

School Level Transitions: Planning for Success
Student Transition Packet



Successful School to School Transitions:

Packet Documents

Purpose Statement: The purpose of this packet is to support the individual needs of students during school to school transitions while building positive, collaborative relationships between staff, families, and students.

For Teachers

- **Transition Meeting Agenda:** For reference and use in planning the Transition Meeting.
- **Student Profile:** To be completed by the sending teacher and sent to receiving teacher prior to transition meeting. Additional items can be included with the Student Profile, such as a picture of the student, work samples, etc.

For Families

- **Student and Family Questionnaire:** Given to families by sending team when scheduling Transition Meeting. Families can complete and return questionnaire to sending teacher, who can share with receiving teacher prior to/or at the Transition Meeting. The questionnaire provides the family the opportunity to share useful family and student information with the receiving team.
- **Family Visitation Notes:** Sending team distributes to parents interested in attending a visit at the receiving school. Visits are coordinated through the Parent Liaison. Families can use the form to record key contact information and as a reference after their visit.

For Both

- **Planning for Success Timeline:** Share this flexible timeline with all team members in November, to be used as a guiding reference.
- **What to Look Forward To... (School to School Transitions):** This document is sent home in conjunction with the Planning for Success Timeline in November.



Successful School to School Transitions:

Transition Meeting Agenda

Directions: For reference and use in planning and conducting the school to school transition meeting.

1. Review Student and Family Questionnaire
2. Student School/Program History
3. Health History
4. Environmental Considerations
5. Behavioral Supports
6. Self-Care Considerations
7. Programming Components/Related Services
8. Parent Questions/Concerns
9. Transportation
10. Amend IEP, if necessary



Successful School to School Transitions:

Student Profile

Directions: Completed by the sending teacher and sent to receiving teacher prior to the transition meeting. Additional items can be included with the Student Profile, i.e. a picture of the child, work samples, etc.

Student _____ Student ID _____

Birthday _____ IEP Date _____ Last Tri _____

Bus Driver _____ Bus Number _____

Service Provider _____ School _____

Phone _____ Email _____

Service Provider _____ School _____

Phone _____ Email _____

Agency Contact _____

Phone _____ Email _____

Agency Contact _____

Phone _____ Email _____

Parent/Guardian _____

Phone _____ Email _____

Parent/Guardian _____

Phone _____ Email _____

Emergency Contact _____

Phone _____ Email _____

Physician _____

Phone _____ Email _____



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Student _____ Student ID _____

Healthcare Information

Medication _____

Behavior Plan and Modifications

Behavior Support _____

Curricular Modifications

How does the student get information _____

How does the student demonstrate their learning _____

Task Participation _____



Student _____ Student ID _____

Environmental Modifications

Eating/Self-Care _____

Mobility _____

Safety Supports _____

Evaluation Modifications

Past Assessments _____

Progress Monitoring/Data Collection _____



Student _____ Student ID _____

Individual Modifications

Adaptive/Assistive Technology and Tools _____

Communication _____

Social Interaction Supports

Student Strengths and Motivators

Reinforcement Inventory _____



Student _____ Student ID _____

Vocational

Experience _____

Interests _____



Successful School to School Transitions:

Student and Family Questionnaire

Directions: Completed forms can be submitted to your child's sending teacher, to be shared and reviewed with the receiving school prior to, or at, the transition meeting.

Student's Name: _____ Birthday: _____

Parent/Guardian Name: _____

Phone: _____ Email: _____

Parent/Guardian Name: _____

Phone: _____ Email: _____

Preferred communication: in-person email telephone no preference

--- Family Background ---

Home Language: _____

Household members/siblings & sibling age:

Pets: _____

Special Holidays and Events Celebrated at Home:

Siblings in PSD? Y N School: _____

Current School: _____ Case Manager _____

- Related Services:
- Speech and Language
 - Physical Therapy
 - Occupational Therapy
 - Vision
 - Other _____



Student: Please tell us about yourself.....

