



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
PARENT DIGITAL NEWSLETTER

May 15, 2020

Volume 7

## DISTRICT UPDATES

Stay connected by checking out our Compton Unified School District website:

<http://www.compton.k12.ca.us/departments/educational-services/special-education/home>

Featured article:

### St. John's Mobile COVID-19 Testing Unit Partners with Compton Unified School District

The mobile unit will be testing at a Compton Unified School District school site each Tuesday through May 26, from 8:00 a.m. to 2:30 p.m. The first site location is McKinley Elementary. The mobile unit is by appointment only for people experiencing symptoms associated with COVID-19. Testing is free. If you have symptoms and want to schedule an appointment Call: Gary Poe at (323) 337-6976 or Pablo Barrios at (213) 309-6484. Please note that Kaiser patients may not be tested by the St. John's mobile unit and must call their Kaiser doctor if they are experiencing symptoms. Thank you to St. John's for partnering with us to increase access to testing in Compton.

Click [Compton Unified School District](#) to watch the video.

### Mobile Unit Schedule - Subject to Change

The mobile unit schedule will be as follows:

Dock at 7:00 a.m.; begin testing from 8:00 a.m. to 2:30 p.m.; depart by 3:00 p.m.

- Tuesday, April 21, 2020 - McKinley Elementary School - [14431 S. Stanford Ave, Compton, CA 90220](#)
- Tuesday, April 28, 2020 - McKinley Elementary School - [14431 S. Stanford Ave, Compton, CA 90220](#)
- Tuesday, May 5, 2020 - Walton Middle School - [900 W Greenleaf Blvd, Compton, CA 90220](#)
- Tuesday, May 12, 2020 - Walton Middle School - [900 W Greenleaf Blvd, Compton, CA 90220](#)
- Tuesday, May 19, 2020 - Centennial High School - [2606 N Central Ave, Compton, CA 90222](#)
- Tuesday, May 26, 2020 - Centennial High School - [2606 N Central Ave, Compton, CA 90222](#)



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
*PARENT DIGITAL NEWSLETTER*

May 15, 2020

Volume 7

## WORDS FROM OUR SPED TEAM



### Social Workers Offer Self-Care Advice

Exercising and staying active is a great way to engage in self-care. It is important to note that even in these tough times, an active lifestyle may help alleviate stressors. Exercising releases endorphins (the "feel good" chemicals in your body) which reduces anxiety, depression, as well as lowers chances of cognitive impairment. Many of these exercises could be done at home with little to no equipment needed. It could include stretching, yoga, and calisthenics (exercises using body weight as training). Remember, just 30 minutes of physical activity is the recommended minimum for everyone.

Here are simple exercises that could be done:

- Push-ups
- Sit-ups
- Lunges
- Jogging in place, or around the room
- Squats

Be sure to check out this video link for simple exercise:

<https://www.healthline.com/health/fitness-exercise/at-home-workouts#beginner-routine>

For younger students:

[https://www.youtube.com/watch?v=L\\_A\\_HjHZxfI](https://www.youtube.com/watch?v=L_A_HjHZxfI)



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**

417 W. Alondra Blvd., Compton, CA 90220

PARENT DIGITAL NEWSLETTER

May 15, 2020

Volume 7



## SPED Nurses Provide Health Tips

Baby shark hand wash tips Retrieved from link. <https://www.bing.com/videos/search?q=baby+shark+hand+washing+video&docid=608054385359520024&mid=E0D9A7AAEE36EF7DB2DCE0D9A7AAEE36EF7DB2DC&view=detail&FORM=VIRE>

### Five Minutes or Less for Health Weekly Tip: Teach Kids Healthy Habits

- Buckle up every age, every seat, every trip.
- Put on a helmet during outdoor activities, including riding bikes and skating.
- Put on sunscreen and avoid indoor tanning.
- Brush and floss teeth with fluoride to help prevent tooth decay.
- Wash hands with clear running water...

