

Everything you Wanted to Know about Special Education in High School

February 2017

Special Education Parent Information Night

Welcoming Remarks-

Dr. Deborah Toups

Director of Special Education

Agenda for the Evening

- Overview of the District
 - District office staff
 - Special education services
 - Specialized programs
- Parent Involvement/Resources
- Enrollment Process
 - Transition Process
- Breakout Sessions

District Office Support

- Assistant Superintendent of Education Services:
Bonnie Hansen
- Director of Special Education: Dr Deborah Toups
- Coordinator of Special Education:
Frankie Alvarado
- Three Program Specialists:
 - Clare Chandler
 - Jennifer Roberts
 - Tara Charles

Clerical Support

- Sandy Nelson-Administrative Assistant
- Kathy Lauese-Special Education Information Specialist (in charge of SEIS)
- Hannah Freitas - Records

Special Ed Vision

All students with a disability belong to a community of learners and have access as much as possible to the same standards and content as their general education peers.

District is in its 5th year of co-teaching where a general ed teacher is paired with a special ed teacher so our students with disabilities can access the core curriculum.

What are graduation options?

Diploma bound

- Earning a high school diploma based on Board's policy of coursework needed to receive a diploma
- Take CAASPP
(California Assessment of Student Performance and Progress)

Certificate of completion

- Students are in a functional curriculum
- Take the California Alternative Assessment (CAA)
- Eligible for services until 22.

Special Education Services

Specialized Academic Instruction

is instruction provided by a special ed teacher available in a special education settings and sometimes in general ed settings.

Psychological Service

Psychologists provide assessment, consultation, services and reviews for students in special education.

- Carlmont/TRACE: Elda Aghazarian
- East Palo Alto A.: Sarah Babcock
- Menlo-Atherton: Pamela Lin
- Sequoia: Laura Hansen
- Woodside: Dr. Rodney Aho
- NPS/Private/RHS: Dr. Edith Bennett
- STARS/MH: Christina Veatch

Speech and Language Service

Speech/Language Pathologists (SLPs) provide assessment, consultation, services and reviews in the area of language for students in special education.

- Carlmont HS: Michelle Morris
- EPAA: Christina Navas
- Menlo-Atherton: Jody Hamon
- Sequoia: Mary Phoenix
- Woodside: James Willis
- TRACE/Alt: Christina Navas

Other Related Services

- Adaptive Physical Education
- Assistive Technology
- Deaf/Hard-of-Hearing
- Mental Health
- Occupational Therapy
- Orthopedic Services
- Vocational Transition
- Transportation
- Vision Services

APE Services

Jim Bell

*Serving A Full Continuum
of Students*



Introduction to Kayak Gear



Bowling Tournament; Sea Bowl, Pacifica 250 Athletes; Over 140 Students Represented SUHSD!