What are your favorite things to do at home? _____

What are your favorite things at school (activities, subjects, friends names, etc.)? _____

Do you have any special interests? _____

Are there things at school or home that you dislike or need support with? _____

Is there anything we need to know about your health? _____



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Parent: Please share about your child...

What are your educational goals for your child? _____

What supports have been beneficial in the past at school? _____

What opportunities would you like for your child at school? _____

How do you think your child learns best? (small group, quiet setting, visual, verbal, etc.)

Please share some successful home behavior strategies:

Do you work with outside agencies? If so, please share: _____

Attach additional information if needed.



Successful School to School Transitions:

School Visit Notes

All families are welcome to visit their receiving school.

To schedule a visit, please contact the Integrated Services Parent Liaison at (970) 490-3225.

Visit psdschools.org to locate individual school's website for additional information!

School: _____ **Phone:** _____

Principal: _____

Phone: _____ Email: _____

Classroom Teacher: _____

Phone: _____ Email: _____

Integrated Services Case Manager: _____

Phone: _____ Email: _____

Additional Contact: _____

Phone: _____ Email: _____

Additional Contact: _____

Phone: _____ Email: _____

With your child in mind, think about any questions you have for the new school... Use this section for notes. Additional questions are listed on the back of this form.



What matters most to you and your child?

- Who might interact with my child?
- Tell me about the curriculum my child will use:
- What might I expect my child's daily schedule to look like?
- Where would you like my child to keep their personal belongings?
- Tell me about my child's learning environment:
- Share with me the ways my child will be included in school:
- How do students, parents, and teachers communicate?



Successful School to School Transitions: Planning for Success

Directions: Share this Flexible timeline with all team members to be used as a guiding reference.

November-January

Parent(s) and Sending Team:

- Sending teams provide families with the **Planning for Success** Documents
- Families communicate with their sending team to identify their child's transition needs and create a formal or informal student and family transition plan.

December-January

Parent(s), Sending and Receiving Teams, Parent Liaison:

- Sending and receiving schools communicate about registration and class schedules for the upcoming year.
- Families are encouraged to attend Kindergarten Orientation and registration or Middle or High School Open Houses at their receiving school. Integrated Services teachers are represented at these events.
- Sending teachers connect families with information about transition activities and events at the receiving schools (school websites, flyers, contact names and numbers, etc.).

February-March

Parent(s), Sending and Receiving Team, Parent Liaison:

- Transition meetings including both teams and the family are scheduled during this time.

March-April

Parent(s), Sending and Receiving Team, Parent Liaison:

- Sending teams share the student and family transition plan with the receiving team.

April-May

Parent(s), Sending and Receiving Team, School Administration:

- The receiving team begins communication with families about upcoming school events.
- During the school year, the receiving team communicates through the student's current case manager.
- During the summer months the receiving team communicates with families directly.

August

Parent(s) and Receiving Team:

- Based on a student's individual needs, the school may provide families with the opportunity to meet the teacher and tour the school and/or classroom prior to the first day.
- The receiving team provides families with information about the new school including general class schedules, health information, dates, orientation, bussing, supply lists, etc.

Successful School to School Transitions:

Looking Forward: Entering Preschool

If your child has been receiving Early Intervention/Part C services through Foothills Gateway, these services end when your child turns 3. If your child continues to have significant delays in a developmental area and it is impacting learning and skill performance, Foothills Gateway will start Transition Planning with you 2-4 months prior to your child's third birthday. This will involve having the school district re-evaluate your child for eligibility for services in the school district's preschool program. This information may be helpful as you begin to consider preschool services:

