

# SDUHSD-Special Education-Parent Information Presentation

February 2022

**Presenter: Tiffany Hazlewood**

Director of School & Student Services

*\*\*and SpEd Admin Team (to be introduced)\*\**

**\*\*The PPT portion of this presentation will be recorded**



# WELCOME!!

Please [mute your microphones...](#)  
there will be Q&A time at the end



## **Director of School and Student Services: Tiffany Hazlewood**

- Proudly serving the SDUHSD community since 2015
- Working in Special Education since 2008

## **Coordinator of Special Education: Melissa Marovich**

- Working in Education since 1996 and Special Education since 2016



# Meet the Program Supervisors:

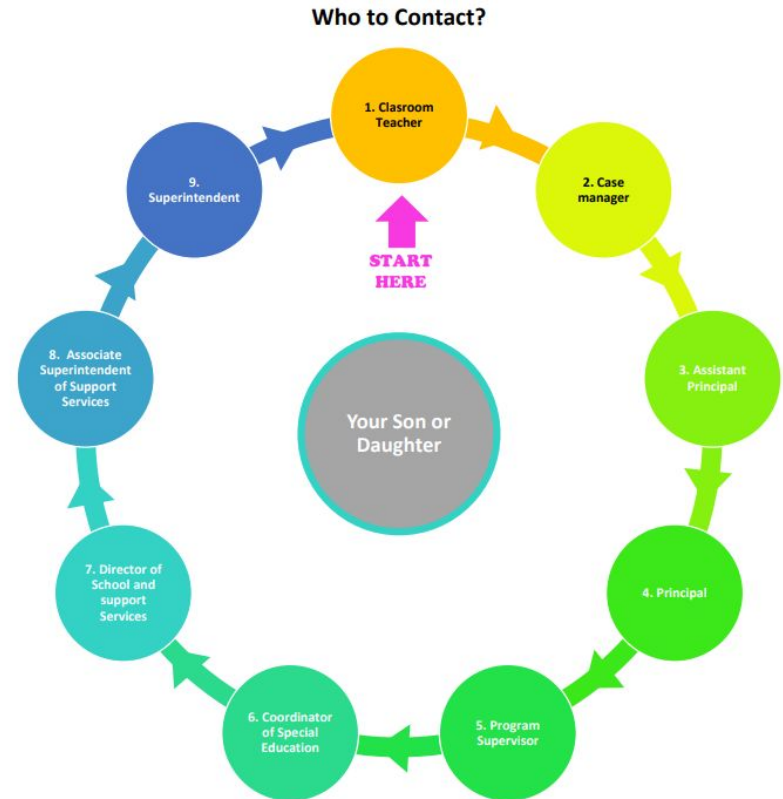


<b>Monica Davey</b>	Pacific Trails Middle School & San Dieguito Academy
<b>Nicole Edgett</b>	Torrey Pines HS
<b>Jennifer Havlat</b>	Earl Warren Middle School, Oak Crest Middle School, & La Costa Canyon HS
<b>Jesse Mindlin</b>	La Costa Canyon HS & San Dieguito Academy HS
<b>Kellie Maul</b>	Torrey Pines HS and Coast
<b>Nathan Molina</b>	Diegueno Middle School & Canyon Crest Academy HS
<b>Mallory Thau</b>	Carmel Valley Middle School, Coast, & Torrey Pines HS

# Who to contact...and how:

All information is posted on our Special Education webpage on our District website [www.sdushd.net](http://www.sdushd.net)

Who to Contact-Middle School-Flyer  
([English](#) / [Spanish](#))



# Home Schools of Residence (End to End):

[Link to SDUHSD  
School Locator](#)

## “North End”

Cardiff and Encinitas

**Oak Crest & Diegueno Middle Schools**



## “South End”

Del Mar and Solana Beach

**Carmel Valley, Earl Warren &  
Pacific Trails Middle Schools**



# Special Education in Elementary vs. Middle School

## ★ **Elementary School**

- English, Social-Science, Science and Math (as well as electives) can all be delivered by “Multiple Subject” credentialed teachers
- Your student may have had 1, 2 or 3 teachers

