



**Division of Specialized Education/Division of Early Learning**

**Early Intervention and Preschool Special Education:  
EXTENDED IFSP OPTION FOR  
CHILDREN AGE 3 TO AGE 4  
Policies and Procedures**

*April 15, 2014*

## INTRODUCTION

Part C of the Individuals with Disabilities Education Act of 2004 (IDEA) sets an agenda for responsive, appropriate, and quality services for infants and toddlers with disabilities and their families in the natural environment. The District of Columbia has developed a statewide system of comprehensive, coordinated, multidisciplinary, and interagency programs for all infants and toddlers with disabilities, birth through age two, and their families. Through the authorization of District of Columbia Municipal Regulations (DCMR) 5 DCMR §§3100-3199 in April 2013, the District of Columbia elected to utilize the option to provide families in Early Intervention with the option to receive IFSP services from age three until the beginning of the school year following the child's 4<sup>th</sup> birthday, if the child has a current IFSP and is determined eligible for preschool special education and related services. This option incorporates the strength of the special education preschool educational component with the existing infants and toddlers family-centered service model.

The Office of the State Superintendent of Education (OSSE) is the State Education Agency under Part B of the Individuals with Disabilities Education Act (IDEA) for the preschool program and the State lead agency under Part C of the IDEA for the DC Early Intervention Program (DC EIP). OSSE also includes the Division of Early Learning. This Division includes the State's Office of Child Care, the Head Start State Collaboration Office, and general education early learning. OSSE's ability to collaborate and align priorities for early learning and child care coupled with its seamless system of service and education for infants, toddlers, children, and youth, birth through the age of 21, supports OSSE's implementation of this option for families of young children to receive services and supports in natural environments within their communities.

## EARLY CHILDHOOD INTERVENTION and EDUCATION SERVICE MODEL

The Extended IFSP Option provides a family centered service delivery model to early childhood education practices that promote school readiness. In the District of Columbia, children from birth through age two can access services from DC EIP through an IFSP. Prior to age three, a transition planning meeting is conducted to identify steps needed to prepare a child and family for the transition to preschool and/or community services. If a parent wishes to consider preschool special education or remain in the DC EIP until the first day of school following his/her child's fourth birthday, the child is referred to the local education agency to determine the child's eligibility for special education and related services.

**Before the age of three, if a child with a current IFSP is determined eligible for special education and related services, his/her parents will have the choice of:**

- The Extended IFSP Option – The child and family would continue to receive early intervention services with an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills through

an IFSP until the beginning of the school year following the child's 4<sup>th</sup> birthday;  
or

- Special education preschool services through an Individualized Education Program (IEP) as a student with a disability.

Pursuant to 34 CFR §303.211 (b)(3), a parent of a child with a disability may at any time choose to terminate his/her child's participation in the Extended IFSP Option and receive free appropriate public education (FAPE). Once a parent makes the choice, through written notification to DC EIP, to terminate early intervention services through an IFSP and to pursue services through an IEP, the choice to return to services through an IFSP is not available.

## **STATUTORY AND REGULATORY BASIS**

### **Federal Law/Guidance**

The Individuals with Disabilities Education Act (IDEA), as amended, requires the State lead agency (under Part C of the IDEA) and the State Education Agency (under Part B of the IDEA) to have policies and procedures to ensure a smooth and effective transition of children at age three from early intervention to preschool or other appropriate services and permits a State to make services available to children ages three to kindergarten age through either the Part C early intervention system or the Part B preschool system (34 CFR §§303.209, 303.211, 303.21,303.501).

District of Columbia's policies and procedures must ensure that:

- (a) Children participating in early intervention programs assisted under Part C of the Act and who will participate in preschool programs assisted under Part B of the Act, experience a smooth and effective transition to those preschool programs in a manner consistent with 34 CFR§303.209;
- (b) By the third birthday of a child described in paragraph (a) of this Section, an Individualized Education Program (IEP) or, if consistent with 34 CFR §300.323(b) an Individualized Family Service Plan (IFSP), has been developed and is being implemented for the child consistent with 34 CFR §300.101(b); and
- (c) Each affected LEA will participate in transition conferences arranged by the DC EIP consistent with 34 CFR §303.209(c).

