

Navigating the Next Chapter

Guiding Students with IEPs through
school transitions

Burbank Unified School District
Special Education Leadership Team

You have a dedicated team for this transition

Special Education Coordinators:

- Alex Potapenko
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Program Specialists:

- Anna Page
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How your child's support translates to the secondary level

Familiar Elementary Terms:

- RSP (Resource Specialist Program)
- SDC CLC (Collaborative Learning Community)
- SDC Extensive Needs (Stevenson)

Your New Secondary Terms:

- General Education & Gen. Ed. Collaboration
- Basic & Fundamental (Targeted separate classes)
- S.E.L.F. (Program for students with Autism at Huerta)
- Bridges (Extensive needs at Luther)
- DHH (Deaf and Hard of Hearing at Muir)

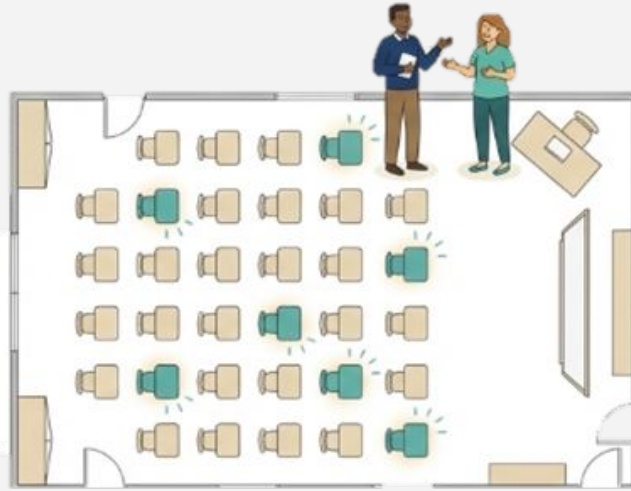
The Collaborate Classroom integrates support directly into General Education

The Environment

30–36 total students, with typically no more than 8 students on an IEP.

The Track

Follows grade-level Common Core pacing. Students are on a standard diploma track.



The Instruction

Taught by a General Education teacher, supported half or fulltime by a SPED teacher or instructional assistant. Available for all core subjects.

The Support

Individualized accommodations are seamlessly provided (e.g., prompting, extra time, planner checks).

Assessing Readiness for the Collaborative Environment

Behavioral Expectations:

Can the student work respectfully in both independent and group settings?

Executive Functioning:

Can the student manage their binder/planner, arrive with needed materials, and follow classroom routines independently?



Pacing:

Can the student keep up with a fairly fast curriculum and retain information to build upon previous concepts?

Reading Level:

Can the student read at or near grade-level proficiency to comprehend informative texts and assessments?

Writing: Can the student clearly express their understanding of content in written form?

Targeted support classes focus on essential elements at an accommodated pace.

Basic Classes

- Subjects: Only ELA and Math
- Class Size: Approximately 15 students
- Academic Profile: Typically 1 to 2 years below grade level
- Pacing: Slower pace than Gen Ed, following Common Core

Fundamental Classes

- Subjects: Typically available in all core subjects
- Class Size: Approximately 10–12 students
- Academic Profile: Typically more than 2 years below grade level
- Pacing: Accommodated materials to meet specific academic levels

Note: Both settings are taught by a SPED teacher with an instructional aide.

The S.E.L.F. Program acts as a supportive home base for students with Autism.



Location: Dolores Huerta Middle School

Core Purpose:

A structured program utilizing evidence-based strategies for learning, behavior, and self-regulation.

Direct Instruction:

Focuses heavily on social communication and executive functioning skills.

The Goal:

Support organization, self-management, and ultimate independence across all classroom environments.

The Bridges Program focuses on functional academics and life skills.

Location: Luther Middle School

Student Profile:

For students with moderate to severe needs requiring a modified curriculum.

Class Structure:

Small, self-contained classroom taught by a Mod/Severe SPED teacher with instructional aide support.

Curriculum Focus:

Functional academics, life skills, and community integration.

Assessment & Track:

Alternative assessments; Alternative-Diploma track.

Mainstreaming:

Most students participate in general PE and elective courses.



Demystifying the paperwork behind your student's schedule



What you see: Collaboration classes show up as 0% time out of General Education.

What it means: Because Collaborative classes are taught in a Gen Ed room, they legally count as General Education time, even though your child is receiving Specialized Academic Instruction (SAI).

