



NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE
EARLY INTERVENTION PROGRAM

Table for Transition Standards

1. SC begins the transition process with the family in a through and timely manner. [Transition1](#)
2. SC ensures that parent is given full information about the consent to notify the CPSE of eligibility and acts accordingly. [Transition2](#)
3. SC prepares all parties for a transition conference as appropriate, SC begins the transition process with the family in a through and timely manner [Transition3](#)
4. SC notifies RO of the parent's decision related to notification of the CPSE of potential eligibility. [Transition4](#)
5. The families of children who are 30 months or older when referred to EIP (dually age eligible) are given full information about their options. [Transition5](#)
6. Transition Plan is in place for children leaving EIP for any reason before the age of 3 (not CPSE). [Transition6](#)



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1. SC begins the transition process with the family in a through and timely manner.

[Table for Transition](#)

Federal Law and Regulation

34 CFR 303.23 (b) (7)

Section 303.23 Service coordination (case management).

(b) Specific service coordination activities. Service coordination activities include--

(7) Facilitating the development of a transition plan to preschool services, if appropriate.

New York State Law and Regulations

10 NYCRR 69-4.20 (b) (3)

(b) At least 120 days prior to the child's potential eligibility for services under the Education Law, Section 4410, the early intervention official shall provide written notification to the Committee on Preschool Special Education (CPSE) of the local school district in which an eligible child resides of the potential transition of the child.

(3) The service coordinator shall review information concerning the transition procedure with the parent and obtain parental consent for the transfer of appropriate evaluations, assessments, Individualized Family Service Plans, and other pertinent records.

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The Transition of Children from the New York State Department of Health Early Intervention Program to the State Education Department Preschool Special Education Program or Other Early Childhood Services

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**IV. TRANSITION PROCEDURES
TRANSITION PLANNING FOR ALL CHILDREN**

A transition plan must be developed for all children exiting the EIP, whether the child will be transitioning to programs and services under Section 4410 of the Education Law or to other early childhood services and supports. It is very important to begin planning for transition as early as possible to ensure a successful transition for the child and



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family. It is also important for parents, service coordinators, providers, and public officials to work together to:

- review the progress made by the child and family, and consider whether any services may be needed when the child exits the EIP;
- determine whether a referral is appropriate for preschool special education programs and services;
- determine whether the child and family may need services from other programs under the auspices of the NYSDOH, or services administered by other state or local agencies such as the Office of Mental Retardation and Developmental Disabilities (service coordination services, respite, etc), Office of Mental Health (children's mental health services), Office of Children and Family Services (child care services), etc.;
- ensure a transition plan is in place within required timelines to ensure continuity of services, as appropriate, for the child and family, and with parent consent, to incorporate the transition plan into the IFSP;• develop a transition plan for the child and family, that includes steps to help the child adjust to and function in a new setting; and, procedures to prepare program staff or individual qualified personnel who will be providing services to the child to facilitate a smooth transition; and,
- identify community resources needed by and available to assist the child and family.

If a child has made such significant progress in the EIP that the child and family do not require any type of continuing services, the IFSP should include the steps that will be taken to discharge the child and family from the EIP.

**TRANSITION PLANNING FOR CHILDREN FOR WHOM A REFERRAL
TO PROGRAMS UNDER SECTION 4410 OF THE EDUCATION LAW IS
NOT THOUGHT TO BE APPROPRIATE**

Transition planning for children for whom a referral to preschool special education programs and services is not thought to be appropriate should begin at the IFSP meeting within six months prior to the child's third birthday, or earlier, if local procedures require that transition planning for these children begin at an earlier time. The transition plan must include steps to ensure the transition is completed by the time the child exits the EIP before his/her third birthday (when the child is no longer age eligible for the EIP). The last date for services under the IFSP must be the day before the child's third birthday.

The service coordinator is responsible for assisting the parent in identifying, locating, and accessing other early childhood and supportive services that may be needed by the child and family. The service coordinator may refer the family to the Early Childhood Direction Center (ECDC) or to the Child Care Resource and Referral Program (CCRR),



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which may assist the family in accessing child care services. Lists of the ECDCs and CCRRs are included in Appendix B and Appendix C.

