



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Individuals with Disabilities
Education Act (IDEA) Part C
to Part B Transition
Guidance*

2023

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) PART C TO PART B TRANSITION GUIDANCE

2023

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TABLE OF CONTENTS

Preface: Purpose and Vision.....	5
Transition Guidance: Individuals with Disabilities Education Act (IDEA) Part C to Part B.....	5
Early Childhood Transition From Part C to B Timeline Requirements	5
Additional Recommendations for Transition for Part C to Part B for Children who are Deaf or Hard of Hearing.....	7
Recommendations for Transition for Part C to Part B for Children who are Blind or Experiencing Low Vision.....	7
Part C to B Matrix.....	8
Determining Potential Eligibility.....	9
Late Referrals	10
Release of Information.....	12
Transition Conference	13
Determining Whether to Evaluate.....	15
Evaluation.....	15
Assessment.....	17
Determining Eligibility.....	19
Determination of Services.....	22
Developing the Individualized Education Program (IEP)	23
Individualized Education Program (IEP) Team Membership	24
Continuum of Alternative Placement Options.....	25
Acknowledgements.....	30
Appendix A: Glossary.....	31
Appendix B: Timeline Requirements Visual.....	34
Appendix C: Recommendations for Transition from Part C to Part B for Children who are Deaf or Hard of Hearing (D/HH), Blind, or Low Vision.....	36
Additional Resources Related to Special Considerations for Students who are Deaf or Hard of Hearing When Transition from Part C to Part B Services.....	37
Least Restrictive Environment (LRE) and Deaf or Hard of Hearing (D/HH), Blind, or Low Vision Students.....	39
Who Should be on the Evaluation Team for a Child who is Deaf or Hard of Hearing (D/HH), Blind, or Low Vision?	40
Evaluation/Assessment Team Supports for Children Who Are Deaf or Hard of Hearing (D/HH), Blind, or Low Vision.....	40
Recommended Evaluations/Assessments for Children who are Deaf or Hard of Hearing (D/HH), Blind, or Low Vision.....	41

Eligibility Determination for Children who are Deaf or Hard of Hearing (D/HH), Blind, or Low Vision	43
Additional Resources for Supporting Children who are Deaf or Hard of Hearing (D/HH), Blind, or Low Vision.....	43
Recommendations for Children and Their Families Who are Blind and/or Experiencing Low Vision	44
Appendix D: Resources on Transitioning from Part C to Part B.....	46
Legal Notice	47

PREFACE: PURPOSE AND VISION

All children and their families benefit from a family-centered, statewide framework that supports coordinated, effective, equitable, and culturally and linguistically responsive transitions from early intervention to the next learning environment. The next environment might include Developmental Preschool services and/or the Early Childhood Education and Assistance Program (ECEAP), Head Start, and other high quality early childhood settings.” Young children depend entirely on their trusted adults to support their connections to a new learning environment: family members, caregivers, therapists, school psychologists, health care practitioners, and many others.

Washington Office of Superintendent of Public Instruction (OSPI) collaborated with Department of Children, Youth, and Families (DCYF) and the Association of Educational Service Districts (AESDs) to create this guide for any practitioner participating in the child’s transition from Early Support for Infant and Toddlers (ESIT) Part C to the next learning environment, including the possible transition to an Individualized Education Program (IEP) under Part B of the Individuals with Disabilities Education Act (IDEA). Frequently, practitioners and their ESD early intervention and early learning teams seek a common summary of legal requirements, [timelines](#), and strategies to keep the child’s growth and well-being at the center of adult communication and IEP conferences.

TRANSITION GUIDANCE: INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) PART C TO PART B

The educational entitlement to eligible students in the United States, guaranteed by the [Rehabilitation Act of 1973](#) and [IDEA](#) guarantees the right to a free appropriate public education (FAPE) to all children the ages 3 to 21. Part C to B Transition refers to children transitioning from Early Intervention (IDEA Part C) (where they were served between birth to 36 months old) to their next least restrictive environment (LRE), which could be Early Childhood Educational Assistance Program (ECEAP), Head Start, a licensed child care center, or a school district preschool program. IDEA Part B refers to special education services for school-aged children (ages 3 to 21 years old). This transition process is not a continuation of Part C services, but rather, the initial eligibility determination for Part B services. For detailed steps related to the transition process, [see the figure found here](#).

EARLY CHILDHOOD TRANSITION FROM PART C TO B TIMELINE REQUIREMENTS

See [Appendix B](#) for a visual representation of the following timeline. The following text timeline references color-coding included in the visual representation.

The following activities are identified as occurring up to ages 2 years and 3 months (27 months):

- Individualized Family Service Plan (IFSP) Team determines if child is potentially eligible for Part B based on current eligibility status (coded orange).
- Local Education Agency (LEA) Notification of Potentially Eligible (Referral to Part B). Notification will be sent electronically by ESIT's Data Management System. Note that this step includes Part C Indicator 8-B. This step also includes Part B Indicator B-12A (coded orange).
- Development of Transition Plan with Steps and Services in IFSP. Note that this step includes Part C—Indicator C-8A (coded orange). Note that this includes implementation of IFSP transition plan, steps, and services in an ongoing capacity.

The following activities are identified to occur during the age identified as 2 years and 3 months or 27 months and up until age 2 years and 6 months (30 months):

- Parental Consent for Services
- Part C invites LEA to Conference

The following activities are identified to occur during the age identified as 27 months and up until age 2 years and 6 months (30 months):

- Parent Consent for Services for Exchange of Information (coded orange).
- Transition Conference: Recommended as part of IFSP Meeting. Not fewer than up to 9 months before third birthday. Note that this step includes Part C Indicator C-8C, Washington Administrative Code (WAC)-02080. Also note that a required timeline is initiated and extends until the child is age 2 years and 9 months (33 months).
- Family given Procedural Safeguards (coded blue).
- Parental Consent for Initial Evaluation (coded blue). Note that this step includes a required timeline (WAC-03005).

The following activities are identified to occur between the age identified as 2 years and 9 months (33 months) through 2 years and 11 months (35 months):

- Initial Evaluation for Part B (May use Part C assessment; obtain additional data if needed). Evaluation must be completed within 35 school days of district receiving parental consent. Note that this step is associated with Part B Indicator B-11.
- Eligibility Determination. Note the required timeline associated with this step related to the IEP development procedure as indicated in WAC-03105.

The following activities are identified to occur during the age identified as 2 years and 11 months (35 months):

- LEA invites Part C to IEP Meeting (at parent request).

The following activities are identified to occur between the age identified as 2 years and 11 months (35 months) through 3 years (36 months).

- IEP Development: Within 30 days after eligibility determined, by age 3. Note this step is associated with a timeline requirement related to eligibility determination as identified in WAC-03105. Also note that this step is associated with Part B Indicator B-12. This timeline is associated with WAC-02080.
- Parent consent for services is secured.

The following activities are identified to occur following the age identified as 3 years old (36 months):

- FAPE in LRE begins by age 3 or by the beginning of the school year (for summer birthdays). Note that this step is associated with Part B Indicator B-6 and is associated with a required timeline detailed in WAC-02000.

Please review the [National Association of State Directors of Special Education, Inc: Third Edition: Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Educational Service Guidelines](#) for considerations for students who are Deaf or Hard of Hearing.

Please review the [Bill of Rights for All Children with Visual Impairment and their Families](#). This document notes that “in addition to numerous educational principles that have been proved to be beneficial for children with visual impairments, all the provisions of what constitutes a ‘Free and Appropriate Public Education’ under the federal individuals with Disabilities Education Act of 1990 shall be assumed along with this bill of rights.” (Bill of Rights for all Children with Visual Impairments and Their Families, 2019). Please note that this resource was the result of a joint project between the leaders of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) and the Council of Schools and Services for the Blind (COSB).

Additional Recommendations for Transition for Part C to Part B for Children who are Deaf or Hard of Hearing

Those evaluating children who are Deaf or Hard of Hearing (D/HH) for Part B services must not underestimate the impact of any level or configuration of reduced hearing: minimal, mild, unilateral conditions can have the same consequences as a more significant decrease in hearing level. Due to the unique nature of hearing levels, assessing children who are D/HH is not a one size fits all approach. Please review [Appendix C](#) for additional information and special considerations related to transition for Part C to Part B for children who are D/HH.

