Good Morning & Welcome!

# Programs and Transitions
## in IUSD

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## Preschool/Elementary Programming

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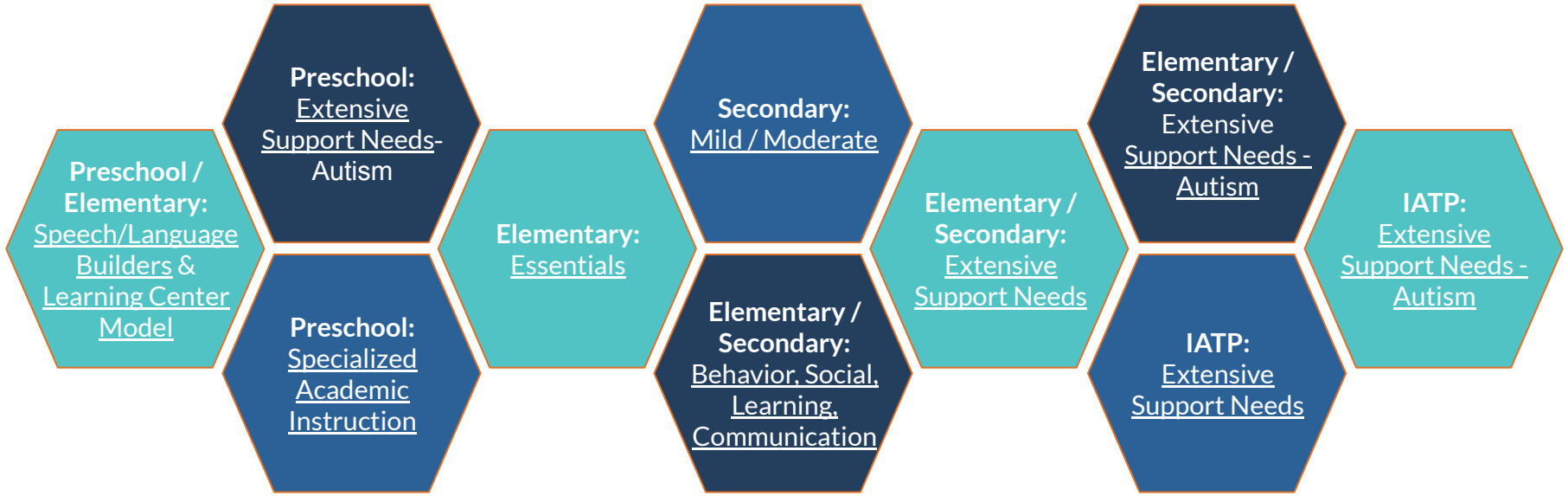# Evan Crayton
## ESN TOSA

# PROGRAMMING OVERVIEW

- The IEP Team determines the service for each student based on the principle of Least Restrictive Environment (LRE).

- LRE means that a student is to participate in as much of the general education program as appropriate in view of their educational needs.

- A student's program should be located as close to home as possible, meaning that program options at the student's neighborhood school are considered first

Preschool / Elementary: Speech/Language Builders & Learning Center Model

Preschool: Extensive Support Needs- Autism

Preschool: Specialized Academic Instruction

Elementary: Essentials

Secondary: Mild / Moderate

Elementary / Secondary: Behavior, Social, Learning, Communication

Elementary / Secondary: Extensive Support Needs

Elementary / Secondary: Extensive Support Needs - Autism

IATP: Extensive Support Needs

IATP: Extensive Support Needs - Autism

IRVINE UNIFIED SCHOOL DISTRICT

Preschool

IRVINE UNIFIED
SCHOOL DISTRICT

# ECLC Programming
## Individualized Family Service Plan (IFSP)

ECLC assesses and serves students birth to three who are at risk in the areas of DHH, Orthopedic Impairment or Vision Impairment thru the IFSP process.

IFSP's are held every 6 months and services are delivered in the home with the child and parent.

When a child is approaching their 3rd birthday, they are offered an intake meeting to discuss next steps that may include an assessment.

This assessment will determine if there is a need for Special Education Services to be provided by the IUSD through an IEP.

# Speech/Language Builders
## (Preschool)

**IRVINE UNIFIED SCHOOL DISTRICT**

- General Education
- Specialized Academic Instruction in General Education
- Specialized Academic Instruction outside of General Education
- Out of District: *County, NPS, RTC, Home Hospital*

## PROGRAM DESCRIPTION

The Language Builders program is designed to provide speech, language and communication intervention for preschool aged children. The program's primary focus is on the development of receptive and expressive language skills in a natural learning environment.

