

EARLY START

Service Coordinator's Handbook

Transition

TRANSITION

Transitioning from Early Start

All eligible toddlers must have an IFSP that documents the following:

1. All discussions with and information provided to parents regarding transition to special education for a toddler with a disability who *may be eligible* for special education and related services under Part B of IDEA.
2. Steps to prepare the toddler for changes in service delivery.
3. Provision of information about community resources for a toddler who *may not be eligible* for special education services.
4. A projected date for conducting a final review of the IFSP by age 3 years.

Title 17 CCR, Section 52112 (c)(1-3)

When?

An IFSP for a child who is between 2 years 6 months and 2 years 9 months of age must include transition planning to assure a smooth transition from early intervention services to other services for children 3 years of age and older.

This includes children who are 2 years 6 months or older at the time of the initial IFSP.

Title 17 CCR, Section 52106(b)(9)(A)(B), 52112(e)

This IFSP Must Include:

A statement of the transition steps, which are initiated when the toddler is 2 years 9 months, or at the discretion of all parties, up to six months before the toddler turns 3 years old, that are necessary to ensure the transition of the toddler to:

- Preschool services under Part B of IDEA if the toddler with a disability is eligible; and/or
- Other public and private services that may be needed by the toddler; and/or
- Regional center services at age 3 years.

Service Coordinator's Responsibilities and Documentation

- With parental consent, provide IFSP team participants with a copy of the transition planning IFSP which states each transition step. Parents also receive a copy of the IFSP.
- Include information about eligibility for regional center services if appropriate.
- Parents should indicate that options available at this point were discussed. (This can be documented on the IFSP.)
- File a copy of the transition planning IFSP in the child's record.

PROCEDURAL SAFEGUARD

- LEA representative will provide the parents a copy of their rights under Part B.

IDEAS

FOR IMPLEMENTATION

TRANSITION • TRANSITIONING FROM EARLY START

1. For transition planning, you may want to include a space on the IFSP form for parents to check indicating that required discussions occurred and information was provided.
 2. To confirm that required elements were accomplished, a separate page with the following items may be helpful:
 - Parents were informed their toddler with a disability *may be* eligible for special education and related services under Part B of IDEA, Title 20 U.S. Code Sections 1400–1420; or
 - Parents were informed their toddler *may not be* eligible for special education services at 36 months of age.
 - Information was provided to the parents that their toddler has achieved all normal milestones and no longer is in need of special services.
 - Information was provided about the toddler's transition to special education.
 - Available options were
- discussed that may help the parents and toddler prepare for changes in service delivery, including steps to help the toddler adjust to, and function in, a new setting.
- Information was provided about community resources such as Head Start, private or public preschools, or others such as Early Start family resource centers, regional center, and public health services, including CCS.
 - The transition steps, time frame, and identification of who will assist with each step were discussed.
 - Information was provided about parents' rights and responsibilities regarding the transition process.
3. A family may wish to not participate in the transition process. It is important to document the situation and provide timely written notification that the early intervention program and services will cease at age 36 months. Dates on the IFSP may only extend to the next periodic review or through 2 years 9 months.
 4. Include continuing intervention services that address identified outcomes during the transition process.

All children with an IFSP must have a transition planning meeting.



Remember!

All regional centers and LEAs must develop and maintain interagency agreements that include information regarding transition planning procedures.

TRANSITION

Notifying the Family

The service coordinator shall notify parents of a toddler who may be eligible for special education and related services under Part B of IDEA that transition planning will occur within the next three to six months.

Title 17 CCR, Section 52112 (b)(1)

When?

Notification of transition planning should be provided to the parents and the regional center and/or the LEA as early as when the child reaches age 2 years 6 months, but no later than 2 years 9 months. For a child who may be eligible for Part B, notice should be provided to the family and the LEA by age 2 years 6 months.

Title 17 CCR, Section 52112(b)(1)

Service Coordinator's Responsibilities and Documentation

- Notice of the transition IFSP meeting should include possible participants or agencies that may be represented at the meeting.
- It may be helpful to provide some potential meeting dates in the notice to the family.
- File a copy of the notice in the child's record.
- Provide a copy to the LEA and other participants.

PROCEDURAL SAFEGUARDS

- **Provide written notice that transition planning will occur in the family's language of choice.**
- **Provide parents with a copy of their rights.**

IDEAS

FOR IMPLEMENTATION

TRANSITION • NOTIFYING THE FAMILY

1. Discuss transition at initial, periodic, and annual IFSP reviews. Notification should not be a surprise for parents. Information about transition may be given to parents in written form at the annual IFSP meeting in the second year or at the 2 years 6 months periodic review.
2. Include the staff of early intervention programs, individual providers, and the family in the transition planning process at around age 2 years.
3. Obtain locally-developed transition materials. Have them ready for parents when you introduce the concept of transition. This is especially helpful for parents of children referred late in their second year. The Early Start FRC may have useful materials on transition.
4. Agencies may wish to:
 - Encourage the early intervention community to offer parents collaborative ongoing transition training or "Info-Nites" that include parents who have already been through transition to serve as facilitators or participants;
 - Encourage Early Start FRCs to provide information about transition, Part B, and other community services; and
 - Prepare an interagency brochure about transition for the annual review/IFSP meeting held when the child is age 2 years.
5. Discussions about a child's Early Start years should always include information about the transition at age 3. A visual such as "The Early Start Timeline for Parents" (see Appendix A) may clarify what happens at each age.
6. Form letters to provide notice could be available in various languages on computer disk or hard copy. They can be personalized at a later time.
7. Encourage family members to take part in actively arranging and following-up on other transition events occurring during the child's first two years.
8. Remind parents about changes in services at age 3 years and regional center procedures for eligibility determination before age 3 years. If services are going to change or terminate, families must be provided prior notice.
9. Identify resources for children who may not be eligible for Part B services. Inquire about available scholarships at community preschool programs. Obtain and provide written materials to families.
10. Explore Head Start, state preschools, child development centers, early education programs in the community, or play groups. Include referral and enrollment procedures and timelines. Have this information handy at all transition meetings.



