

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

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.



FULLER SCHOOL DISTRICT
**Integrated
Services**