Focus on grammar, semantics, pragmatics, articulation and intelligibility.

### PROGRAM LOCATIONS:
Early Childhood Learning Center

## PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP goals related to communication and language skills

- **Level of Support:** 7-8 students in a small group setting

**KEY TAKEAWAYS:**
- Services are delivered at ECLC in a separate environment

# Learning Center Model (LCM)
## (Preschool)

IRVINE UNIFIED SCHOOL DISTRICT

General Education

Specialized Academic Instruction in General Education

Specialized Academic Instruction outside of General Education

Out of District: *County, NPS, RTC, Home Hospital*

## PROGRAM DESCRIPTION

This program serves students with mild-moderate academic and behavioral needs that require accommodations and/or modifications in the general education setting. Accommodated curriculum is provided at the student's instructional level derived from grade level essential standards.

**PROGRAM LOCATIONS:** Early Childhood Learning Center and all elementary sites

## PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP goals, ensuring access to general education curriculum and instruction.

- **Level of Support:** Mild to Moderate support.

- **Target Class Size:** 24 students

- **Common Classroom Elements:** Specially designed instruction to support general education curriculum through High Leverage Practices, preteaching, reteaching, and implementation of accommodations/interventions.

**KEY TAKEAWAYS:**
- Services are delivered within general education setting
- The Learning Center Model is available at ECLC and all elementary schools

**IRVINE UNIFIED SCHOOL DISTRICT**

- General Education
- Specialized Academic Instruction in General Education
- Specialized Academic Instruction outside of General Education
- Out of District: *County, NPS, RTC, Home Hospital*

## PROGRAM DESCRIPTION

This program serves students with mild-moderate academic and behavioral needs that require accommodations in a separate setting. Accommodated curriculum is provided at the student's instructional level derived from the California Preschool Learning Foundations. Opportunities to mainstream in general education as outlined in the student's IEP.

**PROGRAM LOCATION:** Early Childhood Learning Center

## PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP goals, ensuring access to general education curriculum and instruction.

- **Level of Support:** Mild to Moderate support.

- **Target Class Size:** ~12

- **Common Classroom Elements:** Specially designed instruction utilizing Evidence-Based Practices. Behavior training to support student needs provided to classroom staff.

**KEY TAKEAWAYS:**

- Access to General Education Curriculum
- Targeted instruction Delivered in small groups

**IRVINE UNIFIED SCHOOL DISTRICT**

- General Education
- Specialized Academic Instruction in General Education
- Specialized Academic Instruction outside of General Education
- Out of District: *County, NPS, RTC, Home Hospital*

## PROGRAM DESCRIPTION

This program serves students with extensive needs across multiple domains *(e.g., functional academics, communication development, vocational, adaptive/daily living skills)* that require small group, separate setting instruction focused on functional goals that support everyday living. Instruction is provided at the student's individual instructional level. Opportunities to mainstream in general education as outlined in the student's IEP.

**PROGRAM LOCATION:** Early Childhood Learning Center

## PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP goals within a structured, visual and language rich environment, using a multimodal approach and functional curriculum.

- **Level of Support:** Extensive Support.

- **Target Class Size:** ~7-10

- **Common Classroom Elements:** Specially designed instruction utilizing Evidence-Based Practices. Behavior training to support student needs provided to classroom staff.

**KEY TAKEAWAYS:**
- Within ESN programming, alternate curriculum, modified to meet instructional levels of students with embedded supports to meet the needs of complex learners.
- Targeted direct instruction is scaffolded and delivered in whole group and small group settings focusing on mastering and reinforcing mastery and generalization of individualized skills.
- Utilization of Evidence-Based Practices embedded into the daily schedule

# Transition (PRESCHOOL TO PK/K)

- Transition IEP's will be held for students in SPED that are transitioning to Elementary School

- All Elementary Teams will be made aware of the student slated to come to their school

- Parents need to register at their neighborhood school regardless of where their child will be attending

- ECLC SPED team will hold Transition IEP's to discuss the programming recommendations at the ELEM level

**25-26 School Year Birthdate Eligibility:**

**DOB for PK**
**9/2/2020-9/1/2021**

**DOB for K**
**9/2/2019-9/1/2020**

Elementary

IRVINE UNIFIED
SCHOOL DISTRICT

# Learning Center Model (LCM)
## (Preschool/Elementary)

IRVINE UNIFIED SCHOOL DISTRICT

- General Education
- Specialized Academic Instruction in General Education
- Specialized Academic Instruction outside of General Education
- Out of District: *County, NPS, RTC, Home Hospital*

## PROGRAM DESCRIPTION

This program serves students with mild-moderate academic and behavioral needs that require accommodations and/or modifications in the general education and/or a separate setting environment. Accommodated and modified curriculum is provided at the student's instructional level derived from grade level essential standards.