Recommendations for Transition for Part C to Part B for Children who are Blind or Experiencing Low Vision

As detailed in the Bill of Rights for All Children with Visual Impairment and their Families, children “with all levels of visual impairment (including those with multiple disabilities who are identified as Blind or Low Vision) have a right to early intervention/instruction provided by highly trained and

qualified teachers of students with visual impairment and certified orientation and mobility specialists, that is timely, ambitious, and results in the highest possible achievement for each child” ([Bill of Rights for All Children with Visual Impairment and their Families](#), pg. 1). Please review [Appendix C](#) for additional information and special considerations related to transitions for Part C to Part B for children who are Blind or Low Vision.

PART C TO B MATRIX

The Part C to B matrix has been developed in partnership with the Office of Superintendent of Public Instruction (OSPI), Department of Children, Youth, and Families (DCYF), and the Association of Educational Service Districts (AESDs) to guide practitioners participating in a child’s transition from Early Support for Infant and Toddlers (ESIT) Part C to the next learning environment, including the possible transition to an Individualized Education Program (IEP) under Part B of the Individuals with Disabilities Education Act (IDEA).

This matrix, which is made up of the tables below this page, is organized by the following topics:

- [Determine Potential Eligibility](#)
- [Late Referrals](#)
- [Release of Information](#)
- [Transition Conference](#)
- [Determining Whether to Evaluate](#)
- [Evaluation](#)
- [Assessment](#)
- [Determining Eligibility](#)
- [Determination of Services](#)
- [Developing the Individualized Education Program \(IEP\)](#)
- [Individualized Education Program \(IEP\) Team Membership](#)
- [Continuum of Alternative Placement Options](#)

Determining Potential Eligibility

Transition Topic	Description
Determine Potential Eligibility	Potentially eligible means toddlers eligible for Part C services that may be eligible for special education and related services under IDEA Part B. See Interagency Agreement Document Between The Department of Children, Youth, & Families and The Office of Superintendent of Public Instruction on IDEA Part C to Part B (November 3, 2017). Understanding potential eligibility is important because it determines whether a child will be referred to Part B services for potential school-aged services (ages 3 to 21 years). As this process determines eligibility from PreK to legal adulthood, families of children with disabilities need school districts to clarify the process for evaluation for Part B. WAC 392-172A-02080 states that each school district shall have policies and procedures for transition to preschool programs to ensure that: (1) Students participating in early intervention programs assisted under Part C of the IDEA, and who will participate in preschool programs assisted under Part B of the IDEA, experience a smooth and effective transition to those preschool programs in a manner consistent with Part C requirements. (2) (a) Each school district will participate in transition planning conferences arranged by the designees of the lead agency for Part C in the state. A transition planning conference will be convened for each student who may be eligible for preschool services at least 90 days prior to the students third birthday. (b) Within 25 school days following the transition planning conference, a determination whether to evaluate the student for Part B will be made. The district will provide prior written notice of the decision that complies with the requirements of WAC 392-172A-05010. (3) By the third birthday of a student described in the subsection (1) of this section, an IEP has been developed and is being implemented for the student consistent with WAC 392-12A-02000 (1). Throughout an infant or toddler's enrollment in early intervention, the family and the child's Individualized Family Service Plan (IFSP) Team discuss the transition steps required to ensure a smooth transition for the toddler when early intervention services end, by the toddler's third birthday. An IEP is required no later than the eligible toddler's third birthday. Accordingly, the toddler is no longer enrolled in and eligible for early intervention services after the toddler's third birthday. For toddlers who are not potentially eligible for Part B special education services, the Early Support for Infants and Toddlers Provider Agencies (ESIT PA) shall make reasonable efforts to identify other possible and appropriate resources in the community to assist the toddler and family in transitioning out of early intervention services. See Part C8 Section 303.209 and WAC 392-172A-02080 for detailed information related to this determination. Review the Washington State Department of Children, Youth & Families: Early Support for Infants and Toddlers: Early Intervention Eligibility Document and the Washington State Early Support for Infants and Toddlers Policies and Procedures Document for additional information. Contact ESIT Program Staff at ESIT@dcyf.wa.gov or 360-725-3500. *Please review Appendix C for comprehensive recommendations related to the Transitions for Part C to Part B for Children who are deaf or hard of hearing (D/HH).

Late Referrals

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Late Referrals	See comprehensive process contingent on late referral timeline listed in Part C (WAC 392-172A-03005). Please review the Practice Guide Late Services which includes info on late referrals for additional information. Transition Timeline for Individuals with Disabilities Education Act (IDEA) Part C to B Late Referrals to IDEA Part C Part B Providers must conduct the initial evaluation within 35 school days of receipt of parental consent and determine eligibility.	Comprehensive information around late referrals to IDEA Part C can be found in this updated document. Referrals 90 days prior to third birthday: Within 45 days of referral, the IFSP team must conduct evaluation(s) to determine eligibility, conduct assessments, and conduct initial Individualized Family Service Plan (IFSP) meeting to develop initial IFSP for a transition plan (including steps and services). If determined eligible and receiving service coordination, the child is considered serviced by Part C. Transition plan and steps must be entered on the IFSP. These children are not reported under Indicator C-8A. The IFSP team must provide parents with information (as part of public awareness) regarding the Part B program and other community services Transition notification to State Education Agency (SEA) and school district of residence required as soon as possible once child determined eligible and these children are not reported under Indicator C-8B	Conduct initial evaluation within 35 school days of receipt of parental consent and determine eligibility.	Provide family with ongoing communication related to timelines and procedures during the transition process related to late referrals. Important to note that the Part C providers may make varying referrals including private providers, preschool providers, etc. in the instance that there might be a gap (e.g., summer). Considerations around local outpatient waitlist as an extended wait time may be made impacting referral considerations (e.g., referrals might need to occur even earlier to ensure access to service(s)).

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
		The transition conference is not required, and these children are not reported under Indicator C-8C. Referrals 44 days prior to child's third birthday: The IFSP team can choose not to conduct an initial evaluation, child, and family assessment(s), and initial IFSP meeting. The child is not considered served by Part C if child is referred to, but not determined eligible under, Part C. Transition notification to State Education Agency (SEA) and Local Education Agency (LEA) of residence is not required, and child is referred to Release of Information (if required to disclose personally identifiable information) if child is potentially eligible. No Part C evaluation is required during this period and the initial IFSP is not required to be developed. These children are not reported under Indicator 8A. Note that the Service coordinator is not invited to IEP meeting since child was not served in Part C.		

Release of Information

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Release of Information	The Early Support for Infants and Toddlers Provider Agency (ESIT PA) should obtain release of information well before (recommended practice indicates that this might occur at the last six-month review prior to the Transition Conference) to ensure access for school district to Individualized Family Service Plan (IFSP) Evaluation.	Part C providers must obtain a release of information for school districts to provide limited access to information in support of a smooth and effective early childhood transition process. <i>*Processes and procedures for this may be detailed in the local (Memorandum of Understanding (MOU)).</i>	With informed, written parent consent, school districts should then be able to access a district portal in the <u>Early Support for Infants & Toddlers (ESIT) Web Application</u> that will provide limited access to information in support of a smooth and effective early childhood transition process. Examples of accessible documents include the child's current IFSP as well as screening, assessment, and evaluation information. See <u>Interagency Agreement 2.3 (c)ii</u> for detailed information.	Family to provide release of information prior to the transition conference.

Transition Conference

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Transition Conference	(a) If the parent has provided approval, the ESIT PA's Family Resource Coordinator (FRC) shall convene a transition conference no later than 90 days before the toddler's third birthday, regardless of the availability of each invitee. (b) Meeting arrangements shall be made with, and written notice provided to, the family and other participants early enough before the meeting date to ensure that they shall be able to attend. See <u>(IDEA 20 USC 1437 §637(a)(9)(A)(ii)(II) - (III) and 34 CFR §303.209(c)</u> for additional details. The transition conference may occur nine months before the child's third birthday at the discretion of all parties.	Note that the Part C provider is responsible for facilitating the transition planning conference. Additionally, the Part C Family Resources Coordinator is responsible for inviting meeting participants to the transition conference including the child's managing audiologist if the child is deaf/hard of hearing. Participants must include: 1) Family Resources Coordinator 2) Family of the toddler 3) Early Intervention Service (EIS) provider representative(s) 4) LEA representative 5) Other individuals required to be included in an initial, periodic, or annual IFSP meeting <u>Example list of action items for Individualized Family Service Plan (IFSP) team</u> (during pre-transition and transition planning).	The transition process is not a continuation of services but rather an initial eligibility determination for Part B services. <u>WAC 392-172A-02080</u> Transition Part C to B indicates the following: "(2)(b) Within school days following the transition planning conference, a determination whether to evaluate the student for Part B will be made. The district will provide prior written notice of the decision that complies with the requirements of <u>WAC 392-172A-05010</u>." In practice, the transition planning conference (at least 90 days in advance) starts the referral timeline (25 school days to review existing information and determine whether to evaluate for Part B). If the district decides to evaluate and receives consent, the 35 school day initial evaluation timeline begins from the date parent consent is received.	Received <u>Parent Rights Document</u> as detailed in <u>WAC 392-172A-05015</u>. Refer to the transition brochure <u>Transition: The Next Step</u> for comprehensive transition information. The transition conference shall be held at a time and location convenient for the family and in the native language of the family or other mode of communication used by the family unless it is clearly not feasible to do so. Meeting arrangements shall be made with, and notice provided to, the family and other participants early enough before the meeting date to ensure that they shall be able to attend. See <u>IDEA 20 USC 1437 §637(a)(9)(A)(ii)(II) - (III) and 34 CFR §§303.209(c) and 303.342(d) - (e)</u> for additional information.

