

Special Education Transition Information Night 2024



PALO ALTO
UNIFIED SCHOOL DISTRICT

Welcome!

Parent Transition

FAQs Link:

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

Objectives for tonight

- Provide information about the transition IEP, and school contacts
- Describe the many resources available for students
- Share the Special Education Department's objective to ensure students with disabilities have access to high-quality programs and services
- Communicate and collaborate with staff, and get support from parent peers (PTA & CAC)
- **District Representatives**
 - Cynthia Loleng-Perez, Director of Special Education
 - Teri Lee, Special Education Coordinator
 - Simone Worsham, Special Education Coordinator
 - Christina Dias, Special Education Program Specialist
 - Jeanne Ortiz, Special Education Program Specialist
 - Kristin Apuzo, Special Education Program Specialist
 - Coleman Hall, Education Specialist
 - Brian Northern, Education Specialist



PAUSD Promise: Special Education/Inclusion

Programs and Services (Key Strategies)

- Provide standards aligned curriculum and materials for classrooms, uniformly
- Provide the full continuum of supports and services to address individual student needs
- Provide all teachers and Special Ed classified staff with evidence-based professional learning opportunities to meet the academic and behavioral needs of students with disabilities.
- Staff will develop IEP goals and accommodations that are standards based.

How will we measure progress? (Key Performance Indicators)

- Expand alternative programming that meets the unique learning needs of all Special Ed students that result in an increase in students able to successfully participate in District Special Ed programs.
- Increase the number of secondary students successfully completing graduation requirements through the District's individualized intensive program.
- Continue to train staff in the use of Goalbook for the purpose of developing standards based IEPs.



Transition Meeting

- Purpose of the meeting is to determine the appropriate services in your new school, and determine a preliminary outline of courses your student will take
 - Strengths and areas of needs
 - Needed accommodations
 - Offer of FAPE
- Meeting is scheduled between February-April
 - A representative for the New School will attend with the Current School team. The rep who attends depends on the student's school of residence.
 - Team may include: Current Case Manager, New School Rep, Admin, General Ed teacher, Parent, and Student. May also include service providers and/or Counselor.
- Student's New Case Manager is assigned over the summer & will be in contact with your family within the first few weeks of starting the new academic year



Role of Student's Case Manager



- ❑ **Primary Contact**
- ❑ Coordination of Special Education Services
- ❑ Support for students, teachers, and parents
- ❑ Facilitate communication and collaboration with school staff
- ❑ Build student's self-advocacy skills and independence
- ❑ Ensure student's schedule is aligned to graduation requirements
- ❑ IEP Meetings
- ❑ IEP Documents
- ❑ Quarterly progress reports about IEP goals



