



The Starting Line

A Newsletter of the Infant Toddler Early Intervention Training Program

Summer • 2004

Volume 6 • Number 6

Early Intervention Training News

Great Ideas Column

Transition From Early Intervention

Dear Family Resources Coordinators,

Transition is a critical and sensitive time for families and their children. It is also an area of Part C implementation that is highly emphasized by the Office of Special Education Programs. The intent of the regulations are that transition at any time to special education services or other community programs is a smooth and planned process for the child and family. As you are probably aware, the regulations for Part C and for Part B align the process of transition from early intervention to preschool special education.

The Washington State Federally Approved Plan for Early Intervention, IV-22 and WAC 392-172-176 both contain language indicating that each school district will participate in transition planning conferences arranged by the designated lead agency for Part C. Both require the transition meeting to occur at least 90 days before the child's third birthday. The 90-day timeline allows for this meeting to occur before districts' summer breaks, so that children whose birthdays are in summer or early September will be able have IEPs in place by their third birthday, as indicated in this WAC.

In addition, the Part C regulations require that transition planning begin with the family at least six months before the child's third birthday. Most FRCs begin discussing transition early in their relationship with the family. It is also important to remember to include other community members and programs when planning for transition. This may include CSHCN, DDD, Head Start and other case managers. The strength of early relationships, along with timely information for the family and timely referral to the school district and other programs will go a long way to ensuring smooth transitions.

Thank you again for all your hard work on behalf of children with disabilities and developmental delays and their families.

Sincerely,

Sandy Loerch Morris, Program Director
Infant Toddler Early Intervention Program

TRANSITIONS MYTHS AND REALITIES

Adapted by Meg Voedisch and Leslie Keller from a document developed by Snohomish County Interagency Coordinating Council Transition Training Team.

1. Can a school district decide a date in the spring after which they will not implement the IEP of a transitioning three year old?

Children become eligible for Part B services and are no longer eligible for Part C services on the child's third birthday. School districts are responsible for having an IEP in place by the child's third birthday. Sending agencies and receiving agencies should work closely together to project and plan for the transitioning of children turning three during the spring and summer months to ensure that an IEP is in place by the child's third birthday. The IEP may state a date later than the third birthday when services will begin with agreement from the team which includes the family.

2. Are the birth to three providers responsible for completing the eligibility evaluations for children turning three?

The Lead Educational Agency is responsible for determining the eligibility of children transitioning from Part C into school district programming. Through the interagency agreement process the sending and receiving agencies can determine at the local level how best to ensure that the transition from one service delivery system to another occurs as smoothly as possible for the child and family. Or during an individual child and family's transition planning meeting the sending and receiving agency with input from the family can discuss and decide who will conduct eligibility evaluations. With the permission of the family, this may include sharing of recent information to assist in determining eligibility.

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The Starting Line Online www.esd112.org/spec_st_svcs/index.html

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TRANSITIONS MYTHS AND REALITIES *continued from front page*

3. If a child is turning three over the summer can the IEP wait to be completed in the fall?

No. Transition planning occurs with families at least six months prior to a child's third birthday. This allows for ample time to plan for the various activities to provide for a smooth transition for the child and families. Sending agencies and receiving agencies should work closely together to project and plan for the transitioning of children turning three during the summer to ensure that the IEP is in place by the child's third birthday.

4. If a child is referred to an FRC a month before their third birthday is the school district still required to implement the IEP on the third birthday? Is the FRC required to implement an IFSP?

It would be important for the FRC to work closely with the family to refer this child to the Lead Educational Agency as soon as possible and begin the processes and procedures that would allow this child to begin receiving services through the school district. The timelines for Part B referral are longer than those in Part C. Any child and family eligible for early intervention services under Part C is entitled to an IFSP to be developed with the family. The family may choose to proceed only with the school district process, but this needs to be well documented.

5. Must a school district provide the level of services to the child that are recommended by the Birth to Three providers?