- The service document supporting your child's needs will change from an Individualized Family Service Plan (IFSP) to Individualized Education Plan (IEP)
- Your child's goals and objectives are educationally and socially based for learning and classroom participation skills
- Services on your child's IEP, such as Speech, Occupational and/or Physical Therapy, will be provided in a preschool classroom instead of at home
- Your primary contact will switch from a "Service Coordinator" to a "Case Manager" who is the early childhood classroom teacher or speech-language pathologist
- Your child may be provided services in an Integrated Classroom Setting with up to 16 children; some with identified disabilities, some with typical development
- All early childhood classrooms have a foundation in general education curriculum; the IEP will determine what supports, services, and modifications need to be made to help support your child's learning
- Parents are welcome to volunteer in preschool classrooms, following PSD visitor and volunteer policies
- Each classroom has a designated diaper-changing area
- The outdoor play area is designated for preschool students
- Transportation may be provided on an individual basis

Communication methods between home and school will be determined on an individual basis.

We are excited to partner with you on your child's educational journey! These are just a few things to consider as you prepare to support your child as they move on to a new school. This list is not intended to be all inclusive, as each student's experience can be unique based on their individual needs. If you have input or suggestions regarding this document, please contact the Integrated Services Parent Liaison at (970) 490-3225.



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Successful School to School Transitions:

Entering Kindergarten

- Your child's goals and objectives are less socially focused and more educationally based
- Your child will have an IEP Case Manager who may or may not be their primary teacher
- Your child's services may be provided by other professionals as assigned, under the direct supervision of the Case Manager (i.e. paraprofessionals, speech/language, occupational, and physical therapists)
- Speech, Occupational and/or Physical Therapy may be provided in a variety of settings
- Generally there are more adults working with your child on a rotating schedule (general education teachers, special's teachers, special education teachers, paraprofessionals)
- Your child's special education classrooms may be multi-grade/multi-age
- Your child may have a longer school day based on the building schedule
- Your child may participate in general education activities, based on individual needs
- Your child may be included in their grade level's field trips, parties, and other special activities
- Your child's opportunities to participate in specials (PE, Music, Art, Media/Computer, PBIS) follow the school schedule
- Your child may eat lunch in the school lunchroom and recess may be with other grade levels
- You will need to provide any snacks/hygiene items your child may need
- Transportation may be provided for center based programs or on an individual basis
- Communication methods between home and school will be determined on an individual basis
- You can access your child's school assessment data, grades, and attendance on the PSD website

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Successful School to School Transitions:

Entering Middle School

- Your child's IEP goals and objectives are educationally based, at age 14 post-secondary goals will be reflected on the IEP
- Your child's services may be provided by other professionals as assigned, under the direct supervision of the Case Manager (i.e. paraprofessionals, speech/language, occupational, and physical therapists)
- Speech, Occupational and/or Physical Therapy may be provided in a variety of settings
- Generally there are more adults working with your child in a rotating schedule (general education teachers, special's teachers, special education teachers, paraprofessionals)
- Your child may participate in larger general education classes and in a larger school setting
- Your child's special education classrooms may be multi-grade/multi-age
- Your child may have a longer school day based on the building schedule
- Your child may have the opportunity for elective classes following the school schedule
- Your child may be included in their grade level's field trips, parties, and other special activities
- Your child may be assigned a locker on an individualized basis
- Your child may eat lunch in the lunchroom and outside time may be with other grade levels
- Your child's lunch choices may also include a la carte (please refer to school website)
- You will need to provide any snacks/hygiene items your child may need
- Your child may have increased life skills opportunities to access the community (for example, grocery stores, leisure activities, community safety awareness)
- Your child will have increased or higher expectations, responsibilities, and independence, determined on an individual basis
- Your child will have increased organizational expectations to manage routines, schedules, and materials
- Transportation may be provided for center based programs or on an individual basis
- Communication methods between home and school will be determined on an individual basis
- Transportation may be provided for center based programs or provided based on an individual basis
- Communication methods between home and school will be determined on an individual basis, and may include communication with multiple general education teachers and the Case Manager
- Based on individual needs, your child may have increased responsibility for home and school communication
- You can access your child's school assessment data, grades, and attendance on the PSD website

