

Age 3 to Age 6

Child Find/School Districts/Special Education, Individualized Education Program (IEP)



Ready, Set, Know

RESOURCES

Ages Three to Six



NAVIGATING YOUR WAY

The following resources are described in *Navigating Your Way, Ages Three to Six*, is the first in a series of videos that provides a bird's eye view of services, supports and resources for every stage of life. Visit informingfamilies.org/3-6 to watch the video.



SERVICES

Developmental Disabilities Administration (DDA)

Case management and supportive services for children and adults with Intellectual/Developmental Disabilities in Washington State. Children enrolled in ESIT are also eligible for DDA up to age 4, when eligibility must be renewed. Learn more at dshs.wa.gov/dda.

HEALTH CARE

WithinReach

Helps families across Washington State navigate complex health and social service systems and connect with the resources – food assistance, health insurance, childhood screenings and more – they need to be healthy and safe. Call the Help Me Grow Washington Hotline at 1-800-322-2588 or visit parenthelp123.org to get connected.

Early Periodic Screening, Diagnosis, and Treatment (EPSDT)

EPSDT is an important benefit for children who are eligible for Apple Health. With EPSDT, children can get a regular check up and treatment for medical issues found during an exam up to age 21. Call 1-800-562-3022 and ask about EPSDT services.

FINANCIAL ASSISTANCE

If your family is low income and in need of financial assistance, contact the Social Security Administration to find out if your child qualifies for Supplemental Security Income (SSI). Call 1-800-772-1213, or visit ssa.gov.

SUPPORT & ADVOCACY

Office of Education Omuds (OEO) resolves complaints, disputes, and problems between families and public schools. Call 1-866-297-2597 or visit oeo.wa.gov for assistance.

Parent to Parent (P2P) provides emotional support and information to families of children with special health care needs or other disabilities. Find a P2P program near you at arcwa.org/parent-to-parent.

Arc chapters provide information, referral and advocacy. Find chapter near you at arcwa.org.

Partnerships for Action, Voices for Empowerment (PAVE) provides information, training and support to families. Learn more at wapave.org.

Sibshops provide peer support from other siblings in a recreational setting. Learn more at siblingsupport.org.

HELPFUL IDEAS AND PLANNING

The Family Community Connections Guidebook

Tips and worksheets for identifying people, places and ideas to help broaden your family member's social circle and community connections. Available in English and Spanish. Download a free copy at informingfamilies.org/publications.

My Life Plan

Free online planning tool for every stage of life. Visit

SCHOOL DISTRICTS & CHILD FIND SPECIAL EDUCATION AGES 3-21

Each Island County School District provides evaluation and services for children beginning at **age three**.
If a delay is suspected in any of the five areas:

- Cognition,
- Communication
- Fine Motor Skills
- Gross Motor Skills and/or
- Social Emotional

The school district will provide an interdisciplinary evaluation. Eligible children will be provided a program with an Individualized Education Plan (IEP).

Oak Harbor School District (360)279-5073

Coupeville School District (360)678-2420

South Whidbey School District (360)221-6808 xt 2206

Stanwood/Camano Island School District (360)629-1236

South Whidbey School District Resource: Readiness to Learn Foundation (360)221-6198 xt 4602

To qualify for an IEP under the IDEA, a student meets criteria in one of 14 disability categories

Autism	Deaf-blindness	Deafness
Emotional Disturbance	Hearing Impairment	Intellectual Disability
Multiple Disabilities	Orthopedic Impairment	Other Health Impairment
Specific Learning Disability	Speech / Language Impairment	Traumatic Brain Injury
Visual Impairment/Blindness	Developmental Delay (ages 0-8)	

INDIVIDUAL EDUCATION PROGRAM (IEP) SPECIAL EDUCATION AGES 3-21 YEARS OLD

An IEP lays out the special education instruction, supports, and services a student needs to thrive in school. IEPs are part of PreK–12 public education. An IEP is a legal document and students are entitled to receive all of the services outlined in the IEP. An IEP should be tailored to a child and his or her educational needs, and it can include creative strategies for delivering services. Approximately 143,000 eligible students in Washington State receive special education and related services. The Office of Superintendent of Public Instruction (OSPI) fulfills the requirements of the federal Individuals with Disabilities Education Act (IDEA), which ensures all children with disabilities have access to a free appropriate public education. Check our section on Child Find to find your local school district contact information. <https://www.k12.wa.us/student-success/special-education>

Category of developmental delay can qualify a child for free, family-focused services to age 3 and school-based, IEP services through age 8.

