

Great Expectations

December 2, 2020

6:00-7:00 PM

Burbank Unified School District

Moving to
Transitional Kindergarten
and
Kindergarten



Welcome!

Dr. Ingrid Jaimes
Coordinator of Special Education



Transition Assessment Process

Anjie Michalopoulos, Early Intervention Specialist

- Assessment Plan is sent out
- Each student is re-assessed in all areas of suspected disability
- A new IEP is developed and an IEP transition meeting is held with the preschool team prior to spring break
- **Parent Input is very important**
- All elementary sites provide Kindergarten tours of general programs
- Parent tours are set up at each of the CLC TK and Kindergarten special education classes
- Parents are encouraged to attend the Elementary Open House



Collaborative Learning Centers (CLCs) and Resource Support Programs (RSP)

Caryn Tomer, Elementary Program Specialist

All 11 Elementary Schools have Resource Support Programs & Related Services

- Four CLC Elementary Schools have Mild-Moderate Special Day Classes (SDC)
 - Roosevelt
 - McKinley
 - Emerson
 - Providencia
- Two CLC Elementary Schools Have Language Enriched Autism Programs (LEAP)
 - Washington
 - Harte
- One CLC Elementary School Has a Moderate-Severe Program
 - Stevenson Stepping Stones
- One Elementary School Has Behavior Support Programs
 - Miller



Students in General Education

Martha Walter, Bret Harte Elementary Principal

- Expectations
- Support
- Meeting the Common Core Standards
- Types of Work/Projects



Resource Support Program for Students in General Education RSP

Caryn Tomer, Elementary Program Specialist

- Related Services per IEP
- Push-In and Pull-Out Services
- Minutes are Determined by Individual Needs
- Percentages in RSP are less than 50% of the School Day
- RSP Teachers Work Collaboratively with General Education Teachers
- Consult Services

Supporting the students' educational performance and access to the curriculum



Students Requiring Mild to Moderate Support Collaborative Learning Centers (CLCs)

Alyssa Mangel, Special Education Teacher

- Meeting the Common Core Standards with grade level curriculum and supplementary curriculum
- Social Skills-direct instruction and embedded into daily activities
- Daily Positive Behavior Reinforcement
- Mainstreaming opportunities with general education peers in their grade level-
sci/S.S./P.E./art/lunch/play/computer lab/library/music



Students Requiring Supports Related to Autism

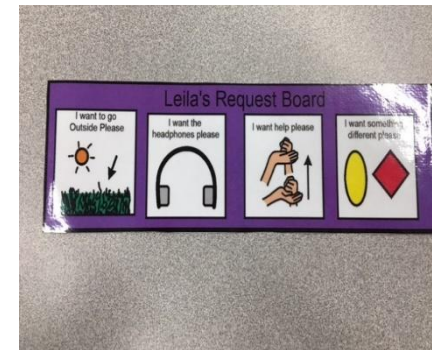
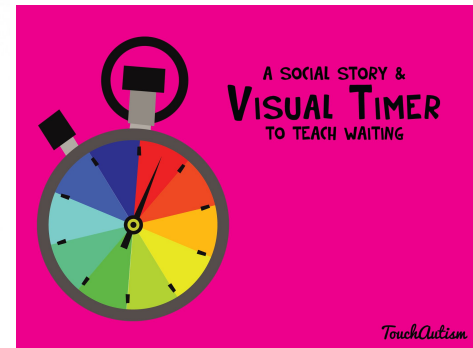
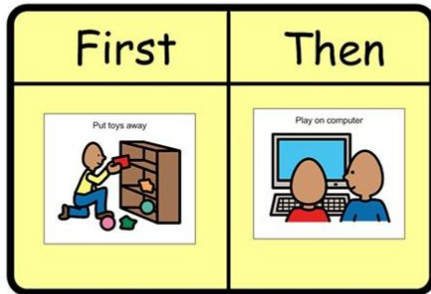
Washington & Bret Harte Elementary Schools

