System and Team Supports for the Transition Process

- A Memorandum of Agreement (MOA) with clearly defined agency responsibilities is developed by administrators, practitioners and families and is reviewed and revised on a regular basis.
- There are formal lines of communication within and between agencies for transition.
- Personnel are familiar with required transition timelines in federal and state regulations and agency responsibilities in the MOA.
- Sufficient time is allocated for transition planning and communication within and between agencies.
- Adequate training is provided to personnel to address transition issues and to collaborate with families during the transition process.
- Personnel review transition referral information and records from sending program.
- Personnel visit and observe the child in the sending program. They become familiar with the program's philosophy and curriculum.
- Personnel participate in transition conference.
- Existing child records are reviewed and any additional assessments needed are identified in order to avoid duplication.
- Consideration is given to providing special education services in familiar environments or in environments that will require fewer transitions for the child (i.e. child care, community pre-school setting).
- Collaboration with sending program to share information and identify solutions to improve the transition process is an ongoing process.
- There is a process developed for data collection and evaluation of transition policies and procedures.

References

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