

Charlene Lee and Bethanie Sheaffer
School Psychologists
Sunnyvale Middle School and Columbia Middle School
Sunnyvale School District

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Sunnyvale School District



Sunnyvale School
District

Learn Today, Lead Tomorrow



Sunnyvale Middle
School

Just Be Kind



COLUMBIA
MIDDLE SCHOOL

DETERMINED TO SUCCEED

Transitioning to Middle School : What To Expect

- **From one teacher to multiple teachers; navigating from class to class**
 - **Your child's case manager is the contact person, although you can also reach your child's teacher directly for any questions you have about a specific subject**
 - **IEPs-at-a-glance sent out at the beginning of the school year**
- **Embedded supports for students (FLEX at CMS, Tutorials/Block Schedule at SMS)**
- **Increased opportunities for peer/social interactions (classmates and clubs)**



Articulation Meeting

- For all students with IEPs, the articulation process is formalized through an IEP.
- The IEP is arranged by the child's case manager, whether it be a **virtual IEP meeting** or an **amendment IEP**, depending on a case-by-case basis.
- IEP service minutes may be adjusted to reflect student's needs within the middle school context/schedule. This is based on team decision.





Sunnyvale Middle
School

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COLUMBIA MIDDLE SCHOOL

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Who to Contact With Questions:

- Your student's current Case Manager
- Grade Level Administrator at the Middle School
 - Sunnyvale Middle School: Stephanie Malcolm
 - Columbia Middle School: Jamie Bradley
- School Psychologist:
 - Sunnyvale Middle School: Charlene Lee (charlene.lee@sesd.org)
 - Columbia Middle School: Bethanie Sheaffer (bethanie.sheaffer@sesd.org)

Additional Information

- Checkout the district and school websites for additional information and updates:
 - Sunnyvale School District: <https://www.sesd.org/>
 - Sunnyvale Middle School: <https://www.sesd.org/sunnyvale>
 - Columbia Middle School: <https://www.sesd.org/columbia>
- Weekly updates from Superintendent Dr. Gallagher
- Board Meetings to keep up with updates



Thank you!



Articulation



Info for Cupertino Union School District Parents





What is Articulation

- Articulation is a planned process linking two or more educational systems to help students make a smooth transition from one to the other.
- In Cupertino Union School District Articulation happens for students moving from 5th grade (Elementary School) to 6th grade (Middle school)



Articulation Meetings

Who: 5th and 8th grade students and their Parents or Guardians

What: An IEP Amendment Meeting to discuss transition to either Middle School or to High School

Where: Held at a district Middle School that has the services available to best meet the needs of the student

When: Held in the Spring (March to May)



5th to 6th Articulation Meetings

Who else will be there?



Resource



- Your child's current Special Education Teacher/ Specialist/Case Manager
- Elementary General Education Classroom Teacher
- Middle School Administrator
- Middle School Special Education Teacher
- Other Middle School Service Providers as available (Ex: Speech Pathologist, Counselor, OT)

8th to 9th Articulation Meetings

Who else will be there?

- Your child's current Special Education Teacher/
Case Manager
- Middle School General Education Classroom Teacher
- Middle School Administrator
- High School Program Specialist
- High School Special Education Teacher or Lead
Resource Teacher



5th to 6th New Lingo



RSP Services - Resources Specialist Services (Elementary School)

SAI Class - Specialized Academic Instruction (SAI ELA, SAI Math)

LS Class - Learning Skills Class

AC Class - Academic Communications Class

Content Area Classes - (ELA, Math, Science, Social Science)

PE or PF Class - Physical Education or Physical Fitness Class

ELD Class - English Language Development Class

Elective Class - Differ by School Site (Exploratory Wheel, Art, etc.)

Pull Out Services - Speech, OT, Counseling

Zero period - Early morning class period (optional at some sites)

Non-Elective Class - a needed class such as ELD or LS class could impact a student's access to an Elective class



Factors Related to Middle School Placement

- School of Residence
- Not all schools have all models of Special Day Class
- Closest School Site with Needed Program and Services
- Siblings
- School Choice Process - Program Availability



