

# Transition Panel

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NCCSE Community Advisory Committee

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# Panel Members

Preschool to Transitional Kindergarten or Kindergarten: Leslie Montoro, DMUSD

Elementary School to Middle School: Kathy Nichols, CUSD

Middle School to High School: Monica Davey, SMUSD

High School to Adult Transition: Jennifer Havlat, SDUHSD

# Preschool to TK/K

The move from preschool to kindergarten requires teamwork.

Teamwork promotes the goal of a smooth & successful transition for your student



# Preschool to TK/K

- In the spring, prior to your child's transition to kindergarten, you and your child's IEP team will meet to consider:
  - Results of transition assessment
  - Your child's present levels of performance and goals
  - The continuum of placement options available
  - Your input
- You and your child's school based team will also work together at this meeting to develop a plan for a smooth transition to kindergarten.



# Preschool to TK/K

## Ask Questions:

What is the continuum of placement options across the district and what did the team consider for my child when determining placement?

What are the District's beliefs on inclusion and what will this look like for my student?

What can I expect my child's day will look like and what learning opportunities will they have access to?



# Elementary School to Middle School

As students transition into middle school there are expectations for greater independence. Your child may encounter some new situations that come with the growing independence, such as:

- using self-advocacy skills
- choosing some classes
- attending social, cultural, and sporting events
- increasing organizational skills and homework expectations
- developing goals and planning for the future

Encourage self-advocacy. Self-advocacy skills include the ability to make decisions, communicate one's needs, and ask for help if necessary. Include your child as much as possible in the planning and goal setting of the IEP process.

# Elementary School to Middle School

**Develop a transition planning timeline.**

Find out if your district has a formal plan for transitioning students to the middle school.

- Does the school district offer an orientation, tour of the middle school, and an opportunity to meet new teachers for incoming students and parents at the end of summer break?
- Will one orientation visit be enough for your son or daughter?
- Will your child benefit from taking photos of the school or other visual supports (a map, resource list, location of the office, etc.) to familiarize him/her with the middle school layout during the summer break?
- Check out accessibility issues.
- Talk with other parents whose children attend the school.
- Find ways as a parent and for you student to get involved in the school.