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
			Note that under Section (3) of this rule, an IEP must be developed and implemented for an eligible student by the student's third birthday. The LEA representative participates in the transition conference either in person or virtually to provide "an overview of the types of preschool special education services that may be available and a description of the evaluation and eligibility process. <u>34 CFR §300.124(c)</u> and <u>WAC 392-172A-02080(2)</u>". The LEA representative must communicate timelines and procedures to families and partners in the transition process. Refer to this <u>Part C to Part B Example Transition Document</u> which provides an example of how school district process can be shared during the transition conference. Note that the LEA representative is required to present <u>Parent Rights</u> (i.e., Procedural Safeguards) to the family.	Child Care Providers, <u>Early Head Start</u>, <u>Home Visiting</u>, or other individuals that are involved in the child's early care and development may be invited to the transition conference.

Determining Whether to Evaluate

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Determining Whether to Evaluate	25 school days after receipt of referral. See (WAC 392-172A-03005) for additional details.	The Part C provider shall share Child Outcomes Summary (COS) if available and other data points. Note that the Child Outcomes Summary must be completed within a 60 day period prior to the child's exit of Part C services. See the Washington State Early Support for Infants and Toddlers Policies and Procedures Document (June 29, 2016). The Part C provider will convene the Transition Planning Conference .	The Part B provider will participate in the transition planning conference discussion.	Participate in transition planning conference discussion.

Evaluation

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Evaluation	Early Childhood Transition from Part C to Part B Timeline Requirements An initial evaluation for Part B (which may use current Part C assessment data/information; or obtain additional/current data if needed) must be completed within 35 school days of the district receiving approval (WAC 392-172A-03005). Washington State Early Support for Infants and Toddlers Policies and Procedures (Screening, Evaluation, and Assessment Policy 9.A pg. 42)	A referral for an initial evaluation must be in writing. If the person making the request is unable to write, district staff should assist the person in making the referral. The Family Resources Coordinator (FRC) working with the family is responsible for explaining the process, obtaining consent, contacting the school district in which the family resides, and facilitating a meeting to discuss the referral and evaluation. The Part C provider is responsible for supporting the family up to, and including, the transition conference which is set up once the evaluation	If the parent does not give consent for evaluation for Part B services, the district should document the parent's refusal and provide a Prior Written Notice (PWN) to the parent that the student will not be evaluated to determine eligibility and without the evaluation, the district cannot provide the student with special education and related services. The district must provide the parent with prior written notice (PWN) addressing: the decision to conduct an initial evaluation	Provide family with ongoing communication related to timelines and procedures during the transition process. The parent will receive the prior written notice (PWN) addressing: - the decision to conduct an initial evaluation - the areas of assessment the district proposes to conduct - any other information required in

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
		process is complete the district team is prepared to share results, facilitate the eligibility determination. The Part C provider is responsible for communicating timelines and procedures to families and partners in the transition process. See this example list of action items for Individualized Family Service Plan (IFSP) team during pre-transition and transition Planning. If a child is referred to Part C 45 days or less prior to the child's third birthday, the referral goes directly to the child's resident school district. Please note that the district is not responsible to make the child eligible before their third birthday.	- the areas of assessment the district proposes to conduct - any other information required in the prior written notice (found in Prior Notice and Contents WAC 392-172A-05010). Please refer to this example Transition Notification Letter, a comprehensive resource that can be sent to families by school districts. The Part B provider is responsible for communicating timelines and procedures to families and partners in the transition process. Refer to this example of a Post-Transition Conference Email Template for school district evaluation team and Family Resource Coordinator (FRC) which ensures clear communication of next steps related to the evaluation process.	the prior written notice (found in Prior Notice and Contents WAC 392-172A-05010). Refer to this related resource for additional information: Our Next Step: A Family Training on the Transition Process from Early Intervention Services at Age Three Parent Workbook

Assessment

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Assessment	The assessment team should explore information detailed in the Guide to Assessment in Early Childhood .	To ensure a smooth transition during the assessment process, considerations related to Part B processes and protocols should be made by Part B providers. Source: Washington State Early Support for Infants and Toddlers Policies and Procedures (Screening, Evaluation, and Assessment Policy 9.A pg. 42).	Part B provider is responsible for gathering information during the Transition Conference. This transition planning provides structure within assessment planning and determining which tools should be used, which developmental areas require evaluation, and what information in the file is relevant to the evaluation team.	Family partners should inform the assessment team around daily routines to help the team develop intervention methods and strategies to support the child's participation in important family activities. Always assure parents that sharing information about their family is voluntary and does not impact eligibility for or the delivery of IDEA, Part C, early intervention services. When talking with families about their priorities and concerns, start by asking, "What would you like to see happen for your child/family?" Use family assessment methods, (e.g., interviews, questionnaires, ecomaps, and family

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
				report components of a comprehensive Curriculum-Based Assessment CBAs) to find out about each family's concerns, priorities, routines, and resources related to enhancing their child's development. Incorporate the information gathered using family assessment methods into development of the IFSP outcomes. Review family-directed assessment information periodically with the family to incorporate changes in concerns, priorities, resources, routines, and activities into subsequent IFSPs. Please review the following document: Communication Planning Guide for Students Who Are Deaf or Hard of Hearing.

Determining Eligibility

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Determining Eligibility	See Evaluations and Reevaluations Timeline cited in WAC-172A-03005 for detailed information. Washington State Early Support for Infants and Toddlers Policies and Procedures NECTAC Notes: No 28- August 2021: Informed Clinical Opinion Washington State Department of Children, Youth & Families: Early Intervention Eligibility Washington State Early Support for Infants and Toddlers Policies and Procedures (Screening, Evaluation, and Assessment Policy 9.A pg. 42) ESIT Practice Guidance Web Page	Process for determining eligibility for Part C: Please refer to the Early Childhood Technical Assistance (ECTA) on Informed Clinical Opinion for additional information related to this process. Refer to the Early Support for Infants and Toddlers State Definition of Developmental Delay Policy (Definition 3A Policy detailed on page 27) detailing eligibility criteria as listed below. The State Lead Agency (SLA) ensures that children, birth to three, shall be eligible for EIS under Part C of IDEA, if the multidisciplinary team finds any one of the following criteria exists: (a) Developmental delay: (1) A child shall be eligible if he or she demonstrates a delay of 1.5 standard deviation or 25% of chronological age delay in one or more of the following developmental areas, as measured by appropriate diagnostic instruments and procedures, and administered by qualified personnel. In the case of hearing and vision, the criteria listed within hearing	See Rules for the Provisions of Special Education for detailed information. Please also refer to Categories of Disability Under Part B of IDEA for additional resources. Reference the determination of eligibility document (WAC 392-172A-03040) for comprehensive information related to determining eligibility. The Part B provider will complete the Child Outcomes Summary (COS) no more than six weeks following the initiation of the program. See the Early Childhood Outcomes (indicator 7) information on the Washington Office of Superintendent of Public Instruction webpage for additional information. The Child Outcomes Summary must be completed upon entry and exit of the program. It is recommended that the Child Outcomes Summary also be completed during the program (between entry and exit assessments). The Early Hearing Detection, Diagnosis and Intervention (EHDDI) Advisory Group creates	Partnering with Families and Communities is critical to student success. Refer to the Educational Leadership May 2004 Volume 61 Edition: Partnering with Families and Communities for additional information. Provide family with ongoing communication related to timelines and procedures during the transition process.

