

SVUSD PROGRAM INFO FOR NEW PARENTS

Psych Corner Newsletter

March 2017



Programs SVUSD has to offer:

Preschool:

- Preschool SDC class @ Lewis Elementary for kids age 3+ whose needs are more significant than just speech.
- Preschool Speech classes @ Colin Powell State Preschool for kids age 3+; also available by appointment for those who do not attend Colin Powell

TK-12th Grade:

- Full Rtl and PBIS programs at all of our school for both General Ed and Special Ed students
- Full special needs program including supports for:
 - RSP (less than 50 % of the time in special needs programs)
 - SDC (more than 50% of the time in special needs programs)
 - Speech Specialist
 - OT Specialist
 - PT Specialist
 - Vision/ Hearing Specialist
 - AT (Assistive Technology)
- 1:1 Counseling Services/ Mental Health & Behavioral Health Supports
- Small Groups- 8 wk sessions offered twice per year to build social skills
- Parenting supports and Parenting classes available both in fall and spring.

Alternative Education:

- Long Term Independent Study
- APEX Learning
- Adult Diploma Classes/ Program

How things work:

If your child has an existing 504 Plan or IEP:

Bring copies of your paperwork to school or central enrollment when you enroll your child.

Intake IEP or 504 Plan Meeting:

If possible we will do an intake on the day you enroll. If not possible, we will do an intake within a week or two of the time you enroll.

30 Day Transitional IEP or 504 Plan Meeting:

For the first 30 days we will follow your student's existing 504 or IEP as closely as possible. Then after 30 days, we will hold a meeting to determine any needed changes. This 30 days allows us to get to know your child, so we will have a better idea of their needs.

How things work:

If your child does NOT have an existing 504 or IEP, but you have concerns:

First Step:

Request an SST (student study team) meeting. The SST will listen to your concerns and develop a plan using our Rtl and PBIS programs to meet your child's needs. We have had GREAT success with these programs and can often meet the child's needs at this more inclusive level.

Second Step:

If after having SST meetings, and trying interventions, the team, or parent, does not feel it is enough, a meeting can be held that will include a school psychologist. The school psychologist will ask questions and offer suggestions on whether or not testing to determine a disability is needed, and can consider needs for existing disabilities. They can also give ideas on other supports or services that might be helpful.

More Info on Services:

Rtl:

Response to Intervention. Our district offers in class Rtl throughout all of our schools. We also offer, specialized pull out Rtl classes for students who need additional support in both Reading and in some cases Math. These services are considered general education supports and are available for all students based upon need. Our Rtl classes have been very successful. We have had many children make 2 years of growth in one year with these programs.

PBIS:

Positive Behavior Intervention Supports. Our district has PBIS supports in place at all schools. We have clearly defined expectations and modeled behavior examples at each of our schools. We have multi-tiered levels of supports that include Social Skill classes, Behavior contracts, Behavior support plans and even 1:1 counseling that is available for all students. Like Rtl, PBIS is a general education program and these supports are available for all students.

SSTs:

Student Study Teams (SST's), are available at all schools and is a general education function. If as a parent you feel your child is struggling in a specific area (behavior, math, writing, reading, etc...), you can request that the student study team hold a meeting to determine how to adjust Rtl or PBIS supports to help your child be more successful. The SST team will work with parents to develop interventions and supports for your student.

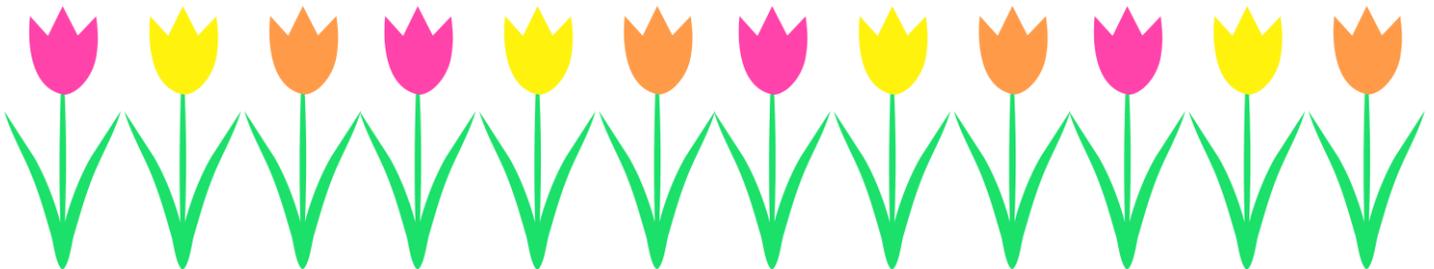
Section 504 Plans:

504 Plans are not considered a special education program. They are a way of addressing physical needs within a general education setting by providing accommodations or modifications to a child's general education program. There is a referral process as well as observations and testing that is required to obtain a 504 Plan for your student. Additionally, a student must have a chronic disability that can affect their ability to learn to be qualified for a 504 Plan. This can include things like: ADHD, Epilepsy, Physical Disabilities, Severe Asthma, etc....)

IEPs:

Individualized Educational Plans are provided to children who qualify as needing specialized academic instruction (special education) due to a disability. As with 504s, there is a referral process as well as observations and testing that is required for an IEP to be provided. A student must show significant enough need to qualify for this level of support. Under California law the following disabilities are considered for IEPs: Autism, Intellectual Deficit (formerly known as mental retardation), Hard of Hearing, Deaf, Blind, Visual Impairments, Multiple Disabilities, Traumatic Brain Injury, Orthopedic Impairment, Emotionally Disturbed, Speech/ Language Disability, Specific Learning Disability, and Other Health Impairment. Also beginning next school year, Dyslexia will be added to these areas.

IEPs provide accommodations, modification and specialized academic instruction. Our district has both pull out and push in services. Pull out services occur when a student is taken out of their general education class and given specialized teaching with a special education teacher in a special education classroom. Push in services occur when a student receives instruction within a general education classroom but has either a trained instructional aide or a trained special education teacher working with them within that classroom to ensure that they understand and learn.



Doctors Diagnosis and School District Supports:

Many times a doctor may give your child a diagnosis and indicate that your child may need an IEP or a 504 Plan. We will perform educational testing and formal observation to help determine if the child demonstrates an educational need for supports and services. The school district will always consider the child's medically identified disability and needs. Often a child with a medically diagnosed disability may not qualify for supports and services. We have had several situations where students with ADHD, Mild Autism, Asperger's, or even Physical Disabilities have been successful and able to make educational growth at grade level and have gone through their entire TK-12th grades without additional supports.

If your doctor has given your child a diagnosis and you feel that your child is struggling educationally, bring their diagnosis to your child's school and request that the school look into your child's educational needs to determine if an IEP or 504 Plan is needed. The school district will work with you to ensure your child's needs are addressed!

Additionally, our school district offers supports such as OT, PT and Speech. These are educationally based services and may not take the place of medically based forms of these services. If you need further information on the differences between educational and medical based services, please feel free to contact us.

*For additional concerns or questions, please feel free to contact SVUSD's special education coordinator: **Cheri Rigdon***

Her office phone number is: [760-254-2916](tel:760-254-2916), ext 1125.

Her email is: crigdon@svusdk12.net

