

Preschool Programs SPECIAL EDUCATION PROGRAMS
Santa Monica-Malibu Unified School District

Program	Areas of Need Served by Program	Students Served By This Program	About the Program
Collaborative Preschool <i>McKinley Elementary</i> <i>Rogers Elementary</i> <i>Webster Elementary</i> <i>Lincoln Child Development Center</i>	Pre-Academics/ Behavior/Adaptive Skills, Kindergarten Readiness	Students in this program require some behavioral redirections as well as some academic support. The students may be referred from the Regional Center at age 3 years old or by a parent or specialist who recognizes that the student's development may be delayed. After being assessed and qualified for special education, students in these programs will work on the goals the team develops at the IEP.	General education teacher and special education teacher co-teach a preschool classroom using the developmentally appropriate curriculum. Students have individualized goals and accommodations/modifications as needed.
Self-Contained Preschool Program <i>Muir Elementary</i> <i>Rogers Elementary</i>	Pre-Academics/Behavior/Adaptive/ Communication/ Social Skills/Emotional Functioning	Students in this program require a small class with a great deal of support in order to reach their IEP goals. Students may require other services in order to help them access their education. They have mainstreaming opportunities with students placed in general education.	This program is taught by a special education teacher along with adult support in the classroom. Students spend the majority of their day in this program working on pre-academic skills and their goals. Students have mainstreaming opportunities with students placed in general education preschool programs.

Kindergarten through 12 SPECIAL EDUCATION PROGRAMS
Santa Monica-Malibu Unified School District

Program	Areas of Need Served by Program	Students Served By This Program	About the Program
General Education with Specialized Academic Instruction (SAI) <i>All Schools Have This Program</i>	Academics	Students served within have academic and/or social goals who are seeing a high school diploma and college/career pathway. These students do not require life skills instruction or intensive behavior support.	Services are served by the special education staff through collaborative teaching (general ed and special ed teaching a class together) or push in program and/or small group instructional program as per their IEPs
Collaborative Kindergarten <i>Rogers Elementary</i>	Academics/ Slight Behavior	Students in this program require some behavioral redirections as well as some academic support. Students in this program will more than transition to	General education teacher and special education teacher co-teach a kindergarten classroom using the general education curriculum. Students have

		general education with some SAI support for first grade.	individualized goals and accommodations/modifications as needed.
SAI-Intensive Programs <i>Muir Elementary</i> <i>Lincoln Middle School</i> <i>Santa Monica High</i>	Academic Needs, Functional Skills, Some Adaptive Skills	Students served within this program have academic deficits and require intensive intervention in all core areas.	Services are primarily delivered within the special education classroom and may spend time within the general education program as appropriate per their IEPs.
SAI- Social Skills <i>Grant Elementary</i>	Social Skills, Social Communication, Academics as per IEP	Students served in a social skills program are students with academic, social/communication, and/or self-regulation difficulties. Students may be on the diploma track if they are in the Grant Program.	Students receive SAI services with a special education teacher as appropriate per IEPs. Students attend the general education program per IEPs.
SAI- Social Skills <i>Franklin Elementary</i> <i>Malibu Elementary</i> <i>Lincoln Middle</i> <i>Santa Monica High</i>	Social Skills, Communication, Academics as per IEP	Students served in a social skills program are students with academic, communication, and/or self-regulation difficulties. Students may not be on the diploma track if they are in this program.	Students receive SAI services with a special education teacher as appropriate per IEPs. Students attend the general education program per IEPs.
Structured Therapeutic Education Program Internalizing (STEP-I) <i>SMASH</i> <i>Malibu High</i> <i>Santa Monica High</i>	Social/Emotional, Internalizing Behavior such as Depression and/or Anxiety, Phobias Attendance, Task Completion	Students served in this program are on a school diploma and college/career pathway. Students primary need stems from internalizing emotional issues (e.g. depression, anxiety, phobias, school avoidance, etc.)	students are assigned primarily to the STEP program. IEPs dictate how much time students will spend within the general education program. Mental Health counselors provide on-going support
Structured Therapeutic Education Program- Externalizing (STEP-E) <i>Roosevelt Elementary</i> <i>John Adams Middle</i> <i>Santa Monica High</i>	Social Emotional/ Behavior/Academics	Students served in this program require a highly structured setting with intensive behavioral and social emotional support.	Students are primarily assigned to the STEP E program. IEPs dictate how much time students will spend within the general education program. District staff provide daily emotional support and crisis response. Mental health collaboration.
SAI Life Skills <i>McKinley Elementary</i> <i>Lincoln Middle</i> <i>Santa Monica High</i> <i>Malibu High</i>	Adaptive skills, Academics and Social Skills	Students served within this program present with cognitive and adaptive delays who need specialized life skills and functional academic instruction.	Services are provided in the special education setting and/or community. Access to general education classes and the supports provided, which may include curricular modifications, are defined by the student's IEP. Most students in this program will receive a