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Notice Requirements and Timeframes for the Transition Conference

Under Section 2548 of the PHL and Section 69-4.20(b) of EIP regulations, the EIO is required, with parental consent, to notify the school district in which a child resides of the child's potential eligibility for services under Section 4410 of the Education Law at least 120 days before the child is first eligible for these services. In addition, the EIO must, with parental consent, arrange for a transition conference among the EIO, service coordinator, parent, and the chair (or her/his designee) of the CPSE at least 90 days before the child is first eligible for services under Section 4410 of the Education Law, or the child's third birthday, whichever is first. If the child is already receiving, or may need additional services from another state agency (for example, if a child is in an Office of Mental Retardation and Developmental Disabilities (OMRDD) waiver program or may be eligible for services under OMRDD) it may be appropriate to invite representatives of that agency, with the parent's consent.

EIOs must obtain parental consent for the notice to the CPSE of the child's potential eligibility for services under Section 4410 of the Education Law, convening of the transition conference, and referral to the school district in writing and ensure these consents and all actions related to transition are documented in the child's record. It is recommended that the EIO send the referral to the CPSE with a return receipt requested.

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Procedures to Refer the Child to the Committee on Preschool Special Education

A referral to CPSE is a written statement asking the school district to evaluate the child to determine if he or she needs special education services. Various people can make a referral to the CPSE including the parent, a doctor, a judicial officer, a designated person in a public agency or someone from an Early Childhood Direction Center, an approved preschool program or the EIP. Once the referral has been made, parental consent is required for the child to be evaluated.

If a determination is made at the transition conference to refer the child to the CPSE, and the parent consents to the referral, the EIO must refer the child in writing to the chairperson of the CPSE in the school district in which the child resides. If the parent does not participate in the transition conference, the EIO is still responsible for referring



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the child to the CPSE, with parental consent, if the EIO believes the child is potentially eligible for services under Section 4410 of the Education Law. The referral must specify the extent to which the child has received EIP services prior to the referral.

Appendix D, pp. 45-46

Appendix D- Roles and Responsibilities in the Transition Process to Preschool Special Education Programs and Services

Designated Staff	Role(s) and Responsibilities in the Transition Process
Early Intervention Official/Designee	Decides, in consultation with parents, service coordinators, and service providers, whether it is appropriate to notify the CPSE of the child’s potential eligibility for services under Section 4410 of the Education Law. Obtains parental consent for the notice.
	With parent consent, notifies the CPSE of the child’s potential eligibility for services under Section 4410 of the Education Law. The notice must be provided at least 120 days prior to the date the child is first age-eligible for preschool special education.
	With parent consent, arranges for a transition conference among the service coordinator, parent, and CPSE chair or designee, at least 90 days prior to the date the child is first age-eligible for preschool special education.
	If a parent chooses not to participate in a transition conference, notifies the parent in writing of the steps that must be taken to have the child evaluated by the CPSE; and, that the child’s eligibility for the EIP will end on the child’s third birthday, unless the child is evaluated and found eligible for services under Section 4410 of the Education Law before the child’s third birthday.
	If parent chooses not to participate in a transition conference, but would like their child referred to the CPSE, with parental consent, refers the child to the CPSE.
	With parent consent, refers the child to the CPSE following the transition conference.
	With parent consent, and when applicable, notifies the CPSE of the parent’s decision to have the child remain in the EIP until the child is no longer age-eligible for the EIP.
	Ensures that a transition plan is developed for all children exiting the EIP.
Service Coordinator	Is knowledgeable about services under Section 4410 of the Education Law.
	Attends the transition conference.
	When applicable, helps to ensure the transition from the Early



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	Intervention Program to the CPSE is smooth and seamless.
	Explains the differences between the EIP and preschool special education programs and services available under Section 4410 of the Education Law, the CPSE process, and differences in eligibility between the two programs.
	With parent consent, provides information to the CPSE on what programs and services the child received under the EIP.
	With parent consent, incorporates the transition plan into the IFSP.
	With parent consent, transfers relevant evaluation records to the CPSE
	May participate in the initial CPSE meeting as the licensed or certified professional from the EIP.

