



State of Vermont

Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501

To: Superintendents of Schools
Special Education Directors
Principals
Essential Early Education Coordinators and Teachers

From: Alice Farrell, State Director of Special Education
Kate Rogers, IDEA 619 Coordinator

Date: 9/25/2012

Re: Essential Early Education IEP Options

The Vermont Department of Education has developed this guidance document in response to requests from the field in regard to Individualized Education Plan options to be used by LEA's when transitioning students from Essential Early Education IEP's to school aged IEP's during the student's Kindergarten year. This document provides important information on State requirements relating to IEPs that must be considered in developing instructionally relevant and legally correct IEPs for preschool students with disabilities moving to school aged programs. Questions regarding this process can be directed to Kate Rogers at the Department of Education, 802 828-5115.

Applicable Vermont Special Education Rules on Transition to Kindergarten

2361.1 Transition for Children Moving into Kindergarten

- a. IEP team shall meet 3 to 6 months prior to the child's entrance into kindergarten to ensure that an IEP is ready to be implemented at the beginning of the new school year*
- b. Include in the meeting the parents of the child with disability, a kindergarten teacher in whose school the child will be placed and a special education teacher or other school representative from the LEA*

Transition to Kindergarten Options

At the discretion of the LEA, IEP teams may choose one of the following options to transfer a child's EEE IEP to School-age IEP:

Option 1:

Prior to Kindergarten:

- During the spring transition meeting which must occur 3 to 6 months prior to the child's entrance to kindergarten, IEP members from sending (EEE) and receiving (elementary) teams, may **amend the child's EEE IEP cover page and service page** so that the IEP is ready to be implemented on the first day of kindergarten.

During the kindergarten year:

- By the time the child turns 6 years old, his/her school age IEP must be in place.
- The student's educational environment/placement on the IEP must reflect 6-21 LRE category (see below).

Reminder: By the end of the school year prior to the child's entrance into Kindergarten, IEP teams must complete Early Childhood Outcome Exit and Progress data.

Option 2:

- During the spring transition meeting, IEP team members from the **receiving school may write a school-age IEP** so that the IEP is ready to be implemented on the first day of kindergarten. The date of the transition meeting will become the next annual review date. The child's disability category remains 'Developmental Delay' on the school age IEP until the child's 3 year re-evaluation comes due or when the team determines the need to conduct an evaluation and the child is determined eligible using 6-21 criteria.

For Child Count 'educational environment' reporting purposes:

- If the child's 6th birthday is on or before December 1st, the general characteristics of the child's 'educational environment/placement' must be amended to reflect ages 6-21.

**The general characteristics of the student/child's educational environment/placement
(check one, ages 6-21):**

- | | |
|---|--|
| <input type="checkbox"/> Inside regular class at least 80% of the time | <input type="checkbox"/> Inside regular class 40% to 79% of the time |
| <input type="checkbox"/> Inside regular class less than 40% of the time | <input type="checkbox"/> Separate day school – public or private |
| <input type="checkbox"/> Residential facility | <input type="checkbox"/> Homebound/Hospital |