Special Olympics Basketball Athletes Compete on a Level Playing Field

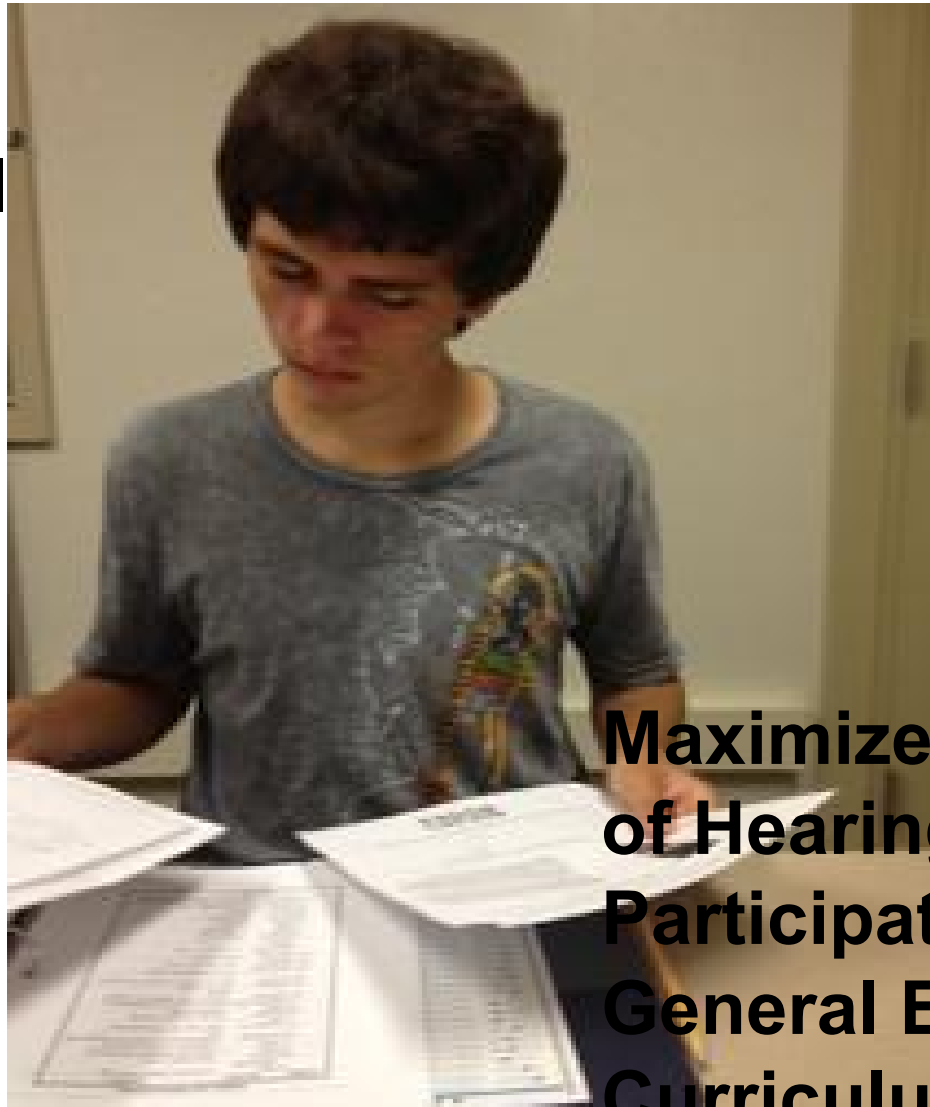


Deaf/Hard-of-Hearing Services

Judi Ahonen



The Goal



**Maximize Deaf and Hard
of Hearing Students'
Participation in the
General Education Core
Curriculum**



Objective:

Provide Individualized Academic Support during the School day.





- Collaborating with Teachers, Staff, Family and outside agencies
- Monitoring hearing devices and collaborating with Student's Audiologist regarding the need for special equipment
- Assisting student with post-high school goals
- Providing Teachers with accommodations and strategies to help Students Access the Auditory Curriculum

Most often, DHH services are provided 50-100 minutes per week

Assistive Technology Services

Erin Bajornas, Assistive Technology Specialist



Assistive Technology Defined

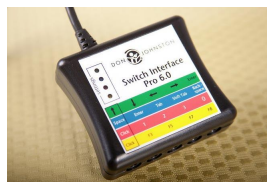
- **Device-** “item, piece of equipment, product system... used to increase, maintain, or improve functional capabilities of individuals with disabilities.” (IDEA)
- **Service-** “any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.” (IDEA)

Examples

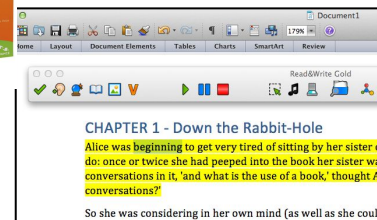
Seating/Positioning/Mobility



Computer Access



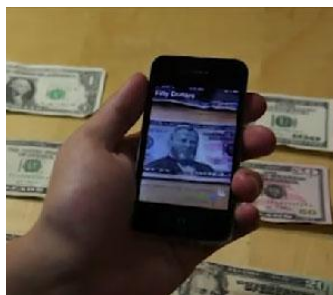
Reading and Writing



Aides for Daily Living



Math



Communication



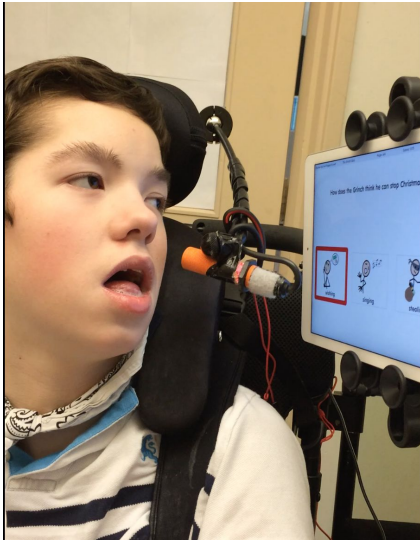
Assistive Technology Specialist Role

To provide direct or consultative assistive technology services and support to students based on individual consideration and determination by the IEP team.

