

Riverside County Special Education Local Plan Area (SELPA)

Policies and Procedures for Students with Disabilities Preschool through Kindergarten

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Guiding Principles

The following key principles guide the Riverside County SELPA policies, procedures, and practices regarding students with disabilities from preschool through kindergarten years.

Early Special Education Services are a Good Investment:

The provision of early intervention may prevent years of special education services. If prevention or early intervention supports are provided early enough, the child may enter general education kindergarten. Identifying deficits early is the best way to remediate before a problem is compounded.

A Thorough Assessment is Important:

A thorough assessment process helps with identifying students who qualify for special education services. A multi- or trans-disciplinary evaluation in all areas of suspected disability will identify a child's strengths and potential areas for remediation. This information will help the team members determine if the child meets eligibility requirements for special education and identify what services may be needed.

Work with Parents as Partners:

A parent of a preschool child knows the child best and can be a great contributor in the evaluation and individualized education program (IEP) process. Once a child is identified as a student with a disability, the IEP team will develop a plan to address areas of need and provide an offer of free appropriate public education (FAPE). Parents need information on how to work with their children and they can be provided with training to continue with remediation in the home setting. Parents may want to see what the teacher is doing by visiting their child's class and/or volunteering to assist in the classroom.

Recognize that "One Size" Does Not Fit All!

In developing the IEP, it is important to keep the focus on the individual child's needs. Preschool aged children may attend two to four days per week, for one or more hours per day, depending on severity of need. Staff may use the fifth day for assessment, IEP meetings, and/or collaboration. Some early intervention teachers serve two groups, an A.M. group and a P.M. group. Each group may come for two hours or so. This can help with transportation savings as some children can come to the program as others are leaving. Additionally, having one teacher instruct two classes can provide intervention for more children, or create smaller groups. It is helpful to have flexible programming that is set up to meet the unique needs of each child.

Emphasize Least Restrictive Environment:

Preschool special education regulations emphasize least restrictive environment and the provision of services in "natural" settings. Inclusive programs are documented to be beneficial to preschool special education students as typically developing role models are available.

Consider Services and Programs from Other Agencies:

Regional Center provides a variety of prevention and early intervention services for children who meet their eligibility criteria. California Children's Services can provide occupational therapy, physical therapy, and specialized equipment services for students who meet their eligibility criteria.

Comply with the Required Policies, Procedures, and Forms

It is important to comply with all the required policies, procedures and forms utilized in the special education referral, identification, plan development, implementation, and transition processes.

Search and Serve Policy

Each special education local plan area (SELPA) submitting a local plan to the superintendent must have in effect policies, procedures, and programs relating to child find and referral. (EC §56205) Each local educational agency (LEA), the county office, or the SELPA shall actively and systematically seek out all individuals with exceptional needs, ages birth through 21 years. The SELPA has established the following written policy regarding a continuous child-find system:

An annual “*Search and Serve*” notice is published in the local newspapers within the SELPA area to inform parents of their rights relative to special education. A parent/guardian, teacher, administrator, support personnel, outside agency, or any other persons who have knowledge that an individual between birth and 22 years of age may need special education services may initiate referrals for possible placement into special education. Referrals shall be processed in a systematic manner, held in strict confidence, and include written notification to the parent/guardian of their rights. Referrals for potential special education services are completed on a standard agency form and then directed to the appropriate administrator / designee. The administrator or designee shall log the referral and begin the screening process.

Vision and hearing screening activities shall be completed on all students in accordance with the state guidelines. LEA testing data may provide information to assist in "CHILD FIND" procedures. It is recommended that a response to intervention or a multi-tiered system of supports, including interventions, established in the public schools also be considered for individuals not enrolled in public school programs residing within the local jurisdiction, including infants, preschoolers, and private school attendees.

Preschool Referrals

As previously noted, each LEA has a legal obligation under EC §56300 to actively and systematically seek out all individuals with exceptional needs, from birth through 21 years of age, including children not enrolled in public school programs, who reside in a school district or are under the jurisdiction of a SELPA. In Riverside County SELPA, both member school districts and the Riverside County Office of Education (RCOE) operate special education preschool programs and are responsible for search and serve. Anyone who has a concern about a preschool child's growth or development may make a referral. This section provides information about the referral procedures for children previously identified with special needs and initial intakes as well as determining eligibility.

Referral Procedures

A child can be referred through (a) the Individualized Family Service Plan (IFSP) process as he/she was previously identified as a child with a disability or (b) as an initial referral as a child with a suspected disability.

Previously Identified on an IFSP

Infants previously identified as eligible for special education program services under the Early Start Program will have an IFSP and be receiving special education services based on Part C regulations. There are specific laws and requirements regarding transition from Part C (Infant Programs) services to Part B (School age, 3-22). Guidance is available in Riverside County SELPA's *Policies and Procedures for Students with Disabilities Birth through Three*. The following chart provides an overview of the Part C IFSP to Part B IEP transition process.

Transition Procedures, Timeline and Responsibilities

Activity	Responsible Party
Transition steps begin at 2.6 – 2.9 Notify parent and LEA <ul style="list-style-type: none"> • Determine LEA referral date • Refer to LEA 	Inland Regional Center Service Coordinator
Share with LEA written information on the child, including, but not limited to psychological evaluations, speech and language reports, occupational therapy reports, physical therapy reports provided by vendor or generated by IRC staff pending parental consent	Inland Regional Center Service Coordinator, family
Set date for IFSP Transition Planning Meeting 30 days after notification	Inland Regional Center Service Coordinator, family
IFSP Transition Planning Meeting to <ul style="list-style-type: none"> • Develop IFSP/Transition Plan • Set date for Referral • Set date for final IFSP/initial IEP 	Inland Regional Center Service Coordinator, family, LEA preschool representative
Sign and return parent consent for assessment (60 day timeline begins)	Family
Develop IEP and Individual Program Plan (IPP) and close out IFSP prior to third birthday <ul style="list-style-type: none"> *Determine eligibility for special education and related services *Determine eligibility for Regional Center services 	IRC Service Coordinator, family and LEA
Implement IEP and/or IPP by child’s third birthday. Provide referral information to private & public agencies as appropriate	Family, LEA, IRC Service Coordinator

Initial Referrals

A non-enrolled preschool child with a suspected disability may be referred for an initial consideration of need for special education services by contacting the school district of residence Special Education Office. The administrator or designee shall log the referral, call the referring party to screen the case, and explain to the parent/guardian the necessary paperwork and steps in processing the referral. Within 15 days of the parent contacting the school district with their concern, the school district should determine if further assessment in the suspected areas of disability is warranted and present the family with an assessment plan for consent. If the student is not presenting concerns rising to level of suspecting a disability, the district should follow up with a Prior Written Notice stating this. Sample forms are included in the appendices: Preschool Referral Form for Special Education Service (Appendix 1), Health/Developmental History Form (Appendix 2), and Parent Questionnaire (Appendix 3).

