



# Illinois State Board of Education

## Illinois State Performance Plan (SPP)

### Indicator 12

#### IDEA Part C to Part B Transition

#### (Early Intervention to Early Childhood Special Education)

July 20, 2017

# Indicator 12 – Regulatory Requirements

(Additional regulations apply, e.g. FAPE, Child Find, evaluation, LRE, etc.)

## 34 CFR Part 300

- 300.124 – smooth and effective transition by age three
- 300.323 – IEPs in effect
- 300.818 – no Part C services if child is receiving Part B services

## 34 CFR Part 303

303.209 – transition to preschool and other programs



## 23 IAC Part 226

- 226.100 –Child Find (screenings, ongoing coordination with Early Intervention, participation in transition planning conferences)
- 226.250 – IFSP in place of IEP
- 226.260 – child reaching age three

# District Responsibilities

(Smooth and effective transition from EI to ECSE)

Coordination with Early Intervention

Track students on the 27 month list

Participation in Transition Planning Conferences

**Eligibility determinations and IEPs, for eligible students, in effect by the third birthday**



# Illinois Reporting Requirements

Illinois is required to report to the federal Office of Special Education Programs (OSEP) on the status of the State Performance Plan Indicators annually.

- The finding must be addressed and closed within the one year period to avoid additional actions from ISBE and OSEP. **Districts are encouraged to avoid delays and complete corrective action in a timely manner.**
- The Special Education Services Division is available for questions regarding special education indicators. Felicia Malloy is the Indicator 12 contact – [fmalloy@isbe.net](mailto:fmalloy@isbe.net) or 217-782-5589.

# Question – EI Enrollment



## Question

What does enrolled in Early Intervention (EI) mean (initial referral or development of an IFSP)?

## Answer

A student is considered enrolled in EI once he/she is evaluated and found eligible for Part C services.

- If EI enrollment occurs after age 2 years 9 months, the goal is still eligibility determination and IEP services by the third birthday.
  - Not an Indicator 12 finding
  - 60 school days timeline applies
- If the child is not enrolled in EI and the parents refer the child
  - the 60 school days timeline applies
  - the third birthday requirement applies if the referral is received more than 60 days from the child's third birthday

# Timeline for IEP Development



LEA responsibilities for children exiting EI who become Part B eligible:

✓ IEP in place by child's 3<sup>rd</sup> birthday

**AND**

✓ IEP in place 60 school days from parent's written consent for evaluation

Children **not** in EI Services:

- Referral received at least 60 days prior to third birthday – eval. completed within 60 school days and IEP in effect by the third birthday
- Referral received with fewer than 60 school days to the third birthday – evaluation completed within the 60 school day timeline.



# Question – IEP in Effect

## Question

What does IEP in effect by the third birthday mean?

## Answer

The IEP team developed an IEP or IFSP on or before the child's third birthday and the child is receiving special education services by her/his third birthday.

## Possible Scenarios for a September 15 Birthday

- Eligibility and IEP process completed September 3, special education and related services begin September 15.
- Eligibility and IEP process completed in August, special education and related services begin the first day of the new school year.



# Question – School Breaks

## Question

What are the district options when students' third birthdays are during the summer or other school breaks?

## Answer

The district is still required to determine eligibility and have an IEP in place by the child's third birthday.

Summer Birthdays:

- Determine eligibility and develop IEP before staff leave for summer break

**OR**

- Complete evaluation/IEP process during summer (with district staff or contractual)

★ Make certain the IEP is in place by the third birthday and services begin when school is back in session.



## LATE REFERRALS

	Eligibility/IEP for an eligible child completed by 3 <sup>rd</sup> birthday	60 Day Timeline	District Indicator 12 Finding
Enrolled in EI before 2 years 9 months	YES	YES	<b>YES</b>
Enrolled in EI <b>after</b> 2 years 9 months	YES	<p style="text-align: center;">YES</p> <p>**This timeline cannot be used to extend the evaluation beyond the child's 3<sup>rd</sup> birthday. Meeting the 3<sup>rd</sup> birthday timeline fulfills both requirements.</p>	NO
EI receives referral 45 days or fewer from the child's 3 <sup>rd</sup> birthday	<b>NO</b> CFC will send the family directly to the LEA.	YES	NO



# Question – Indicator 12 Timeline

## Question

A family moves from one district to another during the EI – ECSE transition. The family contacts the new district three weeks before the child’s third birthday. What are the district responsibilities?

