

Special Education Transition to High School



PALO ALTO
UNIFIED SCHOOL DISTRICT

Welcome!

Parent Transition

FAQs Link:

<http://bit.ly/2SqoFiy>

- **District Representatives**

- Cynthia Loleng-Perez, Director of Special Education, Secondary
- Teri Lee, Secondary Program Specialist
- Jacqueline Selfridge-Hombaker, Secondary Program Specialist
- Laurie Garcia, Coordinator of Secondary Programs

- **Objective**

- Provide uniformed information about the transition plan, transition IEP and school contacts
- Communicate with staff in a collaborative way and get support from parent peers (PTA & CAC)

- **Special Education Department Objective**

- Ensure Special Education students have access to high-quality programs and services



Transition/Articulation Meetings

→ February-May

- ◆ High school representatives will attend the meeting with school team
 - The rep that attends depends on the student's school of residence
- ◆ Team may include: Middle school Case Manager, high school rep, admin, general education teacher, parent, and student.
 - May also include service providers and/or counselor

→ Purpose of the meeting is to determine the appropriate services for high school.

→ Skeleton outline of the courses taken will be determined

*Your child's new case manager is assigned over the summer & will be in contact with you within the first few weeks of the start of the new school year



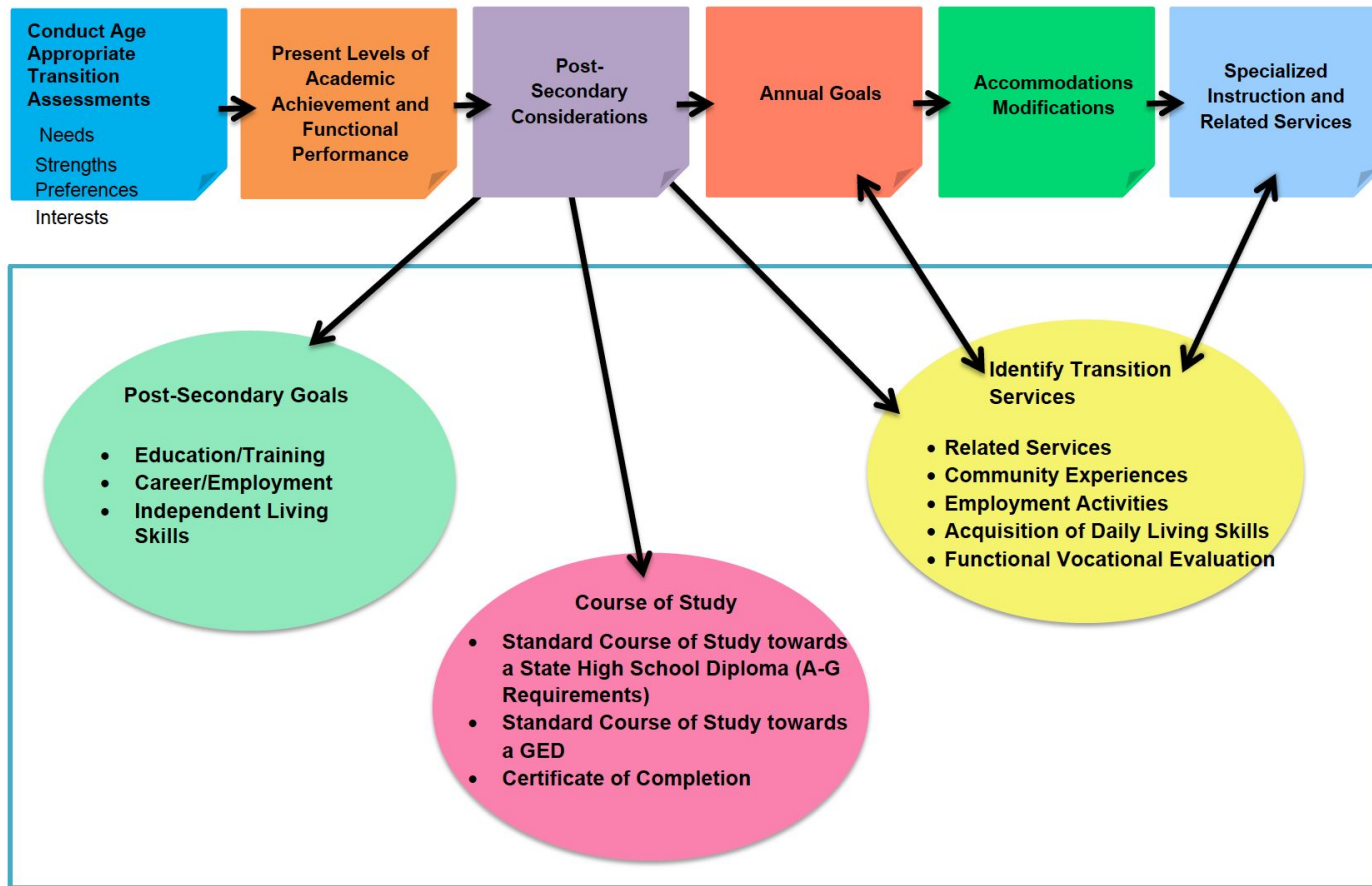
Transition Plan

Beginning not later than the first IEP to be in effect when a child with a disability is age 16 (and updated annually thereafter), an IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and (where appropriate) independent living skills. A student's IEP must state the transition services (including course of study) needed to assist the child in reaching those goals.




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The Big Picture: IEP Process for High School Transition



PAUSD Graduation A-G Requirements

Social Studies (4 years) - World History (10) - US Govt (5) - Contemporary World History (5) - US History (10) - Economics (5) - SS Elective (5) Total: 40 Credits	Math (3 years) - Algebra - Geometry - Algebra 2 Total: 30 Credits	English (4 years) Total: 40 Credits	Science (2 years) - Biology - Physical Science Total: 20 Credits
