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| **Indicator Twelve: Part C to B Transition** |
| **Percent of children referred from Part C prior to age three who are eligible for Part B and who have an IEP developed and implemented by their third birthday.***\*Indicator 12 is a compliance indicator with a Target of 100%.* |
| **Discuss the resources and services provided to ensure acquisition of age-appropriate preschool skills.** |
| 1. Describe the information the LEA provides to parent(s) at the Transition Planning Conference (TPC) (e.g., contact information, next steps, meeting schedules, inclusion fact sheet/brochure). |
| 2. Describe the LEA follow-up procedures once a transition planning conference has taken place. Explain how the procedures, roles, responsibilities, and timelines (evaluation, eligibility, IEP) have been communicated to all staff involved. |
| 3. Describe the steps in place for children transitioning from TEIS who are eligible for Part B to ensure that the IEP is in place by the third birthday. Explain how those procedures, roles, and responsibilities are communicated to all staff involved. If applicable, explain the reasons why an IEP might be scheduled with minimal time before the third birthday. |
| 4. Describe how summer/school breaks are addressed to ensure that the indicator timeframes are met. |
| 5. Describe the process in place that builds in a margin and plans for potential delays due to various circumstances (weather, parents, illness, etc.), to meet the third birthday requirement. |
| 6. Describe the system in place to ensure that procedural safeguards have been sent to parent(s) and documented for referrals in the notification file. |
| 7. Describe the Indicator 12 training provided for all staff involved and describe how the training is evaluated. |
| 8. Describe the steps the LEA takes if a child transitioning from TEIS does not have an IEP in place by the third birthday. Explain the efforts made by staff to get the IEP into place and how those efforts are tracked. |
| 9. Describe the process the LEA uses to prioritize and address late referrals in a timely way.  |
| **Evidence** |
| [ ] Review of selected special education files[ ] Staff interviews[ ] District referral procedures[ ] Review of psycho-educational evaluations |  |
| **Department of Education Evaluation/Comments/Best Practices** |
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