## ★ **Middle and High School**

- English, Social-Science, Science, Math (as well as electives and PE) are delivered by individual, highly-qualified, content-area specialists
- Your students may have up to 6-7 teachers

# Special Education Strategic Plan

Our Strategic Plan is the backbone of **all** of our decision making; it consists of 6 priorities:

- 1. Transitions: College/Career and Post-Secondary**
- 2. Communication**
- 3. Curriculum/Instruction and Programs**
- 4. Professional Development and Staffing**
- 5. Inclusion: Meaningful Student Involvement**
- 6. Accountability/Oversight**



# Continuum of Academic Supports

<b>General Education</b>	<b>General Education</b> → general education content area curriculum <b>Co-Taught General Education</b> → general education content area curriculum
<b>Modified Program</b>	<b>Foundational Skills</b> courses → modified content area curriculum <b>Functional Skills</b> courses → modified, highly individualized curriculum



# What is a Modification?

## **Accommodations:**

- An accommodation is a change in the presentation, setting, response, timing and scheduling to allow the student to **access the standard or expectation** of the course standard or test.

## **Modifications:**

- A modification **fundamentally alters or lowers the standard or expectation** of the course, standard or test.

## **Diploma vs. Certificate of Completion discussion**

- We must and will start talking about this with you in middle school and the need for modifications plays a big role in that discussion
- We still have several years ahead of us before things are fully decided and clear in some cases.

# General Education content courses:

- Taught by a General Education content area specialist
  - Examples:
    - Math class is taught by a credentialed Mathematics teacher
    - English class is taught by a credentialed English Language Arts teacher
- General Education setting
- Class size varies, but does not typically exceed 34-35 students
- Accommodations provided as per the student's IEP

# General Education Co-Taught content courses:

- Taught by a General Education content area specialist, and
  - Examples:
    - Math class is taught by a credentialed Mathematics teacher
    - English class is taught by a credentialed English Language Arts teacher
- Partner teacher is an Education Specialist
  - Education Specialist can scaffold curriculum and instruction and support all students directly at the point of instruction
- Class size varies, but does not typically exceed 34-35 students
- General Education setting
- Accommodations provided as per the student's IEP



# Foundational content courses:

- Taught by an Education Specialist
- Special Education setting (ie no general education peers)
- Class size varies, but is substantially smaller than a general education classroom
- Only available at some middle school sites
  - Oak Crest Middle School
  - Carmel Valley Middle School
- General Education curriculum is modified to focus on building basic/essential academic skills and develop foundational understandings; heavily IEP goal driven
- Staffing in these classrooms is increased in order to accommodate small group instruction



# Functional content courses:

- Taught by an Education Specialist
- Special Education setting (ie no general education peers)
- Class size varies, but is substantially smaller than a general education classroom
- Only available at some middle school sites
  - Oak Crest Middle School
  - Carmel Valley Middle School
- General Education curriculum is highly modified and individualized to focus on building functional skills; primarily IEP goal driven.
- Staffing in these classrooms is increased in order to accommodate very small group and/or 1:1 instruction



## Other Supports in the Continuum:

- Targeted Intervention Class (previously Academic Support)
- Learning Academy Supports
- Seaside Program
- Modified Programs
- Access Classes
- Designated Instructional Services



# Targeted Intervention:

- Elective credit course
- Taught by an Education Specialist
- Special Education setting (ie no general education peers)
- Supports IEP goals through Targeted Intervention strategies
  - **Targeted Intervention ELA** = Reading and Writing Intervention and strategies
  - **Targeted Intervention Math**
  - **Targeted Intervention Executive Functioning** = Study Skills and Organizational Skills
- Transition Skills incorporated throughout



# Learning Academy Supports:

- Access to a Learning Academy “home base” can be available to students based on their individual needs
- This support serves students with a variety of needs in areas such as:
  - Ability to appropriately self-regulate
  - Ability to appropriately de-escalate
  - Need for reassurance/sense of security
- The goal of the home base:
  - to “stabilize” in order to return to point of instruction;
  - Not intended as a place to “linger” for long periods of time





