

WASC Special Education Summary Report of Key Findings 12.19.08

Special Education services include support services for the general education curriculum through the Resource Specialist and other support programs (Language/Speech, Visually Impaired Specialist, Deaf and Hard of Hearing teacher, etc.), as well as direct instruction in Specialized Core classes (also known as Special Day classes) for the Learning Handicapped, Deaf and Hard of Hearing, and Multiply Handicapped, etc.

In the case of support services, student evidence provided has generally been assigned by general education teachers and worked on in the Special Education classroom by the student with the support of Special Education staff. There are no content standards specific to Special Education. Special Education services, whether provided as support services or direct instruction in a classroom setting, are driven by student Individualized Education Plan (IEP) goals, which are tied to the content standards in all the general education subject areas.

Strengths:

Foc Grp Goals

- Ability to help students pass the CAHSEE and graduate from high school. (ESLR #1) DIS
- Helping struggling students improve their grades, attendance, etc. (ESLR's #1, #6) DICES
- Successful inclusion of severely or multiply handicapped students in general education classes. (ESLR's #1, 6) DICES
- Increased knowledge of general education curriculum (through visits to and observations of many classrooms) to support students in their general education coursework. (ESLR #1) I and C
- Many areas of teacher expertise in supporting students with different types of disabilities because we engage in a wide variety of professional development seminars and read professional journals and books. E
- Development of technology skills for teaching students who especially benefit (ESLR #1) DIE
- from multisensory instruction, such as use of UnitedStreaming, Powerpoint, PLATO, etc.
- Collaboration on Study Skills curriculum among Resource specialists in order to provide more learning strategies instruction for students. (ESLR's #1, #2, #4, #6) ICE
- Updating of curriculum and materials for scp English and Social Studies courses in order to improve instruction for students. (ESLR's #1, #2) DIE
- Successful implementation of new Web-based student iep and managing all of the paperwork related to each student. (ESLR's #1) ES
- Preparing appropriate DHH students for high-level coursework at college. (ESLR's #1, #2) DICES
- Improved individualized strategies for dealing with emotionally and behaviorally disordered students. (ESLR's #1, #2) DICS
- Learning about resources for transition assessment and instruction for students with a wide range of disabilities. (ESLR's #1, #2, #4, #6) DICES
- Effective case management (i.e., managing IEP's, tracking of students, etc.) of students. (ESLR #1) CES

Areas of Growth:

- Develop and implement test-taking strategies to support students in passing the CAHSEE. (ESLR's #1, #2) DIS
- Develop and use materials and curriculum to provide students access to content material assessed on standardized tests, such as the CAHSEE, CAT6, etc. (ESLR #1) DIS
- Locate additional resources for our students in career vocational areas (NOVA, etc.), using the help of Marion Krause and others. Explore options for students who are not likely to be independent when they leave high school. (ESLR #3) DICES
- Organize a Study Skills lesson plan database and update lessons to include video clips (e.g., from ICE

Utube, etc.) so that we have a weekly flow of lessons that are more formatted, consistent and accessible to all Special Education teachers online.

-Teach Study Skills lessons regularly in order to develop students' metacognitive skills and help them become more effective learners. (ESLR's #1, #2, #3)

-Work with the PE dept to develop more options for specially designed instruction. (ESLR #1, # 4) DICS

-Continue with reorganization of Resource program to a grade-level system in order to provide better progress monitoring and support of students. (ESLR #1)

-Develop strategies to enhance student access to the core general education curriculum for Special Education students.