



ALL THINGS TRANSITION

8th Grade to High School Matriculation

Summary of Performance/Exit IEP Individual Transition Planning

Below are descriptors for several types of transition a student may experience during the secondary years. It is important that clarity be provided regarding the various types of “transition” so districts and LEAs understand each process and their relationship to one another.

8TH GRADE TO HIGH SCHOOL MATRICULATION:

Students with disabilities experience many transitions in their education. For purposes of this document, transition from 8th grade to high school will be referred to as **matriculation**. This is the process by which students transition from 8th grade to high school. Matriculation is an important process for districts and LEAs to understand in order to develop supportive structures to assist in matriculation, especially for students with IEPs. Many considerations must be addressed when transitioning from a middle school to a high school program.

For students with disabilities, transition from elementary/middle to high school can be particularly challenging. Students will be attending school on an unfamiliar campus, learning new processes and programs and interacting with unknown staff and classmates. In addition, academic expectations are increased and transitions between classes and school events can be more complicated. Preparation on all fronts is the best way to ensure seamless transition into the high school years.

INDIVIDUAL TRANSITION PLAN (ITP):

The Individual Transition Plan, or ITP, is a document developed by school teams to assist students to reasonably enable them to meet their post-secondary goals in the areas of education, employment and independent living. It is a legal requirement for secondary students, and must be in place no later than the student’s 16th birthday. However, many schools implement ITPs at the start of the freshman year for all students with IEPs or when deemed appropriate before a student’s 16th birthday.

ITPs are developed based on assessment and student-centered planning. Additionally, goals are developed with coordinated activities to support them. This plan is completed and documented in SEIS (Individual Transition Plan pages 1 and 2). Services may be implemented to assist the student in achieving their goals if appropriate. The IEP team will discuss and document the student’s course of study, credits completed, and whether the student is working toward a diploma or certificate of completion. Further, the district may advise the adult student regarding their rights upon reaching the age of majority (18).

For more information on ITPs, please refer to the SELPA procedural guide section called Transition Planning and Student-Led IEPs.

SUMMARY OF PERFORMANCE (SOP) AND EXIT IEPs:

The Summary of Performance (SOP) pages are also located in SEIS (Post-Secondary Exit pages 1 & 2). The SELPA encourages district/LEAs to convene EXIT IEP meetings in the last 8 to 10 weeks of the senior year of high school and to complete and discuss these pages with the student and their family. The SOP pages are a plan the student can share with potential employers and post-secondary community organizations. Also contained within the SOP pages are the current academic and functional levels and high school/community contact information to assist with the transition into adulthood. In addition, the IEP can be reviewed to update any progress on goals and/or to modify the transition plan. The IEP team can also review end dates for services and update any other forms as appropriate. The student should be given a complete copy of the IEP, including the SOP pages, once the Exit IEP is completed.



8TH GRADE TO HIGH SCHOOL MATRICULATION PROCESS

Middle School To Receiving High School

REQUIREMENTS FOR 8TH GRADE MATRICULATION MEETINGS:

When a student with an IEP matriculates from an elementary/middle school LEA to a high school LEA there are procedural requirements. The elementary/middle LEA is required to invite the high school LEA to the IEP team meeting prior to the last scheduled IEP review for each student with an IEP. If the high school LEA participates in the IEP meeting the IEP must specify the appropriate high school placement. However, if the high school LEA does not participate in the IEP meeting prior to the transfer to high school, the elementary/middle school LEA is required to notify the high school LEA of those students transitioning with IEPs. In instances where the high school LEA did not attend the transition IEP, the high school administrator is required to make an interim placement or an IEP meeting shall immediately convene.

Items of interest:

- IEP teams may include services with a start date in the future for a student matriculating from an elementary/middle school LEA to a high school LEA **provided** that a representative of the high school LEA attended the elementary/middle school LEA's IEP meeting.
- SELPAs may determine at what age/grade/date responsibility shifts from an elementary/middle school LEA to a high school LEA

MEETING PARTICIPANTS:

IEP meeting participants for a an 8th grade transition IEP should include:

- Current case manager
- Parent or guardian
- High school personnel
- An administrator
- A general education teacher
- Any other service provider that may need to make a recommendation for high school services

MATRICULATION MEETING REQUIREMENTS:

If the 8th grade transition IEP is not also an annual review or triennial IEP the following documents should be completed at minimum:

- IEP meeting notice
- IEP notes page (including captured discussion around working toward a Diploma or a Certificate of Completion)
- IEP Offer of FAPE Services page
- IEP Present Levels of Academic and Functional Performance
- IEP Signature and Consent page

ADDITIONAL PAGES OF THE IEP THAT MIGHT BE COMPLETED, IF APPROPRIATE:

- Individual Transition Plan (ITP)
- Behavior Intervention Plan
- Special Factors
- Any page that requires consideration prior to matriculating to high school
- Activities to support transition: This section of the IEP may be completed to document activities put into place to help each student successfully transition. It may include the development of a plan or process to support specific needs for students.

*It is recommended that an agenda be followed for the transition IEP. Please find a sample agenda at the end of this packet.

