

Matriculation Planning For Students with Disabilities

A GUIDE FOR SUCCESS



**Exceptional Student
Learning Support**

Broward County  Public Schools

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The School Board of Broward County, Florida
Exceptional Student Learning Support

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Matriculation Matters

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Matriculation Matters

OVERVIEW

Matriculation, moving from one school level to another can be a challenging and stressful time for all students and parents. For a student with a disability, especially those unseen, this process is often magnified and more challenging.

Matriculating students will be attending school at a new location, with new staff and classmates. Tasks such as navigating the campus, changing classes, eating in the cafeteria will look much different. The best way to get ready for matriculation is to be prepared. The purpose of this guide is to describe best practices for school staff and parents. Following the guidelines in this document will help to make this process smoother for this group of students.

Schooling Through the Years

As students progress through the school years, the requirements to perform the same skill look different. Below are some examples of how particular skills look different at each level. It is important to recognize the higher level of independence required to perform the same skill at the different levels. The purpose of this guide is to prepare students, families, and schools for a successful transition across grade levels.

Skill	Pre K/ Elementary (600-1,100 students) class size: 1:18 1:22	Middle 1500+ students class size: 1:22; core no class size for elective	High 2000+ students class size: 1:25; core no class size for elective
Arrival	Students are dropped off in the car circle, arrive by bus, or walk, before/aftercare	Car circle, "drop and go." Students often wait outside until the bell rings	Car circle "drop and go". Students drive or car pool with friends
Dismissal	Staff and student escorts are provided (Safety Patrol)	Students are not escorted; bells ring and students are dismissed	Students are not escorted; bells ring and students are dismissed
Transitions	Students walk in lines supervised by a teacher	Students transition independently Follow a Bell Schedule	Students transition independently Follow a Bell Schedule
Cafeteria	Scheduled lunchtime, students sit with class at an assigned table Adult support with lunch line navigation and food selection	Students often times choose their own area and seat in the cafeteria	Students often eat in the cafeteria, court yard or other designated area
Restroom Breaks	Restrooms are often single use and located in the classroom	Hallway bathrooms, public use	Hallway bathrooms, public use
Specials/ Electives	Class lines up and goes together	Students follow a schedule	Students select electives
Schedule	Generally the same each day Generally with one teacher	Generally the same each day, some schools rotate by day Multiple teachers	May rotate, odd even days, by period, and by semester Multiple teachers
Organization	Students place back packs, jackets, lunches in a cubby or designated area of the classroom	Students carry backpacks with belongings all day	Students carry backpacks with belongings all day May use assigned lockers
Before / After School Care	Special needs after care is usually offered on campus	Before and after care may or may not be offered on campus	Before and after care may or may not be offered on campus



ESE Preschool to Kindergarten

Matriculation from ESE Preschool to Kindergarten is a very important process and integral for our children to meet with success as they begin their elementary career.

The activities in this section will assist schools in preparing our preschool children for their transition to Kindergarten.

Matriculation Timeline

Entering KINDERGARTEN (K) MATRICULATION ACTIVITIES & TIMELINE

Timeline	MATRICULATION ACTIVITY
August – October	<ul style="list-style-type: none"> Review your exiting PK caseload. Schedule Child Study meetings for all exiting preschoolers.
November	<ul style="list-style-type: none"> Hold Child Study¹ meetings for all exiting preschool students. Inform the following individuals about the meeting: <ul style="list-style-type: none"> Student’s Teacher Student’s Therapist(s) School Psychologist PK ESLS Program Specialist In the meeting, do the following: <ul style="list-style-type: none"> Discuss student’s progress and determine whether or not a reevaluation plan meeting needs to be conducted for a student suspected of a new eligibility. If reevaluation is being considered due to challenging behaviors, an FBA/PBIP is required. Initial entry of information on the PK ESLS Kindergarten Matriculation Database with the date of the <i>Child Study</i> meeting
December-January	<ul style="list-style-type: none"> Hold Reevaluation Plan meetings for students who need to be reevaluated prior to the end of the school year (including those students turning 6 years of age ON or AFTER December 1st of their Kindergarten year for whom another disability is suspected.) Remember to do the following: <ul style="list-style-type: none"> Invite all necessary individuals, including student’s parent(s)/guardian(s). Complete the referral packet and send to Psychological Services, including the consent for reevaluation, and/or FBA/PBIP (for students with challenging behaviors). Follow reevaluation procedures for OT/PT or Speech-Language and indicate this is an exiting preschool ESE student. Update the PK ESLS Kindergarten Matriculation Database with the date of the <i>Reevaluation Plan</i> meeting.
January – March	<ul style="list-style-type: none"> If the student is referred for an evaluation, evaluation specialists should observe the exiting students and gather relevant data. Evaluations are scheduled and/or completed. Classroom teachers update classroom assessment data.
March	<ul style="list-style-type: none"> Classroom teachers administer the Battelle Developmental Inventory II (BDI-II), COS, etc during the first two weeks of March. Results are sent to Wingate Oaks by the end of the third week of March.

¹ If exiting preschool students are added to your caseload after November, follow the outlined **Child Study, Reevaluation Plan, and Matriculation** process prior to the end of the school year.

<p>March-May</p>	<ul style="list-style-type: none"> • Schedule <i>Matriculation to K</i> meetings for all exiting preschoolers. • If student HAS a DD eligibility and a new eligibility is determined: <ul style="list-style-type: none"> ○ Add new eligibility. ○ Dismiss from DD. (Remove “T” from primary exceptionality field; DO NOT move it to another exceptionality field.) ○ Develop a new IEP based on the results of the reevaluation process. ○ Update services/placement and transportation pages. ○ Update the PK ESLS Kindergarten Matriculation Database. • If the child has an eligibility other than DD (i.e., LI, OHI) and a new eligibility is determined: <ul style="list-style-type: none"> ○ Add new eligibility. ○ Develop a new IEP based on the results of the reevaluation process. ○ Update services/placement and transportation pages. ○ Update the PK ESLS Kindergarten Matriculation Database. • If the child has an eligibility other than DD (i.e., LI, OHI) and a new eligibility is NOT determined: <ul style="list-style-type: none"> ○ Existing eligibility remains or dismiss if they meet dismissal criteria. ○ Develop a new IEP or an <i>Interim IEP</i>. ○ Update services/placement and transportation pages. ○ Update the PK ESLS Kindergarten Matriculation Database.
<p>End of May, Beginning of June</p>	<ul style="list-style-type: none"> • If student HAS a DD eligibility and a new eligibility is NOT determined: <ul style="list-style-type: none"> ○ For students who will turn 6 years of age BEFORE December 1st of their Kindergarten year: <ul style="list-style-type: none"> ▪ Conduct the Matriculation to K/Reevaluation Plan meeting. ▪ If no other disability is suspected and student is no longer in need of services, consider dismissing the student from ESE. (Remove “T” from primary exceptionality field.) ▪ Update the PK ESLS Kindergarten Matriculation Database. ○ For students who will turn 6 years ON or AFTER December 1st of their Kindergarten year and another disability is NOT suspected: <ul style="list-style-type: none"> ▪ DD eligibility remains. ▪ Develop a new IEP or an Interim with goals written up to his/her 6th birthday (rather than for an entire year).² ▪ Update the PK ESLS Kindergarten Matriculation Database.