Special Education Transition to High School



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Transition Meetings

February 2024 - April 2024

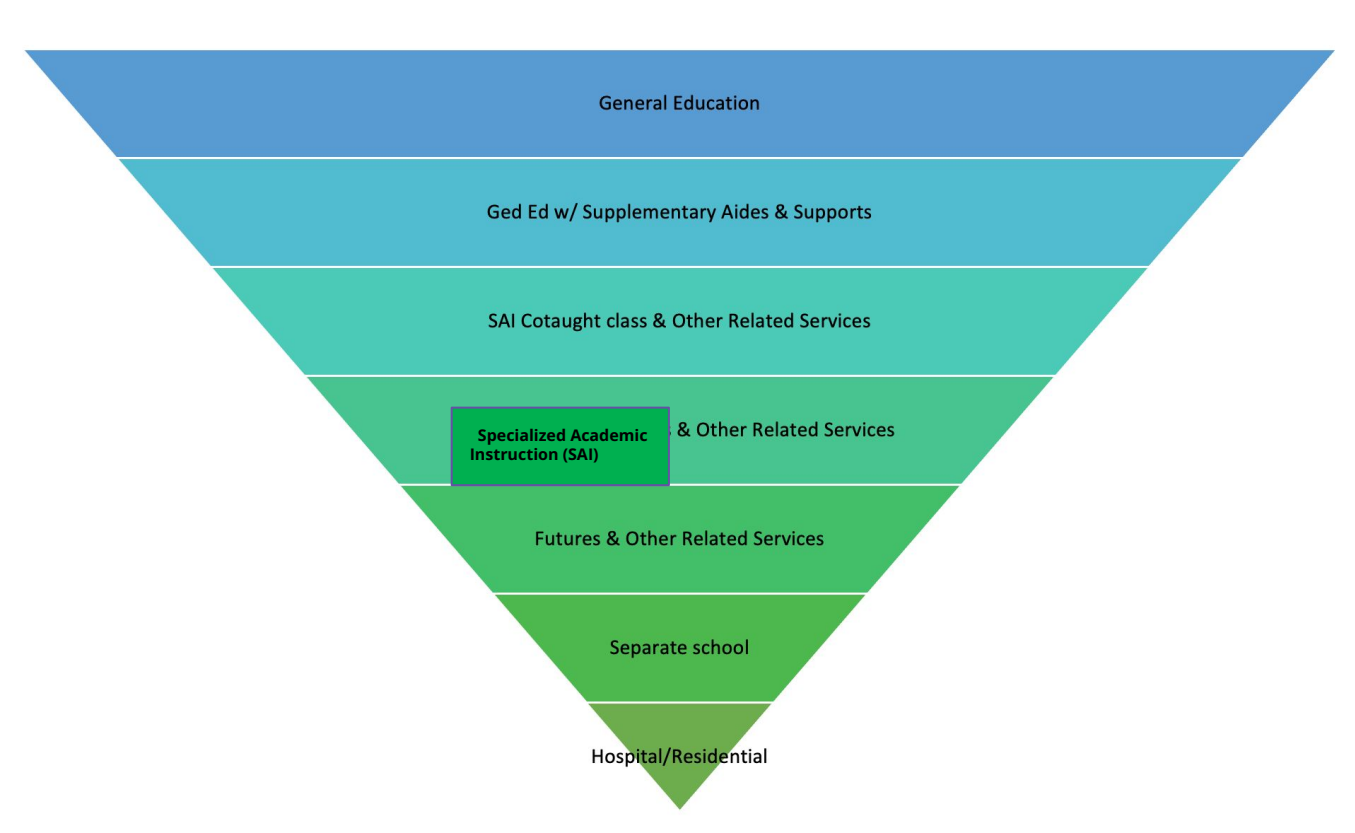
Your child's current Middle School case manager will be in contact with you to provide the day/time for the individual meeting.

During this meeting, the team will answer all of your individual questions you may have about your student's IEP services.

Each High School will also present general information.



Continuum of Special Education Services



Role of Student's Case Manager



- ❑ **Primary Contact regarding IEP related topics**
- ❑ Coordination of Special Education Services
- ❑ Support for students, teachers, and parents
- ❑ Facilitate communication and collaboration with school staff
- ❑ Build student's self-advocacy skills and independence
- ❑ Ensure student's schedule is aligned to graduation requirements
- ❑ IEP Meetings
- ❑ IEP Documents
- ❑ Quarterly progress reports about IEP goals

New Case Manager is assigned over the summer & will be in contact with your family within the first few weeks of starting the new academic year



Example of 9th Grade schedule (7 classes)

- ❑ **English**
- ❑ **Math**
- ❑ **Social Studies** (World History)
- ❑ **Science** (Biology)
- ❑ **Physical Education**
- ❑ **Elective**
 - World Language (2 or 3 years)
 - Or Career Tech or Visual & Performing Arts (1 year each)
- ❑ **Specialized Academic Instruction (SAI) class**
 - Special Education instructional class



