



Good Morning & Welcome!





Programs and Transitions

in IUSD





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PROGRAMMING OVERVIEW

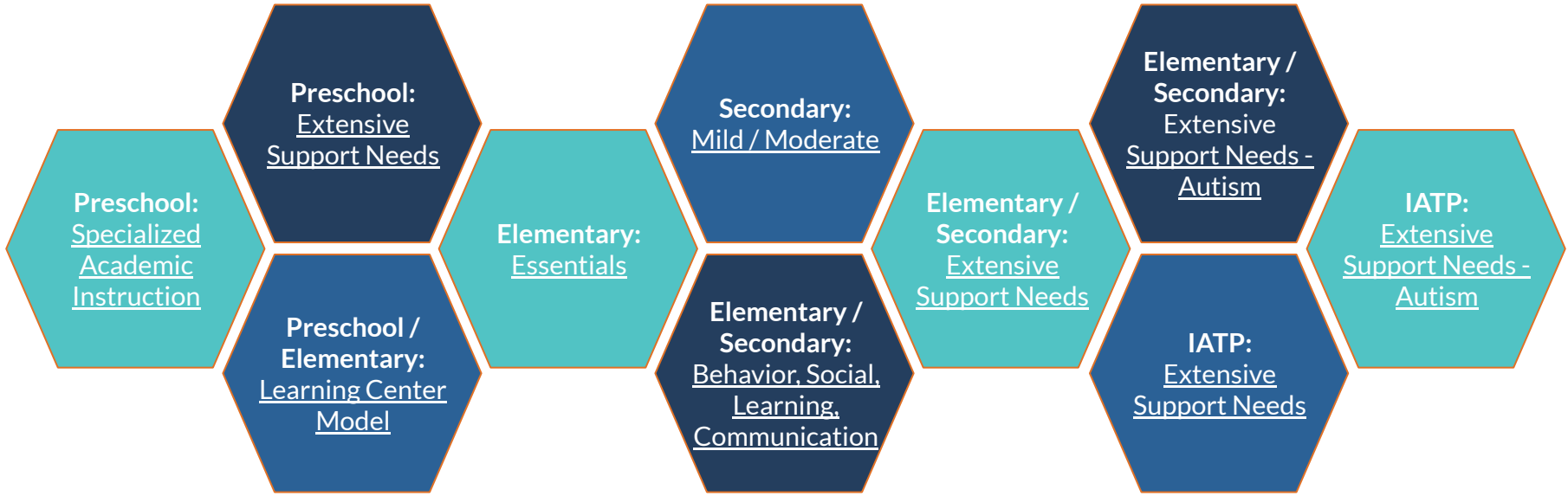
General
Education

Specialized
Academic
Instruction in
General
Education

Specialized
Academic
Instruction
outside of
General
Education

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

- 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



Mild / Moderate (M/M) (Secondary)

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: All secondary 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:

- Serves students with mild-moderate needs that require accommodations and/or modifications in the general education and/or a separate setting.
- Programming available at all of our Secondary School sites

Example Middle School Schedule

Period	Course
1	Gen Ed Math (<i>no SAI support</i>)
2	Practical English (<i>separate setting SAI</i>)
3	History with SAI support
4	PE (<i>no SAI support</i>)
5	Directed Studies (<i>separate setting SAI</i>)
6	Science (<i>with SAI support</i>)

*SAI= Specialized Academic Instruction



Services are individually considered across all areas of need: English, Math, History, Science, Elective, and PE

Behavior, Social Learning & Communication (BSLC) (Secondary)

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) (Secondary)

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) (Secondary)

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.

Example High School ESN Schedule



Period	Course
1	Functional Math (<i>separate setting SAI</i>)
2	Intro to Art (<i>with SAI support</i>)
3	Functional US History (<i>separate setting SAI</i>)
4	PE (<i>with SAI support</i>)
5	Functional English (<i>separate setting SAI</i>)
6	Functional Science (<i>separate setting SAI</i>)
7	Open Enrollment Elective (<i>with SAI support</i>)

Services are individually considered across all areas of need: English, Math, History, Science, Elective, and PE

*SAI= Specialized Academic Instruction



*Pathways to
High School Completion*

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.

Who is eligible to receive the

Alternate Pathway to a High School Diploma?

1. This pathway is only provided to students with an **IEP** and **significant cognitive disabilities**.
2. The students are **eligible to take the California Alternative Assessment (CAA)** that is aligned with alternate achievement standards in grade 11.
 - a. LEAs should carefully review [CDE's Alternate Assessment IEP Team Guidance](#) to assist in appropriately identifying students for alternate assessments, a preliminary requirement to a Section 51225.31 diploma.
3. The student must complete **state standards aligned courses** to meet statewide coursework requirements.