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
		impairment and vision impairment applies. (i) Cognitive (ii) Physical (fine or gross motor) (iii) Communication (receptive or expressive language) (iv) Social or Emotional (v) Adaptive (2) Informed Clinical Opinion (i) The SLA shall ensure that informed clinical opinion given by qualified personnel may be used as an independent basis to establish a child's eligibility even when instruments do not establish eligibility; and (ii) In no event may informed clinical opinion be used to negate the results of evaluation instruments used to establish eligibility. (b) Diagnosed physical or mental condition A child shall be eligible if he or she has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. <i>*This definition does not include children from birth to age 3 who do not meet the above criteria and who are at risk of having substantial developmental delays if EIS are not provided (Early</i>	recommendations for evaluation of eligibility for children who are deaf or hard of hearing that includes: ▪ School district representation ▪ Citations of evidence for recommendations (evidence-based) ▪ Input from multiple specialties; American Speech-Language-Hearing Association (ASHA), school psychologists, higher education, etc.) ▪ Uses Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Educational Service Guidelines (10 Essential Principles for Effective Education of Student who are Deaf or Hard of Hearing). WAC 392-172A-02050 clarifies applicability of LRE that, subject to the exceptions for students in adult correctional facilities, school districts shall ensure that the provision of services to each student eligible for special education, including preschool students and students in public or private institutions or other care facilities, shall be provided:	

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		Support for Infants and Toddlers: State Definition of Developmental Delay Policy 3.A). This path to eligibility requires a written statement by medical personnel, documenting a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. Visit the ESIT Practice Guides Web Page for additional information. As soon as an eligibility decision is made, continue with functional child and family-directed assessment. Washington state eligibility for Part C requires that norm-referenced scores in one or more developmental areas fall 1.5 standard deviations below the mean or represent a 25% delay in the child's development.	(1) To the maximum extent appropriate in the general education environment with students who are nondisabled; and (2) Special classes, separate schooling, or other removal of students eligible for special education from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (3) The public agency responsible for providing FAPE to a preschool child with a disability must ensure that FAPE is provided in the least restrictive environment where the child's unique needs (as described in the child's IEP) can be met, regardless of whether the local education agency operates public preschool programs for children without disabilities. (4) For children ages 3 to 5, a general education environment is a regular early childhood program.	

Determination of Services

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Determination of Services	See Evaluations and Reevaluations Timeline WAC-172A-03005 for detailed information. NECTAC Notes: No 28- August 2021: Informed Clinical Opinion Washington State Early Support for Infants and Toddlers Policies and Procedures (Screening, Evaluation, and Assessment Policy 9.A pg. 42)	<i>*See information listed prior in the determining eligibility' section of this document.</i> For additional information please refer to the documents listed: NECTAC Notes: No 28- August 2021: Informed Clinical Opinion Washington State Early Support for Infants and Toddlers Policies and Procedures (Screening, Evaluation, and Assessment Policy 9.A pg. 42)	See Rules for the Provisions of Special Education for detailed information. Please also refer to Categories of Disability Under Part B of IDEA for additional resources. Refer to Determination of eligibility and services (WAC 392-172A-03040) for comprehensive information.	Provide family with ongoing communication related to timelines and procedures during the transition process. Additional Information for family and community partners may include the following: Local Lead Agencies by County Information for Healthcare Providers Early Intervention Referral Form for Healthcare Providers

Developing the Individualized Education Program (IEP)

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Developing the Individualized Education Program (IEP)	If transitioning from Part C, the Individualized Education Program (IEP) should be completed and in place by child's third birthday, unless following allowable exceptions. If late referral (see above) to Part C (within 45 days of third birthday) with parent consent in writing, directly to Part B, School District, with parental consent (WAC 392-172A-03005). Upon receiving the referral, with parent consent, the Part B timeline begins.	*See detailed information in timeline panel. Part C partners and providers have valuable developmental information to share with the IEP team. If transitioning from Part C services, provide current evaluation data along with release of information grant access to the current IFSP and related information through the portal. Part C partner(s) at parent request, are invited to IEP meeting by the school district. See WAC 392-172A-02080 for more information. See Transition the Next Step: Sec. 300.124 Transition of children from the Part C program to preschool programs for detailed information.	*See detailed information in timeline panel. Refer to How Special Education Works: A 10 Step Guide to the Special Education Process for detailed guidance and information related to special education processes and procedures. Refer to "Review of existing data for evaluations and reevaluations" (WAC 392-172A-03025) for detailed information. Part B: Within 25 school days following the transition planning conference, a determination whether to evaluate the student for Part B will be made. The district will provide prior written notice of the decision that complies with the requirements of WAC 392-172A-05010. (Source: WAC 392-172A-02080) If team agreement to proceed with evaluation, signed consent from parent, starts a 35 school day timeline for school district evaluation by qualified professionals in areas of concern WAC 392-172A-03025).	Parents are critical team members in developing the Individualized Education Program for the student. Refer to WAC 392-172A-03100 for details related to parent participation.

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
			If determined eligible, with parent consent, within 30 calendar days from evaluation determination, school district initiates and conducts individualized education program (IEP) meeting and develops the IEP. Services begin as soon as possible after the Individualized Education Program is completed.	

Individualized Education Program (IEP) Team Membership

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Individualized Education Program (IEP) Team Membership	Review the Individualized Education Program (IEP) Team Membership (WAC 392-172A-03095) for detailed information.	Part C partners are encouraged to participate in the Individualized Education Program at parent request.	The school district must ensure the team includes parents as documented (WAC 392-172A-03100). Refer to the IEP Team Membership requirement detailed in WAC 392-172A-03095 for additional information. Please refer to WAC 392-172A-03095 for additional exceptions or additions. Part B providers must ensure that parents of eligible students are members of the group that makes decisions on educational placement of the student.	WAC 392-172A-03100 details parent participation in meetings. The parents of a student eligible for special education services must be afforded an opportunity to participate in meetings with respect to the identification, evaluation, educational placement, and the provision of FAPE to the student. Family partners and parents are essential IEP team members.

Continuum of Alternative Placement Options

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
Continuum of Alternative Placement Options	Considerations related to Least Restrictive Environment(s) are detailed in WAC 392-172A-02050. Continuum of Alternative Placements are detailed in WAC 392-172A-02055. Transitions to Preschool and Other Programs in Sec. 303. 209.	The State Lead Agency must ensure that: (1) If a toddler with a disability may be eligible for preschool services under part B of the Act, the lead agency, with the approval of the family of the toddler, convenes a conference, among the lead agency, the family, and the LEA not fewer than 90 days— and, at the discretion of all parties, not more than nine months before the toddler's third birthday to discuss any services the toddler may receive under part B of the Act; and (2) If the lead agency determines that a toddler with a disability is not potentially eligible for preschool services under part B of the Act, the lead agency, with the approval of the family of that toddler, makes reasonable efforts to convene a conference among the lead agency, the family, and providers of other appropriate services for the toddler to discuss appropriate services that the toddler may receive (Sec. 303. 209).	Placement decisions are made by the student's IEP team after the IEP has been developed. In order to support a robust continuum of alternative placement options for students across a variety of needs while ensuring students' rights to a free appropriate public education, as well as the requirements brought forward by WAC 392-172A-03090, each school district must ensure that a continuum of alternative placements is available to meet the special education and related service needs of students eligible for special education services between the ages of 3 and 21 years old. It is critical that initial placement considerations begin with the least-restrictive environment with access to the regular early childhood program (RECP) and nondisabled peers. Placement options must provide a reasonably high probability of assisting a student to attain their annual goal. WAC 392-172A-02050 clarifies applicability of LRE that subject to the exceptions for students in	Considerations related to Parent Participation and Education Placement are detailed in WAC 392-172A-02060. As detailed in WAC 392-172A-03100 parents of eligible students are members of the IEP team that makes decisions on educational placement of the student. The Center for Parent Information and Resources: Considering Least Restrictive Environment (LRE) in Placement Decisions (09/2017) provides additional information around this process. Per WAC 392-172A-02060, placement determinations of a student eligible for special education include a preschool student, and must be determined annually and made by a group

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
			adult correctional facilities, school districts shall ensure that the provision of services to each student eligible for special education, including preschool students and students in public or private institutions or other care facilities, shall be provided: (1) To the maximum extent appropriate in the general education environment with students who are nondisabled; and (2) Special classes, separate schooling, or other removal of students eligible for special education from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (3) The public agency responsible for providing FAPE to a preschool child with a disability must ensure that FAPE is provided in the least restrictive environment where the child's unique needs (as described in the child's IEP) can be met, regardless of whether the local education agency operates public preschool programs for children without disabilities.	of persons, including the parents, other persons knowledgeable about the student, the evaluation data, and the placement options. It is essential that districts partner with families through ongoing communication and collaboration when making continuum of alternative placement decisions.