² If student only has a DD eligibility, a **Reevaluation Plan** meeting will have to be conducted in Kindergarten to dismiss the student from ESE prior to his/her 6th birthday – if no other disability is suspected. Otherwise, if another disability is suspected, a reevaluation and eligibility staffing must be conducted while the student is in PK, prior to the students 6th birthday.



Data Entry (for School Staff)

When a DD student does not become eligible for another exceptionality and is dismissed or will be dismissed from DD, use the date of the dismissal meeting. The T is removed from the A23 panel as the primary exceptionality field when the student is dismissed and not eligible for another exceptionality. This information must be turned in to school based IMT.

When a DD student has another exceptionality and is dismissed or will be dismissed from DD, remove the T under the Primary Exceptionality field and enter the new exceptionality code. T needs to be eliminated. Do not move the T to Exceptionality Other field.

Mandatory Exit Data (for School Staff)

Preschool ESE students that will be transitioning to Kindergarten must complete assessments and progress monitoring (ie: Battelle Developmental Inventory II (BDI-II), COS, etc.). The test must be administered during the first two weeks of March. These results must be sent to Child Find and Preschool Services at Wingate Oaks by the end of the third week of March. Training on how to administer the assessment tools are offered year round.

See Appendix I for A23 Panel.

Matriculation Activities for IEP Teams to Consider

The IEP team (parents, teachers, ESE Specialist, related service providers, evaluation specialists, and the student when appropriate) is a collaborative group working in an effort to support a student through the matriculation process.

- Provide Social Stories for appropriate transition needs.
- Parent tours/visits of new Kindergarten
- Kindergarten Round Up/Open House.
- For Specialized student(s) - toward the end of the year for the students, arrange for them to spend some time in a kindergarten class (story time, circle time, recess, etc.).
- Provide opportunities for incoming ESE students/families to tour your school, meet staff and become familiar with the first day procedures.
- Matching students based on needs, personality, and other characteristics with the most appropriate teacher when scheduling.
- Provide information to families and students matriculating to your school. Topics should include procedures for arrival and dismissal, lunch, parent conferences, sign in, and sign out, communication, transition between classes.
- Contact the sending school prior to the matriculation to discuss the individual students, review IEP's, student grades, and unique learning needs.
- Provide the parent with the name and phone number of a contact person at the school should issues come up prior to the first day of school.



Elementary to Middle

Our elementary students who have been accustomed to the type of environment that is structured, nurturing, and quite familiar to them for the past 6 years will change. Preparing our students by sharpening their overall skills for increased demands is critical. Specific skills are needed to cope with these increased demands and independence. Matriculation activities can have a positive impact on an individual student's ability to adjust, maintain academic achievement, develop future aspirations, and sustain feelings of self-worth. The activities in this section will assist in preparing our elementary students for their transition to middle school.

Matriculation Timeline

August/ September	Review student IEPs to identify the opportunities they have to participate with their non-disabled peers. Identify students who will be matriculating to middle school.
October/ November/ December	<ul style="list-style-type: none"> • Schedule all reevaluation plan meetings for students who may need a reevaluation prior to leaving elementary school. • Provide opportunities for sending school staff to visit the middle school and explore the student's next possible environment
January	<ul style="list-style-type: none"> • Confirm with your guidance personnel about school activities already being planned for students matriculating to middle school. Contact your feeder middle schools to identify any additional opportunities for your students with disabilities such as School Tours, Meet and Greets, Open Houses. • Run Next School Feeder Report from data warehouse • Provide Parents upcoming tour information • Remind Parents of Feeder school assignment and McKay options
February	Schedule annual IEP meetings for students matriculating with annual IEP dates due between August and October 31 st of the following year.
March	Schedule annual or interim IEP meetings to review results of all reevaluations to ensure that proper supports and services are identified prior to leaving elementary school.
April	Confirm that all matriculation activities are completely planned and scheduled. If observations are needed of specific students it is critical to invite the middle school representative. At the same time, elementary school personnel may need to visit the middle school special program classes to confirm the appropriateness for specific students.
May	<ul style="list-style-type: none"> • Confirm that all annual IEP meetings for exiting fifth graders whose annual IEP date is prior to November 1 is scheduled and held. • Ensure that receiving school is collaborating and communicating with sending school. • Remind Parents to apply for the med-waiver; if they haven't done so • Identify school-based designee to be the contact person to reach out to any student, who receives, the McKay scholarship during the summer.

Matriculation Activities for IEP Teams to Consider

The IEP team (parents, teachers, ESE Specialist, related service providers, evaluation specialists, and the student when appropriate) is a collaborative group working in an effort to support a student through the matriculation process.

- Provide opportunities for incoming ESE students/families to tour your school, meet staff and become familiar with the first day procedures. The IEP team and Guidance Counselors will be key resources in the future success of the matriculating student.
- Arrange additional Meet and Greets for incoming ESE students and families. (i.e.: Walking tours of their schedules, scavenger hunts, etc.) ***These activities are above and beyond what typically happens for all students at the school.***
- Provide information to families and students matriculating to your school. Topics should include procedures for arrival and dismissal, lunch, parent conferences, sign in, sign out, communication, transition between classes.
- Schedule open house for incoming students and families in the spring.
- Create/use peer or buddy system, as needed, to help the individual incoming student.
- Schedule shadow days on an individual basis, as needed.
- Contact the sending school prior to the matriculation to discuss the individual students, review IEP's, student grades, and unique learning needs.
- Practice using daily / weekly agenda as a time management tool, as appropriate, for the next level.

- Provide the name and phone number of a contact person at the school should issues come up prior to the first day of school.
- Provide opportunities for students to transition around your school campus independently.
- Teacher should continue to prepare their students with projects that require long term planning and organization.
- Review each student's IEP prior to leaving elementary school to ensure that the student's needs are documented and appropriate services are aligned.
- If needed or requested, schedule an interim IEP meeting to address specific student needs.
- Flexible scheduling – Give consideration to individual student schedules based on matriculation/articulation/schedule cards.
See Appendix B for a helpful sample document.



Middle to High

The Transition from middle school to high school can be challenging for all students. It presents many challenges for students, including increased academic expectations, more transitions, the influence of a broader number of peers, and entry into a larger campus and environment. New classmates, new courses, and new teachers can all be points of anxiety for students moving from middle to high school. While a student may assure their parent that they do not need help, parental involvement is essential for a smooth transition. The activities in this section will assist schools in preparing our middle school students for their transition to high school.

Matriculation Timeline

August/ September	<ul style="list-style-type: none"> • Review student IEPs to identify the opportunities they have to participate with their non-disabled peers. • Identify students who will be matriculating to high school.
October/ November/ December	<ul style="list-style-type: none"> • Schedule all reevaluation plan meetings for students who may need a reevaluation prior to exiting middle school. • Provide information on Transition Fairs and Transition to Life Summit
January	<ul style="list-style-type: none"> • Confirm with your guidance staff about school activities already being planned for students matriculating to high school. • Contact your feeder high schools to identify any additional opportunities for your students with disabilities such as School Tours, Meet and Greets, Open Houses, Freshman Camp, etc.
February	Schedule annual IEP meetings for students matriculating with annual IEP dates due between August and October 31 of the following year.
March	Schedule annual or interim IEP meetings to review results of all reevaluations to ensure that proper supports and services are identified prior to leaving middle school.
April	Confirm that all scheduled matriculation activities are completely planned and scheduled. If observations are needed of specific students it is critical to invite the high school representative. At the same time, middle school personnel may need to visit the high school special program classes to confirm the appropriateness for specific students.
May	<ul style="list-style-type: none"> • Confirm that all annual IEP / TIEP (Transition Individual Education Plan) meetings for exiting eighth graders whose annual IEP date is prior to November 1 is scheduled and held. • Any student transitioning to a TIEP should be an active participant in the TIEP process • Ensure that parents are informed of the change to their student's IEP at age 12 or 7th grade. At age 12 or the 7th grade, teams will begin developing the TIEP in order to address Transition services as a coordinated set of activities that promote movement from school to post-secondary education, vocational training, employment, adult services, independent living and community participation.