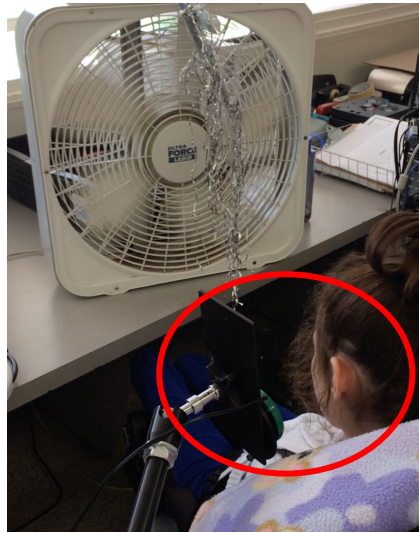
This may include:

- Collaborating with other related service providers and assisting the IEP team in order to determine best supports and modifications
- Training staff and student on AT devices
- Monitoring and implementing AT related goals for use
- Conducting an AT assessment on a particular student based on the district referral process

Assistive Technology In Action:



Using AT to complete a quiz on the Ipad



Using a switch to power the fan



Accessing the computer to read a story



Utilizing computer keyboard and AT software for word processing

Orthopedic Services



Marie Favro (Orthopedic Specialist)



Service Delivery Models

- Direct Instructional Services
- Collaboration
- Consultation

Mobility and Adaptive Equipment



Mobility is a daily part of school for most OI students

Adaptive Fine Motor Activities





Adaptive Equipment and Supplies

Visual Impairment Services



Jacquie Mitchner, TVI

(Teacher of the Visually Impaired)

Visual Impairment Services

Focuses on the **Expanded Core Curriculum**: (ECC) concepts and skills that often require specialized instruction with students who are blind or visually impaired in order to compensate for decreased opportunities to learn incidentally by observing others.

1. **Assistive Technology** - (includes “high tech” and “low tech”)
2. **Career Education** - VI specific skills & assistance with Department of Rehabilitation
3. **Compensatory Skills** - *access to core curriculum (academics) - ie. alternative formats, braille, audio, etc.
4. **Independent Living Skills** - systematic instruction and repetition as needed

Visual Impairment Services

(continued...)

5. Orientation and Mobility (O&M) - direct instruction through an O&M specialist, basic reinforcement through VI.

6. Recreation and Leisure - lifelong skills and increase opportunities for involvement.

7. Self Determination - self advocacy, choice making, problem solving, etc.

8. Sensory Efficiency - best use of senses depending on the individual (focus is usually on best use of primary and secondary senses).

9. Social Skills - instruction on social interaction in areas of body language, personal space, gestures, etc.

Visual Impairment Services

Itinerant Teaching (works with student at their site placement, district wide)

Service Delivery Models

as determined by the IEP team (usually multiple models are implemented):

- 1. *Direct Instructional Services* - monthly or weekly minutes
- 2. *Collaboration* - other specialists, other TVI's, teachers, statewide supports
- 3. *Consultation* - classroom teacher, medical specialists, California School for the Blind (assessments as needed), California Deafblind services, parent(s)/family, and student

Mental Health Services

The district offers a continuum of services to meet the needs of students with mental health needs, including:

- Individual counseling
- Group counseling
- Family counseling
- More intense therapeutic support in STARS classrooms

Vocational Transition Services



Transition Services Department

WorkAbility · Transition Partnership Project

Sequoia Union High School District – Special Education

- | | |
|-------------------|---------------------|
| • Carlmont: | Lauren McLeod |
| • Menlo-Atherton: | Gail Oytas |
| • Sequoia: | Dr. Jeffrey Watkins |
| • Woodside: | Janet Osinski |
| • Job Placemt: | Katie Glatzel |
| • Job Coach: | Jose Menchaca |

Post High School Transition Planning

- Begins at first IEP year in 9th grade
- Transition plan is developed annually by the IEP team
- Based on the students interests, preferences and skills
- Participation in assessments to develop post high school goals
- Development of yearly activities in the areas of education/training, employment & independent living skills