TRANSITION

Beginning the Process

A periodic review of the IFSP for an infant or toddler and the infant or toddler's family shall be conducted by the service coordinator every six months, or more frequently if service needs change, or if the parent requests such a review. Conduct a periodic review to begin transition planning.

Title 17 CCR, Section 52102(b)

When?

A periodic review is conducted at least six months prior to the child's 3rd birthday.

Service Coordinator's Responsibilities and Documentation

- Notice of transition planning, written in the family's language of choice, may be provided at the periodic review if it is face-to-face. Information on parental rights may also be provided.
- If the periodic review is conducted by phone, the notice may be mailed to the family.
- File a copy of the notice in the child's record.

PROCEDURAL SAFEGUARD

- **Obtain parent's signature if changes in services are made.**

Turn to page 56 if a child will only require community and natural family support resources at age 3 years.



SERVICE OPTIONS FOR CHILDREN AT AGE 3 YEARS

- State preschool
- Special education services
- Head Start programs
- Private community preschools
- Other community services
 - ◆ Early Start family resource centers
 - ◆ parks and recreation activities
 - ◆ YMCA/YWCA
 - ◆ community play groups
- Pediatric and specialist medical services through private or public sources including CCS; EPSDT programs; University Affiliated Programs; health maintenance organizations; and managed care resources
- Regional center services
- Combination of above options
- No services needed

IDEAS

FOR IMPLEMENTATION

TRANSITION • BEGINNING THE PROCESS

1. Between the ages of 2 years 6 months and 2 years 9 months, at the periodic review of the child's IFSP outcomes, transition planning may begin. Transition planning is most efficient if it occurs at age 2 years 6 months. An earlier periodic review may be needed to fit this timeline.
2. If the periodic review for a 2-year-old is to be a face-to-face meeting, you can deliver the initial notification of transition planning to the parent, if possible, and use it as an opportunity to discuss transition.
3. In some communities, inter-agency agreements require that the transition process begin sooner than 2 years 9 months. In this way, the periodic review can be combined with the IFSP transition planning meeting. Remember to invite all involved parties (service providers, program staff, evaluators, and Early Start FRC staff) to this meeting.
4. Hold the meeting at the most convenient location for the family.
5. Conference calling may be a viable consideration in some areas.
6. Ask LEAs to provide written material on Part B services, evaluation, and eligibility to the family prior to the IFSP transition planning meeting. The information may be provided to the family when the periodic review at 2 years 6 months is completed.
7. At the periodic review, the following important issues are addressed:
 - Developmental progress and progress toward achieving outcomes.
 - Components of the transition process.
 - Eligibility criteria for Part B if an LEA representative is present.
 - If applicable, informing families that an LEA representative will attend the IFSP transition planning meeting.
 - Parental expectations/concerns about Part B services for their child. *Discuss these issues with the LEA representative at the IFSP transition planning meeting.*
 - Parental concerns about their toddler leaving a familiar program.
 - Transition to Part B services as graduation from being a toddler to becoming a preschooler, which reflects a normal developmental process for all children.
 - Inclusion and the steps necessary to ensure success if an inclusive setting is what the parent envisions for their child.
 - Other community settings and services available to the child at age 3 years.
- Selection of a date in collaboration with the parent and LEA for conducting the final review of the IFSP to review early intervention services and outcomes by age 3 years. *This date can also be the date of the Individualized Education Program (IEP).*
- Persons who may be delegated to accomplish certain transition tasks per interagency agreement.
- A reminder that children are no longer eligible for Early Start services after age 36 months, that early intervention services end at age 36 months, and that parents will receive written notification indicating termination of services.
- Determination of eligibility for regional center services based on a diagnosis of developmental disability at age 3 years and the need for continued regional center services and development of an Individualized Program Plan (IPP).
8. The IFSP needs to address any new service or change in services, per assessed need, in preparation for transition.
9. Persons other than the service coordinator can be delegated to schedule meetings per an interagency agreement.

TRANSITION

Notifying the Local Education Agency

The LEA where the toddler resides must be notified that there will be an IFSP transition planning meeting and that the attendance of an LEA representative is required to specify the transition steps necessary for movement into services under Part B of IDEA.

Title 17 CCR, Section 52112 (b)(2) and (d)

When?

- Notify the LEA at age 2 years 6 months.
- Meet for transition planning no later than 2 years 9 months or within 30 days following notification.

Service Coordinator's Responsibilities and Documentation

- Written notice to the LEA helps establish that the required notice was provided. A copy of the notice provided to parents suffices as long as the required information is included.
- Include names of all participants in the notice.
- Send copies of the notice to all members of the IFSP team.
- File a copy of the notice in the child's record.
- Document all contacts with LEA personnel regarding attendance at the transition planning meeting.
- If the child is dually served, both the LEA and regional center must be notified.

PROCEDURAL SAFEGUARD

- **Written notice to the LEA that transition planning will occur is preferred.**

IDEAS

FOR IMPLEMENTATION

TRANSITION • NOTIFYING THE LOCAL EDUCATION AGENCY

1. Know what is in the inter-agency agreements between your agency and the LEA about transition. LEA participation in transition planning should be included. File the pertinent section of the interagency agreement in this *Handbook* for reference.
2. Be aware of referral and assessment timelines! The referral to the LEA is to be made at least 65 days before the child turns 3 years old. The notice to LEAs when the child is 2 years 6 months that was discussed in this section is *not* the referral. Assessments must be completed and the IEP meeting held within 50 days of the LEA obtaining written parental consent for evaluation. The LEA must submit an assessment plan to parents for consent within 15 days of receipt of the written referral.
3. Assist in obtaining signed consent for LEA evaluation and assessment and for regional center eligibility determination.
4. Establish a contact person at the regional center, the LEA, and local schools in your area. These contacts may be listed in your inter-agency agreement. Advise contact people when a child in their service area has been referred.
5. Provide a copy of the written LEA notice to other parties who are members of the IFSP team. Note on the letter/notice the IFSP team members receiving copies, eliminating the need to file several copies of the same letter.
6. In all correspondence to the LEA, suggest that working together will ensure that assessments and the IEP are completed in a timely manner so that preschool special education and related services can be implemented by the toddler's 3rd birthday.
7. The interagency agreement process may be used to designate contact people and agency responsibilities at transition meetings.
8. A tickler system can be useful in monitoring timelines for notifications, referrals, and periodic reviews. These activities can often be coordinated with and produced by agency computerized/data systems so that they can be requested at intervals throughout the year. Explore the possibilities in your agency.
9. In areas with year-round school programs, discuss and include in the interagency agreements the most efficient ways to accomplish the referral, transition, and IEP processes.