			Certificate of Completion upon completion from School.
Transition Program <i>Santa Monica High</i>	Adaptive Skills, Work-Related Skills, Living Skills	Students in this program have completed their 12 th grade year at school and require skills for independent living. Students in this program are aged 18 years old to 22 years old.	Services provided in this program are provided daily living skills, work-related skills and adaptive skills. Students are connected with outside agencies that will assist them post-school such as Department of Rehabilitation, Workability, and Regional Center. Students who complete this program will receive a Certificate of Completion.
SAI-S.E.A.D. (Social Emotional & Academic Development) <i>John Adams Middle</i>	Sensory skills, executive functioning skills, and organization skills.	This will be done in one period per day. The SAI teacher will also assist students throughout the day by collaborating with their other teachers to help them succeed.	Services provided in this program are provided in one curriculum skills class. Students in this program will have one teacher collaborate with their other teachers to assist them with their program.

SPECIAL EDUCATION Related Services

Service Provider	Services Provided	Method of Service Delivery if Student Qualifies
Speech & Language Pathologist	<p>SLPs assess students in order to determine if they meet eligibility for service in the areas of speech and language. They may assist in determining eligibility for special education under the speech and language impairment area as well as assist with eligibility determination in other eligibility categories.</p> <p>SLPs at school may work with kids on language, speaking, listening and reading skills. If your child gets speech-language therapy through his IEP, the SLP will design activities for his particular issues. The activities might help your child in ways like these:</p> <ul style="list-style-type: none"> ● Boosting phonological awareness skills. ● Using language to express more complex ideas. ● Understanding inferences. 	<p>Direct Service; Consultation with Teachers, Staff, Parents; Working with students in their natural environment such as classroom or playground. Individual and small group speech and language therapy.</p>

	<ul style="list-style-type: none"> ● Building vocabulary. ● Using strategies to improve comprehension. ● Improving social communication skills. 	
School Psychologist	School psychologists assess students for special education and assist in determining eligibility for special education. If it is found students require counseling, school psychologists may provide short- or long-term counseling in order to help students achieve their goals in social/emotional and social skills areas. School Psychologists may observe students in their classroom and around school in order to assist students at school.	Direct Service; Consultation with Teachers, Staff, Parents; Working with students in their natural environment such as classroom or playground. Small groups for social skills. Individual and small group services to work on goals in social/emotional areas. Parent education.
Occupational Therapist	Occupational Therapists are part of the assessment team for special education. Typically, therapists conduct exercises with students who need help on fine motor skills and set up a home exercise regimen for parents to help them improve their child's fine motor skills in addition to what is received at school. Fine motor skills involve cutting with scissors, writing letters within the lines on paper, and putting together puzzle pieces. This is a particularly important step in the process for early childhood and elementary students, along with upper grade level students who have special needs or who have been involved in an accident or similar circumstance where fine motor skill ability has been diminished. Occupational Therapists also help provide access to schooling through help with organization, planning, and keyboarding skills.	Direct Service; Consultation with Teachers, Staff, Parents; Working with students in their natural environment such as classroom or playground. Individual and small groups to work on fine motor skills, keyboarding, and planning/organization skills. Occupational Therapists may work with teachers to provide sensory strategies and integration skills.
Physical Therapist	Working with Students on Large Motor Skills School physical therapists work with students who need support to develop large motor skills. Skipping, running, and jumping are some of the activities that use large muscles. In addition to the practice and exercise that students get in developing these skills through a physical education class, occupational therapists in schools are able to provide additional opportunities for	Direct Service; Consultation with Teachers, Staff, Parents; Working with students in their natural environment such as classroom or playground. Individual and small groups to work on gross motor skills, physical access to the school environment, and access to playground equipment. Physical Therapists may work with teachers, PE coaches to provide strategies for students to access their environments.