# Seaside Program:

- Students with therapeutic and/or behavioral needs
  - require a highly individualized and supportive program in order to access and make progress on their education
- Supporting IEP goals with emphasis on skill building in the areas of:
  - Behavior
  - Social-emotional
- Supporting students through individualized/ “hybrid” schedules
  - Blend of General Education and Special Education classroom settings
- If your student requires this supportive program they are already in a similar program receiving these types of supports right now
- Only available at Pacific Trails Middle School



# Modified Program:

- **Students with moderate and moderate/severe needs**
  - Require a highly individualized and supportive program in order to access and make progress on their education
- **Supporting IEP goals with emphasis on skill building in the areas of:**
  - Behavior
  - Pragmatics
  - Health
  - Community Connections
  - Career/Vocational
  - Social/Interpersonal
  - Independent Living
  - Recreation/Leisure
- **Academic levels taught within these classrooms:**
  - Foundational
  - Functional



## Modified Program:

- Supporting students through individualized/ “hybrid” schedules
  - Blend of Special Education and General Education classroom settings
  - Maximizing inclusion opportunities (in general education) as much as possible and appropriate
- Only available at some middle school sites
  - Oak Crest Middle School
  - Carmel Valley Middle School
- If your student requires this supportive program they are already in a similar program receiving these types of supports right now

# Designated Instructional Services:

- SDUHSD also provides access to many other supports at all sites as based on student need (not-exhaustive):
  - Counseling and Guidance
  - Individual Counseling
  - Behavioral Supports
  - Speech and Language
  - Occupational Therapy
  - Health Services
  - Physical Therapy
  - Assistive Technology
  - Transportation
  - NCCSE supports (O&M, Vision, Audiology, DHH)



# Transition IEP Information

## What we're doing to prepare for the Transition meeting:

- Our team, in collaboration with the elementary teams, have been and will continue working hard to exchange necessary info about your child
- Your elementary teams are committed to helping us learn as much as we can about your students (their strengths, their needs, their likes, etc) before we ever walk into a meeting
- We are all in this together for the educational benefit of... **your child.**



# Purpose of Transition IEP Meetings:

- The transition process is intended to inherit the IEP services and goals your student is receiving now, in elementary school, and translate them into SDUHSD supports and services.
- Due to the nature of the different programming from elementary to middle school (course offerings, bell schedule, etc), this may look different, but teams work in collaboration with one another to make the most comparable and appropriate offer of available to your student as they transition.

## What to Expect at the Transition meeting:

- A SDUHSD guest will join your student's current IEP team, parents included, to learn a little more about your student and translate their FAPE for the 2022/23 school year
- Feel free to bring your specific questions related to your child's IEP and needs; we'll do our best to help answer what we can.
  - *Knowledge is power though...we encourage you to join all the info sessions you can (like this one) to learn about our District generally*
    - *Details are posted on middle school site websites*





# What to Expect at the Transition:

<b>When?</b>	March through April, 2022
<b>Who?</b>	SDUHSD guest/representative Necessary elementary IEP team members (work with your students case manager on those details) Parents Student Anyone else you'd like to include/invite
<b>Where?</b>	Virtually
<b>How?</b>	Meetings usually last about 30 minutes We are interpreting the IEP, not rewriting it; not as long as a typical IEP meeting

# After the meeting:



- Concerns, updates, etc...
  - Things change...we totally get it.
  - We are confident your student's case manager will be notifying us of anything major, but if you want to reach out, we're here for you.
- Make sure all enrollment paperwork is in order
  - You MUST enroll at your student's home school of residence
  - If you're applying for a transfer, be mindful of deadlines (Intradistrict Transfer Window: January 18, 2022 - February 28, 2022)
- Keep an eye on school site websites and your email
  - New Student Orientation events occur over summer to welcome families (parents and students)
  - All sites have different approaches and offerings; don't miss out on these fun opportunities!
- Be advised...
  - Case Managers do not get assigned until early Fall, shortly before school starts
    - we cannot guarantee nor confirm who is assigned prior
  - Your student's new case manager will reach out to you at the start of the school year





# Try to Relax ;)

**We've totally got this!!!**

**We promise** we'll be working tirelessly to prepare for your student long after the transition meeting...you just try to enjoy their last days as elementary schoolers.





# Parent Share...

**Please welcome:  
Janet Fioriti**

Parent of current SDUHSD  
students



\*\*We will now stop recording



Thank you so much!

