

IEP Transition FAQs from Parents

- 1) What is the difference between accommodations and modifications?
 - a) **Accommodations**
 - i) Should align to disability/deficits/area of individual needs
 - ii) Helps student access the curriculum and learn the same material as their peers
 - iii) Allows students to meet the same expectations as their peers
 - iv) Does NOT change the teaching standards
 - b) **Modifications**
 - i) Changes the teaching standards and the curriculum the student is learning
 - ii) Team might consider certificate of completion if modifications are made to curriculum or subject area
 - iii) Students will not be on track to receive a regular diploma
 - iv) Does not meet A-G requirements
 - v) Not eligible for CSU or UC or other 4 year universities/colleges
 - vi) Not eligible for NCAA

- 2) When do you choose a diploma track and when a certificate track for your student? In what grade do you have to choose if your student will be on a diploma or certificate track?
 - a) Through the IEP process
 - b) Decision should start as soon as possible
 - i) Even as early as elementary
 - c) There is no "deadline" of time that it has to be done by

- 3) Are there special summer programs which help with transition; how to get in?
 - a) District offers ESY (extended school year) classes for students who meet the qualifications which are decided through the IEP process
 - i) All grade levels- Elementary, middle, high and post-secondary
 - ii) The Veteran's Hospital has a summer program to help teach high school students vocational and job training. There is an application process and limited capacity for how many students can participate.

- 4) How much time does a student on a certificate track get mainstreamed?

- a) IEP team decision and discussion
- 5) During which courses does a student on a certificate track usually get mainstreamed in middle and high school?
- a) Any class per the IEP team's decision
- 6) If a student doesn't get mainstreamed which curriculum does the student follow?
- a) Futures classes are using the Unique curriculum but we're currently getting input from them to determine if we're going to continue to use this curriculum moving forward
 - b) Academic support classes support the core curriculum being taught
- 7) What specialized classes (special ed and general ed) are available in middle school and high school?
- There is a variety of support, but it is based on the IEP team decision/discussion.
- a) Academic Strategies
 - b) Academic Communication
 - c) Academic Enhancement
 - d) Academic Math
 - e) Academic Writing
 - f) Therapeutic program (TS/TEC)
 - i) TS = Therapeutic Support
 - ii) TEC = Therapeutic Elective Class
 - g) Futures
- 8) What is the minimum amount of students needed in order for a specialized class to be available?
- a) Decision is determined based on student needs
- 9) What is FLEX, SEL, Prep period in high school? Where do students go and what do they do?

- a) Flextime at Gunn - a 50 minute time period for students to receive additional support from their classroom teachers, retake/finish a quiz/test, go to the library to work on homework, get enrichment, etc.
 - i) Both teachers and students can make appointments through the Flextime app
 - (1) I.e. teachers can make an appointment to assign a student to attend their flextime
 - (2) Students can make an appointment with a teacher
 - (3) Attendance is required
- b) Tutorial at Paly - a 45 minute period on Even days. Similar to Gunn's flextime.
- c) SEL/Advisory is the social emotional learning period
 - i) Students receive curriculum on social-emotional learning
 - ii) Paired up with a mentor (teacher)
- d) Prep period
 - i) Period of class that can be given to a student who is on track with their credits
 - ii) The use of time is determined by the student but it is suggested that they stay on campus and use this time to get school work done

10) Does an IEP diploma track student always keep at least one "free" elective (not filled with special ed course) available in middle and high school?

- a) Depends on student needs and IEP team decision

11) What is co-teaching?

- a) Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing students. In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom. Co-teaching is implemented with general and special education teachers paired together as part of an initiative to create a more inclusive classroom.

12) Which co-taught classes are available in middle and high school?

- a) Middle School = English and Math
- b) High school = all core classes

13) How many students are there on average in co-taught classes in high and middle school?

- a) Is a general education classroom so there is roughly the same number of students in the co-taught classes as the general education classes

14) What support is there with socializing in middle and high school?

- a) There are a lot of clubs that students can join (ASB website)
- b) Sports team
- c) Elective classes (eg. Theatre, Band, Choir, etc)
- d) Best Buddies (High School)

15) Is there something as a buddy program at each middle and high school

(<https://cmagazine.org/culture/everybody-needs-a-best-buddy/>)?

- a) Best Buddies at each high school

16) What support is there for a student to participate in a club?

- a) It's an IEP team decision if students require additional support to participate in clubs

17) Are there special clubs for IEP students?

- a) No. They can participate in any club that is offered at the site.

18) What Assistive Technologies are available?

- a) Please refer to the following website: patch.pausd.org

19) What behavior interventions are used?

- a) It depends on the IEP team decision and discussion

20) How does a student who exhibits anxiety get help?

