

SPECIAL EDUCATION DEPARTMENT

Special Education Newsletter

Fall 2014

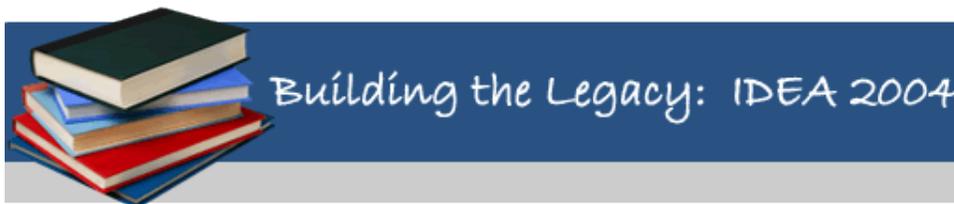
Director's Message

Welcome! It is an honor and a privilege in having the opportunity of forming part of the BUHSD family. I am a staunch proponent of the values and beliefs the district holds as their mission. I truly believe ALL children can learn, provided an appropriate education in a safe and secure environment. Our goal is to prepare our youth for post secondary life in higher education and/or a career. Together we have the ability to collaborate and join forces to obtain a shared vision: student achievement through academic success and nonacademic skills. It is imperative to remind ourselves and others that "Special Education is a Service, not a Place". Students with disabilities receive a free and appropriate education, in the least restrictive environment, through academic instruction with special education support and/or related aids and services. We provide students with specific programs and accommodations based on their individual needs, and offer an equitable education which impacts student learning outcomes, through the implementation of differentiated instruction, support, interventions, and an equal access to the general curriculum.

"Special Education
is a Service,
Not a Place"

*"An education isn't
how much you have
committed to memory,
or even how much you
know. It's being able to
differentiate between
what you do know and
what you don't."*

Anatole France (1844 - 1924)



The reauthorized *Individuals with Disabilities Education Act (IDEA)* was signed into law on Dec. 3, 2004, by President George W. Bush. The provisions of the act became effective on July 1, 2005, with the exception of some of the elements pertaining to the definition of a "highly qualified teacher" that took effect upon the signing of the act. The final regulations were published on Aug. 14, 2006.

(<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C3%2C>)

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Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.

In 2010, more than 40 states adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.

(California Department of Education, <http://www.cde.ca.gov/re/cc/tl/whatareccss.asp>)



Myths vs. Facts

Successful implementation of the Common Core State Standards requires parents, educators, policymakers, and other stakeholders to have the facts about what the standards are and what they are not. The following myths and facts aim to address common misconceptions about the development, intent, content, and implementation of the standards.

Myths About Content and Quality:

Myth: Adopting common standards means bringing all states' standards down to the lowest common denominator. This means that states with high standards are actually taking a step backwards by adopting the Common Core.

Fact: The standards are designed to build upon the most advanced current thinking about preparing all students for success in college, career, and life. This will result in moving even the best state standards to the next level. In fact, since this work began, there has been an explicit agreement that no state would lower its standards. The standards were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes. We need college- and career-ready standards because even in high-performing states, students are graduating and passing all the required tests but still need remediation in their postsecondary work.

Myth: The Common Core State Standards are not internationally benchmarked.

Fact: Standards from top-performing countries played a significant role in the development of the math and English language arts/literacy standards. In fact, the college- and career-ready standards provide an appendix listing the evidence that was consulted in drafting the standards, including the international standards that were consulted in the development process.

Myth: The standards only include skills and do not address the importance of content knowledge.

Fact: The standards recognize that both content and skills are important.

What Parents Should Know

Today's students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12th grade.

The standards were drafted by experts and teachers from across the country and are designed to ensure students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. Forty-three states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have voluntarily adopted and are moving forward with the standards.



A Summary of Core Components

The Smarter Balanced Assessment Consortium is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, Smarter Balanced is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language or subgroup status, have the opportunity to learn this valued content and to show what they know and can do.

With strong support from participating states, institutions of higher education and industry, Smarter Balanced will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development and ensure an accurate measure of each student's progress toward career- and college-readiness.

Sample assessment items and more info can be found at:

<http://www.smarterbalanced.org/practice-test/>



[Field Test Report](#)

As of 6/13/14, 4.2 million students completed a practice run of the Smarter Balanced assessments in math, English language arts (ELA), or both. A total of 12.2 million tests aligned to the Common Core State Standards were administered. Each "test" is one of the two parts of the ELA or math assessment.



With the reauthorization of IDEA, Congress suggests that students with disabilities will not be enhanced by "tinkering" with special education; rather the focus must be on a systematic and systemic approach.

The school, as a whole, is expected to be a place where special education services and supplemental aids are provided in the context of the school as a unit. Special education can no longer be viewed as a place to which students with exceptional needs are sent; it is a service or group of services which students receive, across all activities of the school.



US Department of Education

Section 504

An important responsibility of the Office for Civil Rights (OCR) is to eliminate discrimination on the basis of disability against students with disabilities. OCR receives numerous complaints and inquiries in the area of elementary and secondary education involving Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 (Section 504). Most of these concern identification of students who are protected by Section 504 and the means to obtain an appropriate education for such students.

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of non-disabled students are met.

(<http://www2.ed.gov/about/offices/list/ocr/504faq.html>)

The IEP Team

According to the US Department of Education, the IEP is “the primary tool for enhancing the child’s involvement and progress in the general curriculum.” (*Federal Register*, March 1999)

Special Education



Equal access to the curriculum for all students
in the least restrictive environment

In the development of the IEP, a multi-disciplinary team must participate. The team is formed by the following: the child’s parent(s) or guardian(s), the child, a person who can interpret evaluation results, special education and general education teachers, a representative of the school district, anyone with knowledge or special expertise about the child, and transition service agency representatives.

Contact Us

Give us a call for more information about our services

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Acronyms Used In Special Education

(See Website for more Acronyms)

- ADA:** American with Disabilities Act
- BIP:** Behavior Intervention Plan
- CAC:** Community Advisory Committee
- CAPA:** California Alternate Performance Based Assessment
- CCS:** California Children Services
- CDE:** California Department of Education
- ICOE:** Imperial County Office of Education
- DIS:** Designated Instructional Service
- EC:** Education Code
- ESY:** Extended School Year
- FAA:** Functional Analysis Assessment
- FBA:** Functional Behavioral Assessment
- FAPE:** Free and Appropriate Public Education
- FEP:** Fluent English Proficient
- FERPA:** Family Education Rights and Privacy Act
- FRC:** Family Resource Center
- IA:** Instructional Assistant
- IDEA:** Individuals with Disabilities Education Act
- IEE:** Independent Educational Evaluation
- IEP:** Individualized Educational Program
- ITP:** Individual Transition Plan
- LEA:** Local Educational Agency
- LRE:** Least Restrictive Environment
- OCR:** Office of Civil Rights
- OSEP:** Office of Special Education Programs
- RSP:** Resource Specialist Program
- SAI:** Specialized Academic Instruction
- SDC:** Special Day Class
- SST:** Student Study Team
- SELPA:** Special Education Local Plan Area