## Answer

- The new district is responsible for completing the evaluation within the 60 school days timeline.
- The age three timeline would not apply.
- Neither district would have an Indicator 12 finding.

# Indicator 12 Findings of Noncompliance

## Part C to Part B Transition

**CFC Delays** – CFC receives the child before age 2 years and 9 months, but does not send referral packet to the school district.

**LEA Delays** – District does NOT complete the evaluation process, including an IEP in effect for an eligible child, by the third birthday.



# Question – Findings for CFC Delays



## Question

Why does the district get an Indicator 12 finding for a CFC delay?

## Answer

ISBE provides the 27 month list of students who may be transitioning from EI. Districts should monitor the 27 month list and contact the CFC(s) if anticipated referrals are not provided.

# Potential Findings - Clean Up Period

## District Opportunity to Correct Data Entry Errors

ISBE notifies districts/cooperative of potential findings.

The “clean up” memo:

- Generally arrives in late November/early December
- Identifies affected student(s)
- Includes *Reason for Delay* codes
- Includes a timeline for completing the data correction

\*\*It is the district's responsibility to provide the data correction documentation to ISBE.

Indicator 12, potential finding of noncompliance

To  Superintendent  
 Cc  Director of Special Education

This message was sent with High importance.

The Illinois State Board of Education (ISBE) is in the process of reviewing district submitted data for findings of noncompliance regarding Indicator 12. You are receiving this memo because some of the child specific data entered by the CFC (Child and Family Connections) in your area indicates that there could be a gap between the children's third birthdays and the implementation of special education services, thus resulting in a potential finding of noncompliance. ISBE has compared these data with the data your district reported to SIS and this list is of students for whom no match was found.

First Name	Last Name	DOB	Elig. Det. Date	IEP Completion Date	Date Services Began	Delay Reason	RCDTS Home	District Name
		2012-11-20	2015-11-30	2015-11-30	2015-11-30	4		

We are providing this "clean up" period to identify and correct any potential coding errors, prior to the issuance of Findings of Noncompliance. Please review and respond as soon as possible, but no later than **Tuesday, January 10, 2017**

In order to ensure that data submitted for your district for Indicator 12 is accurate, please review and confirm for

- Whether or not the child was eligible for special education and related services and the date eligibility was determined.
- The date the IEP was developed.
- The date Special Education services began.
- The reason for delay if the child's IEP was not developed by his or her third birthday.

**Sample "clean up" memo email**

- Sent to superintendent and director
- Quick turn around period for correction
- Identifies student(s)
- Includes a SIS delay code chart

**Please use the Indicator 12 codes provided in the chart.** \*Note: Documentation for family delay because of failure to provide the child must include 3 attempts to contact the family by 3 different methods (i.e. telephone, home visit, email, etc)

Thank you for your assistance in this matter. Please contact me by email or telephone with any questions.

Felicia  
 (217)782-5589

Early Childhood					
Data Elements	Code	Value	Description	Data Type	Mandatory/ Optional

# Clean Up Memo Attachment (SIS Delay Codes)

Early Childhood					
Data Elements	Code	Value	Description	Data Type	Mandatory/ Optional
Reason for Delay in Transition	1	No Delay		char(1)	Subsequent Mandatory, only enter data when Early Intervention and Referral by CFC are 'Yes'
	2	Parent failure or refusal to produce child for evaluation caused a delay in the eligibility determination timeline. Examples: Parents declined referral. Parents declined services. Parents decided to have services privately. The IEP has not been written because the parent misses or cancels appointments. The child has been in the hospital. There was a death in the child's family.			
	3	The child enrolled in the district after parental consent was received in another district, but before eligibility could be determined. Example: The family moves into the district during the transition process.			
	4	Early Intervention (CFC) sends the referral after the child is 2 years and 9 months, but they received the child before age 2 years and 9 months.			
	5	Early Intervention (CFC) receives child after 2 years and 9 months and makes the referral.			
	6	School District Delay Examples: The referral was made after the school year ended. There was a delay due to scheduling difficulties on behalf of district. The child's birthday falls during the summer. The family has not provided evidence of residency. The child's physical was not provided.			