IUSD Grad Requirements	225 Credits (current freshmen)	State Minimum Requirements	130 Credits
English	40 Credits <i>(four courses in English)</i>	English	30 Credits <i>(three courses in English)</i>
Mathematics	30 Credits <i>(three courses in Mathematics, including Math 2 or Geometry)</i>	Mathematics	20 Credits <i>(two courses in Mathematics, including one year of Algebra I)</i>
Science	30 credits <i>(three courses in Science)</i>	Science	20 Credits <i>(two courses in Science, including biological and physical sciences)</i>
History	30 credits <i>(three courses in Social Studies, including U. S. history; World History; a one-semester course in American government and civics, and a one-semester course in economics)</i>	History	30 Credits <i>(three courses in Social Studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics)</i>
VAPA/World Language/CTE	10 Credits <i>(one course in visual or performing arts, world language, or career technical education)</i>	VAPA/World Language/CTE	10 Credits <i>(one course in visual or performing arts, world language, or career technical education)</i>
Physical Education	20 Credits <i>(two courses in physical education)</i>	Physical Education	20 Credits <i>(two courses in physical education)</i>
Health	5 Credits	Health	—
Electives	60 Credits	Electives	0 Credits

Extensive Support Needs (ESN) (Irvine Adult Transition Program)

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PROGRAM DESCRIPTION

This program serves adult students with extensive support needs across multiple domains (e.g., *functional academics, communication development, vocational, adaptive/daily living skills*) that require small group, separate setting instruction focused on developing post-secondary skills. Instruction is provided at the student's individual instructional level.

PROGRAM LOCATIONS: Irvine Adult Transition Program

PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP and Transition Plan goals within a structured, visual and language rich environment, using a multimodal approach and functional curriculum for adult students (*ages ~18-22*) in the areas Education/Training, Employment and Independent Living Skills.
- **Level of Support:** Extensive support.
- **Target Class Size:** ~10-13
- **Common Classroom Elements:** Specially designed instruction utilizing High Leverage Practices.

KEY TAKEAWAYS:

- IATP serves students 18-22 years of age in a wide range of classroom settings that are determined by individualized student needs.
- Students participate in transition curriculum that includes Education Training, Employment and Independent Living Skills.
- ESN programming is highly individualized across the student's school day that can include direct whole group instruction, small group instruction and 1:1 support as needed. IATP offers a full continuum of services

Extensive Support Needs - Autism

(Irvine Adult Transition Program)

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Out of District:
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PROGRAM DESCRIPTION

This highly structured program serves adult 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 developing post-secondary skills. Programmatic behavioral support is embedded within the classroom. Instruction is provided at the student's individual instructional level.

PROGRAM LOCATIONS: Irvine Adult Transition Program

PROGRAM COMPONENTS

- **Desired Outcomes:** Progress on IEP and Transition Plan goals within a highly structured, visual and language rich environment, using a multimodal approach and functional curriculum for adult students (ages ~18-22) in the areas Education/Training, Employment and Independent Living Skills.
- **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:

- A developmentally appropriate extension of the Autism programming from K-12, including a focus on Education/Training, Independent Living Skills, and Employment skills.
- Targeted direct instruction is scaffolded and delivered in small group and 1:1 settings focusing on mastering and reinforcing mastery of individualized skills

ADDITIONAL SERVICES WITHIN IUSD

- Engage with the Department of Rehabilitation through the TPP grant when your student is of working age
- DOR Student Services are activities that support the student in exploring and preparing for the world of work. Services are based on the student's interests – one could try a bunch of activities, or just a few.
- You must be a student.
- You're between the ages of 16 and 21 (including 16 and 21).
- At least one of these options is true: on an IEP, have a 504 Plan, or you have a disability

IUSD Career Link

- May be enrolled within the last two years of school (11th and 12th grade), or the last few years of the adult transition program for non-diploma track students).
- Services may include job exploration, workplace readiness, self-advocacy, work based learning, post-secondary counseling
- The focus is preparing students for life after high school. Selecting a career pathway and working toward that goal

TRANSITION AGED YOUTH: TIPS AND RESOURCES FOR LIFE AFTER HIGH SCHOOL

- Explore Community College Programming
- Volunteer Work
- OC Access and TRIPS
- Work Part-Time/DOR
- RCOC funded Adult Programming
- CalAble Account
- Conservatorship (choice)
- Self-Determination Process
- Irvine Disability Services Resources
- Return Home Registry
- RCOC Workshops and Collaborative Groups



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

6TH GRADE PARENT NIGHT

Jeffrey Trail	April 21st, (CV, LR) 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 April 10th, 6:00-7:00 pm April 11th, 6th grade student day
Southlake	April 16th
Venado	April 22nd
Virtual Academy Middle School	April 10th

8TH GRADE FAMILY NIGHT

Irvine	March 19th, 5:00 pm
Northwood	March 19th
Portola	March 19th
University	March 19th
Woodbridge	March 19th 5:30-7:30 pm
HIGH SCHOOL TO ADULT TRANSITION	
Irvine Adult Transition Program	April 16th, 5:00 pm-7:00 pm



Thank you!