



TRANSITIONS

SADDLEBACK VALLEY USD
TRANSITION INFORMATION FOR
PARENTS – APRIL 9, 2024

WHAT WILL TRANSITION IEP MEETINGS LOOK LIKE?

- **Who will be in the meeting?**
- -Education Specialist (Child's current teacher)
- -Administrator
- -General Education Teacher from the receiving school
- -DIS providers- only if they are proposing any changes to their service recommendations or goals
- **Where will the meeting take place?**
- -Meetings will be via Zoom unless you request an in person meeting. The team from the receiving school will still zoom in while the school site team will meeting in person.

TRANSITION IEP MEETINGS (CONTINUED)

- **How long should the meeting last?**
- If you are having an annual and transition at the same time, plan on an hour.
- If it is just a transition meeting, 30-45 minutes
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- **What will we go over in the meeting?**
- -Present levels of performance
- -Goals (if needed)
- -Services and educational setting
- -Information about the new school
- -Your Questions

WHAT QUESTIONS SHOULD I ASK?

- What are the new school hours
- -Drop off and Pick up Procedures
- -First day of school procedures
- -If you are unsure about how the services at the new school will be implemented, ask what the services will look like at the new school (e.g., SAI push in/pull out)
- -What school transition activities are available prior to the first day of school (e.g., PTA event, campus tour, meet the teacher, showcase)

PRESCHOOL TO TK/KINDERGARTEN

- -Preschool Learning Foundations- Will continue with new PTKLF (Coming to the CDE Website this summer)
- -Kindergarten shift to California State Standards. Students will be measured based upon these standards and IEP goals written to address deficits in meeting the standards

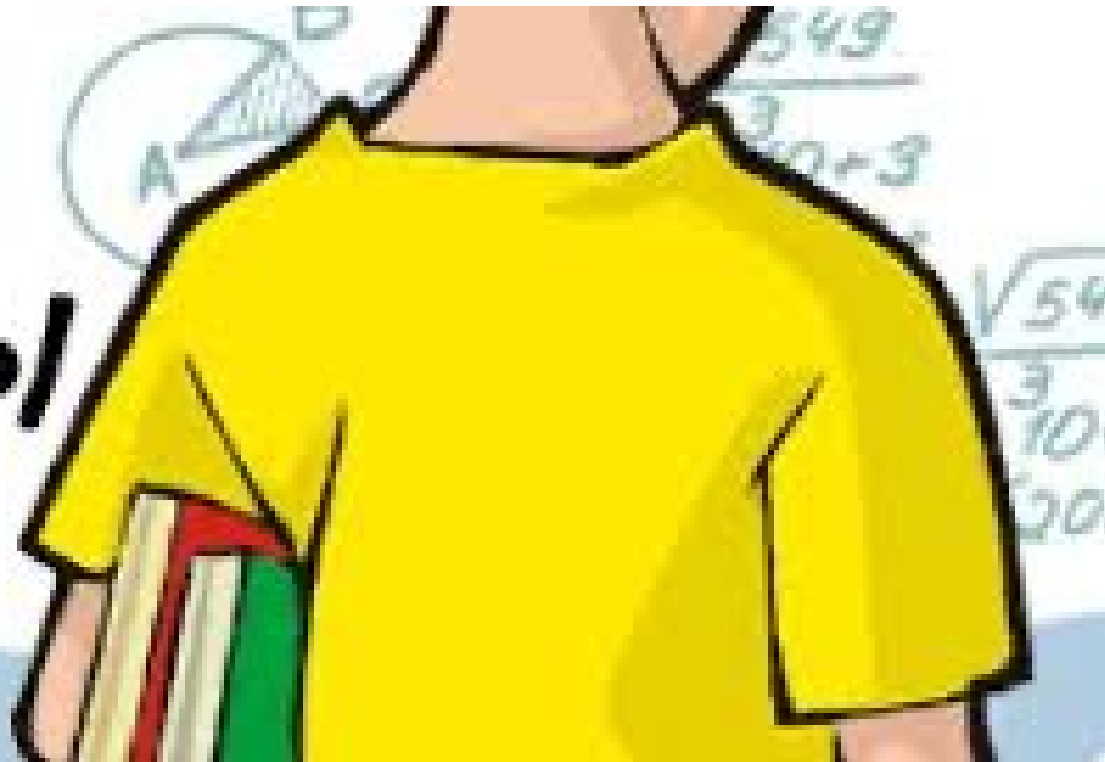
THINGS YOU CAN DO TO HELP WITH THE TRANSITION TO TK OR KINDERGARTEN

- Visit the new School- ask to walk the campus, school tour, showcase
- Backpack/Lunch box/water bottle
- Label all items! (jackets especially)
- Read books together about starting at the new school. You can ask your local librarian for suggestions or try some of these
 - -Miss Bindergarten Gets Ready for Kindergarten, Joseph Slate
 - Seven Little Mice Go to School, Kazuo Iwamura
 - Pete the Cat: Rocking in My School Shoes, Eric Litwin
 - Mom, It's My first Day of Kindergarten, Hyewon Yom
 - Yoko Learns to Read, Rosemary Wells

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ELEMENTARY TO MIDDLE SCHOOL TRANSITION

Moving to
Middle School



THE ADOLESCENT BRAIN

A SECOND WINDOW OF OPPORTUNITY



**EARLY ADOLESCENCE IS
A TIME OF RAPID
LEARNING AND
BRAIN DEVELOPMENT**

THREE CRITICAL
PERIODS OF
DEVELOPMENT: COGNITIVE,
SOCIAL AND EMOTIONAL
DEVELOPMENT, AND
SOCIAL INCLUSION AND
CONNECTION TO
SOCIAL COMMUNITIES