The family and the district determine, through their process of developing a child's Individual Education Plan (IEP), what the appropriate services, schedule and placement will be. Information and recommendations from the previous providers should contribute to these decisions.

6. If a parent does not want their child to receive services from the school district is the Birth to Three provider still required to refer the child and meet transition timelines and requirements?

Transition planning according to timelines is provided for all children turning three. Through this planning process the family is assisted in the move to the next service provider or community based services

as appropriate and according to the family's wishes and needs. Prior to making a referral of a child and family to any other service provider it is always necessary to have the parent sign a consent form giving permission for the referral to occur. The family may decide to decline referral to further services.

7. If a child is already enrolled in a Birth to Three program does the parent have to give written permission for evaluations used to determine eligibility at age three?

As part of explaining rights to parents, the Lead Educational Agency is responsible for getting written permission to conduct evaluations.

8. Can the transition planning meeting that needs to occur at least 90 days prior to a child's third birthday be the same meeting used to develop the IEP?

The transition planning meeting should include information about the child's individual progress and needs. Transition meetings can occur concurrently with an IFSP or IFSP review meeting. If the child has already been determined to be eligible for services at the time of the transition meeting it may be appropriate to develop an IEP at that time.

9. Is it necessary to have a transition meeting if the child is not going to qualify for Part B services?

Part C requires that transition planning occur with all families at age three. This includes families with children transitioning to a community based program or who will no longer be receiving any other specialized services. A transition meeting may be a helpful part of this planning process if the family desires one.

10. Are the eligibility requirements for Part B/school district services the same as for Part C/early intervention services?

Part C and Part B have different eligibility requirements. Part C eligibility requirements can be found in Section IV-2 of Washington State's Application for Federal Part C funds under IDEA (website). Part B eligibility requirements are found as part of State WAC. 392-172-176.

Transition to Preschool

Karen Walker, OSPI/Early Childhood Special Education

The public schools have an important role in the preschool transition planning process. It is described in Washington's Special Education **Regulations WAC 392-172-176 Transition to preschool program**. The WAC specifies the following:

- School districts are to have policies and procedures in place to assist in the transition process;
- Students who participated in early intervention and who will now participate in preschool programs will experience a smooth and effective transition;
- Transition to preschool programs must be consistent with the transition requirements found in IDEA, Part C and reflected in Washington's Application for Federal Assistance, Early Intervention Services;
- Each school district will participate in transition planning conferences arranged by the designated local lead agency's Family Resources Coordinator (FRC);
- A transition planning conference will be convened by the FRC at least ninety days or up to six months prior to the student's third birthday;
- By the third birthday of an eligible special education preschool student, an Individualized Education Program (IEP) will be developed and implemented.

(continued on page 3)

Anticipating and Planning for Transitioning Three Year Old Children and Their Families within Early Head Start and Head Start

By Julianne Crevatin, Team Administrator Head Start/Child Care Region X, ACF

Although Early Head Start has been in existence for over six years and Head Start for almost 40 years questions continue to be raised from programs and community partners regarding transition of three year old children with disabilities. Since children and families often experience transitions from one program option to another throughout their participation in Early Head Start and Head Start transition planning has become an “ongoing” process that is integrated into the family partnership plans. Transition planning is a complex process that needs to be individualized for each child, family, program and community.

In the Head Start Performance Standards we read: 45CFR 1304.41©(2) *To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must be taken for each child and family at least six months prior to the child's third birthday.* For children with Special Needs transition planning is even more critical.

Early Head Start programs offer families of young children with disabilities or developmental delays a natural and inclusive environment. Services are available to those infants and toddlers with disabilities and their families as a result of Part C, the federally funded Early Intervention Program of the Individuals with Disabilities Education Act administered at the State level.

To assist in transitioning these children on to pre-school, EHS programs must begin working with the pre-school Head Start programs, Part C agency, Local Educational Agency(LEA) and other community programs to assure a timely and smooth process. This must be done in full partnership with the parents.

