

TRANSITIONING GRADE 6 STUDENTS TO HIGH SCHOOL

P R O P O S E D T I M E L I N E

FALL	<ul style="list-style-type: none"> <input type="checkbox"/> Parents and student explore different high schools and programs. <input type="checkbox"/> If possible, attend Open House Events in the fall.
JANUARY	<ul style="list-style-type: none"> <input type="checkbox"/> Select a school of choice. <input type="checkbox"/> Elementary and High School Administrators discuss special transportation needs for the following school year. <input type="checkbox"/> Parents register their child for the school of their choice, considering transportation needs. The Consultants for Special Needs and the Consultants for Autism are available to assist the parents as needed.
FEBRUARY	<ul style="list-style-type: none"> <input type="checkbox"/> Once there is confirmation that the student will be attending a given school, elementary resource teacher makes first contact with high school resource teacher. <input type="checkbox"/> Parents fill out a consent form allowing students to visit the high school under the supervision of the integration aide and/or resource teacher. <input type="checkbox"/> A high school visit for the student is set up by elementary and HS resource teachers. <input type="checkbox"/> During the visit, the student is photographed in different settings around the school, the student is introduced to the principal and resource teacher of the school and the student visits the resource room).

MARCH - APRIL	<ul style="list-style-type: none"> □ Elementary classroom and resource teachers complete <i>Student Background Information Questionnaire</i> as well as <i>Student Profile</i> which highlight student's strengths, interests, needs, and effective strategies, including hardware or software used by the student. These forms are then sent to Student Services (a copy should also be made for the receiving school and sent to them under confidential seal). □ The student visits the school once per month and attends a course block of a subject that s/he enjoys. □ The student should also do highly motivating things in the school (buy something from the cafeteria, go to the arcade room, play basketball in the gym, etc.). □ Parents send some money to purchase a snack at the cafeteria during these visits. □ Social stories are written about high school. These social stories are read to the students on a regular basis. □ Determine with receiving school what kind of lock could be used by the student and practice using lock at home and at school if possible. □ Discuss possibilities and needs around locker location. □ Students attend the mini-day in the high school.
MAY	<ul style="list-style-type: none"> □ High School Visit (ideally number 2 or 3) □ Elementary school visit: the high school resource teacher visits the student in the elementary school to observe how things are set up and to observe the student in a familiar environment. □ A copy of the current elementary school IEP is forwarded to the high school.
JUNE	<ul style="list-style-type: none"> □ The elementary school resource teacher ensures that any software/hardware ordered under the student's name, still appropriate for him/her to use, is given to the high school for that student. S/he can refer to the student's confidential file for a list of materials ordered. □ Student's confidential file is sent to the receiving school under confidential seal. □ High school resource teacher (with the school based special needs committee) is involved with the planning of support for the following year.
SUMMER MONTHS	<ul style="list-style-type: none"> □ Parents continue looking over the high school photo album with the student and continue going over the social stories. □ Student practices using lock. □ A visit can be scheduled at the end of August, just prior to the start of the school year.