
Tamalpais Union High School District

Special Education Programs and Incoming
Student Transition Parent Session

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Reminders

- We have one hour for our session, and we'll spend about 30 minutes reviewing our programs and transition related information, and we'll reserve the last portion for your questions. Please hold your questions to the end and/or feel free to put them in the chat. Don't take it personally, but we'll mute everyone until the Q&A session. If there is a technical issue, please use the raised hand reaction and we'll address it.
- If we run out of time and don't get to your question, please email Carolyn Boyce (email address is: cboyce@tamdistrict.org) with your questions and give her a week to follow-up.
- We won't be discussing questions or personal experiences specific to your child or experiences with your current district.

Our Schools

Redwood High School

- 1890+ students
- “Academic Workshop” (Resource): The majority of students in special education receive this level of support. All students are on a diploma track, with 1 or 2 periods of support to work on academics and IEP goals. AW classes with Special Education Teacher, Paraeducator and 6-12 students.
- SDC: District-run SDC programs serve students with mild-moderate disabilities. Students take core academic courses with a Special Ed Teacher. “SDC” is not a place/single classroom. “SDCs” are modified classes in core subject areas. Students are mainstreamed as appropriate.
- Most students in SDC are on a diploma track but may take all 4 years to pass Algebra.

Redwood Continued

- Counseling Enriched Classroom (CEC): 1 teacher, 2 paras, full time psychologist and the maximum number of students in program is 16. For students whose primary special-education needs are mental-health based.
- Students take between 2-5 classes in the CEC with the ability to mainstream as appropriate. Individual, group and parent consultation/counseling are built into program. Much of the coursework is done through an online learning platform called Edgenuity, which offers college prep courses, which can be modified depending on a student's needs/skills.
- MCOE classes: Redwood hosts 2 MCOE classes on campus: a medically fragile class and a class for students with moderate-severe learning needs. These are functional life skills classes. Students will receive a certificate of completion at the end of high school, and continue on into MCOE post-secondary program until age 22.

Tamalpais High School

- 1560 students
- Academic Workshop (Resource): Same format as Redwood; Special Education Teachers generally focus on 9th/10th or 11/12th grades to specialize in the curriculum for grade levels. Generally, students have a two year cycle with their Special Ed teacher.
- Counseling Enriched Classroom: Same format as Redwood.
- SDC: District-run SDC programs serve students with mild-moderate disabilities. Students take core academic courses with a Special Ed Teacher. "SDC" is not a place/single classroom. "SDCs" are designated as Modified (MODF) classes in core subject areas. Students are mainstreamed as appropriate.
- MCOE: 1 MCOE class (functional life skills) hosted at Tam. Students receive a certificate of completion, and continue on with MCOE post-secondary until age 22.

Archie Williams High School

- 1240 students
- Small Learning Communities (SLC) for all freshmen and sophomores. Students are clustered for Social Studies, English and Science.
- RSP: Similar to other sites, however Special Education Teachers are connected with a specific SLC.
- Bridge Program/SDC: Bridge is an SLC for students who require modified core courses. Low student:staff ratio for academics and if needed, behavioral/social-emotional support. Special Education Teachers, the School Psychologist, Paraprofessionals, the Speech and Language Pathologist (4 days/week), Behavioral Therapist, and Occupational Therapist work in collaboration to provide an integrated program to ensure each students' needs are met. Paraeducator support is available in all gen ed classes for Bridge students. Social skills instruction is collaboratively taught with the teachers and speech/language specialist. Bridge is designed for our students with more intensive learning profiles.
- Counseling Enriched Classroom-same format at RHS and Tam.

Tamiscal High School

- Approx 130 students, very small campus (up the road from Redwood)
- Independent Study school: Students take core classes (English, Social Studies/History and PE) 1:1 once per week. They take math and science in a very small group twice per week with a significant amount of independent learning/work (i.e. 5 hours *per class per week*) required weekly. **This is a program for students who are self-directed, highly motivated and can manage the demands of an independent study program.**
- We have one special education teacher at Tamiscal who supports students with IEPs in the IS program.
- Counseling Enriched: Small school CEC model. Similar to the other CEC in approach and staffing, and with increased access to the therapeutic milieu of the CEC for the entirety of the school day.