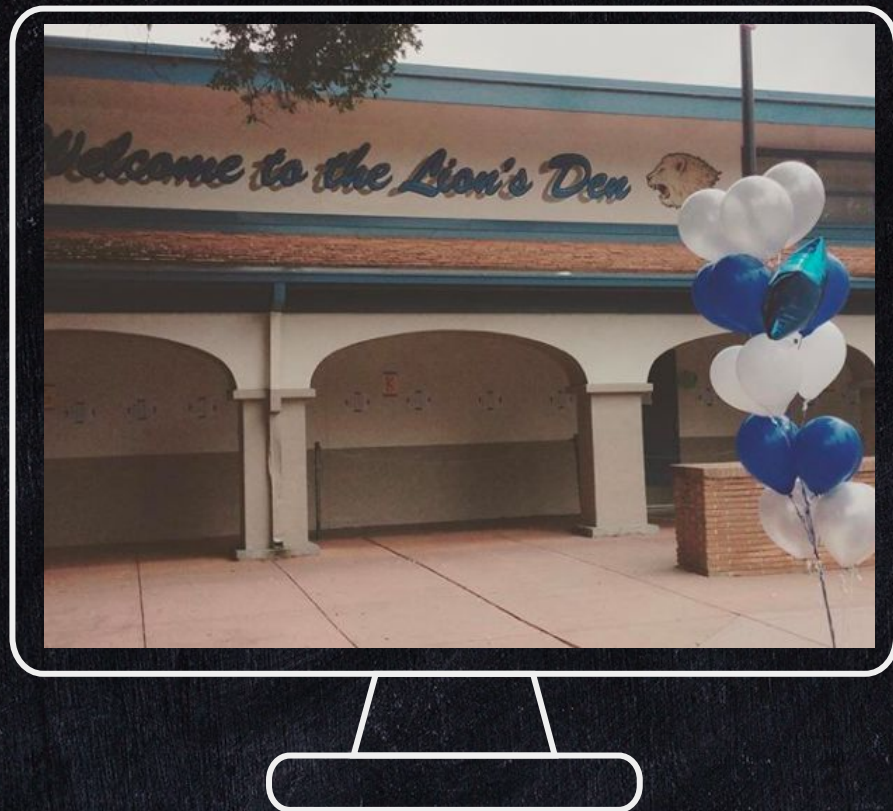
Sample Agenda for Articulation Meeting

- Welcome and Purpose of Meeting
- Introductions and identification of roles
- Offer of Parent Rights
- Overview
 - Student Strengths, Interests
 - Parent Concerns
 - Goals Review
 - Accommodations/Modifications Review
 - Service Recommendations (middle school or high school), including discussion of individual course schedule
 - Additional Questions
 - Offer of Free Appropriate Education
- Procedural paperwork / Signatures

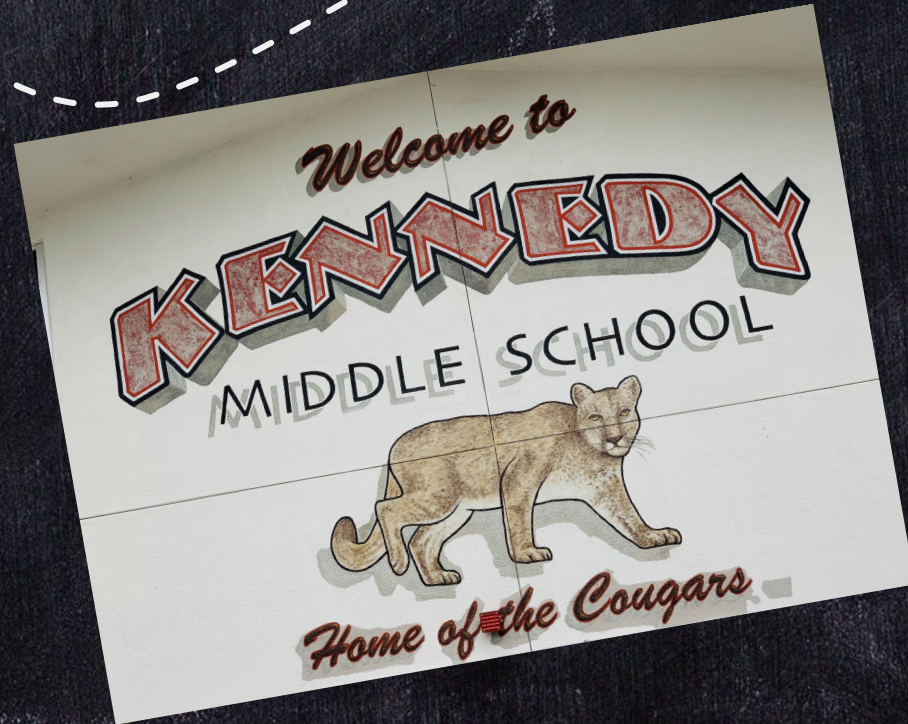
Cupertino Middle School (CMS)



Hyde Middle School (HMS)



Kennedy Middle School (KMS)



Lawson Middle School (LMS)



Miller Middle School (MMS)





Next up...



SELPA II Transition to High School





Hello!

