



Transition Planning Westwood

SEPAC Spring 2022



Transition between levels is a Process

- The Team for students with IEPs can and should consider what supports the student needs as part of the process from Pre K/K and 5th to 6th. This can look different for different students. Examples include...
- Students with an IEP also can and should participate in any/all general education transition activities. We can support/accommodate as needed. Let us know your ?s early and we can make a plan together.

Big Ideas

A Planning Meeting

The IEP will include important information

Spectrum of transition activities

Ongoing Communication and Planning with liaison

Share your questions and ideas

The “transition” meeting

- Includes representatives from both schools as well as the parents and the student if he/she are old enough
- Differences between the two settings/contexts are discussed
 - Revisions to the IEP are proposed to provide FAPE in the LRE in the new grade/setting
- A more formal transition plan might also be developed to aid in communication/planning

A transition plan could include...

- Visits to the new setting by the parents
- Visits to the new setting by the student
 - Ex. for young Preschool students who have not been in school before, it could include the parent staying on the playground for longer or shortened days to start
 - Video calls/dialogue with the new staff and the current staff
- Video calls/intro with the new staff and the student

For all students...

- Providers in one school collaborate with teachers and providers from another school
 - Collaborate on writing goals or to share best practices
 - Share data on progress and what works
- Parents are welcome to hear about the new school, to ask and have their questions answered

Entry to Preschool (PS) (2.9 - 4.11)

If a student is already identified from EI: EI contacts preschool, PS director meets with parents, EI coordinator and child to make a plan for assessments and to determine eligibility for IEP.

If a student is referred and found eligible *during* preschool: PS has a child study team. If student does not make progress from target interventions, the child is referred for a Team evaluation to consider IEP eligibility. Parents are contacted by teacher in regards to concerns and this process.

Entry criteria for Kindergarten - age 5.0 by 9/1/22

WPS Integrated Preschool

-Integrated preschool:

- Teachers are dually certified: early childhood and special education
 - 15 Students in each classroom, 7 with dx 8 without dx
 - 2 Instructional assistants
- Related service providers work directly with eligible students and classroom teachers
 - Includes: Speech & Language, Occupational Therapist, School Psychologist, Behavior Specialist (BCBA), Physical Therapist
 - IEP development at the PS is individualized

WPS Kindergarten

In Kindergarten

- Related service provider model remains the same (SLP, OT, Psych...)
- Students will have a general education classroom teacher AND a special education liaison (e.g., special education teacher, SLP...).
 - Services may be provided in the general education classroom (B grid)
 - Smaller setting with other students on IEP (C grid)

K - 5 Programming

Range of options: LC / RR / District wide programs

[Program Guide available online](#)

[Visual showing special education programming and services](#)

Learning Centers and Resource Rooms

In every Elementary

Support the majority of students with special education needs

Mild to moderate needs:

Learning Disabilities (Dyslexia, Dyscalculia...),

Developmental Delay, Health (ADHD...)...

Supports range from in class to pull out.

Pull out may be preview review every other day to full replacement curriculum depending on individual needs.

Coordinated with all related service providers (SPL, OT, Psych...).

K Placement

Most students transition to their local elementary schools and are successful with the supports provided there

A small number of students need the support of a district wide program

For example, in this upcoming transition year, there may be two students.

Last year there were three. Those conversations begin early.

PEER

For students diagnosed with ASD

Follows principles of ABA

Students academic skills are close to grade level

May needs some specialized instruction

Program supports students with social communication skills and behavior needs

WABA

Supports students with ASD and/or who learn with ABA primarily

Students who generally need more small group and individualized instruction

Follows principles of ABA. Some students may benefit from Discrete Trial Teaching (DTT), or more naturalistic teaching (embedding concepts)

May be included in gen ed for parts of the day (often more at younger grades)

LBLD: Language Based Learning Disability

Students with average or above cognitive skills

Struggle to decode/encode, other language needs

Reading and writing in the LBLC (pull out)

Systematic reading instruction based on Orton Gillingham scope and sequence.

Member of their general education classroom for Social Studies, Science, part of math and specials.

Math/SS/Science supported (pull out preview/review, in class support...) based on individual needs

Program actively coordinates with related service providers (SLP, OT, Psych...) and Gen Ed Teachers

STAR

Supports students with social, emotional and behavioral needs

Special education teacher works closely with school psychologist and behavior specialist.

Individualized supports either in general education or in special education classroom

Can support academic skills as needed

FOCUS

Supports students with complex medical/physical needs

May or may not have a developmental delay or intellectual impairment

Students taught in small groups or individually

In class where can be successful as well as reverse inclusion groups
(Gen Ed students join Focus students for Art... projects)

Transition from Grade 5/6

Annual IEP meeting

Transition as a topic of meeting - meeting notice

Timing during the year is considered

Considerations/Discussion Points - academic and social needs

Happens for all students in Grade 5 with an IEP

2021 -2022 TMS Schedules

Grade 6		Grade 7		Grade 8	
7:50-8:10	ADVISORY	7:50-8:10	ADVISORY	7:50-8:10	ADVISORY
8:10-9:20	CORE CLASS	8:10-9:20	CORE CLASS	8:10-9:35	EXPLORATORIES
9:20-10:35	CORE CLASS	9:20-10:05	W.I.N.	9:35-10:50	CORE CLASS
10:35 - 11:45	CORE CLASS	10:05- 11:30	EXPLORATORIES	10:50-11:20	LUNCH
11:45-12:30	W.I.N.	11:30- 12:00	LUNCH	11:20-12:30	CORE CLASS
12:30-1:00	LUNCH	12:00 - 1:10	CORE CLASS	12:30-1:40	CORE CLASS
1:00-2:25	EXPLORATORIES	1:10 2:25	CORE CLASS	1:40-2:25	W.I.N.

TMS structure and approach

Grade/Team Level Special Education Teacher

Learning Center - special education service - full block/half block

Providing direct instruction for skills necessary to access general education curriculum.

Related services - speech & language, counseling, reading, OT, PT, Vision Teacher, Orientation & Mobility Specialist

Consultation - Behavior Specialist, Audiologist, Psychologist, Assistive Technology Specialist

More about TMS

Learning centers

Resource room (replacement curriculum) called small group ELA/math

4 Centralized Programs (most likely Common Elementary program)

Therapeutic Learning Center (STAR)

Social Learning Center (PEER or Learning Center)

Communication Learning Center (PEER/WABA)

Developmental Learning Center (WABA/FOCUS)

TMS Team model

6 Red / 6 Blue Teams

ELA Teacher

Math Teacher

Science Teacher

Social Studies Teacher

Health Teacher & CACE (Culinary
Arts/Consumer Education) Teacher

Special Education Teacher

6th Grade Guidance Counselor

7 & 8 Red / 7 & 8 Blue Teams

ELA Teacher

Math Teacher

Science Teacher

Social Studies Teacher

World Language Teacher

Special Education Teacher

7th or 8th Grade Guidance Counselor

Next Steps and What to Expect

The process starts with your IEP Team meeting (called a transition meeting), most often the Annual Review

That can be followed by any of the transition planning we have discussed tonight, as needed

Always individualized

Who To Contact for Questions

Special Education Liaison

Special Education Administrator contact information

Glen Atkinson, Robin Fabiano or Lisa Freedman at elementary

Edith (Dee) Graichen at TMS

Robin Fabiano at HS

Preschool Director - Lisa Freedman

Q and A