If a child is already enrolled in a preschool program (e.g., Head Start/State Preschool, private community), an initial referral may be submitted in a format similar to a Student Success Team (SST). The team may include an administrator, nurse, preschool teacher, speech/language specialist, school psychologist, and the parent/guardian. The preschool team review includes information from personnel

who work with the child and provides the opportunity to discuss the child's growth and development relative to expectations, intervention strategies, and his/her potential need for assessment to determine eligibility for special education program services. Each agency will have standardized forms for this process. If the student is enrolled in a program outside the child's district of residence (DOR), the program in which the student is attending may initiate a SST meeting to determine if assessment for special education is warranted. If warranted, the determination of referral for assessment will be provided to the DOR for initial assessment. If the student qualifies for special education services, the DOR is responsible for offering and providing FAPE.

Determining Eligibility

Per Section 56441.11 of the California Education Code, a preschool child, between the ages of three and five years, qualifies as a child who needs early childhood special education services if the child meets the following criteria:

1. Is identified as having one of the following disabling conditions:

<ul style="list-style-type: none"> • autism • deaf-blindness • deafness • hearing impairment • intellectual disability • multiple disabilities • orthopedic impairment • other health impairment • emotional disturbance 	<ul style="list-style-type: none"> • specific learning disability • speech or language impairment in one or more of voice, fluency, language and articulation • traumatic brain injury • visual impairment • OR established medical disability *
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* For purposes of this section, "established medical disability" is defined as disabling medical conditions or congenital syndromes that the IEP team determines has a high predictability of requiring special education and services.

2. Needs specially designed instruction or services.
3. Has one or more needs that cannot be met with modification of a regular environment in the home or school, or both, without ongoing monitoring or support as determined by an IEP team.
4. Meets eligibility criteria specified in California Code of Regulations Title 5 Section 3030.

A child is not eligible for special education and services if the child does not otherwise meet the eligibility criteria and his or her educational needs are due primarily to:

- unfamiliarity with the English language
- temporary physical disability
- social maladjustment
- environmental, cultural, or economic factors

When standardized tests are considered invalid for a child between the ages of three and five years, alternative means (e.g., scales, instruments, observations, interviews) shall be used as specified on the assessment plan.

IEP Process

It is very important to have all the right IEP team members at the table, to hold the meetings within required timelines, and to include all required components within the IEP document. The IEP team shall discuss the child's present levels of performance, determine eligibility, develop goals (and objectives as

appropriate), and determine the appropriate general education and/or special education program services to meet the child's needs. There are things that need to be considered for each IEP as decisions are made about the continuum of preschool program options.

IEP Team Members

Each meeting to develop, review, or revise the IEP of an individual with exceptional needs shall be conducted by an IEP team. The IEP team shall include all of the following (EC §56341 (a) (b 1-7)):

- 1) One or both of the pupil's parents, a representative selected by a parent, or both, in accordance with the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).
- 2) At least one regular education teacher of the pupil, if the pupil is, or may be, participating in the regular education environment. If more than one regular education teacher is providing instructional services to the individual with exceptional needs, one regular education teacher may be designated by the district, special education local plan area, or county office to represent the others. The regular education teacher of an individual with exceptional needs shall, to the extent appropriate, participate in the development, review, and revision of the pupil's individualized education program, including assisting in the determination of appropriate positive behavioral interventions and strategies for the pupil and supplementary aids and services, and program modifications or supports for school personnel that will be provided for the pupil, consistent with paragraph (3) of subsection (a) of Section 300.347 of Title 34 of the Code of Federal Regulations.
- 3) At least one special education teacher of the pupil, or if appropriate, at least one special education provider of the pupil.
- 4) A representative of the district, special education local plan area, or county office who meets all of the following:
 - (a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.
 - (b) Is knowledgeable about the general curriculum.
 - (c) Is knowledgeable about the availability of resources of the local educational agency.
- 5) An individual who conducted an assessment of the pupil or who is knowledgeable about the assessment procedures used to assess the pupil, and is familiar with the assessment results or recommendations. The individual shall be qualified to interpret the instructional implications of the assessment results. The individual may not be a member of the team described in paragraphs (2) to (6), inclusive.
- 6) At the discretion of the parent, guardian, or the district, special education local plan area, or county office, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the pupil shall be made by the party who invites the individual to be a member of the individualized education program team.
- 7) Whenever appropriate, the individual with exceptional needs.

IEP Meetings

The IEP team shall meet whenever any of the following occurs: (EC §56343)

- (a) A pupil has received an initial formal assessment. The team shall meet when a pupil receives any subsequent formal assessment.
- (b) The pupil demonstrates a lack of anticipated progress.

- (c) The parent or teacher requests a meeting to develop, review, or revise the IEP.
- (d) At least annually, to review the pupil's progress, the IEP, and the appropriateness of placement, and to make any necessary revisions.

An IEP required as a result of an assessment of a pupil shall be developed within a total time not to exceed 60 days, not counting days between the pupil's regular school sessions, terms or days of school vacation in excess of five schooldays, from the date of receipt of the parent's written consent for assessment, unless the parent agrees, in writing to an extension.* However, an IEP required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar for each pupil for whom a referral has been made 20 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day timeline shall recommence on the date that pupil schooldays reconvene. (EC §56344) *(Please be aware, if a parent requests an extension to the timeline and the LEA grants the request; the State will still consider the LEA "Out-Of-Compliance" on the time-line and the parent can file for Due Process.)

A meeting of the IEP team requested by a parent to review an IEP shall be held within 30 days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five schooldays, from the date of receipt of the parent's written request. If a parent makes an oral request, the school district shall notify the parent of the need for a written request and the procedure for filing a written request. (EC §56343.5)

IEP Content and Process

The IEP is a written statement for each individual with exceptional needs that is developed, reviewed, and revised and that includes the following: [EC §56345.]

- 1) A statement of the individual's present levels of academic achievement and functional performance.
- 2) The manner in which the disability affects his or her participation in appropriate activities.
- 3) A statement of measurable annual goals, including academic and functional goals, designed to meet the needs of the individual that result from the disability of the individual to enable the pupil to be involved in and make progress in the general education curriculum.
- 4) Meet each of the other educational needs of the pupil that result from the disability of the individual.
- 5) A description of the manner in which the progress of the pupil toward meeting the annual goals and when periodic reports toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards, will be provided.
- 6) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil.
- 7) A statement of the program modifications or supports for school personnel that will be provided to enable the pupil to do the following:
 - (a) To advance appropriately toward attaining the annual goals.
 - (b) To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities.
 - (c) To be educated and participate with other individuals with exceptional needs and nondisabled pupils in the activities described.

