



NEVADA
Department of
Education

Transition from Part C to Part B

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Topics we will be covering during this presentation:

What is Part C?

What is Part B?

What are the differences between Part C and Part B?

1. Eligibility
2. Evaluation
3. Documentation
4. Service locations
5. Transitions from Part C to Part B and requirements

After the presentation, you will...

1. Understand what Part C is
2. Understand what Part B is
3. Understand the differences between Part C and Part B
4. Transition Process between Part C to Part B

What is Part C?



- Part C is the Program for Infants and Toddlers with Disabilities
- A federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers ages birth – 2 with disabilities and their families
- Part C is part of the Individuals with Disabilities Education Act (IDEA) and can be found in

[20 U.S.C. Chapter 33, Subchapter III](#)

- Each state's governor designates who will be the Lead Agency (LA) as the single line authority for the Part C program
- Nevada's LA is housed in the department of Health and Human Services (DHHS)

What is Part B



- Like Part C, Part B is the provisions and requirements that apply to children with disabilities ages 3 – 21 who are served under their state's Part B system
- Nevada's Part B system is served through the 18 Local Education Agency (LEAs)
- LEAs are the 17 school districts in Nevada and the State Public Charter School Authority (SPCSA)
- Section 619 of IDEA authorizes additional preschool formula grants if the state provide a Free Appropriate Public Education (FAPE) for students ages 3-5 in the state
- Part B is found in federal law 20 U.S.C. Chapter 33, Sub-chapter II
- Office of Special Education and Rehabilitative Services (OSERS) which is part of the Department of Education.

Part C

- An infant or toddler under the age of 3 may be determined eligible for EI services with a 25% delay in two (2) areas of development or 50% delay in one (1) area of development in the following areas:
 - Communication,
 - Cognitive development,
 - Physical (including vision and hearing),
 - Adaptive skills,
 - Social Emotional
- OR
- Physical or mental diagnosed condition with a high probability of a delay or Informed Clinical Opinion

Part B

- A pupil under the age of 6 may be identified with a developmental delay (DD) if the eligibility team concludes that the pupil has a DD and, by reason thereof, needs special education and related services and that the pupil demonstrates a delay of at least: Two (2) standard deviations in one or at least one (1) standard deviation in two (2) or more of the following areas:
 - Receptive or expressive language
 - Cognitive abilities
 - Gross or fine motor function
 - Self-help
 - Social or emotional condition
- A student can also qualify under one of the other 12 categories that are recognized by the state of Nevada

Part C

- Must obtain parent consent prior to an evaluation being conducted
- A timely, comprehensive, multidisciplinary evaluation that assesses the unique strengths and needs of the infant or toddler
- A family-directed assessment of resources, priorities and concerns should be identified during the evaluation process
- Review of pertinent medical records
- Observation of the child

Part B

- Individualized Education Plan Team which consists of parent, LEA representative, general education teacher, special education teacher, psychologist and other related service providers must review existing evaluation data, including evaluations and information provided by parents
- Based on review and input by family, the team determines what additional data is needed to determine if the child is a child with a disability and in need of special education and related services.

Individualized Family Service Plan

An IFSP must include:

Statement of child's present levels of development in 5 domains

- Communication,
- Cognitive development,
- Physical (including vision and hearing),
- Adaptive skills,
- Social Emotional.

- Statement of major outcomes expected to be achieved by the **child and family**.
- Statement of specific early intervention services and supports to meet the unique needs of the **child and family**.
- Statement of child's present levels of development in 5 domains.
- Statement of major outcomes expected to be achieved by the **child and family**.
- Statement of specific early intervention services and supports to meet the unique needs of the **child and family**.
- The criteria, procedures, and times used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary.
- Parent signature on the IFSP means informed written consent is given for the services listed in the IFSP.

What is an IEP?



Individualized Education Plan

An annual written plan designed to meet the unique and individual education needs to each child:

- An IEP Team includes school district representative, general education teacher, special education teacher, an individual who can interpret evaluation results, and the parents of the child
- An IEP must be reviewed annually
- An IEP must include:
 - Present levels of Educational Performance including how the child's disability affects the child's involvement and progress in the general education curriculum
 - Current Assessment results
 - Annual goals: educational and functional goals that the child can reasonably accomplish in a year
 - Special Education and related services: services with dates, time and duration provided to the student. The IEP will also include needed supplementary aids and services, adaptations, or support for the child

Part C Transition Requirements

- Part C of IDEA requires that children and their families participating in early intervention programs who are potentially eligible for the IDEA preschool program, experience a smooth and effective transition to those preschool programs
- In order for a smooth and effective transition to occur, Part C programs must include transition steps in the child's IFSP
- Part C must notify the LEA and the SEA if the child is potentially eligible for Part B services no less than 90 days prior to the child's third birthday
- With parent consent, Part C holds a transition conference no less than 90 days before the child's third birthday
- The LEA must be invited and is required to participate in the transition planning conference to discuss the child's transition

Part B Transition Requirements

- LEAs are required to be invited and attend the transition conference to discuss a smooth and effective transition of services for a child who is receiving service under Part C and who potentially may be eligible for Part B services
- Once the referral is received from Part C, the LEA must provide the parents with a copy of the procedural safeguards
- If the LEA suspects that the child may have a disability, the LEA must request parent consent to conduct and initial evaluation to determine the child's eligibility
- If parental consent is provided, an LEA evaluates and determines if the child meets eligibility criteria for special education services under Part B
- If the child is found eligible, the LEA must develop and implement an Individualized Education Plan (IEP) by the child's third birthday

Questions



Contact Information



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**Email is the best way to contact

Resources



- Early Childhood Technical Assistance Center: Provide guidance and Technical Assistance for Part B and Part C

[ECTA Center: Part B, Section 619 of IDEA](#)

- 2023 Early Childhood Transition Questions and Answers

[2023 Early Childhood Transition Questions and Answers - Individuals with Disabilities Education Act](#)

- 2023 Letter to Nix on Early Childhood Transition Requirement

[POLICY LETTER: March 17, 2023, to Nix - Individuals with Disabilities Education Act](#)