I am Jana Parker

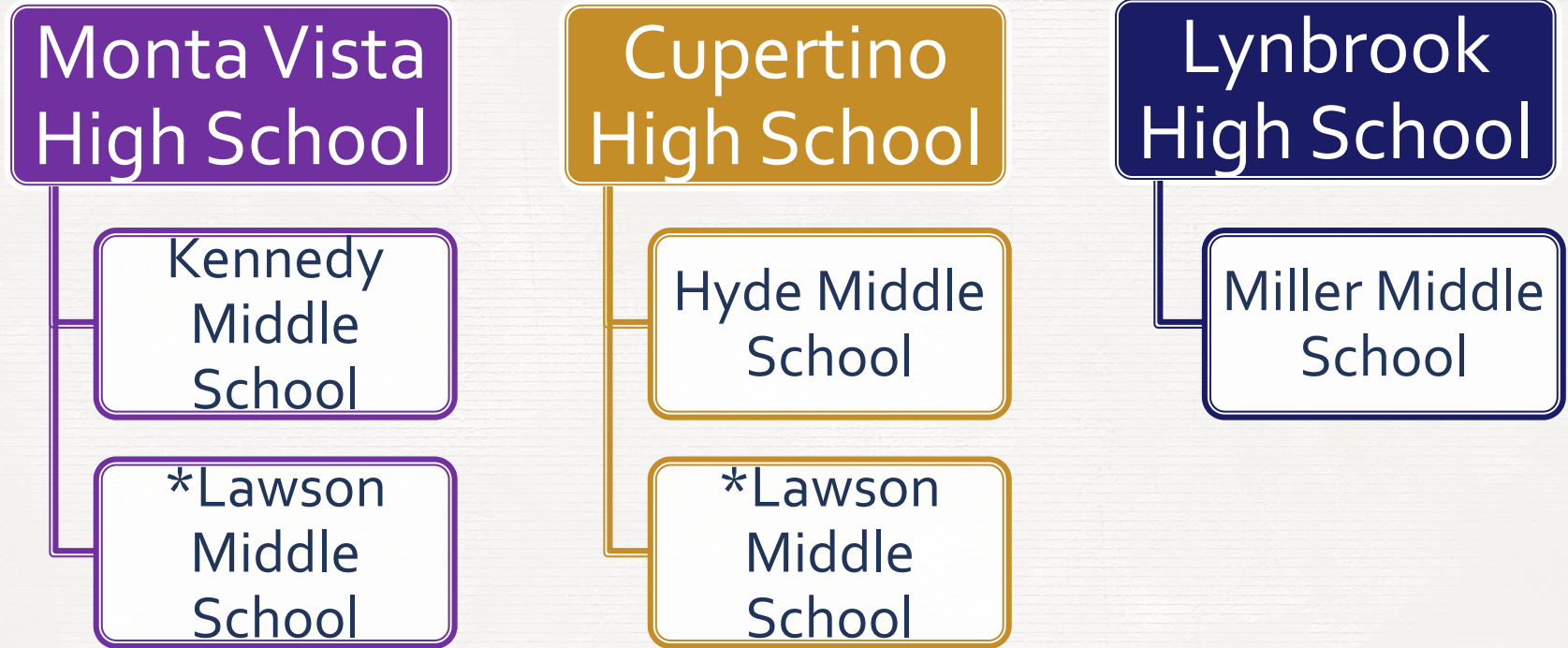
SELPA II Program Specialist, Transition Focus

“The moment your students walk through FUHSD doors is the moment FUHSD starts preparing them to leave.”