TRANSITION

Planning Meeting

The family, service coordinator, and LEA shall agree on the date for the IFSP to specify the transition steps necessary for movement into services under Part B.

Title 17 CCR, Section 52112(b)(3)

When?

The IFSP meeting will be scheduled to occur within 30 days following notification that transition planning will occur.

Where?

The meeting shall be held in settings, at times, or by means that are reasonably convenient to the parent. Meetings should be conducted in the language of the parent's choice, unless it is clearly not feasible to do so.

Service Coordinator's Responsibilities and Documentation

- Document all telephone contacts regarding scheduling the date of the IFSP meeting for transition planning.
- Once a date has been determined, send copies of the parent notice to other IFSP team members which may include the Early Start FRC staff.
- File a copy of the notices in the child's record.

PROCEDURAL SAFEGUARD

- **Written notice of the IFSP transition planning meeting in the family's language of choice must be provided.**

IDEAS

FOR IMPLEMENTATION

TRANSITION • PLANNING MEETING

1. Know what regulations and interagency agreements say in regard to notification and the process by which the meeting is to occur.
2. Some interagency agreements designate meetings for transition planning at specific times of the week or month which helps organize participants' time. Inform parents about these pre-established meeting times. Contact the parent to discuss a choice of meeting dates and places, and confirm the information in the notification letter.
3. Sometimes a pre-set meeting schedule is not convenient for the family. Service coordination needs to be family friendly and service coordinators need to be flexible. Parents usually do their best to accommodate a process especially if the service coordinator has been accommodating with the family.
4. Identify the need for an interpreter, make arrangements, and process all anticipated funding requests for the service well in advance of the meeting date.
5. If the meeting is to be held at an agency, ask the family if they need assistance with transportation. If so, provide information about the most convenient bus route and inform them of any parking charges.



TRANSITION

Transition Steps

For toddlers who may be eligible for special education preschool services from the LEA under Part B of IDEA, a review of progress toward outcomes, discussion about options, and the transition steps necessary for movement into services under Part B or other appropriate programs must be included in the IFSP transition planning. Transition steps must be included in the IFSP for toddlers who are 2 years 6 months or older on the date of the initial IFSP.

Title 17 CCR Section 52112 (d-e)

Include all necessary transition steps.



Service Coordinator's Responsibilities and Documentation

- The IFSP shall specify each necessary step that will occur during the next three to six months.
- The record should indicate that the transition steps were discussed in the family's language of choice if the IFSP document is not translated.
- File a copy of the IFSP transition plan in the child's record.
- Referral to the LEA for evaluation and assessment *must be made no later than the time the toddler is 2 years 9 months of age* or before the LEA's break in service if the toddler will become 3 years of age during a break in school services.
- The IFSP should clearly specify each transition step.

The transition plan shall include the following:

- The kind of information that will be transmitted to the LEA, including evaluation and assessment information and copies of IFSPs.
- The assessments that will be needed to determine regional center and special education eligibility.
- The regional center or LEA responsible for such assessments.
- The timelines for completing the needed assessments.
- The people responsible for convening an initial IEP and final IFSP meeting and the person responsible for convening an IPP meeting if necessary, for a toddler by age 3 years. These assignments should be made at the IFSP transition planning meeting. See pp. 56-57 for more about these meetings.
- Persons responsible for convening or coordinating meetings can be specified in the interagency agreement with the LEA and in the child's IFSP transition plan.
- A statement of the steps necessary to ensure that
 - the referral to an LEA is received in a timely manner,
 - assessments required under the provisions of Part B of IDEA are completed,
 - an IEP is implemented by the toddler's 3rd birthday, and
 - a referral for evaluation and assessment will be made no later than the time the toddler is 2 years 9 months of age or before the LEA break in school services.

IDEAS FOR IMPLEMENTATION

TRANSITION • TRANSITION STEPS

1. IFSPs should specify the assessments to be shared to reduce duplication. Include this information in interagency agreements.
2. IFSPs should specify the steps necessary to satisfy the referral and IEP development requirements contained in Education Code Sections 56321 and 56344.
3. Track all referrals to ensure that timelines are being met.
4. With parental consent, refer parents to Early Start FRCs for transition support.
5. Ask parents and the LEA to notify you about the IEP meeting. Arrange to have the final IFSP review (and even the IPP if necessary) at the same time if possible. Use this opportunity for closure with the child and family as well as the involved professionals.



PROCEDURAL SAFEGUARDS

- Parents must receive a copy of their rights under Part B which should be reviewed during the meeting.
- Parents must sign or otherwise indicate their approval or disapproval of the transition steps specified in the IFSP.
- Provide a copy of the IFSP to the family.

TRANSITION

Transition to Community & Family Support Resources

Some children will not require Part B services or continued regional center services after early intervention. Natural community and/or family support resources may meet their needs.



What Should be Reviewed?

