

## TRANSITION SERVICES

The Individualized Education Program (IEP) team should consider providing transition services to students with disabilities as follows:

- Before transfer from preschool to kindergarten;
- Before transfer from elementary to middle school;
- Before transfer from middle school to high school;and/or
- Upon transition from to general education from another educational placement.
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### a. PRESCHOOL TO KINDERGARTEN

The IEP team must address the transition process from preschool to elementary school for students ages 3-5 years old. It must also describe a process for monitoring the continued success of the student with a disability who continues to be eligible for special education.

(Ed. Code § 56445.)

With parental permission, the IEP team should:

- Update the student's assessment information (with a signed assessment plan); and
- Convene an IEP meeting at which updated information is shared and goals and objectives are developed with consideration of Kindergarten placement options.

For a student who is exiting special education after preschool, the IEP team must note the student's present levels of performance and learning style. The IEP team must also provide this information to the student's assigned general education teacher upon the student's enrollment in kindergarten or first grade.

(Ed. Code § 56445(d).)

### b. ELEMENTARY SCHOOL TO MIDDLE SCHOOL

During the school year that a student will enter middle school, the IEP team *should* begin planning for the student's transition to middle school. This is not legally mandated, but is considered a best practice.

With parental permission, the IEP team should:

- Update the student's current levels of performance;
- Convene an IEP meeting at which updated information is shared and goals and objectives are developed with consideration of middle school service delivery models; and
- The IEP team must consider middle school service delivery options at this time and identify any appropriate service(s).

The IEP team must outline and address the student's individual needs, i.e., student needs support when transitioning from one class to another, if priority seating is required, etc. Communication/professional development pertaining to the differences in structure of the school day between elementary and middle school staff will be provided by the District.

c. MIDDLE SCHOOL TO HIGH SCHOOL

Prior to the school year that a student will enter high school, the IEP team *should* begin planning for the student's transition to high school.

With parental permission, the IEP team should:

- Update the student's current levels of performance;
- Convene an IEP meeting at which updated information is shared and goals and objectives are developed with consideration of high school service delivery models; and
- The IEP team must consider high school service delivery options at this time and identify any appropriate service(s).

The IEP team must outline and address the student's individual needs when the student's new school day structure will be changing from middle to high school. Communication/professional development pertaining to the differences in structure of the school day between middle and high school staff will be provided by the District.

d. TRANSFERS TO GENERAL EDUCATION

When students with disabilities transfer into the general education classroom from special day classes (SDC), or from nonpublic, nonsectarian school to the general education classroom in the public school, the IEP team should document the following within the student's IEP:

- A description of the activities provided to support the transition of the student from the special education program into the general education program; and
- A description of activities provided to integrate the student into the general education program describing the nature of each activity, and the time spent on the activity each day or week.

(Ed. Code § 56345(b)(4)(A)-(B).)

e. POST-SECONDARY EDUCATION

For information about transitional planning for students 16 and older, please review the section on “transition planning for students 16-22.”