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Successful School to School Transitions:

Entering High School

- Your child's IEP goals and objectives are educationally based, and post-secondary goals will be reflected on the IEP
- You and your child will complete vocational assessments at age 14, to determine their strengths and interests
- Your child may access district vocational programs and opportunities
- Educational emphasis placed on school to life and independent living experiences
- Students may earn a diploma or graduate with a certificate of attendance
- Your child's services may be provided by other professionals as assigned, under the direct supervision of the Case Manager (i.e. paraprofessionals, speech/language, occupational, and physical therapists)
- Speech, Occupational and/or Physical Therapy may be provided in a variety of settings
- Generally there are more adults working with your student in a rotating schedule (general education teachers, special's teachers, special education teachers, paraprofessionals)
- Your child may participate in larger general education classes and in a larger school setting
- Your child's special education classrooms may be multi-grade/multi-age
- Your child may have a longer school day based on the building schedule
- Your child may have the opportunity for elective classes following the school schedule
- Your child may be included in their grade level's field trips, parties, and other special activities
- Your child may be assigned a locker on an individualized basis
- Your child may eat lunch in the lunchroom and outside time may be with other grade levels
- Your child's lunch choices may also include a la carte (please refer to school website)
- You will need to provide any snacks/hygiene items your child may need
- Your child may have increased life skills opportunities to access the community (for example, grocery stores, leisure activities, community safety awareness)
- Your child will have higher expectations, responsibilities, and independence, determined on an individual basis
- Your child will have increased organizational needs to manage routines, schedules, and materials
- Transportation may be provided for center based programs or provided based on individual basis
- Communication methods between home and school will be determined on an individual basis; may include communication with multiple general and special education teachers and the Case Manager
- Based on individual needs, your child may have increased responsibility for home and school communication
- Communication methods between home and school will be determined on an individual basis, and may include communication with multiple general education teachers and the Case Manager
- Based on individual needs, your child may have increased responsibility for home and school communication
- You can access your child's school assessment data, grades, and attendance on the PSD website

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Successful School to School Transitions:

Entering Post-High School

- Educational emphasis is placed on facilitating the transition from high school to adult living in the community
- Your child's services may be provided by other professionals as assigned, under the direct supervision of the Case Manager (i.e. paraprofessionals, speech/language, occupational, and physical therapists)
- Speech, Occupational and/or Physical Therapy may be provided in a variety of settings
- Your child will have the opportunity to attend college and career nights offered by their high school
- Your child may access district vocational programs and opportunities, typically beginning in their Junior year
- Your child will have higher expectations, responsibilities, and independence, determined on an individual basis
- Your child will have increased organizational needs to manage routines, schedules, and materials
- Students may earn a diploma or graduate with a certificate of attendance, based on individual student need
 - After earning a diploma, students access community resources, not PSD, for support needs
 - Students earning a certificate of attendance or accessing PSD Post-High School Transition Programs can participate in Social Graduation with their peers
 - Students accessing PSD Post-High School Transition Programs work with the school registrar to earn their diploma or certificate of attendance upon completion of the Transition Program
- Your child may participate in a PSD Post-High School Transition Program(s)
- If your child is involved in a PSD Post-High School Transition Program, they will likely have a partial day schedule for 2-3 days per week
 - During the program, your child may be actively seeking or engaged in employment, internships, and/or volunteer options
 - Your child will complete vocational assessments to determine their strengths and interests
 - Your child may have increased life skills opportunities to access the community (for example, grocery stores, leisure activities, community safety awareness)
- Transportation may be provided for access to some Post-High School Transition Programs on an individual basis
- As your child transitions from PSD to the community, they may be looking at community transportation options, possibly including public transportation
- College and Community College Resource Centers can support students, but as a college student, individuals are responsible for advocating for their needs and requesting services
- Your child may explore Social Security, in addition to accessing community resources
- In some instances, guardianship may be considered as your child approaches age 18

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***Successful
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