

# Early Childhood Special Education Transition to Kindergarten



# What is Transitional Kindergarten?

❓ A transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law, (EC 48000[c]), a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between:

September 2 and December 2

# San Diego Unified Process For Transitioning Students with IEP's to Kindergarten.

- ❓ A Transition IEP shall be conducted for all students articulating to Kindergarten.
- Transition IEP's may be combined with an annual if the IEP is conducted after February 15th of the year of transition.

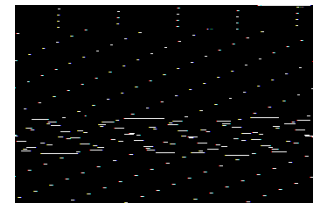


# Purpose of Assessment

- ❑ To determine if the individual continues to require special education services;
- ❑ To guide the IEP team in developing the transition IEP and plan; and
- ❑ To develop a transition plan as a means of monitoring continued success of the child's education.

# School Psychologist

- ❑ A Transition Supplemental Assessment or Tri-Annual Review of Eligibility shall be conducted for all students articulating to Kindergarten.
- ❑ The current ECSE school of attendance School Psychologist will be responsible for completing the psychological portion of the IEP and facilitating the completion of the Trandisciplinary report.



# Related Services

- ❑ The current Related Services providers will be responsible for conducting needed assessments, participating in completion of Trandisciplinary report, and IEP meeting attendance and participation.



# Required Transition Components

- ❑ Assessment
- ❑ Transition IEP-Common Core Goal Bank
- ❑ Transition Plan

# SEAS Events

## Option 1:

- ☐ Complete Supplemental Assessment Plan
- ☐ Complete IEP Amendment or if Annual IEP is due, complete Annual Review

## Option 2:

- ☐ Complete Tri-Annual Assessment Plan-use Tri-annual Assessment Plan that is available in SEAS
  - A Tri-annual Assessment must be completed for students with a FHC of Established Medical Disability as that disability is for students age pre-kindergarten only
- ☐ Complete Tri-Annual Packet



# ECSE Teacher/Case Manager

- ❑ ECSE Teacher completes Transition IEP, participates in transition multidisciplinary assessment.
- ❑ **Kindergarten Teacher, Educational Specialist and Principal are invited to Transition IEP for all students. ECSE Teachers are to ensure the attendance of a Kindergarten teacher at the transition IEP. If someone is not able to attend then the Case Manager shall complete an excusal form and document efforts to obtain participation in IEP meeting, the excusal form shall be uploaded to SEAS.**
- ❑ ECSE Teacher completes a student observation/consultation for each Kindergarten student no later than 10/31 of the next school year.

# Supplemental Assessment Plan



SCHOOL DISTRICT  
EUGENE BRUCKER EDUCATION CENTER  
4100 Normal St. San Diego, CA 92103 (619) 725-7700 www.sandiegounified.org

## ASSESSMENT PLAN & PRIOR WRITTEN NOTICE

District Develops Assessment Plan

District Deems Assessment Not Needed

The results of this Assessment Plan will be reported during an upcoming Initial, Interim IEP Review Meeting, Annual, or Triennial Review of Eligibility.

STUDENT'S NAME

BIRTH DATE

AGE

GENDER

STUDENT ID

Shayaan Ahmed Abbasi

10-17-2012



4

male

569910

ETHNICITY

STUDENT LANGUAGE

HOME LANGUAGE

OPL

no

English

English

SCHOOL OF ATTENDANCE

NEIGHBORHOOD SCHOOL

Lafayette Elementary

Doyle Elementary

Assessment Plan Date:

Type of Assessment:

11-30-2016



Change of Placement



Reason for the Amended Assessment Plan

Transition to K

# Documentation of Services





All services need to be done as “2 in 1”



Goals and Progress ▾ Reports ▾

of Reside

Services for [REDACTED] ✕

Type	Start Date	End Date	Duration	Frequency	Environment	+	
<b>Primary Services</b>							
Specialized Academic Instruction	1976-07-01	1977-06-30	4.0	Hours	Week	General ed classroom /public school site	 
Specialized Academic Instruction	1976-02-04	1976-06-30	5.0	Hours	Week	General ed classroom /public school site	 

Star

Date End Date School Instructional minutes Service minutes SpEd % GenEd %

# IEP Page 1

If applicable, describe transition activities for the following placement change:

Preschool to Kindergarten



Comprehensive Site to Separate School

High School to Community Based School

Preschool to Kindergarten

Separate School to Comprehensive Site

Summary of Instructional Supports:

Activities to Support Transition:

Transition Action Items

# ECSE Transition Plan

If applicable, describe transition activities for the following placement change:

Preschool to Kindergarten

Summary of Kindergarten Readiness:

Present levels as they related to K standards/expectations

Summary of Instructional Supports:

What supports have you put in place in your classroom that have supported the student and their achievement

Activities to Support Transition:

Parent will complete enrollment packet at school or attendance for K  
Parent will meet with special education/general education staff prior to first day of school  
ECSE

Transition Action Items

ECSE teacher will provide copies/samples of language or other supports to K  
ECSE Teacher and SLP will coordinate with K teacher regarding language scaffolds used to support student  
PT will support the transition of all student equipment to K site by first day of school

# SAI

## Discussion

- ❑ SAI in General Education
- ❑ SAI in Separate Class
- ❑ Related Services
- ❑ Time that student is able to be without Special Education Support

# Kindergarten Transportation

- Refer to SDUSD procedural manual regarding Transportation
- If student is eligible for transportation at Kindergarten level, complete F-12 and submit to Ed Ctr., no later than last working day of Traditional Calendar

