



SPECIAL EDUCATION NEWSLETTER

WINTER 2020



BLENDED TAP/FLS CLASS

Carmel Valley Middle School is piloting a new "blended" FLS/TAP class. All students in the program require modified curriculum and a higher staff to student ratio. Students participate in whole group, small group and one-on-one instruction, and all students participate in general education classes as well. The teachers feel that all students have a sense of belonging and excitement. The teachers and support staff collaborate extensively. The students are exceeding all expectations and Mrs. Engelberg and Ms. Spurl say the program is running well and they are looking forward to their continued collaboration. Parent feedback has been positive, and the district plans to continue the model next year, and is considering expanding the blended option at other schools in the future.

STRATEGIC PLAN PARENT FORUM

As we continue our implementation of the district's Special Education Strategic Plan, each school site has a designated parent representative. Those representatives are another way for parents to access or share information and ideas regarding special education programs, supports, and strategies. The parent rep's name and email address is on the school site's web page. The parent representatives, school site administrators, and student services administrators meet quarterly to discuss hot topics, upcoming activities, and community feedback.





Congratulations to the ATP winter graduates!

Students in the Adult Transition Program are able to continue in the program until the semester in which they turn age 22. At the end of each semester a graduation/exit celebration is held for those students who are moving forward. A large crowd attended the gathering held on Dec. 20, 2019, to celebrate the accomplishments of six SDUHSD students!

Announcing the SDUHSD's Certificate of Completion Course of Study!

San Dieguito Union High School District

Certificate of Completion

Course of Study

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

It is expected that these requirements are met through enrollment in a combination of general education courses, modified general education courses and special education courses.	
English/Language Arts	40 credits/8 semester courses Inclusive of a balance of literature, composition, vocabulary, speech/communication (modified as necessary and appropriate)
Mathematics	30 credits/6 semester courses Inclusive of a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance (modified as necessary and appropriate)
Social Science	30 credits/6 semester courses Inclusive of a balance of history, civics and government, geography and economics (modified as necessary and appropriate)
Science	20 credits/4 semester courses Inclusive of a balance of physical, earth/nature, life, engineering and technology (modified as necessary and appropriate)
Physical Education	20 credits/4 semester courses Inclusive of a health component (modified as necessary and appropriate)
Electives	90 credits/18 semester courses Elective courses should be selected with an intent to promote progress on individual and transition goals

**exceptions to overall credit requirements can be made by IEP team for extenuating circumstances (extended medical leaves, etc).

Assumptions:

1. High Expectations for all students is a shared responsibility
2. General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion Course of Study.
3. Students' IEP goals are aligned with grade level standards that drive curriculum and instruction.
4. Communication skills, reading skills, and problem solving skills are integrated into all courses.
5. Courses can be repeated with new goals if appropriate.
6. Individual courses selected to fulfill requirements are driven by the individual goals and transition goals of each student.

This new Course of Study, which was recently approved by the board, allows for a clear, individualized pathway for those students who are working towards a Certificate of Completion rather than a traditional diploma. This new policy also allows teachers and case managers a better way to define the schedule and grades for students who require modified curriculum, and to record that information within the AERIES parent portal.

For a closer look, go to

<https://www.sduhsd.net/Parents--Students/Academics/High-School-Diploma--Certificate-of-Completion-Requirements/index.html>