Children with disabilities are eligible for preschool Head Start services on their third birthday as this is the eligibility timeframe established by the LEA.

Early Head Start and Head Start must plan for the transition of children with disabilities and have policies and procedures that support these efforts. These clear policies include the age at which children with disabilities must transition from EHS and at what age children with disabilities are eligible for Head Start. Head Start programs must be prepared to respond to the needs of three year old children with disabilities and their families. Staff must be appropriately trained, supported and supervised.

Head Start and Early Head Start programs have had a long tradition of serving children with disabilities and their families in inclusive settings. Partnering with Part C and Part B providers is an important part to ensure that children with disabilities and their families are receiving comprehensive services to meet their individual needs.

Other Performance Standards that are applicable include: Title 45, Code of Federal Regulations

- 1305.7© When a child moves from a program serving infants and toddlers to a Head Start program serving children age three and older, the family income must be re-verified. If one agency operates both an Early Head Start and a Head Start program, and the parents wish to enroll their child who has been enrolled in the agency's Early Head Start program, the agency must ensure, whenever possible, that the child receives Head Start services until enrolled in school.
- 1304.41©(1) Grantee and delegate agencies must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into Early Head Start or Head Start and from Head Start into elementary school, a Title 1 of the Elementary and Secondary Education preschool program, or other child care settings.

TRANSITION TO PRESCHOOL (continued from page 2)

For the child who turns three years of age during the summer months, effective transition planning can be especially challenging. In order to meet this challenge, the school district must develop with the family an evaluation/assessment plan and timeline that will result in an IEP being in place on the child's third birthday, **WAC 392-172-030 Students' right to special education programs** makes it clear that an eligible preschooler's right to special education “commences on their third birthday with an individualized education program (IEP) in effect by that date. If an eligible student's third birthday occurs during the summer the students individualized education program team shall determine the date when services under the individualized education program will begin” (i.e. by the next school year).

In order for families to experience a smooth and effective transition from early intervention to a special education preschool program, they must be involved every step of the way. With the family's permission, school districts should be involved in the transition planning process beginning with the transition planning conference.

For more information about school district involvement in transition planning, contact Karen Walker at the Office of the Superintendent of Public Instruction at (360) 725-6078 or at kwalker@ospi.wednet.edu.

FAMILY RESOURCES COORDINATOR TRAINING

BASIC FRC TRAINING

This three day training is to serve as the initial orientation and training for FRCs required for initial state registration. Participants will gain knowledge and understanding of the early intervention program requirements of FRCs and skills in facilitating the development of an IFSP.

Fall 2004

October 19, 2004 - 8:30 a.m. - 3:30 p.m.

"Welcome and Overview of Early Intervention in Washington"

November 2, 2004 - 8:30 a.m. - 3:30 p.m.

"The Role of FRCs and IFSPs"

November 3, 2004 - 8:30 a.m. - 3:30 p.m.

"Developing IFSPs"

Cost: \$30

Register by April 13, 2005

April 26, 2005 - 8:30 a.m. - 3:30 p.m.

"Welcome and Overview of Early Intervention in Washington"

May 16, 2005 - 8:30 a.m. - 3:30 p.m.

"The Role of FRCs and IFSPs"

May 17, 2005 - 8:30 a.m. - 3:30 p.m.

"Developing IFSPs"

Cost: \$30

Register by April 13, 2005

Training will take place at nine ESDs across the state for each of the above dates. Clock Hours and University Credit available.

YEAR 2 FRC TRAINING

Year 2 Training is for FRCs who completed Basic Training between October 1, 2003, and September 30, 2004, and who are registered as an FRC. FRCs in this category **MUST** complete the Year 2 Training in order to maintain state registration. In addition, **Year 2 FRCs must** also complete **six** contact hours of continuing education training.

February 4, 2005 • 8:30 a.m. - 3:30 p.m. • Fee \$15
Clock Hours available. Training will take place at nine ESDs across the state. Register by January 21, 2005

Map of ESDs and FRC Training Registration form are on page 7.