- 8) An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils in the regular class and in the activities described.
- 9) The projected date for the beginning of the services and modifications described, and the anticipated frequency, location, and duration of those services and modifications.
- 10) Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.
- 11) A statement of how the pupil's parents or guardian will be regularly informed, at least as often as parents and guardian of non-disabled students, on their progress toward annual goals.
- 12) For pupils whose primary language is other than English, linguistically appropriate goals, objectives, programs and services.
- 13) Extended school year services when needed, as determined by the IEP team.
- 14) Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school for any part of the school day
- 15) For pupils with low-incidence disabilities, specialized services, materials, and equipment, consistent with guidelines

After the IEP team reviews the assessment results, determines eligibility, determines the content of the IEP, considers local transportation policies and criteria, it is time to make program placement recommendations. (EC §56342) The IEP shall show a direct relationship between the present levels of performance, the goals and objectives, and the specific educational services to be provided. (CCR 3040 (c)) Specific educational placement means that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP. (CCR 3042 (a))

The IEP team must document its rationale for providing special education services in a location (placement) other than the school and classroom the child would otherwise attend if he or she did not have a disability. The documentation shall indicate why the child's disability prevents his or her needs from being met in a less restrictive environment even with the use of supplementary aids and services. (CCR 3042(b)) When a school site IEP team determines that the nature and/or severity of a child's disability is such that his or her needs cannot be met within a district operated program, they should discuss how the LEA will meet the obligation of FAPE. It is important that the parent/guardian be informed through the IEP meeting notice that an appropriate special education administrator or designee from another agency may be invited to the IEP team meeting.

No pupil shall be required to participate in all or part of any special education program unless the parent is first informed, in writing, of the facts that make participation in the program necessary or desirable, and of the contents of the IEP, and after this notice, consents, in writing, to all or part of the IEP. If the parent does not consent to all the components of the IEP, then those components of the program to which the parent has consented shall be implemented so as not to delay providing instruction and services to the pupil. (EC §56346(a))

Upon completion of the IEP, it shall be implemented as soon as possible following the team meeting. (CCR 3040(a)) A copy of the IEP shall be provided to the parents at no cost, and a copy of the IEP shall be provided in the primary language at the request of the parent. (CCR 3040(b)) Prior to the placement of the child with special needs, the district (staff members) shall ensure that the regular teacher(s), the special education teacher(s), and other persons who provide special education, related services, or both to the child are knowledgeable of the content of the IEP. (EC §56347)

Preschool Program Options

Both California and federal law require LEAs to provide a FAPE to preschool-age students eligible for special education, at no cost to parents. Whether preschool and/or a specific preschool setting would be appropriate for an eligible preschool-age student must be determined individually based on the unique needs of each student and is an individualized determination based on the unique educational needs of the particular student. "The term 'unique educational needs' is to be broadly construed and includes the student's academic, social, emotional, communicative, physical, and vocational needs" (*Los Angeles Unified Sch. Dist.*, 109 LRP 76217). While an LEA is not required by law to provide general education preschool, the fact that an LEA does not offer a public, general-education preschool program does not relieve it of its duty to provide a FAPE to preschoolers with disabilities.

According to California Education Code 56441.5, Appropriate instructional adult-to-child ratios for group services shall be dependent on the needs of the child. However, because of the unique needs of individuals with exceptional needs between the ages of three and five years, inclusive, who require special education and related services, the number of children per instructional adult shall be less than ratios set forth in subdivision (c) of Section 8264.8 for young children in a regular preschool program. Group services provided to individuals with exceptional needs between the ages of three and five years, inclusive, identified as severely disabled pursuant to Section 56030.5 shall not exceed an instructional adult-to-child ratio of one to five.

Depending on the child's unique needs, the IEP team will determine the appropriate educational services that support the needs and development of the child. Opportunities are offered for the child to participate in age-appropriate activities in the least-restrictive educational setting. Placement decisions are driven by the child's strengths and needs. Below is the continuum of services available for preschool students requiring special education services.

Continuum of Services

- Inclusive Community Setting (related services)
- The child's regular environment (including home)
- Public preschool program with Related Services
- Public preschool program with Consult and Collaboration from the Special Education Staff
- Public preschool program with Specialized Academic Instruction
- Separate preschool program with Specialized Academic Instruction for majority of day
- Separate preschool program with Specialized Academic Instruction for majority of day utilizing alternate curriculum standards
- State Special School (Referral only if not already accepted by school)
- Non-Public School
- Alternative Education
- Home/Hospital
- Instruction in non-classroom setting

There is no law or regulation that exists as to the type of service to be provided to preschoolers or the frequency. A preschool program may encompass many different types of service delivery, as the needs of children will vary. Some children might simply need speech therapy in a small group setting one time per week. Other children might need a special day class for one to five days per week. Usually special day classes for preschoolers are less than a half day, as children in typically-developing preschool

attend half day sessions; a preschooler receiving special education services should not be expected to spend more time in class than their typically developing peers.

If the IEP team recommends a preschool placement, and it is determined that the LRE for that student is a general education program, and the LEA does not operate its own general education preschool program, then the LEA may be required to provide an alternative preschool program at public expense. The OSEP has taken the position that the obligation to provide interaction with typically developing students may be satisfied by considering alternative methods for meeting the student's unique needs in the LRE. These alternative methods may include, but are not limited to:

1. Providing opportunities for the student's participation, even part time, in other preschool programs operated by public agencies, such as Head Start (income requirements must be taken into account);
2. Placing the student in a private preschool program for nondisabled students, or in a preschool program that integrates students with disabilities with nondisabled students;
3. Placing the student in a preschool program for students with disabilities in regular elementary schools.

The *Handbook on Developing and Implementing Early Childhood Special Education Programs and Services*, CA State Department of Education, Sacramento, 2001 recommends ideas on service delivery models:

- Special education services and related services provided to children enrolled in publicly funded programs, such as State Preschool, Head Start, or General Child Care
- Dual enrollment in a special education and early education or childcare program
- Special education and related services provided to children enrolled in private preschools and child care settings (i.e. specialist visits preschool class one or more times per week to consult with teacher - district only funds specialist services)
- Special education and related services provided to children in their home
- Small group instruction, usually for speech and language delays. Parent usually brings the child in for sessions.
- Special Day Classes—usually for students with intensive needs, as in autism and mental retardation, deaf, blind, etc.

Inclusive programs provide many benefits: peer modeling, a higher-level curriculum, and improvement in language usage, social skills and overall development. However, it is important to remember that a special education case carrier needs to be designated to work with the general education teacher and that any supportive services need to be provided by trained special education personnel. Sometimes instructional assistants provide services to such children under the direction of a credentialed special education teacher.

G.R.A.S.P.