OSSE requires each LEA to develop and implement one set of policies and procedures to ensure the smooth transition of children from Part C to Part B consistent with the OSSE Early Childhood Transition Policy.

### **Federal IDEA Statutory Requirements and Regulations**

Policy Requirement Provisions in IDEA Sections 632(5)(B)(ii), 635(c), 638(4), 612(a)(1)(C), 619(f)(5), 611(e)(1)(A), 611(e)(7), 611(f)(3), 619(f)(5) and 643(e); and 34 CFR §303.211.

### **District of Columbia State Rules and Policies**

District of Columbia Municipal Regulations (DCMR) 5 DCMR §§ 3100-3199; State Policy: Early Childhood Transition Policy; Evaluation and Reevaluation Policy; and OSSE Policies for Implementing Part C of IDEA.

### **District of Columbia Definitions**

***Infants and Toddlers with Disabilities:*** Pursuant to Part C IDEA regulations at 34 C.F.R. §§ 303.21 and 303.111, a child is eligible for District of Columbia Part C early intervention services if the child is between the age of birth and his/her third (3<sup>rd</sup>) birthday and any of the following apply:

- (a) A developmental delay, as measured by appropriate diagnostic measures and procedures emphasizing the use of informed clinical opinion, defined as having at least a 50% delay in one or more, or a 25% delay in two or more of the following areas:
  - (1) Physical development, including vision or hearing;
  - (2) Cognitive development;
  - (3) Communication development;
  - (4) Social or emotional development; or
  - (5) Adaptive development.
  
- (b) The child is diagnosed as having a physical or mental condition that has a high probability of resulting in developmental delay, including conditions such as chromosomal abnormalities; genetic or congenital disorders; sensory impairments; inborn errors of metabolism; disorders reflecting disturbance of the development of the nervous system; congenital infections; severe attachment disorders; and disorders secondary to exposure to toxic substances, including fetal alcohol syndrome.

***Children with Disabilities:*** Beginning at three years of age, a child is eligible for preschool special education and related services through an IEP as a child with a disability if the child has been identified as having one of the following:

- Autism,
- Deaf-blindness,

- Developmental delay, ages 3 through 7,<sup>1</sup>
- Emotional disturbance,
- Hearing impairment, including deafness,
- Intellectual disability,
- Multiple disabilities,
- Orthopedic impairment,
- Other health impairment,
- Specific learning disability,
- Speech or language impairment,
- Traumatic brain injury, or
- Visual impairment, including blindness;

and, by reason thereof, needs special education and related services.

### **POLICIES and PROCEDURES**

Pursuant to 5 DCMR §A-3110, a family may choose the Extended IFSP Option and receive early intervention services which promote school readiness and incorporates pre-literacy, language, and numeracy skills, until the beginning of the school year following the child's 4<sup>th</sup> birthday.

Consistent with 34 CFR §303.211, "State option to make services under this part available to children ages three and older," the District adopts the following policies:

#### **A. Children Eligible under the Extended IFSP Option**

1. Children with disabilities prior to age 3 who are determined eligible for preschool special education through an IEP and who have a current IFSP through DC EIP.
2. Families may choose the continuation of early intervention services, which shall include an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills, until the beginning of the school year following the child's 4<sup>th</sup> birthday.
3. DC EIP will ensure the continuation of all early intervention services identified on the child's IFSP beyond age three, while any eligibility determination for Part B is being made for services under the Extended IFSP Option allowed by 34 CFR§303.211 and 5 DCMR §A-3110. If the LEA has requested parental consent for the initial evaluation and the family has not given consent for the Part B evaluation by the child's third birthday, all

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<sup>1</sup> The definition of a child with a developmental delay is consistent with the definition provided in the District Code of Municipal Regulations 5 DCMR §E-3001.1 and 34CFR§300.8(b)(2)]. Use of the developmental delay (DD) categorical option is at the discretion of the local school system.

services will be terminated. NOTE: At any time, a family may pursue IEP services through their LEA.