May cont.	<ul style="list-style-type: none">• By age 14 or the first day of high school the TIEP needs to be operational with measurable post-secondary goals, course of study and diploma options.• Document that parents and students were provided information and understand deferment, the process and deferment options.• Ensure that transition information, resources and agency information including Vocational Rehabilitation (VR) and Agency for Persons (APD)with Disabilities med-waiver information has been provided to the family
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Matriculation Activities for IEP Teams to Consider

The IEP team (parents, teachers, ESE Specialist, related service providers, evaluation specialists, and the student) is a collaborative group working in an effort to support a student through the matriculation process.

- Provide opportunities for incoming ESE students/families to tour your school, meet staff and become familiar with the first day procedures.
- Arrange a Meet and Greet with incoming students and families.
- Provide information to families and students matriculating to your school. Topics should include, but are not limited to procedures for arrival and dismissal, lunch, parent conferences, sign in, sign out, communication, bell schedules, and transition between classes.
- Schedule open house for incoming 9th graders and families in the spring.
- Create/use peer or buddy system to help the incoming students. Contact the sending school prior to the matriculation to discuss the individual
 - students, review IEP's, student grades, and unique learning needs.
- Provide the name and phone number of a contact person at the school should a parent have questions or an issue comes up prior to the first day of school.
- Review each student's IEP prior to them exiting middle school to ensure that the student's needs are documented and appropriate services are aligned.
- Explore extracurricular activities to promote and improve social and peer relationships. (Ex: clubs, sports, peer counselors, Best Buddies, etc.)
- Provide information on Service Hour Requirements.
- If needed or requested, schedule an interim IEP meeting to address specific student needs.
- Provide Provision of information resource page, transition checklist, deferment brochure and transition specialist contacts to families



High School to Adult Living

A Student Transitioning out of public school and out of the IEP process and into adult settings under the tenants of the Adults with Disabilities Act (ADA) is a comprehensive undertaking. These adult settings include postsecondary educational institutions, adult agency providers, and competitive or supported employment, along with independent community living considerations. The Transitioning student is at the center of this activity and must be aware of the support options available to them. Self-Advocacy skills are crucial for students in determining what services they may require and what accommodations they may need in the community, workplace or a postsecondary educational institution. This includes relevant adult agency resources and possible funding sources. Services present during the public school years may transition with students when they matriculate to adulthood. Knowledge, eligibility requirements and procurement of these services then become the sole responsibility of the Transitioning student or their caregivers to request. Students' responsibility to manage and make informed decisions related to their future adult environments takes a central focus for them in the quality of life they will experience. The level of autonomy and independence student's will possess in these and other setting throughout their adult lives are dependent on this transition.

Matriculation Timeline

<p>August/ September</p>	<ul style="list-style-type: none"> • Review student's TIEP's and identify students meeting graduation requirements and want to defer their high school diploma. • Review student's TIEP and identify students aging out of high and set up LIFE plan meeting with transition specialist. • Provide provision of information, opportunities and guidance for students to develop realistic Desired Post-School Outcomes in employment and training, education and independent living. • Counseling department disseminates admissions information and financial aid forms (FASA) in preparation for college application process. • Ensure that any required waivers are turned in.
<p>October/ November</p>	<ul style="list-style-type: none"> • Confirm with guidance personnel that exiting students are provided with their graduation plan. • Confirm with guidance personnel and support staffs that college bound students have successfully completed college entrance exams and requests for test accommodations. • Complete process for requesting services at office of disabilities for selected post-secondary educational institutions and technical colleges.
<p>December/ February</p>	<ul style="list-style-type: none"> • Inform the parent and the student, in writing, by January 30th of the year in which the student is expected to meet all graduation requirements, that the deadline for acceptance of deferral is May 15th. • Invite Vocational Rehabilitation counselor to complete intakes on exiting transition students. • Contact other agencies who may be providing funding and services to transitioning students as indicated on the TIEP-Agency for Persons with Disabilities, Center of Independent Living, etc. • Collect documents and data for completion of Transition Exit Summary and LIFE plan necessary for information transfer and entrance into receiving post- secondary/adult agencies. • Facilitate completion of resumes, cover letters and character references required for colleges, universities, and employers.
<p>March/ May</p>	<ul style="list-style-type: none"> • Provide exiting students with graduation letter. • Complete required documentation of disability to request services and accommodations at post-secondary institutions. • Counseling department monitors and meets with students to ensure they are on track with credits, courses, and GPA and service hours required for graduation. • Deadline for acceptance of deferral is May 15th • Complete Transition Exit Summary to include all relevant data.

Matriculation Activities for IEP Teams to Consider

The IEP team (parents, teachers, ESE Specialist, related service providers, evaluation specialists, and the student) is a collaborative group working in an effort to support a student through the transition process.

- Implement final IEP meeting to create an exit summary plan. Invite outside post-secondary agencies that may provide supports and services to students according to student's post-secondary goals and transition needs.
- Disseminate information to students and families about transition fairs, resource seminars, college fairs.
- Provide information about agency resources and entrance criteria.
- Invite outside agencies, local Technical Colleges and Universities to host informational events for exiting students and families.
- Schedule opportunities for students to tour Deferment Programs, Colleges, Universities and agency programs.
- Provide financial aid and scholarship information including criteria and deadlines.
- Share information about local Job Fairs and apprenticeship programs.
- Provide opportunities for meetings with the school's Brace Advisor, transition specialist and job coach.
- Offer seminars and trainings to directly develop self-advocacy and self-determination skills.
- Provide information and strategies for students to use to promote independence in post-secondary settings and in employment.

Matriculation Matters

RESOURCES

- Broward Schools Exceptional Student Learning Support
<https://www.browardschools.com/Page/34158>
(754) 321-3400
- Annual Matriculation Students with Disabilities Principal Memo
- Agency for Persons with Disabilities
<http://apd.myflorida.com/>
- ARC Broward
<http://www.arcbroward.com>
(954) 746-9400
- Atlantic Technical College
<http://www.atlantictechcenter.com>
- Best Buddies Broward
- 3450 Lakeside Drive, Suite #304, Miramar, FL 33027
- (954) 449-6522
- Broward 211
<http://211-broward.org/>
- Broward County Special Olympics Florida
3301 College Avenue, Davie, FL 33314
(954) 262-2150
- Broward Technical Colleges
<http://www.browardtechcenters.com>
- Career Source
<http://www.careersourcebroward.com/>

