THE TRANSITION PROCESS

FOR 8th to 9th GRADE STUDENTS WITH IEPS & 504 PLANS

JANUARY 2026

OLENTANGY SCHOOLS℠

Flourish Here.

PARENT MENTORS

- **Fran Gardner**
  (614) 332-6868
  Middle School & High School Families

- **Anne Pistone**
  (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

Stefanie Daberkow Director of Pupil Services stefanie_daberkow@olsd.us (740) 657-5055	**Bridget Chapman** Assistant Director, Pupil Services - Elementary bridget_chapman@olsd.us (740) 657-4391	**Molly Villio** Assistant Director, Pupil Services - Secondary molly_villio@olsd.us (740) 657-5082

For more information on the Pupil Services Department, including your Pupil Service Supervisor, visit the Pupil Services Website.

THE 8TH GRADE TO 9TH GRADE TRANSITION PROCESS

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

THE 8TH GRADE TO 9TH 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 will coordinate for students on 504 Plans.

9TH 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 potentially meet teachers while walking schedule

- All students will have a Freshman orientation event in August. We are still in the planning stages as to what this will look like for 2026. 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

- 504 Case Manager
- 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 as determined by the IEP team. Co-taught courses are not needed for every student in every subject.

Specialized Learning Center

- Intervention Specialist is the teacher of record
- Extended Standards (Modified curriculum) in the areas of Math, English, Science, and/or Social Studies; credit earning towards graduation requirements
- 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

THE ROLE OF THE 504 CASE MANAGER IN HIGH SCHOOL

A Section 504 Plan is a plan developed to ensure that a child who has a disability identified under the law receives accommodations that will ensure their academic success and access to the learning environment.

- Share the 504 plan with school staff so accommodations can be implemented
- Update the 504 plan annually
- If you need to discuss a class, parents should have direct communication with their child's Regular Education teachers and copy the 504 Case Manager

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 2026 and Beyond

Complete Courses

Earned Olentangy's required 22 credits:

English	4 credits
Math	4 credits (including Algebra II or equivalent)
Science	3 credits (including one physical science, one life science and one advanced science)
Social Studies	3 credits (including world history, US history, US gov and econ)
Health	½ credit
Physical Education	½ credit
Fine Arts	1 credit
Electives	5 ½ credits
Financial Literacy	½ credit

Demonstrate Competency

Earn the required competency score on both Algebra I and ELA II Ohio's State Tests or the reading and math Alternate Assessment for Students with Significant Cognitive Disabilities.

Test	Competency Score
Algebra I	684
ELA II	684
AASCD Math	489
AASCD Reading	485

- There are four alternative ways for students to show competency:
  - CCP
  - Career Experience/Technical Skill
  - Military Readiness
  - ACT or SAT remediation free scores

Demonstration Readiness

Earn at least <u>two</u> seals, and one **must** be state defined:

<u>State Defined</u>

- OhioMeansJobs Readiness Seal
- Ohio Seal of Biliteracy
- Industry-Recognized Credential Seal
- College-Ready Seal
- Military Enlistment Seal
- Citizenship Seal
- Science Seal
- Honors Diploma Seal
- Technology Seal

<u>Locally Defined</u>

- Community Service Seal
- Fine and Performing Arts Seal
- Student Engagement Seal

The complete Graduation Requirements for Class of 2026 and Beyond can be found at this link.

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.
- Make sure you are actively using all district technology, such as PowerSchool, Schoology, ParentSquare, and Schoolinks.

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
- Make sure you know how to utilize Schoology messaging, the Schoology calendar, and Schoolinks. Also show your parents how to use both apps.

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. While taking a Foreign Language is not a requirement to graduate from high school, it can be used to help Demonstrate Readiness by earning an Ohio Seal of Biliteracy.

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** - Ingrid Swisher
- **Olentangy Liberty HS** - Emily Kriss
- **Olentangy Berlin HS** - Jennifer Weaver and Kathleen Higgins
- **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