4. In accordance with 34 CFR §303.302, 34 CFR §303.211(b)(7) and section VIII of the OSSE Policies for Implementing Part C of IDEA, children under the age of three who experience a substantiated case of trauma due to exposure to family violence (as defined in Section 320 of the Family Violence Prevention and Services Act) shall be referred to the early intervention system for evaluation for early intervention services.

**B. Provision of a Free Appropriate Public Education (FAPE)**

1. District of Columbia requires that all children and youth identified and found eligible for special education services must receive a free appropriate public education (FAPE).
2. FAPE means all special education and related services that:
  - a. Are provided at public expense, under public supervision and direction, and at no cost to the parent;
  - b. Meet the standards of OSSE;
  - c. Include an appropriate preschool program, elementary school, or secondary school education; and
  - d. Are provided in conformity with an IEP.

**C. Annual Notification**

1. Consistent with 34 CFR §303.211, the lead agency shall ensure that parents of children served under Part C are provided an annual notice by their child's third birthday. This notice shall also be posted on the lead agency's website in all the required languages of the District of Columbia.
2. The annual notice shall include:
  - a. A description of the rights of parents to elect to receive services for their child who is eligible for Part B preschool special education services through the Extended IFSP Option with an IFSP; and
  - b. An explanation of the differences between the early intervention services provided through an IFSP under Part C and the preschool services provided through an Individualized Education Program (IEP) under Part B, including:

- i. Information confirming that all of the Part C procedural safeguards apply, including the confidentiality, consent, dispute resolution and other provisions in IDEA Section 639 and 34 CFR §§303.400 – 303.449;
  - ii. Types of services and the locations at which the services are provided;
  - iii. Possible costs to the family, which shall be none (5 DCMR §A-3112 and OSSE Policies for Implementing Part C of IDEA, Section IV, for any early intervention services identified on a child's IFSP.
3. If the parent chooses to continue early intervention services through an IFSP, the child's IFSP shall be revised to include an educational component that addresses pre-literacy, language, and numeracy skills.
4. If the child is determined eligible for preschool special education services and the child's family does not choose the Extended IFSP Option, the child will be referred to the LEA IEP team for the development of an IEP to address the child's special education and related service needs.
5. Once a parent makes the choice, through written notification to the DC EIP, to terminate early intervention services through an IFSP and pursue services through an IEP, the choice to return to services through an IFSP is not available.

**District of Columbia Early Childhood Intervention and Education Service Model**  
 Comparison of Extended IFSP Option and Preschool Services  
 Age Three to Age Four

<b>Components</b>	<b>Extended IFSP Option Through an IFSP<sup>2</sup></b>	<b>Preschool Services Through an IEP<sup>3</sup></b>
<b>Individualized Plan/Program</b>	<p>Individualized Family Service Plan</p> <p>Individualized Family Service Plan (IFSP) means a written plan for providing early intervention and other services to an eligible child and the child's family; the IFSP is revised at least annually by an IFSP team, which includes the child's parent. The IFSP specifically requires designation of a service coordinator to ensure appropriate implementation and coordination of the plan. The IFSP should reflect coordination across the various service agencies with which the family is involved.</p> <p>The IFSP focuses on both the child and the family within their daily routines.</p> <p>34 CFR §303.344</p>	<p>Individualized Education Program</p> <p>Individualized Education Program (IEP) means a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with 20 U.S.C. § 1414.</p> <p>The IEP, among other things, focuses on how the child's disability affects the child's participation in appropriate activities, and prescribes annual goals to meet the child's needs and services to assist in attaining those goals.</p> <p>34 CFR §§300.320 – 300.324</p>
<b>Procedural Safeguards Notice</b>	<p>Procedural Safeguards Notice 5 DCMR §A-3111 that includes:</p> <ul style="list-style-type: none"> <li>• Opportunity to Examine Records</li> <li>• Prior Notice</li> <li>• Native Language</li> <li>• Parent Consent</li> <li>• Surrogate Parents</li> <li>• Dispute Resolution                             <ul style="list-style-type: none"> <li>▪ Written State Complaint</li> <li>▪ Impartial Individual Child</li> </ul> </li> </ul>	<p>Procedural Safeguards Notice 5 DCMR §E-3020, that includes:</p> <ul style="list-style-type: none"> <li>• Opportunity to examine records</li> <li>• Independent educational evaluation</li> <li>• Prior Notice</li> <li>• Parental consent</li> <li>• Access to educational records</li> <li>• Native Language</li> <li>• Surrogate Parents</li> <li>• Dispute Resolution</li> </ul>

<sup>2</sup> Part C Services to children three to the beginning of the school year following the child's 4<sup>th</sup> birthday.