# Indicator 12 – Finding of Noncompliance

The district will have a specific timeframe to submit data corrections to ISBE.

**No Finding** - If the district is able to verify and correct all data errors during the clean-up period, no finding of noncompliance will be issued.

**Finding** – If at the end of the clean-up period the district has any students with CFC delays (SIS code 4) or LEA delays (SIS code 6), the district will receive a finding of noncompliance for Indicator 12 of the State Performance Plan.



# Letter of Findings

The Indicator 12 letters of findings are sent to district superintendents, with state-approved directors carbon copied.

- Generally mailed in January/February and:
- Identify the affected student(s)
- Identify the reason(s) for the finding
  - Code F: LEA delay (SIS code 6)
  - Code G: CFC delay (SIS code 4)
- Specify the required corrective action
- Include the timeline for completion of the corrective action

# Sample – Letter of Findings

LEA corrective action must include:

- Status of child/children identified in the letter of finding, e.g.
  - Whether or not Part B eligible
  - Date of IEP
  - Start date for services
- Action plan to prevent any future recurrence
- Statement of assurances
- Any additional corrective action, e.g. completion of training, etc.



Date

RCDT  
Superintendent  
District  
District Address  
City, State Zip

Dear Superintendent:

Per the United States Department of Education, Office of Special Education Programs, States are required to make findings of noncompliance when Local Education Agencies (LEAs) do not reach the measurable and rigorous target of 100 percent for State Performance Plan (SPP) compliance indicators when noncompliance is identified through the State's data systems. Based on final 2015-2016 school year data collected through the Student Information System (SIS) and Department of Human Services (DHS) records your LEA did not reach the measurable and rigorous target for SPP Compliance Indicator 12. As a result, a finding of noncompliance has been issued. Findings were issued for instances in which students were not successfully transitioned by their third birthdays and were given a reason for delay code of CFC Delay (4) or LEA Delay (6). All findings of noncompliance must be corrected as soon as possible, but in no case more than one year from identification. In this instance, correction must be no later than one year from the date of this letter.

#### Relevant Requirements

##### Indicator 12

#### 34 CFR 300.124(b)

*The State must have in effect policies and procedures to ensure that-*

- i) By the third birthday of a child described in paragraph (a) of this section, an IEP or, if consistent with 300.323(b) and section 636(d) of the Act, and IFSP, has been developed and is being implemented for the child consistent with 300.101(b).*

#### Corrective Action for District Level Findings

In order to close findings of noncompliance, the Illinois State Board of Education (ISBE) must verify that the LEA corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, and is correctly implementing the specific regulatory requirements related to Indicator 12 (i.e. achieved 100% compliance) based on a review of the updated data. In order to demonstrate the above, the LEA is required to take the following steps:

- Develop and implement the IEP, or determine the child ineligible, for each individual case of noncompliance, although late, unless the child is no longer within the jurisdiction of the LEA. Enclosed is a list of student(s) who transitioned into the LEA from Early Intervention, and whose eligibility was not determined within the regulatory timelines.
- Provide a summary of the steps taken to address similar situations in the future and a written statement of assurance to ISBE that the LEA is correctly implementing the regulations related to Indicator 12. This statement of assurance is to be submitted to ISBE by March 22, 2017.

Indicator 12 technical assistance resources can be found at:

[http://www.isbe.net/earlychi/html/ec\\_speced\\_intervention.htm](http://www.isbe.net/earlychi/html/ec_speced_intervention.htm).

ISBE Principal Consultants are available to answer any questions you might have regarding the Indicator 12 requirements. You may contact Felicia Malloy at [fmalloy@isbe.net](mailto:fmalloy@isbe.net) or via telephone at 217-782-5589.

