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

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.

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<tr>
<th>STUDENT'S NAME</th>
<th>BIRTH DATE</th>
<th>AGE</th>
<th>GENDER</th>
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<td>Shayaan Ahmed Abbasi</td>
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<th>SCHOOL OF ATTENDANCE</th>
<th>NEIGHBORHOOD SCHOOL</th>
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<tbody>
<tr>
<td>Lafayette Elementary</td>
<td>Doyle Elementary</td>
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Assessment Plan Date: 11-30-2016
Type of Assessment: 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”
If applicable, describe transition activities for the following placement change:

Preschool to Kindergarten

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 of 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