What's Next when Early Childhood Services End at Age 3?

Services for families with infants and very young children include family-focused, home-based support. Families are served with an Individualized Family Service Plan (IFSP). An IFSP ends when the child turns 3.

A child who qualifies for an Individualized Education Program (IEP) receives those services at school. Not all children who qualified for an IFSP will qualify for an IEP. An IEP is for children ages 3-21, or until high-school graduation.



Families may transition from getting in-home help for their child with special needs to participating as members of an IEP team. This can feel like a big change. The information in this article can empower parents.

Transition planning starts at least half a year before the child's third birthday.

Providers, teachers, school administrators and the family start thinking and collaborating early about what the child might need to do well.

Read on to learn what parents need to know when a young child with special needs makes the transition from Birth-3 services into preschool or another program.

A parent-support agency called Informing Families provides a 12-minute video to guide parents through the early-learning transition process.

<https://wapave.org/whats-next-when-early-childhood-services-end-at-age-3/>

***Your child may qualify for diapers and other continent supplies if your child has a developmental disability and Medicaid. Talk to your child's doctor about a prescription.

What 8 Components are in an IEP?

Annual Goals. ...	Related Services. ...
Benchmarks or Short-Term Objectives. ...	Supplementary Aids and Services. ...
Measuring and Reporting Progress. ...	Program Modifications for School Personnel. ...
Special Education. ...	Extent of Nonparticipation

In 2020–21, the number of students ages 3–21 who received special education services under the Individuals with Disabilities Education Act (IDEA) was 7.2 million, or 15 percent of all public school students. Among students receiving special education services, the most common category of disability was specific learning disabilities (33 percent).

The Short & Sweet IEP Overview

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. That's why the process of developing this vital document is of great interest and importance to educators, administrators, and families alike. Here's a crash course on the IEP.

What's the IEP's purpose?

The IEP has two general purposes:

- to set reasonable learning goals for a child, and
to state the services that the school district will provide for the child.

When is the IEP developed?

An IEP meeting must be held **within 30 calendar days** after it is determined, through a full and individual evaluation, that a child has one of the disabilities listed in IDEA and needs special education and related services. A child's IEP must also be reviewed at least annually thereafter to determine whether the annual goals are being achieved and must be revised as appropriate.

What's in an IEP?

Each child's IEP must contain specific information, as listed within IDEA, our nation's special education law. This includes (but is not limited to):

- the child's **present levels of academic achievement and functional performance**, describing how the child is currently doing in school and how the child's disability affects his or her involvement and progress in the general curriculum
- annual **goals** for the child, meaning what parents and the school team think he or she can reasonably accomplish in a year
- the **special education and related services** to be provided to the child, including supplementary aids and services (such as a communication device) and changes to the program or supports for school personnel
- how much of the school day the child will be educated separately from nondisabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs
- how (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs
- when services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last
- how school personnel will measure the child's progress toward the annual goals.

The Big Picture

Before diving into the specifics of what must be included in an IEP, it's important to consider the “Big Picture” of the IEP—its purposes, how it serves as a blueprint for the child's special education and related services under IDEA, and the scope of activities and settings it covers.

The IEP has two general purposes: (1) to establish measurable annual goals for the child; and (2) to state the special education and related services and supplementary aids and services that the public agency will provide to, or on behalf of, the child. When constructing an appropriate educational program for a child with a disability, the IEP team broadly considers the child's involvement and participation in three main areas of school life:

- the general education curriculum,
- extracurricular activities, and
- nonacademic activities.

By **general education curriculum**, we mean the subject matter provided to children without disabilities and the associated skills they are expected to develop and apply. Examples include math, science, history, and language arts.