Sincerely,

# Compliance Tip – Policies/Procedures

Policies and procedures in place:

- Developed based on regulations
- Review annually for needed updates
- Staff are trained and aware of the policies/procedures
  - Steps in place to train new staff
  - Steps in place for staff notification and/or training when the policies/procedures are revised





# Question – Health Record Delays

## Question

Can parental failure to provide physicals/immunization records delay the transition timelines?

## Answer

- Missing or late health records **cannot** delay the evaluation, eligibility determination, and IEP development for an eligible child.
- Parental delays in providing health records by October 15 can delay school enrollment/special education services.
- If IEPs are developed by the third birthday, but cannot be implemented due to missing health records, districts should document Indicator 12 Parent Delay (SIS code 2).

# Compliance Tip – Communication

## Child and Family Connections Office(s)

- Ongoing coordination (required)
  - Verifying 27-month list data
  - Verifying residence within district boundaries
  - Shared professional development opportunities
  - Coordinate Transition Planning Conferences - develop a schedule

## Local Interagency Council (LIC) active membership

- Transition agreements (required)
- Establish contact persons and their responsibilities

## Families

- Contact when referral is received
  - Quick phone call
  - Introductory/welcome letter and/or brochure
- Resources for families
  - Resource materials available for parents
  - Parent/peer group and school district contacts

# Compliance Tip – Flexibility

Regulations allow districts to use existing data for evaluation/eligibility determinations:

- Evaluations from EI
- Progress notes
- IFSP

Regulations allow district to use an IFSP in place of an IEP:

- Must meet all of the requirements of an IEP
- Family outcomes vs. educational goals
- Differences in provider types

# Compliance Tip - 27 Month Lists

ISBE provides a monthly list of students in Early Intervention between the ages of 27 months and 37 months.

- Tool for tracking/preparing for potential students
- Contact the local Child and Family Connections (CFC) offices if a child is reaching age three and no information has been provided to the district
- Available in the Student Information System (SIS) through the ISBE Web Applications Security (IWAS) system
  - Districts can view the list of students within their boundaries
  - Cooperatives can view the lists for all of their member districts.

# Question – Transition Packets



## Question

What is the obligation of a home district when the transition packet is sent to the wrong district?

## Answer

The home district won't know that the packet was erroneously sent to another district until it confirms with either the CFC or the district that received the packet.

The district should monitor the 27 month list and document all attempts to contact parents. If the transition packet is late, contact the CFC.

The district that received the transition packet in error must provide the information to the home district.



# Compliance Tip – Data Entry

Staff entering Indicator 12 data should have basic knowledge of the requirements and SIS delay codes.

- Aware of and follow policies/procedures
- Trained on Indicator 12 data entry
- Guidance/reference worksheet provided
- District/cooperative provides a contact for Indicator 12 questions

ISBE staff are available to answer Indicator 12 questions.

# SIS Reason for Delay Codes

1. No delay (**provide documentation**)
2. Parent failure or refusal to produce child for evaluation (**provide explanation**)
3. The child enrolled in the district after parental consent was obtained in another district, but before eligibility could be determined.
4. CFC sends the referral after the child is 2.9, but they received the child before age 2.9  
\*CFC delay - results in a **district finding**
5. CFC received after 2.9 and makes the referral
6. School district delay (**provide explanation**)  
\*LEA delay - results in a **district finding**

# Question – SIS Delay Codes



## Question

A child was receiving EI services, parents initially indicated an interest in IEP services, but changed their minds. What are the district responsibilities?

## Answer

### Document:

- Attempts to secure participation, including dates of contacts
- Tracking form - transition delay due to parent failure/refusal and a description
- SIS Indicator 12 delay code – Parent Delay, code 2

If coded correctly, this would not generate a finding.

In the event of a coding error, the district would use the documentation to make corrections during the clean up period.



# Question – SIS Delay Codes

## Question

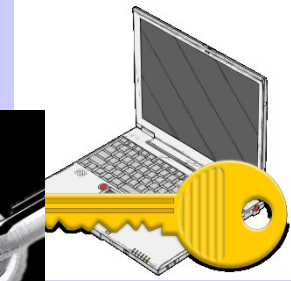
A family refused transition at 2 years 6 months and changed their minds at 2 years 10 months. What are the district's responsibilities?

