



Deer Valley Unified School District

Bridging

“Bridging” is the term we use to describe helping a student make a smooth and successful move from one grade or school to another. The student may be moving because s/he is advancing a grade or because of moving, etc. Any time a student in special education is moving, the IEP Team should consider what needs to be done to ensure success.

Bridging meetings should be times for the IEP Team to look at not just the IEP, but also at supports, services, accommodations, modifications, related services, materials, accessibility requirements, ADA requirements, equipment, adaptive equipment and staffing plans. To help IEP Teams with this process, 2 forms can be used:

- Bridging Framework and Checklist
- Bridging Parent Questionnaire

The parent survey should also allow each parent to contribute his or her needs, fears, goals as a team member in developing and planning for their child’s needs. Please review the following:

1. Complete the Bridging Framework and Checklist for the student moving to the next grade or building and send a copy to the receiving school or teacher. Or you may wish to develop this together in a meeting.
2. Copy the Bridging Framework and file in the student file.
3. Send Parent Questionnaire to parent. Send a copy of the completed form to the receiving teacher/school.
4. Share both the Framework and Parent Questionnaire with team members for planning and development of the IEP. Both the receiving and sending team, grade level or school team need to review these documents.
5. Be sure the parent has a copy of the completed parent survey for their records.
6. Keep the **ORIGINAL** in the school file.
7. The Bridging Framework and Checklist is a working document for school staff only. It is best practice for planning and sharing information. **It is NOT part of the IEP.**
8. Make sure each team member has a copy of the planning format.

Also please share any other things you find useful in helping students make a smooth move to a new grade or school.

Bridging Checklist

Student: _____ New class/school: _____

Check only the items that a student needs.

	What needs to be done	Person responsible	Target date
	Student has been told s/he will go to new school/class		
	Student will visit new building/class		
	Student will meet new teacher/educational assistant		
	Student gets pictures of new school, principal, teacher, educational assistant, bus driver		
	Student put in class with at least one other student s/he knows		
	Peer buddies assigned to help student adjust to new school. This is when peer buddies are needed and what they will do: _____ _____ _____ _____ _____ _____		
	New bus driver has been given needed information about this student, including any behavior plan		
	Peer buddy has been assigned for bus (This is what of what s/he is to do: _____ _____ _____		
	Needed equipment (seat belt, etc.) is on bus – Equipment needed is _____ _____		
	Student knows about new bus and driver		
	Needed therapy equipment (weighted vest, weighted blanket, swing, seating cushion, scooter board, etc.) – This is what is needed: _____ _____ _____		
	PECs the student uses have been taken to new school/teacher		
	PECs will be on doors of class, gym, library, bathrooms, cafeteria, etc. to help student get around at first		
	Needed assistive technology (adapted mouse or keyboard, touch screen, visual timer, pencil grip,		

	FM system, etc.) is in new class/school – This is what is needed: _____ _____ _____ _____		
	New staff have been trained on student’s behavior plan		
	New staff have been trained in CPI to do therapeutic holding as needed for behavior outbursts (available at Summer Institute)		
	Type of preferential seating the student needs is clearly documented in the IEP		
	Any informal techniques used by staff to help the student succeed are clearly explained. They are: _____ _____ _____ _____ _____		
	Cool down area has been identified at the new school and explanation for how and when to use it is attached to this paper.		
	Student needs to have familiar objects or routines at first to help adjust to the new school. They are: _____ _____		
	Key phrases staff will need to use with student (and when) are: _____ _____ _____		
	Current staff need to meet with new staff to discuss student’s needs (If so, attach list of which staff.)		
	Sheet on front of student’s file lists what the new teacher/school needs to do, get or know for or about this student.		
	Student’s file is transferred to new teacher/school		