World Language - Two years in the same language Total: 20 Credits	Visual/Performing Art (1 yr) - Art, Band, or Music Total: 10 Credits	Career Technical Education (1 year) Total: 10 Credits	Physical Education (2 years) Total: 20 Credits
Living Skills Total: 5 Credits 	Electives Total: 25 Credits **Specialized Academic Instruction (SAI) (Elective credit)		Total Credits Required: 220



Accommodations in High School classes

- Accommodation should align to disability/deficits/area of individual need
 - ◆ Helps student to access the curriculum
 - ◆ Does NOT change the teaching standards
- Student must still be able to demonstrate mastery of skills/standards
- **Students** are encouraged to discuss their accommodations with their teachers at the start of each semester
- Testing Resource Center (TRC)
- General technology needs available to all students
- Statewide assessments have embedded accommodations such as extended time



Modifications to courses

- If a student is receiving modified curriculum across multiple standards or subject areas, team will consider a **certificate of completion** option.
- Student will **not** be on track to receive regular diploma if they are receiving modified curriculum which **does not** meet A-G requirements or grade-level standards
 - ◆ Instead, they will receive the **certificate of completion**
 - ◆ **Certificate of completion** is determined with the IEP team
 - Determined through the student's IEP and is a team decision
- Modified curriculum = Non-College Preparatory (NCP) Credit
- *University of California (UC), California State Universities (CSU), National Collegiate Athletic Association (NCAA), and other 4-year colleges, do not consider courses designated as NCP as college preparatory courses and these NCP credits will not be counted for admission.*



Example of Freshman year classes (Enroll in 7 classes)

- **English**
- **Math**
 - ◆ Alg 1 or Geometry
- **Social Studies**
 - ◆ World History
- **Science**
 - ◆ Biology
- **PE**
- **Elective**
 - ◆ World Language (2 vs 3 years) OR CTE/VPA (1 year each)
- **Specialized Academic Instruction (SAI) class**
 - ◆ SpEd instructional class