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Policy for Leaving EIP, p. 1

Transition Policy, pp. 1, 2

Developing a Transition Plan for Children who leave the Early Intervention Program before Three Years of Age, p. 1

Transition Out of Early Intervention (EI), pp. 1, 2



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2. SC ensures that parent is given full information about the consent to notify the CPSE of eligibility and acts accordingly. [Table for Transition](#)

New York State Law and Regulations

10 NYCRR69-4.20 (b) (3, 4)

(b) At least 120 days prior to the child's potential eligibility for services under the Education Law, Section 4410, the early intervention official shall provide written notification to the Committee on Preschool Special Education (CPSE) of the local school district in which an eligible child resides of the potential transition of the child.

(3) The service coordinator shall review information concerning the transition procedure with the parent and obtain parental consent for the transfer of appropriate evaluations, assessments, Individualized Family Service Plans, and other pertinent records.

(4) With parent consent, the early intervention official shall convene a transition conference with the parent, service coordinator, and the chairperson of the CPSE or designee, at least 90 days prior to the child's eligibility for services under Education Law, Section 4410, or no later than 90 days before the child's third birthday, whichever is first to review program options and if appropriate, establish a transition plan.

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Notice Requirements and Timeframes for the Transition Conference

Under Section 2548 of the PHL and Section 69-4.20(b) of EIP regulations, the EIO is required, with parental consent, to notify the school district in which a child resides of the child's potential eligibility for services under Section 4410 of the Education Law at least 120 days before the child is first eligible for these services. In addition, the EIO must, with parental consent, arrange for a transition conference among the EIO, service coordinator, parent, and the chair (or her/his designee) of the CPSE at least 90 days before the child is first eligible for services under Section 4410 of the Education Law, or the child's third birthday, whichever is first. If the child is already receiving, or may need additional services from another state agency (for example, if a child is in an Office of



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Mental Retardation and Developmental Disabilities (OMRDD) waiver program or may be eligible for services under OMRDD) it may be appropriate to invite representatives of that agency, with the parent’s consent.

EIOs must obtain parental consent for the notice to the CPSE of the child’s potential eligibility for services under Section 4410 of the Education Law, convening of the transition conference, and referral to the school district in writing and ensure these consents and all actions related to transition are documented in the child’s record. It is recommended that the EIO send the referral to the CPSE with a return receipt requested.

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8. Question: Must the Early Intervention Official (EIO) notify school districts and arrange transition conferences EXACTLY 120 days and 90 days, respectively, prior to the child’s potential eligibility for services under Section 4410 of the Education Law?

Answer: No. EIP regulations require the notice be AT LEAST 120 days prior to the child’s potential eligibility for services under Section 4410 of the Education Law; and, the transition conference to be convened AT LEAST 90 days prior to a child’s potential eligibility for services under Section 4410 of the Education Law or the child’s third birthday, whichever is first. To manage notice and transition conferences at the municipal level, it is permissible for the EIO to notify school districts and arrange for transition conferences during the month or quarter in which a child’s birth date falls, as long as the notice is sent and the transition conference is convened within the timeframes required in regulations and within sufficient time for the CPSE to render an eligibility determination before the child’s third birthday.

P 27, Q. 19

19. Question: When should the transition planning process begin?

Answer: Because children are in the EIP for a short time, it is appropriate to begin transition planning as early as possible. For children potentially eligible for services under Section 4410 of the Education Law, transition planning must be initiated in accordance with requirements in PHL in this document. For children for whom a referral to the CPSE is not appropriate, a transition plan should be developed at the IFSP meeting within six months prior to the child’s third birthday.