--Nancy Sullivan, FUHSD Director of Educational and Special Services

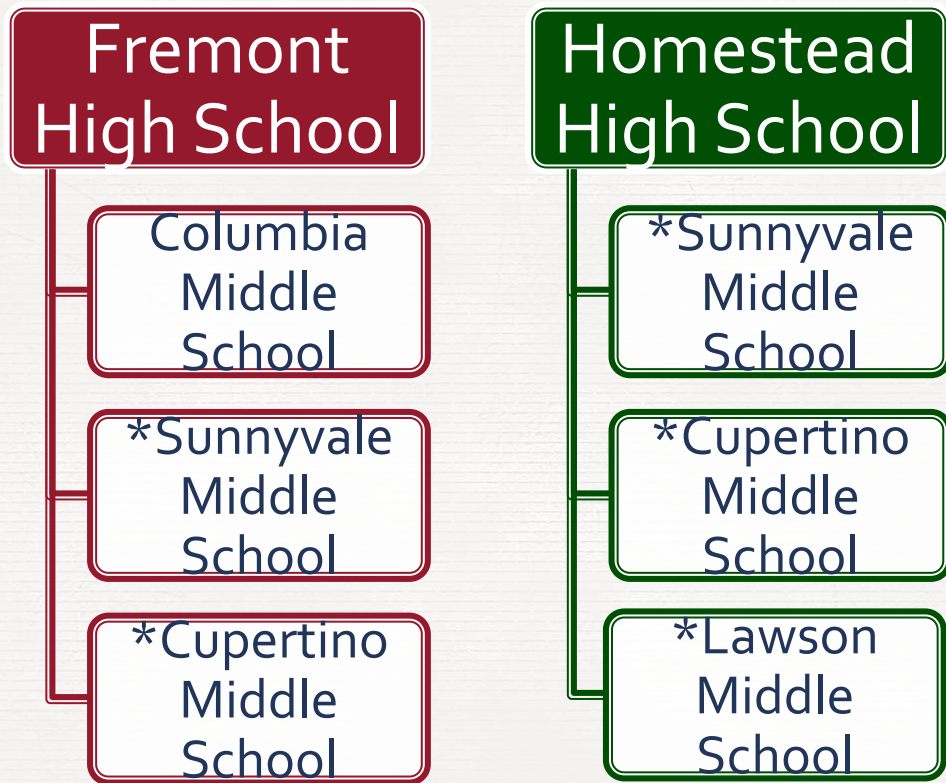


Feeder Home Schools



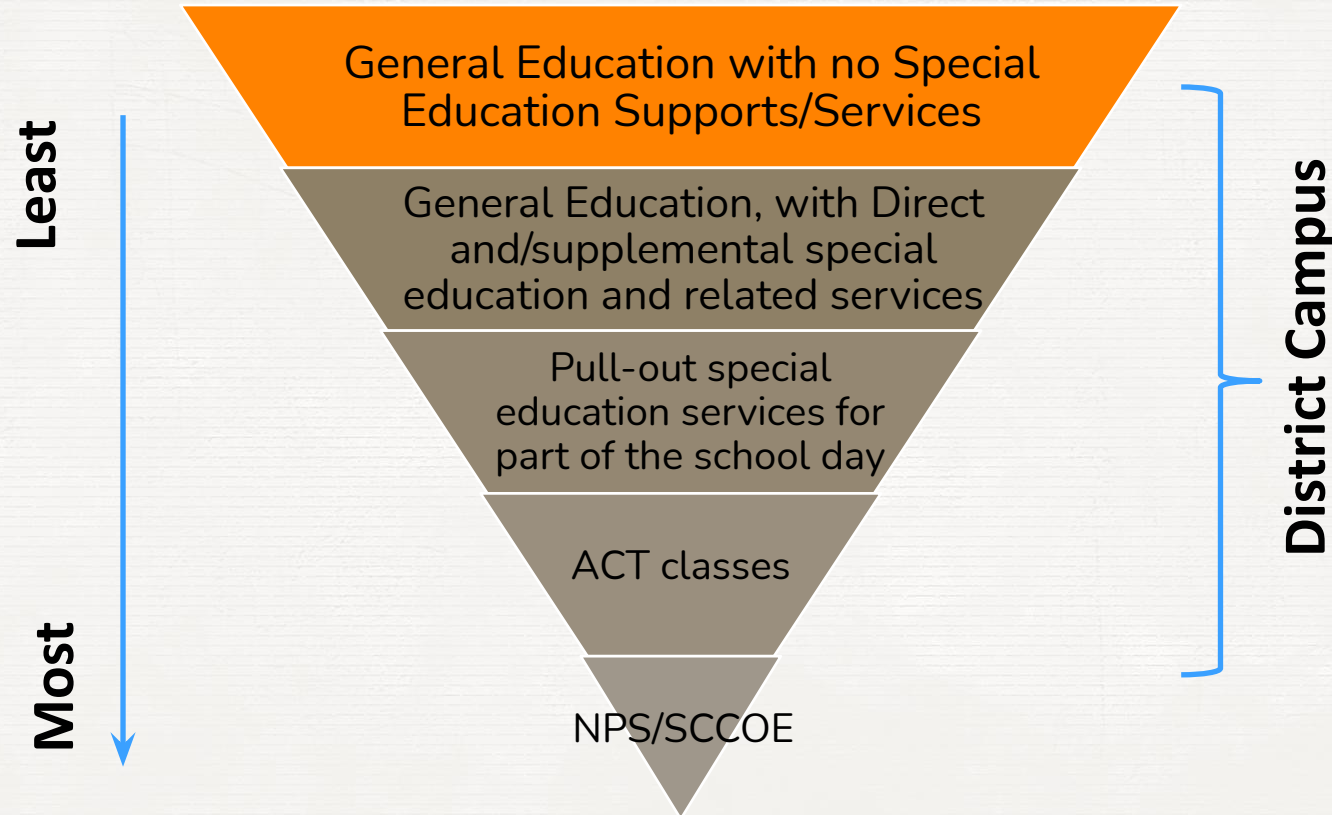
*Feeds into more than one high school

Feeder Home Schools



*Feeds into more than one high school

LEAST RESTRICTIVE ENVIRONMENT



3 Ways to Complete High School

“Course of Study”

