

TRANSITION POLICY
Early Intervention to Early Childhood

As the designated lead agencies for Public Law 99-457 services for children 0-2 and 3-5 respectively, the Department of Human Services, Developmental Disabilities Services (DHS/DDS) and the Department of Education, Division of Special Education (ADE) enter into this agreement regarding transition of any eligible child with identifiable disabilities from Early Intervention Services to Preschool Services.

To ensure an orderly and smooth transition for any eligible child with disabilities from one program service to the next, both agencies agree to the following:

- 1) Transition from the Early Intervention Program to the Early Childhood Special Education Preschool Program will occur upon the child's third birthday;
- 2) A child with disabilities can enter a preschool special education program provided by or in conjunction with an educational service cooperative/local education agency (LEA) so long as he/she is eligible consistent with the Arkansas Department of Education's eligibility criteria for preschoolers with disabilities;
- 3) The pre-transitional process will be initiated by the sending agency sixty (60) administrative working days prior to the child's third birthday. At this time, a transition team consisting minimally of the parent, the preschool early childhood coordinator or LEA representative, and the Early Intervention representative will meet to define the activities to take place throughout the transitional process, the timeliness in which they will occur and persons responsible for carrying out these activities consistent with required due process; and
- 4) The sending and receiving agencies will be obligated to implement and adhere to the transition process and procedures in an effort to ensure transition of services, as developed jointly and agreed upon by the ADE and DHS.

TRANSITION GUIDELINES

The purpose for these guidelines is to establish a cooperative interagency transition plan at the administrative level. Use of these guidelines is an important step toward providing comprehensive and uninterrupted services, and should result in increased communication among agencies and families and establish a foundation for future

cooperation. It is in the pre-transition period that the process is initiated and responsibilities are assigned. This administrative process involves representatives from both sending and receiving agencies in joint planning and the child's parent(s)/guardian. Agency administrators, through discussion, select transition strategies and activities, including the notification of potentially eligible children, and establish timeliness for activities. A first hand awareness and knowledge of programs and services offered by each agency is necessary to facilitate the planning and transition process among administrator and staff.

The strategies focus on the activities of the adults working on behalf of the child. A carefully planned transition process should benefit children with special needs, their families and agencies, and facilitate the education of children in the least restrictive environment. The primary areas to be addressed are:

- A. Transfer of Records, Child Data Information
- B. Timeliness of Transition Activities
- C. Awareness of Programs
- D. Parent Involvement
- E. Decision-Making Process
- F. Postplacement Communication/Tracking

Each phase of the transition process indicates when the activity should be initiated, what objective is to be accomplished and the accompanying activities for implementing the objective, who should be involved and primarily responsible for the activity, and what materials will be required to complete the activity.

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January 19, 1993
Date

January 20, 1993
Date