The community and natural resources discussed earlier should be reviewed. These include:

- Head Start programs
- Private community preschools
- Other community services
 - Early Start family resource centers
 - parks and recreation activities
 - YMCA/YWCA
 - community play groups

Family resources take many forms and may include:

- Medi-Cal or private insurance
- Assistance and support from family and friends
- Friends that meet regularly for mutual support
- Access to and ability to use public and private transportation
- Information about and access to community or church support
- A safe neighborhood park
- A strong motivation to do the best for their child
- The developmental activities the parent currently provides for their child
- Being bilingual
- The ability to assist other parents or to volunteer
- Strong faith or optimism
- Family values and cultural traditions
- A sense of humor

Service Coordinator's Responsibilities and Documentation

- Gather information about the community resources in which parents are interested and have them at the transition planning meeting. Be familiar with eligibility or income requirements for these services.
- Have important phone numbers available to include in the transition steps. Designate who will be responsible for accomplishing contacts and making the referrals.
- Include on the IFSP transition steps that will be taken to secure eligibility determination or funding for these community resources.
- Schedule a final IFSP review.

IDEAS FOR IMPLEMENTATION

TRANSITION • TRANSITION TO COMMUNITY & FAMILY SUPPORT RESOURCES

1. Refer to pp. 48-49 of this section for a list of community supports and resources and to review important issues that should be discussed at the periodic review preceding transition planning.
2. Work with community service providers to present a community information event for parents.
3. Parents should be provided information on service and support options available in their community at the transition planning meeting.
4. When informed that their child is developmentally within normal limits, some families may not desire continued services or supports. Discuss with parents what they have learned from their child's early interventionist(s) and encourage continued emphasis on supporting their child's development, health, and happiness. Well-child care and up-to-date immunizations should also be discussed, especially if the child had early health concerns.
5. Follow through on indicated referrals. Let referring agencies or physicians know that the child has exited Early Start and has done wonderfully! This follow-up encourages timely referrals in the future.



TRANSITION

Final IFSP Review

Convene the IEP, final IFSP review, and IPP meetings.

Title 17 CCR, Section 52112
(d)(5)(A)(B)(C)



When?

Before the child's 3rd birthday, convene the final IFSP review, the IEP, and/or the IPP meetings, as necessary.

Why?

Each meeting has a distinct purpose.

- Final IFSP Review Meeting: To review the progress toward meeting the early intervention outcomes identified in the IFSP transition plan and to provide the family with an opportunity for closure.
- IEP Meeting: To determine the eligibility for special education and develop the IEP. (See page 62 for more on the IEP.)
- IPP Meeting: To develop a written plan for supports and services if the toddler is eligible for services under the Lanterman Developmental Disabilities Services Act as required in Welfare and Institutions Code Section 4646, so that there is no break in services from the regional center. (See page 64 for more on the IPP.)

Service Coordinator's Responsibilities and Documentation

- Be prepared for the meeting(s). Have necessary information, reports, and reference material.
- Remember to ask for a copy of the IEP.
- Parents should be offered the opportunity for separate meetings.
- An interpreter should be available if necessary.
- With parental consent, invite Early Start FRC staff.

PROCEDURAL SAFEGUARDS

- **The LEA will review parents' rights and safeguards regarding Part B services.**
- **The regional center reviews parents' rights and safeguards under the Lanterman Developmental Disabilities Services Act for children eligible for regional center services at age 3 years.**

IDEAS

FOR IMPLEMENTATION

TRANSITION • FINAL IFSP REVIEW

1. The final IFSP review, IEP, and IPP development processes can take place at the same meeting with parental consent. Individuals attending the meeting should be advised. Include the information in contact letters. One meeting saves on driving time and costs for participants especially in rural areas or areas with little public transportation.
2. Remember the IEP meeting should take place in time to ensure that the child can begin Part B preschool and special education services by his or her 3rd birthday.
3. Implement the regional center's process for determining eligibility and provide service coordination services under the Lanterman Developmental Disabilities Services Act.
4. Be flexible. It may be necessary to accomplish your final IFSP review prior to the IEP meeting. Invite the appropriate members of the IEP team to participate in this final IFSP review.
5. Local policies may include the following:
 - Regional center Early Start service coordinators can be trained regarding service coordination responsibilities under the Lanterman Developmental Disabilities Services Act and may continue with these children and their families until age 4 or 5 years under an IPP.
 - The receiving regional center service coordinator may participate in transition activities beginning at 2 years 9 months or attend the final IFSP review to facilitate transfer.
 - The receiving regional center case manager or service coordinator may attend the IEP meeting to meet the family and participate in program planning for the IPP.
 - A new regional center service coordinator is assigned immediately upon the child's entrance into special education services.
 - Any combination of the above or some other procedure.
6. Discuss with the parents the circumstances under which early intervention services may be extended after age 3.
7. LEA service coordinators and other school personnel are often involved in the provision of both Part C and Part B services making transition a less complicated process. Part B services may or may not be provided in the location where Part C services had been provided but must be provided in the least restrictive environment.

TRANSITION

A Break in Services

Regional centers may continue providing or purchasing services for a preschooler eligible for regional center services under the Lanterman Developmental Disabilities Services Act.

Title 17 CCR, Section 52112 (f)(1)(2)

When?

The multidisciplinary team determines that regional center services are necessary until the LEA special education preschool program resumes after summer vacation.

Service Coordinator's Responsibilities and Documentation

- Families should be informed of the circumstances under which an extension of programming can occur.
- Notify the families of the date when it is anticipated that the IEP process will be completed.
- Extension dates for Early Start should be noted on the IPP and IEP.
- Notify service providers if early intervention services have been extended.
- Written notice to the parent(s) of continued funding should include the provider of service, the reason for the extension, and the date the service will end, and should be provided to the family in their language of choice.
- Obtain and file a copy of the IPP and IEP in the child's record.
- Make sure all necessary rationale for extended funding is contained on the regional center's funding authorization form and that it is submitted in a timely manner.
- Regional centers may continue providing or purchasing services for a preschooler who has been determined eligible for regional center services (under the Lanterman Developmental Disabilities Services Act) under the following circumstances:
 - until the beginning of the next school term after the toddler's 3rd birthday during a period when the LEA special education preschool program is not in session; and
 - when the multidisciplinary team determines that services are necessary until the LEA special education program resumes.
- Regional centers must not provide services to a child who has been determined ineligible for regional center services.