College Eligibility (A-G)

Eligible to attend a four-year college/university directly after high school and need a rigorous high school curriculum to prepare them for the demands of college.

Extra credit requirements, Cs or better, no modifications

High School Diploma

Many employers want a diploma. Community College eligible.

Universities and some branches of the military require a diploma.

Meet FUHSD graduation requirements with accommodations and modifications

Certificate of Completion

Student course of study focuses on earning a certificate: functional skills, life skills, social skills, academic skills, vocational, and community access skills.

FAPE continues until age 22 and students attend FUHSD post secondary programs.



Course of Study is determined by the IEP

Has the student received and made progress in a standards-based curriculum with typical peers?



Has the student taken the Smarter Balanced assessment?



Diploma

Has the student received and made progress in a modified or alternate curriculum?



Has the student taken the alternate assessment (CAA)?



Certificate

1. The Articulation Process

What to expect



What's different?

- ✗ More students
- ✗ Credits count
- ✗ 6 or 7 periods
- ✗ Transition Plan (ITP)
- ✗ Previous accommodations may be considered modifications
- ✗ Learning Skills
- ✗ SAI in more subject areas
- ✗ Student comes to IEP

What's the same?

- ✗ IEP continues
- ✗ Case manager
- ✗ Most services offered at each school
- ✗ Accommodations and modifications available



FUHSD Special Education Services

Special Education Services available at all schools

- Specialized Academic Instruction (SAI)
- Speech and Language
- Academic Communication (AC)
- Individual Counseling
- Behavior Services
- Audiology
- Visual Impairment
- Orientation and Mobility
- Occupational Therapy

FUHSD Specialized Programs

- ✕ Academic Communication (AC) - All schools
- ✕ Academic Community Transition (ACT) – All schools
- ✕ Therapeutic Elective (TEC) – CHS, FHS, HHS
- ✕ Therapeutic Learning Center/Voyager (TLC) - LHS
- ✕ Visual impairment support (VI)- CHS

Steps of the Process

- ✗ Attend Parent Information Sessions
 - District and School Sites
- ✗ [Complete registration and residency verification](#)
- ✗ Consider your student's interests and choose electives/courses
- ✗ Attend articulation meeting where courses and programs will be proposed/discussed/agreed upon
- ✗ Current IEPs drive articulation conversation

School site may depend on programs available

Specialized programs may offer observations



The Articulation Meeting

- ✗ Run by CUSD and SEDS in collaboration with FUHSD
 - Review and continue current IEP to the greatest extent possible in the high school setting
 - All current services are reviewed
 - Minutes may shift as appropriate
- ✗ For students in specialized programs, SELPA Program Specialists are involved
 - Jana Parker, SDC to ACT (Academic Community Transition)
 - Wendy Sharp, Therapeutic Learning Centers
 - Dianne Holcomb, County and NPS



Summer and School Year

- x Just Do It (JDI)
 - June 14 - 25 9:00 - 12:30
- x Extended School Year (ESY)
 - June 7 - July 10 9:00-12:30
- x **School starts August 16, 2021**



Who to Contact with Questions

- x Your student's current case manager
- x Lead Resource Specialist
- x SELPA Program Specialist

Welcome to FUHSD!



Resources

[FUHSD Transition Handbook](#)

[FUHSD Transition Handbook \(Spanish\)](#)

[Overview of Transition Services](#)

[ACT Parent Night Powerpoint](#)

[ACT Parent Night Powerpoint \(Spanish\)](#)

[ACT Parent Night Video](#)

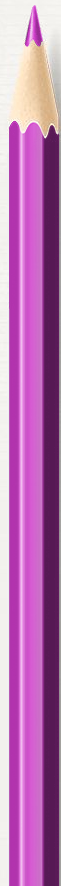
[8th Grade Parent Night Powerpoint](#)

[8th Grade Parent Night Video](#)

[Transition to Adulthood Presentation/ Spanish Presentation](#)

[Course of Study](#)





Thanks!

Any questions?

You can find me at:

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