<https://familydoctor.org/tips-for-healthy-children-and-families/>

### How to encourage kids to eat healthy?

#### How to encourage your kids to eat healthy

- Lead by example. Parents who eat diverse foods and snack on healthy options provide an opportunity...
- Avoid using food as a reward. Using food as a reward can lead children to develop an unhealthy...
- Don't tie labels to food. While it's tempting to label soda as "bad" and apples as "good,"...

[How to encourage your kids to eat healthy | Southwest Human Develop...](http://www.swhd.org/how-to-encourage-your-kids-to-eat-healthy)

[www.swhd.org/how-to-encourage-your-kids-to-eat-healthy](http://www.swhd.org/how-to-encourage-your-kids-to-eat-healthy)

### What is a good diet for a 12 year old?

#### Teenage Diet Plan for 12-15 Years Old Teens

- Breakfast – 1 cup of whole grain unsweetened cereal with 1 cup of low fat milk tea.
- Snack – 1 cup of yogurt, 1 apple, 1 whole grain toast.
- Lunch – 1 bowl of vegetable soup, 5 oz chicken breast, salad with olive oil and lemon juice.



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
PARENT DIGITAL NEWSLETTER

May 15, 2020

Volume 7

- Snack – 1 fruit salad, few crackers.
- Dinner – Omelet with vegetables, 1 cup of milk.

Diets for Teenagers, Teenage Diet Plan for 12 to 15 years old Teens

[www.healthy-dietpedia.com/diets-for-teenagers.html](http://www.healthy-dietpedia.com/diets-for-teenagers.html)



## Psychologist Corner

Parents and Guardians,

Avoid cabin fever with these family, friendly, and fun activities. Whether you're a stay-at-home parent or trying to balance your everyday life right now, there are plenty of ways to keep the whole family entertained. In fact, here are **5 ideas for kids to avoid cabin fever during the coronavirus pandemic.**

**Things to Do With Kids During Coronavirus Quarantine and Social Distancing.**

**1. Bake together**

Cookies, cakes, brownies. Anything! Baking is a great lesson in measuring, ingredients, and of course, making delicious goodies. **All grade levels**

**2. Make elephant toothpaste**

Making elephant toothpaste is a great science experiment. Using the laws of both chemistry and biology, this recipe will cause an enormous foaming reaction, fit for an elephant.

Check *Scientific American* for a how-to. **All grade levels**

**3. Keep to a schedule**

School may be closed but one of the way to keep things running efficiently at home is to stick to a **schedule.** **All grade levels.**

**4. Start an independent novel project**

Read a book together and, as an added educational component, have the kids write up an independent novel project once it's finished. The novel project can feature a summary and reaction. **All grade levels**

**5. Take a virtual field trip of the Boston Children's Museum, Sequoia National Park, etc.**

Visit the museums and parks without leaving your living room. **All grade levels**



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
PARENT DIGITAL NEWSLETTER

May 15, 2020

Volume 7

*We hope you find these tips helpful in avoiding cabin fever. For more information on how to best support children in isolation, check out the government's Children in isolation info sheet on coronavirus..*

Stay well,  
School Psychologist



**Speech and Language at Your Service**

Hi Parents and Guardians,

We hope you are accessing remote related services successfully. To supplement the speech and language services your child is receiving at home, please consider trying these great language enriching activities with your child.

**Monday:**

**Dive into your child's world**

The goal is to engage in conversation regarding an activity of their choice. Similar to last week, use this window to ask open ended or closed ended questions, depending on your child's ability. Showing a genuine interest and sense of curiosity will help.



For example: Your child is playing a video game or watching a show. Give them some space at first but shortly after walk over and simply look at the screen. Here is where a sense of curiosity helps; ask a question about the game/show (e.g., what does that do?, How many lives do you have?, What is that green thing?, etc.) Ask a few questions, let them respond and then walk away. Repeat this a few times throughout the day with their preferred activities. Avoid turning this activity into a drill; keep it simple, ask 3-4 questions 3-4 times throughout the day.

