could do to enhance the transition process for the next family?