San Andreas High School

- Approx 70 students (located in Larkspur, right behind Redwood)
- Continuation school- For students who are credit deficient and having great difficulty making progress towards earning their diploma in one of our other schools.
- *Students do not begin high school at San Andreas, so this is not an appropriate placement for freshmen.*
- Academic Workshop (RSP): Students work with a Resource Specialist for 1 or 2 periods of support to work on academics and IEP goals. Academic Workshop (AW) classes with Special Education Teacher, Paraeducator and usually 6-12 students.
- Counseling Enriched: Small school CEC model with increased access to the therapeutic milieu of the CEC for the entirety of the school day.

Transition

The majority of transitions occur through a student's case manager and involve scheduling the transition IEP meeting and inviting a special ed teacher from the receiving school. You'll be notified of this meeting by your child's current Special Education Teacher.

In addition, for students whose needs and services are more complex, and for students who are coming from non-public (private) schools, coordination of the transition process also involves the program specialist (Carolyn Boyce).

Specialized Academic Instruction & Services

- There are different terms used to describe Specialized Academic Instruction (SAI) in TUHSD schools. In K-8 schools different settings where SAI is delivered may include: the Learning Center, Resource Specialist Program, and Special Day Class. In TUHSD, SAI is delivered in Academic Workshop (AW) classes, Modified courses, the Bridge Program and CEC programs, which are all taught by Special Education Teachers.
- All IEP services that are determined necessary at the time of a student's Transition IEP will continue into high school. This includes Speech & Language services, DIS Counseling, Occupational Therapy, etc.

Available Counseling Support

- General School Counseling: All students will be assigned a counselor with whom they can consult for academic or situational concerns.
- TUHSD Wellness: We have a full continuum of services (counseling, drug/alcohol-counseling, sexual health services, support and empowerment groups, and more) available to *all students*. *This is very different than most middle schools.*
- For some students who need more intensive, on-going support, *and* whose emotional challenges are determined to impact their ability to access their IEP services, DIS Counseling (Designated Instruction & Services-Counseling), an IEP service, may be considered. There is an assessment required for this, which is a Level of Care assessment.

Diploma v. Certificate of Completion

Diploma: Students who complete all required coursework *with passing grades* will earn a diploma.

- 220 units: 170 required units, 50 elective units
- TUHSD diploma requirements are different than the UC/CSU A-G requirements. Please refer to the TUHSD website for info about A-G reqs.

Certificate of Completion: Students complete an individualized, alternate course of study and satisfactorily meet IEP goals as determined by the IEP Team. They fully participate in graduation activities.

Everyone gets an empty folder at graduation!

Modifications/Accommodations-

What is the difference?

- Accommodations *allow access to the curriculum* (preferential seating, breaks, extended time, alternate setting, audio books, etc). Students stay on the same “road” as general education students, but need to get around an obstacle in order to remain on the same the road.
- Modifications *change the content standards* (breadth or depth of the subject covered). Students take an alternate road because the main road is not accessible enough to them by simply removing a few obstacles. For example, a student in 9th grade who is working at a 5th grade level in math will need a modified math program. On the student’s schedule and transcript it will indicate the name of the math course, with an indication that it was modified.

Transcripts and Modified Courses

- The student's transcript it will indicate the name of the course, with an indication that it was modified.
- Modified courses may not be accepted by some universities *as college preparatory*. This is true for UC/ most CSU A-G requirements. There are many private universities and *all community colleges* which accept modified courses. ***Also, the high school diploma is not impacted by modified courses.***

Remediation vs. Compensatory Strategies...

- In high school the goal is to prepare students to become functioning members of our society at the highest level possible.
- We spend 4 years preparing them for post high school.
- We strive to prepare students for independent academics or jobs to the maximum extent possible despite their disability.
- We move from a remediation approach to a compensatory strategy approach...Guiding questions:
 - How am I going to function at the highest level despite my disability?
 - How can I learn to independently complete post high school education using accommodations?
 - How do I self-advocate?
 - How do I learn to make mistakes and recover in a safe academic environment?

Skill Building

To best prepare for the transition, students can learn how to:

- use a planner (online, hard copy)
- breakdown long-term assignments and prep for tests
- ask for HELP before an assignment is due
- email a teacher- appropriate email etiquette
- begin to learn to guesstimate how long a task takes to complete and pacing in studying for tests, etc.
- know what they have an IEP for... beginning to be a part of the process
- understand their accommodations and learning to ask for them on their own
- participate in their own IEP meetings!

THANK YOU and Welcome to TUHSD!!

For more information:

- All schools in TUHSD have their own websites.

<https://www.tamdistrict.org/>

- For additional questions re: the transition process please contact:

Carolyn Boyce @ cboyce@tamdistrict.org