May 4, 2005 • 8:30 a.m. - 3:30 p.m. Preconference, Infant Toddler, Early Childhood Conference • Clock Hours available • Meydenbauer Center, Bellevue, WA • Register through Tracy Ulrich, Conference Coordinator 360-629-8181 or email: tracy@tgi.net

Leadership and the Family Resources Coordinator: Exploring the Role (required year 2 FRCs)

The Family Resources Coordinator plays a critical leadership role in the appropriate delivery of services to children under Part C of the IDEA. From coordinating services for specific children and families to facilitating communication and collaboration with service providers, the FRC has many opportunities to influence the effective delivery of these programs. This seminar will explore three essential elements of this role: Communication, Collaboration and Conflict Management, and the skills essential to each. Greg Abell, Sound Options Group, L.L.C.

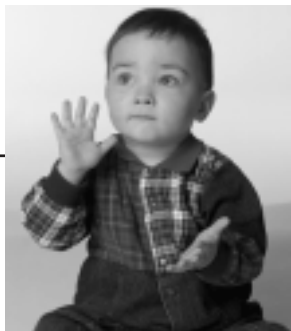
YEAR 3 FRC TRAINING

FRCs who have completed both the Basic FRC and Year 2 Training, and have provided FRC services for at least two years, choose continuing education training to meet the requirement for a minimum of 12 contract hours per year in order to maintain state registration as a FRC. Included in this newsletter is an extensive list of training opportunities throughout the state that will meet the requirements for Year 3 and Beyond continuing education and training. In addition, a form is included for reporting hours.

NOTE: If you have taken FRC training, but are not registered with ITEIP, please call Carol Hall, ESD 112, 360-750-7500 or Kathryn Grant-Davis, ITEIP Program Liaison, 360-902-8493.



Trainings and Events



ASA'S 35TH NATIONAL CONFERENCE & EXPOSITION ON AUTISM SPECTRUM DISORDERS "SOARING TO NEW HEIGHTS"

July 7-10, 2004 • Seattle, WA
WA State Convention & Trade Center
Registration online www.autism-society.org
For more information (440) 446.9483, ext. 10

SIGN LANGUAGE & ART FOR CHILDREN AGES 3 TO 6 AND THEIR PARENTS

Wednesday nights, July 7 - July 28, 2004
6:30 - 7:15 p.m. • Hearing Speech & Deafness Center, 1625 19th Avenue (at Madison) Seattle, WA 98122
Presenter: Randy Bessner, based on art activities • Fee: \$50 for one child and his/her parent, \$20 for each additional child or parent • Contact: Judy Durfee at 206-323-5770 voice, email: Karen Christ at education@hsrc.org

TURNING TROUBLE INTO TEACHING: AN INSTRUCTIONAL APPROACH TO CHANGING BEHAVIOR PROBLEMS

July 10, 2004 • 9 a.m. - 4 p.m. • University of Washington
Instructor: Dr. Rick Neel, Professor, College of Education and Director, UW Experimental Education Unit

SOCIAL BEGINNINGS FACILITATOR TRAINING

July 12-13, 2004 • Yakima, WA
Two day training will be led by Jan Faulk and is open to educators who are interested in teaching the Social Beginnings program to child care providers and parents. Fee: \$95 (includes tote bag, Facilitator's Guide & 2 sets of seven Partnership Booklets) Registration Information: Sue Anderson 1-800-323-2433, suea@chef.org • www.chef.org/programs/social.php

COMBINED SUMMER INSTITUTE WITH A FOCUS ON EDUCATING: AUTISM, VISUALLY IMPAIRED, DEAF/HARD OF HEARING, EARLY CHILDHOOD, SIGNIFICANT DISABILITIES