When we talk about **extracurricular activities and nonacademic activities**, we're referring to school activities that fall outside the realm of the general curriculum. These are usually voluntary and tend to be more social than academic. They typically involve others of the same age and may be organized and guided by teachers or other school personnel. Examples: yearbook, school newspaper, school sports, school clubs, lunch, recess, band, pep rallies, assemblies, field trips, after-school programs, recreational clubs.

The IEP can be understood as the blueprint, or plan, for the special education experience of a child with a disability across these school environments.

Who Develops the IEP?

The IEP is developed by a team of school personnel and the child's parents. This team meets at least once a year and more often, if necessary.

Team members work together to craft an education that will address the child's individual needs and enable the child to participate in general education and school activities, learning alongside his or her nondisabled peers to the maximum extent appropriate. The IEP team then puts its crafted plan down in writing—resulting in the IEP that will guide the delivery of the child's special education and related services.

If you'd like to read more in depth about the IEP team, please visit our pages on the subject, beginning at: <https://www.parentcenterhub.org/iep-team/>

What an IEP Must Contain

When the members of a child's IEP team sit down together and consider how the child will be involved in and participate in school life, they must be sure that the resulting IEP contains the specific information required by IDEA, our nation's special education law. Here's a brief list of what IDEA requires:

A statement of the child's **present levels of academic achievement and functional performance**, including how the child's disability affects his or her involvement and progress in the general education curriculum;

A statement of measurable **annual goals**, including academic and functional goals;

A description of how the **child's progress** toward meeting the annual goals will be measured, and when periodic progress reports will be provided;

A statement of the **special education and related services** and **supplementary aids and services** to be provided to the child, or on behalf of the child;

A statement of the **program modifications or supports for school personnel** that will be provided to enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children;

An explanation of the **extent, if any, to which the child will not participate with nondisabled children** in the regular class and in extracurricular and nonacademic activities;

A statement of any **individual accommodations** that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments;

(Note: If the IEP team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, the IEP must include a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child; and

The **projected date** for the beginning of the services and modifications, and the anticipated **frequency, location, and duration** of those services and modifications

RESOURCES/ADVOCACY/SUPPORT

Office of Education Ombuds (OEO)

Resolves complaints, disputes, and problems between families and public schools (866)297-2597

WA PAVE (800)5PARENT

Provides information, training and support to families. www.wapave.org

DEVELOPMENTAL DISABILITY ADMINISTRATION (DDA)

(Formally DDD)

A division of DSHS. Assists individuals with developmental disabilities and their families to obtain services and supports based on individual preference, capabilities and needs. Services are based on DDA guidelines and available funding. DSHS Statewide Disability Support (800)491-5266 www.dshs.wa.gov/disability-support

Island County - Region 2

Oak Harbor (360)544-6543 www.dshs.wa.gov/dda

Island County Region 2: Eligibility and Intake: (425)977-6520

General Questions for Region 2 (360)544-6539

To request a DDA Application Packet in English or Spanish, contact Island County Parent to Parent (360)632-7539 call/text t.wheeler-thompson@islandcountywa.gov

ISLAND COUNTY DEVELOPMENTAL DISABILITY

Coordinates, funds, and manages local services for children from birth to three and for adults 21 and over who have developmental disabilities. We work actively with families, schools, the business community, as well as local, state, and federal governments to facilitate full contribution for all citizens who experience developmental disabilities. Our underlying belief is that all individuals with developmental disabilities have the skills, interests, and talents to enhance their community and have a responsibility to do so. We also know that employment is a powerful way to contribute both to the larger community as well as to continue to grow and learn. To contact the coordinator for Island County Developmental Disabilities please call or e-mail Mike Etzell at (360) 678-7883 or MikeEt@islandcountywa.gov

SUPPLEMENTAL SECURITY INCOME (SSI)

<https://www.ssa.gov/benefits/ssi/> (800)722-1213

The program provides monthly payments to adults and children with a disability or blindness who have income and resources below specific financial limits. SSI payments are also made to people age 65 and older without disabilities who meet the financial qualifications. You may be eligible to receive SSI monthly payments even if you are already receiving Social Security Disability Insurance or retirement benefits.

FAMILY SUPPORT & RESOURCES

Island County Parent to Parent: Tiffany Wheeler-Thompson, Coordinator
call/text (360)632-7539 Email: t.wheeler-thompson@islandcountywa.gov



Island County Parent to Parent provides support and resources to families that care for a child/adult with disabilities and/or special healthcare needs.

