

# Transitioning Between Major Milestones

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# Agenda/Participant Outcomes from this session

## Agenda:

- Early Childhood Transition
- School Age Transitions
- Post-Secondary Transition
- Questions

## Participant Outcomes:

- To understand processes for the various transitions in a student's education

# Transition from Early Childhood to Kindergarten

- There is a generalized timeline for communication between grades and scheduling visits with staff, observations of students, and scheduling of IEP meetings.
  - Individual districts have tweaked the timeline to better meet the needs of their stakeholders.
- The role of the early childhood team is to share student strengths and strategies that have worked in skill progression and the current skills each student is currently working toward.
- The role of the school-age team is to help determine what skills should be worked on in the kindergarten setting and the minutes needed to address the goals.
- All will work together to determine if adult support is needed and what other accommodations/modifications will facilitate learning in the general education setting.
- Parental involvement throughout the process is key!

# Transitions between Building Levels for School-Age (K-12)

- When there is a building change (early childhood to elementary, elementary to middle, etc.) teams from multiple buildings work together to support the transition of a student from one level to the next.
- Considerations should be made for building schedules and models of service delivery in each building.
- Input from the student, their family, and the sending team is vital to making successful plans to support the transition.

# Transition from Early Childhood to Kindergarten

## Step 1 – Early Planning

- Timeline: Begin planning at least 6-12 months before the transition.
- Initial Meetings: Schedule initial meetings with parents and early childhood educators.

## Step 2 – Collaboration with Stakeholders

- Key Stakeholders: Include, early childhood educators, kindergarten teachers, and support staff.
- Roles: Define the roles and responsibilities of each stakeholder in the transition process.
- Create a Early Childhood Dashboard for transitioning students.

## Step 3 – Schedule Site Visits

- Key Stakeholders: Schedule times for kindergarten teachers, and SSD staff to visit the students.

# Transitions between Building Levels for School-Age (K-12)

## Activities to Consider:

- Student visits to the receiving building
- Family visits/tours at the receiving building
- Preparation meetings between the sending and receiving teams
  - Review processes and procedures
  - Gain understanding of service models and existing supports in the receiving buildings
  - Review of student data to prepare for transition IEP meetings
- End of Year Data Team - student intervention updates for receiving teams

# Transitions between Building Levels for School-Age (PK-12)

## Resources

- [IEP Responsibilities for Building-Level Transitions](#) (Deaf/Hard-of-Hearing)
- [Middle to High School Transition Process/Timeline](#) (Deaf/Hard-of-Hearing)
  - TOD = Teacher of the Deaf
- [Student Planning Sheet](#) (Deaf/Hard-of-Hearing)
- [Example ECSE- School Age Transition Home Doc](#) (MRH)
- [Sample scheduling document MS-HS transition](#) (MRH)

# Transitioning into Adult Life--The Day the Bus Stops

- Should be an ongoing conversation from 8th grade transition through high school
- No later than the IEP during which the student turns 16 the IEP MUST address transition formally documenting a plan (Form C)
- The IEP team, using **backward design**, should support the student and family in developing goals for life after graduation. Goals must include **Employment, Education** and, when appropriate, **Independent Living**
- The IEP team should support the student and family by connecting them to needed resources and adult agencies



# Questions?

# Contact Information

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