July 12-16, 2004 • Yakima Convention Center
Fees: On or before June 25, \$225, after June 25, \$255. For parents, before June 25, \$120, after June 25, \$150 (includes five breakfasts, and four lunches, dinner is on your own)
Scholarships available through ARC of Washington. Clock Hours/Credits: SPU credits available, pending approval, 31 clock hours through North Central ESD 171
Registration: Information available on-line www.k12.wa.us/SpecialEd/profdev.aspx. Mail registration form and payment/PO to North Central ESD 171, 640 Mission, Wenatchee, WA 98801, Attn: Laurie Bayless

BRAIN MATTERS

July 12-14, 2004 8:00 a.m. - 4:00 p.m.
Location: ESD 113, 601 McPhee Road SW, Olympia, WA
Presenter: Cathy Gangstad, Private Consultant for the Learning Consortium
Fee: \$180 payable to ESD 113, Fee \$17.50, paid to instructor at time of class.
Credit Hours \$70 for 2 SPU credits; \$45 for 20 clock hours
Contact: Information on website at www.esd113.k12.wa.us, click on course offerings or call 360-586-2945

BRAIN GAMES

July 29, 2004 • 8 a.m.-3 p.m., July 30, 2004 • 8-11 a.m.
Location: ESD 113, 601 McPhee Road SW, Olympia, WA
Presenter: Cathy Gangstad, Private Consultant for the Learning Consortium
Fee: \$90 payable to ESD113, \$15 materials fee paid to instructor at time of class; Credit Hour \$35 for 1SPU credit; \$25 for 10 clock hours
Contact: Information on website at www.esd113.k12.wa.us, click on course offerings or call 360-586-2945

SENSORY PROCESSING COURSE

July 24, 2004, also offered, **October 2, 2004**
Location: Good Samaritan Hospital Children's Therapy Unit, Puyallup, WA • Fee: yes
Contact: Colleen Collins, 253-697-5225

TEACHING AND LEARNING IN PRESCHOOL

July 27-28, 2004 • 8:30 a.m. - 4:30 p.m. • Westwood Baptist Church, 333 Kaiser Rd NW, Olympia, WA
Presenters: Elizabeth Claire Venn, Preschool, Kindergarten & First Grade Literacy Coordinator, Monica Dacy Jahn, Reading Specialist • Fee: \$220 (includes breakfast and lunch, and copy of presenters' book) \$35 for 1 SPU credit, \$33 for 14 Clock Hours, 14 STARS hours available. Registration Information: Call Special Programs, ESD 114, 360-586-2945. Phone registrations will be taken accompanied by purchase order number.

AUTISM 101

July 29; August 26; September 23; October 28; November 18; December 16, 2004

7:00 - 8:30 pm • Central Washington Hospital • 1201 South Miller St., Wenatchee, WA 98801 • Conference Rooms D & E
Courses are 90 minute instructional sessions for parents of children recently diagnosed with Autism who wish to understand this disorder in greater depth. Childcare available upon request. Each session will be taught by a rotating faculty member from Children's Hospital and the CHDD and will allow time for families to ask questions.
This course is offered via Two-Way Interactive Video Technology, linking Central WA Hospital in Wenatchee, with the faculty members in Seattle. Contact: Christine Bakke, Administrative Assistant, Education Services, 509-664-3475 or email: erc@cwhs.com Pre-registration is required by Monday prior to each class
Cost: Free

TRAININGS: Continued from page 4

UW AUTISM CENTER SUMMER INSTITUTE

August 2-6, 2004 • Topics include an overview of autism, core and associated deficits, comprehensive evaluation of the syndrome, and detailed information about a variety of treatment approaches. • University of Washington Autism Center, Seattle, WA • Fee: Yes • Contact: mplummer@u.washington.edu

EVIDENCE-BASED INSTRUCTION FOR STRUGGLING WRITERS

August 7, 2004 • University of Washington
Instructor: Dr. Gary Troia, Assistant Professor, College of Education • For more information about this series of workshops, visit the web at www.extension.washington.edu/ext/special/brain or call 206-685-6514