**Tuesday:**

**Headbanz**





COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
*PARENT DIGITAL NEWSLETTER*

May 15, 2020

Volume 7

Headbanz is a great game to target vocabulary and oral language. The idea of the game is someone “wears” or holds a picture up on their forehead, facing out to the other players. The other players describe the picture to the player “wearing” the picture, or holding up the picture. You don’t need to buy the game in order to play - you can use cut up pictures from magazines or advertisements that come in the mail.

**Wednesday:**

**Sound Collage**

Sometimes working on articulation or “speech sounds” can be frustrating to children. A great activity would be to make a collage of the speech sound. Your child can draw or cut out pictures of items that have his/her speech sound in the word. As you look at the collage - model the correct production of the speech sound. If your child wants to attempt the sound, great! Praise them for working hard.

**Thursday:**

**Puzzles**

Working on a puzzle can help target prepositions, spatial relationships, one-step directions, and problem solving. You can discuss where the correct puzzle pieces go and where to place them. Once the puzzle is completed you can discuss the picture by asking what the child sees and ask additional WH- questions (who, what, where, where, why).

**Friday:**

**Guess Who**

Play a game of Guess Who! Use pictures of family members from around the house. Don’t show the picture to the child and prompt them to ask a question about the person (e.g., Is it a male, do they have long hair, what color are their eyes). This activity targets vocabulary by allowing the student to use and understand specific vocabulary to describe a person.



**We are here to provide support, tools, and resources to our families!**

**The CUSD Speech Department**



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
PARENT DIGITAL NEWSLETTER

May 15, 2020

Volume 7



## Behavior Specialists

Hello Parents/Guardians,

Hoping you had a great weekend!! As you enter week 7 of distance learning I would like to encourage you to stay strong, be consistent and RELAX! CUSD parents ROCK! You are doing an AMAZING job!! Over the next few weeks the behavior department will continue to focus on the four functions of behaviors, which means that your child is engaging in a behavior for one of these four reasons: **Sensory, Escape, Attention, and access to aTangible**. In our last letter we touched on "Attention", this week will be looking at the last of the four "**Access to a Tangible**".

**Access to Tangibles:** is a function of behavior that refers to the behavior a child engages in to gain access to something tangible.

**Tangible items include:** *food, toys, places or things like "my turn" in a game or with a certain item.*

**EXAMPLE:** Child wants candy at the check-out line. Child says, "*I want some candy.*" Parent says "*no.*" Child cries and whines more about wanting candy, the parent then allows the child to get candy. In this example the child has *learned* that "crying and whining" for the candy for a certain amount of time or after being told "no" a certain amount of times will gain them access to the candy.

**If your child has an activity or item they want, here are some strategies that may be effective:** Increase the variety of activities/items your child is interested in so there are more things to help motivate your child. Teach your child to accept 'no'.

**Environmental Strategies:** Once you have identified the item your child is seeking access to through engaging in maladaptive behavior, the items should be removed from your child's sight and reach, if possible. You can create a schedule to access the tangible (ex: recess time, snack time, iPad time). The most effective and widely used strategy is **Functional Communication Training** -



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
**PARENT DIGITAL NEWSLETTER**

May 15, 2020

Volume 7

teaching your child a system to appropriately request access to the tangible depending on their ability and skill level (ex: visual communication system, verbally requesting).

**Implement the Premack Principle of “First/Then”.** For example, you may say to your child, “first work on your math homework, then you may have (limited) time on the computer”. Setting limits and establishing a routine also teaches organization which can help your child remain focused on the task versus the preferred tangible.

**Access Extinction:** Withhold access to the preferred tangible when your child engages in the problem behavior, as you do not want to teach them that they can gain access to what they want by behaving badly. When your child does appropriately request the tangible, access should be granted immediately.

Here’s a quick video on Access to Tangibles: <https://youtu.be/7BKSZNQUKGM>



## Occupational Therapists

### Fine Motor Activities at Home

Hello Families,

I hope you are doing well.