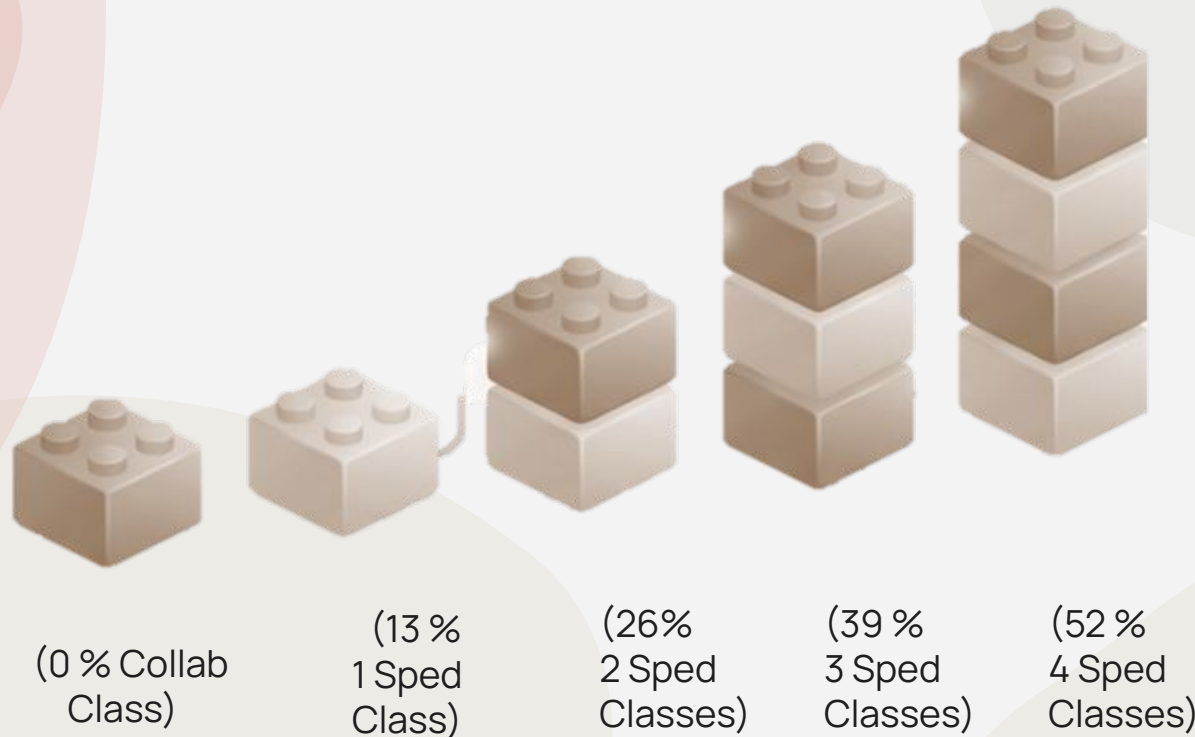
What you see: Collab Science and Social Studies aren't listed as SAI percentages.

What it means: These are documented on the IEP's Notes page instead of the Settings page. (Note: Collab Science and Social Science are documented at the High School level)

What you see: Basic and Fundamental classes have specific percentages attached.

What it means: Because these are smaller, separate classes, they are officially tracked as time outside the standard General Education environment.

How Special Education minutes stack up to create a schedule



Note: 13% roughly equals 260 minutes/week depending on the specific bell schedule.

Sample Student Schedule:

- Basic Math (~13%)
- Fundamental ELA (~13%)
- Collaborative Science (0%)

School-specific scheduling nuances: Understanding 'Muir Time'

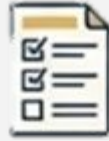


Every middle school calculates percentages slightly differently based on their bell schedules.

The Muir Time Adjustment:

- *At Muir Middle School, students have Muir Time (Homeroom) for 80 minutes weekly (20 minutes, four days a week).*
- *This adds exactly 5% to your child's Special Education percentage.*
- *On your IEP paperwork, this is documented uniquely as a separate SAI service marked 'Do Not Report' with the comment 'Muir Time Homeroom'.*

How parents can support transitions to secondary school.



Encourage open conversations about expectations and feelings regarding the new school.



Review the new school's website, schedule, and resources together.



Attend all parent orientation events, open houses, and meetings.



Stay connected with teachers and school counselors to monitor progress.

We are here to navigate this path alongside you.

The transition to middle and high school is a major milestone, but it is a path you do not have to walk alone.

Please reach out to your current IEP team or our District Coordinators with any specific questions regarding your child's schedule, required paperwork, or classroom fit.

Contact Information

BUSD Special Education Department
(818) 729-4449