

# Special Education Transition to Middle School 2024



PALO ALTO  
UNIFIED SCHOOL DISTRICT

# Upcoming Transition/Articulation Meetings

**February 21, 2024 - April 25, 2024**

**Your child's current elementary 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 middle school will also present general information.**

# 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

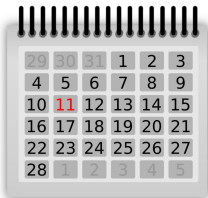
- Strengths and areas of needs
- Needed accommodations
- Offer of FAPE

- Meeting is scheduled between February-April

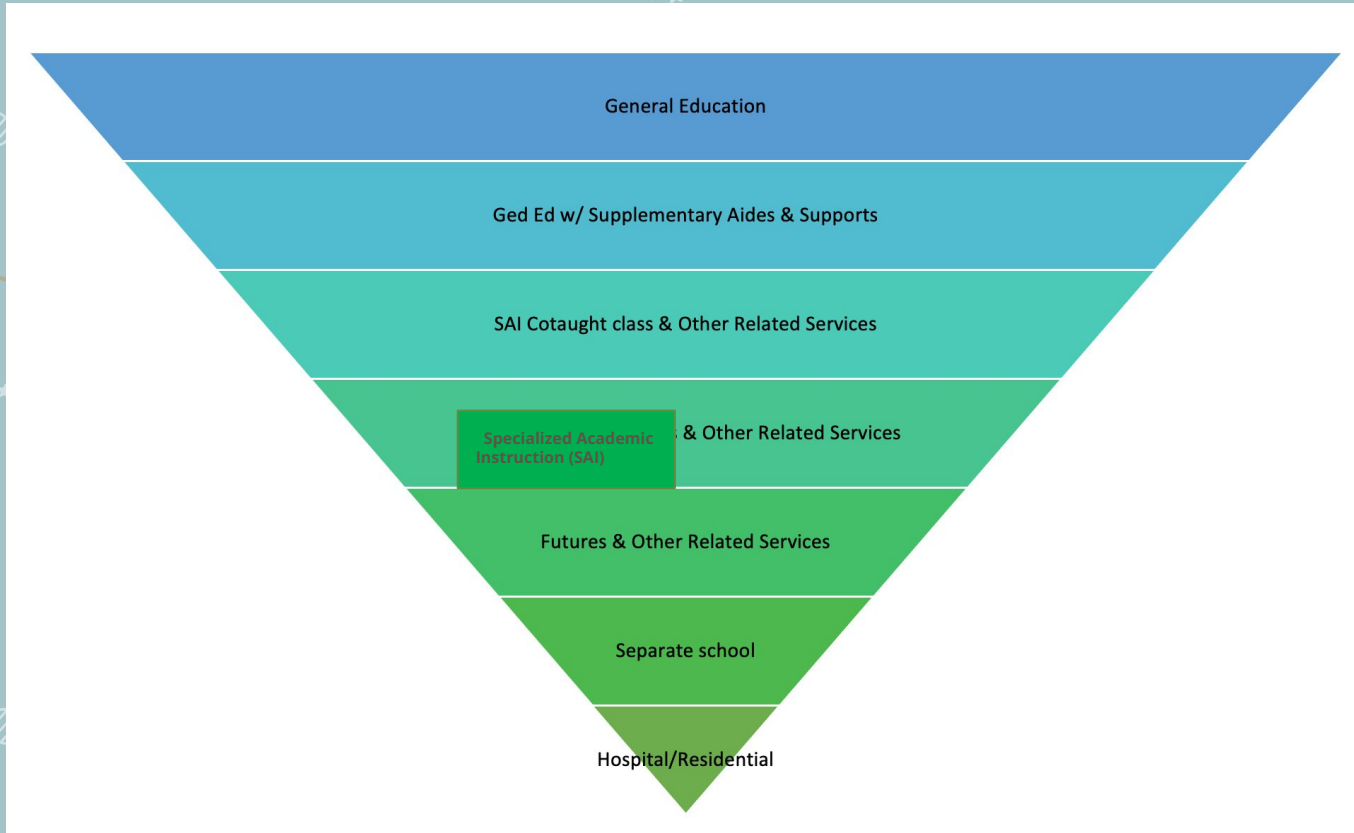


- A representative for the New School will attend with the Current School team. The rep who attends depends on the student's school of residence.
- Team may include: Current Case Manager, New School Rep, Admin, General Ed teacher, Parent, and Student. May also include service providers and/or Counselor.