Megan Rauch, Special Education Teacher

- A typical day
- High expectations of basic Kindergarten Skills
- Emphasis on meaningful communication skills
- Direct Social Skills instruction within a naturalistic environment
- Mainstreaming opportunities with general education peers



Visual Supports



Sensory Supports



 Over-stimulated		
 Under-stimulated		
 Calm		
		
		



Students Requiring Intensive Support

Stevenson Elementary School

Crystal Miron, Special Education Teacher





- Teaching the Whole Child
- Classroom Model
 - Collaborative Multidisciplinary Team
 - Direct instruction of Functional Communication and Social Skills
 - Unique Learning System curriculum
 - Functional Academics and Life Skills
 - Mainstreaming opportunities with general education peers





Stepping Stones

Teaching the Whole Child

	<p>Cognitive. The design of each student's academic program begins with an understanding of their unique developmental level and rate of learning. An emphasis is placed on creating opportunities to learn and access the curriculum, with modifications and accommodations tailored specifically to each child. Every student is encouraged to fully develop their skills and creativity in a safe and encouraging classroom environment, while high standards are maintained to continuously challenge every learner.</p>
	<p>Emotional. Developing emotional awareness and intelligence is built into the program. Students are taught to identify their feelings, and to express themselves using a Total Communication Approach (gestures, signs, verbalization, PECS, augmentative-alternative communication). Appropriate methods of expressing and coping with feelings are both modeled and taught. Positive behavioral strategies and interventions are utilized consistently throughout the school day, encouraging students to express their feelings in such a way as to best get their needs met.</p>
	<p>Physical. Every child's unique physical needs and strengths are considered. Maintaining the health and safety of all students is the top priority, and from there a focus on the development of body awareness, fine motor skills, and gross motor skills is built. Occupational therapy, physical therapy, and adapted PE are incorporated as needed, and these team specialists are in close contact with classroom staff in order to create programs and goals that best serve all students.</p>
	<p>Social. Staff develop strong, positive, supportive relationships with each child, providing a foundation for the more challenging work of developing and maintaining healthy peer relationships. Opportunities to observe and practice constructive social skills are embedded in the program. Students engage in cooperative and collaborative play, take turns/share, and develop language skills using a Total Communication Approach (gestures, signs, verbalization, PECS, augmentative-alternative communication). Students practice perspective taking, build executive functioning skills, and develop their imaginations. Speech Therapy is incorporated as needed. SLP supports and collaborates with teachers and staff. Play is the primary intervention.</p>



Stepping Stones Classroom Model

IEP Goals	Unique Learning System	TEACCH/ Classroom Organization
<ul style="list-style-type: none">• Collaborate with SS Team for scheduling students• Collaborate with SS Team for designing goals• IEP Goal Binder• IEP Goal Box/Bin• Data Collection• Maintain the IEP Binder• Tracking Behavior/Social Skills goals	<ul style="list-style-type: none">• Monthly Unit• Personal Binder• New-to-You (if applicable)• <u>Symbolstix</u> integrated into classroom• Homework• L3Skills activities for computer time	<ul style="list-style-type: none">• Binders:<ul style="list-style-type: none">-Contact/Communication-Observations/Behavior-Medical-Substitute-Staff-IEP• Visual Schedule• TEACCH Boxes• Centers/Small Group Instruction• Social Skills• Mainstreaming/ Reverse Mainstreaming

TK and Kindergarten Enrollment

Melinda Drechsler, Student Services Department

- Age requirements for TK and K
- Timeline
- Required Documents
- Information session

melindadrechsler@burbankusd.org



Thank You!

- TK/K will be a positive experience for your child.
- Plan summer activities that will get your child ready for kindergarten.
- Ask about ways to participate and volunteer at your child's elementary school.
- Keep great expectations for your child.
- Burbank has great teachers. Your children will be in good hands!

