



Special Education Preschool-to-Kindergarten Transition Timeline for Students with Autism Fairfax County Public Schools*

Last Year of Preschool

Fall: Attend the Preschool-to-Kindergarten Transition meeting for parents of special education preschoolers. You will be notified of the date and time by your child’s preschool.

Fall-Winter: If your child is eligible for a triennial reassessment, decide on which assessments you will agree to have the school conduct. Once the assessment reports are finalized, you will meet with the school psychologist to discuss results and recommendations.

Winter-Early Spring: Start to think about options for kindergarten placement and services. The Least Restrictive Environment page of your student’s IEP lists the various delivery option codes.

| Service Delivery Option Codes |
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| A. Consult/Monitor/Collaboration |
| B. Special education services in general education on an intermittent basis. |
| C. Special education services in general education on a regularly scheduled basis. |
| D. Special education services in special education setting on an intermittent basis. |
| E. Special education services in special education setting on a regularly scheduled basis. |
| F. Preschool special education services in natural environments. |

- These codes are assigned to each Area of Need (For example, your child’s communication services may be delivered through options C and E.)
- Options B and C are services provided while your child is in the general education setting for all or a portion of the day, with the assistance of a special education teacher and/or Instructional Assistant (IA).
- Options D and E are services provided while your child is in the special education setting for all or a portion of the day.
- Many students receive a combination of these delivery options, splitting their time between settings and receiving special education assistance where needed. This is where it comes down to the INDIVIDUAL needs of your child and what you and the rest of the IEP team think is best for him or her.

*This document has been reviewed by FCPS officials for accuracy.

- The Services page of the IEP breaks out the hours your child will receive special education services in the special education setting only. The Service column will specify the type of special education services received, such as AUT for an enhanced autism classroom or NCE for a non-categorical special education classroom.

| Service | Hours | Frequency | Hours in Special Education Setting Only | Begin Date** | End Date** | Begin Date** | End Date** |
|---------|-------|-----------|---|--------------|------------|--------------|------------|
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Spring: Schedule IEP meetings with your team and, if needed, observations with your Procedural Support Liaison (PSL). Find your PSL’s contact information here: <https://www.fcps.edu/node/31223>

1) Kindergarten Transition IEP Goals Meeting

- Discuss both academic and non-academic goals. These goals can be revised once your child begins kindergarten, at any point in the year, as his/her new teacher has had time to work with your child.
- If a placement is not determined, then the IEP team will end the meeting and reconvene at another time.

2) Potential Kindergarten Classroom Setting Observations with your PSL

- General education kindergarten classroom at student’s base school
- Special education classroom at student’s base school (if available)
- Special education classroom at another school that has a program that meets your child’s needs, such as an enhanced autism classroom

3) Kindergarten Placement IEP Meeting

- If needed, reconvene the IEP team to discuss placement options.
- If you agree with everything in the IEP, including but not limited to all goals, service delivery options, special education hours, and placement, then provide consent and sign the IEP. If you disagree with any part of the IEP, work with the PSL to determine your consent options.