IDEAS FOR IMPLEMENTATION

TRANSITION • A BREAK IN SERVICES

1. Remember that the LEA cannot complete assessments on time if notice and referrals are not timely.
2. To avoid a break in services, complete the following steps:
 - Regularly review caseloads. A quarterly review may be appropriate as children may be assigned to service coordinators throughout the year. This review will assist service coordinators in identifying children becoming 3 years old just prior to or during a break in LEA services.
 - Review progress reports and developmental assessments to identify those children likely to be eligible for regional center services at age 3 years.
 - Request specialists to review case records and provide recommendations regarding the need for continued programming during a break in LEA services.
 - Plan ahead.
3. Begin the notice and referral process to the family and LEA early. You may be able to have the IEP completed in time for the child to attend the LEA extended-year program if determined necessary by the multidisciplinary IEP team.
4. Keep service providers informed about possible extensions.



THE IEP PROCESS

An IEP is developed by the LEA for children who are eligible for preschool special education services under Part B of IDEA.

Title 17 CCR, Section 52112
(a)(d)(5)

When?

At the time of the final IFSP review meeting or *before age 3 years*, an IEP is developed, if appropriate.

Service Coordinator's Responsibilities and Documentation

- During the transition process be sure that parents are fully informed by the LEA about the assessment and IEP process and timelines.
- With parental consent, provide all requested information to the LEA for assessment and IEP development.
- Participate in the final IFSP review and the IEP meeting. These meetings may occur at the same time if all parties are in agreement.
- Obtain a copy of the IEP, and file it in the child's record.

See Appendix D of this section of the *Handbook* for an excerpt of Public Law 108-446 (IDEA), which discusses:

- IEP process
- IEP team
- Developing an IEP



IDEAS FOR IMPLEMENTATION

THE IEP PROCESS

1. Ask LEA administrators what you can do to assist in the IEP process, and inform them of your needs in terms of accomplishing the final IFSP review.
2. Be familiar with the IEP process including the required elements of an IEP, how the IEP is developed, and who must be on the IEP team.
3. Seek training in the IEP process from LEAs. Be proactive as a parent advocate by being fully informed about the requirements of the IEP process.
4. View the IEP process as an opportunity to assist parents during transition, and be responsive to their child's needs and their concerns for the future.
5. It is helpful if service coordinators, staff of infant programs, service providers, and parents know the service options available.
6. Understand the expectations general preschool teachers may have for a child entering their program in terms of readiness skills and experiences. This would make a great collaborative training event. Per the IDEA, a general education preschool teacher will be present at the IEP meeting to the extent appropriate.



THE IPP PROCESS

Develop an IPP for children who are determined eligible for regional center services beyond age 3 years.

Title 17 CCR, Section 52112(d)(5)(C) and Welfare & Institutions Code Section 4646

When?

At the time of the final IFSP review, at the IEP meeting or *before age 3 years* develop an IPP, if appropriate.

Service Coordinator's Responsibilities and Documentation

- It is essential that parents of children who do not have an established risk condition be informed that their child has a developmental disability. To be sensitive to parents, it may be helpful to have a specialist discuss the diagnosis with the family.
- Evaluation findings must be discussed with parents.
- The IPP must be developed in accordance with Welfare & Institutions Code Section 4646.
- File a copy of the IPP in the child's record.
- The IPP must designate the service coordinator assigned to implement the IPP.
- If possible, introduce the family to the new service coordinator.

PROCEDURAL SAFEGUARDS

- **With parent consent, a copy of the IPP is provided to the LEA.**
- **Parents are provided their rights and fair hearing information under the Lanterman Developmental Disabilities Services Act.**

IDEAS FOR IMPLEMENTATION

THE IPP PROCESS

1. Regional center service coordinators should understand the process their center has developed to identify and serve children under the Lanterman Developmental Disabilities Services Act. The following are examples.
 - Early Start service coordinators may be trained regarding service coordination responsibilities under the Lanterman Developmental Disabilities Services Act and may continue with these children and their families until age 4 or 5 years under an IPP.
 - The receiving service coordinator may be invited to participate in transition activities and/or attend the final IFSP review to facilitate transfer.
 - The receiving case manager or service coordinator may be invited to the IEP meeting to meet the family and participate in the development of the IPP.
 - The assignment of responsibilities to the receiving case manager or service coordinator may be made immediately after the IPP is developed.
 - Any combination of the above.
2. Regional center service coordinators should arrange for necessary assessments to facilitate determination of regional center eligibility prior to age 3 years. Regional center eligibility can occur concurrently with the LEA eligibility process.
3. Parents should be prepared for and informed of the child's diagnosis prior to the IEP/IPP meetings.
4. If the child continues to be eligible for regional center services, he or she may be assigned a new regional center service coordinator at this time. Invite that person to participate in the IEP and final IFSP review. These meetings provide a way for families to complete their relationship with the Early Start service coordinator and begin a new one with their newly assigned service coordinator who will coordinate the child's individual program planning.
5. If regional center eligibility is determined by age 2 years 9 months, the evaluation reports can be shared at the final IFSP review and IEP meetings with parental consent. Early determination of regional center eligibility allows sufficient time to develop the IPP prior to age 3 years.



TRANSFER PROCEDURES

Regional Centers

The procedures contained in Welfare and Institutions Code Section 4643.5, pertaining to transfers between regional centers, shall apply for an infant or toddler with an existing IFSP who moves from an area where he or she received early intervention services from a regional center into another regional center area.

Title 17 CCR, Section 52111(b)

Transfers Between Regional Centers

(a) If a consumer is or has been determined to be eligible for services by a regional center, he or she *shall also be considered eligible* by any other regional center if he or she has moved to another location within the state.