One program offered to preschoolers is Giving Real Advantage to Special Preschoolers (GRASP). The Riverside County Office of Education's Preschool GRASP program has been providing itinerant special education services for eligible preschool children, ages 3 – 5 years old, with mild to moderate delays since fall 1987. Most children served through this program are experiencing delays in communication skills. They receive small-group instruction 30 minutes a week at their private or public preschool or two hours a week at center-based classes. Instruction is provided by credentialed early childhood special education teachers as well as bilingual instructional assistants. Thematic instruction emphasizes language, literacy, phonological awareness, and school-readiness skills. Nearly two-thirds

of children who have received Preschool GRASP services no longer require special education services when they transition to kindergarten. Parents are able to refer their child directly to the program by contacting (951) 826-7100.

Who should be referred?

Any preschooler who:

- Has speech that is difficult to understand
- Has difficulty answering questions
- Has problems with eye-hand tasks, such as building with blocks, coloring/drawing, and cutting with scissors
- Has problems with balance and coordination

Once the child is referred to GRASP, an assessment plan is developed to assess the child in the areas of suspected disabilities. If the child is determined to be eligible for special education services under IDEA and Title 5 of California Code of Regulations, an IEP will be developed and implemented.

The special education services offered by GRASP are provided at specific preschool campuses located throughout Riverside County.

Referral Process

1. Referrals for special education services are initiated through the child's district of residence. Referrals may be made by private or public preschool staff, parents, or other members of the community.
2. The district of residence staff will review each referral and will determine whether an assessment will be offered (an assessment plan offered to the family) or denied (Prior Written Notice provided to the family).
3. Assessments may be completed by either:
 - District preschool staff: assessment plans are developed by district of residence staff.
 - Combination of district and Preschool GRASP staff: assessment plans are developed by district of residence staff. If the GRASP staff will be completing any portion of the district assessment, the signed district assessment plan should be forwarded to the GRASP office as soon as parental consent is received.
 - Preschool GRASP staff: District will forward a "Search and Serve" form to the GRASP office if the GRASP team will be doing all of the assessment for a particular district's referred students.
4. The district of residence will convene the IEP team, develop and enter the initial IEP into Web-based IEP system and make the offer of FAPE for eligible students. The offer of FAPE may include the Preschool GRASP program for participating districts. For assessments completed at the district level, GRASP staff will be contacted if it appears that GRASP services may be a possible offer of FAPE for a particular student
5. After a child is placed in the GRASP Program through the IEP process, the GRASP secretary will FAX a transfer request form to SELPA requesting the student to be moved from the district of residence to RCOE GRASP in Web-based IEP system.

County Operated Severely Handicapped Preschool Programs

When a school site IEP team determines that the nature and/or severity of a student's disabilities are such that their needs cannot be met within a district operated program, they should discuss the potential referral with the appropriate special education administrator or designee responsible for processing referrals to Riverside County Office of Education (RCOE).

The LEA administrator/designee may choose to involve RCOE personnel in the initial consideration of placement IEP team meeting if the parent/guardian has been informed of this option. The Referral Form with a copy of the psycho-educational assessment report and IEP will be provided to the RCOE administrator/designee at the IEP meeting if the team agrees to an RCOE placement. The district of residence is responsible for providing the parent with the RCOE Registration packet, obtaining the completed packet from the parent and forwarding the completed RCOE Registration packet to the appropriate RCOE administrator's office to complete enrollment into the appropriate RCOE preschool program.

The LEA administrator or designee may also choose to hold a school site IEP team meeting to discuss a referral to RCOE prior to involving RCOE personnel. Depending on the individual case, the IEP team may write an IEP or an IEP Addendum when making the initial referral to RCOE. A recommendation to refer to county programs does not constitute a change in placement into a county program; the student remains in his/her present placement until an intake IEP team meeting is held with RCOE personnel. Note: a district of residence may need to make an initial offer of FAPE if the child is going to turn 3 years of age before the joint RCOE IEP team meeting can be held.

Referral and Intake Processes

The RCOE Referral Form (Appendix 4) must be completed with all demographic information on the top of the page, reason for referral, request indicated, enclosures checked, and signature of the LEA Administrator/Designee.

The following documentation must be included with the Referral Form:

- Current IEP
- Current Multidisciplinary Report (Preferably less than one year old).
- Immunization Record
- Home Language Survey
- Supporting Documents (e.g., Mental Health evaluation, Regional Center reports, and medical reports)

The original Referral Form and supporting documents should be sent to the RCOE Coordinator-Principal in their area. The LEA should maintain a copy of all records.

Upon receipt of a Referral Form, the receiving Coordinator/Principal and secretary will log the referral and assign a case carrier. The case carrier will review all pertinent assessments and supportive data. The LEA administrator/designee and RCOE case carrier are responsible for jointly coordinating the IEP team meeting with RCOE and district personnel when the Referral Form requests county consultation or a joint district/county IEP team meeting. The RCOE case carrier will make arrangements to have a Notice of Meeting sent to all participants at least ten days (whenever possible) prior to the meeting. The RCOE case carrier will participate in the IEP team meeting and request school records if the student is placed into a RCOE program. The RCOE case carrier will assist in implementation of the IEP, assure case completion of the initial referral, and notify the LEA of case disposition.

Nonpublic Schools

Early education services may be provided by the district, special education local plan area, or county office through a contract with a certified nonpublic, nonsectarian school, or nonpublic, nonsectarian agency when the appropriate special educational facilities, special education, or designated instruction and services required by the individual with exceptional needs is not appropriate or available through the public education program (EC §56365(a)).

When a school site IEP team determines that the nature and/or severity of a student's disabilities are such that their needs cannot be met within a district or county operated program, a team member should discuss the potential for placement in a nonpublic school with the appropriate special education administrator/designee responsible. The LEA administrator or designee may choose to involve nonpublic school personnel in the initial consideration for a change in placement IEP team meeting if the parent/guardian was previously informed of this option. The administrator/designee may also choose to hold an IEP team meeting to discuss a change in placement prior to involving nonpublic school personnel. Depending on the individual case, the IEP team may write a complete IEP or an IEP Addendum when making the initial change in placement to nonpublic school services.