- a) It depends on the IEP team decision and discussion
- b) We have supports through the following options: CASSY, ERMHS, Case Managers, Psychologists, Wellness Center, Counselors, Trusted Adults

21) When does a student go to their counselor and when to their case manager; who does what?

- a) Case manager should be the initial point of contact for a students and parents
- b) Case manager can help the student with the next steps of action
- c) Counselor works with the Case Manager to develop student's schedule or any other need
 - i) Academic support for post-secondary options
 - ii) Write a letter of recommendation for college applications

22) What does a transition plan in an IEP look like?

- a) Outlines post-secondary goals
 - i) Eg. education goals, employment goals, independent living goals
 - ii) Outlines course of study needed to graduate with either a diploma or certificate of completion

23) At what age is a transition plan added to the IEP?

- a) At or before the student's 16th birthday
 - i) The transition plan should be added to the IEP meeting that occurs before their 16th birthday

24) Can a student with an IEP on a diploma track spread the coursework for high school over more than 4 years?

- a) It depends on the IEP team decision and discussion

25) Which dual or concurrent programs are available, e.g. Regional Occupational Program (ROP), Transition To Work (TTW).....?

- a) ROP is offered at both high schools

- i) Auto, Culinary Arts, Computer Information Technology, Engineering Technology/Robotics, Web page Design, and Career Training for Transition
- ii) Website:
<https://www.pausd.org/secondary-options/regional-occupation-program>

26) Can a student on a diploma track also participate in ROP?

- a) Yes

27) What does the Workability program entail?

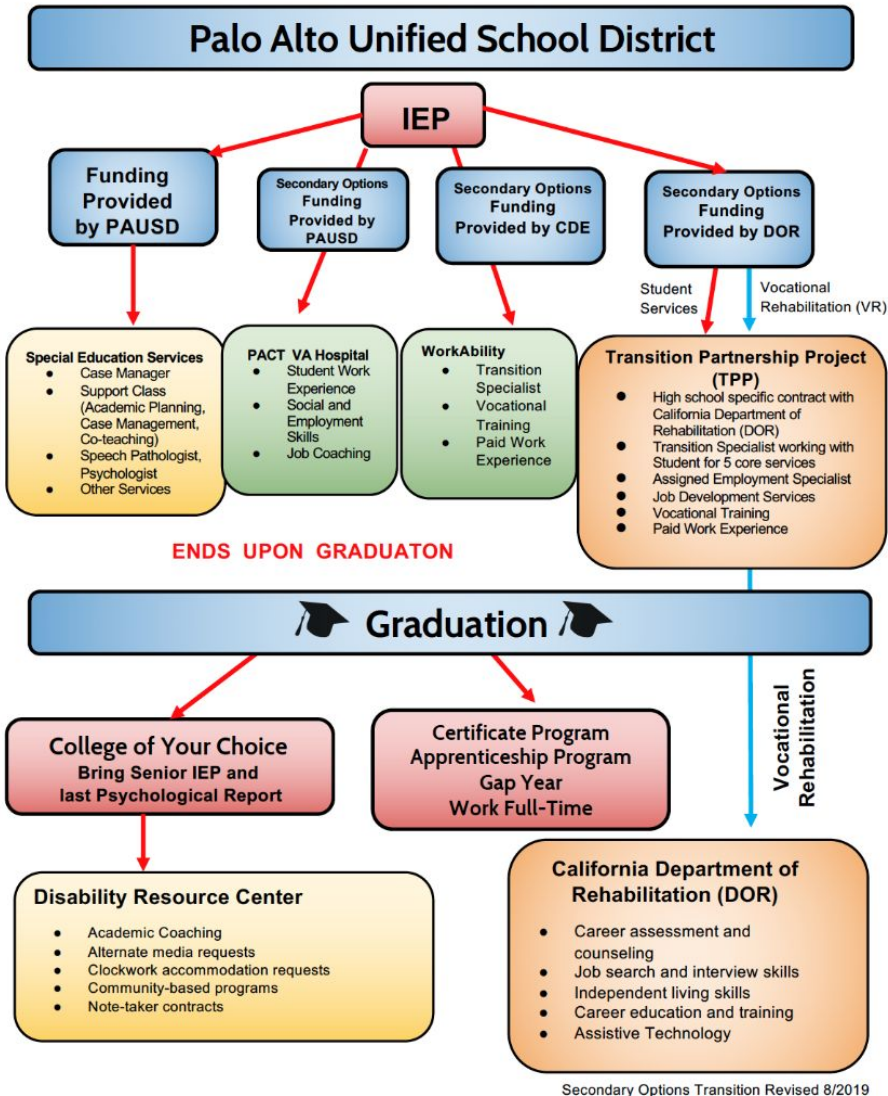
- a) Comprehensive pre-employment training, employment placement, and follow-up consultations for individuals making the transition to independent living.
- b) <https://www.pausd.org/programs/secondary-options>

28) If my student wants to follow a dual or concurrent program, how does this work?