(b) An individual who is determined by any regional center to have a developmental disability *shall remain eligible* for services from a regional center unless a regional center, *following a comprehensive reassessment*, concludes that the original regional center determination that the individual has a developmental disability is clearly erroneous.

Regional centers and LEAs shall use existing information whenever possible to determine continued eligibility and to minimize delay in the provision of appropriate early intervention services when an eligible infant or toddler's residence changes to another regional center or LEA area.

WIC Section 4643.5(a)(b), Title 17 CCR, Section 52111(a)

What if a family moves to another LEA or regional center service area?



TRANSFER PROCEDURES

Local Education Agencies

The procedures contained in Education Code Section 56325, pertaining to an IEP, *shall apply* instead for an infant or toddler with an existing IFSP who moves from an area where he or she received early intervention services from an LEA into another LEA that provides early intervention services and the LEA is operating below the funded capacity, or for an infant or toddler with a solely low incidence disability.

Title 17 CCR, Section 52111(c)

Transfers Between Local Education Agencies

Whenever a pupil transfers into a school district from a school district not operating programs under the same local plan in which he or she was last enrolled in a special education program, the administrator of a local program under this part shall ensure that

- the pupil is *immediately* provided an interim placement for a period not to exceed 30 days;
- the interim placement is in conformity with an IEP or IFSP, unless the parent or guardian agrees otherwise;
- the IEP or IFSP implemented during the interim placement may be either the pupil's existing IEP or IFSP; and
- the IEP or IFSP is implemented to the extent possible within existing resources, which may be implemented without complying with subdivision (a) of Section 56321, or a new IEP (or IFSP) developed pursuant to Section 56321.

Title 5 (Education Code) CCR, Section 56325

TRANSFER PROCEDURES

LEA to Regional Center

What if a child has not been determined eligible for regional center services, is receiving early intervention services in one LEA, and then moves to an area where there are no services available through an LEA?



Transfers Between Regional Centers and LEAs

If the sending LEA was informed by the family about the move, with parent consent, the sending LEA shall notify the receiving regional center as soon as possible of a move to the new area and transmit the infant or toddler's record to expedite service delivery in the new area once an address is established.

Title 17 CCR, Section 52111(d)(2)(A)

Or

If the sending LEA was not previously informed of the move by the family, with parent consent, the LEA shall transmit the infant or toddler's record upon request of the receiving regional center.

Title 17 CCR, Section 52111(d)(2)(B)

Service Coordinator's Responsibilities and Documentation

- Assign a service coordinator immediately.
- Arrange, purchase, or provide early intervention services to the extent possible within existing resources as specified on the infant or toddler's current IFSP as soon as possible.
- Determine eligibility within 30 days of receipt of evaluation and assessment materials from the LEA, and conduct a periodic review of the IFSP.
- If the child is found ineligible for services, a written notice must be provided to the family with information about due process.

Title 17 CCR, Section 52111 (d)(2)(c)(1-3)

IDEAS

FOR IMPLEMENTATION

TRANSFER PROCEDURES • LEA TO REGIONAL CENTER

1. Develop an instruction sheet that includes transfer procedures for parents to use if they are considering a move. Remind parents that their child's IFSP should be presented to the new regional center which expedites service delivery.
2. Provide this information at each annual review.
3. Include a map of the current agency's service area so that parents can determine whether they will be moving to another agency's service area.
4. Include a listing of LEA and regional center locations and contact numbers.
5. Consider giving the parents copies of the most recent assessment information to present to the regional center.
6. If the parent provides a copy of the current IFSP, the LEA or regional center must provide services identified on the IFSP as soon as possible. Awaiting receipt of the case record cannot delay services.
7. Services at the new location must be the same or similar to those identified on the IFSP. Obtain parent consent prior to the provision of services.
8. The multidisciplinary team determines whether evaluation and assessment information is adequate for eligibility determination. New assessments may be indicated and should be arranged as soon as possible.
9. If the child is found ineligible for services, convene an IFSP review and provide written notice to the family. This is a transition for the family and should be handled as such.
10. Provide families with information about available community resources as families may not be familiar with their new community.

NOTES

YOUR THOUGHTS

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APPENDIX A. Early Start Timeline

EARLY START TIMELINE

	REFERRAL	INITIAL IFSP MEETING	IFSP MEETING	IFSP MEETING	IFSP MEETING	IFSP MEETING	FINAL IFSP MEETING	
Time	Evaluation & Assessment 45 days	Periodic Review 6 mos.	Annual IFSP 12 mos.	Periodic Review 6 mos.	Annual IFSP 6 mos.	Periodic Review 6 mos.	Transition Planning 3 mos. Early Start Ends 3 mos.	
Child's Age		12 mos.	24 mos.	30 mos.	31-33 mos.	36 mos.		
	<ul style="list-style-type: none"> Parents' Rights provided Parent consent for evaluation and assessment Eligibility established Service needs assessed Child and family outcomes developed Services identified to meet outcomes Services initiated as soon as possible 	<ul style="list-style-type: none"> Occurs within 6 months or more frequently at parent request or if service needs change Review progress towards achieving outcomes Revise outcomes or services as needed Occurs 12 months after Initial IFSP meeting or near child's birthday 	<ul style="list-style-type: none"> Parents' Rights provided Document child's progress Review ongoing assessment information Update outcomes and services Review progress towards achieving outcomes Revise outcomes or services as needed 	<ul style="list-style-type: none"> Revise outcomes or services as needed Parents' Rights provided 	<ul style="list-style-type: none"> Document child's progress Review ongoing assessment information Update outcomes and services Notification of transition planning Schedule IFSP meeting for transition planning 	<ul style="list-style-type: none"> Review progress towards achieving outcomes Revise outcomes or services as needed Consent for and referral to regional center and/or Part B services, if appropriate 	<ul style="list-style-type: none"> Evaluation for regional center/local educational agency eligibility Referrals for natural supports and community resources Determine transition steps Implement transition steps Eligibility for Part B & regional center established 	<ul style="list-style-type: none"> Final IFSP review Initial IEP/IFSP conducted, if appropriate Early Start ends

(Individuals with Disabilities Education Act, Part C; 20: U.S.C. §1431 et seq.; Title 34, C.F.R., Part 303; California Early Intervention Services Act 14, G.C. §95000 et seq.; Title 17, C.C.R., §952000-952175)

APPENDIX B. IFSP Content Checklist

Formats for the individualized family service plan (IFSP) are as varied across the state as the communities that each regional center or LEA serves. The IFSP format must address and document the following essential elements.