Appendix D, pp. 45-46

Appendix D- Roles and Responsibilities in the transition process to Preschool Special education programs and services

Designated Staff	Role(s) and Responsibilities in the Transition Process
Early Intervention	Decides, in consultation with parents, service coordinators, and service providers, whether it is appropriate to notify the CPSE of the



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Official/Designee	child's potential eligibility for services under Section 4410 of the Education Law. Obtains parental consent for the notice.
	With parent consent, notifies the CPSE of the child's potential eligibility for services under Section 4410 of the Education Law. The notice must be provided at least 120 days prior to the date the child is first age-eligible for preschool special education.
	With parent consent, arranges for a transition conference among the service coordinator, parent, and CPSE chair or designee, at least 90 days prior to the date the child is first age-eligible for preschool special education.
	If a parent chooses not to participate in a transition conference, notifies the parent in writing of the steps that must be taken to have the child evaluated by the CPSE; and, that the child's eligibility for the EIP will end on the child's third birthday, unless the child is evaluated and found eligible for services under Section 4410 of the Education Law before the child's third birthday.
	If parent chooses not to participate in a transition conference, but would like their child referred to the CPSE, with parental consent, refers the child to the CPSE.
	With parent consent, refers the child to the CPSE following the transition conference.
	With parent consent, and when applicable, notifies the CPSE of the parent's decision to have the child remain in the EIP until the child is no longer age-eligible for the EIP.
	Ensures that a transition plan is developed for all children exiting the EIP.
Service Coordinator	Is knowledgeable about services under Section 4410 of the Education Law.
	Attends the transition conference.
	When applicable, helps to ensure the transition from the Early Intervention Program to the CPSE is smooth and seamless.
	Explains the differences between the EIP and preschool special education programs and services available under Section 4410 of the Education Law, the CPSE process, and differences in eligibility between the two programs.
	With parent consent, provides information to the CPSE on what programs and services the child received under the EIP.
	With parent consent, incorporates the transition plan into the IFSP.
	With parent consent, transfers relevant evaluation records to the CPSE
	May participate in the initial CPSE meeting as the licensed or certified professional from the EIP.



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New York City Policy and Procedure Manual

Transition Out of Early Intervention, pp. 1, 2

3. SC prepares all parties for a transition conference as appropriate. [Table for Transition](#)

Federal Law and Regulation

34 CFR 303.148 (a, b)

Sec.303.148 Transition to preschool programs.

Each application must include a description of the policies and procedures to be used to ensure a smooth transition for children receiving early intervention services under this part to preschool or other appropriate services, including--

- (a) A description of how the families will be included in the transition plans;
- (b) A description of how the lead agency under this part will--
 - (1) Notify the local educational agency for the area in which the child resides that the child will shortly reach the age of eligibility for preschool services under Part B of the Act, as determined in accordance with State law;
 - (2)(i) In the case of a child who may be eligible for preschool services under Part B of the Act, with the approval of the family of the child, convene a conference among the lead agency, the family, and the local educational agency at least 90 days, and at the discretion of the parties, up to 6 months, before the child is eligible for the preschool services, to discuss any services that the child may receive; or
 - (ii) In the case of a child who may not be eligible for preschool services under Part B of the Act, with the approval of the family, make reasonable efforts to convene a conference among the lead agency, the family, and providers of other appropriate services for children who are not eligible



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for preschool services under Part B, to discuss the appropriate services that the child may receive;

New York State Laws and Regulations

10 NYCRR69-4.20 (b) (4), (d)

(b) At least 120 days prior to the child's potential eligibility for services under the Education Law, Section 4410, the early intervention official shall provide written notification to the Committee on Preschool Special Education (CPSE) of the local school district in which an eligible child resides of the potential transition of the child.

(4) With parent consent, the early intervention official shall convene a transition conference with the parent, service coordinator, and the chairperson of the CPSE or designee, at least 90 days prior to the child's eligibility for services under Education Law, Section 4410, or no later than 90 days before the child's third birthday, whichever is first to review program options and if appropriate, establish a transition plan.

