

Tamalpais Union High School District

Special Education Programs & Transition Information

Our Schools:

Redwood High School:

- 1891 students
- Academic Workshop (AW): In middle school this was likely referred to as the “Resource Specialist Program (RSP)”. The majority of special education students receive this level of support. All students with this level of support are on a diploma track, with 1 or 2 periods of support to work on academics and IEP goals. Academic Workshop (AW) classes are taught by Special Education Teachers with Paraeducator support and class sizes are approximately 6-12 students.
- Special Day Class (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.
- Most students in SDC are on a diploma track but may take all 4 years to pass Algebra. Some students in SDC will earn a certificate of completion rather than a diploma. (This is explained in a subsequent section.)
- Counseling Enriched Classroom (CEC): The program includes: 1 Special Education Teacher, 2 Paraeducators and 1 full time School Psychologist. Class sizes are typically 16. The CEC is for students whose primary disability is emotionally based and who are struggling with mental health challenges. 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 the program. Much of the coursework is done through an online learning platform called Acellus. Courses can be modified depending on a student’s needs/skills.
- Marin County Office of Education (MCOE) classes: Redwood hosts 2 MCOE classes on campus: a medically fragile class and a class for students with other moderate-severe learning needs. These classes focus on functional life/academic skills; students will receive a certificate of completion at the end of high school and will continue on to an MCOE post-secondary program until age 22.

Tamalpais High School:

- 1559+ students
- Academic Workshop (AW): 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 Education Teacher.
- Counseling Enriched Classroom: Same format as Redwood.
- SDC: Like Redwood, the District-run SDC programs at Tam High 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 (focused on functional life/academic skills) is hosted at Tam High. Students receive a certificate of completion and continue on to an MCOE post-secondary program.

Archie Williams High School:

- 1241+ students
- Archie Williams has Small Learning Communities (SLC) for all freshmen and sophomores.
- Academic Workshop (AW): Similar to other sites, Special Education Teachers teach AW classes and are connected with a specific SLC.
- Bridge Program/SDC: Bridge is an SLC for students who require modified core courses. It offers a low student:staff ratio for academic, social and 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 student’s individual needs are met.
- Counseling Enriched Classroom-similar to Tam High’s model.

Tamiscal High School:

- 132 students on a very small campus
- 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.*
- Academic Workshop: There is one special education teacher at Tamiscal who supports students.
- Counseling Enriched Classroom: Similar to the CEC programs at the other schools.

San Andreas High School:

- 68 students
- This is our District's continuation school for students who are credit deficient. Students are placed at San Andreas when we are concerned about their ability to make progress towards earning their diploma in one of our other high schools.
- *Students do not begin high school at San Andreas, so this is not an appropriate placement for freshmen.*
- Academic Workshop: Students work with a Special Education Teacher for 1 or 2 periods of support to work on academics and IEP goals. Similar to the other schools, this program is taught by a Special Education Teacher and a Paraeducator.
- Counseling Enriched Classroom: Similar to the CEC programs at the other schools.

Transition-Related Topics:

Transition from 8th to 9th grade:

- The majority of transitions occur through a student's 8th grade Case Manager (i.e. Special Education Teacher) and involve scheduling the transition IEP meeting and inviting a special ed teacher (and other specialists, as needed) from the receiving high school. This meeting will occur during the spring of 8th grade and 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 School Psychologist assigned to the District Office.

Specialized Academic Instruction (SAI) and Services:

- There are different terms used to describe Specialized Academic Instruction (SAI) in TUHSD schools. For example, different settings where SAI is delivered in K-8 schools may include the Learning Center, Resource Specialist Program, and Special Day Class. In TUHSD, SAI is delivered in Academic Workshop (AW) classes, Modified courses (e.g. MODF English), 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

Diploma v. Certificate of Completion:

- *Diploma:* Students who complete all required coursework with passing grades will earn a diploma. Diploma requirements include: 220 units: 160 required units, 60 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 who complete an individualized, alternate course of study and satisfactorily meet IEP goals as determined by the IEP Team will earn a Certificate of Completion and will fully participate in graduation activities.
- Whether a student earns a diploma or a certificate of completion, everyone receives an empty folder at graduation!

Modifications/Accommodations:

- *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 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. In this example, on the student’s schedule and transcript it will indicate MODF Math.
- On high school transcripts, modified (designated as MODF__) courses may not be accepted by some universities as college preparatory. This is true for UCs/ most CSUs (A-G requirements). *All community colleges and many private universities 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 and within this approach, the goals are for students to learn:
 - To function at the highest level despite their disability

- To independently complete post high school education using accommodations
- To self-advocate
- To make mistakes and recover in a safe academic environment.

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 offer a full continuum of services at each comprehensive school (counseling, drug treatment, reproductive 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, Designated Instruction & Services (DIS-Counseling), an IEP service, may be considered.

Skill Building:

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

- How to use a planner (e.g. online/google calendar, hard copy)
- To breakdown long term assignments
- To ask for help before an assignment is due
- How to email a teacher using appropriate email etiquette
- To begin to learn to guesstimate how long a task takes to complete assignments/study for tests, etc.
- To understand their IEP for and begin to be a part of the process
- To understand their accommodations and learn to ask for them on their own
- To participate in their own IEP meetings

For more information:

- All schools in TUHSD have their own websites: <https://www.tamdistrict.org/>. While schools are not offering tours, there will be an informational parent night; please check the school websites for the date.
- For questions about the transition process for your child, please contact your child's current 8th grade Special Education Teacher.
- If your child is currently in a private school or an MCOE program and you have questions regarding the transition process, please contact: Carolyn Boyce, School Psychologist: cboyce@tamdistrict.org.