Basic Information

- Type of meeting
(Interim, Initial, Annual, or Periodic Review)
- Date of meeting
- Team participants (obtain signature on IFSP)
- How each member participated
(attendance, by report, telephone, etc.)
- IFSP explained to parents in
their language or translated
- IFSP copy provided to family
- Service coordinator assigned

Written Parental Consent

- Statement of family resources,
priorities, and concerns
- For early intervention services
(or documentation if consent not provided)

Assessment Data

- Assessment results
(Used to identify developmental concerns)

**Statement of child's
present abilities:**

- Physical
(gross and fine
motor, health status
including vision
and hearing)
- Cognitive
- Communication
- Social/Emotional
- Adaptive

**Developmental
levels assigned:**

- Physical
(gross and fine
motor, health status
including vision
and hearing)
- Cognitive
- Communication
- Social/Emotional
- Adaptive

Outcomes & Measurement of Progress

- Developmental and family outcomes
(Related to the family's concerns and child's
assessed needs.)

For each outcome,

- Procedures to measure progress
- Criteria to measure progress
- Timelines to evaluate progress

Early Intervention Services

- Service(s) to achieve outcomes

For each service,

- Frequency
(how often)
- Intensity
(how long each session/service event
will last; whether they will be provided
in individual or group format)
- Methods
(how provided by qualified personnel)
- Projected start date
- Duration
(how long provided including one time only)
- Exceptions to frequency
(when it will not be provided)
- Location in natural environment
or justification if not a
natural environment
- Provider of service
(regional center, LEA, service provider)
- Designation of each service
(required, non-required,
or other public service)
- Funding sources
- Steps and timeline to secure other
and non-required services

Transition

- Statement of transition steps
(refer to Transition Checklist)

Periodic Review/Annual IFSP

(in addition to above)

- Progress toward achievement
of outcomes
- Changes to existing outcomes
and services
- How review conducted
(meeting/phone)

APPENDIX C. Service Coordinator's Transition Checklist

This checklist may be used to monitor the transition activities and responsibilities of the Early Start Service Coordinator. Legal citations and requirements begin on page 48.

No later than 2 years and 6 months:

- Notify the family that transition planning will occur.
- Notify LEA and/or regional center of transition planning, if appropriate.
- Within 30 days following notification to parents, coordinate a date for a transition planning meeting.

File written copies of all notices, plans, correspondence, and steps taken throughout the transition process in the child's record.

By age 2 years 9 months (or as early as 2 years 6 months, if all parties agree):

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Provide written notice to the family of the date of the transition planning meeting. <input type="checkbox"/> Review progress on outcomes. <input type="checkbox"/> Discuss eligibility determination for Part B preschool special education services, if appropriate. <input type="checkbox"/> Discuss availability of community services. <input type="checkbox"/> Explain transition planning to the family, including who may participate. <input type="checkbox"/> Provide written information on due process procedures. <input type="checkbox"/> Emphasize to parents that Early Start services end at age 3. <input type="checkbox"/> Discuss when an extension of Early Start services after age 3 may be approved. <input type="checkbox"/> Discuss ongoing eligibility, if applicable. <input type="checkbox"/> Involve the Early Start family resource center in the transition process with parent consent. <input type="checkbox"/> Obtain written parent consent for referral to LEA and/or regional center. | <ul style="list-style-type: none"> <input type="checkbox"/> Provide written referral to the LEA for Part B special education services, if appropriate. <input type="checkbox"/> Inform parents about the LEA assessment process. <input type="checkbox"/> Document discussion about: <ul style="list-style-type: none"> • Steps to prepare a toddler to be able to adjust to changes in service delivery. • Provision of information to parents about community services. • Dates early intervention services will terminate. • Projected date for final IFSP review. • Identifying persons responsible for convening final IFSP review, IEP meeting; and the IPP meeting as appropriate. • Identifying needed assessments, who will conduct them, and timelines. <input type="checkbox"/> Verify completion of all assessments. <input type="checkbox"/> Coordinate with parent(s) and the LEA to convene the final IFSP/IEP/IPP meeting(s). |
|--|---|

APPENDIX C. Service Coordinator's Transition Checklist

Prior to age 3:

- Conduct the final IFSP review/IEP/IPP meeting.
 - Refer for community-based services, as appropriate.
 - Provide 30-day written notice for termination of early intervention services to parents and service providers including due process rights.
 - If applicable, provide the family with a 30-day notice of ineligibility for regional center services. Include due process rights.
- Verify that the LEA obtains parent signature on the IEP and that services are implemented.
 - If the child is eligible for regional center services after age 3 and the IFSP team determines that services are needed, but the LEA program will be on break and services will not be started by the child's 3rd birthday, request continued funding for current early intervention services.

OPTIONS AT AGE 3:

Part B special education preschool and related services begin for eligible children.

Regional center services begin for eligible children.

Indicated community services are in place.

Natural and family supports are in place.

Early Start services end.

APPENDIX D. Public Law 108-446 Individuals with Disabilities Education Act (IDEA)

Following is the section contained in Public Law 108-446 that explains the IEP process.