- 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



# Continuum of Special Education Services



# HOW IS 6TH GRADE DIFFERENT FROM ELEMENTARY SCHOOL?



- Students have more than one teacher
  - Understanding and meeting expectations across more teachers/classes
  - Accountability for one's own time management and planning, executive function, and self-advocacy
  - Ample opportunities for connections and mentorship during Wheel, Prime(Advisory), PE, and music.
  - Larger school environment, open campus, students move from class to class
- Students are becoming more independent and have more choice (e.g. brunch instead of recess, clubs, teams)
- Elective Wheel for CTE (Career Technical Ed), VAPA (Visual & Performing Arts) or Language





# ACADEMIC LIFE



## Schedule: ( e.g JLS Daily Schedule )

- Rotates between 4 periods with core teachers
- 2 periods (Wheel Electives, Music/PE)
- Special Education Support Class

## 6th Grade Courses:

- Core program  
(History; ELA; Math; Science)
- Music (Choir/Band) & PhysEd

– or –

Wheel (varies by site) + PhysEd  
(Art; Drama; Family & Consumer Science;  
Industrial Tech; World Languages;  
Computers)

## Home-School Connection:

- Communication
- Student responsibility & self-advocacy
- Schoology
- Infinite Campus
- ParentSquare



# DAILY SCHEDULE (Projected)

Monday - 7 per Day	Tuesday - A Day	Wednesday - B Day	Thursday - A Day	Friday - B Day
1st Period + Annc 8:30-9:15 (45 min)	1st Period + Annc 8:30-10:00 (90 min)	5th Period + Annc 8:30-10:00 (90 min)	1st Period + Annc 8:30-10:00 (90 min)	5th Period + Annc 8:30-10:00 (90 min)
Passing 9:15-9:20				
2nd Period 9:20-10:00 (40 min)	Brunch 10:00-10:15	Brunch 10:00-10:15	Brunch 10:00-10:15	Brunch 10:00-10:15
3rd Period 10:15-10:55 (40 min)				
Passing 10:55-11:00	2nd Period 10:15-11:40 (85 min)	6th Period 10:15-11:40 (85 min)	2nd Period 10:15-11:40 (85 min)	6th Period 10:15-11:40 (85 min)
4th Period 11:00-11:40 (40 min)				
Lunch 11:40-12:20 (40 min)	Lunch 11:40-12:20 (40 min)	Lunch 11:40-12:20 (40 min)	Lunch 11:40-12:20 (40 min)	Lunch 11:40-12:20 (40 min)
5th Period 12:20-1:00 (40 min)	3rd Period 12:20-1:45 (85 min)	7th Period 12:20-1:45 (85 min)	3rd Period 12:20-1:45 (85 min)	7th Period 12:20-1:45 (85 min)
Passing 1:00-1:05				
6th Period 1:05-1:45 (40 min)	Passing 1:45-1:50	Passing 1:45-1:50	Passing 1:45-1:50	Passing 1:45-1:50
7th Period 1:50-2:30 (40 min)				
PLC Team/Site Mtg 2:35-3:30	4th Period 1:50-3:15 (85 min)	PRIME 1:50-2:30 40 min	4th Period 1:50-3:15 (85 min)	Office Hours 1:50-2:10
		Staff/Dept Meetings 2:35-3:30		Teacher Prep 2:10-3:00



# SpEd Instructional & Support Classes

In addition  
to the IEP  
related  
services

- **Academic Planning** – *supports students with deficits in executive functioning*
- **Academic Math** – *supports students with deficits in math*
- **Academic English** – *supports students with deficits in reading comprehension and written expression*
- **Academic Writing** – *supports students with deficits in written expression*
- **Academic Communication** (Co-taught with the Speech Pathologist and Ed Specialist) – *supports students with social learning and communication needs*
- **TS - Therapeutic Class** (Greene/Fletcher Middle Only- IEP Decision ONLY) – *supports students who require regular therapeutic interventions in order to access their educational programs. Education Specialist and ERMHS Therapist provide support and instruction*
- **Futures** (IEP Decision ONLY) – *supports students in acquiring functional & life skills in order to be an independent adult in the community*



