

Transition Guidance: From *tiny-K* to Part B Services for Children Turning Three During the School Year

Scenario #1

A child has his/her third birthday on October 10th. Due to the needs of the child, the transition team has decided to start the transition process early. The team works to ensure that an initial evaluation is completed, eligibility is determined and an IEP, with services beginning on the first day of school in August, is developed by May 20th, prior to Part B staff leaving for the summer. The child will continue to receive services from *tiny-k* through the summer and then begin Part B services on the first day of school in August. Once school has started, the child is the responsibility of the Part B program and Part B assumes funding for services: *tiny-k* is no longer financially involved. This is possible because Part B may serve a child anytime during the school year the child turns 3.

Scenario #2

A child has his/her third birthday on April 20th. Due to the needs of the child, the transition team has decided to start the transition process early. The team works to ensure that an initial evaluation is completed, eligibility is determined and an IEP is developed at the start of the second semester on January 3rd. The child is the responsibility of the Part B program and Part B assumes funding for services at this point: *tiny-k* is no longer financially involved. This is possible because Part B may serve a child anytime during the school year the child turns 3.

Birthdays close to school breaks:

Option 1: A child may begin Part B services anytime during the school year he/she turns three. If the decision to begin Part B services before age three occurs, the transition team proceeds through the IEP process and placement is determined. Once a child begins Part B services, he/she is no longer eligible for *tiny-k* services. This option would allow a child to start school well in advance of a school break if the team is concerned about a smooth transition for the child.

Option 2: If a child turns age three during the school year and the Part B team determines the start date is too close to a school break (i.e. Winter or Spring break) to facilitate a smooth transition, the Part B team may decide that it would be in the child's best interest to continue services provided by *tiny-k* providers in the child's home on a Part B IEP until the first day after the break. The LEA can choose to contract with *tiny-k* to provide those services to the child in order to minimize disruption to the family and to assure a smooth transition. Alternately, the IEP team may provide services to the child in the home until after the school break is over.

UNINTERRUPTED SERVICES

***tiny-k* Programs will ensure:**

- *Local tiny-k programs will consider the school calendar when making a referral to LEAs to avoid potential gaps in services and ensure a smooth transition for the child and family.*

tiny-k Programs and LEAs will ensure:

- *Local tiny-k programs and LEAs are aware of these options:*
 - *A child may begin Part B services anytime during the school year he/she turns three. If the decision to begin Part B services before age three occurs, the transition team proceeds through the IEP process and placement is determined. Once a child begins Part B services, he/she is no longer eligible for Part C services. This option would allow a child to start school well in advance of a school break if the team is concerned about a smooth transition for the child; and*
 - *If a child turns age three during the school year and the Part B team determines the start date is too close to a school break (i.e. Winter or Spring break) to facilitate a smooth transition, the Part B team may decide that it would be in the child's best interest to continue services provided by Part C providers in the child's home on an IEP until the first day after the break. The LEA can choose to contract with the tiny-k Program to provide those services to the child in order to minimize disruption to the family and to assure a smooth transition. Alternately, the IEP team may provide services to the child in the home until after the school break is over (**State of Kansas State-level Interagency Memorandum of Agreement, 2012, P.10**).*