



# THE TRANSITION PROCESS

FOR 8th to 9th GRADE STUDENTS  
WITH IEP'S & 504 PLANS

JANUARY 2021



**OLENTANGY SCHOOLS**<sup>SM</sup>  
*Flourish Here.*

# PARENT MENTORS

- **Fran Gardner**

(614) 332-6868

Middle School & High School  
Families

- **Shelly Frederick**

(614) 332-5269

Preschool & Elementary Families

For more information on the Parent Mentor Program, visit the [Pupil Services Website; Parent Mentor Program](#).



# GOALS FOR THIS PRESENTATION

The goals for this presentation include:

- Provide an introduction to the Pupil Services Department
- Explain the transition process that the district follows
- Explain what Intervention services can look like in High School
- Answer any questions you may have
- Provide an introduction to an Intervention staff member at your new high school



# PUPIL SERVICES ADMINISTRATORS

- **Director of Pupil Services**

Marty Arganbright

(740) 657-4075

[marty\\_arganbright@olsd.us](mailto:marty_arganbright@olsd.us)

- **Assistant Director of Pupil Services**

Stefanie Daberkow

(740) 657-5055

[stefanie\\_daberkow@olsd.us](mailto:stefanie_daberkow@olsd.us)

For more information on the Pupil Services Department, including your Pupil Service Supervisor, visit the [Pupil Services Website](#).



# THE 8<sup>TH</sup> GRADE TO 9<sup>TH</sup> GRADE TRANSITION PROCESS



# THE 8<sup>TH</sup> GRADE TO 9<sup>TH</sup> GRADE TRANSITION PROCESS

- High School Counselors and Administrators meet with 8th grade students to discuss course offerings and graduation requirements. (January)
- High School Intervention Specialist meets with student and Middle School Intervention Specialist to review course selections. (January - February)
- Students meet with High School Counselor to submit course requests. (February)



# THE 8<sup>TH</sup> GRADE TO 9<sup>TH</sup> GRADE TRANSITION PROCESS

- High School IEP case managers collaborate with Middle School IEP case managers to ensure IEP services are reflected in course requests.
- IEP case managers are assigned to individual students.
- IEP case managers (or summer contact Intervention Specialist) will contact parents prior to end of school year.
- High School 504 coordinators are responsible for students with 504 Plans.



# 9<sup>TH</sup> GRADE TRANSITION ACTIVITIES

## Freshman Orientation Event\*

- Held in August; more specific dates for each school TBD
- Led by student mentors
- Opportunity to walk schedule and open locker
- Opportunity to meet teachers while walking schedule

\* In August 2020, we were not able to hold our traditional Freshmen Orientation. Instead, only freshmen came to school on the first day and we had a special schedule that included all information typically presented at orientation. We are unsure of our plans for Freshman Orientation for August 2021 at this time. Each building will communicate specific plans this summer. Be sure to [register to receive email communication](#) from your child's school.



# HIGH SCHOOL INTERVENTION

## **Intervention Study Center**

- Intervention Specialist
- Progress monitoring towards IEP goals, extended time for tests, homework/content support

## **Guided Study Hall/Academic Assist**

- Intervention Specialist
- Opportunity for implementation of 504 accommodations designated on 504 plans

## **Co-taught Courses**

- Regular Education teacher and Intervention Specialist
- Support for IEP goals, accommodations and modifications within the regular education classroom

## **Specialized Learning Center**

- Intervention Specialist is the teacher of record
- Extended Standards (Modified curriculum) in the areas of Math, English, Science, Social Studies; credit earning towards graduation requirements; students taking Alternative Assessment
- Based on needs identified in evaluation



# THE ROLE OF THE INTERVENTION SPECIALIST IN HIGH SCHOOL

- Facilitate implementation of accommodations and modifications in the classroom
- Provide Specially Designed Instruction per the child's IEP
- Middle School team concept vs. High School schedule
- Parents should have direct communication with their child's Regular Education teachers and copy the Intervention Specialist
- Intervention Specialists attend content specific courses, so your student may have more than one Intervention Specialist they work with



# SAMPLE FRESHMAN HIGH SCHOOL SCHEDULE

- 4 Core Classes (year long courses)
  - English
  - Math
  - Science
  - Social Studies
- 3 Elective Courses (year long courses or semester long courses)
- Graduation requirement courses such as Health (semester long course), PE (semester long course), Fine Arts (year long courses or semester long courses)
- Lunch

Each High School has their course catalog and scheduling information on their website. The district high schools have also prepared a [Course Planning Guide](#).