- Carol Gray Social Stories
<http://carolgraysocialstories.com/social-stories>,
<http://carolgraysocialstories.com/social-stories/social-story-sampler>
- Center for Autism and Related Disorders (CARD)
<http://www.umcard.org/home>
 (954) 262-7111
- Center For Independent Living
<http://www.cilbroward.org/>
- College Living Experience
<http://experiencecle.com>
- College Resources for Students with Disabilities
<http://www.bestcolleges.com/resources/disabled-students/>
- Family Network on Disabilities of Broward County (FND)
<http://fndbroward.com/>
- Khan Academy
<http://www.khanacademy.org>
- Lighthouse of Broward
<http://www.lhob.org>
- McFatter Technical College
<http://www.mcfattertech.com>
- National Collaborative on Workforce and Disability
<http://www.ncwd-youth.info>
- O*Net Online Career Exploration
<http://www.onetonline.org/>
- Picasso Einstein Self-Employment Education
<http://www.picassoeinstein.com>

- Project 10 Transition Education Network
<http://project10.info/>
 - Sheridan Technical College
<http://www.sheridantechnical.com>
 - Ten Marks
<http://www.tenmarks.com>
 - Typing.com
<https://www.typing.com/tutor>
 - UCP of South Florida
<http://www.ucpsouthflorida.org/our-programs/ucp-of-broward/>
- Vocabulary.Com
<http://www.vocabulary.com>
- Vocational Rehabilitation
<http://www.rehabworks.org/>

Matriculation Matters

APPENDIX

Appendix A



NICOLE M. MANCINI, Ed.D. CHIEF ACADEMIC OFFICER (TASK-ASSIGNED)
OFFICE OF ACADEMICS



SUBJECT: MATRICULATING STUDENTS WITH DISABILITIES
PAGE: 2

January 4, 2022



TO: All Principals

FROM: Nicole M. Mancini, Ed.D.
 Chief Academic Officer (Task-Assigned)

VIA: Valerie S. Wanza, Ph.D.
 Chief School Performance & Accountability Officer

SUBJECT: MATRICULATING STUDENTS WITH DISABILITIES

ACTION: To provide students with disabilities a seamless matriculation process from preschool to elementary school, elementary school to middle school, and from middle school to high school. Staff should consider the best practices found in the matriculation guide as well as outlined in this memo keeping in mind COVID-19 safety precautions.

RATIONALE: FOR ALL STUDENTS WITH DISABILITIES

At the time of Annual IEP Review during the student's matriculating pre-K, 5th, or 8th grade school year, all areas of the IEP are updated and revised based on current data. This may result in updates to services, supports, and goals appropriate for the next school setting. Be sure the related services listed are what the individual student needs and not what he/she gets by being in a school/class. If student data indicates that there is a need to reconvene the IEP team, to discuss matriculation before the end of the school year, then an Interim IEP meeting can be scheduled.

It is expected that schools conduct at least one of the following matriculation activities prior to the first day of school while keeping COVID-19 protocols and precautions in place:

- Provide opportunities for incoming ESE students/families to tour your school, meet staff and become familiar with first day procedures.
- Host a meet and greet with incoming students and families.
- Provide detailed information to families/students matriculating to your school. Topics should include: procedures for arrival and dismissal, lunch, parent conferences, sign in, sign out, communication, and transition between classes.
- Provide the name and phone number of a contact person at the school should issues come up over the summer or prior to the first day of school.
- Utilize peers at the school as buddies/mentors for incoming students.
- Contact the sending school prior to the matriculation to discuss the individual students, review IEP, review SD4 plans, student grades, and unique learning needs.

FOR ESE SPECIAL PROGRAM/CLUSTER STUDENTS:

In addition, the following activities are expected for ESE special program / cluster students matriculating into a specialized varying exceptionality (SVE) middle or high school class:

- The elementary or middle school staff in collaboration with their assigned ESE Program Specialist should collaborate with the student's feeder middle or high school to identify activities that will prepare the student for the next school year.
- The elementary or middle school staff will ensure that students are given the opportunity to visit, in person or virtually, the projected middle or high school prior to the end of the student's 5th or 8th grade school year. This activity is in addition to the activities conducted at the school for all new students (e.g., new student orientation, open house).
- The ESE Program Specialist should collaborate with the projected middle or high school classroom and arrange for the student's schedule, work tasks, and appropriate communication systems to be sent to the receiving school prior to the start of school.

For additional information regarding Matriculation Best Practices, please review the **Matriculation Guide** at:

https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13477/2019_Matriculation_Guide.pdf

If you have any questions regarding this information please contact your ESE Curriculum Supervisor, at 754-321-3404.

VW/NM/SH:cc

C: Saemone Hollingsworth, ESLS Executive Director
 Cadre Directors
 ESLS District Administrators

BEST PRACTICE GUIDELINES
MATRICULATION

1. The IEP describes what the student needs based on available data; it is not based on what the next school offers.
2. When developing the annual IEP for a 5th or 8th grade student, keep in mind that it will most likely cover the next setting. Consider the next environment when developing goals, supports and services, supports for school personnel, among other factors.
3. If you have had an IEP earlier in the year, and you have new information to consider in the spring, you will need to hold another IEP meeting to consider that information.
4. Be sure to talk with ESE Specialists within your feeder pattern so you are aware of potential student needs in the next setting. Share information regarding type of schedule, number of transitions between classes throughout the day, size of the campus, elective requirements, and ESE team.
5. Be sure to add the next level ESE Specialist to the IEP ESE team early in the second semester of school. Our electronic IEP system enables us to share information without face-to-face meetings.
6. Coordinate matriculation activities at your school. You are encouraged to invite families in to talk about the next setting, hold spring open houses/informational meetings; provide tours of the next setting, as well as other event/activities.
7. Be sure your students are included in the typical activities that occur at your school for all students and provide access to the ESE Specialist for questions during these activities.
8. Communicate with the student's previous ESE staff after the student begins at the next site, especially if any issues arise.
9. If the ESE team has data to support that the IEP is not reflective of the student after the student begins at the next level in the fall, hold an IEP meeting to address the new information and make any needed changes to the IEP.

Appendix B

OLSEN MIDDLE SCHOOL
MATRICULATION INFORMATION

STUDENT NAME: _____

ELEMENTARY SCHOOL: _____

ELIGIBILITY: _____

SUPPORT FACILITATOR: _____

SPECIAL EDUCATION SERVICES: _____

ASSESSMENT	SCORE/COMMENTS
FSA – ELA	
FSA – MATH	
DAR	

SAMPLE 6TH GRADE SCHEDULE

PERIOD	TIMES	SUBJECT/TEACHER
1		
2		
3		
4		
5		
6		

COMMENTS/CONCERNS

Appendix C

**Matriculation/Transition Planning Sheet
2021**

Name: _____ Grade: _____ Date: _____

Current School: _____ Receiving Home School: _____

Current Teacher: _____ Current School Phone #: _____

Eligibilities: _____ Program Specialist Name: _____

Family Counseling: Yes _____ or No _____

Individual Schedule Followed (please attach a copy of actual schedule used.)

Part-Day_ Object	Full-day_ Picture	Checklist _____	Velcro _____
_____	_____	Picture-word _____	Word _____

Please attach copy of home note/parent communication.

Student Prompt Levels as Observed by Sending Teacher – (Independent, Partial, of Fully-Prompted)

Using individual schedule _____ Self-care _____

Participation in group-activities _____ Cafeteria _____

Individual tasks _____ Electives _____

Transitioning _____

Describe Behavior Management System. Include classroom system and individual contracts and plans.