The following activities help children work on their fine motor control and coordination, concentration, eye-hand coordination. All of these skills are important for improved muscle control needed for day to day school tasks such as handwriting.

1. Threading beads
  - a. Take small, medium or large beads and have the child thread them through a string or yarn to make bracelets, necklaces, keychains, etc.
  - b. Can make it easier by using pipe cleaners instead of string or yarn.
  - c. Can also use pasta instead of beads.
2. Poking straws into holes





COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
*PARENT DIGITAL NEWSLETTER*

May 15, 2020

Volume 7

- a. Take straws and containers with holes in them (you can make your own or use something like a cheese grater). Ask the child to place straws through the holes.
3. Paint with Q-tips
  - a. Use the end of cotton swabs to dip into paint and use as a paint brush. You can have the child make their own creation or have pre printed or pre drawn pictures for them to color in.
4. Playdough
  - a. Decorate playdough using beads, small craft eyes, etc.
  - b. Roll it, pound it, squish it, etc.
  - c. Use it to practice forming letters of the alphabet.

Here is an easy recipe for [Homemade play dough](#)

There are countless ways to work on fine motor skills from home. The important thing is to keep it fun and enjoyable. I hope you enjoy these activities. The OT team at CUSD really appreciates all of your hard work!

Independence With Therapy



## Physical Therapists

**Hello Families and Guardians!**

We wanted to take some time this week to talk about some tips regarding your child's braces.

**Why?**

The brace is used to help provide support, correct or compensate for a deformity or weakness in the leg.

**Ease into Wearing**

Think of your child's braces as a brand new pair of high heel or running shoes. You wouldn't immediately want to wear your heels for an all day conference, or run a 5k in those brand new running shoes. If your child has just received a new set of braces, slowly progress your child to wearing them all day, as this will allow your child to build up a tolerance to wearing the braces.

**Lookout for Redness**

Check for red marks. They can be there at first, but should disappear within 20 minutes of taking it off. If the redness stays, there are blisters or pain - check the fit. If it continues to be an issue contact your child's physical therapist or orthotist.



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
PARENT DIGITAL NEWSLETTER

May 15, 2020

Volume 7

### Finding Shoes

I know a lot of parents struggle with trying to find shoes that fit your child's AFO's so here are some links to shoes that are easy to put on, comfortable and properly fit the child's brace:

- <https://billyfootwear.com/> - this company creates shoes that look like they tie but actually are just an easy zipper to don and doff the child's shoes.
- <https://www.hatchbacksfootwear.com/> - utilizes straps instead of laces for shoes offers shoes for young children up to young adults
- <https://www.striderite.com/en/orthotics/> - sell orthotic friendly shoes for both young and older children
- <https://www.amazon.com/slp/afo-shoes-for-kids/8espdmxsnauu47y> - good old amazon even has what you need

We hope this information helps! If you have questions regarding braces, or wonder if they may be needed for your child, please reach out to your child's physical therapist! We are here to help!

Have fun & Stay safe!  
CUSD Physical Therapy Team



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
PARENT DIGITAL NEWSLETTER

May 15, 2020

Volume 7



## Adapted Physical Therapy

Parents and Guardians,

Try these fun APE activities called **ANIMAL WALKS**

1. **SNAIL:** Move any way one wishes but very slowly.



2. **BUSY BEE:** Move any way one wishes but very fast.





COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
*PARENT DIGITAL NEWSLETTER*

May 15, 2020

Volume 7

3. **SNAKE:** Slither along the ground both prone and supine.



4. **ELEPHANT:** Stand on feet, bend at the waist with hands together hanging down. Move slowly around room, letting arms sway like the trunk of an elephant.





COMPTON UNIFIED SCHOOL DISTRICT  
*Office of Special Education*

417 W. Alondra Blvd., Compton, CA 90220

*PARENT DIGITAL NEWSLETTER*

May 15, 2020

Volume 7

5. **LION:** On hands and feet, walk around room with head held high.



6. **BEAR:** On hands and feet, move around room with the right hand and right foot moving together, left hand and left foot move together.