<sup>3</sup> Part B Services to children three through five years of age



<b>Components</b>	<b>Extended IFSP Option Through an IFSP<sup>2</sup></b>	<b>Preschool Services Through an IEP<sup>3</sup></b>
	<p>Complaint</p> <ul style="list-style-type: none"> <li>▪ Services During Pendency of Proceeding</li> <li>▪ Mediation</li> <li>▪ Resolution Session</li> </ul> <ul style="list-style-type: none"> <li>• Confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written State Complaint</li> <li>▪ Impartial Due Process Complaint</li> <li>▪ Resolution Session</li> <li>▪ Services During Pendency of Proceeding</li> <li>▪ Mediation</li> </ul> <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Discipline of Children with Disabilities</li> <li>• Transfer of Rights at Age of Majority</li> <li>• Attorney’s Fees</li> <li>• Unilateral placements</li> <li>• Civil actions</li> <li>• Extended School Year Services</li> </ul>
<b>Types of Services</b>	<p>Early Intervention Services</p> <p>Early intervention services necessary to meet the unique needs of the child and the child’s family shall be recorded on a District of Columbia IFSP document, and may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Assistive technology devices and assistive technology services</li> <li>• Audiology services</li> <li>• Family training, counseling, and home visits</li> <li>• Medical services only for diagnostic or evaluation purposes</li> <li>• Nursing</li> <li>• Nutrition services</li> <li>• Occupational therapy</li> <li>• Psychological services</li> <li>• Physical therapy</li> <li>• Service coordination</li> <li>• Social work services</li> </ul>	<p>Special Education &amp; Related Services</p> <p>Special education (instruction, speech/language therapy, travel training, physical education, vocational education) as specially designed instruction that ensures the child’s access to the general curriculum to meet the educational standards within the jurisdiction of the public agency that apply to all children.</p> <p>Related services, if determined necessary, to enable the child to benefit from special education may include:</p> <ul style="list-style-type: none"> <li>• Assistive technology devices and assistive technology services</li> <li>• Audiology services</li> <li>• Early identification and assessment</li> <li>• Interpreting services</li> <li>• Medical services for diagnostic or evaluation purposes</li> <li>• Occupational therapy</li> </ul>

<b>Components</b>	<b>Extended IFSP Option Through an IFSP<sup>2</sup></b>	<b>Preschool Services Through an IEP<sup>3</sup></b>
	<ul style="list-style-type: none"> <li>• Special instruction designed to meet the developmental needs of an infant or toddler with a disability</li> <li>• Speech-language pathology services</li> <li>• Transportation</li> <li>• Vision services</li> </ul> <p>Continuous year-round services for all children</p> <p>34 CFR §303.13</p>	<ul style="list-style-type: none"> <li>• Parent counseling and training</li> <li>• Psychological services</li> <li>• Physical therapy</li> <li>• Recreation, including therapeutic recreation</li> <li>• School health services and school nurse services</li> <li>• Social work services in schools</li> <li>• Student counseling services, including rehabilitation counseling</li> <li>• Speech and language pathology services</li> <li>• Transportation</li> <li>• Vision services, including orientation and mobility services</li> </ul> <p>Extended School Year services if IEP team determines necessary</p> <p>34 CFR §§300.34, 300.39, and 300.106</p>
<b>Location of Services</b>	<p>Natural Environments</p> <p>Settings that are natural, including the home and community settings in which children without disabilities participate:</p> <ul style="list-style-type: none"> <li>• Home</li> <li>• Public or Private Community Settings, including but not limited to:                             <ul style="list-style-type: none"> <li>• Public school preschool</li> <li>• Private community preschool</li> <li>• Head Start</li> <li>• Child care centers</li> <li>• Family child care providers</li> <li>• Parks and recreation programs</li> <li>• Play groups</li> <li>• Libraries</li> <li>• Other child serving programs</li> </ul> </li> </ul> <p><u>NOTE</u></p>	<p>Least Restrictive Environment</p> <p>A public agency shall ensure that:</p> <p>(1) To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled;</p> <p>(2) Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p> <ul style="list-style-type: none"> <li>• Public or Private Community Settings, including but not limited</li> </ul>