# Graduation Requirements for Class of 2023 and Beyond

(Optional for Class of 2020, 2021 and 2022)

Complete Courses	Demonstrate Competency	Demonstration Readiness																						
<p>Earned Olentangy's required 22 credits:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">English</td> <td>4 credits</td> </tr> <tr> <td>Math</td> <td>4 credits <small>(including Algebra II or equivalent)</small></td> </tr> <tr> <td>Science</td> <td>3 credits <small>(including one physical science, one life science and one advanced science)</small></td> </tr> <tr> <td>Social Studies</td> <td>3 credits <small>(including world history, US history, US gov and econ)</small></td> </tr> <tr> <td>Health</td> <td>½ credit</td> </tr> <tr> <td>Physical Education</td> <td>½ credit</td> </tr> <tr> <td>Fine Arts</td> <td>1 credit</td> </tr> <tr> <td>Electives</td> <td>6 credits</td> </tr> </table>	English	4 credits	Math	4 credits <small>(including Algebra II or equivalent)</small>	Science	3 credits <small>(including one physical science, one life science and one advanced science)</small>	Social Studies	3 credits <small>(including world history, US history, US gov and econ)</small>	Health	½ credit	Physical Education	½ credit	Fine Arts	1 credit	Electives	6 credits	<p>Earn the required “competency” score on both Algebra I <u>and</u> ELA II.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 30%;">Test</th> <th style="width: 70%;">Competency Score</th> </tr> </thead> <tbody> <tr> <td>Algebra I</td> <td style="text-align: center;">684</td> </tr> <tr> <td>ELA II</td> <td style="text-align: center;">684</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>● There are three alternative ways for students to show competency:             <ul style="list-style-type: none"> <li>○ CCP</li> <li>○ Career Experience/Technical Skill</li> <li>○ Military Readiness</li> </ul> </li> </ul>	Test	Competency Score	Algebra I	684	ELA II	684	<p>Earn at least <u>two</u> seals, and one <b>must</b> be state defined:</p> <p><u>State Defined</u></p> <ul style="list-style-type: none"> <li>● OhioMeansJobs Readiness Seal</li> <li>● State Seal of Biliteracy</li> <li>● Industry-Recognized Credential Seal</li> <li>● College-Ready Seal</li> <li>● Military Enlistment Seal</li> <li>● Citizenship Seal</li> <li>● Science Seal</li> <li>● Honors Diploma Seal</li> <li>● Technology Seal</li> </ul> <p><u>Locally Defined</u></p> <ul style="list-style-type: none"> <li>● Community Service Seal</li> <li>● Fine and Performing Arts Seal</li> <li>● Student Engagement Seal</li> </ul>
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# WHAT CAN PARENTS DO TO HELP WITH THE TRANSITION PROCESS?

- Set students up for success and don't over-schedule.
- Transitions are unavoidable.
- Educate yourself so you can best prepare your child.
- Communicate early and often! Please let us know if you have questions.



# WHAT CAN STUDENTS DO TO HELP WITH THE TRANSITION PROCESS?

- Self advocacy
  - asking for help as soon as you fall behind
  - asking for extended time and other accommodations
  - asking for clarification when directions are unclear
- Become comfortable with Schoology (find notes and assignments)
- Focus more on the process of learning than the actual grade
- Identify strategies to help with anxiety and increased workload
- Time management skills



# FREQUENTLY ASKED QUESTIONS

**What if my child has anxiety about transitioning to their new building?**

Reach out to the assigned IEP case manager or school counselor during the spring/summer so that we can help alleviate those fears or arrange a tour during the summer.



# FREQUENTLY ASKED QUESTIONS

**Should your student attend their IEP or 504 meeting?**

Yes, your student should attend and participate in their IEP or 504 meeting.

**Do students have to take a Foreign Language to graduate?**

No, a Foreign Language is not a graduation requirement.



# FREQUENTLY ASKED QUESTIONS

## **How do I change my child's schedule?**

Contact your child's School Counselor. Make sure to tell them that your child has an IEP, so their specific needs are still met.

## **When will I find out my child's schedule?**

Students will receive access to their schedule on PowerSchool in the beginning of August.



# HIGH SCHOOL SPECIAL EDUCATION DEPT CHAIRS

- **Olentangy High School** - Jessica Wester and Christina Woolard
- **Olentangy Orange HS** - Marcia Lower and Dawn Arganbright
- **Olentangy Liberty HS** - Emily Kriss
- **Olentangy Berlin HS** - Jennifer Weaver and Lauren Pratt
- **Olentangy Academy-** Cris Coen



A representative from each High School Intervention Department is available to answer any questions or concerns you may still have. Please complete this [High School Intervention Meeting Request Form](#) to set up a meeting.



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**THANK YOU**