RESPONSIBILITY FOR PROVIDING FAPE:

- The offer of FAPE will continue to be the responsibility of the elementary/middle school LEA through extended school year after completion of 8th grade.
- The offer of FAPE will be the obligation of the high school LEA upon first day of enrollment, usually the first day of school.
- Services written into the IEP during the transition meeting shall begin on the first day of the school for the high school LEA. Services already in place for 8th grade will continue with an end date showing the last day before the first day of the fall school year.
- FAPE, including extended school year (ESY) is the obligation of the elementary/middle school LEA until the first day of the school year with the high school LEA.

ELEMENTARY/MIDDLE LEA WILL:

1. Send a list of names of incoming students with IEPs to the high school LEA no later than January.
2. Identify high school contacts for each site and connect with them.
3. Collaboratively develop a matriculation IEP calendar with the high school LEA.
4. Send IEP meeting notices out to all parties, including parent and high school contact.
5. Host the IEP meeting, including facilitation and documentation in SEIS.
6. Collect signatures and provide copies to parents/guardians.
7. Keep student through Extended School Year, where applicable.
8. Release students after Extended School Year, where applicable.

HIGH SCHOOL LEA WILL:

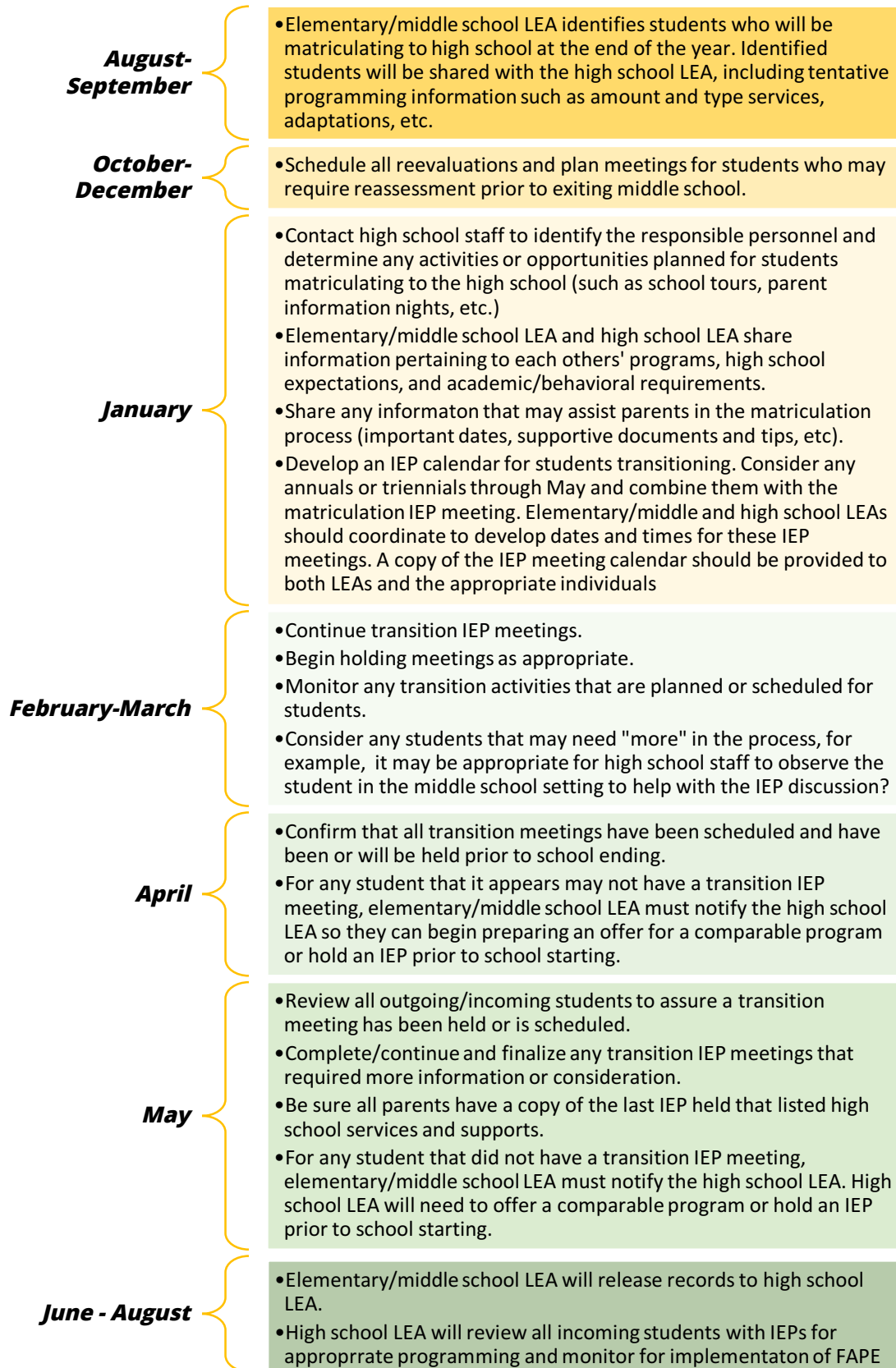
1. Share out any events or opportunities for students in 8th grade to assist in the matriculation process including site visits, meet and greets, social events and parent opportunities.
2. Collaborate with the elementary/middle school LEA to develop an IEP calendar.
3. Share/meet/collaborate with elementary/middle school LEAs to share information on high school programs and what they look like. This could be done through a PowerPoint training, school site visit, or paperwork.
4. Attend transition IEPs.
5. Assume responsibility of the IEP for students in August (at completion of Extended School Year).
6. Implement FAPE as captured in the transition IEP.
7. Develop any interim offers for students who did not have an IEP prior to matriculating to the high school LEA.
8. Convene an interim IEP for any students who did not have a transition IEP.

