

Neurodiversity Times

SMMUSD Special Education Department

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“We should celebrate Neurodiversity- the world would be poorer and life duller if we were all the same.” Neil Milliken

What’s Happening in Special Education

- 01.** What’s New?
- 02.** Child Find
- 03.** Paraeducators
- 04.** Acronyms
- 05.** Diploma vs. Certificate
- 06.** Who are you gonna call?

What Have We Been Doing This Year?

This year has been speeding by, and we have had a lot of things going on. Below are some highlights of accomplishments of the Special Education District Team:

- Hired over 65 paraeducators
- Trained over 15 staff members in Crisis Prevention Intervention
- Trained all special education staff & administrators in running positive IEPs.
- Provided 5 schools instruction in behavioral techniques. (Almost all schools are scheduled for training before January).
- Each week, schools are given a behavioral tip to use with their students.
- An Inclusion Consultant has been working with JAMS as a pilot.
- Several psychologists attended at training on behavior reporting and ERICS counseling.
- We have a new Orientation and Mobility Specialist- Cody Ishii
- We have a new Adapted PE Specialist- Debbie Vasquez
- We have a new Infant/Toddler Specialist-Lakin Crane split assignment with preschool)
- We have a new Assistive Technology Specialist- Ann McDaniel
- We have a new Workability Teacher- Kelly Keith
- Have been actively working on the new state reporting system changes.
- We are implementing CPRT (Classroom Pivotal Response Training) as part of a free study at Grant, Franklin and Muir.
- We are beginning Circle of Friends at Samohi. Other schools may join as well.
- A Tourette’s Syndrome training will be held in October for psychologists and JAMS staff.
- We have renamed the Positive Behavior Program (PBS) to STEP-E.

Child Find

Child find activities are the responsibility of each district and occur prior to a referral for special education services. These activities are designed to locate individuals, birth through 21 years of age, including children not enrolled in public school programs as well as children who are homeless or wards of the state and reside in the district and may be eligible for and in need of special education and/or related services. Child find activities also foster awareness and understanding on the part of educators, parents and other community members of the referral procedures for special education, the eligibility criteria, and the continuum of special education programs and services available. Child find activities inform educators, community agencies, and parents/guardians of their right to refer their child for a special education assessment to determine eligibility and the need for special education services.

(E.C. § 56300 and 56301)

The Role of Paraeducator

Lesson Planning

“Our students have special abilities not disabilities.”

Teacher	Collaborative Team	Paraeducator
Develops lesson plans	Discuss lesson plan before implementation of activities	Assists coordinating and managing activities
Determines needed materials	Discuss specific instructional strategies, student groupings, and activities	Obtains needed material
Aligns lesson with standards, IEPs, and/or student needs	Delineate who will prepare needed materials	Assists coordinating and managing activities

Instructional Accommodations & Curriculum Modifications

Teacher	Collaborative Team	Paraeducator
Include instructional accommodations and curricular modifications in design of lesson plan	Discuss any accommodations and modifications needed for students and how they will be implemented	Prepare accommodations per teacher direction
Monitor proper use of accommodations and modifications	Delineate who will facilitate student instructional accommodations needed for lesson	Facilitate and monitor instructional accommodations under teacher supervision
		Provide instructional supports per teacher-determined curricular modifications

Instruction

Teacher	Collaborative Team	Paraeducator
Plan all instructional activities and student groupings	Teachers gives direction to paraeducator regarding activities, materials and student groupings related to lesson plans	Reinforce and review initial teacher instruction as planned by teacher
Deliver all initial instruction	Discuss method for student progress data collection and plan for sharing findings and observations	Provide struggling learners with prompts and cues related to teacher instruction

		Collect data on student progress as defined by teacher
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Classroom Management

Teacher	Collaborative Team	Paraeducator
Define, teach and monitor class management plan	Discuss class management plan and model supporting strategies	Assist and reinforce class management plan
Define, teach and monitor student specific behavior management plans	Discuss student specific behavior management plan and model supporting strategies	Assist and reinforce student specific behavior management plan
		Monitor plans with teacher direction

Fading

Teacher	Collaborative Team	Paraeducator
Speak directly with student	Provide teacher with strategies to teach student	Reinforce what teacher is teaching
Provide paraeducator with times that are good to allow independence	Discuss student specific strengths and model supporting strategies to fade back	Follow the plan and provide space for student to be independent
		Collect data and provide it back to the team for analysis

Coordinators: Francis Costanzo (Lincoln Pathway), Victoria Hurst (JAMS Pathway & Private School), Jim Watwood (SAMOHI, OCLC, Olympic, Obama Center), Kris Vegas (Malibu Pathway and Preschool)

Director: Deanna Sinfield

ACRONYMS- What do they mean?