## Answer

The district must complete the evaluation and IEP process by the child's third birthday.

- The child was on the 27 month list – district responsibility to follow up
- If the district did not follow up and document the parental refusal, it would be an Indicator 12 finding

# IWAS Access to SIS Reports



Login

Username

Password

**Users can access IWAS from the ISBE website (www.isbe.net) .  
Frequent users may want to create an IWAS shortcut on their laptops or desktops.**



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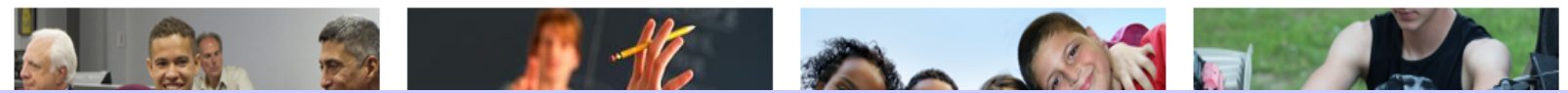


**ABOUT THE WEBSITE**

Learn More about the Website  
○○○○●

**Select the Administrators tab to access IWAS.**

Search...  



# The Administrators page on the ISBE website includes a link to IWAS.

[HOME](#)[ADMINISTRATORS](#)[TEACHERS](#)[FAMILIES & STUDENTS](#)[COMMUNITY & PARTNERS](#)[NEWS & MEDIA](#)

## ADMINISTRATORS

ISBE strives to support and empower districts by providing the leadership and resources needed to achieve excellence across the state. Below are links to webpages organized by program area, a list of announcements and deadlines, and a list of frequently asked questions. Check the alphabetical [sitemap](#) or use the search bar to find additional information.


[Log in to IWAS](#)[FRIS Inquiry](#)

# IWAS: Sign Up and Log In



IWAS will walk first time users through the sign up process.

IWAS provides assistance if a user forgets the log in password.

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

<a href="#">ISBE Home</a>	<b>Already have an account? Login Here :</b>	<b>New Partner - Sign up Now</b>
<a href="#">Home</a>	<b>Login Name</b> <input type="text"/>	<p>Some ISBE web-based systems require electronic signatures. You can create your own logon id and password by clicking on the following link. After you establish your logon, you will then have the ability to request authorization to use ISBE's systems.</p> <p><a href="#">Sign Up Now</a></p>
<a href="#">Sign Up Now</a>	<b>Password</b> <input type="text"/>	
<a href="#">Get Password</a>	<input type="checkbox"/> Remember Login Name	
<a href="#">Contact Us</a>	<input type="button" value="LOG IN"/>	<b>Need Help?</b>
<a href="#">Help</a>	<b>Forgot Your Password?</b>	<p>If you need help with logging in, the sign up procedure or your password, please click on the link below.</p> <p><a href="#">Help</a></p>
<a href="#">IWAS User Guide</a> 	<p>If you have forgotten your login name or password, click on the link below.</p> <p><a href="#">Find Login/Password</a></p>	
<a href="#">IWAS Training Video</a>		

This web site has been optimized for Internet Explorer 6.0 or above / Firefox 2.0 or above. You can download the latest version of these browsers by clicking on the following icons.



# IWAS Landing Page



## Illinois State Board of Education

James T. Meeks, Chairman    Tony Smith, Ph.D., State Superintendent

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ISBE Administrator

- Home
- System Listing
- Pending Sign Ups
- Pending Documents
- Change Password
- Preferences
- Search
- Help
- Log Out

[IWAS Training Video](#)

**Select System Listing.**

[40 unread Inbox message\(s\)](#)  
[0 unread Archived message\(s\)](#)

**Require Action :**  
[0 Sign-ups pending your approval](#)  
[11 Documents pending your approval](#)  
[0 Feedback messages pending review](#)

We have your email address listed as:  
**fmalloy@isbe.net**  
If this is NOT correct, [click here](#) to update.