<b>Components</b>	<b>Extended IFSP Option Through an IFSP<sup>2</sup></b>	<b>Preschool Services Through an IEP<sup>3</sup></b>
	<p>IFSP services may be provided in a setting other than a natural environment only if early intervention and education cannot be achieved satisfactorily in a natural environment. A justification of the extent, if any, to which the services will not be provided in a natural environment is required.</p> <p>34 CFR §303.13(a)(8), and 303.26, 303.126.</p>	<p>to:</p> <ul style="list-style-type: none"> <li>▪ Public school preschool and pre-kindergarten programs</li> <li>▪ Private community preschool and pre-kindergarten programs</li> <li>▪ Head Start</li> <li>▪ Kindergartens</li> <li>▪ Private Kindergartens</li> <li>▪ Group child development centers and child care</li> </ul> <ul style="list-style-type: none"> <li>• Home</li> <li>• Hospitals</li> <li>• Public or Private day school</li> <li>• Public or Private residential school</li> </ul> <p>34 CFR §300.114 and 5 DCMR §E-3011</p>
<b>Parent Consent</b>	<p>A parent may accept or decline any particular early intervention service, or withdraw consent to any particular early intervention service after it is first provided.</p> <p>34 CFR §303.420</p>	<p>A parent is required to consent for the initial evaluation prior to the LEA conducting any assessments. A parent must also sign consent for the initial provision of services prior to the development of the IEP. If a parent of a child enrolled in an LEA or seeking to be enrolled in an LEA does not provide consent for initial evaluation, or the parent fails to respond to a request to provide consent, the public agency, may, but it is not required to, pursue the initial evaluation of the child by utilizing the procedural safeguards (including the mediation procedures or the due process procedures), if appropriate.</p> <p>If, at any time after the initial provision of special education and related services, the parent revokes consent in writing for the continued provision of special education and related services, the public agency</p>

<b>Components</b>	<b>Extended IFSP Option Through an IFSP<sup>2</sup></b>	<b>Preschool Services Through an IEP<sup>3</sup></b>
		must terminate the provision of all special education and related services specified in the child’s IEP.  34 CFR 300.300 and 5 DCMR §E-3026
<b>System of Payment</b>  No significant differences	<ul style="list-style-type: none"> <li>• Parents are not charged for services.</li> <li>• Medicaid for early intervention services with parental consent.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are not charged for services.</li> <li>• Medicaid for only health-related services and case management, with parental consent.</li> </ul>

**D. Transition**

1. At 30 months of age, or as part of the initial IFSP if the child is referred after their second birthday, transition outcomes must be included as part of the IFSP.
2. DC EIP shall inform each affected LEA of all potentially eligible children who will soon reach the age of three on a monthly basis, unless the family has opted out of providing the LEA with the child's personally identifiable information in accordance with 5 DCMR §A-3109.
3. At the Transition Conference, which is held with the approval of the family, no earlier than nine months and no later than three months prior to the child's third birthday, parents will participate in a discussion of the Extended IFSP Option through an IFSP and special education preschool services through an IEP. The DC EIP and the LEA are required to clearly explain the differences in services delivery models if a child continues on an IFSP or begins services under an IEP.
4. A Part B representative from the LEA must be invited to attend and is expected to participate in the Transition Conference unless the family has opted out of providing the LEA with the child's personally identifiable information.
5. The LEA shall:
  - a. Convene an IEP team meeting for the purpose of determining eligibility for Part B special education preschool services in a timely manner such that eligibility must be determined before the child's third birthday; and
  - b. Ensure the Part C service coordinator or other designee is invited to attend the Part B eligibility meeting to participate in the review of existing data on the child's progress and performance on the IFSP, unless the family requests, in writing, that a Part C representative not participate in the IEP eligibility meeting.
6. If a child is determined eligible for Part B special education preschool services, the parent must choose, prior to the child's third birthday, to:
  - a. Continue services through an IFSP, including an educational component; or
  - b. Receive special education preschool services through an IEP as a student with a disability in accordance with 34 CFR §300.324 and 5 DCMR §§E-3007-3009 and no longer receive Part C services.