IEP- Individualized Education Plan

FBA- Functional Behavior Assessment

ESY- Extended School Year.

IDEA- Individuals with Disabilities Education Act

IEE- Independent Education Evaluation

OCR- Office of Civil Rights

AUT- Autism

LEA- Local Education Agency

PT- Physical Therapy

OHI- Other Health Impaired

SELPA- Special Education Local Planning Area

OT- Occupational Therapy

O & M- Orientation & Mobility

SLI- Speech and Language Impaired

PLOP- Present Levels of Performance

ED- Emotionally Disturbed

BIP- Behavior Improvement Plan

PWN- Prior Written Notice

FAPE- Free & Appropriate Public Education

IFSP- Individual Family Service Plan

HH- Hard of Hearing

TVI- Teacher of Visually Impaired

BCBA- Board Certified Behavior Analyst

LRE-Least Restrictive Environ

ABA- Applied Behavior Analysis

AT/AAC- Assistive Technology/Augmentative Communication

ELL- English Language Learner

SLP- Speech Language Pathologist

High School Diploma vs. Certificate of Completion

	High School Diploma	High School Certificate of Completion
What it means	A student has met all requirements for graduation.	A student has completed high school, but didn't meet all requirements for graduation. These students may attend through their 22 nd birthday.
What are the graduation requirements?	To earn a diploma, a student typically must pass grade level English, math, social studies, science and other classes. They must complete all class credits required by California.	Unlike the diploma, the requirements are often flexible and can be tied to a student's IEP goals.
Accommodations allowed?	Yes	Yes
Curriculum modifications allowed?	Maybe. By changing what he/she learns, modifications can hurt a student's ability to earn a high school diploma.	Yes

WHO YOU GONNA CALL? FOR HELP, ASSISTANCE and ANSWERS

Prepared by
SPECIAL EDUCATION DISTRICT ADVISORY COMMITTEE (SEDAC)
Santa Monica-Malibu Unified School District
Rev 10-6-19

TRANSPORTATION CONCERNS

When the parent/guardian of a special needs child has a problem or concern with school **TRANSPORTATION**, contact the Director of Transportation Services:
Neal Abramson (310-264-1856)

INDIVIDUAL EDUCATION PROGRAM (IEP) CONCERNS

When the parent/guardian of a special needs child has a problem or concern regarding their child's **INDIVIDUAL EDUCATION PROGRAM (IEP) or services**, it is important to contact the appropriate staff member(s), beginning at your school site, as follows:

STEP 1

Contact your child's school and make an appointment to meet/speak with the regular education and/or special education teacher of record. This may be accomplished by telephone or email. If email is your preference, it is suggested you also Cc the principal, school psychologist and district site coordinator, to make them aware of your concern(s).

If the issue remains unsolved or unanswered,

STEP 2

Contact your child's school and make an appointment to meet/speak with the school Psychologist.

SITE	PSYCHOLOGIST
Malibu Elementary & Webster	Jennifer Manlimos
Edison & Rogers	Yesenia Arriaran
Franklin	Meredith Abrams
Grant	Michael Hoover
McKinley & Malibu Elementary Preschool	Kristen L'heureux
Muir & Preschool	Shannon Brinkworth
SMASH	Rebecca Nelson
Roosevelt	Hanna Haghayeghi
LCDC & Pine Street Preschool	Cory Snow
Lincoln MS	Marisa Perry
John Adams MS	Zhanna Shektmeyster
Malibu MS & Malibu HS	Juliette Boewe
Santa Monica HS	Adrienne Mead
Santa Monica HS	Diane Perry
Santa Monica HS	Ashley Perryman
Olympic HS & OCLC & PBL	Gail Gordon
Private School	Stacey Ovadya

If the issue remains unsolved or unanswered,

STEP 3

Contact your child's school and make an appointment to meet/speak with the Principal.