### News Items

**How to Open and Close Public Schools: ISBE Notification Procedure**

Each year some Public School Districts need to open or close schools. Click 'More...' to see the instructions for notifying ISBE about these changes... [More...](#)

**Changes in IWAS Administrative Accounts**

Many organizations that do electronic business with ISBE have new administrators that officially take effect on July 1... [More...](#)

**Public School District Consolidations/Annexations/Convergence and IWAS**

If your public school district is going through consolidation or annexation, the information below may



# Illinois State Board of Education

James T. Meeks, Chairman

Tony Smith, Ph.D., State Superintendent

I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S I W A S

- Login:
- Home
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- Pending Sign Ups
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- Change Password
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- Help
- Log Out

[IWAS Training Video](#)

About SSL Certificates

## My Systems

Below are systems that you are either authorized to use or are awaiting authorization from either your district (Pending-District), ROE (Pending-ROE) or ISBE (Pending-ISBE). Once you are "Authorized" to access a system, simply click on the system description to use it.

[Click Here for Due Dates](#)

Categories - Click to Expand/Collapse Tree	Authorization
<b>Grants</b>	
eGMS Dashboard	Authorized
<b>Active Grants</b>	
IDEA Discretionary	Authorized
IDEA Part B Flow-Through	Authorized
IDEA Part B Preschool	Authorized
<b>Retired (Expired Funding)</b>	
ARRA - IDEA Part B Flow-Through	
ARRA - IDEA Part B Preschool	
<b>Reporting</b>	
Entity Profile System	
<b>Monthly</b>	
Student Information System (SIS) statewide	Authorized
<b>ISBE Internal</b>	
<b>Web</b>	
Entity Profile System (Internal)	Authorized
<b>Educators</b>	
ELIS for Administrators	Authorized

The System Listing page will show all of the systems the user can access.

Select Student Information System (SIS)



Legend: : System Description - Detailed : Due Dates : Profile

- Login: F
- Home**
- Student** ⌵
- Search SID
- Request New SID
- Exit Enrollment
- Assessment Pre-ID** ⌵
- Assessment Correction** ⌵
- Adjusted Cohorts**
- Teacher**
- Batch Files** ⌵
- Reports** ←
- Help**
- ISBE Internal**
- Log Out**

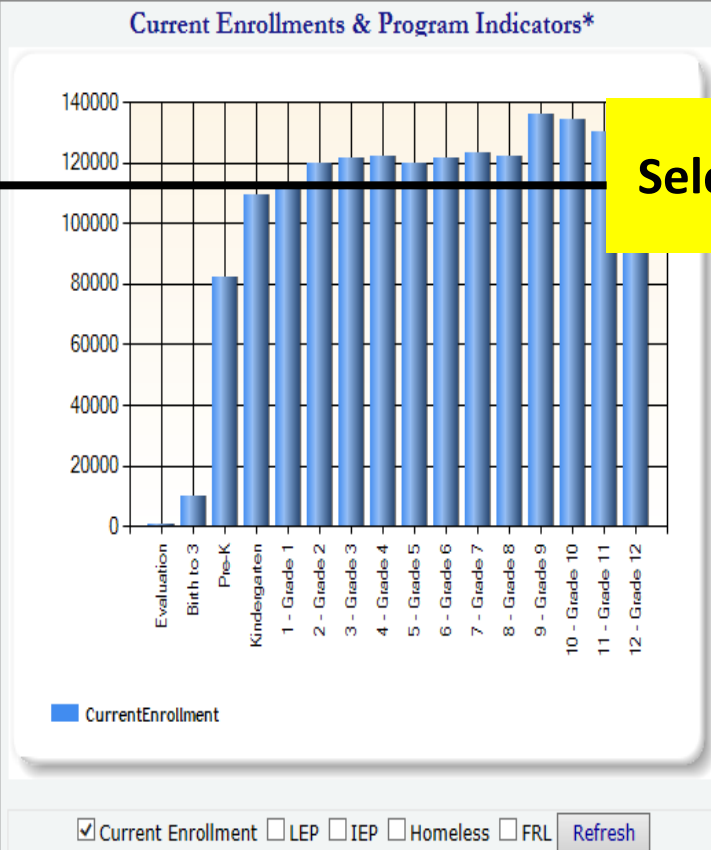
• To sign up for a SIS Summer Training [click here](#)  
 • The ACCESS and Alternate ACCESS Scores have been posted. Please review your scores and Unassigned Test Results.  
 • For the new SIS external website [click here](#)