- a) This is the option available through the district for dual enrollment:
 - i) **Middle College at Foothill Community College:** The Middle College program is designed for juniors and seniors who are mature enough to handle a college level environment and take responsibility for their own educational planning and credit completion. Students take both high school and college level classes on the Foothill campus and receive double credit for completed college level courses.

29) Which student can participate in work experience programs and what programs are available?

- a) Any student with an IEP can work with our transition and employment specialists, Rich Fujii, Janet Cardinelli, and/or Robert Glenister, to gain work experience for students with IEPs
- b) Our post-secondary students also participate in various work experiences through the program



30) What options are available to students with a certificate after high school?

- a) The IEP team can discuss and decide if placement in the post-secondary program if appropriate

31) What services/supports are available to students with a certificate after high school?

- a) The IEP team can discuss and decide if placement in the post-secondary program if appropriate

32) What curriculum is followed after high school for students that stay with PAUSD till they are 22?

- a) Work experience, community-based instruction
- b) Website: <https://www.pausd.org/programs/project-search>

33) What options are available to students with a diploma after high school?

- a) Community college, 4 year college, trade/vocational school

34) What services/support is available to students with a diploma after high school?

- a) Community college, 4 year college, trade/vocational school
 - i) Adult student should meet with a college counselor about the services/supports at the community college/4 year university that they are attending
 - ii) Students can bring the accommodations page (supports) of the IEP to student services at the college
 - (1) Colleges are not required to implement the IEP
 - (2) IEP services do not continue at the college level

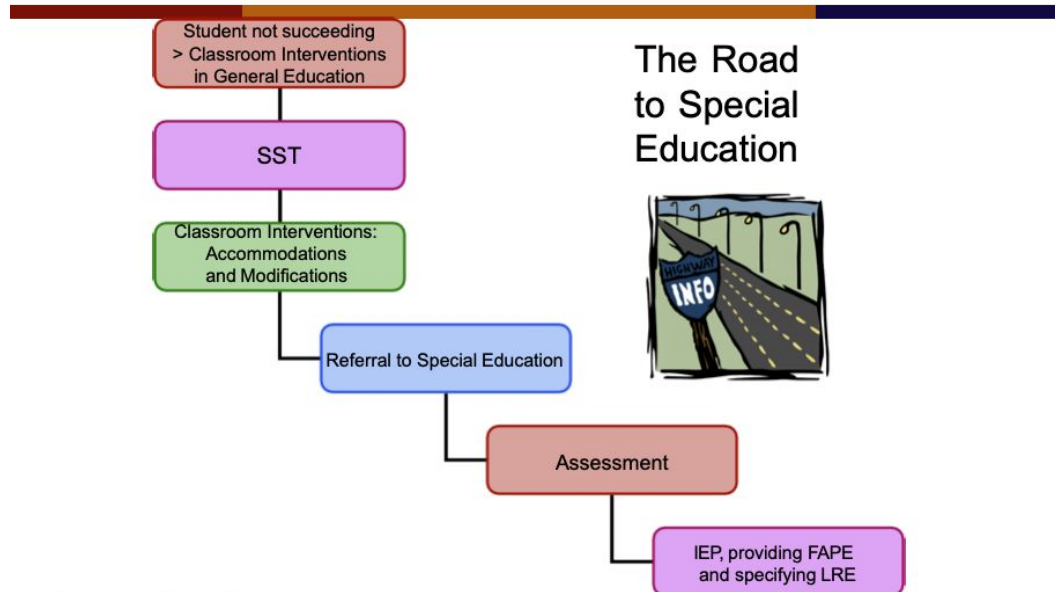
35) Does a student need to take the SAT or ACT if on a diploma track; what are the consequences?

- a) If they want to attend a four-year university/college, the student needs to check with that institution to see if the SAT/ACT is required
- b) PSAT is offered in the Fall of junior year
 - i) It's a practice SAT test to help students see where they're at and what areas that would need to focus on studying if they were planning to take the SAT
 - ii) It's free for all students
 - iii) It's taken on their school site
 - iv) Accommodations can be used on the PSAT and SAT - case manager has to apply for the student's accommodations through College Board. They'll ask for you to sign a paper to allow them to complete the application and send the IEP to College Board for their review.

36) How do I know if my child needs extra help?

- a) Discussion at the IEP meeting
- b) Check Schoology daily
- c) Open communication with your child and child's case manager

37) How do I get an evaluation for my child?



38) Are shared aides an option for student support?

- a) Aides provide support to students when there is a need.
- b) IEP team decision and discussion

39) How do you support students who have trouble remembering to submit HW?