7. **SEAL:** In semi-push-up position with weight supported on hands and legs straight and dragging behind (toes pointed), move forward, alternating hands and dragging legs behind.





COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**

417 W. Alondra Blvd., Compton, CA 90220

*PARENT DIGITAL NEWSLETTER*

May 15, 2020

Volume 7

8. **CRAB:** Hands and feet on the ground with chest toward the ceiling and back toward the floor, move forward, back, and sideways keeping buttocks off the floor.



9. **INCHWORM:** Start with hands and feet on ground almost touching each other (legs and arms extended in toe-touch position): keep feet stationary while hands “walk” forward until in push- up position, then “Walk” feet forward to starting position; continue across room.



10. **KANGAROO HOP:** Hold object between knees, jump with feet together.





COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
*PARENT DIGITAL NEWSLETTER*

May 15, 2020

Volume 7

11. **CHICKEN:** While balancing on knees, hold feet off the ground with hands; walk around the room without letting go of feet.



12. **RABBIT:** In crouch position, knees bent, hands and feet close together, lean forward, stretch arms out in front on ground and quickly push off with feet together, then “Hop” feet back to starting position.



13. **ALLIGATOR:** Move in a prone position, with body completely in contact with floor, pull body along with arms, leaving the tail (that is, the legs) to drag along behind.





COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
*PARENT DIGITAL NEWSLETTER*

May 15, 2020

Volume 7

14. **DOG:** Move on all fours.



15. **THREE-LEGGED DOG:** Move using only three limbs.



16. **CRAZY DOG:** Move in a 4-point walk, but with arms crossed in front of body.



17. **FROG:** Assume a semi-squat position and spring forward to another semi-squat position.



Enjoy the APE activities!

The Adapted Physical Education Team





COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**

417 W. Alondra Blvd., Compton, CA 90220

PARENT DIGITAL NEWSLETTER

May 15, 2020

Volume 7

ACADEMICS



Reading Junction

Parents and Families,

Model reading fluently by practicing reading aloud with your child. These activities are typically appropriate for children in kindergarten and first grade. Having children read aloud daily, both with and without feedback, helps them develop the skills of reading accuracy, fluency, and comprehension. The boxes below show several approaches to use when reading aloud together. Accuracy is the ability to read text aloud accurately, but without regard to rate. Fluency is the ability to read a passage of text aloud accurately, at an appropriate rate, and with expression.

When reading aloud with children:

- Model and provide feedback on proper tone, pausing, and which words to emphasize. Set a slow, steady pace, slowing down for words that are challenging. Gradually increase the pace, moving on to more difficult books. Remind the child that reading fluently does not necessarily mean reading quickly.
- Use familiar books. Make sure that the book is appropriate to the child's reading ability. If the book is too difficult, children can develop poor reading habits. Take turns reading continuous passages of a book. Read the same passage of a book aloud at the same time. Read a passage of a book aloud and then have the child read the same passage aloud.

Passage A Adult Passage C Adult Passage B Child Passage A Adult Child Passage A Adult Child What skills will this practice help build?

Reading books daily, both with and without feedback, can begin as soon as children can identify a few words. It requires children to identify words quickly, combine ideas in the book with their background knowledge, ask themselves questions about their understanding, and apply strategies to help comprehension and fix misunderstandings. Then, children can connect with a variety of books of different levels and wide-ranging content.

Happy reading!



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
PARENT DIGITAL NEWSLETTER

May 15, 2020

Volume 7



**Math Pointers**

Parents and Families,

Science, Technology, Engineering, Art, and **Mathematics** or **STEAM** activities can be a great way to spice up and integrate math, with the other subjects, at home. Visit the California Science Center's website for [Stay at Home Science Museum Activities](https://californiasciencecenter.org/stuck-at-home-science).

<https://californiasciencecenter.org/stuck-at-home-science>

This website provides English and Spanish activities for STEAM that are great for assignments and family activities!

