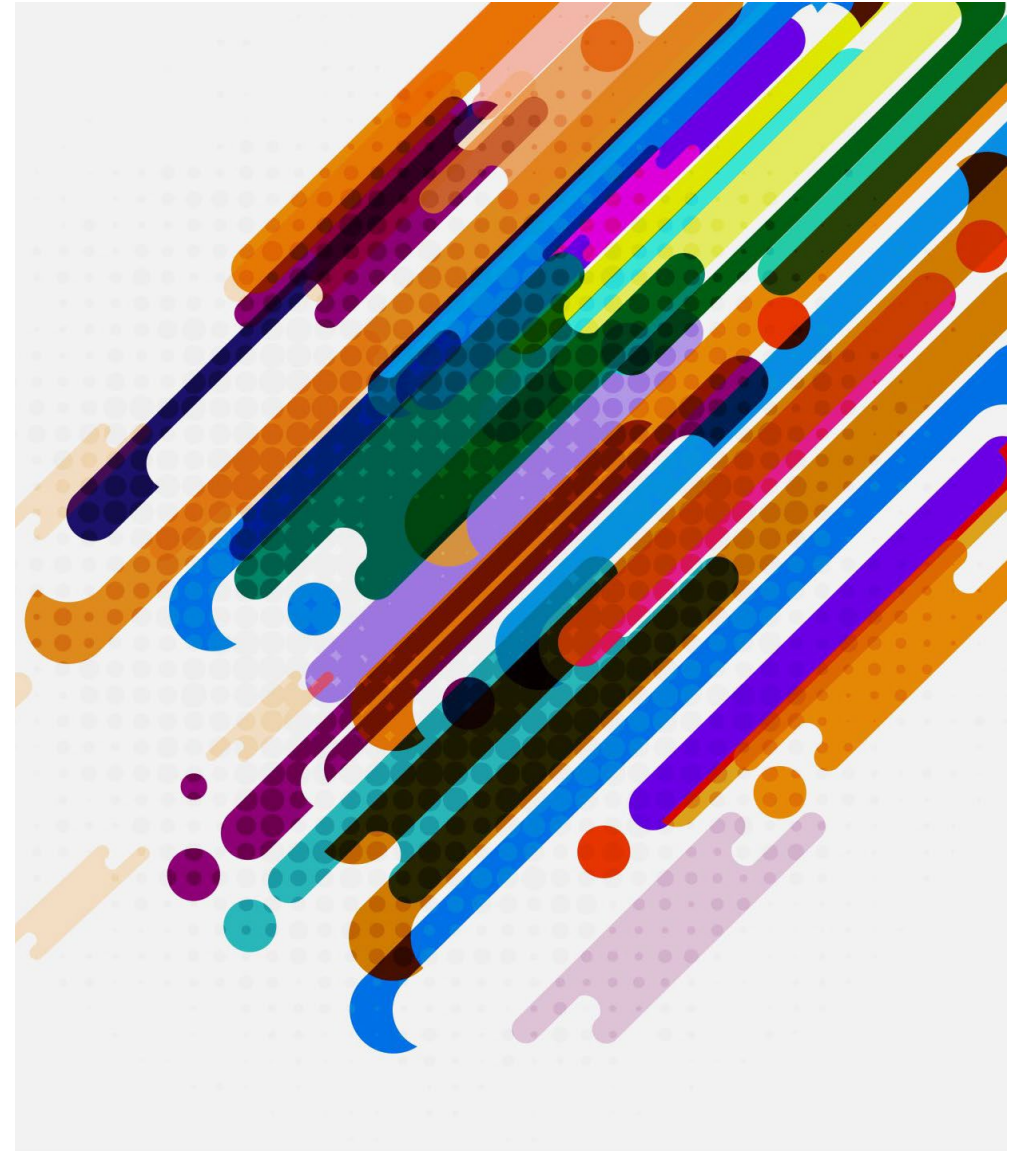


Preschool Special Education Transition from Early Intervention

*Proposed Policies and
Procedures*

*Opportunities for Public
Comment*



Preschool Special Education Transition Policies and Procedures

- Background
- Contents
- Opportunities for Public Comment



Policies and Procedures

Individuals with Disabilities Education Act (IDEA) Early Childhood Special Education Transition

Revised October 2021



Purpose of Policies and Procedures



Required due to findings issued to Arizona by the Office of Special Education Programs (OSEP) during its monitoring of Part C



Increases collaboration between Part C and Part B, which is a best practice and good for children

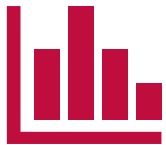


Increases the validity and reliability of data reported to/by Part C and Part B, as well as federal reporting

Highlights of Proposed Policies and Procedures



Transition meeting requirements



Data reporting from Part C to Part B



Programmatic monitoring of Part B



Technical assistance and support



Professional development and training

Preschool Transition Meeting Requirements

- Public education agency (PEA) representatives will be required to attend all transition meetings.
- The PEA will conduct a full and individual initial evaluation of the child transitioning from Part C by the child's third birthday.
- The PEA will develop and implement an IEP by the child's third birthday.

Part C/Part B Data Sharing

- Part C will report transition data into a system that allows Part B to pull data.
- Data will be submitted in real time for tracking, training, and programmatic monitoring purposes.
- Data elements may include the transition meeting date; PEA attendance at the transition meeting; unique, student-identifiable information; and DOR referral information.

Programmatic Monitoring



PEA attendance at the transition meeting will be reviewed starting in SY2022-23.



Data from Part C/Part B will be used to verify and monitor appropriate student files.



Any noncompliance associated with the requirements will result in the issuance of findings and in potential corrective action.

Technical Assistance and Support

- Data associated with Part C/Part B reporting will be reviewed at annual site visits for technical assistance purposes.
- The ADE/ESS ECSE unit regularly reviews transition referral notices (e.g., dates and proximity to child turning three) to support schools to complete required activities on time.

Ongoing Professional Development and Training

ECSE Summit
sessions

IDEA
Conference
sessions

Monitoring
Alerts

Director
Check-In
webinars

What Is Next

- Proposed Early Childhood Special Education Policies and Procedures document: posted to ADE/ESS website for review and public comment.
 - Public comment will be accepted March 17, 2022 through April 15, 2022.
- Policies and Procedures presentations:
 - Public hearing at SPED Director Check-In, March 17
 - Public hearing (parents/families), March 30 from 6:00–7:00 p.m.
 - Presentation at Special Education Advisory Panel (SEAP) meeting, March 29
- Public comments can also be submitted in writing via the ADE/ESS public comment web portal, email, or USPS.
- Policies and Procedures will be finalized after the public comment period and disseminated to stakeholders.

Introduction to Document



Policies and Procedures

Individuals with Disabilities Education Act (IDEA) Early Childhood Special Education Transition

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Opportunity for Questions and Comments

- Written public comment opportunities:
 - [Public comment webpage](#)
 - Email (ESSOperations@azed.gov)
 - USPS:
 - Arizona Department of Education
1535 West Jefferson St., Bin #24
Phoenix, AZ 85007