

# 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 5<sup>th</sup> 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!



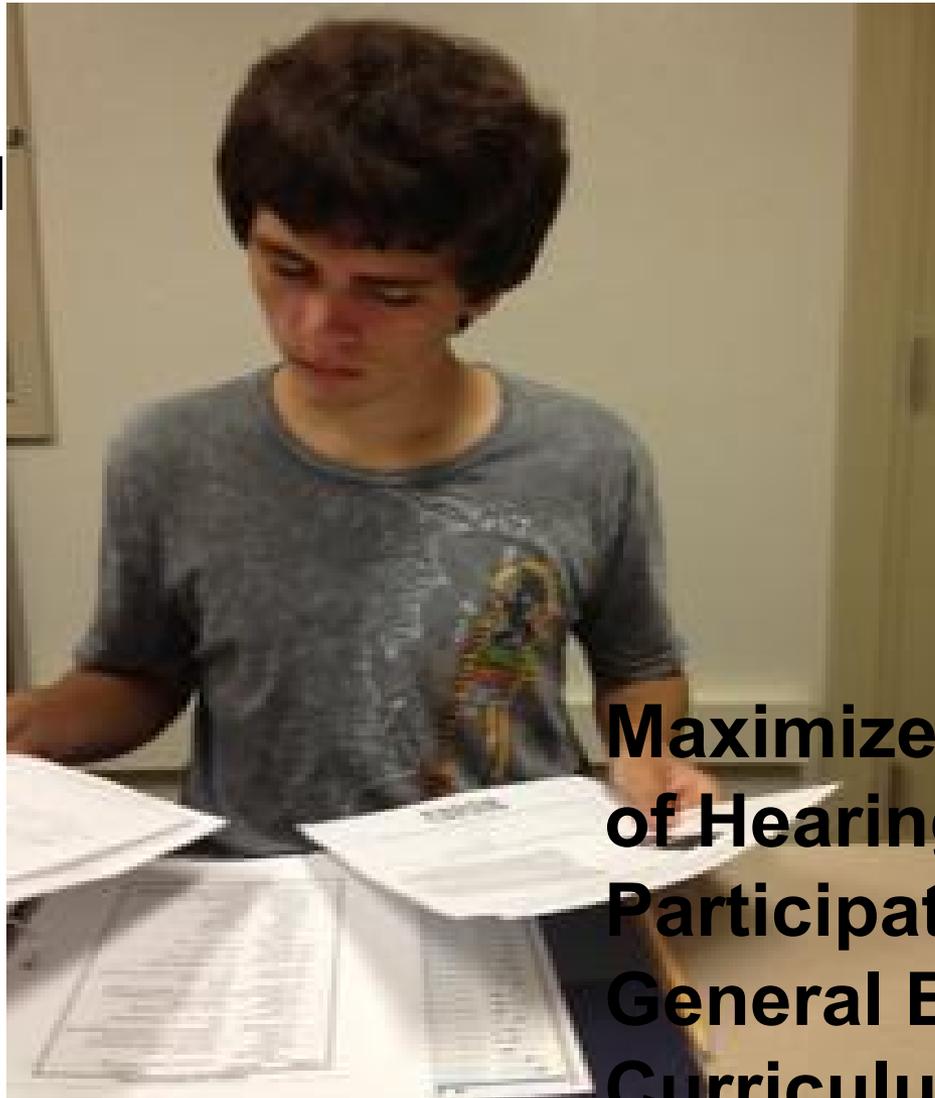
# Special Olympics Basketball Athletes Compete on a Level Playing Field



# Deaf/Hard-of-Hearing Services



## 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

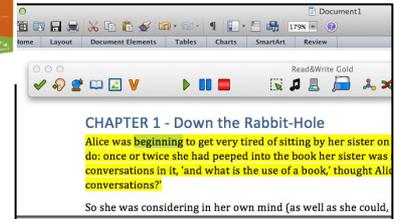
## Seating/Positioning/Mobility



## Computer Access



## Reading and Writing



## Aides for Daily Living



## Math



## Communication



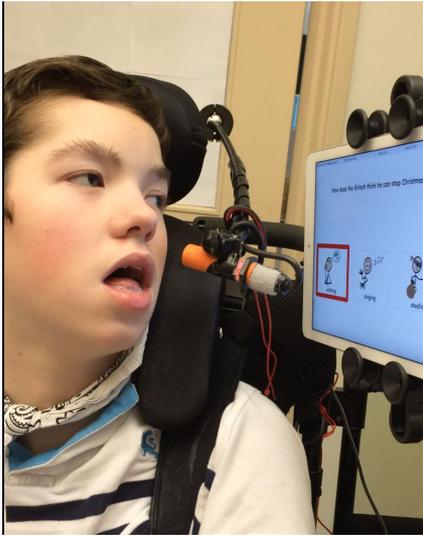
## **Assistive Technology Specialist Role**

