

PTA SPECIAL EDUCATION/504 PLAN PARENT INFORMATION GROUP

LEVEL TO LEVEL TRANSITIONS

March 6, 2018

Levels of Transitions

- Preschool to Elementary
- Elementary to Middle
- Middle to High School
- High School to Post-Secondary
- High School to Adult Transition Program

Other Transitions

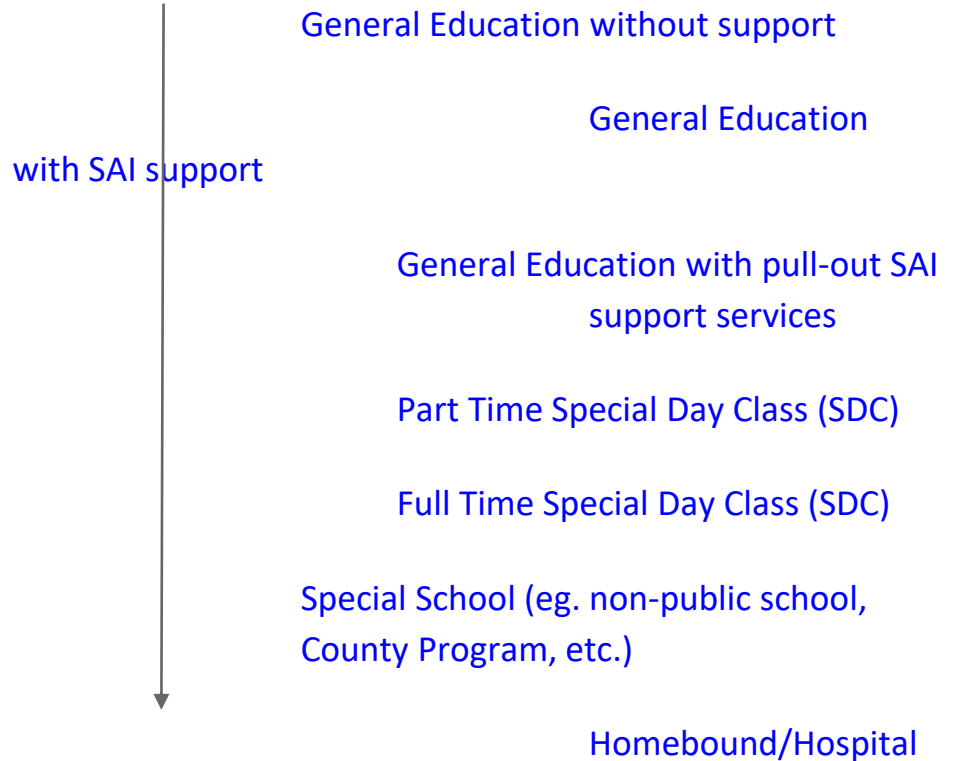
- Entry into Special Education
- Exit from Special Education
- Individualized Transition Plan
- Age of majority (18)

LEAST RESTRICTIVE ENVIRONMENT

Federal Regulations state in general - To the **maximum extent appropriate** children with disabilities...are educated with children who are not disabled, and **special classes**...or other removal of children with disabilities from the regular educational environment **occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.**

Continuum of Special Education Options when Considering Least Restrictive Environment

Least Restrictive



Most Restrictive

Specialized Academic Instruction - (SAI) Service Delivery Models

Inclusive - indirect	Inclusive - indirect	Inclusive - direct	Inclusive - direct	Separate settings - direct
<p>MONITOR</p> <p>On or near grade level performance</p>	<p>CONSULTATIVE</p> <p>Minimal academic support needed</p>	<p>COLLABORATION</p> <p>Academic performance below grade level</p>	<p>CO-TEACHING</p> <p>Academic performance below grade level</p>	<p>SPECIAL DAY CLASS</p> <p>Academic and/or adaptive skills substantially below grade level</p>
<p>Requires assistance initiating or completing tasks</p>	<p>Student performance is monitored</p>	<p>Requires some direct SAI to support progress</p>	<p>Requires SAI throughout the instructional period to access content</p>	<p>Requires SAI throughout the instructional day to demonstrate progress toward individualized goals</p>
<p>May require classroom accommodations</p>	<p>Minimal testing & classroom accommodations</p>	<p>Student able to function independently</p>	<p>Instruction differentiated to meet student's unique needs</p>	<p>Requires a focus on alternative achievement and functional behavior skills</p>
<p>Transitional phase as student nears exit</p>			<p>Requires more frequent monitoring and formative assessment</p>	