Percentage of Time

CASEMIS is no longer collecting percentage of time for preschool students; only for ages 6-22. However, since preschool students receive special education support in a variety of environments, percentage of time needs to be determined on a case-by-case basis. The following are some examples of how to calculate percentage of time a preschool student is inside general education:

- Parent brings student to the school/district for 1 hour per week related services only
 - In this scenario time the student spends at home is their “natural environment” and will be used for determining time in “regular education”. To provide some perimeters to the time use a 3.5 or 4 hour school day.
 - Numerator = 14, denominator = 14 + 1, $14/15 = .93 \times 100 = \underline{93\% \text{ GE}}$ (7% SE)
- Child participates in Head Start 3.5 hours per day, 4 days per week = 14 hours/week and receives special education related services 1 hour per week
 - Numerator = 14, denominator = 14+1; $14/15 = .93$; $\times 100 = \underline{93\% \text{ GE}}$ (7% SE)
- Child attends State Preschool 3.5 hours per day, 5 days per week = 17.5 hours/week and receives special education related services 1 hour per week
 - Numerator = 17.5, denominator = 18.5; $17.5/18.5 = 0.9459$; $\times 100 = \underline{95\% \text{ GE}}$ (5% SE)
- Child attends special education preschool class 3.5 hours per day, 5 days per week = 17.5 hours per week and is integrated with regular early education program for 1 hour daily for circle time, recess and snacks
 - Numerator = 5, denominator = 5 + 17.5 = 22.5; $5/22.5 = .22 \times 100 = \underline{22\% \text{ GE}}$ (78% SE)
- Child participates in intensive 5.0 hours per day, 5 days per week = 25 hours/week special education program with no interactions with nondisabled peers
 - Numerator = 0, denominator = 25; $0/25 = 0 \times 100 = \underline{0\% \text{ GE}}$ (100% SE)

State Requirements for Preschool

There are two requirements for preschools in regards to state testing: participation in and performance on the Desired Results Developmental Profile (DRDP). There are also two State Performance Plan Indicators (SPPI) for preschoolers: Least Restrictive Environment and DRDP Assessment Results.

DRDP

The Desired Results System is an accountability initiative of the California Department of Education (CDE) developed to determine the effectiveness of its child development and early childhood special education services and programs. The system assures that children who are enrolled in state-funded preschool programs benefit from those programs.

The Special Education Division (SED) implements only the first component, the Desired Results Assessment System, to meet both statewide assessment and required federal reporting for preschool special education. All preschool-age children (3, 4, and 5 year olds not enrolled in TK or kindergarten) in California who have an IEP participate in the Desired Results Assessment System and will be assessed with the DRDP. The assessment process, which is done through observation of preschool children, occurs in the fall and repeated in the spring of each year by a trained, certificated preschool staff.

State Performance Plan Indicators

Indicator 6 – Preschool Least Restrictive Environment

The following language is the definition of State Performance Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). Because this is monitored, it is critical for each LEA to offer a full continuum of services to meet the unique needs of each individual student in the least restrictive environment. In making a decision about an individual child, the team may utilize the “Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs” as shown in Appendix 5.

Indicator 7 – Preschool Assessment

Each year the CDE, Special Education Division reports on Indicator 7 of the SPP to OSEP. OSEP then determines how well the state’s programs have helped children in early childhood special education programs make progress in three key outcome areas of early learning and development. This information is used to determine whether LEA programs are making a positive difference for young children and their families.

The three outcome areas measured in Indicator 7 are:

- A. **Social relationships**, which includes getting along with other children and relating well with adults
- B. Use of **Knowledge and skills**, which refers to thinking, reasoning, problem solving, and early literacy and math skills, and
- C. Taking **action to meet needs**, which includes feeding, dressing, self-care, and following rules related to health and safety.

Preschool to TK & Kindergarten Transition Planning

This section explains Transitional Kindergarten (TK), including a legal reference and the procedures.

Transitional Kindergarten

California’s Kindergarten Readiness Act of 2010 changed the age of admission for kindergarten and first grade and established a Transitional Kindergarten (TK) program that began in the 2012-2013 school year. TK is the first year of a two year kindergarten that implements a modified curriculum. * For purposes of transition, TK is included in the overall reference to Kindergarten.

Placement for Transitional Kindergarten or Kindergarten is based upon date of birth:

- Fifth Birthdate on or before September 1st-Kindergarten eligible
- Fifth Birthdate between September 2nd and December 2nd-Transitional Kindergarten
- Fifth Birthdate on or after December 3rd-Preschool age eligible (no TK or K enrollment)

This section addresses two key topics: (1) legal framework and (2) procedures.

Legal Reference

Preschool children identified as individuals with exceptional *needs must be reassessed prior to transitioning from a preschool program to kindergarten or first grade (EC 56445)*. This reassessment may include standardized testing, criterion referenced testing, observation and/or review of records (34CFR §300.305). Personnel providing special education services to the child are responsible for completing this reassessment and writing a summary report. Whenever possible, the IEP team review meeting should include a TK/kindergarten or first grade teacher to ensure that a smooth transition occurs. After enrolling in TK/kindergarten or first grade, the *child's progress should be monitored to determine the need for continuing special education program services (EC §56445(c))*.

Procedures

The optional Preschool Transition Assessment Worksheet is in Appendix 6 and the directions for completing the form are included in Appendix 7.

Latest Revision: January 22, 2016: February 19, 2021

Appendices

- | | |
|-------------|---|
| Appendix 1. | Sample Preschool Referral Form for Special Education Service (Optional) |
| Appendix 2. | Sample Health/Developmental History Form (Optional) |
| Appendix 3. | Sample Parent Questionnaire (Optional) |
| Appendix 4. | RCOE Referral Form (Mandatory) |
| Appendix 5. | Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs |
| Appendix 6. | Preschool Transition Assessment Worksheet (Optional) |
| Appendix 7. | Directions for Completing Optional Transition from Preschool to TK/Kindergarten Worksheet |

SAMPLE

School District: _____

PRESCHOOL REFERRAL FORM FOR SPECIAL EDUCATION SERVICE

Child's Name: _____ DOB: _____ Age: _____

Ethnicity: _____ Primary Language: _____ Sex: _____

Parent/Guardian Name: _____ Work Phone: _____

Address: _____ Home Phone: _____

Primary Reason(s) for Referral:

- Developmental Delay
 Behavioral/Emotional Problems
 Autism
 Health Issues/Concerns Skills
 Speech/Language Delays
 Delayed Pre-Academic Skills

Concise statement of concerns: _____

Is the child currently enrolled in a preschool program? Yes No

If yes, where? _____

Contact person: _____ Telephone: _____

Action Plan

Referral forms directed to: _____

Referral concerns reviewed by: _____

Develop assessment plan? Yes No Persons Responsible: _____

Child placed into special education? Yes No Program: _____

SAMPLE

School District: _____

HEALTH / DEVELOPMENTAL HISTORY FORM

Child's Name: _____ DOB: _____

Parent/Guardian's Name: _____

Siblings:

Name: _____ Age: _____

Name: _____ Age: _____

Name: _____ Age: _____

PRENATAL:

Any difficulty during pregnancy? _____

Length of Pregnancy? _____ Birth Weight? _____

Hours of Labor? _____ Type of Delivery? _____

Drugs/Alcohol/Medication/Tobacco used during pregnancy? _____

CONDITION AT BIRTH:

Breathing Problems? _____

Incubator? _____ Other? _____

DEVELOPMENTAL MILESTONES IN INFANCY (Indicate age in month or year each was attained):

Sat _____ Crawled _____ Walked _____

Toilet Trained _____ First Words _____ First Sentence _____

HEALTH HISTORY:

Allergies or Asthma _____

High Fevers (over 104) _____

Seizures Disorder _____

Injuries or Accidents _____

Surgical Procedures _____

Medication _____

Illnesses (including ear infections) _____

Sleep/Eating Patterns _____

Vision/Hearing Problems _____

ANY ADDITIONAL INFORMATION (Optional):

SAMPLE

School District: _____

PARENT QUESTIONNAIRE (page 1)

Child's Name: _____ DOB: _____

Parent/Guardian's Name: _____

Does your child..... (Please check all that can be answered as YES)

Know his/her name?	Know basic colors?
Know shapes?	Know body parts?
Know where to put things away in your home?	Match objects that are the same?
Tell when two things are different?	Tell a simple story?
Remember what comes first, next, or last in a game or activity?	Know where you live (i.e. recognizes neighborhood, streets, buildings, signs)?
Understands what others are saying?	Responds to request or commands?
Make themselves easily understood by others?	Have trouble pronouncing certain words?
Omits words?	Answers 2 or 3 questions after listening to a story?
State first name?	State first AND last name?
Frequently use 3-4 word phrases?	Jump?
Run?	Skip?
Pedal a tricycle or other riding toy?	Ride a bicycle WITH training wheels?
Ride a bicycle WITHOUT training wheels?	Fall frequently when walking or running?
Stand on one foot?	Catch a large bounced ball?
Throw a ball towards a target?	Need help climbing stairs?
Stack blocks to make a tower?	Hold a crayon or pencil correctly?
Put a 3-4 piece puzzle together?	Cut or snip with scissors?
Draw simple shapes?	Use a fork and spoon appropriately when eating?
Put on pants and shirt (may still need help with fasteners)?	Brush his/her own teeth with assistance?
Use the restroom independently (toilet trained)?	Drink from a glass (with no lid) without spilling?
Wash and dry hands without assistance?	Avoid eye contact with others?
Get unusually frustrated with simple tasks?	Have frequent temper tantrums?
Seldom smile or laugh?	Cry frequently?
Exhibit unusual fears/worries?	Avoid other children - does not interact with them?
Behave overly impulsive, active or distractible?	Not like to be touched?
Complain of headaches or stomachaches frequently?	Have sleeping problems?
Become upset when asked to stop an activity?	Try to hurt him or herself?
Try to hurt adults?	Try to hurt other children?
Break objects or toys excessively?	Use profanity?
Yell or call people names?	Cling to adults?
Not cooperate with adults?	Bother or interfere with others?
Avoid adults – not interact with them?	Not seek approval from parent or caregivers?

1. Describe what programs your child participated in PRIOR TO entering Head Start/State Preschool (i.e. a daycare facility, or other pre-school program, speech therapy, counseling).

2. Expectations I have for my child are: _____
3. Sibling comparison: How does the child's progress compare to that of siblings academically, linguistically, socially? Delays in common childhood tasks/activities? _____
4. Has anyone in the family had a learning problem? Who? Please explain. _____
5. Information about the parents:

	Father	Mother
(a) Where did parents spend their childhood?	_____	_____
(b) Highest grade of school completed?	_____	_____
6. Is there anything in the home or neighborhood, which might affect your child's learning (positive or negative)? _____
7. Describe any drastic family changes (frequent moves, deaths, family crisis) that have occurred during your child's lifetime. _____
8. Describe any recent changes in health status or changes in medication. _____
9. What are your child's favorite activities at home and at school? _____
10. What activities does your child avoid? _____
11. What disciplinary techniques are usually effective?

Home: _____

School: _____
12. What disciplinary techniques are usually ineffective?

Home: _____

School: _____
13. What have you found to be the most satisfactory ways of helping your child? _____
14. What are your child's strengths? _____
15. If your child is a second language learner, please complete the following:
 - Country of origin? _____
 - Primary home language? _____
 - Years in U.S.? _____
 - The child's primary language spoken with:

Parents _____	Siblings _____	Peers _____
---------------	----------------	-------------
 - Language the child **first** began to speak? _____
 - Which language does your child prefer to speak most often? _____
16. Any other comments or relevant information you feel is important for the assessing team to be aware of? (Optional) _____

RIVERSIDE COUNTY OFFICE OF EDUCATION
Division of Student Programs and Services

3939 Thirteenth Street, P.O. Box 868
Riverside, CA 92502-0868
(951) 826-6635, (951) 826-6506

24980 Las Brisas Rd
Murrieta, CA 92562
(951) 600-5634

47-336 Oasis Street
Indio, CA 92201
(760) 346-4071

Referral Form

(To Be Completed by Referring District)

Referring District: _____

Date: _____

Name of District Contact: _____

Phone: _____

Name of Student Referred: _____

Sex: [] Male [] Female

Living with: [] Parent * [] Foster * [] LCI

D.O.B.: _____

Parent/Guardian Name: _____

Chron. Age: _____

Address: _____ Apt.# _____

Home Phone: _____

Work Phone: _____

Mailing Address: _____

Cell Phone: _____

(if different)

Message Phone: _____

Initial - Age 3 and Above Special Education Referral Date: _____

Referred by [] Parent [] Student Study Team [] Other
[] Teacher [] Other School District Personnel Please specify _____