Current FBA/PBIP: Yes: _____ or No: _____ (see EasyIEP) Sensory Diet: Yes: _____ or No: _____

Please attach copy of sensory diet used.

Medical/Other Concerns:

Wears Seatbelt: Yes: _____ or No: _____

Wears Harness: Yes: _____ or No: _____

Bus Concerns:

Communication and Assistive Technology:

Sensory Needs:

Self-Care Needs including Toileting and Feeding:

Current ESE Classes:

Current Gen. Ed. Classes:

Current Classroom Curricula

(Check all that apply)

Final Grade Level/Lesson at Matriculation

- | | | |
|------------------------|--------------------------|-------|
| Touchmath | <input type="checkbox"/> | _____ |
| Edmark Reading | <input type="checkbox"/> | _____ |
| Wilson Reading | <input type="checkbox"/> | _____ |
| Reading Mastery | <input type="checkbox"/> | _____ |
| Reading Milestones | <input type="checkbox"/> | _____ |
| SMILE | <input type="checkbox"/> | _____ |
| Journey's Intervention | <input type="checkbox"/> | _____ |
| Phonics for Reading | <input type="checkbox"/> | _____ |
| Quick Reads | <input type="checkbox"/> | _____ |
| Super QAR | <input type="checkbox"/> | _____ |
| Rewards | <input type="checkbox"/> | _____ |
| Other: | <input type="checkbox"/> | _____ |

Reinforcer Checklist for _____

Gluten-free diet? _____

Food Items

- | | | | |
|--------------|--------------------------|--------------|--------------------------|
| M&M's | <input type="checkbox"/> | Crackers | <input type="checkbox"/> |
| Jelly Beans | <input type="checkbox"/> | Skittles | <input type="checkbox"/> |
| Licorice | <input type="checkbox"/> | Sweet Tarts | <input type="checkbox"/> |
| Cereal | <input type="checkbox"/> | Gummies | <input type="checkbox"/> |
| Raisins | <input type="checkbox"/> | Potato Chips | <input type="checkbox"/> |
| Milk | <input type="checkbox"/> | Pretzels | <input type="checkbox"/> |
| Juice | <input type="checkbox"/> | Cheetos | <input type="checkbox"/> |
| Pudding | <input type="checkbox"/> | Doritos | <input type="checkbox"/> |
| Marshmallows | <input type="checkbox"/> | Popcorn | <input type="checkbox"/> |

Specific Food Items

Please attach specific plan if appropriate

Token Reinforcers

- | | |
|----------------|--------------------------|
| Desk Chart | <input type="checkbox"/> |
| Stars | <input type="checkbox"/> |
| Happy Faces | <input type="checkbox"/> |
| Chips | <input type="checkbox"/> |
| Dollar Rewards | <input type="checkbox"/> |

Add'l Token Reinforcers

Please attach specific plan if appropriate

Reinforcer Checklist for _____

Academic/Class Items

- Reading/looking at books
- Looking at magazines
- Computer Programs
- Being outside
- Lunch with a favorite staff member or peer

Favorite genre:

Favorite Magazine:

Favorite computer program:

Entertainment

- Listening to music

Favorite Artist/Music:

Reinforcer Checklist for _____

Watching a video

Favorite Video:

Activity Items

- Brushing Hair
- Going for Walks
- Coloring with Crayons
- Coloring with Markers
- Coloring with Colored Pencils
- Playing Board Games
- Quiet Time in Bean Bag
- Playing Card Games
- Making Cards
- Being School/Class Helper
- Rolling Ball
- Drawing
- Running Errands
- Helping Cook
- Classroom Jobs/Chores
- Other

Reinforcer Checklist for _____

Material Items/Sensory Diet Info.

- Silly Putty
- Marbles
- Nail Polish
- Weighted Vest
- Other Pressure Items
- Stuffed Animals
- Lotion
- Legos
- Therapy Balls
- Gears
- Other

Social Items

- High Fives
- Praise
- Time with Staff
- Time with Peer
- Shaking Hands
- Back Scratch
- Thumbs Up
- Other

Reinforcer Checklist for _____

Any additional comments/pertinent information. Please attach additional sheets as needed.

Appendix D

A Tour of Olsen Middle School

On Monday, I will be going to Olsen Middle School for a tour of the school. A tour of a school is when you get to see all of the special places that make a school unique.

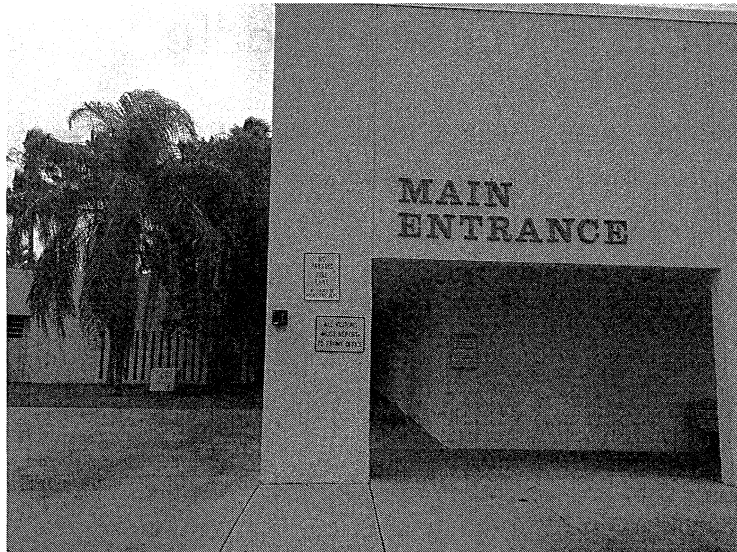


Students and their parents are invited to participate in the tour at Olsen Middle. The tour will start at 9:00 and finish at 10:00.

Since the tour starts at 9:00, I will start my day at Olsen instead of Nova Eisenhower.

I will have a chance to meet people who teach and work at Olsen Middle. I might also see some friends that I can say hi to.

Here are some places I might see when I tour Olsen Middle on Monday.



Main Entrance



Cafeteria



Starbucks Cafe



Resource Room



Front desk



Band room



Classrooms

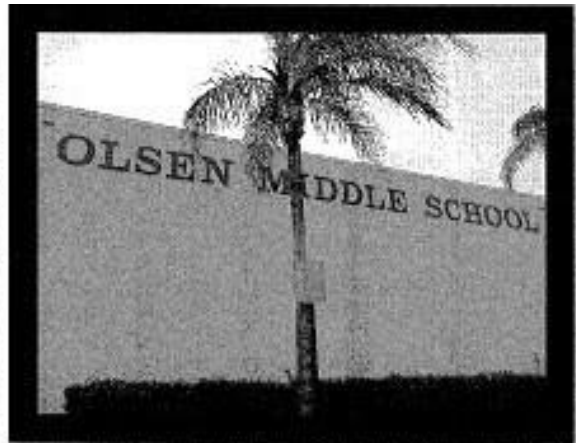
I am excited that I will get to tour Olsen Middle with my parents and other students who will be going there for 6th grade.

Appendix E

My New School

Once I am in the 6th grade, I will have a new school. My new school is called Olsen Middle School.

Some things at Olsen Middle will be the same as Nova Eisenhower. Some things at Olsen Middle will be different.



There is a Principal at Olsen Middle, just like there is a Principal at Nova Eisenhower. The Principal at Olsen Middle is named Ms. Harris.

This is what Ms. Harris looks like.