Co-teaching

- General education & Education Specialist working and collaborating together to provide instruction and access for all to the curriculum
- Core classes
 - ◆ English, Math, SS, Science
 - ◆ 9-12th grade classes
 - ◆ Meets A-G requirements and teaches to grade-level standards
- Discussion of selected classes at transition meeting with IL
- Placement is based on student need and areas of deficit
 - ◆ SpEd Services- Documented on the services page
 - Specialized Academic Instruction in the General Education setting



SpEd Instructional & Support Classes

Gunn/Palo Alto High School

- Academic Math
 - ◆ Supports students with deficits in math
- Academic Planning (Strategies)
 - ◆ Supports students with deficits in executive functioning
- Academic Writing
 - ◆ Supports students with deficits in written expression
- Academic Communication
 - ◆ Supports students with social learning and communication needs
- TS/TEC- Therapeutic Class
 - ◆ Supports students who require regular therapeutic interventions in order to access their educational programs.
 - ◆ Education Specialist and ERMHS Therapist provide support and instruction
- Futures
 - ◆ Supports students in acquiring functional and life skills in order to be an independent adult in the community



Futures Program

- Teaches students academic, vocational, and functional and daily living skills
 - ◆ Students are receiving certificate of completion and participate in gen ed classes
 - ◆ Focus on post-secondary goals and options, community instruction, and independent living
- Community-based instruction and outings
 - ◆ Transportation
 - ◆ Making a purchase
- School vocational businesses, such as cafe, sugar scrub, mail delivery and lunch orders
 - ◆ Banking
 - ◆ Social Skills
- MS and HS programs work closely together to streamline their classes
- Work experience with Palo Alto Veterans Affairs Hospital



Role of the Student's Case Manager

- **Primary Contact**
- IEP Meetings
- IEP Documents
- Coordination of Services
- Support for students, teachers, and parents
- Collaboration
- Facilitate Communication with school staff
- Building student's self-advocacy and independence
- Send home quarterly progress reports about IEP goals
- Ensuring school schedule is aligned to graduation requirements



Independence



Secondary Options

Transition Services for Special Education & 504 Students



Post Secondary Support:

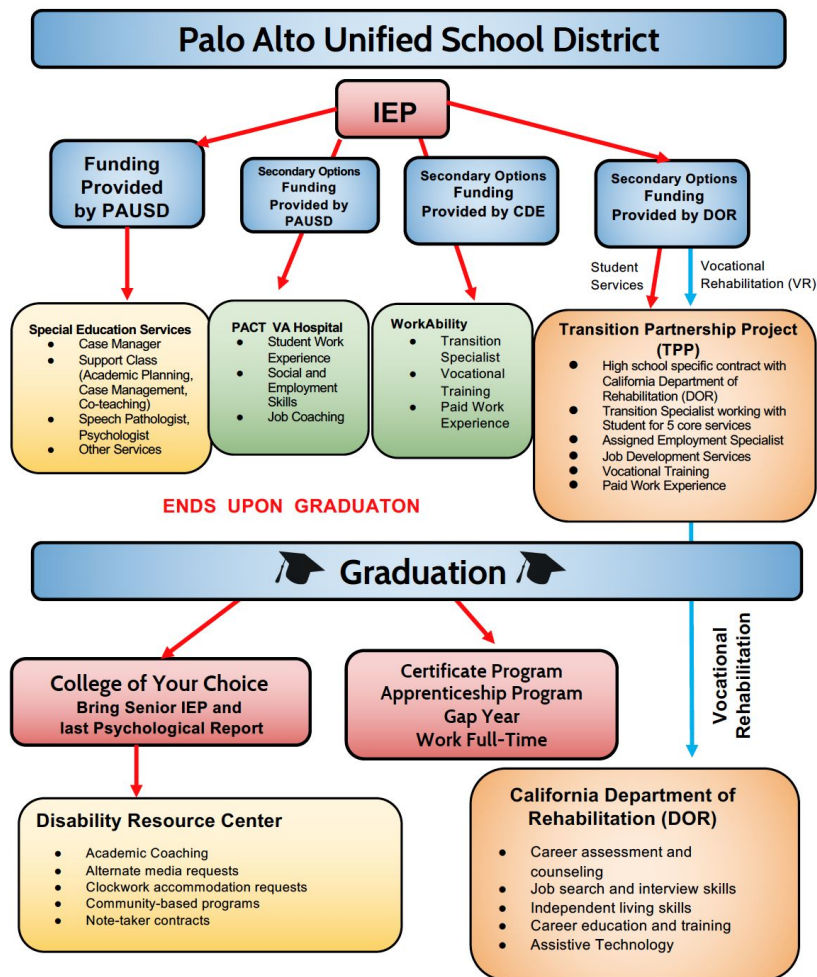
- Foothill College Tour
- Certificate Programs – Job Train
- SPED 8



