

Alaska DEED Early Childhood Transition Monitoring Protocol



To monitor how districts implement the IDEA requirements related to early childhood transition, Alaska DEED reviews the student files for any children who have transitioned from the Infant Learning Program (ILP), or Part C to the school district, or Part B. The file review looks at standards related to timelines, whether parents received procedural safeguards, and whether the district participated in a transition conference.

Because most school districts have a very small number of children who transition from ILP and to ensure each district has the appropriate procedures in place, Alaska DEED supplements the file review with an interview of the special education director and any other participants the director identifies.

Interview Protocol

| Question | Compliance Checklist (check if compliant) | Notes |
|--|--|-------|
| Interagency Agreement | | |
| Which ILP programs serve students that fall within the geographic area of your school district? | NA | |
| Do you have an interagency agreement in place with each of those LEAs? | Interagency agreements are often needed for sharing data including notification, but it is not required by IDEA. | |
| Referral and Evaluation | | |
| How does your district communicate with local ILP programs about children they are serving that are potentially eligible for services through an IEP at age 3? | NA | |

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|---|---|-------|
| <p>What actions do you take when you receive a notification from ILP that a child who is potentially eligible is approaching their 3rd birthday? (these actions can be taken at the transition conference)</p> | <p><input type="checkbox"/> Provide the child’s parent with a copy of the procedural safeguards notice as required under 34 C.F.R. §300.504.</p> <p><input type="checkbox"/> Request the parent’s consent to conduct an initial evaluation to determine the child’s eligibility for services under Part B (34 C.F.R. §300.300) OR if the LEA does not suspect that the child has a disability under Part B, the LEA must provide the parent written notice consistent with 34 C.F.R. §300.503 that explains, among other things, the basis for its decision and a statement that the parents have protections under the Part B procedural safeguards.</p> | |
| <p>How does you track whether referrals are received within 90 days of the child’s 3rd birthday?</p> | <p><input type="checkbox"/></p> | |
| <p>How do you ensure an initial evaluation (ESSER) occurs within the 90-day timeline?</p> | <p><input type="checkbox"/> Start the timeline on the date that a referral (notification with contact information) is provided by ILP.</p> <p><input type="checkbox"/> Get consent from parents within required timeline.</p> | |
| <p>How do you ensure a timely ESSER is completed if the child is turning three in the summer or during a school break?</p> | <p><input type="checkbox"/> Can complete prior to the break or must complete during the break.</p> | |
| IEP by 3rd Birthday | | |
| <p>How do you ensure an IEP is in place by the child’s 3rd birthday?</p> | <p><input type="checkbox"/> Process to meet timeline.</p> | |

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| How do you ensure the IEP is in place if the child is turning three in the summer or during a school break? (note: services may begin later, for example at the start of the next school year if the child is not eligible for ESY) | <input type="checkbox"/> Can complete prior to the break or must complete during the break. | |
| Early Childhood Transition Conferences | | |
| Does ILP invite the LEA to participate in transition conferences? | <input type="checkbox"/> | |
| Has the district participated in all transition conferences to which it was invited? | <input type="checkbox"/> The LEA must participate in the transition planning conference 34 C.F.R. § 300.124(c) . | |
| How do you document your attendance in early childhood transition conferences? | <input type="checkbox"/> Transition must be documented | |

Summary (completed by DEED following file review and interview)

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| Noncompliance, including regulatory citation: |
| Technical assistance needs: |