- a) Check Schoology
- b) Contact case manager if you're unsure
- c) Progress reports with grades and goals are sent home quarterly

40) What is the difference between a 504 Plan and an IEP?

IEP vs 504	Individualized Education Plan (IEP)	Section 504 Plan
Type of law	Special Education - Individuals with Disabilities Act (IDEA)	Civil Rights - Rehabilitation Act of 1973
Department	Department of Education	Office of Civil Rights
Requirements for eligibility	Has a disability that: a) meets criteria under IDEA, b) significantly impacts educational performance, and c) requires specialized services	Has a disability that significantly impacts a major life function
What is typically included?	Specialized education services, accommodations, related services	Accommodations, modifications, and related services
Age limits	IEP offered through 12th grade or until age 21 when required	No age limits with a 504 plan
Where is the plan used?	Educationally, through the 12th grade Does not transfer to college	School, work, and college Eligibility and plan creation occurs at each institution
Discipline	A Manifestation Determination meeting must be held to determine if the offense is a manifestation of the disability by the 10th day of suspension Services are required during long-term suspension	A Manifestation Determination meeting must be held to determine if the offense is a manifestation of the disability by the 10th day of suspension May require reevaluation

www.schoolpsychologistfiles.com

41) Is there a school-wide test retake policy?

- a) Test Retake Policies are dependent on each site.

42) What are the different Study Skills supports available?

- a) Academic Center at the high school
 - i) Peer tutoring
- b) After school homework help
 - i) Dreamcatchers
 - ii) Site-based homework help programs

43) How do we find out if teachers have Office Hours? Is this on Schoology?

- a) No, teachers do not have Office Hours.
 - b) Students are encouraged to reach out to their teachers for availability.
- 44) How do we support students who are habitually tardy to classes far away (Music/PE)?
- a) There are tardy policies at each school site.
 - b) Outlined in the student handbook which can be found on the school site's website
 - c) Conversation with site administration
- 45) What reading help is there on campus?
- a) Academic support classes are available for students with IEPs
 - b) These support classes are an IEP team decision and discussion
- 46) How do I get my child tested for Dyslexia?
- a) The District screens students for dyslexia
 - i) Universal screening that is administered to students starting in mid-K through 5th grade
 - ii) Please see link for more details/information:
<https://www.pausd.org/sites/default/files/pdf-faqs/attachments/DyslexiaPresentationSpecialEducationForum.pdf>
 - b) It can be part of the special education assessment if there's a suspected area of need.

Resources

- High School's Ending..... Now What?; North Santa Cruz County SELPA Transition Handbook; This handbook is intended to be a useful guide of what to expect and how best to assist students with disabilities and their parents as they move into adulthood beyond their high school experience.
- Spring 2015
https://www.nscselpa.org/wp-content/uploads/selpa/selpa_pdfs/nscselpa_transition_handbook.pdf
- List with opportunities (colleges, programs, internships ...) for students with (learning) disabilities
<https://gunn.pausd.org/wellness-counseling/college-and-career-center>

Click on: Life After HS Opportunities for Students with Learning Disabilities

- Transition Services for Students; Disability Rights California; August 2015, Pub. #5567.01
<https://www.disabilityrightsca.org/system/files/file-attachments/556701.pdf>
- A transition guide to postsecondary education and employment for students and youth with disabilities; Office of special education and rehabilitative services united states department of education , revised May 2017
<https://sites.ed.gov/idea/files/postsecondary-transition-guide-may-2017.pdf>
- Secondary Transition Planning: Resources and guidelines to assist youth with disabilities as they transition from school to adult life, including education and training, employment and independent living, by the California Department of Education.
<https://www.cde.ca.gov/sp/se/st/>
- Adulthood Checklist; Parents of children with autism/DDs are often overwhelmed by the complexities of transitioning out of the school system into the fragmented system of adult care. This checklist is intended to provide an overview of many of the elements to consider during this transition period and beyond. ; Autism Society; November 2019
<https://www.sfautismsociety.org/uploads/1/1/7/4/11747519/autismadulthoodchecklistsfasa.pdf>
- See also Palo Alto CAC website:
High School
What you need to know about when your child is in high school.
<https://cacpaloalto.org/information-center/navigating-special-education/high-school-diploma-or-certificate-and-prerequisites/>
- Transition to Adulthood
Resources and information on transition to adulthood for students with disabilities.
<https://cacpaloalto.org/information-center/navigating-special-education/transition-to-adulthood/>
- Colleges and Their Support
Colleges you might consider for students with learning differences or special needs, and resources related to choosing and preparing for college. Learn more
<https://cacpaloalto.org/information-center/navigating-special-education/colleges-and-their-support/>