Have fun with math and be well



**Preschool**

Hello Families,

I hope all is well. Here are some activities in language arts and mathematics.

**Language Arts**

**The letter of the week is Qq**

Monday

Introduce the letter Qq. Show the letter Qq card

Say the letter Qq name and sound /q/. Have the child say the letter name and its sound.

Find items around the house that begin with the letter Qq such as a quilt and quarter. The word quiet and that queen begins with Qq. A writing tool used in the old days, quill, and a bird, quail begins with Qq.

Point out that the letter Qq is a circle like a letter Oo but with a tail

Tuesday

Review the letter Qq. Show the letter Qq card



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
**PARENT DIGITAL NEWSLETTER**

May 15, 2020

Volume 7

Say the letter Qq name and sound /q/. Have the child say the letter name and sound. Display the letter Qq. Ask: What sound does a quack make? (Quack, quack). Point out that quack begins with Q. Have your pretend that he/she is a duck by waddling and finding the letter Qq around the house/room. When he/she finds the letter Qq then he/she says Quack, quack! The child brings the Qq card back to the table.

Wednesday

Review the letter Qq. Show the letter Qq card

Say the letter Qq name and sound /q/. Have the child say the letter name

Guide the child to write the letter Qq. Focus on making a circle and a small, straight line and tail. Use crayons, chalks, markers, or any other writing utensils.

If you have any feathers then your child can pretend to use a quill. Explain that long ago, before there were pens, people used feathers, called quills to write. Have your child dip the tip of his/her quill in the paint.

Thursday

Review the letter Qq. Show the letter Qq card

Say the letter Qq name and sound /q/. Have the child say the letter name and

Compare and Match letters. Place letter cards Bb, Dd, Pp, and Qq in a separate row. Place letter cards b, d, p, and q in another row. Have your child match the lowercase letter cards with the uppercase letter cards.

Prompt him/her to say the letter name and sound. Discuss how the letters are alike and different (same/similar shapes, positioned differently)

Friday

Review the Qq. Show the letter Qq card

Ask your child to say the letter Qq name and sound /q/. Guide him/her when necessary.

Say the queen begins with the letter Qq. Today we will make a queen. Make an oval for the head. Can draw or make facial features, eyes, nose, and mouth. Make hair and a crown to put on the queen. Put some jewels in the crown. These jewels could be small shapes of circles, squares, triangles glued on the crown

**Mathematics**

**Shapes**

Monday

Review the names and attributes of all the shapes your child have learned, such as square, circle, triangle, rectangle, rhombus, trapezoid, oval, star, and heart

Give your child straws, bendy sticks or other objects to create each shape. Discuss the number of sides, straight versus curved sides, and the length of lines (e.g. all the same length for a square)

Tuesday



**COMPTON UNIFIED SCHOOL DISTRICT**  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
**PARENT DIGITAL NEWSLETTER**

**May 15, 2020**

**Volume 7**

Show pictures of all the shapes that your child has learned. Guide him/her to identify each shape name. Give your child shapes to make pictures and designs. See if he/she can draw shapes or pictures using shapes such a house, ice cream cone, clown (model by drawing a simple picture)

Wednesday and Thursday

Create shapes on the floor using construction paper or masking tape. Have your child move to shape after you state the name (e.g. say circle and the move to the circle). Ask: How do you know that's a circle? Repeat with a different shape.  
Guide your child to identify the key attributes of each shape when necessary.

Friday

Quickly show a picture of a shape or a shape manipulative. Then hide the picture or the manipulative. Ask: What shape did you see?  
Once the shape is identified, ask your child to find a matching picture or object of the same shape (such as other shape manipulatives or objects that you have placed on the table)  
Repeat until all the shapes have been reviewed.



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
PARENT DIGITAL NEWSLETTER

May 15, 2020

Volume 7



OUR CONTINUED THANKS, AS WE WORK TOGETHER FOR OUR CHILDREN 😊

For more information, please visit:

<http://www.compton.k12.ca.us/departments/educational-services/special-education/home>

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