Ms. Harris cares about me and my teachers.

There is an ESE Specialist at Olsen Middle, just like there is an ESE Specialist at Nova Eisenhower. The ESE Specialist at Olsen Middle is named Ms. Preston.

This is what Ms. Preston looks like.



Ms. Preston will work with my teachers to help me be successful at school.

There is a cafeteria at Olsen Middle, just like there is a cafeteria at Nova Eisenhower. This is what the cafeteria at Olsen Middle looks like.

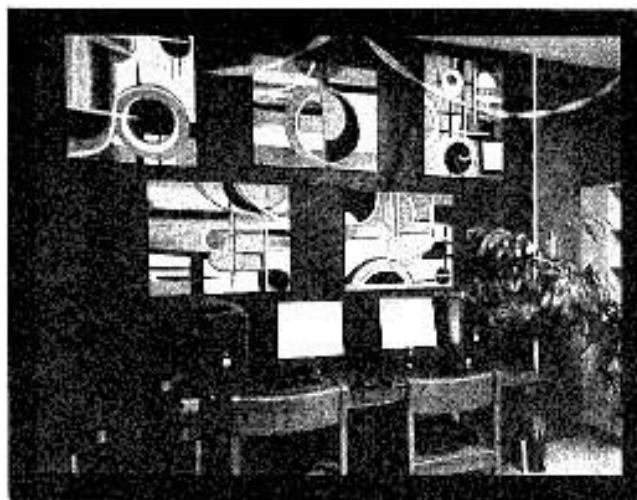


I can eat lunch in the cafeteria with my friends.

Olsen has a special room called the Starbooks Café. The Starbooks Café is located in the Media Center.

Sometimes, I can choose to eat lunch in the café with my friends. If I want to eat in the Starbooks Café, I will need to ask my Language Arts teacher for a pass.

This is what the Starbooks Café looks like.



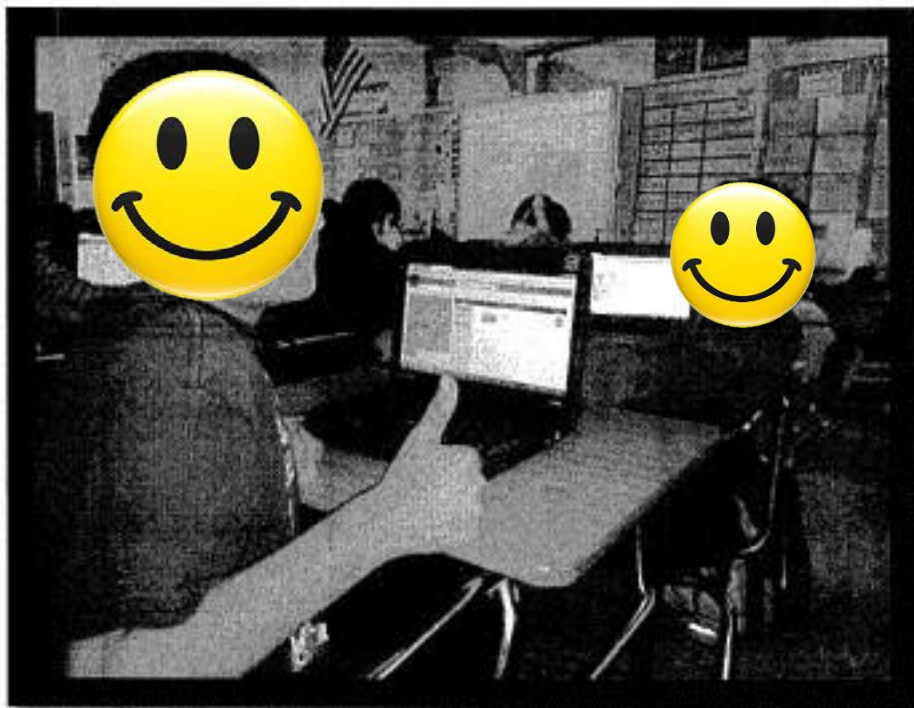
Ms. Cheney and Mr. Balmori are two of my teachers at Nova Eisenhower. They don't teach at Olsen Middle.

I will have more teachers at Olsen Middle. One of my teachers might be Ms. Renton-Murray. This is what Ms. Renton-Murray looks like.



Ms. Renton-Murray will help me with my work when I don't understand how to do something.

Sometimes students use computers to do their work at Nova Eisenhower. It's the same at Olsen Middle. Students can sometimes use laptop computers in their classrooms.



Olsen Middle has classes called Electives. An elective is a class that I get to choose. At Olsen, one of the electives is band.

This is what the Band Room looks like.



If I choose band as my elective, I can learn to play an instrument.

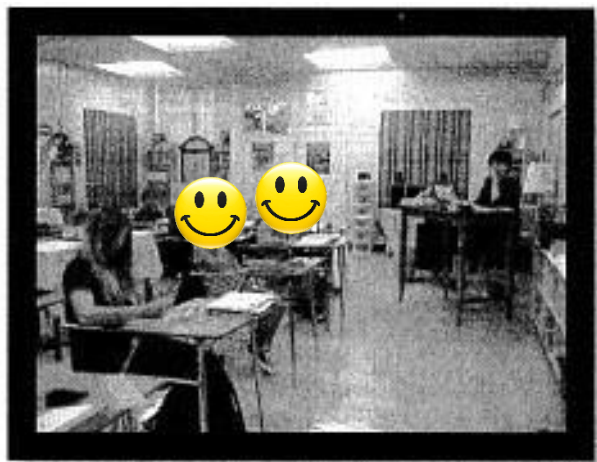
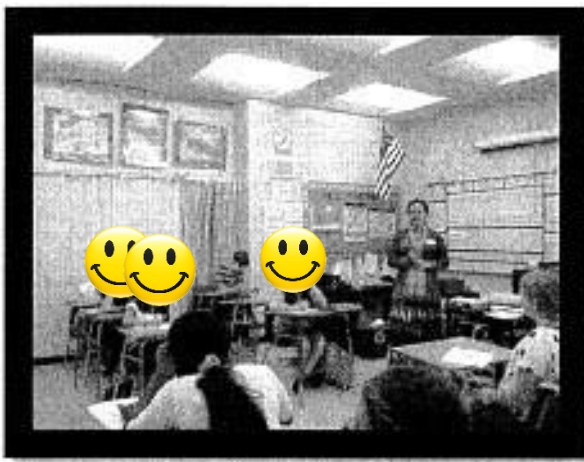
Another elective is Media. This is what the Media Center looks like.



If I choose *Media* as my elective, I can help in the library, or I can help with the morning announcements

Some things at Olsen Middle will be the same, and some things will be different.

Nova Eisenhower and Olsen Middle are both schools where I can learn. I will really like Olsen Middle School.



Appendix F

My New School

Once I am in the 9th grade, I will have a new school. My new school is called McArthur High School.

Some things at McArthur High School will be the same as Apollo Middle. Some things at McArthur High will be different.