ESD 112 REGIONAL AUTISM CONSULTING CADRE IN COLLABORATION WITH JOHN WHITEHEAD OF WHITEHEAD AND ASSOCIATES

August 9-13, 2004 • St. Andrews Lutheran Church, 5607 NE Gher Rd., Vancouver, WA • Presenter: John Whitehead • Fee: \$650
Contact: Monica Meyer, email: Monica@theinitiative.ws

IMPLEMENTING A RESEARCH BASED PRESCHOOL AUTISM PROGRAM: WRITING LEGALLY DEFENSIBLE IEPS

August 9-13, 2004 • 8:00 to 3:30 • Children's Village, 3801 Kern Road, Yakima, WA 98902 • Presenters: Dr. Gusty Lee Boulware and others from the University of WA
Teams are recommended: Preschool Teacher, Assistant, SLP, OT, Administrator, etc. Teams will work approximately 2 hours per day (Tue.-Fri.) with an autistic child implementing what has been learned. • Fee: \$545 for a team; **Purchase Orders required** (includes, written materials and resources, light breakfast, lunch, snacks) • Registration: Call Sylvia Cervantes, 509-575-2885 or email: sylviac@esd1105.wednet.edu

MOTHERS AND NEWBORNS EXPOSED TO DRUGS IN PREGNANCY: ASSESSMENT AND INTERVENTIONS

September 2, 2004 also offered **November 2, 2004**
Maternal assessment techniques, research on maternal/fetal effects, and treatment options • Deaconess Medical Center, Spokane, WA • Fee: yes
Contact: 1-800-442-8533, 509-474-7206

ASTHMA EDUCATOR INSTITUTE

September 22-24, 2004
Research, management, education, program development, networking and more • Tacoma, WA • Fee: yes
Contact: American Lung Association of Washington, 206-441-5100, ext. 21, email: sdavis@alaw.org

HOW TO ENSURE CULTURAL COMPETENCY THROUGH TRAINING STRATEGIES TO SUPPORT FAMILIES WITH CHILDREN WITH DISABILITIES

September 25, 2004 • 2:00 a.m. - 1: p.m.
Location: Safeco Jackson St. Center, 306 23rd Ave S, Seattle, WA 98144
Presenter: Ginger Kwan • Fee: TRAIN Subscribers & Trainers – No Fee; \$25 Non-Subscribers • Contact: Constant Hine for more information 206-364-4070, • Fax: 206-363-0184, email constanthine@washingtontrain.org or Vanessa Mack, (253) 854-2565, ext. 25, email: vanessa@waeyc.org.

CHILD PROFILE STATEWIDE ANNIVERSARY CONFERENCE

September 29, 2004 • Learn how CHILD Profile and other programs use health education, technology and collaboration to improve child health.
Sacred Heart Medical Center, Spokane, WA
Fee: Yes • Contact: Nicole Pender, 360-236-3483
email: www.childprofile.org

CHILD PROFILE STATEWIDE ANNIVERSARY CONFERENCE

September 30, 2004 • Learn how CHILD Profile and other programs use health education, technology and collaboration to improve child health.
Swedish Medical Center, Seattle, WA
Fee: Yes • Contact: Nicole Pender, 360-236-3483,
email: www.childprofile.org

SENSORY PROCESSING COURSE

October 2, 2004 • Good Samaritan Hospital
Contact: Colleen Collins, 253-697-5225

CARE OF THE PEDIATRIC RESPIRATORY PATIENT

October 21, 2004 • Pediatric assessment and management of common respiratory pathologies • Deaconess Children's Center, Spokane, WA
Fee: Yes • Contact 509-473-2085

FOURTH ANNUAL "FOCUS ON AUTISM" CONFERENCE

Friday and Saturday, October 8 - 9, 2004 • Along with the rise in the incidence of Autism, there has also been an increased understanding of this disability; strategies, methodologies. Diet and medicine are ways to enhance the lives of individuals with Autism. This conference offers information and tools to take back to the classroom, home and community.
8:00 a.m. Conference Registration 8:30 a.m. to 4:00 p.m.
Conference Speakers and Breakout Sessions
WSU Vancouver, 14204 NE Salmon Creek Ave. Vancouver, WA
Presenters: Autism Cadre • Fee: Early Registration \$75 one day, \$100 for both days • Registration After Sept. 15, \$90 one day, \$125 for both days
Contact: Sharon Green, 360-750-7500, ext. 242,
email: sharon.green@esd112.org