Initial Parent Consent Date for Evaluation: _____

* List Responsible Agency: _____ Caseworker: _____

School of Attendance: _____ Current Placement: _____

Most Recent IEP Date: _____ Most Recent Psych Report: Date _____

REASON FOR REFERRAL: _____

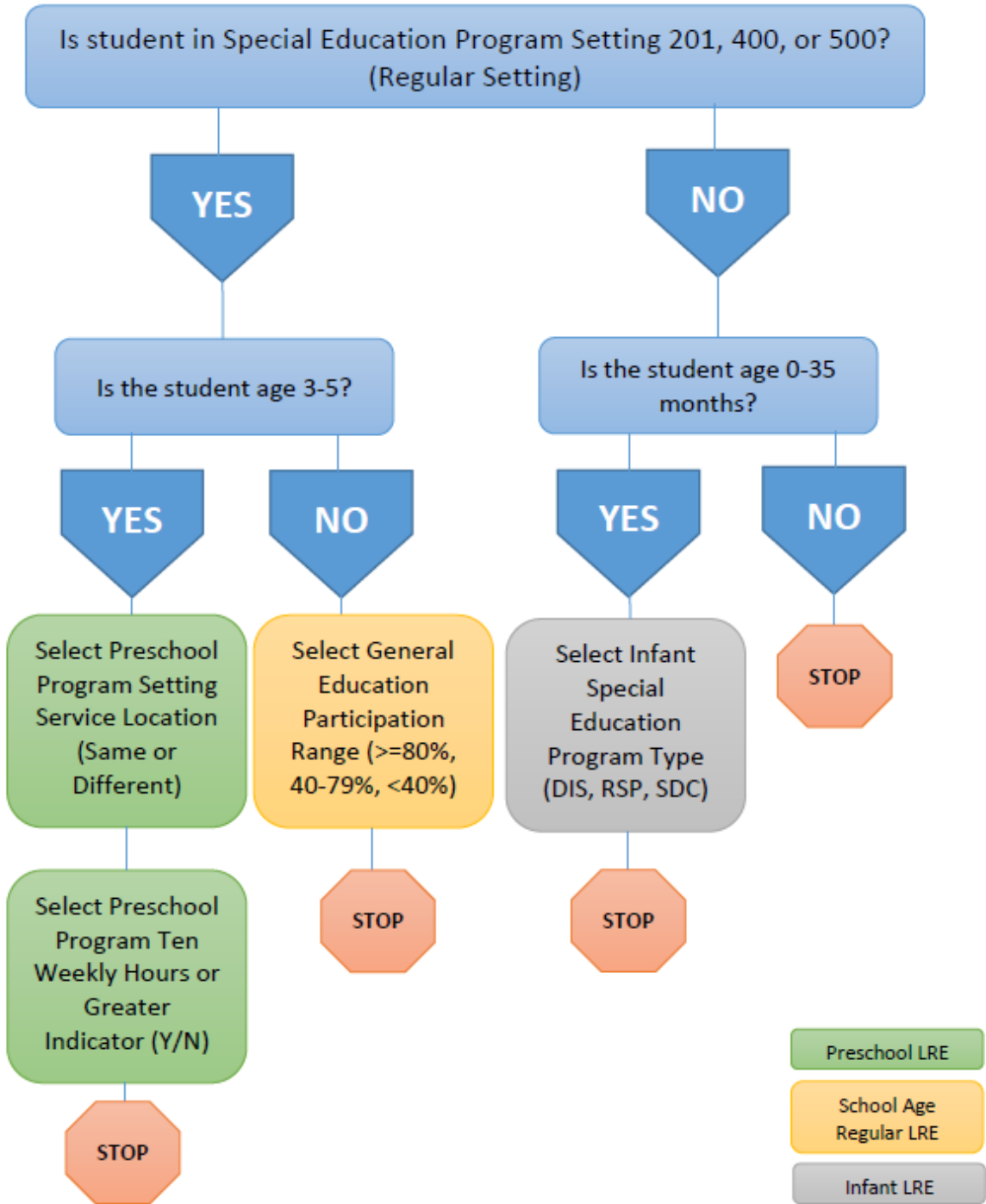
- County Consultation Requested [] YES Specific: _____
Request DIS/Itinerant Services ONLY [] YES Specific: _____
Request Joint District/County IEPT Meeting [] YES Specific: _____
County Audiological Evaluation Requested: [] YES Specific: _____

ENCLOSURES:

- [] IEP's [] Developmental Health History
[] Psychoeducational Study [] Speech Evaluation
[] Immunization Record [] Supporting Documents (Student Registration Form, Emergency Form,
[] Birth Certificate Disaster Preparedness Form & Student Health Information Form)

Signed: _____
Administrator/Designee Title Phone

LRE DECISION TREE



Preschool Transition Assessment Worksheet

Preschool To TK/Kindergarten **OR** Preschool To 1st Grade Transition

The use and distribution of this form is limited to employees of public school agencies within the Riverside County Special Education Local Plan Area (SELPA)

Student:	Birthdate: / /	Age:
Case Carrier:	Native Language:	Student's Language:
Most Recent IEP Date: / /	Original SPED Entry Date: / /	Home School:
District of Residence:		District of Service:
Current IEP Placement and Services:		

Preschool children identified as individuals with exceptional needs **must be reassessed** prior to transitioning from a preschool program to TK/Kindergarten or first grade (EC 56445). This reassessment may include standardized testing, criterion referenced testing, observation and/or review of records (34CFR §300.305). **This assessment worksheet is designed to assist team members in gathering information about the child for transition planning. A separate report is required as this worksheet does not meet the requirement for a comprehensive reevaluation report.**

NOTE: A signed Assessment Plan/PWN is required prior to completing this worksheet and other assessment strategies. Upon receipt, please complete the following table to document the information used to determine if the above named student still requires special education services or if further assessment is needed.

Review of Current Information Obtained Through:

Check if appropriate (not all areas are required):	Comments/Findings
<input type="checkbox"/> Teacher interview Name: _____	
<input type="checkbox"/> Parent interview Name: _____	
<input type="checkbox"/> Classroom work samples	
<input type="checkbox"/> DRDP results review	
<input type="checkbox"/> Special education records review	
<input type="checkbox"/> Observation of student's performance in classroom or academic setting noting relevant behavior in appropriate setting	

Student's current eligibility for special education: [Check all that apply]

- | | |
|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Established Medical Disability (0 – 5.0 only) |
| <input type="checkbox"/> Deaf-Blindness | <input type="checkbox"/> Other Health Impairment |
| <input type="checkbox"/> Deafness | <input type="checkbox"/> Emotional Disturbance |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Multiple Disabilities [specify _____] | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> Visual Impairment |

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
Preschool Transition Assessment Worksheet

Preschool To TK/Kindergarten OR Preschool To 1st Grade Transition

The use and distribution of this form is limited to employees of public school agencies within the Riverside County Special Education Local Plan Area (SELPA)

Review of Existing Evaluation Data (REED)

Note: Current assessment refers to current information and not simply a review of last comprehensive evaluation. A comprehensive evaluation must include the following.