If the issue remains unsolved or unanswered at the school site level,

STEP 4

Call the SMMUSD District Office (310-450-8338), or send an email.

Schedule an appointment to meet/speak with the appropriate Special Education Coordinator:

SITE	COORDINATOR	EMAIL	DISTRICT EXTENSION
Franklin, Roosevelt, McKinley, LCDC, Lincoln MS	Francis Costanzo	fcostanzo@smmusd.org	70378
Edison, Rogers, Grant, Muir, SMASH, John Adams MS	Victoria Hurst	vhurst@smmusd.org	70295
Malibu Elementary, Webster, Malibu Elementary Preschool, Malibu MS, Malibu HS	Dr. Kris Vegas	kvegas@smmusd.org	70225
Santa Monica HS, Olympic HS, OCLC, PBL	Jim Watwood	jwatwood@smmusd.org	70227

If the issue remains unsolved or unanswered,

STEP 5

Call the SMMUSD District Office (310-450-8338 Ext. 70372).

Schedule an appointment to meet/speak with Deanna Sinfield, Director of Special Education.

For additional support and assistance,

STEP 6

Attend a monthly meeting of the Special Education District Advisory Committee (SEDAC). Address the panel members during the PUBLIC COMMENT segment of the meeting.

SEDAC provides outreach to families and the special education community with help in addressing issues related to students with IEPs.

Meetings are held from 7-9 pm on the first Tuesday of each school month in the Board Room at the SMMUSD Board of Education Office: 1651 16th Street, Santa Monica, CA 90404.

SEDAC members include parents of special needs children, teachers, administrators, in addition to the Director of Special Education and a Board of Education member. *Current SEDAC members and email addresses are listed on the SMMUSD website, Special Education District Advisory Committee page.*

If, after attending SEDAC, the issue remains unsolved or unanswered,

STEP 7

Call the SMMUSD District Office (310-450-8338 Ext. 70281).

Schedule an appointment to meet/speak with Dr. Jacqueline Mora, Assistant Superintendent for Educational Services.

If the issue remains unsolved or unanswered at the Assistant Superintendent level,

Please refer to your copy of **PARENTS' RIGHTS AND PROCEDURAL SAFEGUARDS** for additional guidance, beginning on **Page 8**.

NOTE: You may also access the **PARENTS' RIGHTS AND PROCEDURAL SAFEGUARDS** as follows:

STEP 8

Call the SMMUSD District Office (310-450-8338 Ext. 70229).
Schedule an appointment to meet/speak with Dr. Ben Drati, Superintendent of Schools.

If necessary, the next step is to address the Board of Education

STEP 9

BOE meetings take place at 5:30 pm, on the 1st and 3rd Thursdays, in the Board Room at 1651 16th Street, Santa Monica, CA 90404. Parents may request to address the Board during the PUBLIC COMMENT segment of the meeting. To do so, you must submit a "Request to Address" card at the beginning of the meeting. Your speaking time will be limited to 2-3 minutes.

An alternative to addressing the BOE in a public meeting is to email the members at

brd@smmusd.org

If you prefer to email individual Board members, their addresses are available on the district website.

If, after contacting the Board of Education, the issue remains unsolved or unanswered,

STEP 10

If the SMMUSD is not able to resolve your concerns at this point, you may file a compliance complaint with either the SMMUSD or the California Department of Education. We hope we can resolve your issue before you get to this step.

- Go to the SMMUSD website www.smmusd.org
- Go to the **DEPARTMENT** drop down menu
- Click on **SPECIAL EDUCATION**
- Click on **Procedural Safeguards-Rts. & Responsibilities**
- Scroll down to **Page 8**

ADDITIONAL HELP AND SUPPORT

Help and support for families may be available through your local school by contacting a **PARENT RESOURCE NETWORK (PRN)** volunteer.

The Special Education **Parent Resource Network (PRN)** is a group of volunteer parents with a focus on parent education and parent-to-parent support.

When parents of special needs children are interested in talking with other parents of special needs children for general support, assistance with navigating the IEP process or learning about additional resources, please contact:

Leonor Gomez – Special Education Administrative Assistant

SMMUSD

310-450-8338

You will be provided with the name and contact information of a PRN member able to provide assistance.