PAUSD Graduation A-G Requirements

<p>Social Studies (4 years)</p> <ul style="list-style-type: none"> - World History (10) - US Govt (5) - Contemporary World History (5) - US History (10) - Economics (5) - SS Elective (5) <p>Total: 40 Credits</p>	<p>Math (3 years)</p> <ul style="list-style-type: none"> - Algebra or Geometry - Geometry - Algebra 2 - Pre-Calculus <p>Total: 30 Credits</p>	<p>English (4 years)</p> <p>Total: 40 Credits</p>	<p>Science (2 years)</p> <ul style="list-style-type: none"> - Biology - Physical Science <p>Total: 20 Credits</p>
<p>World Language</p> <ul style="list-style-type: none"> - 2 years in the same language <p>Total: 20 Credits</p>	<p>Visual/Performing Art (1 yr)</p> <ul style="list-style-type: none"> - Art, - Theatre - Band, or Music <p>Total: 10 Credits</p>	<p>Career Technical Education (1 year)</p> <p>Total: 10 Credits</p>	<p>Physical Education (2 years)</p> <p>Total: 20 Credits</p>
<p>Living Skills</p> <p>Total: 5 Credits</p>	<p>Electives</p> <p>Total: 25 Credits</p>		<p>Total Credits Required: 220</p>



Example of Possible Special Ed Instructional & Support Classes

At Gunn and Palo Alto High Schools

- Academic Enhancement – *supports students with deficits in reading*
- Academic Planning – *supports students with deficits in executive functioning*
- Academic Communication – *supports students with social learning and communication needs*
- Academic Math – *supports students with deficits in math*
- Academic Writing – *supports students with deficits in written expression*
- 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 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 (cafe, sugar scrub, mail delivery & lunch orders)
 - Banking
 - Social Skills
- MS and HS programs work closely together to streamline their classes
- Work experience with Palo Alto Veterans Affairs Hospital



Accommodations in High School

- Accommodation should align to area of individual need/deficit/disability
 - Helps student to **access** the curriculum,
 - Does NOT change the grade-level standards
- Student must still be able to demonstrate mastery of skills and standards
- **Students** are encouraged to discuss their accommodations with their teachers at the start of each semester
- Testing Resource Center (TRC)
- Technology (PATCH “PAUSD Technology Collaborative Hub”, Learning Ally)
- Statewide assessment exams have embedded accommodations, such as extended time



Co-Taught Class(es) in High School

- General Education teacher & an Education Specialist collaborate and work together to provide **instruction and access** to the curriculum
- Core classes
 - English, Math, Social Studies, Science
 - 9-12th grade classes
 - Meets A-G requirements and grade-level standards
- Discussion of selected classes during Transition Meeting with IEP team
- Placement is based on student need and areas of deficit
 - SpEd Services (documented on the Services page of IEP)
 - Specialized Academic Instruction in the General Education setting



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 post-secondary 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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Independence in Learning and Living Skills



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

**PAUSD's
Transition Specialists:**
Latisha Dorsey @ Gunn
Merna Khoury @ Paly

- **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 UC/CSU
- **Community based activities**
- **School based businesses**



Other Student Services and Supports

- Counseling Department (drop-in and by appointment)
- Wellness Center (drop-in and by appointment)
- Sources of Strength & ROCK Student Clubs
- SELF/Advisory (SEL Curriculum, paired up with a teacher who is their mentor)
- College and Career Center
- Academic Centers – Peer tutoring, STEM and writing assistance
- Work Experience Program (Gen Ed elective, not linked with SpEd)
- AAR (Independent inquiry and research; project-based learning)
- Assistive Technology
- Testing Center (scheduled with teacher)



Strategies to help students connect & get involved

- Building relationships & social skills with peers
- Clubs and School Wide events
- Athletic teams (cut & non-cut sports)
- Performing Arts (Band, Orchestra, Theatre)
- Community Service



2024-2025 Course Selection Information from the HS websites

Gunn 9th Grade Course Catalog:

gunn.pausd.org

<https://acrobat.adobe.com/id/urn:aaid:sc:US:7061c611-58a9-4009-9eda-dd75fa52c766>

Paly Course Catalog:

paly.net

<https://www.paly.net/learning/course-catalog>



Information from a Parent Perspective



Transition FAQs Link: <https://tinyurl.com/4jzb6p3y>





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