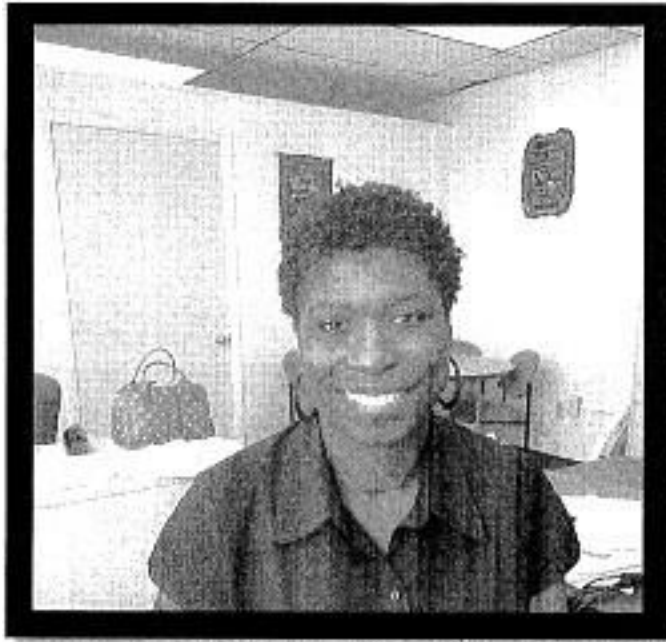
McArthur High School

There is a Principal at McArthur High, just like there is a Principal at Apollo Middle. The Principal at McArthur High is named Mr. LaPace. This is what Mr. LaPace lookslike.



Mr. LaPace cares about me and my teachers.

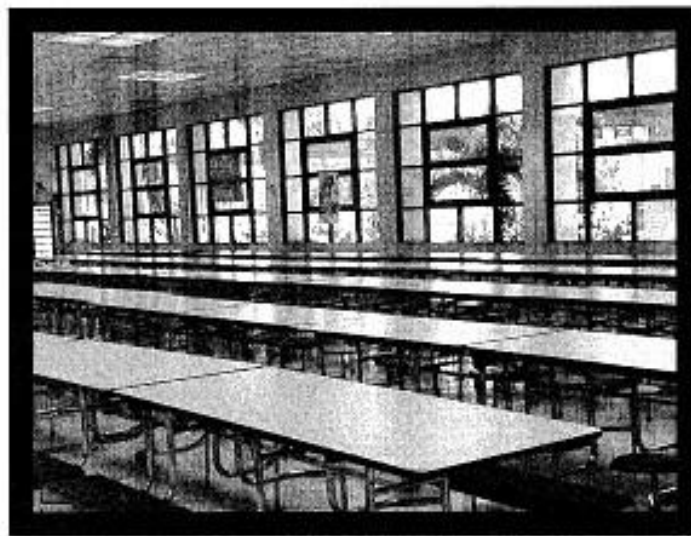
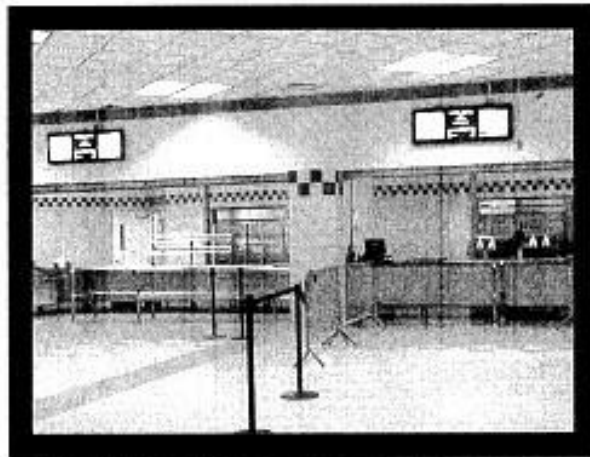
There is an ESE Specialist at McArthur High, just like there is an ESE Specialist at Apollo Middle. The ESE Specialist at McArthur High is named Ms. Shannon-Goff. This is what Ms. Shannon-Goff looks like.



Ms. Shannon-Goff will work with my teachers to help me be successful at school.

There is a cafeteria at McArthur High, just like there is a cafeteria at Apollo Middle. The cafeteria at McArthur High has more food choices than Apollo Middle.

This is what the cafeteria at McArthur High looks like.



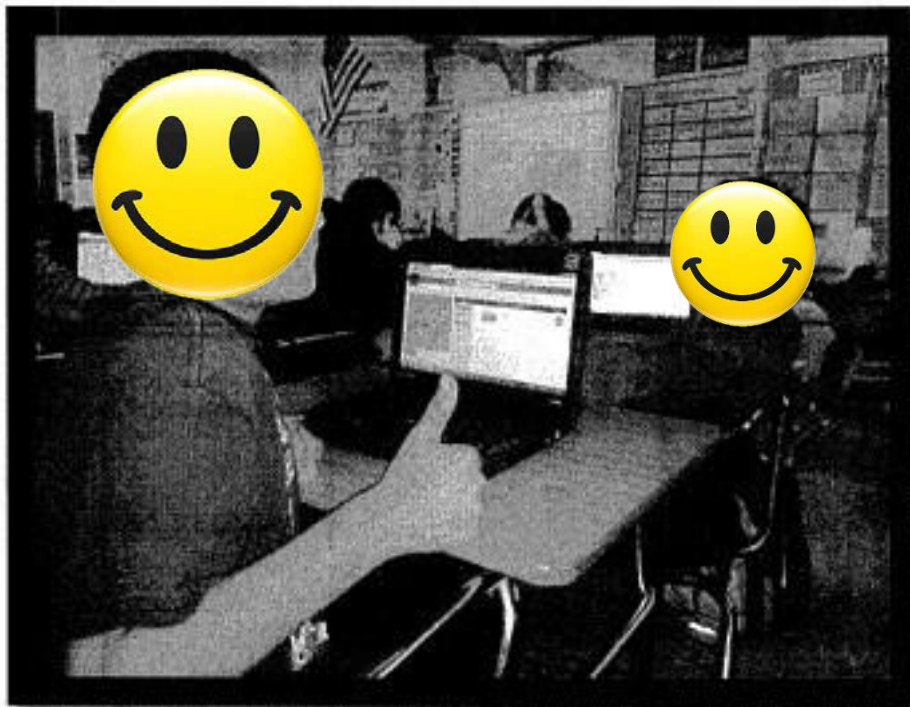
I can eat lunch with my friends in the cafeteria.

Ms. McCauley is my teacher at Apollo Middle. I will get a new teacher at McArthur High School. One of the teachers at McArthur High is Mrs. Steiner. She might be my new teacher. This is what Mrs. Steiner looks like.



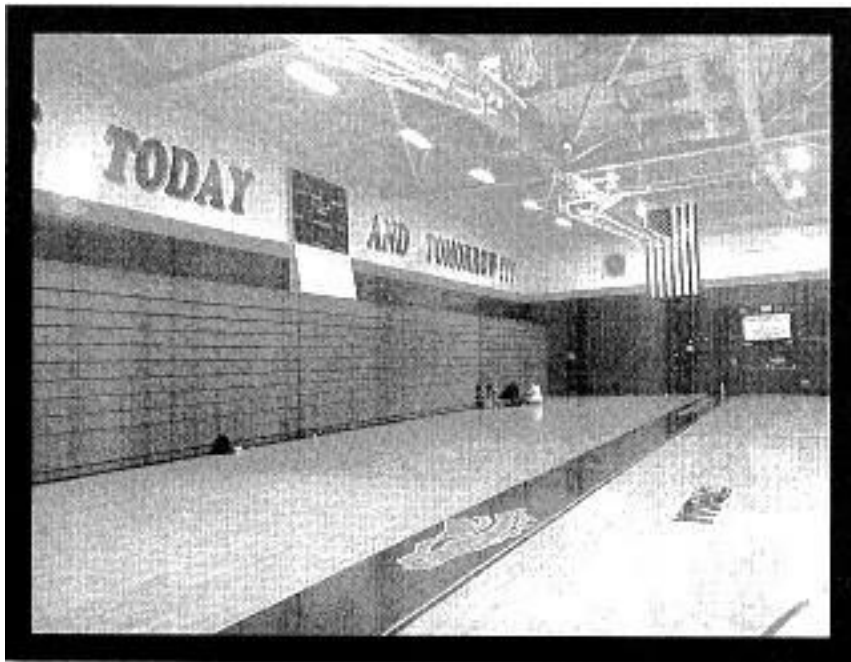
Mrs. Steiner will help me with my work when I don't understand how to do something.

