

**PRESCHOOL SPECIAL EDUCATION
SELF-ASSESSMENT GUIDE FOR TRANSITION SERVICES**

Person Completing Form: _____

Program, District or SAU: _____

Title: _____

Date: _____

- **How often are the following transition practices successfully implemented or accomplished? Please check (✓) appropriate box.**
- **Then check (✓) if you could use support or technical assistance (TA) to help you implement the practice.**

| | Rarely | Some of the Time | Most of the Time | All of the Time | Need TA? | Comments |
|---|--------|------------------|------------------|-----------------|----------|----------|
| 1. The School District receives the anonymous list from all vendors in a timely manner. | | | | | | |
| 2. The School District regularly updates ESS on specifics of the district programs and what service options are often considered. | | | | | | |
| 3. When children are 30-32 months or younger, school districts receive referrals from ESS Service Coordinators. | | | | | | |
| 4. Disposition of Referral meetings are held within 15 days of the initial referral from ESS and include what action needs to be taken regarding the referral and provides written notice to parents regarding those decisions. | | | | | | |
| 5. The special education process is clearly explained to families in a way that they can easily understand (e.g., in their preferred language, no jargon or technical language.) | | | | | | |
| 6. The transition process is initiated in sufficient time before transition to gather all relevant information and explore service options at age 3. | | | | | | |

| | Rarely | Some of the Time | Most of the Time | All of the Time | Need TA? | Comments |
|--|--------|------------------|------------------|-----------------|----------|----------|
| 7. School District representatives are invited to transition conferences organized by ESS Service Coordinators. | | | | | | |
| 8. School District representatives regularly attend transition conferences facilitated by ESS Service Coordinators. | | | | | | |
| 9. Communication between ESS and Preschool Special Education allows for transitions to occur in a timely manner. | | | | | | |
| 10. School District representatives make home visits. | | | | | | |
| 11. Within 45 days of receiving family consent to evaluate, the IEP Team coordinates completion of evaluations and develops a written summary report. | | | | | | |
| 12. Families are aware of their role in the special education process and included as active team members in the evaluation process. | | | | | | |
| 13. Professionals ask families about children's interests, abilities, and strengths during the evaluation process. | | | | | | |
| 14. An Evaluation Team Meeting is held, with families and ESS Service Coordinators present (upon family's request), and eligibility for special education is determined. | | | | | | |
| 15. Families are given time to review results and ask questions before decisions regarding eligibility, services, and placements are determined. | | | | | | |
| 16. Within 30 days from determining eligibility, IEP Team develops an IEP and placement is discussed. | | | | | | |
| 17. Families have the opportunity to visit the preschool program before agreeing to placement. | | | | | | |

| | Rarely | Some of the Time | Most of the Time | All of the Time | Need TA? | Comments |
|--|--------|------------------|------------------|-----------------|----------|----------|
| 18. By the child's third birthday, an IEP is agreed upon, signed and start date is determined. | | | | | | |
| 19. Children with summer birthdays are evaluated, eligibility determined and have a signed IEP in place before their third birthday despite when their birth date. | | | | | | |
| 20. Families have the opportunity to talk with preschool staff about the special needs of their child and/or details like meals, transportation, and the special services available. | | | | | | |
| 21. Families receive information about the new setting, such as the name of the contact person and other logistical information. | | | | | | |
| 22. When preschool services begin, all needed services and resources as listed in the IEP are in place. | | | | | | |
| 23. Preschool providers share information with families about how children are adjusting to the new setting. | | | | | | |
| 24. The School District is informed by ESS programs (with parental consent) of children who are found no longer eligible for ESS services for the purposes of Child Find. | | | | | | |

22. Who coordinates transition services in your district (preschool coordinator, special education director etc.)?

a. Is transition coordination this person's sole responsibility?

b. Is this a full or part-time position?

25. Is there anything else you would like to share with us about your program or the transition process?