

Early Childhood Special Education ☐ Kindergarten Transition Process

The transition process is designed to support collaboration between Early Childhood Special Education (ECSE) programs and Local Education Agencies (LEA) to assure that children and families experience a seamless transition from ECSE programs to Kindergarten, and to provide children and families with a point of contact and support to ensure a successful transition. The transition process shall be conducted for all students articulating to Kindergarten, regardless of age.

The following is a suggested timeline and can be adjusted, if necessary. Conferences can be combined if convenient for the participants and if they adhere to Arkansas Special Education and Related Services Procedural Requirements and Program Standards. However, the transition process must be completed prior to the child entering Kindergarten.

Timeframe	Objective	Activity	Participants
January	To provide families information regarding the transition process and local school district programs.	Special Education (SE) Supervisor informs families of local school programs through a letter and/or meeting.	<ul style="list-style-type: none"> EC Coordinator/ EC representative SE Supervisor/ Local Education Agency (LEA) representative*
February-March	To encourage parents to become informed about options and begin to build a relationship with local school district programs.	Early Childhood (EC) Coordinator encourage families to visit public schools by providing Kindergarten Round-up dates, setting up group meeting between families and local school district staff, assist with transportation, & classroom visits, etc.	<ul style="list-style-type: none"> EC Coordinator/ EC representative Families
March-April	Determine if additional testing will be needed to determine school age eligibility.	<ul style="list-style-type: none"> Existing Data Review process Existing Data Review/Notice (EDR) of Decision form 	<ul style="list-style-type: none"> EC Coordinator/ EC representative Families SE Supervisor/ designee/ LEA representative Child's general education teacher Child's special education teacher Individual to interpret instructional implications of evaluation results
April-May	<ul style="list-style-type: none"> Determine if the child meets the Arkansas Special Education Eligibility Criteria School age requirements. Review and revise the child's IEP, including the completion of Childhood Outcome Summary (COS). 	<ul style="list-style-type: none"> Evaluation/Programming Conference Decision process Evaluation/Programming Conference Decision Form and Notice of Decision (EPC) Individual Education Program (IEP) conference process Early Childhood IEP ADE COS guidance ECTA COS guidance 	<ul style="list-style-type: none"> EC Coordinator/ EC representative Families SE Supervisor/ designee/ LEA representative Child's general education teacher Child's special education teacher Individual to interpret instructional implications of evaluation results <p>*If the family applied to a charter school, it is recommended that the resident LEA representative and the charter school representative be invited to the transition process.</p>