SAMPLE MATRICULATION IEP TEAM MEETING AGENDA:

- Introductions
- Purpose of meeting
- Parent Procedural Safeguards
- Present Levels of Performance, including parent concerns
- Discussion of High School Program, services and supports
- Update any other appropriate IEP forms
- Update services to include fall services
- Gather signatures and consent



8TH GRADE TO HIGH SCHOOL MATRICULATION TIMELINE





8th GRADE TO HIGH SCHOOL TRANSITION MEETINGS

IEP Tips



- Start research early by identifying students who are matriculating, which high school they will be attending, connecting with high school contacts and discussing when meetings will be scheduled. Be sure to start communications **early** (no later than January) with the high school LEA contacts.
- Develop a schedule of transition IEP meetings and be sure BOTH the elementary, middle and high school LEAs have a copy of the schedule.
- Consider the amount of time you will need for each transition IEP meeting, and plan accordingly, understanding that some discussions may require more time.
- Create and utilize an agenda to ensure all important discussion items are addressed.
- Enter all required information in SEIS.
- Collect information from general education teachers and other educators supporting each student prior to the transition meeting, including what has worked and what has been a challenge.
- Consider developing a parent/guardian input report to be completed and submitted prior to the transition IEP so concerns can be addressed.
- Review and share information with school personnel at both sites prior to the transition IEP meeting. Both LEAs should have an understanding of one another's programs and school to support rich and relevant conversations during the transition IEP.
- If there are matriculating students with annual or triennial IEPs due between January and May, combine the matriculation meeting with these IEP(s). This will provide the high school LEA with a more comprehensive picture of student's current needs.



8TH GRADE TO HIGH SCHOOL MATRICULATION

Frequently Asked Questions (FAQs)



1. Who is responsible for scheduling and hosting the IEP?
 - The elementary/middle school district is responsible for both scheduling and hosting the transition IEP. (5 C.C.R. § 3024(b))
2. Who is responsible for the development of the IEP?
 - The elementary/middle school district is responsible for the development of the transition IEP, even when high school personnel are present at the IEP team meeting. If high school personnel are not present at the IEP, then the high school district will be responsible for an interim IEP placement. (Ed. Code 56325)
3. Who is responsible for inviting the high school contact person(s) to ensure a high school representative can attend a matriculation meeting?
 - The elementary/middle school district is responsible for inviting the high school district to the IEP meeting prior to the last scheduled review. (5 C.C.R. § 3024(b)). The middle school invites high school personnel to at least one IEP, before the end of the 8th grade school year for the purpose of discussing matriculation to high school. This can be the annual review, a triennial, or a scheduled review of any kind, discussions focused solely on matriculation.
4. Who is responsible for the offer of FAPE?
 - The elementary/middle school district is responsible for FAPE until the student matriculates to the high school district/LEA. The offer of FAPE for high school, may be developed during the middle school matriculation IEP meeting, if high school personnel are present. Once the student has moved to the high school district, the high school district is responsible for the offer of FAPE.
5. Is an interim IEP required once the student transitions to high school?
 - An interim IEP is *only* required once the student transitions to high school if a transition IEP meeting was not held, with high school personnel present, prior to matriculating. (Ed. Code §56325(a)(1))
6. Who needs to be invited to a transition IEP meeting?
 - A transition IEP meeting should include the current case manager, the parents/guardians of the student, a representative from the high school district, the student, and a general education teacher. In addition, the school should consider inviting any other party that should be involved in the transition IEP process (e.g., speech or language pathologist (SLP), occupational therapist (OT), mental health related service provider etc.)

7. What should be covered at a transition IEP meeting?

- When a transition IEP meeting is held with high school personnel present the following should be discussed and documented in the IEP (this meeting may be documented using the “amendment” process unless the IEP is also an annual or triennial IEP, in which case the entire document would be updated):
 - Attendees
 - The purpose of the meeting
 - Parent concerns
 - Updated present levels of performance
 - Review of current services
 - High school accommodations/modifications/supplementary aids and services
 - High school services
 - Diploma vs. Certificate track
 - Resources and contacts for the high school district
 - Development of an Individual Transition Plan (ITP (when appropriate)
 - **Note:** An ITP may be required if the student is going to be 16, is already 16, if the students’ needs indicate an ITP should be develop, or if the high school district develops an ITP for all freshmen.