Post High School Transition Planning

- Transition Specialist services:
 - Priority for students with moderate/severe disabilities
 - Meeting with students, families, and staff during end of Junior year/senior year
 - Referral to district's supported work training program (WorkAbility)
 - Referral to Department of Rehabilitation Transition Partnership Program
 - Connection to vocational training, adult service agencies, and community college (if appropriate)

Work Training builds Job Skills



Work Training
Creates
Opportunity



Transportation

Dewrell Wesley: Director of Transportation
Kelly Hubbard : Supervisor of Transportation



Special Education Transportation

- Curb-to-Curb
 - Must be written in the IEP
 - Bus drivers drive the route and drop off cards with pick-up and drop-off the day before school starts

Specialized Programs

STARS

Independent Living Skills (ILS)

TRACE

STARS

(Successful Transition Achieved with Responsive Support)

- For students with IEPs requiring more significant support with emotional functioning
- STARS classes at all comprehensive campuses
- STARS 3 (intensive intervention from 3:15 to 5 provided by teacher or therapist)



ILS (Independent Living Skills)

- ILS classes at all comprehensive campuses
- Serves students who need a functional curriculum to access alternative standards
- Students maybe eligible for the TRACE program, the 18-22 year old program focusing on Community-based instruction

Carmina Chávez

District Parent Coordinator



Contact Information:

(650) 369-1411, ext. 22293

(650) 207-5049

E-mail: cchavez@seq.org

GUIDING PRINCIPLES

- ✓ Identify and respond to family and student needs
- ✓ Ensure parents' understanding of the school system
- ✓ Bridge communication gaps



SERVICES

✓ Develop and coordinate parent workshops in English and Spanish at the District Office, school sites, feeder schools and community.

✓ Develop and coordinate articulation parent workshops in Redwood City and Ravenswood School District

✓ Facilitate the District Parent Advisory Council



Close the
Achievement
Gap

SERVICES, cont.'d

- ✓ Coordinate District English Learner Advisory Committee (DELAC)
- ✓ Assist school sites with the English Learner Advisory Committee (ELAC)
- ✓ Coordinate District Migrant Parent Advisory Committee (PAC)
- ✓ Support parents and students on a case by case basis at district office



SERVICES, cont.'d

- ✓ Coordinate Infinite Campus parent trainings with site parent coordinators
- ✓ Provide current information on community resources for families in need
- ✓ Refer parents whose students are in Special Education to the appropriate school or person

Parents, Teachers, Counselors, and Community working together for students' success.



BILINGUAL PARENT COORDINATORS AND ELAC FACILITATORS

Carmina Chávez - District (650) 369-1411 Ext. 22291

Lilly Quiñonez - Menlo-Atherton (650) 322-5311 Ext. 50255

Maricela Lopez - Woodside (650) 367-9750 Ext. 65323

Elvira Macias - Sequoia (650) 367-9780 Ext. 60021

Irma Gomez - Carlmont (650) 595-0210 Ext. 30000

Mayela Ramirez - Sequoia (650) 367-9780 Ext. 63105

Martha Perez EPAA (650) 839-8900 Ext. 78040

Transition Process

- Elementary districts hold the transition IEP meetings
- High school district reps are invited
 - Department Chairs
 - Program Specialist
 - ILS teacher or Specialist
 - Intellectual Disability
 - Autism
 - Orthopedically Impaired
 - Visually-Impaired

Transition Process

- January – Elementary Districts send initial lists of students to High School District. Communication to setup transition dates.
- February – April – Transition Meetings are held
- April-May – Spreadsheets sent to sites on incoming 9th graders.
- Parents must complete address verification and registration process

Address Verification

- must be done by all students in the district when entering the district.
- must be done in person at the district office
 - must present Photo ID and two additional documents that prove your address
 - if you do not have these, a home visit may be done
- Address Verification forms and required documents are online at www.seq.org. > Quicklinks > Address Verification

How do I know which school is my home school?

- Go the Sequoia district website at www.seq.org >Quicklinks > Boundary Search.

Private School Transition Process

- For Private School Students
 - If eligibility has lapsed, parents must contact elementary district for new assessment
 - If eligibility is current, parents must contact elementary district to set up a transition meeting
 - Elementary district contacts high school district to schedule transition IEP

RELATED SERVICES BREAK-OUT @ TABLES

Site Break-Out Sessions Starting @ 7 PM

Carlmont	B-21
EPAA	B-11
Menlo-Atherton	B-23
Sequoia	B-22
Woodside	B-14