**A PERIOD OF
VULNERABILITY
AND OPPORTUNITY**

POSITIVE AND NEGATIVE
LEARNING & BRAIN
DEVELOPMENT, WHICH LEAD TO
DIFFERENTIAL OUTCOMES AND
HEALTHY ADAPTATION OF
THE BRAIN SYSTEMS, IS A
SECOND TIME WINDOW OF
OPPORTUNITY

WINDOWS OF
OPPORTUNITY

0-3

9-14

DOWNLOAD

THE ADOLESCENT BRAIN:
A SECOND WINDOW OF OPPORTUNITY

WWW.UNICEF.ORG/ADOLESCENT





MIDDLE SCHOOL BASIC INFORMATION

- Six classes per day
- Every class the same length of time (~50 minutes)
- Rotating schedule
- Lunch and Snack/Break built in
- Clubs & Activities
- Foster growing independence of adolescents

MIDDLE SCHOOL SPECIAL EDUCATION SUPPORTS

SPECIAL EDUCATION



- Services are provided based on individual student needs:
 - Full General Education class
 - Collaborative General Education class
 - Basic Academic classes
 - Study Skills/Guided Studies
 - Foundational/Autism (focused on functional skills)
 - Speech/Language Therapy
 - Occupational Therapy
 - Physical Therapy
 - Adaptive PE

MIDDLE SCHOOL REMINDERS

- Teachers do care about your child
- Middle schoolers are both children and young adults at the same time
- Middle School is designed to teach children flexibility and independence
- There will be challenges – and people there to help
- **Communication is key** (parent-student-teacher)



MIDDLE SCHOOL TO HIGH SCHOOL

- Not to be confused with “Individual Transition Plan” ITP pages of the IEP
- Assists teams in determining the best programming for students as they transition between levels
 - (PK-K, 6-7, 8-9, 12-AT+)
- The services a student receives in middle school may be different in high school
 - (i.e., minutes per class, electives, etc.)
- IEP Team determines services and programming
 - Diploma/Alternative Pathway to Diploma/Certificate of Completion
- Schools depend on transition information for staffing and master schedule determinations

DIPLOMA CONSIDERATIONS

- Students taking Gen Ed & BASIC classes are typically on a **Standard Diploma** Track
- Students taking Foundational/Autism classes are typically on a **Certificate of Completion** track

Alternate Pathway to Diploma Consideration:

- 9th or 10th grade students in 2023-24 school year
- Student must be eligible to take CAA (California Alternate Assessment)
- Will need to pass Algebra 1

WORKERS

FAMILY MEMBERS

MEMBERS OF COMMUNITY

Adult Transition Program (ATP) Post-Secondary Transition:

Transitioning out of high school is common for all youth. All youth need to prepare for adult life roles as:



Why Adult Transition Program?

- Provides a community-based learning model using the Individualized transition plan (ITP), Education, Employment, and Independent Living as a road map for post-secondary success.
- ATP is not high school. We do not have bell schedules, classes, or periods.
- Instead, we focus on what skills students can acquire in a classroom setting and apply in the community.

Education	Employment	Independent Living
Functional Reading Functional Math Functional Time Functional Writing Functional Money	Stages of Vocational Development <ul style="list-style-type: none"> • Prevocational • Microbusiness • Non Profit Businesses • For Profit • Paid Work Experience <ul style="list-style-type: none"> • Job Retention 	<ul style="list-style-type: none"> • Personal hygiene & self-care (including feeding, bathing, hand washing, oral hygiene, and illness) • Housekeeping (laundering, organizing, cleaning fixtures, etc). • Social skills/interactions • Following step-by-step instructions • Staying on task • Self-advocating • Identifying sources for assistance and requesting assistance when necessary • Self-coping skills

COMMUNITY-BASED INSTRUCTION (CBI)

Community-based instruction is to have students apply and practice the concepts and skills that they learn at school in the community. CBI aims to provide students with “real-life” experiences, to provide them with a variety of meaningful learning opportunities which will help them succeed in the community and increase their independence and self-esteem.

Some examples of skills:

Vocational and Job Training

Community Signs and Symbols

Travel and Mobility Training

Money Skills and Purchasing

Communication (Socially, as well as Needs and Wants, etc.)

BIG “T” AND LITTLE “T”

- Transition services are mandated by federal law in IDEA. School districts must assess needs and develop meaningful goals for all students with an IEP by age 16.
- Individuals with Disabilities Education Act (IDEA): local educational agencies (LEAs) are responsible for **preparing students with disabilities for adult life** through a **post-school transition plan** that is **updated annually** [34 CFR §300.320(b)].

Big “T” Services

Transition services

Special Education services through Diploma or age out at 22
Community-Based Instruction (CBI)

• Little “t” Services

- Supplemental transition related services provided by programs like WorkAbility I, TPP, CEC/ROP (Career Pathways) that support students toward their post-school outcomes.
- Guided by program/grant/project parameters.



WHAT CAN FAMILIES DO TO SUPPORT TRANSITION

- × Attend Transition meetings
- × Encourage as much independence as possible
- × Learn about disability-related needs and relevant support services
- × Learn and practice appropriate communication & collaboration techniques for outside agencies
- × Start thinking about and determining the need for financial support (SSI, Cal-Optima, DOR, RCOC, CAL ABLE)

SADDLEBACK VALLEY USD TEAM

- × Emily Arias, Coordinator of Special Education at La Tierra Early Childhood Center
- × Andrea Schannen, Coordinator of Special Education
- × Casey Bomgaars, Coordinator of Special Education
- × Ray Bueche, Coordinator of Special Education at Esperanza Adult Transition Program
- × Rae Lynn Nelson, Interim Director of Special Education/SOC SELPA Director