(d) With parental consent, the early intervention official shall notify the committee on preschool special education of those children potentially eligible for transition to the Preschool Special Education Program but whose parents have selected to continue with early intervention services for the specified period of eligibility for the Early Intervention Program.

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Notice Requirements and Timeframes for the Transition Conference

Under Section 2548 of the PHL and Section 69-4.20(b) of EIP regulations, the EIO is required, with parental consent, to notify the school district in which a child resides of the child's potential eligibility for services under Section 4410 of the Education Law at least 120 days before the child is first eligible for these services. In addition, the EIO must, with parental consent, arrange for a transition conference among the EIO, service coordinator, parent, and the chair (or her/his designee) of the CPSE at least 90 days before the child is first eligible for services under Section 4410 of the Education Law, or the child's third birthday, whichever is first. If the child is already receiving, or may need additional services from another state agency (for example, if a child is in an Office of Mental Retardation and Developmental Disabilities (OMRDD) waiver program or may



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be eligible for services under OMRDD) it may be appropriate to invite representatives of that agency, with the parent’s consent.

EIOs must obtain parental consent for the notice to the CPSE of the child’s potential eligibility for services under Section 4410 of the Education Law, convening of the transition conference, and referral to the school district in writing and ensure these consents and all actions related to transition are documented in the child’s record. It is recommended that the EIO send the referral to the CPSE with a return receipt requested.

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Appendix – Roles and Responsibilities in the Transition Process to Preschool Special Education Programs and Services

Designated Staff	Role(s) and Responsibilities in the Transition Process
Early Intervention Official/Designee	Decides, in consultation with parents, service coordinators, and service providers, whether it is appropriate to notify the CPSE of the child’s potential eligibility for services under Section 4410 of the Education Law. Obtains parental consent for the notice.
	With parent consent, notifies the CPSE of the child’s potential eligibility for services under Section 4410 of the Education Law. The notice must be provided at least 120 days prior to the date the child is first age-eligible for preschool special education.
	With parent consent, arranges for a transition conference among the service coordinator, parent, and CPSE chair or designee, at least 90 days prior to the date the child is first age-eligible for preschool special education.
	If a parent chooses not to participate in a transition conference, notifies the parent in writing of the steps that must be taken to have the child evaluated by the CPSE; and, that the child’s eligibility for the EIP will end on the child’s third birthday, unless the child is evaluated and found eligible for services under Section 4410 of the Education Law before the child’s third birthday.
	If parent chooses not to participate in a transition conference, but would like their child referred to the CPSE, with parental consent, refers the child to the CPSE.
	With parent consent, refers the child to the CPSE following the transition conference.
	With parent consent, and when applicable, notifies the CPSE of the parent’s decision to have the child remain in the EIP until the child is no longer age-eligible for the EIP.
	Ensures that a transition plan is developed for all children exiting the EIP.
Service	Is knowledgeable about services under Section 4410 of the Education



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Coordinator	Law.
	Attends the transition conference.
	When applicable, helps to ensure the transition from the Early Intervention Program to the CPSE is smooth and seamless.
	Explains the differences between the EIP and preschool special education programs and services available under Section 4410 of the Education Law, the CPSE process, and differences in eligibility between the two programs.
	With parent consent, provides information to the CPSE on what programs and services the child received under the EIP.
	With parent consent, incorporates the transition plan into the IFSP.
	With parent consent, transfers relevant evaluation records to the CPSE
	May participate in the initial CPSE meeting as the licensed or certified professional from the EIP.

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Transition Policy, pp. 1, 2**

4. SC notifies RO of the parent’s decision related to notification of the CPSE of potential eligibility. [Table for Transition](#)

**New York State Law and Regulations
10 NYCRR69-4.20 (b) (3)**

(b) At least 120 days prior to the child's potential eligibility for services under the Education Law, Section 4410, the early intervention official shall provide written notification to the Committee on Preschool Special Education (CPSE) of the local school district in which an eligible child resides of the potential transition of the child.