Legally Compliant Report Components	
<input type="checkbox"/>	Current assessment provides information related to enabling the child to be involved in and progress in the general curriculum and to participate in appropriate activities
<input type="checkbox"/>	Testing and assessment materials were selected and administered so as to not be racially or culturally discriminatory
<input type="checkbox"/>	Determination of the effects of relevant environmental, cultural, and economic factors, if any were addressed
<input type="checkbox"/>	Assessments were completed in all areas of suspected disability
<input type="checkbox"/>	LEA used technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors
<input type="checkbox"/>	Assessments were conducted by trained personnel in conformance with the instructions provided by the producer
<input type="checkbox"/>	Current assessment includes a description of the extent to which testing varied from standard conditions
Health and Developmental	
<input type="checkbox"/>	Current assessment includes health, medical and developmental information, as appropriate
<input type="checkbox"/>	Vision/Hearing Screening was completed (unless parent has denied permission)
<input type="checkbox"/>	Current Medications, as appropriate
Primary Language Requirements	
<input type="checkbox"/>	Current English Language Proficiency level
<input type="checkbox"/>	Tests were administered in student's primary language (if YES, indicate language)
<input type="checkbox"/>	If an interpreter was used, report contains a statement regarding validity of assessment (if YES, indicate language)
Ability, Aptitude and Cognition	
<input type="checkbox"/>	Assessment procedures ensure that materials were selected and administered that reflect individual's skills and aptitude levels
<input type="checkbox"/>	Materials were used to assess specific areas of educational need and do not rely merely on procedures that provide a single IQ score
<input type="checkbox"/>	Current assessment includes information about general intelligence and ability
<input type="checkbox"/>	Current assessment is comprehensive and individually administered tests of intellect or emotional functioning were administered by a credentialed school psychologist
<input type="checkbox"/>	IQ tests were not administered to a student who is African-American
Social/ Emotional/ Behavioral	
<input type="checkbox"/>	Current assessment includes information about self-help, if appropriate
<input type="checkbox"/>	Current assessment includes social and emotional status
<input type="checkbox"/>	Behavior impedes learning of self or others (if YES, describe and/or attach pbip/BIP)
Academic	
<input type="checkbox"/>	Current assessment includes information about academic or pre-academic performance
Speech and Language	
<input type="checkbox"/>	Current assessment includes information on communication status and language function, as appropriate
Motor	
<input type="checkbox"/>	Current assessment includes information on motor abilities function, as appropriate
Low Incidence	
<input type="checkbox"/>	Evidence that evaluations for severe and low incidence disabilities were administered by trained and knowledgeable personnel using technically sound instruments in all areas of suspected disability
<input type="checkbox"/>	Current assessment includes description of the needs for specialized services, materials and equipment if the student has a low incidence disability

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
Preschool Transition Assessment Worksheet

Preschool To TK/Kindergarten OR Preschool To 1st Grade Transition

The use and distribution of this form is limited to employees of public school agencies within the Riverside County Special Education Local Plan Area (SELPA)

Consideration of Outside Reports	
<input type="checkbox"/>	IEP team considered information and private assessments, including independent evaluations provided by parents
Assessment Recommendations	
<input type="checkbox"/>	The determination of eligibility is evident in the records
<input type="checkbox"/>	Review of data indicates the student needs special education and/or related services

The IEP team needs to consider this information as part of the evaluation components to be discussed at the transition to TK/Kindergarten or First Grade IEP Meeting.

How to Complete the Preschool Transition Assessment Worksheet for the Preschool to TK/Kindergarten or Preschool to 1st Grade Transition

Preschool children identified as individuals with exceptional *needs* **must be reassessed** prior to transitioning from a preschool program to TK/kindergarten or first grade (EC 56445). This reassessment may include standardized testing, criterion referenced testing, observation and/or review of records (34CFR §300.305). **This assessment worksheet is designed to assist team members in gathering information about the child for transition planning. A separate report is required as this worksheet does not meet the requirement for a comprehensive reevaluation report.**

NOTE: A signed Assessment Plan/PWN is required prior to completing this worksheet and other assessment strategies. Upon receipt, please complete the following table to document the information used to determine if the above named student still requires special education services or if further assessment is needed.

This process will assist the IEP team with planning the preschool student's transition into TK/kindergarten or first grade.



NOTE: The IEP team will meet for either a transition into kindergarten or first grade, but not for both. Also, the term Kindergarten includes Transitional Kindergarten (TK).

Preschool To TK/Kindergarten **or** Preschool To 1st Grade Transition

Program Transition: Mark the transition the IEP team will be discussing at the next IEP meeting. Only one should be marked. The IEP team is required to address the transition from preschool into either TK/ kindergarten or first grade, but not both.

Student: _____ Birthdate: _____ Age: _____

Student: Enter student's first name and last name.

Birthdate: Enter the student's date of birth.

Age: Enter the age of the student at the time the document is being completed.

Case Carrier: Most Recent IEP Date: / /	Native Language: Original SPED Entry Date: / /	Student's Language: Home School:
District of Residence: Current IEP Placement and Services:	District of Service:	

Case Carrier: Enter the name of the person who is responsible for case management of the student's records.

Native Language: Identify the student's home language or language at birth.

Student's Language: Enter the language the student prefers to use or primarily uses.

Most Recent IEP Date: Enter the date of the student's last agreed upon IEP.

Original Special Education Entry Date: Enter the date the student first started to receive special education services, including IFSP (0-3 infant services).

Home School: List the name of the elementary school whose boundaries the student resides within.

District of Residence: List the name of the district in which the student resides.

District of Service: List the name of the district that is providing services to student. This may be different than the district of residence.

Current IEP Placement and Service: List the Student's current Special Education and placement and services, including related services, per the last agreed to IEP.



NOTE: In the next section you will mark only the information reviewed for completion of the document. This is not an exhaustive list and items not listed on the form may be reviewed by the team as appropriate.

<input type="checkbox"/>	Teacher interview Name: _____	
<input type="checkbox"/>	Parent interview Name: _____	
<input type="checkbox"/>	Classroom work samples	
<input type="checkbox"/>	DRDP results review	
<input type="checkbox"/>	Special education records review	
<input type="checkbox"/>	Observation of student's performance in classroom or academic setting noting relevant behavior in appropriate setting	

Review of Current Information: Place a check mark next to the items reviewed and indicate comments/findings for each.

<input type="checkbox"/> Autism	<input type="checkbox"/> Established Medical Disability (0 – 5.0 only)
<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Other Health Impairment
<input type="checkbox"/> Deafness	<input type="checkbox"/> Emotional Disturbance
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Specific Learning Disability
<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Multiple Disabilities [specify _____]	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Visual Impairment

Student's Eligibility: Check all that apply based on the findings of the review team.

Review of Existing Evaluation Data (REED): Current assessment refers to current information and not simply a review of last comprehensive evaluation. A comprehensive evaluation must include the following. (Not the complete listing from the worksheet)

Legally Compliant Report Components	
<input type="checkbox"/>	Current assessment provides information related to enabling the child to be involved in and progress in the general curriculum and to participate in appropriate activities
<input type="checkbox"/>	Testing and assessment materials were selected and administered so as to not be racially or culturally discriminatory
<input type="checkbox"/>	Determination of the effects of relevant environmental, cultural, and economic factors, if any were addressed
<input type="checkbox"/>	Assessments were completed in all areas of suspected disability
<input type="checkbox"/>	LEA used technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors
<input type="checkbox"/>	Assessments were conducted by trained personnel in conformance with the instructions provided by the producer
<input type="checkbox"/>	Current assessment includes a description of the extent to which testing varied from standard conditions

The IEP team needs to consider this information as part of the evaluation components to be discussed at the transition to TK/Kindergarten or First Grade IEP Meeting.