Preschool to Elementary

Transition IEP meetings in the spring

IEP team recommendations for placement
in Least Restrictive Environment (LRE)

Students may transition to:

School of Residence with Specialized
Academic Instruction (SAI)

Specialized programs

- Collaborative-Inclusive (K-1
Community of Learners)
- Special Day Class
- Regional Autism Program

SOME TIPS FOR PRESCHOOL TO KINDERGARTEN

Play Drama: Using small figures, stuffed animals, or puppets have your “actors” experience a transition to a new place. Don’t forget to “act out” coping strategies, for example, “Mr. Elephant feels scared. So what can he do? Maybe he could tell his teacher!”

Talk about the transition to your child in a positive way and try not to let your own anxiety about the change show too much.

Visit the school with your child this summer.

See if you can find out some of your child’s new classmates, and set up a playdate.

Ask your child’s siblings to tell her/him about their experience.

Tell your child how you felt when you had to go to kindergarten—and what made you feel better and how it turned out okay (that is if you can remember!)

Remind your child “It’s okay to be afraid. But, you’ll feel better each day that you’re there. Lots of kids feel just like you do.” It can be tempting to try to brush off a child’s fear (after all, **you** know it will be okay). Instead try to acknowledge your child’s fear as real and appropriate while offering reassurance.

Preschoolers need to feel that their parents believe how they feel is true.

With your child, write a story about his or her first day at kindergarten (with your child as the main character!) Include logistics, feelings, etc.

TIPS FOR PRESCHOOL TO KINDERGARTEN

A few books you can read to your child about starting kindergarten:

The Night Before Kindergarten (Reading Railroad Books) Paperback, by illustrators Natasha Wing and Julie Durrel

Miss Bindergarten Gets Ready for Kindergarten, written by Joseph Slate and illustrated by Ashley Wolff

Kindergarten Rocks! by Katie Davis; *Look out Kindergarten, Here I Come!* by Nancy Carlson

I Am Too Absolutely Small for School (Charlie and Lola), by Lauren Child.

Elementary to Middle School

All inclusive setting SAI programs are available at both Oak and McAuliffe Middle Schools

IEP Team recommendations for placement based on LRE:

- General Education
- Co-Teaching Core (Reading/Language Arts/Math)
- Special Class/Intervention (Core and Academic Lab)
- Special Day Class/Life Skills/ABA

Some Changes in Middle School

Students may have 7 classes per day including: Reading, Language Arts, Math, PE, Elective, Social Studies, Science or Academic Lab

Schedules completed by the middle school team (Principal, Assistant Principal, School Psychologist and School Counselor) for each student

IEP Services change from minutes of service to class periods

PE and Electives are every day and include a variety of classes (choir, band, “wheel”)

Many ways to get connected before, during and after school plus interventions for academic support (homework club)

Middle School to High School Becoming a GRIFFIN!!



ALL Program Options are available at LAHS

IEP Recommendations for placement
based on LRE:

- General Education
- General Education with Consultation/Collaboration
- SAI Co-Teaching
- Special Class/Intervention
 - English, Math, Academic Lab
- Special Day Class/Life Skills/ABA

Some things to expect at the high school

Daily course schedule now 6 periods a day,
(occasionally a 0 period may be added)

Every 9th grade student will complete a Four-year Plan with the College and Career Counselor and their School Counselor

High School Diploma Requirements: 220 CREDITS for graduation based on specific sequence of courses

Certificate of Completion: Student's program is individualized to address unique needs and focuses on 4 areas of independence: education, career, community awareness, and adaptive skills to earn a Certificate of Completion at the age of 22.

A Sample of Some Post Secondary Options

Adult Transition Program (ATP)

Located on district campus

Opportunities for increased community
based instruction and job training

Community College

Credit/Certificate Programs

Non-Credit/ Basic Skills Programs

Four Year University - Private/Public

High School Diploma plus completion of A-
G course of study

QUESTIONS???