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
			(4) For children ages 3 to 5, a general education environment is a regular early childhood program. WAC 392-172A-01152 clarifies the following: "Regular early childhood program means a program that includes 50% or more of children who do not have an IEP. Programs may include, but are not limited to, the following: Head Start, early childhood education and assistance program (ECEAP); transitional kindergarten, kindergarten, preschool classes offered to an eligible kindergarten population by the public school system; private kindergartens or preschools; group child development centers; or childcare. As detailed in WAC 392-172A-02055 clarifies the applicability of a continuum of alternative placements to eligible students ages 3 through 21: (1) Each school district shall ensure that a continuum of alternative placements is available to meet the special education and related services needs of students. (2) The continuum required in this section must:	

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
			a. Include the alternative placements listed in the definition of special education in WAC 392-172A-01175, such as instruction in general education classes, special education classes, special schools, home instruction, and instruction in hospitals and institutions; and b. Make provisions for supplementary services such as resource room or itinerant instruction to be provided in conjunction with general education classroom placement. (3) The continuum of alternative placements a public agency providing special education and related services to a preschool child with a disability may include, but is not limited to, the following: a. Providing opportunities for the participation of preschool children with disabilities in preschool programs operated by public agencies other than school districts	

Transition Topic	Associated Timeline	IDEA Part C Spanning from Birth to 36 Months Old	IDEA Part B Spanning from 3 to 21 Years Old	Community and Family Partners
			(such as ECEAP, Head Start or community-based childcare), b. Enrolling preschool children with disabilities in private preschool programs for nondisabled preschool children, c. Locating classes for preschool children with disabilities in regular public elementary schools, and d. Providing services and instruction in the "home". (4) If a public agency determines that placement in a private preschool program is necessary for a child with a disability to receive FAPE, the public agency must make that program available at no cost to the parent. Providers are encouraged to review OSEP Fast Facts: Children 3 through 5 Served Under Part B, Section 619 of IDEA for additional information.	

For assistance relating to Part B, IDEA, please contact Ryan Guzman, Early Childhood Special Education/Section 619 Coordinator at ryan.guzman@k12.wa.us or 360-360-725-6075.

For assistance related to Part C IDEA, please contact ESIT Program staff at ESIT@dcyf.wa.gov or 360-725-3500.

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-	Washington State School for the Blind (WSSB) Partners
-	Washington Sensory Disabilities Services, an OSPI State Needs Project (WSDS)
-	Washington State Hands and Voices

APPENDIX A: GLOSSARY

Child Outcomes Summary: The Child Outcomes Summary (COS) process is a process in which a child's progress is summarized on a scaling system. The Child Outcomes Summary process is a method that summarizes a child's functional skills and ability to participate in routines and activities across settings and situations to support progress and program planning. Child outcomes collected and analyzed including the following: The student has positive social-emotional skills (e.g., social relationships). The student acquires and uses knowledge and skills (e.g., early language and/or communication), and the student uses appropriate behaviors to meet their needs. The state of Washington uses a 7-point rating scale to determine the extent of a child's functioning based on the criterion listed above.

For more information related to the Early Child Outcomes Indicator 7 Rating Scale (values 2–8) please visit this [webpage](#). For additional information related to the Child Outcome Summary (COS) related to the Early Support for Infants and Toddlers program please visit this [webpage](#).

Early Childhood Technical Assistance Center: The Early Childhood Technical Assistance (ECTA) Center supports both state Part C and Section 619 programs to develop high-quality early intervention services along with preschool special education service systems. The Early Childhood Technical Assistance Center utilized evidence-based practices to increase child outcomes for young children with disabilities along with their families. Please visit the ECTA webpage [here](#).

Early Head Start: Early Head Start is a program which serves infants and toddlers under the age of three. This program also provides service to pregnant women. Early Head Start programs provide comprehensive and intensive child development and family support services to low-income children, children with disabilities even if they are over income, toddlers, and infants along with their families. Please find the webpage [here](#).

Early Support for Infants and Toddlers Provider Agencies: Early Intervention Provider Agencies (ESIT PA) are organizations along with their subcontractors who are under contract with the Department of Children, Youth, & Families Early Support of Infants & Toddlers program or the four County Lead Agencies (CLAs) to provide early intervention services in a designated school district catchment area of Washington state. The four CLAs and ESIT Provider Agencies contract with the Department of Children, Youth, and Families (DCYF) to provide early intervention services in a designated school district catchment area of Washington state.

Early Support for Infants and Toddlers Data Management System: The Early Support for Infant and Toddlers Data Management System (ESIT DMS), as required by the federal government, requires ESIT to collect information about infants, toddlers and their families and resources in the early intervention system.

Early Supports for Infants & Toddlers: The Early Support for Infants and Toddlers (ESIT) program provides services to children birth to age 3 who have disabilities or developmental delays. Visit the webpage [here](#).

Family Resources Coordinator: Family Resources Coordinators (FRC) provide a critical role in appropriate delivery of services to children under Part C of IDEA. Family Resources Coordinators are in each county or geographic area. The role of the FRC is to help families access early intervention services a child might need.

Home Visiting: Home visiting programs are voluntary, family-focused services offered to expectant parents and families with new infants and young children. Home visiting programs support the physical, social, and emotional health of the child. Please find the webpage [here](#).

Individualized Education Program: An Individualized Education Program (IEP) is a written statement for a student eligible for special education that is developed, reviewed, and revised in accordance with state and federal laws.

Individualized Family Service Plan: An Individualized Family Service Plan (IFSP) is a plan that contains goals, or outcomes that the parent and other members of the team will identify based on the family's concerns, priorities, and resources. Related services will be identified to help both the child and family meet the outcomes as identified in the IFSP.

Least Restrictive Environment: Early Childhood Least Restrictive Environment (LRE) refers to the setting where children receive their special education services in the least restrictive setting appropriate.

Local Education Agency: Local Education Agency (LEA), generally a school district.

Office of Superintendent of Public Instruction: The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing the public P–12 education in Washington state. This agency works with the state's 295 public school districts and 6 state-tribal education compact schools. Please find the webpage [here](#).

Open Doors for Multicultural Families: Open Doors for Multicultural Families is a nonprofit charitable organization dedicated to ensuring that families with family members with developmental/intellectual disabilities and special health care needs have equal access to culturally and linguistically appropriate information, resources, and services. Please find the webpage [here](#).

Partnership for Action Voices for Empowerment: Washington Partnership for Action, Voices and Empowerment (PAVE) provides support, training, information, and resources to empower and give voice to individuals, youth, and families impacted by disabilities. Please find the webpage [here](#).

State Education Agency: State Education Agency (SEA)

State Lead Agency: State Lead Agency (SLA)

Washington State Department of Children, Youth, and Families: The Department of Children, Youth, and Families (DCYF) is a state agency focused on the well-being of children. Please find the webpage [here](#).

Washington State Early Hearing Detection, Diagnosis, and Intervention Advisory Group: The Washington State Early Hearing Detection, Diagnosis, and Intervention (EHDDI) Advisory Group provides recommendations for Washington's statewide system to ensure infants receive newborn

hearing screening and those children who are deaf or hard of hearing receive timely diagnosis and enrollment into early intervention services. The advisory group's efforts focus on ensuring equitable and optimal communication skills (irrespective of communication option) for children who are deaf or hard of hearing (D/HH) to achieve healthy family relationships and school readiness.

Washington Sensory Disabilities Services, an OSPI State Need Project: The Washington Sensory Disabilities Services (WSDS) is a statewide service to assist children who are deaf or hard of hearing, blind or with low vision, or deafblind, by providing assessment services, training and other support to children, school districts, families, and services providers. To learn more please visit the webpage [here](#).

Washington State School for the Blind: The Washington State School for the Blind's (WSSB) vision is that every blind and low vision student in Washington has the supports and services they need to succeed. To learn more please visit the webpage [here](#).

Washington State Hands & Voices: A parent driven organization dedicated to supporting families with children who are Deaf or Hard of Hearing (DHH) regardless of language or communication mode.