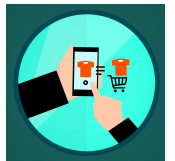


# Developing Independence in Learning & Living



# Futures Program

- Teaches students academic, vocational, and functional and daily living skills
  - Students receive Certificate of Completion & 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 Middle 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
- Assistive technology ([PATCH “PAUSD Technology Collaborative Hub”](#), UDL)

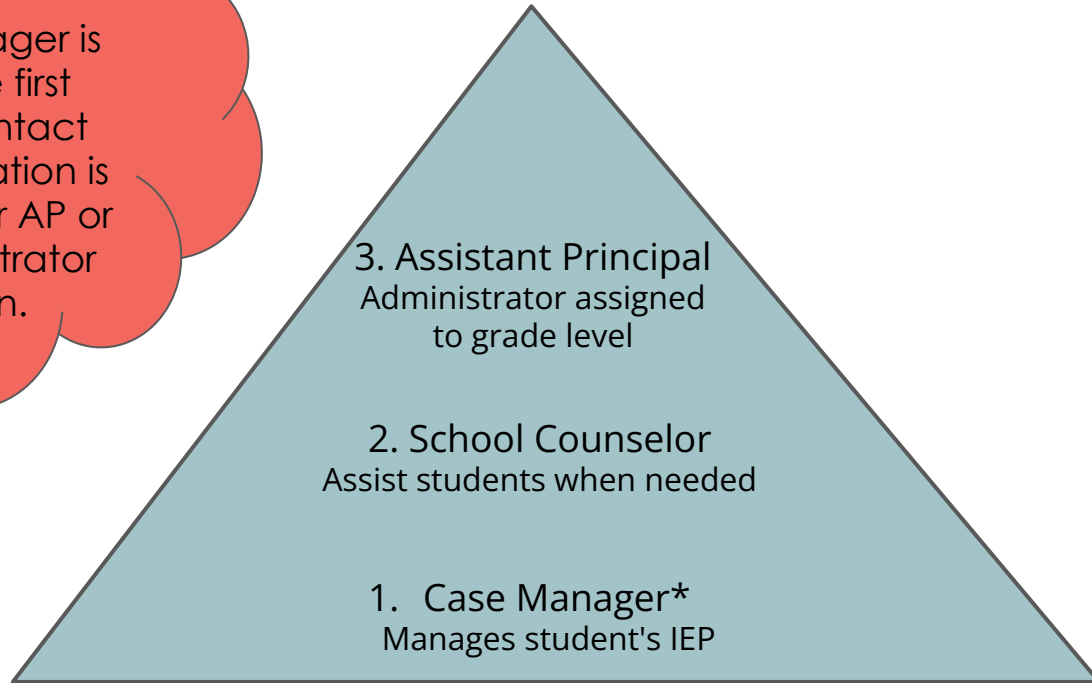


## Accommodations vs Modifications

An accommodation changes how a student learns the material. A modification changes what a

# Who do I contact?

\*Case Manager is always the first point of contact unless escalation is necessary for AP or Site Administrator to step in.



# 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 students' self-advocacy skills and independence
- Ensure student's schedule is aligned to graduation requirements
- IEP Meetings
- IEP Documents
- Quarterly progress reports about IEP goals



# Staff is supported by Site & District Administrators

## Greene Middle School

Brooke Tassa  
(Assistant Principal)

## Fletcher Middle School

Jane Jung  
(Assistant Principal)

## JLS Middle School

Kim Lohse  
(Assistant Principal)

Site Administration and Program Specialists support the school's special education team

- Kristin Apuzzo (Greene Program Specialist)
- Jodi Snyder (JLS Program Specialist)
- Cassidy Walko (Fletcher Program Specialist)



# Supports for Student Well-being

- **Counseling Department**
- **Associate Therapist in Wellness Centers**
  - **short term, weekly counseling sessions with on-site therapist**
  - **up to 12 sessions**
- **Educationally Related Mental Health Services (ERMHS) is an IEP related service that is determined by the IEP team.**
  - **Individual, group, and/or parent counseling sessions on-campus to enable the student to benefit from their education.**
  - **The district also provides therapeutic classes which have behavioral and emotional supports embedded in the setting. This program is located only at Greene and Fletcher Middle School**



# Services and Supports for All Students

- Homework Help after school
- After school tutoring/support center (FEV Tutoring Services through District Office)
- Lunchtime activities
- Student-led Clubs
- Dreamcatchers
- After School Sports teams (City of Palo Alto program)





# Information from a Parent Perspective



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





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