WASHINGTON AEYC

Pre-conference, **October 27, 2004** • Conference, **October 28 - 30** Spokane, WA • Thursday Keynote, Dr. Debra Sullivan, Friday Keynote, Bev Bos, • Saturday Keynote, Jan Faull
Brochures available at www.waeyc.org or call 253-854-2565, ext. 13 for more information.

FIVE & TEN YEAR FRCs

*Thank You
for your
dedication
and caring.*

ITEIP recognizes the following Family Resources Coordinators for their years of Service. Congratulations!

Five Years

ADAMS COUNTY

Melva Zavala

Adams County Health Dept., Ritzville, WA

KING COUNTY

Elaine Ford

Children's Therapy Center of Kent, Kent, WA

SAN JUAN COUNTY

Marilyn Karon
WA

San Juan County Health & Community Service, Friday Harbor, WA

SNOHOMISH COUNTY

Melissa Barrett
DiAnne Grieser
Kathleen Wartelle

Cascade Children's Therapy, Mill Creek, WA
Providence Hospital Children's Center, Everett, WA
Little Red School House, Everett, WA

Ten Years

KITSAP COUNTY

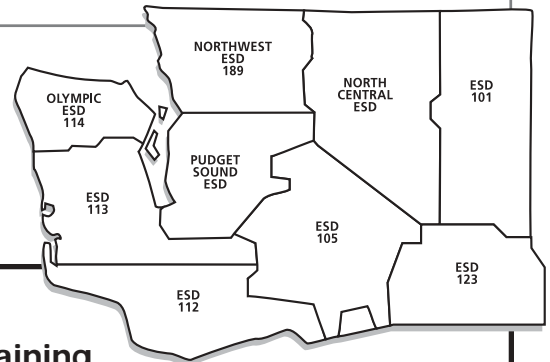
Julie Briggs
Kathrin Fortner
Keary Myers

Holly Ridge Center, Bremerton, WA
Holly Ridge Center, Bremerton, WA
Holly Ridge Center, Bremerton, WA

PIERCE COUNTY

Athena Elrod

Pierce County Human Services, Tacoma, WA



Registration Form Family Resources Coordinator Training

Name _____

Organization _____ Position _____

Address _____ City _____ State _____ Zip _____

Work Phone _____ Fax _____ Home Phone _____

E-mail _____ County _____

Session/Date attending _____ ESD attending _____ Fee \$ _____

Make check/PO payable to ESD 112 Payment Method: Check _____ PO _____

Please mail or Fax registration form to
Educational Service District 112 • Connie Salzman
2500 NE 65th Ave • Vancouver, WA 98661-6812
1-800-562-1711 • FAX: (360) 906-1010
(360) 750-7500 ext. 236
Account Code # 12-16-05-542

ESD 112 complies with all state and federal rules and regulations and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, age, sex, marital status, or the presence of any sensory, mental, or physical disability. This holds true for all district employment and opportunities, and service delivery systems. Inquiries regarding compliance and/or grievance procedures may be directed to Human Resources Director (360) 750-7503. Any questions regarding access to written materials, facilities, or programs should be directed to Carol Hall, (360) 750-7500

Educational Service District Contacts

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The Starting Line

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FAX (360) 906-1010

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The Infant Toddler Early Intervention Program
Division of Developmental Disabilities Washington State
Department of Social & Health Services

Please add me to your postal mailing list:

Name: _____

Title: _____

Affiliation: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

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The Starting Line

Early Intervention Training News

The Infant Toddler Early Intervention Training Program

ESD¹¹²

Educational Service District 112
2500 NE 65 Avenue
Vancouver, WA 98661-6812