APPENDIX B: TIMELINE REQUIREMENTS

VISUAL

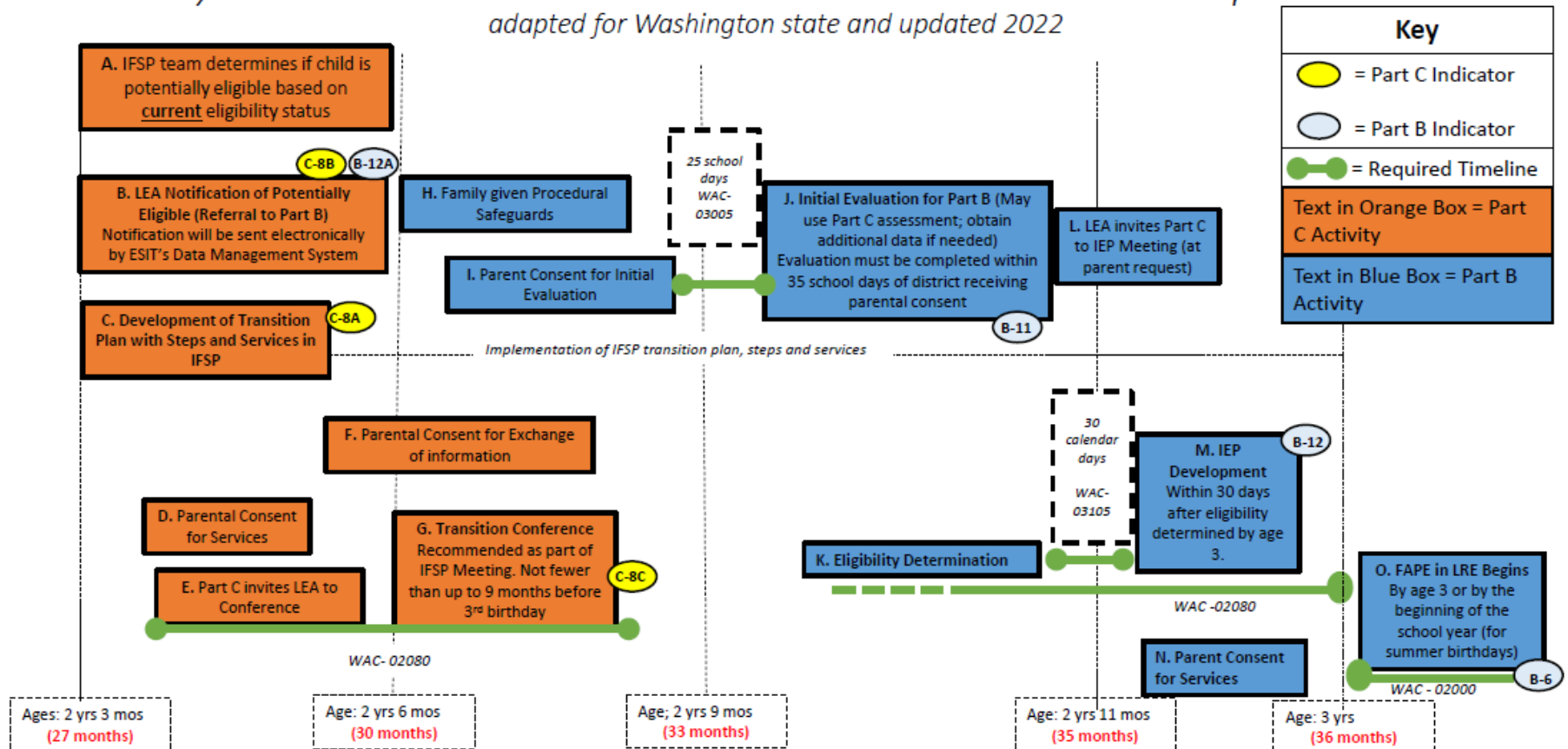
The visual below features the Early Childhood Transition from Part C to Part B Timeline Requirements. The requirements are coded in two different primary colors. Yellow indicates Part C Indicators and Blue indicates Part B indicators. Note the updated letter assigned to each step. This visual has been updated in 2022. Refer to the abbreviations key below for abbreviation information.

Abbreviations key:

- DCYF: Department for Children, Youth and Families
- ESIT: Early Support for Infants and Toddlers
- FAPE: Free Appropriate Public Education
- IDEA: Individuals with Disabilities Education Act
- IEP: Individualized Education Program
- IFSP: Individualized Family Service Plan
- LEA: Local Education Agency
- LRE: Least Restrictive Environment
- OSPI: Office of Superintendent of Public Instruction

Early Childhood Transition From Part C to Part B Timeline Requirements

adapted for Washington state and updated 2022



Developed by the National Early Childhood Technical Assistance Center (ECTA)

nectac in collaboration with WRRRC for the Early Childhood Transition Initiative,

APPENDIX C: RECOMMENDATIONS FOR TRANSITION FROM PART C TO PART B FOR CHILDREN WHO ARE DEAF OR HARD OF HEARING (D/HH), BLIND, OR LOW VISION

As mentioned prior in this document, those evaluating children who are Deaf or Hard of Hearing (D/HH) for Part B service must not underestimate the impact of any level or configuration of reduced hearing: minimal, mild, unilateral conditions can have the same consequences as more significant decrease in hearing level. Due to the unique nature of hearing levels, assessing children who are D/HH is not a one size fits all approach. These recommendations have been developed in *partnership* with the Office of Superintendent of Public Instruction (OSPI) and an advisory group which includes the [Washington State Early Hearing Detection, Diagnosis, and Intervention \(EHDDI\) Advisory](#).

The EHDDI Advisory Group members represent a diverse mix of families and professionals. In 2019 the advisory group decided to focus its efforts on addressing the unique challenges families and professionals face during the transition from Part C to Part B services of Individuals with Disabilities Education Act (IDEA) for children who are D/HH. The group heard from families who had positive and negative experiences with transition, discussed the successes and challenges at the various point during the transition process, reviewed publications for families and providers, and ultimately drafted the following recommendations for school districts.

This advisory group provides recommendations for Washington's statewide system for ensuring infants receive newborn hearing screening and those children who are deaf or hard of hearing receive timely diagnosis and enrollment into early intervention services. The advisory group's efforts focus on ensuring equitable and optimal communication skills (irrespective of communication option) for children who are deaf or hard of hearing (D/HH) to achieve healthy family relationships and school readiness.

The [Washington State School for the Blind \(WSSB\)](#) provides recommendations that all practitioners refer to the [Bill of Rights for All Children with Visual Impairments and Their Families](#).

The Revised Code of Washington (RCW) and Washington Administrative Code (WAC) provide additional requirements that educational service districts (ESDs) and Local Educational Agencies (LEAs) must make when transitioning from Part C to B services for children who are Deaf or Hard of Hearing (D/HH), Blind, or Low Vision. This includes the following:

[RCW 72.40.060/070](#): Duty of school districts and educational service districts

Each year, districts shall report to their respective ESDs the names of all youth who are BVI or DHH, ages 3–21. ESDs must provide a full and specific report to the Superintendent of WSSB and Director of CDHL, annually.

[RCW 28A.155.115](#): Braille instruction—Assessment—Provision in student’s curriculum

Students who are blind/low vision must be individually assessed (Learning Media Assessment) to identify appropriate learning media. No student may be denied the opportunity for instruction in Braille because the student has some vision.

[RCW 28A.410.225](#): Washington Professional Educator Standards Board - Endorsement requirements -Teachers of deaf and hard of hearing students

The agency responsible for teacher certification shall develop certification endorsement requirements for teachers of deaf and hard of hearing students. The endorsement shall be focused on the specific skills and knowledge necessary to serve the education and communication needs of deaf and hard of hearing students. In establishing rules for the endorsement of teachers who will be working almost exclusively with students who are deaf or hard of hearing, the agency shall consider applicants to have met state endorsement requirements if they possess a baccalaureate or master’s degree in deaf education from a teacher training program approved by the council on education of the deaf.

[WAC 181-82-130](#): Assignment of Persons Providing Instruction of Braille to Students

Certificated employees who provide Braille instruction must demonstrate competency in Braille by successful completion of: National Braille Competency Exam, Braille Competency Exam developed by WSSB, or other measure approved by [Professional Educators Standards Board \(PESB\)](#). The same standard applies to classified employees who may support Braille instruction or produce Braille materials. Competency exams must be successfully completed within one year of hire date. Please note that each district is responsible to implement this procedure and provide OSPI with a copy of documentation.

[Policy 2161: Special Education and Related Services for Eligible Students](#):

Policy Paper example of Education of Students with Disabilities under Section 504 or the Rehabilitation Act of 1972 (Policy 2161).