District : -- All Districts --

Home  Serving

2017 District Status Panel Assessment PreID Status Panel

\*Reflects data as of Jun 15 2017 09:36 AM






















### Upcoming Key Dates

Activity	Date
...	06/19/2017
... for Producing Reports in Educator Portal	06/26/2017
...	06/28/2017
... for Printing Individual Student Reports	07/07/2017
SAT Scores Posted in SIS (Without Performance Level)	07/10/2017
Winter/Spring/Summer - Student and Teacher Course Assignment data due	07/31/2017
Exit Enrollments for 2017 School Year	07/31/2017
ACCESS Final Paper Reports Arrive in Districts	08/01/2017
DLM-AA Individual Student Reports Available in Educator Portal	08/02/2017
<a href="#">Click here for a full list of Key Dates</a>	

### Current Enrollment Data Completion Status\*

Collection	Total Required	Complete	% Complete
<a href="#">Birth To 3</a>	10173	2906	28%
<a href="#">Birth To 3 Caregiver Demographics</a>	10173	4101	40%
<a href="#">Early Childhood Outcomes(ECO) Entry</a>	25513	23131	90%
<a href="#">Early Childhood Outcomes(ECO) Progress</a>	17671	12323	69%

- Login: |
- Home
- Student** 
- Search SID
- Request New SID
- Exit Enrollment
- Assessment Pre-ID 
- Assessment Correction 
- Adjusted Cohorts
- Teacher
- Batch Files 
- Reports
- Help
- ISBE Internal
- Log Out

 <b>Student</b>
 <b>Assessments</b> (Pre-Id, Assessment Correction, Scores PARCC, DLM-AA, SAT)
 <b>Bilingual</b> (EL Screener, EL, ACCESS)
 <b>Demographics and Enrollment</b> (Demographics, Enrollment, Current vs. Previous Enrollment)
 <b>Discipline</b>
 <b>Early Learning</b> (Birth to 3, Early Childhood, Early Childhood Outcomes, Pre-K Follow-Up)
 <b>Homeless</b>
 <b>Individual Student</b>
 <b>Regional Safe School</b>
 <b>Special Education</b>
 <b>Course Assignments</b>
 <b>Student and Teacher Reports</b> (Course Assignments, Outside Courses, College Courses)
 <b>Missing Courses</b>
 <b>State Reporting</b> (Fall Enrollment Counts, Graduation Cohort, End of Year Reports)
 <b>Miscellaneous Reporting</b> (Multiple SID, Closed Schools, Missing Persons)

**Select Early Learning**









- Login:
- Home**
- Student**
- Search SID
- Request New SID
- Exit Enrollment
- Assessment Pre-ID**
- Assessment Correction**
- Adjusted Cohorts**
- Teacher**
- Batch Files**
- Reports**
- Help**
- ISBE Internal**
- Log Out**

<b>Student</b>		
<b>Assessments</b> (Pre-Id, Assessment Correction, Scores PARCC, DLM-AA, SAT)		
<b>Bilingual</b> (EL Screener, EL, ACCESS)		
<b>Demographics and Enrollment</b> (Demographics, Enrollment, Current vs. Previous Enrollment)		
<b>Discipline</b>		
<b>Early Learning</b>		
Birth To 3		<a href="#">Summary</a> <a href="#">Detail</a>
Caregiver Demographic Information		<a href="#">Summary</a> <a href="#">Detail</a>
Early Childhood		<a href="#">Summary</a> <a href="#">Detail</a>
Early Childhood Expansion Grant		<a href="#">Summary</a> <a href="#">Detail</a>
Early Childhood Outcomes		<a href="#">Summary</a> <a href="#">Detail</a>
Early Intervention to Early Childhood Special Education Transition		<a href="#">Detail</a>
Pre-K Follow-Up		<a href="#">Summary</a> <a href="#">Detail</a>
<b>Homeless</b>		
<b>Course Assignments</b>		
<b>Student and Teacher Reports</b> (Course Assignments, Outside Courses, College Courses)		
<b>Missing Courses</b>		
<b>State Reporting</b> (Fall Enrollment Counts, Graduation Cohort, End of Year Reports)		
<b>Miscellaneous Reporting</b> (Multiple SID, Closed Schools, Missing Persons)		