(3) The service coordinator shall review information concerning the transition procedure with the parent and obtain parental consent for the transfer of appropriate evaluations, assessments, Individualized Family Service Plans, and other pertinent records.

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5. The families of children who are 30 months or older when referred to EIP (dually age eligible) are given full information about their options. [Table for Transition](#)

New York State Law and Regulations

10 NYCRR69-4.20 (b) (3, 4), (d)

(b) At least 120 days prior to the child's potential eligibility for services under the Education Law, Section 4410, the early intervention official shall provide written notification to the Committee on Preschool Special Education (CPSE) of the local school district in which an eligible child resides of the potential transition of the child.

(3) The service coordinator shall review information concerning the transition procedure with the parent and obtain parental consent for the transfer of appropriate evaluations, assessments, Individualized Family Service Plans, and other pertinent records.

(4) With parent consent, the early intervention official shall convene a transition conference with the parent, service coordinator, and the chairperson of the CPSE or designee, at least 90 days prior to the child's eligibility for services under Education Law, section 4410, or no later than 90 days before the child's third birthday, whichever is first to review program options and if appropriate, establish a transition plan.

(iii) The parent may decline a transition conference; provided, however, that the parent shall be informed that the child's eligibility for services under section 4410 of the Education Law must be determined by the child's third birthday to continue receiving early intervention services after the child's third birthday and that if a determination of eligibility for services under section 4410 of the Education Law has not been made by the CPSE prior to the child's third birthday, eligibility for early intervention services will end the day before the child's third birthday.

(a) Declination of a transition conference by the parent shall be documented in the child's record.

(b) The early intervention official shall explain to the parent that if the parent declines a transition conference, the parent may refer the child to the CPSE for determination of eligibility for Education Law, section 4410 services and shall provide information on how the parent may make such referral.



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(d) With parental consent, the early intervention official shall notify the committee on preschool special education of those children potentially eligible for transition to the Preschool Special Education Program but whose parents have selected to continue with early intervention services for the specified period of eligibility for the Early Intervention Program.

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Notice Requirements and Timeframes for the Transition Conference

Under Section 2548 of the PHL and Section 69-4.20(b) of EIP regulations, the EIO is required, with parental consent, to notify the school district in which a child resides of the child’s potential eligibility for services under Section 4410 of the Education Law at least 120 days before the child is first eligible for these services. In addition, the EIO must, with parental consent, arrange for a transition conference among the EIO, service coordinator, parent, and the chair (or her/his designee) of the CPSE at least 90 days before the child is first eligible for services under Section 4410 of the Education Law, or the child’s third birthday, whichever is first. If the child is already receiving, or may need additional services from another state agency (for example, if a child is in an Office of Mental Retardation and Developmental Disabilities (OMRDD) waiver program or may be eligible for services under OMRDD) it may be appropriate to invite representatives of that agency, with the parent’s consent.

EIOs must obtain parental consent for the notice to the CPSE of the child’s potential eligibility for services under Section 4410 of the Education Law, convening of the transition conference, and referral to the school district in writing and ensure these consents and all actions related to transition are documented in the child’s record. It is recommended that the EIO send the referral to the CPSE with a return receipt requested.

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APPENDIX D - ROLES AND RESPONSIBILITIES IN THE TRANSITION PROCESS TO PRESCHOOL SPECIAL EDUCATION PROGRAMS AND SERVICES

Designated Staff	Role(s) and Responsibilities in the Transition Process
Early Intervention Official/Designee	Decides, in consultation with parents, service coordinators, and service providers, whether it is appropriate to notify the CPSE of the child’s potential eligibility for services under Section 4410 of the Education Law. Obtains parental consent for the notice.