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

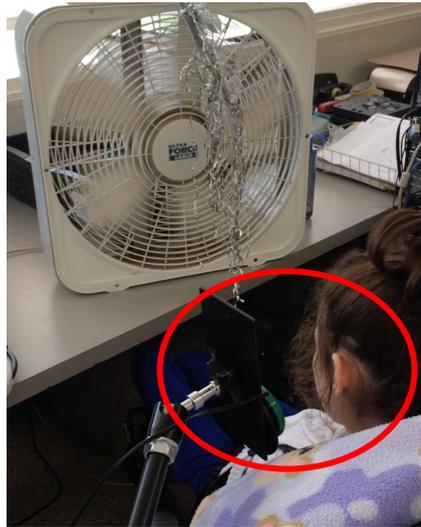
This may include:

- 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**

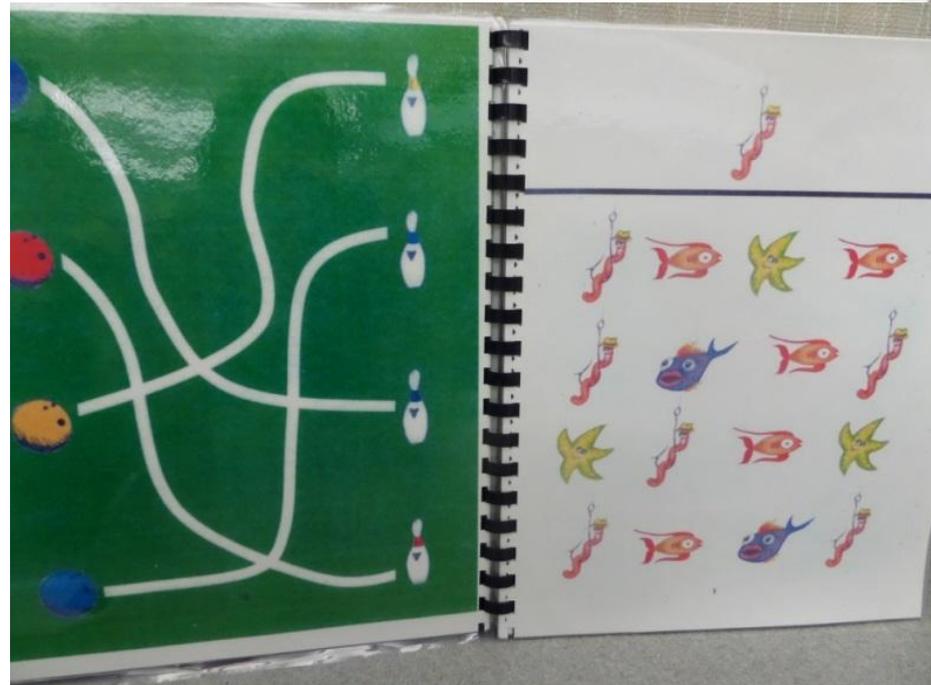
- Direct Instructional Services
- Collaboration
- Consultation

## 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

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- 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 9<sup>th</sup> 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](mailto: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



# SERVICES, cont.'d

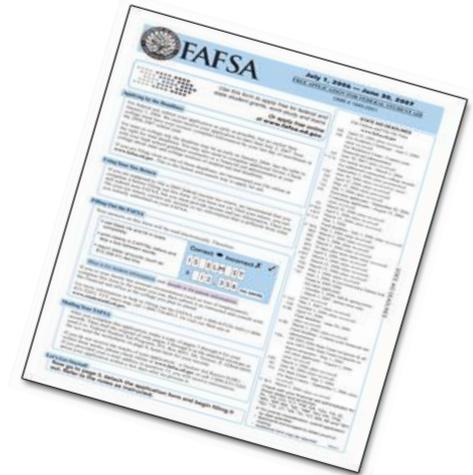
- ✓ Coordinate District English Learner Advisory Committee (DELAC )
- ✓ Assist school sites with the English Learner Advisory Committee (ELAC )
- ✓ Coordinate District Migrant Parent Advisory Committee (PAC )
- ✓ Support parents and students on a case by case basis at district office



## 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 9<sup>th</sup> 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](http://www.seq.org). > Quicklinks > Address Verification

## How do I know which school is my home school?

- Go to the Sequoia district website at [www.seq.org](http://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