

FREQUENTLY ASKED QUESTIONS: 6th to 7th GRADE TRANSITIONS

- **When does the Transition meeting happen?**
 - The Transition meeting will take place while your student is still in 6th grade, in the spring. The elementary school case manager will schedule the meeting and invite San Dieguito staff to attend.
- **What happens at the Transition meeting?**
 - The elementary team will briefly review present levels, goals, services and the student's current offer of FAPE. The San Dieguito team is there to interpret the current IEP into the comparable FAPE in middle school. We are there to adopt the IEP as closely as possible, not develop a new IEP. The proposed offer of FAPE will include the minutes that are aligned with the middle school bell schedule.
- **If we want to enroll our student at a different middle school than our home school, what is the process?**
 - Families enroll their student at their school of residence (their home school). If you want to request an Intra-district transfer to another San Dieguito school, there is a separate application that must be completed with the Pupil Services Department. The application is [linked here](https://www.sduhsd.net/Parents--Students/Intradistrict-Transfers/index.html): <https://www.sduhsd.net/Parents--Students/Intradistrict-Transfers/index.html>. The IEP teams will coordinate to make sure your transition happens at the correct school if time allows but a transition meeting will happen.
- **When do we apply for an Intra-District transfer and when will parents be notified if this is approved? Do students with IEPs get preference for transfers?**
 - For the 2022-2023 school year, the Intra-District transfer window is January 18 - February 28 at 4:00 pm. Parents are notified around the middle of March but we do not know the exact date.
 - Students with IEP's do not get preferential status for transfers.
- **If my child requires a program in their IEP that is not available at their home school, do I need to fill out an Intra-District Transfer form?**

- No, you do not need to request a transfer. If your student needs a program that is located at another school, the IEP team will place them there and there is no need for a transfer. Transfers are only for parent choice or preference.
- **If I have a question about Special Education, who do I contact?**
 - Check out our [Who to Contact in Middle School](#) document, which is also found on the [District's Special Education website](#).
- **Do specialized programs change from year to year to different campuses?**
 - No. Our schools have specific facilities to support our programs so they stay in the same place every year. If a move were to be needed, it would require a multi-year plan and parents would have a lot of advance notice about this change.
- **What services and supports do kids who qualify for Seaside typically receive?**
 - For all of our programs, we will match the services listed in the last agreed upon IEP. In Seaside we have embedded ERMHS (Educationally Related Mental Health Service) providers and BCBA support. All other related services like speech, OT, etc, are accessible as appropriate.
- **How is it decided if a student should be in a co-taught gen ed class?**
 - The IEP considers the student's present levels of performance and goals when deciding if a student should take a co-taught class. If a student has an extensive need in a specific academic area (eg: Math) and has goals for that subject, the team will look at the student's academic performance and decide whether or not to assign a co-taught class for that student. All students benefit from having two teachers in a class but teams have to consider the specific academic needs of each student.
- **Are any electives co-taught?**
 - Electives classes are not co-taught, just the core academic classes - primarily English and Math though some schools are able to co teach Science and Social Studies as well.
- **What behavior supports are available in electives?**

- Behavior supports are identified specifically in the IEP and those supports will be implemented as they are prescribed on the services and educational setting pages. For example, if a student requires instructional aide assistance to access the general education elective class, that support will be implemented.
- **We inquired about an IEP for our child in 6th grade and were told our child was not eligible for an IEP (does not currently have a documented issue). If an issue arises during/after the transition to middle school, how do we begin the IEP process?**
 - Keep in contact with your counselor. There are many different supports and avenues we can look at to support students. We have many general education supports available to students. Make sure to explore those. Your point of contact will be your child's school counselor for this and for any concerns you might have next year.
- **Are there Instructional Aides (IA's) in general ed middle school classrooms?**
 - We do not have IA's in classes unless a specific student or group of students is placed there who require that level of support. Generally, our IA's have a prescribed class schedule of students they support but not every general education class would have an IA.
- **Is there a known link to course selection and descriptions of courses offered?**
 - Here is the link to the [District's curriculum page](#). Each school site also lists their course offerings and course catalog on their website, usually under the Counseling tab.
 - You can also review special education specific program and course information on the District's Special Education website, under the [Continuum of Supports and Services](#) tab.
- **If a child's main issue is overstimulation (autism) in the classroom due to large class sizes, what supports can be offered? The child has very strong academic skills in smaller groups.**

- The IEP team will consider each child's individual needs and will develop a class schedule that works best for them. There are a variety of ways that we support students who require breaks, less stimulation, access to a quiet place, or calming areas. The IEP team will work collaboratively to develop the right level of support for each student.