# Elementary School to Middle School

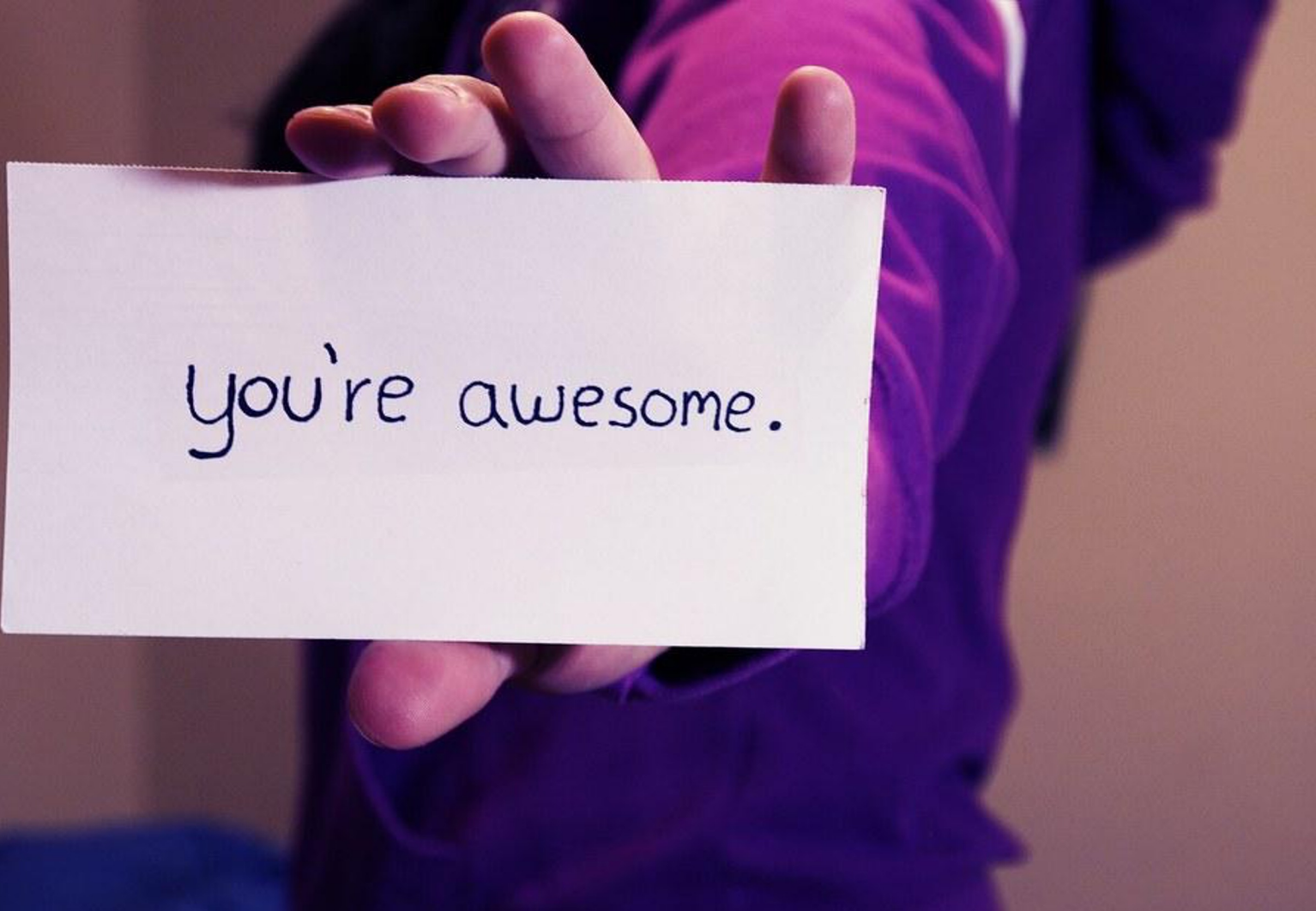
## Transition IEP Meeting

- Re-evaluate Accommodations. Consider the new environment that your child will be navigating and how new and different accommodations might be able to address those scenarios.
- What are the attendance and discipline policies?
- Are there expectations for a student's ability to use technology or consideration for assistive technology?
- What's the school's emergency and evacuation plan? Have my child's unique disability-related emergency or evacuation needs been addressed?
- How will teachers communicate with parents?
- What plans are in place to support your child's social interactions?
- What accommodations are available so my child can participate in available extracurricular activities?
- Is there a specific staff member identified to assist my child if he/she feels confused, anxious, or overwhelmed?





# A Parent's Perspective - Jeff



you're awesome.

# Middle School to High School

## Transition Timeline:

- Spring
  - Transition activities for your student to participate including tours of campus and meet/greets with staff
  - Complete registration
  - Complete course request forms
  - Request Transition IEP meeting (optional)
- Summer
  - ASB sponsored activities including Link Crew, which connects students with student leaders and/or mentors on campus
- Fall
  - Transition activities including Freshman Orientation
  - Schedules distributed (typically on first day of school)



# Middle School to High School

## *How will High School look different than Middle School?*

- Size
  - Middle School - may range from 900-1500 students on campus
  - High School - may range from 2,800-3,400 students on campus
- Expectation for Independence
  - Students are expected to navigate a large campus and manage/organize multiple classes
  - Self-advocate and seek out before/after school tutoring
  - Self-advocate and seek out office hours with teachers
  - Self-advocate and seek out meetings with guidance counselor
- Graduation Requirements
  - Must pass classes with D or higher to earn credit for that course requirement
  - 230 credits total required across specific subject areas
- Home to School Communication
  - Primarily provided via online communication system (Synergy/Aeries)
  - Quarterly goal progress reports from case manager

# Middle School to High School

## *How can the IEP team support the transition process?*

- Ask your student's case manager what is the continuum of services at the high school level
- Ask your student's case manager what are the differences in service delivery models between the middle and high school
- Ask your students case manager how will your students current IEP supports and services translate from the middle to high school settings
  - Ex: What a sample schedule may look like
  - Ex: No History for 9th graders
- Ask for an IEP meeting if specific coordination and planning is required involving IEP team members to develop a supportive transition plan



# A Parent's Perspective - Tricia





# High School to Adult Transition

As you begin to prepare for the Adult Transition, here are some key factors to be aware of:

The Domains of Adult Transition programs focus on-

- [Continuing Education/Training](#)
- [Employment \(Career/Vocational Development\)](#)
- [Independent living](#)
- [Personal Development \(Social Skills, Intrapersonal Skills, and Rec and Leisure\)](#)
- [Community-Based Instruction \(Mobility, Safety, and Involvement\)](#)



# High School to Adult Transition

What makes for a successful transition to ATP?

- Having a specific, well developed ITP (Individual Transition Plan) that is updated and driven by student voice (assessment and goals)
- Begin the conversation around conservatorship before the age of 18
- Students should be present at the transition meeting and drive the conversation
- ATP should be highly individualized
- Begin involving your outside resources/providers early
- (4 years goes by fast)



# High School to Adult Transition

What to expect before and at the transition meeting?

- Districts may hold student tours of the ATP site
- Conversations about the ITP should be starting in the HS years if not sooner to prepare for adult life
- Both teams (HS and ATP) should join the transition meeting , however the student should at minimum attend if not run the meeting- (Some districts prefer to have students create a presentation to share at the meeting)
- Services will change
  - SAI will look different case by case as many students spend a greater part of their time at ATP doing other services
  - These include, but are not limited to: Rec. and Leisure, Travel and Mobility training, Career Awareness, College Awareness, etc.
- **Collaboration and Communication are KEY!**



# A Parent's Perspective -Andrea



# Ways to Involve Students in Their IEP

- Introduce themselves
- Use an agenda with a script or notes
- Share a work sample
- Share about their strengths
- Share about their favorite things about school
- Share a goal they have for their future
- Explain their needs and/or what accommodations they need
- Create opportunities for them to practice
- Have them hand deliver the IEP notice to their teacher(s)
- Make a video clip or share pictures of them at school
- Have them share their Individualized Transition Plan (ITP)

# Things to Remember

- ❑ Transitions in a Union District may look different than transitions in a Unified District
- ❑ Please reach out to your student's case manager for questions specific to your child's upcoming transition
- ❑ Transitions are specific and unique to each child
- ❑ Your involvement is important!



# Questions

