Willoughby-Eastlake City School District
Willoughby-Eastlake Preschool
IDEA Monitoring Document
Transition from Part B/Early Intervention to Part C/Preschool Special Education

Policy Statement

The Willoughby-Eastlake Preschool is committed to ensuring a smooth and effective transition for children with disabilities from Part C Early Intervention services to Part B preschool special education services in compliance with state and federal regulations. This policy outlines the written procedures that meet the requirements of 3301-51-11 (D)(3), including attendance at Transition Planning Conferences, adherence to referral timelines, involvement of Part C service coordinators in Individualized Education Program (IEP) meetings, timely implementation of IEPs, consideration of extended school year services, and procedures for addressing noncompliance findings.

Procedures:

1. District Attendance at Transition Planning Conference:
    - The Willoughby-Eastlake Preschool shall designate a representative to attend Transition Planning Conferences convened by Part C Early Intervention agencies for children transitioning to preschool special education services.
    - The District representative shall collaborate with Part C service coordinators, parents or guardians, and other relevant stakeholders to develop transition plans that address the individual needs of each child.
2. Adherence to Referral Timeline:
    - The Willoughby-Eastlake Preschool shall adhere to the timeline specified by state and federal regulations for referring children identified as potentially eligible for Part B preschool special education services.
    - Referrals shall be initiated in a timely manner to ensure that evaluations and assessments are completed promptly and that transition planning can begin well in advance of the child's third birthday.
3. Inviting Part C Service Coordinator to Initial IEP Meeting:

- The Willoughby-Eastlake Preschool shall invite the Part C service coordinator to participate in the initial IEP meeting for children transitioning from Part C Early Intervention services.
- The Part C service coordinator shall provide input regarding the child's strengths, needs, and progress during the transition period, as well as any recommendations for continued support.

4. Ensuring IEP is in Place and Implemented by Child's Third Birthday:
    - The Willoughby-Eastlake Preschool shall ensure that an Individualized Education Program (IEP) is developed and implemented for each child eligible for Part B preschool special education services by the child's third birthday.
    - When the child is transitioning from Part C/ early intervention services to Part B/ preschool special education services, the LEA will ensure that the IEP is implemented by the child's third birthday. If the child's third birthday occurs on a weekend, holiday or other breaks from school, the correct IEP start date will be on a school day prior to the weekend, holiday or break from school and prior to the child's third birthday.
    - The IEP shall be developed in collaboration with parents or guardians and based on the child's individual needs, strengths, and goals identified through evaluations and assessments.
5. Considering Extended School Year Services:
    - The Willoughby-Eastlake Preschool shall consider the need for extended school year (ESY) services as part of the child's IEP development process, as appropriate based on the child's individual needs and progress.
    - Decisions regarding ESY services shall be made collaboratively by the IEP team, including parents or guardians, and documented in the child's IEP.
6. Procedures for Noncompliance Findings:
    - In the event of a noncompliance finding related to transition procedures, the Willoughby-Eastlake City School District shall take immediate corrective action to address the identified deficiencies.
    - Corrective action may include revising procedures, providing additional training to staff members, or implementing other measures to ensure compliance with state and federal regulations.

Implementation:

This policy shall be communicated to all preschool staff members, administrators, and relevant stakeholders involved in the transition process from Part C Early Intervention to

Part B preschool special education services. Training and professional development opportunities shall be provided to ensure understanding and compliance with the procedures outlined in this policy. Regular monitoring and review shall be conducted to assess the effectiveness of transition procedures and address any issues or concerns in a timely manner.

The Willoughby-Eastlake City School District has an Interagency agreement that is annually reviewed with all partners to ensure a free appropriate public education (FAPE) to all preschool children who are eligible for special education between the ages of three through five residing in the school district. The current agreement includes the following required partners:

(a) Head Start

(b) The county agency responsible for "Part C Early Intervention" delivery system that provides for the transition of children from Early Intervention services to preschool special education and related services at age three in a manner consistent with the state interagency agreement for service coordination with "Head Start."

(c) Agencies within the school districts service delivery area providing special education services (e.g. county boards of developmental disabilities, education service centers) for identification, service delivery, and funding to adequately serve preschool children who are eligible for special education services three through five years of age.

Policy Statement:

The Willoughby-Eastlake Preschool is committed to accurately reporting data regarding Part C Early Intervention to Part B Preschool Special Education transitions in the Education Management Information System (EMIS). This policy outlines the procedures in place to ensure the accurate reporting of transition data, including the designation of responsible staff members and the implementation of quality assurance practices.

Procedures:

1. Written Procedures for Data Reporting:
    - Written procedures shall be developed and made available to all necessary staff members responsible for reporting Part C Early Intervention to Part B Preschool Special Education transition data into the EMIS.
    - These procedures shall outline the specific data elements required for reporting, the timeline for data submission, and the steps for entering data accurately into the EMIS.
2. District Designation of Responsible Staff:
    - The Willoughby-Eastlake City School District shall designate specific staff members responsible for reporting Part C to Part B transition data into the EMIS.
    - Designated staff members shall receive training on EMIS data reporting requirements and procedures to ensure accurate and timely submission of transition data.
3. Quality Assurance Practices:
    - The district shall implement quality assurance practices to ensure the accuracy and integrity of transition data reported in the EMIS.
    - Quality assurance practices may include data validation checks, regular audits of data entry processes, and review of reported data for completeness and accuracy.
4. Data Review and Verification:
    - Prior to submission, reported transition data shall be reviewed and verified by designated staff members to ensure accuracy and completeness.

- Any discrepancies or errors identified during the review process shall be promptly addressed and corrected before final submission to the EMIS.

5. Documentation and Record-Keeping:
    - The district shall maintain documentation of all transition data reported into the EMIS, including records of data entry, verification, and any corrective actions taken.
    - Documentation shall be retained in accordance with state and federal regulations governing the retention of education records.

Implementation:

This policy shall be communicated to all relevant staff members responsible for reporting Part C to Part B transition data into the EMIS. Training and professional development opportunities shall be provided to ensure staff members understand their roles and responsibilities in accurately reporting transition data. The district administration shall monitor compliance with this policy and provide ongoing support and resources to facilitate accurate and timely data reporting. Regular reviews and audits shall be conducted to assess the effectiveness of data reporting procedures and identify areas for improvement.