**PROGRAM LOCATIONS:** Early Childhood Learning Center and all elementary sites

## PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP goals, ensuring access to general education curriculum and instruction.

- **Level of Support:** Mild to Moderate support.

- **Common Classroom Elements:** Specially designed instruction to support general education curriculum through High Leverage Practices, preteaching, reteaching, and implementation of accommodations / modifications / interventions.

**KEY TAKEAWAYS:**
- Services are delivered within general education setting and/or separate setting
- The Learning Center Model is available at ECLC and all elementary schools

# Essentials
## (Elementary)

IRVINE UNIFIED SCHOOL DISTRICT

- General Education
- Specialized Academic Instruction in General Education
- Specialized Academic Instruction outside of General Education
- Out of District: *County, NPS, RTC, Home Hospital*

## PROGRAM DESCRIPTION

This program serves students with moderate academic needs who typically require accommodations/modifications *(primary)* and typically modified curriculum *(upper)* in a separate setting. Accommodated and modified curriculum is provided at the student's instructional level derived from grade level essential standards. Opportunities to mainstream in general education as outlined in the student's IEP.

**PROGRAM LOCATION:** Brywood, Culverdale, Greentree, Loma Ridge, Springbrook and University Park

## PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP goals, addressing intensive instructional needs that are not able to be met in the general education setting with specialized academic support.

- **Level of Support:** Moderate support.

- **Target Class Size:** ~12-14

- **Common Classroom Elements:** Specially designed instruction to support general education curriculum *(primary)* and modified curriculum *(upper)* using High Leverage Practices and implementation of accommodations / modifications / interventions.

**KEY TAKEAWAYS:**
- This programming serves students with moderate academic needs who typically require accommodations/modifications *(primary)* and typically modified curriculum *(upper)* in a separate setting.
- Essentials programming is offered at select elementary schools and is taught by an Education Specialist.

# Behavior, Social Learning & Communication (BSLC)
## (Elementary)

IRVINE UNIFIED SCHOOL DISTRICT

**Program pathway hexagons (left sidebar):**
- General Education
- Specialized Academic Instruction in General Education
- Specialized Academic Instruction outside of General Education
- Out of District: *County, NPS, RTC, Home Hospital*

## PROGRAM DESCRIPTION

This program serves students with extensive social-emotional/behavioral needs that require small group instruction with embedded extensive behavior/mental health support in a separate setting. Instruction is provided at the student's individual instructional level. Opportunities to mainstream in general education as outlined in the student's IEP.

**PROGRAM LOCATIONS:**
*Elementary-* College Park
*Middle-* Venado
*High-* Irvine, Creekside

## PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP goals, addressing extensive social-emotional / behavioral needs that are not able to be met in the general education setting with specialized academic support.

- **Level of Support:** Moderate to Extensive support.

- **Target Class Size:** ~10-13

- **Common Classroom Elements:** Point and Level System to reinforce participation and expected behaviors, as well as targeted social-emotional instruction. Behavior training to support student needs provided to classroom staff.

**KEY TAKEAWAYS:**
- Main focus of program: mental health and behavior; most often students have less academic needs and are accessing grade level curriculum
- Small class sizes, increased adult support, highly structured behavior management feedback systems
- Heavy focus on counseling/mental health utilizing restorative practices and trauma-informed instruction
- Students have access to mainstreaming as deemed appropriate and identified by the IEP team

# Extensive Support Needs (ESN)
## (Elementary)

IRVINE UNIFIED SCHOOL DISTRICT

General Education

Specialized Academic Instruction in General Education

Specialized Academic Instruction outside of General Education

Out of District: *County, NPS, RTC, Home Hospital*

## PROGRAM DESCRIPTION

This program serves students with extensive needs across multiple domains *(e.g., functional academics, communication development, vocational, adaptive/daily living skills)* that require small group, separate setting instruction focused on functional goals that support everyday living. Instruction is provided at the student's individual instructional level. Opportunities to mainstream in general education as outlined in the student's IEP.