7. If the parent chooses the Extended IFSP Option, the parent must provide informed written consent to share eligibility information with the Part C Program, consistent with IDEA Section 635(c), to the LEA that their child will continue services through the Extended IFSP Option.
8. The LEA shall acknowledge the parent's choice and their child's eligibility by providing the parent prior written notice, in accordance with 34 CFR §300.503 and 5 DCMR §E-3024.1.
9. The Part C Service Coordinator shall ensure that early intervention services identified on a child's IFSP includes an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills when a parent chooses the Extended IFSP Option.
10. If the parent chooses to receive special education preschool services through an IEP, the LEA shall:
  - a. Develop an IEP, in accordance with 34 CFR §§300.320 through — 300.324 and 5 DCMR §§E-3007-3009;
  - b. Inform the parent that once they make the choice, through written notification to the DC EIP, to terminate early intervention services through an IFSP and pursue services through an IEP, the choice to return to services through an IFSP is not available;
  - c. Ensure the IEP is in effect on or before the child's third birthday, consistent with 34 CFR §300.124 and 5 DCMR §E-3010; and
  - d. Consider ESY services for children transitioning to Part B whose third birthday falls after the end of one school year and before the beginning of the next school year.
11. At any time after the Extended IFSP Option is implemented, a parent may choose to terminate participation in Part C and choose special education preschool services through an IEP.
  - a. The parent must notify the DC EIP, in writing, of its choice to terminate IFSP services under the Extended IFSP Option.
  - b. Once a parent makes the choice, through written notification to the DC EIP, to terminate early intervention services through an IFSP and pursue services through an IEP, the choice to return to services through an IFSP is not available.

- c. The Part C program will notify the LEA of the decision of the parent to request services through an IEP.
- d. Re-determining eligibility for a child whose family chooses to terminate IFSP services under the Extended IFSP Option and initiate services through an IEP, prior to the child's 4<sup>th</sup> birthday, is not required, but an LEA may conduct additional assessments as needed to develop an IEP.
- e. Within 30 days of receiving written notification from the DC EIP that the parent chose to terminate early intervention services under an IFSP, the LEA will convene an IEP team meeting to develop the IEP, determine the location of the services to be provided, and determine implementation of the IEP.
- f. The date on which the parent provides written consent for the initial IEP is the implementation date; IEP services may begin on the implementation date, or as soon as possible following development of the IEP (34 CFR §300.323 (c)(2)), as agreed upon by the IEP team and stated on the IEP document.
- g. At the request of the parent, the Part C service coordinator or other representatives of the Part C system, must be invited to attend the IEP team meeting referenced in 12e above.
- h. Informed written consent must be obtained for the initiation of special education and related services under Part B, consistent with 5 DCMR §E-3026.
- i. ESY services shall be considered in accordance with 34 CFR §300.106, 5 DCMR §E-3017 and OSSE's ESY Policy.
- j. DC EIP is required to continue to provide IFSP services under the Extended IFSP Option until the date on which services through an IEP begin.

**E. Transition after age 3, Under the Extended IFSP Option**

- 1. At least 6 months before the first day of school after the child's 4<sup>th</sup> birthday, transition outcomes are included on the IFSP.
- 2. DC EIP shall inform each affected LEA of all potentially eligible children who will soon reach the age of four on a monthly basis, unless the family has opted out of providing the LEA with the child's personally identifiable information in accordance with 5 DCMR §A-3109.