[Section 504 & Students with Disabilities](#):

Section 504 of the Rehabilitation Act of 1973, commonly called “Section 504” is a federal law that

protects students from discrimination based on disability. This law applies to all programs and activities that receive funding from federal government-including Washington public schools.

For additional information please contact the Washington State School for the Blind using this [contact form](#) and/ or contact the Washington Center for Deaf & Hard of Hearing Youth at using this [contact form](#).

Additional Resources Related to Special Considerations for Students who are Deaf or Hard of Hearing When Transition from Part C to Part B Services

Professionals need to provide families with sufficient support and resources before and during the transition process. Examples of specific resources and support might include:

- [Educational Advocacy: For Students Who are Deaf or Hard of Hearing](#) (Chapter 3)
- [We Are Hands and Voices: Stories for Families Raising Children who are Deaf/Hard of Hearing](#)
- [Fostering Joy: A Reflective Journal: Celebrating Deaf and Hard of Hearing Children](#)

Families, providers, and educators need clear guidance and informational materials about the transition process and evaluation/eligibility requirements prior to the assessment occurring. Participants are encouraged to engage in an ongoing review of [Optimizing Outcomes for Students Who are Deaf or Hard of Hearing: Educational Service Guidelines, Third Edition](#) developed by the National Association of State Directors of Special Education, Inc. Please visit the National Association of State Directors of Special Education [website](#) for additional information.

Additional resources include:

- [Washington State Hands and Voices Webpage](#)
- [Hands and Voices.org](#)
- [Washington State Department of Health: Resources for Families](#)
- [Washington State Department of Health: Resources for Providers](#)
- [Washington State Department of Health: Brochures & Information](#)

The [Washington State Hands and Voices: Family Toolkit](#) include recorded webinars and related resources like IDEA's Special Considerations for Deaf and hard of Hearing Students webinar series "[Northwest Justice Project](#)."

As identified in [RCW 28A.225.225](#), **family choice** allows parents to select which public school(s) their children will attend, within certain limitations. However, a school district is not required to accept a student requesting a transfer if the district does not have space for additional students or the student does not meet other acceptance standards stated in the district's policy. An overview related to enrollment considerations for students with disabilities highlighting family choice can be found [here](#).

Resource materials should exist for families and caregivers with children ages 3–5 years old and grades K–12. This may include the following resource:

- [Frequently Asked Questions on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools](#). Developed by the U.S. Department of Justice Civil Rights Division and the U.S. Department of Education Office for Civil Rights.
- [Optimizing Outcomes for Students Who are Deaf or Hard of Hearing: Educational Service Guidelines, Third Edition](#).
- The transition from Part C (which is more family focused) to Part B (more student focused) can be challenging for many families. Clear communication and following the

recommended transition timeline can help the family move between these different systems of service. The advisory group acknowledges that, in some instances, the recommended transition time is often not sufficient when districts contract with each other (for various reasons). As such, it may be recommended that clear communication with team members and families occur earlier than recommended.

For additional information please contact the Washington Center for Deaf & Hard of Hearing Youth at using this [contact form](#).

Least Restrictive Environment (LRE) and Deaf or Hard of Hearing (D/HH), Blind, or Low Vision Students

Considerations [around Least Restrictive Environment](#) (LRE) and placement options are critical in transitioning from Part C to Part B services. Educational placement must be in a setting where the student's language and communication needs are met. "The LRE is driven by a student's language, communication, academic and social needs. An environment is restrictive unless it provides full, direct, and clear access to meaningful language, communication, instruction, and social opportunities designed to meet the individual and educational needs of students." "Full inclusion" may not be LRE for students who are deaf or hard of hearing. Each local education agency (LEA) must ensure that a continuum of educational placements is available. Consequently, decision makers must be knowledgeable about the full continuum, include state schools for the deaf, special schools, charter schools and other unique placement options in a specific area or state, including collaboration with other LEAs to share services and resources" ([Optimizing Outcomes for Students Who are Deaf or Hard of Hearing: Educational Service Guidelines, Third Edition](#), p.3). Chapter five details that goals, services, and placement must be based on assessment of both academic and functional data.

The advisory board recommends that teams engage in ongoing discussions related to the **communication plan** for the child. It is recommended that teams revisit this plan in an ongoing capacity to ensure that it best meets the needs of the child and family. Teams are encouraged ongoing review the [Optimizing Outcomes for Students Who are Deaf or Hard of Hearing: Educational Service Guidelines, Third Edition](#) to support outcomes for children and families alike. As cited in the recommended text, developing a communication plan serves as just one way of meeting IDEA's requirement to consider the child's language and communication needs.

For additional information related to goals, service, placement, and LRE, please review the following sources:

[Center for Parent Information and Resources. \(n.d.\). Supplementary Aids and Services](#)
[Center for Parent Information and Resources \(2017\). Special Factors in IEP Development](#)
[Council of Exceptional Children, Division of Communication Disorders and Deafness \(May 2017\)](#)
[Position Statement: Teachers of Students who are Deaf or Hard of Hearing: A Critical Resource Needed for Legal Compliance](#)
[Hands and Voices IEP/504 Checklist](#)

Individuals with Disabilities Education Act (IDEA), Public Law 108-446, 20 U.S.C. § 1400 et seq
IDEA Final Rule, 34 C.F.R. Part 300

[National Association of School Psychologists \(2012\). NASP Position Statement: Serving Students Who Are Deaf or Hard of Hearing](#)

[National Association of the Deaf \(2002\). Position statement on inclusion](#)

[U.S. Department of Education. \(1992\). Deaf Students Education Services; Policy Guidance. 57 Fed. Reg. 49274.](#)

[U.S. Department of Education. \(2010\). Letter to Bosso](#)

[U.S. Department of Education. \(2011\). Letter to Stern](#)

[OSPI Placement/Least Restrictive Environment \(LRE\) webpage](#)

[Early Learning and Developmental Guidelines \(DEL and OSPI\)](#)

[Frank Porter Graham Child Development Institute](#)

[An Administrator's Guide to Preschool Inclusion](#)

[Early Childhood Technical Assistance Center \(ECTA Center\) Inclusion Webpage](#)

[OSPI Early Childhood Special Education Web Site](#)

Who Should be on the Evaluation Team for a Child who is Deaf or Hard of Hearing (D/HH), Blind, or Low Vision?

- Family/caregiver. The family is encouraged to invite individuals with knowledge or special expertise regarding the student, including related services personnel as appropriate ([WAC 392-172A-03095](#)).
- D/HH Family Resources Coordinator (FRC).
- Early childhood D/HH specialist trained in child's communication mode/language (i.e., Teacher of the Deaf (TOD), Speech-Language Pathologist (SLP), etc.).
- D/HH Early Intervention (EI) provider.
- Educational audiologist or audiologist (if using technology or sound for access).
- School district personnel.
- Interpreter, ideally one who is trained to work with young children (if needed).
- Any other appropriate specialists (as needed).

Evaluation/Assessment Team Supports for Children Who Are Deaf or Hard of Hearing (D/HH), Blind, or Low Vision

Team Member Needed	Organization	Contact Information	Does the School District need a contract with the Organization?	Is there a cost for assistance?
Specialized individual who works with D/HH children	Washington Center for Deaf and Hard of Hearing Youth (CDHY),	B-5 Outreach Kris Ching		Not for evaluation, but for services
Trained parent who has a D/HH child	Washington State Guide By Your Side (GBYS)	425-268-7087	No	No

Team Member Needed	Organization	Contact Information	Does the School District need a contract with the Organization?	Is there a cost for assistance?
Qualified D/HH adult	Office of the Deaf and Hard of Hearing (ODHH) Family Support Program	Family Mentorship program	No	No
Specialist for children who are D/HH and blind/low vision (combined)	Washington Sensory Disabilities Services (WSDS) Washington State Deaf-Blind Program	Katie Humes www.wsdsonline.org	No	No
Educational Audiologists (EdAud)	Local Educational Service Districts (ESDs)			
Certificated School Nurse for medical and health concerns that need to be addressed	Local Educational Service Districts (ESDs)			
Services and Information for children who are Blind or Low Vision	Washington State School for the Blind	WSSB website		
Related Information	Washington Sensory Disabilities Services	WSDS website This resource includes information related to: • Center for Deaf and Hard of Hearing Youth • Washington Deaf-Blind Program • Washington State School for the Blind		

Recommended Evaluations/Assessments for Children who are Deaf or Hard of Hearing (D/HH), Blind, or Low Vision

- IDEA requires that schools fully evaluate children in all areas of a suspected disability:
 - Using a variety of assessment tool and strategies to gather relevant functional, developmental, and academic information about the child, including information from the parent.