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Vocational Services



Vocational Services

→ VA Hospital

- ◆ Variety of work experiences

→ Transition Partnership Program (TPP)

- ◆ Assists with transition to work
- ◆ Direct job development, vocational training, or post-secondary education
- ◆ Assigned a Vocational Rehabilitation Counselor
- ◆ Job Fairs & Career Exploration Field Trips

→ WorkAbility I Program

- ◆ Comprehensive pre-employment training, employment placement, and follow-up consultations for individuals making the transition to independent living.

→ Transition Partnership Program (TPP)

- ◆ Obtain and retain employment and maximize ability to live independently

→ Foothill College

- ◆ Tour, help with admissions, enrollment, transfer to US/CSU

→ Community based activities

→ School businesses

Transition Specialists:

Rich Fujii @ Gunn

Janet Cardinelli @ Paly

Presenting at Parent Summitt



Other Student Supports

- Counseling Dept
- Wellness Center
- College and Career Center
 - ◆ Links: Gunn & Paly
- Academic Centers
 - ◆ Peer tutoring
 - ◆ Gunn & Paly
- AVID
- Sources of Strength & ROCK
- SELF/Advisory
 - ◆ SEL Curriculum, paired up with a teacher who is their mentor
- Work Experience Program (not linked with SpEd transition)
- PATCH



Strategies for your student to connect & get involved at school

- Building relationship & social skills with peers
- Student Body
 - ◆ Gunn
 - <https://www.gunnsec.org/>
 - <https://www.gunnsec.org/club-list-20-21.html>
 - ◆ Paly
 - <http://www.palyasb.com/>
 - <http://www.palyasb.com/club-info.html>
- Sport teams
- Band
- Music
- Theatre



21-22 Course Selection Information

Gunn Course Selection:

<https://gunn.pausd.org/campus-life/counseling/course-selection-2021-2022>

Paly Course Selection:

<https://www.paly.net/campus-life/guidance-department/course-selection-resources>





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Homework Strategies

- Independence with expectations & outcomes
- Communication, Planning, & Tracking Progress
- Support resources: Academic Resource Center, Study Hall, Flextime/Tutorial
- Planning/ Backward planning
- **Schoology**- reviewing/submitting assignments, contacting teachers, current detailed grades
- **Infinite Campus** - progress report & semester grades



Special Education Staff Support

Roles

- AP, Instructional Leader, and Program Specialist are supports for special education team
- Counselor helps develop 4 year plan with case manager & may attend IEP meeting.
 - ◆ Accessing academic, wellness, and/or social support
 - ◆ Transcripts
 - ◆ Summer school
 - ◆ Work permits
 - ◆ Course selection/schedule

Gunn High School

- Leonel Argumedo (AP)
- Teri Lee

Palo Alto High School

- Tina Dias (IL)
- Margaret Reynolds (AP)
- Jackie Selfridge



*Case Manager are always the first point of contact unless escalation is necessary for AP or site administrator to step in