	<p>students to work on the development of these muscle systems.</p>	
<p>Adapted Physical Education Specialists</p>	<p>Adapted physical education specialists are PE teachers that are trained to evaluate and assess motor competency, physical fitness, play, recreation, leisure, and sports skills. Adapted physical education specialists are then capable of developing and implementing an IEP program based on the findings of their assessment.</p> <p>Adapted physical education specialists must have knowledge and competencies in the following:</p> <ul style="list-style-type: none"> ● Developmental teaching methods in physical and motor fitness, fundamental motor skills, and skills in individual sports and other activities, as well as group sports and games ● Knowledge of motor control for teaching physical education to individuals with disabilities ● Knowledge of developmental sequences and motor characteristics associated with a number of disabilities ● Skills in a number of physical education techniques and procedures for developing individualized education programs in PE <p>As direct service providers, adapted physical education teachers provide hands-on teaching. They serve as assessment specialists who provide comprehensive motor assessments and make specific program recommendations. Their work also involves consulting with physical education and special education staff, serving as a student and parent advocate, and serving as a program coordinator who is able to develop curricular</p>	<p>Direct services through teaching PE classes, collaboration with PE coaches, teachers, parents in order to help students meet their IEP goals.</p>

	materials and monitor progress of their students' IEPs.	
Visual Impairment Specialists	Visual Impairment Specialists teach academic and functional skills, including reading and writing braille. Students learn instructional strategies and methods for adapting materials for learners who are visually impaired. They also develop skills to assess functional vision and determine learning media. Emphasis is placed on preparing candidates to provide instruction in independent living skills, low vision efficiency, use of assistive technology, leisure/recreation skills, vocational/transition, and social skills.	Visual Impairment Specialists work with students to assist them with learning Braille or adapting materials to make them accessible to students. They may consult with teachers, parents, and other specialists such as the Orientation & Mobility Specialist.
Orientation & Mobility Specialist	The Orientation & Mobility Specialist is a certified instructor who has received specialized training in teaching people who are blind or visually impaired to travel safely, gracefully and efficiently throughout their environments including indoor and outdoor, familiar and unfamiliar. An Orientation and Mobility Specialist teaches people who are blind and visually impaired specific skills they need in order to know where they are and how to move independently, safely, efficiently to where they want to be. Usually the O&M Specialist works with students individually.	The O & M Specialist may work individually with students to assist them in learning how to interact with the environment with limited or no use of vision. They may consult with teachers, specialists and parents.
Deaf & Hard of Hearing Specialist	The deaf/hard of hearing specialist assists in developing language acquisition and communication skills to facilitate the personal, social, and intellectual development of the students within the program who have a hearing loss. In order to respond to the individual needs and abilities of students, the Teacher of the Deaf/Hard of Hearing must work closely with the staff and administration. They may assist students with proper hearing aid use, self-advocacy, and academic needs.	Consults with parents, other professionals, agencies, and support staff regarding student educational needs. In-services parents, teachers, students, and aides on various issues regarding working with children who have a hearing loss. Employs amplification devices. Meets with parents, teachers, other professionals, and students to provide information and support regarding hearing loss. Plans instruction as needed

		per Individual Education Plans (IEPs). May work directly with the audiologist.
Audiologist	<p>An educational audiologist (EdAud):</p> <ul style="list-style-type: none"> ● supports students with hearing loss ● advises teachers on how to accommodate their students' hearing loss in the classroom ● identifies acoustical modifications for the classroom ● makes sure that equipment, needed to access the curriculum, consistently works <p>IDEA requires that the equipment is functioning every day. Equipment includes the child's personal hearing aids or cochlear implants, as well as school provided Hearing Assistance Technology (HAT). We previously knew HAT as FM systems or auditory trainers.</p>	The Educational Audiologist helps make auditory information available to the student either through equipment or modifications of materials, or accommodations. They often work closely with the DHH Specialist.
Assistive Technology/Augmentative Communication Specialist	<p>Augmentative communication specialists help verbally disabled people communicate. Augmentative and alternative communication specialists teach clients to use facial expressions and body language, which are known in the field as "unaided" communication. They also help clients use books, graphics, computers and high- and low-tech devices, known as "aided" communication. Some AAC Specialists to augmentative and alternative communication specialists as speech-language pathologists in the assistive technology/augmentative communication field. The AAC Specialist also helps students gain access to assistive technology by assessing need and providing appropriate low-tech and high-tech devices.</p>	The AAC Specialist works collaborative with the student's teachers, specialists, and parents in order to find ways to help students access their education. They may Inservice staff or consult with teachers after training both the student and teacher to use the device/programs selected for him/her/they.