Sometimes students use computers to do their work at Apollo Middle. It's the same at McArthur High. Students can sometimes use laptop computers in their classrooms.



McArthur High has classes called Electives. An elective is a class that I get to choose. At McArthur, some of the electives are Gym and Media.

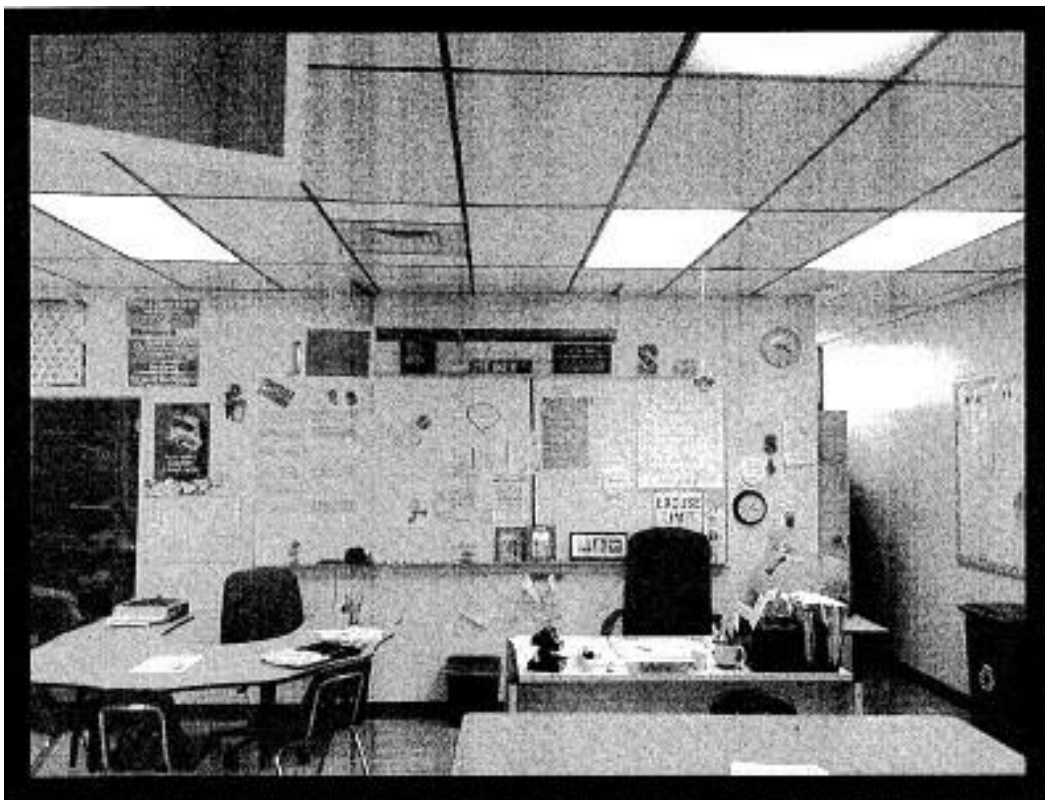
This is what the Gym at McArthur High looks like.



I can learn to play sports with my friends in the gym.

Some things at McArthur High will be the same, and some things will be different.

Apollo Middle and McArthur High School are both schools where I can learn.



Appendix G

Going to Kindergarten!!!

_____ is zoned to attend _____ Elementary School for the 2020-2021 school year. We will be sending their ESE folder to this school on June 5th. In order to ensure your child's folder makes it to the right place, please complete and return this form by Friday, May 16th. If you have any questions, please feel free to contact _____ at 754-322-_____. It's been a pleasure working with your family and I wish you the best of luck next year!

_____ My child is registered and attending the school named above.

_____ My child has been reassigned and registered at _____.

_____ My child not yet registered at any Elementary school. I will let you know where to send the folder.

_____ I have applied for the McKay Scholarship to _____ and will let you know where to send the folder.

Appendix H

Going to Middle School!!!

_____ is zoned to attend _____ Middle School for the 2020-2021 school year. We will be sending their ESE folder to this school on June 5th. In order to ensure your child's folder makes it to the right place, please complete and return this form by Friday, May 16th. If you have any questions, please feel free to contact _____ at 754-322-_____. It's been a pleasure working with your family and I wish you the best of luck next year!

_____ My child is registered and attending the school named above.

_____ My child has been reassigned and registered at _____.

_____ My child not yet registered at any middle school. I will let you know where to send the folder.

_____ I have applied for the McKay Scholarship to _____ and will let you know where to send the folder.

Appendix I

PANEL:

A23. SPECIAL PROGRAMS

YEAR: 16

STDT: _____

SCHL: 3401 GR: PK ST: A

P EXOTHERS IDEA PLAN A/YR EARLY INTERVN E F S TTSW TNDP ESY DR: EXIT FOLLOW

T ZZZZZZZZZ Z 010616 0 00 ZZZZZZZZZZZZZZ Z Z Z 1800 150 Z

PK-A: N PK-8: Y PK-C: N PK-D: N other: N OUTCOME AREAS: N N MATRIX: 253

SVE: N DHH: N ASD: N IND: N EBD: N 504: N

DATE	TYPE	CODE	SPECIALIST	ST
------	------	------	------------	----

011116	E	130	ESOL	A
--------	---	-----	------	---

112415	S	253	T DEVELOPMENTALLY DELAYED	A
--------	---	-----	---------------------------	---

Pf1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 9=NXT PAGE 12=ESCAPE

No additional pages...Next?

TERML: QPADEV

PANEL: A23. LOCAL PROGRAM STUDENT YEAR: 16

STDT: _____ SCHL: 3401 GR: PK ST: A

60-DAY-EXCEPTION: N GIFT-ELIG: Z

PROO: CONSENT TYP/CODE SPECIAL 504: N

112415 S 253 T DEVELOPMENTALLY DELAYED

ELIG/

DATES: CONF EVAL INELIG PLACED PLAN CUREV REEVAL DISMSD PS SET PC STAT

112415 112415 010616 010616 112415 062718 P y A

21ST CENTURY COMM LEARNING PGM 1718

LOCAL: SS Q1 Q2 Q3 Q4 RR MINS: CURR NEXT RET

D

SERVICE RS ---RS CODES ---MINS ENTRY EXIT

CODES: N

CLASS: COURSE SEC/M SCHL T DAYS TIMES MINS EXC ST

TOTAL: 0

Pf1=HELP 3=EXIT 7=BKWD 8=FWD 9=NXT PAGE 10=DEL 12=ESCAPE

Record is displayed•••Next?

TERML: QPADEV