

**Re: Transition Steps from I/T to ECSE to Kdg.**  
**Date: February 04 (draft #1)**

The transition steps for children to move from one of the above services to the next service are identical.

The "sending" service providers are to furnish test data and IFSP or IEP information to the "receiving" team members prior to a meeting date being set with the students' family.

The receiving team reviews all information provided (best practice would be to suggest that both teams should meet to discuss all of this information-once again with no parents present)

The receiving team determines if there is sufficient information to meet the eligibility requirements for entry into program, or whether additional test data is necessary. If sufficient test data is available to determine that eligibility requirements have been met then a team report is composed and can be shared at the parent meeting yet to be scheduled. On the other hand, if there is not sufficient test data to support eligibility requirements, then a request to the parents for further evaluation is the next step.

If sufficient information is available and the report has been written the next step would be to hold an official IEP and Placement meeting with the parents. Official notification to the parents would be the responsibility of the Sending Team.

If additional information is yet needed, then testing needs to be conducted and a placement meeting with the parents needs to be held to determine if the student meets eligibility requirements or not. An IEP and placement forms would be signed Only in instances where a child meets the requirements.

The bottom line here is that the sending team does not have any authority to determine the next placement for a student. The reason for this is that the criteria for placement changes when new delivery models are introduced. Criteria for eligibility of one delivery model (i.e:I/T) does not automatically transfer to the next delivery model (i.e.: ECSE). Therefore, sending teams can advocate for the child and of course provide as much input as available to the receiving team. Those are the limits of their capacity and obligation. The receiving team determines eligibility determination and placement- not the sending team. Sending teams therefore need to be very guarded in their conversations with parents in instances in which the placement may be a borderline situation.

Re: Transition Steps from I/T to ECSE and from ECSE to Kdg  
Date: 01/28/04 (draft # 1)

The transition steps for children to move from one of the above services to the next service are identical.

The "sending" service providers are to furnish test data and IFSP or IEP information to the "receiving" team members PRIOR TO A MEETING DATE BEING SET WITH THE STUDENTS' FAMILY.

The receiving team reviews all information provided (BEST PRACTICE WOULD BE TO SUGGEST THAT BOTH TEAMS SHOULD MEET TO DISCUSS ALL OF THIS INFORMATION-ONCE AGAIN WITH NO PARENTS PRESENT)

The receiving team determines if there is sufficient information to meet the eligibility requirements for entry into program, or whether additional test data is necessary. If sufficient test data is available to determine that eligibility requirements have been met then a team report is composed and can be shared at the parent meeting yet to be scheduled. On the other hand, if there is not sufficient test data to support eligibility requirements, then a request to the parents for further evaluation is the next step.

If sufficient information is available and the report has been written the next step would be to hold an official IEP and Placement meeting with the parents. Official notification to the parents would be the responsibility of the SENDING TEAM.

If additional information is yet needed, then testing needs to be conducted and a placement meeting with the parents needs to be held to determine if the student meets eligibility requirements or not. An IEP and placement forms would be signed ONLY in instances where a child meets the requirements.

THE BOTTOM LINE HERE IS THAT THE SENDING TEAM DOES NOT HAVE ANY AUTHORITY TO DETERMINE THE NEXT PLACEMENT FOR A STUDENT. THE REASON FOR THIS IS THAT THE CRITERIA FOR PLACEMENT CHANGES WHEN NEW DELIVERY MODELS ARE INTRODUCED. CRITERIA FOR ELIGIBILITY OF ONE DELIVERY MODEL (i.e.: I/T) DOES NOT AUTOMATICALLY TRANSFER TO THE NEXT DELIVERY MODEL (i.e.: ECSE). THEREFORE, SENDING TEAMS CAN ADVOCATE FOR THE CHILD AND OF COURSE PROVIDE AS MUCH INPUT AS AVAILABLE TO THE RECEIVING TEAM. THOSE ARE THE LIMITS OF THEIR CAPACITY AND OBLIGATION. THE RECEIVING TEAM DETERMINES ELIGIBILITY DETERMINATION AND PLACEMENT-NOT THE SENDING TEAM. SENDING TEAMS THEREFORE NEED TO BE VERY GUARDED IN THEIR CONVERSATIONS WITH PARENTS IN INSTANCES IN WHICH THE PLACEMENT MAY BE A BORDERLINE SITUATION.