INDIVIDUALIZED EDUCATION PROGRAMS-

(1) DEFINITIONS- In this title:

(A) INDIVIDUALIZED EDUCATION PROGRAM-

(i) IN GENERAL- The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes--

(I) a statement of the child's present levels of academic achievement and functional performance, including--

(aa) how the child's disability affects the child's involvement and progress in the general education curriculum;

(bb) for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities; and

(cc) for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

(II) a statement of measurable annual goals, including academic and functional goals, designed to--

(aa) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(bb) meet each of the child's other educational needs that result from the child's disability;

(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

(IV) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (I) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

(V) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in subclause (IV)(cc);

(VI)

(aa) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16)(A); and

(bb) if the IEP Team determines that the child shall take an alternate assessment on a particular State or districtwide assessment of student achievement, a statement of why--

(AA) the child cannot participate in the regular assessment; and

(BB) the particular alternate assessment selected is appropriate for the child;

(VII) the projected date for the beginning of the services and modifications described in subclause (IV), and the anticipated frequency, location, and duration of those services and modifications; and

(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter--

(aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;

(bb) the transition services (including courses of study) needed to assist the child in reaching those goals; and

(cc) beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m).

(ii) RULE OF CONSTRUCTION- Nothing in this section shall be construed to require--

(I) that additional information be included in a child's IEP beyond what is explicitly required in this section; and

(II) the IEP Team to include information under 1 component of a child's IEP that is already contained under another component of such IEP.

APPENDIX D. Public Law 108-446 Individuals with Disabilities Education Act (IDEA)

- (B) INDIVIDUALIZED EDUCATION PROGRAM TEAM- The term 'individualized education program team' or 'IEP Team' means a group of individuals composed of--
 - (i) the parents of a child with a disability;
 - (ii) not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
 - (iii) not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child;
 - (iv) a representative of the local educational agency who--
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
 - (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
 - (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - (vii) whenever appropriate, the child with a disability.
- (C) IEP TEAM ATTENDANCE-
 - (i) ATTENDANCE NOT NECESSARY- A member of the IEP Team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
 - (ii) EXCUSAL- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if--
 - (I) the parent and the local educational agency consent to the excusal; and
 - (II) the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.
 - (iii) WRITTEN AGREEMENT AND CONSENT REQUIRED- A parent's agreement under clause (i) and consent under clause (ii) shall be in writing.
- (D) IEP TEAM TRANSITION- In the case of a child who was previously served under part C, an invitation to the initial IEP meeting shall, at the request of the parent, be sent to the part C service coordinator or other representatives of the part C system to assist with the smooth transition of services.
 - (2) REQUIREMENT THAT PROGRAM BE IN EFFECT-
 - (A) IN GENERAL- At the beginning of each school year, each local educational agency, State educational agency, or other State agency, as the case may be, shall have in effect, for each child with a disability in the agency's jurisdiction, an individualized education program, as defined in paragraph (1)(A).
 - (B) PROGRAM FOR CHILD AGED 3 THROUGH 5- In the case of a child with a disability aged 3 through 5 (or, at the discretion of the State educational agency, a 2-year-old child with a disability who will turn age 3 during the school year), the IEP Team shall consider the individualized family service plan that contains the material described in section 636, and that is developed in accordance with this section, and the individualized family service plan may serve as the IEP of the child if using that plan as the IEP is--
 - (i) consistent with State policy; and
 - (ii) agreed to by the agency and the child's parents.
 - (C) PROGRAM FOR CHILDREN WHO TRANSFER SCHOOL DISTRICTS-
 - (i) IN GENERAL-
 - (I) TRANSFER WITHIN THE SAME STATE- In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school, and who had an IEP that was in effect in the same State, the local educational agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents until such time as the local educational agency adopts the previously held IEP or develops, adopts, and implements a new IEP that is consistent with Federal and State law.
 - (II) TRANSFER OUTSIDE STATE- In the case of a child with a disability who transfers school districts within the same academic year, who enrolls in a new school, and who had an IEP that was in effect in another State, the local educational agency shall provide such child with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents until such time as the local educational agency conducts an evaluation pursuant to subsection (a)(1), if determined to be neces-

APPENDIX D. Public Law 108-446 Individuals with Disabilities Education Act (IDEA)

- sary by such agency, and develops a new IEP, if appropriate, that is consistent with Federal and State law.
- (ii) TRANSMITTAL OF RECORDS- To facilitate the transition for a child described in clause (i)--
 - (I) the new school in which the child enrolls shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous school in which the child was enrolled, pursuant to section 99.31(a)(2) of title 34, Code of Federal Regulations; and
 - (II) the previous school in which the child was enrolled shall take reasonable steps to promptly respond to such request from the new school.
- (3) DEVELOPMENT OF IEP-
 - (A) IN GENERAL- In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider--
 - (i) the strengths of the child;
 - (ii) the concerns of the parents for enhancing the education of their child;
 - (iii) the results of the initial evaluation or most recent evaluation of the child; and
 - (iv) the academic, developmental, and functional needs of the child.
 - (B) CONSIDERATION OF SPECIAL FACTORS- The IEP Team shall--
 - (i) in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
 - (ii) in the case of a child with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP;
 - (iii) in the case of a child who is blind or visually impaired, 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;
 - (iv) consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - (v) consider whether the child needs assistive technology devices and services.
- (C) REQUIREMENT WITH RESPECT TO REGULAR EDUCATION TEACHER- A regular education teacher of the child, as a member of the IEP Team, shall, to the extent appropriate, participate in the development of the IEP of the child, including the determination of appropriate positive behavioral interventions and supports, and other strategies, and the determination of supplementary aids and services, program modifications, and support for school personnel consistent with paragraph (1)(A)(i)(IV).
- (D) AGREEMENT- In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of a child with a disability and the local educational agency may agree not to convene an IEP meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the child's current IEP.
- (E) CONSOLIDATION OF IEP TEAM MEETINGS- To the extent possible, the local educational agency shall encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.
- (F) AMENDMENTS- Changes to the IEP may be made either by the entire IEP Team or, as provided in subparagraph (D), by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent shall be provided with a revised copy of the IEP with the amendments incorporated.