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	With parent consent, notifies the CPSE of the child’s potential eligibility for services under Section 4410 of the Education Law. The notice must be provided at least 120 days prior to the date the child is first age-eligible for preschool special education.
	With parent consent, arranges for a transition conference among the service coordinator, parent, and CPSE chair or designee, at least 90 days prior to the date the child is first age-eligible for preschool special education.
	If a parent chooses not to participate in a transition conference, notifies the parent in writing of the steps that must be taken to have the child evaluated by the CPSE; and, that the child’s eligibility for the EIP will end on the child’s third birthday, unless the child is evaluated and found eligible for services under Section 4410 of the Education Law before the child’s third birthday.
	If parent chooses not to participate in a transition conference, but would like their child referred to the CPSE, with parental consent, refers the child to the CPSE.
	With parent consent, refers the child to the CPSE following the transition conference.
	With parent consent, and when applicable, notifies the CPSE of the parent’s decision to have the child remain in the EIP until the child is no longer age-eligible for the EIP.
	Ensures that a transition plan is developed for all children exiting the EIP.
Service Coordinator	Is knowledgeable about services under Section 4410 of the Education Law.
	Attends the transition conference.
	When applicable, helps to ensure the transition from the Early Intervention Program to the CPSE is smooth and seamless.
	Explains the differences between the EIP and preschool special education programs and services available under Section 4410 of the Education Law, the CPSE process, and differences in eligibility between the two programs.
	With parent consent, provides information to the CPSE on what programs and services the child received under the EIP.
	With parent consent, incorporates the transition plan into the IFSP.
	With parent consent, transfers relevant evaluation records to the CPSE
	May participate in the initial CPSE meeting as the licensed or certified professional from the EIP.



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6. Transition Plan is in place for children leaving EIP for any reason before the age of 3 (not CPSE). [Table for Transition](#)

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IV. TRANSITION PROCEDURES
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A transition plan must be developed for all children exiting the EIP, whether the child will be transitioning to programs and services under Section 4410 of the Education Law or to other early childhood services and supports. It is very important to begin planning for transition as early as possible to ensure a successful transition for the child and family. It is also important for parents, service coordinators, providers, and public officials to work together to:

- review the progress made by the child and family, and consider whether any services may be needed when the child exits the EIP;
- determine whether a referral is appropriate for preschool special education programs and services;
- determine whether the child and family may need services from other programs under the auspices of the NYSDOH, or services administered by other state or local agencies such as the Office of Mental Retardation and Developmental Disabilities (service coordination services, respite, etc), Office of Mental Health (children's mental health services), Office of Children and Family Services (child care services), etc.;
- ensure a transition plan is in place within required timelines to ensure continuity of services, as appropriate, for the child and family, and with parent consent, to incorporate the transition plan into the IFSP;
- develop a transition plan for the child and family, that includes steps to help the child adjust to and function in a new setting; and, procedures to prepare program staff or individual qualified personnel who will be providing services to the child to facilitate a smooth transition; and,
- identify community resources needed by and available to assist the child and family.



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If a child has made such significant progress in the EIP that the child and family do not require any type of continuing services, the IFSP should include the steps that will be taken to discharge the child and family from the EIP.

**TRANSITION PLANNING FOR CHILDREN FOR WHOM A REFERRAL
TO PROGRAMS UNDERSECTION 4410 OF THE EDUCATION LAW IS
NOT THOUGHT TO BE APPROPRIATE**

Transition planning for children for whom a referral to preschool special education programs and services is not thought to be appropriate should begin at the IFSP meeting within six months prior to the child's third birthday, or earlier, if local procedures require that transition planning for these children begin at an earlier time. The transition plan must include steps to ensure the transition is completed by the time the child exits the EIP before his/her third birthday (when the child is no longer age eligible for the EIP). The last date for services under the IFSP must be the day before the child's third birthday.

The service coordinator is responsible for assisting the parent in identifying, locating, and accessing other early childhood and supportive services that may be needed by the child and family. The service coordinator may refer the family to the Early Childhood Direction Center (ECDC) or to the Child Care Resource and Referral Program (CCRR), which may assist the family in accessing child care services. Lists of the ECDCs and CCRRs are included in Appendix B and Appendix C.

**New York Policy and Procedure Manual as Amended
Developing a Transition Plan for Children who leave the Early Intervention
Program before Three Years of Age, p. 1**