

Indicator 12: Preschool Transition (Part C to Part B) Self-Assessment

Component 1: Transition Planning Conference (TPC)				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Staff do not understand or use the notification of TPC as a referral. Staff do not respond to invitations to attend TPC. Staff do not know legal requirements to attend when invited. 	<ul style="list-style-type: none"> Staff understand the use and purpose of TPC. One staff member attends all TPC conferences as an LEA Representative. 	<ul style="list-style-type: none"> Staff respond to notifications, some staff attend some scheduled conferences. Staff inconsistently share information about Part B services, eligibility processes and procedural safeguards. 	<ul style="list-style-type: none"> Staff understand the purpose of the TPC and attend when invited. Staff share information about Part B services. 	<ul style="list-style-type: none"> <i>All staff understand the importance of attending the TPC when invited.</i> <i>All staff understand it is a legal requirement.</i> <i>Staff share all appropriate Part B information.</i>

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.

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Component 2: Evaluation and Assessment of Student				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Information provided by SoonerStart is not used. No additional evaluation is conducted. 	<ul style="list-style-type: none"> An initial evaluation is completed. The staff only use the SoonerStart assessments without reviewing the possible need for additional evaluations. 	<ul style="list-style-type: none"> An initial evaluation is conducted for students to determine strengths and needs. Staff inconsistently review and use the SoonerStart assessments and IFSP outcomes as part of the evaluation process. Staff inconsistently use observation and interview with the child’s caregivers as sources of data. 	<ul style="list-style-type: none"> A full and initial evaluation is conducted for all students to determine strengths and needs in all five developmental areas. Staff review the SoonerStart assessments and IFSP outcomes as part of the evaluation process. Staff use observation and interview with the child’s caregivers as sources of data. 	<ul style="list-style-type: none"> A full and individual initial evaluation is conducted to determine the student’s strengths and needs in all five developmental domains. Staff consistently review the SoonerStart assessments and IFSP outcomes as part of the evaluation process. Staff consistently use observation and interview with the child’s caregivers as sources of data. <i>Ongoing assessment occurs in natural settings to determine if placement changes are necessary.</i>
<p>Comments/Documentation:</p>				

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Component 3: IEP is in place on or before child’s third birthday.				RATING:
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> Less than 50% of IEPs are in place on or before the student’s third birthday. 	<ul style="list-style-type: none"> 50-74% of IEPs are in place on or before the student’s third birthday. 	<ul style="list-style-type: none"> 75-99% of IEPs are in place on or before the student’s third birthday. 	<ul style="list-style-type: none"> 100% of IEPs are in place on or before the student’s third birthday. ESY is considered if the student’s birthday falls during the summer months. Services are scheduled to begin on student’s third birthday. 	<ul style="list-style-type: none"> 100% of IEPs are in place <i>before</i> the student’s third birthday. Services are scheduled to begin on student’s third birthday. ESY is considered if the student’s birthday falls during the summer months.
Comments/Documentation:				

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