<https://www.islandcountywa.gov/Humanservices/Pages/Parent-to-Parent.aspx>

Parent to Parent Services No Cost Services:

- Support
- Resources
- Newsletters
- Support Meetings
- Educational Workshops
- Social/Recreational Events
- Presentations in our Community

You are not alone. Reach out anytime. Parent to Parent is here to help you. All events are All Ages, All Abilities unless otherwise stated. Events and activities are subject to cancellation/rescheduling. Always check our Facebook Page for up-to-date info, especially if an event is outdoors
CHECK OUR WEBSITE FOR ISLAND COUNTY DISABILITY RESOURCE GUIDES

Resources at your fingertips. Check out Island County Parent to Parent website.

<https://www.islandcountywa.gov/Humanservices/Pages/Parent-to-Parent.aspx>

Our Facebook Page has tips, tools, information, resources, up to date details on events, etc.

<https://www.facebook.com/islandcountyparent2parent>

- Island County Disability Resource Guide English & Spanish
- Island County Autism Spectrum Disorder Resource Guide English & Spanish
Island County Autism Resources for Families website in English and Spanish www.pilotace.org
- Island County Behavioral Health Resource Guide
- Island County Transition School Age to Adulthood Guide

Playscape (360)321-1484

Playscape is a facilitated, drop-in play and learn program that welcomes extended families, including grandparents, aunts, uncles, friends, and caregivers. It's an early childhood enriched classroom play space where children five and younger, along with their adult caregivers, meet other children and adults. At Playscape, families engage together in activities that stimulate healthy development and create opportunities for growth and discover. Drop-in (come when you can) Fun!



Early Childhood Transition

The Role of the Developmental Disabilities Administration for Ages Birth to Three and Beyond



If your family member is enrolled in Early Support for Infants and Toddlers (ESIT), the Developmental Disabilities Administration (DDA) plays an important role in their early intervention services and beyond.

When your child is enrolled in ESIT, they may be DDA eligible up until age 4, when an application must be made to re-apply. In fact, the specialized therapies and educational services your child and family receives with the help of your Family Resources Coordinator (FRC) are paid, in part, through DDA funds.

Becoming DDA eligible allows your 0-3 provider to access DDA funding for your family member's services.

Even if you have private insurance, funding through DDA is part of the publicly funded services provided by most early intervention providers. For some children with medically intensive needs, additional services may also be available such as in-home nursing services.

What to expect before your child turns 4:

- ▶ Six months before your child's 4th birthday you will receive notice that their eligibility will expire at age four. Call the number provided on the notice to request a reapplication packet and to get information about the process.
- ▶ Once your family member's completed DDA application is received, you will receive a letter called a Planned Action Notice (PAN). The PAN notifies you of DDA's decision, the rules that were used to make that decision, and the appeal process if you disagree with the decision. If your child continues to be eligible, the PAN will have information about how to contact DDA to request services. Please call the number listed on the letter or visit dshs.wa.gov/dda/service-and-information-request to submit the request on-line.
- ▶ Timing is important! Be sure to request a reapplication packet far enough in advance to allow DDA time to complete your child's reapplication!

Eligibility Criteria
for children birth-3
DDA = ESIT

Did You Know?
In Washington State, eligibility criteria for DDA and the Early Support for Infants and Toddlers (ESIT) program are the same for children ages birth to three.

Why Re-Apply to DDA at Age 4?

- ⊗ Some children get DDA services right away. No waiting.
- ⊗ DDA clients receive useful information even if they are not enrolled in paid services.
- ⊗ DDA eligibility may open doors to other programs, such as the DD Endowment Trust Fund.
- ⊗ Even if your family member does not need DDA services, being a client of DDA saves time in the event circumstances change and your child needs more support than you can provide.
- ⊗ By becoming eligible and requesting services, you help give the state a clearer picture of needs so that it can plan for services and funding.

DDA Services Include:

- Respite
- Personal Care
- OT/PT/Speech & Hearing
- Home & Vehicle Modifications
- Skilled nursing
- Short-term Emergency Services
- Supported employment and in-home support (for adults)