**Select  
Early Intervention to Early Childhood Special Education Transition**



- Login:
- Home
- Student 
- Search SID
- Request New SID
- Exit Enrollment
- Assessment Pre-ID 
- Assessment Correction 
- Adjusted Cohorts
- Teacher
- Batch Files 
- Reports
- Help
- ISBE Internal
- Log Out

District :  

**Districts can view the list of students within their boundaries  
Cooperatives can view the lists for all of their member districts.**

- Login: |
- Home
- Student 
- Search SID
- Request New SID
- Exit Enrollment
- Assessment Pre-ID 
- Assessment Correction 
- Adjusted Cohorts
- Teacher
- Batch Files 
- Reports
- Help
- ISBE Internal
- Log Out

## Early Intervention to Early Childhood Special Education Transition

Display Records With No Districts  Display All Records

[View Report](#) or [Create PDF Report](#) or [Create EXCEL Report](#)

**Users Options:**  
**View as Report**  
**Create a PDF Report (recommended)**  
**Create an Excel Report for sorting purposes**

Early Intervention to Early Childhood Special Education Transition

RCDT: 0--0

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B, I 6

The purpose of this data sharing process is to support school districts in their obligation to have eligibility determined and an IEP implemented, as necessary, on or before a child's third birthday as the child exits early intervention. The list below is a cumulative list of children who should soon be transitioning into your district(s), which should assist you with future planning for early childhood special education services. While this list contains the names of children transitioning who are 27 months or older, the CFCs are obligated to refer children transitioning into your district by the time the child is 30 months old. If you do not receive this referral by the time the child is 31 months old, this list will enable your district to follow up with the family informing them about your district's early childhood special education services. You may contact the CFC to verify or correct any of the family contact information on this list. You should also contact the CFC if you have received a child's information, but have determined that the child resides in a neighboring district, so that the child's information can be forwarded to the appropriate district. Due to HIPAA and FERPA regulations, these data should only be shared on an "as needed" basis to fulfill the indicated district's child find obligations.

If information on this report is in error, please maintain this documentation locally in the event of any follow-up from ISBE about the student's transition status. Any questions regarding early intervention to early childhood special education regulations and process should be directed to Kristy Doan at 217-524-4835 or to Felicia Malloy at 217-782-5589. Questions regarding the Illinois Department of Human Services student data may be directed to Ann Freiburg at Ann.Freiburg@Illinois.gov. Correspondence with student identifying information should only be provided via the DHS secure fax at 217-524-6248.

RCDT:

School District Name

Superintendent and District Address

Name	Birth Date	Contact:	EI Number	CFC ID	Month Reported
	06/29/2014	<p><b>Students are listed by age, oldest to youngest.</b></p> <p><b>Students can be on the list for multiple months; the list identifies the first month reported.</b></p> <p><b>Cooperatives have one list separated by districts.</b></p>			02/01/2017
	11/20/2014				02/01/2017
	01/30/2015				04/01/2017



# Question – 27 Month List Error



## Question

What should districts do if a child's address is outside of the district boundaries?

## Answer

- Notify the CFC and/or DHS to ensure the transition packet is directed to the correct district.
- Contact ISBE to move the child and her/his information to the correct district list.
  - Based on the child's address, please let ISBE know the most likely resident district(s).

# Contact Information



## Early Childhood

<https://www.isbe.net/Pages/Early-Childhood.aspx>

Crystal Grimes [cgrimes@isbe.net](mailto:cgrimes@isbe.net)

Kristy Doan [kdoan@isbe.net](mailto:kdoan@isbe.net)

(217)524-4835

## Special Education Programs

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

Felicia Malloy [fmalloy@isbe.net](mailto:fmalloy@isbe.net)

(217)782-5589