- Using technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- Administer the assessment in the child’s native language and in the form most likely to yield accurate information. (e.g., listening and spoken language, American Sign Language, Signed Exact English, Cued Speech).
- Most assessments are designed for hearing children, select an assessment appropriate for children who are D/HH. The table below provides assessments recommended for children who are D/HH¹:
 - [The Washington State: A Guide to Assessment in Early Childhood](#) provides many evaluations that are recommended for children; however, its focus is on general special education and does not focus on D/HH children.

Children with visual impairment have the right to a functional vision evaluation and a learning media assessment by highly trained and qualified teachers of students with visual impairment to determine appropriate services following the initial clinical eye exam.

Recommended Assessments for Children who are D/HH	
Audiological Evaluation	• Documentation of hearing status. • Range, nature, and hearing levels. • Functional listening tests in noise (speech understanding and attention). • Evaluation of the effectiveness of hearing technology (if used).
Standardized Tests	• Visual communication sign language check list (VCSL) – (Ages Birth–5 years old) Visual Language and Visual Learning Resources. • Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS): Sunshine Cottage Electronic Educational Products (CASLLS). Please note that CAASLLS is not standardized but is considered a Scope and Sequence that provides a detailed description of the child’s listening and spoken language development.
Functional Tests	• Refer to Optimizing Outcomes for Students who are Deaf and Hard of Hearing Chapter 4: Evaluation and Eligibility for detailed information.
Reports/Impact Statements from:	• Parents/caregivers • Daycare providers • Medical providers • Other individuals that are familiar with the child.
Parent – Caregiver Questionnaires	• Social Communication Skills – The Pragmatics Checklist • Children’s Home Inventory for Listening Difficulties (C.H.I.L.D) – Family Member: Children’s Home Inventory for Listening Difficulties (C.H.I.L.D) Family Member • Washington State Hands and Voices: The ABCs of Advocacy: Parent/Student Input Form

¹ [National Association of State Directors of Special Education, Inc., “Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Education Service Guidelines,” 2018.](#)

Recommended Assessments for Children who are D/HH
Social Emotional Development Assessments - Minnesota Social Skills: Minnesota Social Skills Checklist for Students who are Deaf/Hard of Hearing - Checklist of Socio-pragmatic Language Behaviors for Students with Sensory Impairment: Checklist of Socio-Pragmatic Language Behaviors for Students with Sensory Impairment - Children's Peer Relationship Scale—Elementary School Survey Children's Peer Relationship Scale
Language Assessments Standardized language assessments are broad in nature until a child's third birthday. The following tools may under-represent the impact of a child's hearing levels. - Pre-School Language Scale-Fifth Edition (PLS-5) - Receptive Expressive Emergent Language (REEL)
Self-determination and Self-advocacy Audiology Self-Advocacy Checklist-Elementary School (ASAC-ES): Audiology Self-Advocacy Checklist Elementary School

Eligibility Determination for Children who are Deaf or Hard of Hearing (D/HH), Blind, or Low Vision

Students determined eligible for special education services must meet **all three** of the following criteria:

- The student must have a disability or disabilities.
- The student's disability/disabilities adversely affect educational performance.
- The student's unique needs cannot be addressed through education in general education classes alone—with or without individual accommodations and requires specially designed instruction (SDI).

Eligibility is based on a comprehensive initial evaluation. A comprehensive initial evaluation includes all the existing data gathered about the student through the referral process and any additional assessments needed to determine whether a student is eligible for special education.

It is important to remember, that most assessments are designed for hearing children. To conduct a comprehensive evaluation, an assessment recommended for children who are D/HH must be used in order to gather accurate information.

Additional Resources for Supporting Children who are Deaf or Hard of Hearing (D/HH), Blind, or Low Vision

Additional Resources
Publications Educational Advocacy For Students Who are Deaf or Hard of Hearing: The Hands & Voices Guidebook Expanded Core Curriculum for Students who are Deaf and Hard of Hearing Optimizing Outcomes for Students who are Deaf and Hard of Hearing
Checklist PARC: Placement and Readiness Checklists for Students who are Deaf and Hard of Hearing

Additional Resources	
Videos	• Advocacy 101: Learning to be your Child's Special Education Advocate • IDEA Special Considerations for Students who are Deaf and/or Hard of Hearing
Websites	• Hands & Voices ASTra Program Resources • Supporting Success for Children with Hearing Loss • Wrights Law • Northwest Justice Project
Apps	• Parent Advocacy App

Recommendations for Children and Their Families Who are Blind and/or Experiencing Low Vision

The [Washington State School for the Blind](#) recommends that all practitioners refer to the [Bill of Rights for All Children with Visual Impairments and Their Families](#).

The following recommendations have been made:

1. Children with all levels of visual impairment (including those with multiple disabilities and those who are Deaf Blind) have a right to early intervention/instruction provided by highly trained and qualified teachers of students with visual impairment and certified orientation and mobility specialists, that is timely, ambitious, and results in the highest possible achievement for each child.
2. Children with visual impairment have the right to a functional vision evaluation and a learning media assessment by highly trained and qualified teachers of students with visual impairment to determine appropriate services following the initial clinical eye exam.
3. Parents/guardians of children with visual impairment have the right to assistance in interpreting the educational implications of the diagnosed visual impairment that is provided by highly trained and qualified teachers of students with visual impairment and certified mobility specialists and the right to seek assistance from regional/national agencies (including consumer advocacy organizations) that can help them make informed decisions on behalf of their child.
4. As required in the Individuals with Disabilities Education Act "in the case of a child who is blind or visually impaired, the Individualized Education Program (IEP) Team must provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the child." Appropriate reading and writing media are determined by conducting a learning media assessment.

5. Children and families have the right to be fully informed about the "Expanded Core Curriculum" of skills unique to students with visual impairment, which includes: compensatory skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, assistive technology, sensory efficiency skills, and self-determination.
6. Children have the right to assessment and instruction, in school and in their communities, in every area of the Expanded Core Curriculum that is deemed appropriate by the educational team and includes the parents/guardians as the primary decision makers and includes the student when appropriate. The Expanded Core Curriculum is equal in importance to the standard academic curriculum and will not be overlooked in the educational plan.
7. Children have the right to receive school materials that are accessible, in the preferred format and at the same time as their sighted peers. Children have an absolute right to testing procedures and instruments that are fair and accessible, that take into consideration the results of the functional vision evaluation, and include all accommodations identified in the IEP.
8. It is the right of children and families for a full range of educational placement settings to be discussed at IEP meetings, including the variety of unique programs and options offered in specialized schools/services for children who are visually impaired. A specialized school may offer the best opportunity for achievement and be the "least restrictive environment" for some children.
9. All children with a visual impairment have the right to teams that enthusiastically assist them in preparing for transition to independence and adulthood.
10. Children with visual impairment, including those with multiple disabilities and Deaf Blindness, have the right to be perceived and treated as equal, active, and contributing members of their communities, classrooms, and schools. As with all children, their engagement through belonging increases the collective value of each setting within which they participate.

The information detailed above is directed cited from [Bill of Rights for All Children with Visual Impairments and Their Families](#). This document notes that it exists as a resource for students, parents, and professionals. Notably, this is not fully inclusive of all rights but rather, is a starting point for teams when planning individual programs for children experiencing low vision and/or blindness. The rights detailed consist of a combination of legal rights, ethical rights, and human rights.

APPENDIX D: RESOURCES ON TRANSITIONING FROM PART C TO PART B

- [Categories of Disability Under Part B of IDEA](#)
- [Early Support for Infants and Toddlers](#)
- [Early Support of Infants and Toddlers Data Management System](#)
- [Individuals with Disabilities Education Act of 2004 \(IDEA\)](#)
- [Interagency Agreement Document Between the Department of Children, Youth, & Families and The Office of Superintendent of Public Instruction on IDEA Part C to Part B](#)
- [Late Referrals to IDEA Part C](#)
- [Office of Superintendent of Public Instruction](#)
- [OSEP Fast Facts: Children 3 through 5 Served Under Part B, Section 619 of IDEA](#)
- [Rules for the Provision of Special Education WAC 392-172A](#)
- [Section 504 of the Rehabilitation Act 1973](#)
- [Transition Timeline for Individuals with Disabilities Education Act \(IDEA\) Part B to C](#)
- [Informing Families.org \(Ages 0–3\) Resource](#)
- [Informing Families.org \(Ages 3–6\) Resource](#)
- [Bill of Rights for All Children with Visual Impairments and Their Families](#)

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