3. Within 6 months and no later than 30 days prior to the first day of school after the child's 4<sup>th</sup> birthday, the LEA shall convene an IEP team meeting to develop the IEP, determine the location of services to be provided, and determine when IEP services will be initiated in accordance with 34 CFR §300.320 –300.324 and 5 DCMR §§E-3007–3010. Re-determining eligibility for a child transitioning at age 4 is not required.
4. At the request of the parent, the Part C service coordinator or other representatives of the Part C system must be invited to attend the IEP team meeting.
5. The LEA must obtain informed written consent for the initiation of special education and related services under Part B, consistent with DCMR §E-3026.
6. ESY services must be considered in accordance with 5 DCMR §E-3017 and OSSE's ESY Policy.
7. The IEP is in effect no later the first day of the school year following the child's 4<sup>th</sup> birthday. IEP services will begin on the date(s) stated on the IEP document.
8. DC EIP is required to continue to provide IFSP services under the Extended IFSP Option until the date on which services through an IEP begin or the first day of school after the child's 4<sup>th</sup> birthday, whichever comes first.

**F. "Stay Put" Requirements**

1. If a parent files a due process complaint to dispute a determination that the child does not meet the criteria for identification as a child with a disability under Part B, there is no requirement to provide the child with IFSP services under the Extended IFSP Option after the child's third birthday during the pendency of the due process hearing.
2. If a child has been identified as a child with a disability under Part B and the parents have provided consent to the provision of IFSP services under the Extended IFSP Option and then file a due process complaint to dispute a determination regarding the provision of FAPE to the child, the DC EIP is required to continue to provide the



IFSP services that the child had been receiving during the pendency of the due process hearing [20 USC § 1435(c)(2)(D)].

**G. Service Delivery**

1. For the Extended IFSP Option, DC EIP shall ensure that the IFSP process and document is consistent with the requirements described in 34 CFR §303.344 and 5 DCMR §A-3110, including:
  - a. Child assessment provided on an ongoing basis to identify the child's unique strengths and needs and the services appropriate to meet those needs; and
  - b. Family assessment conducted with parent permission to identify the resources, priorities and concerns of the family, and the supports and services necessary to enhance the family's capacity to meet the developmental needs of the child.
2. The educational component shall be individualized for the child, promote school readiness, and incorporate pre-literacy, language, and numeracy skills.
3. DC EIP shall ensure that the content for an educational component included on the IFSP considers:
  - a. What a preschool child should know and be able to do;
  - b. Strategies for supporting the individual child's progress towards meeting expectations established as important for all preschool children including adapting and modifying early childhood curricula, and the use of evidence-based instructional practices;
  - c. Family training in supporting readiness opportunities which are developmentally appropriate, recognizing the uniqueness of each family situation, and providing knowledge of expectations for school readiness; and
  - d. Use of assessment practices that are aligned to the District of Columbia Early Learning Standards, as appropriate.
4. The DC EIP shall ensure that early intervention services shall be provided:
  - a. To the maximum extent appropriate, in natural environments, including the home and community settings, such as, but not limited to private and public early childhood programs, Head Start, libraries, and family

and center-based child care settings, in which children without disabilities participate; and

- b. In a setting other than a natural environment, such as special centers, only if early intervention cannot be achieved satisfactorily in a natural environment.

#### **H. Funding**

Funding for the Extended IFSP Option may include:

- a. Federal Part C funds
- b. Federal Part B funds (611 and 619)
- c. Federal and State Medicaid funds
- d. Local/State funds; and
- e. Additional federal grant funds, as available.

Consistent with 5 DCMR §A-3112 and Section IV of OSSE's Policy for Implementing Part C of IDEA, no fees will be charged to families of eligible children.

#### **I. Monitoring**

OSSE has the responsibility under federal law to have a system of general supervision that monitors the implementation of Part C of IDEA. This applies to all identified providers of early intervention services in the District of Columbia, whether or not they receive funding under Part C [20 U.S.C. 1435(a)(10)(A)]. OSSE's monitoring activities for the Extended IFSP Option is outlined in the Part C Monitoring Manual.

#### **J. Reporting**

OSSE will report to the Secretary of the U.S. Department of Education the following information as part of the annual data collection required under 34 CFR §303.124: A report on the number and percentage of children with disabilities who receive services through the Extended IFSP Option (i.e. who are eligible for services under Section 619 but whose parents choose for such children to continue to receive early intervention services under Part C).