**PROGRAM LOCATIONS:**
*Elementary-* Meadow Park, Portola Springs;
*Middle-* Rancho, Sierra Vista, South Lake;
*High-* Irvine, Northwood, Portola, University, Woodbridge

## PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP goals within a structured, visual and language rich environment, using a multimodal approach and functional curriculum.

- **Level of Support:** Extensive support.

- **Target Class Size:** ~10-13

- **Common Classroom Elements:** Specially designed instruction utilizing High Leverage Practices.

**KEY TAKEAWAYS:**
- ESN programming is highly individualized across the student's school day including bell to bell transitions, participation in general education specials and electives.
- Targeted direct instruction is scaffolded and delivered in whole group and small group settings focusing on mastering and reinforcing mastery and generalization of individualized skills.
- Within ESN programming, alternate curriculum, aligned to standards is utilized, but modified to meet instructional levels of students with embedded supports to meet the needs of complex learners.

# Extensive Support Needs - Autism (ESN - AUT)
## (Preschool/Elementary)

**IRVINE UNIFIED SCHOOL DISTRICT**

- General Education
- Specialized Academic Instruction in General Education
- Specialized Academic Instruction outside of General Education
- Out of District: *County, NPS, RTC, Home Hospital*

## PROGRAM DESCRIPTION

This highly structured program serves students with extensive needs across multiple domains *(e.g., functional academics, communication development, social-emotional/ behavioral, vocational, adaptive/daily living skills)* that require small group, separate setting instruction focused on functional goals that support everyday living. Programmatic behavioral support is embedded within the classroom. Instruction is provided at the student's individual instructional level. Opportunities to mainstream in general education as outlined in the student's IEP.

**PROGRAM LOCATIONS:**
*Elementary-* Bonita Canyon, Canyon View, Cypress Village, Eastwood, Oak Creek, Solis Park
*Middle-* Jeffrey Trail, Sierra Vista, South Lake
*High-* Portola, Woodbridge

## PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP goals within a highly structured, visual and language rich environment, using a multimodal approach and functional curriculum.

- **Level of Support:** Extensive support.

- **Target Class Size:** ~7-10

- **Common Classroom Elements:** Specially designed instruction utilizing Evidence-Based Practices. Behavior training to support student needs provided to classroom staff.

**KEY TAKEAWAYS:**
- Targeted direct instruction is scaffolded and delivered in small group and 1:1 settings focusing on mastering and reinforcing mastery of individualized skills
- Autism programming is highly individualized across the student's school day including participation in general education specials and electives when appropriate.
- Within Autism programming, research-based alternate curriculum, aligned to standards is utilized, but modified to meet instructional levels of students with embedded supports to meet the needs of complex learners.

# Three Pathways

1. Diploma

2. Certificate of Completion (still can attend IATP and IUSD is responsible for educating until 22)

3. Alternate Pathway to a Diploma (still can attend IATP and IUSD is responsible for educating until 22)

# Alternate Pathway to a *High School Diploma*

Section 51225.31 was added to the Education Code which established a new high school diploma pathway exclusively for students with significant cognitive disabilities in alignment with the federal Every Student Succeeds Act ("ESSA") **Now, qualifying students who currently do not have a pathway to a diploma and who take the California Alternate Assessments ("CAA"), may obtain a diploma of graduation from high school if they meet the state's minimum coursework requirements**. As set forth in Section 51225.31, please note that LEAs must accordingly exempt qualifying students from any additional local diploma requirements.

# Activities to Support Transition

- Collaboration between sending and receiving teams to review programs, supports, and services

- For students within mild/mod programming, transition discussion will happen within your IEP meeting with your current school site. A staff member knowledgeable of the next school site will reviews transition recommendations and answer questions

- BSLC / ESN / ESN-AUT: For students with more extensive supports and services needs, an optional separate transition meeting will be offered to parents to meet.

- Invitation to student and family to participate in any Parent/Information night hosted by the receiving site

| PRESCHOOL TO KINDERGARTEN | |
| --- | --- |
| Kindergarten Parent Night | February 27 |
| **6TH GRADE PARENT NIGHT** | |
| Jeffrey Trail | April 21st, (CV, LR)<br>April 22nd (PS, WO) |
| Lakeside | April 16th |
| Rancho San Joaquin | April 16th, 6:30-8:30 pm |
| Sierra Vista | April 8th, 6:00-7:00 pm<br>April 10th, 6:00-7:00 pm<br>April 11th, 6th grade student day |
| Southlake | April 16th |
| Venado | April 22nd |
| Virtual Academy Middle School | April 10th |

Thank you!