

Student Services
State of the Program 2006-2008

Goal #1: Create a school climate that promotes inclusion and student responsibility.

- New procedures and forms developed for the 504 process. The forms are now electronically available on a VISD website. The procedures were rewritten and forms developed to align with the newly adopted board policy. Team members participating in the 504 determination process received in-service training from the PSESD in the Fall of 2007. During the school year the new procedures and forms were piloted at Vashon High School. In May of 2008, the same 504 team members were given an in-service training on the new procedures and forms.
- All special education teachers were surveyed to determine their procedures for notifying general education teachers of individual student's accommodations documented in their IEP. Special Education teachers in all buildings have procedures to ensure that IEP students receive appropriate accommodations in general education classes and also for standardized tests.
- A preschool to kindergarten transition meeting was held in May 2008 to assign and discuss needs of specials education students moving from the preschool into Kindergarten. All general education kindergarten teachers, preschool teachers, the early intervention specialist, the supported learning classroom teacher, and the Director of Student Services attended this meeting. Extended School Year services will be provided for identified high needs students to reinforce social/communication skills during the summer and thereby insure more success for these students as they enter kindergarten next year.
- The Brigance Assessment was purchased for Title 1, LAP, and Special Education teachers. After in-service training is provided, it is expected that all three programs will use this to monitor progress which will allow comparison across grade levels and over time for kindergarten through 8th grade. For LAP and Title 1, this tool will provide both information regarding student progress from kindergarten through 8th grade, but also help prioritize the students most in need of service. It will be used in conjunction with WASL score, teacher/parent input, and other standardized and curriculum based measures.
- Vashon High School's 504 plans are now up to date and meet the newly adopted policy and procedure regarding 504.
- General Education teachers, WASL test proctors, and student's taking the SAT were aware of documented and legal accommodations for both special education students and 504 students. Students were able to access these venues with the necessary and appropriate support.
- During the 2007-2008 school year, the Brigance was used by the LAP program to determine students eligible for service. It was also used by some special education teachers to document students' ability levels on yearly goals.

Goal #2: Provide appropriately challenging curriculum for all students and an expectation of excellence.

- Weekly meetings with the VHS special education team and the Director of Student Services focused on compliant and effective transition plans and activities for secondary students.
- The Job Club, a six week career planning curriculum for 11th and 12th graders was implemented at VHS during Spring trimester. Students completed vocational assessments, wrote resumes, did mock interview, registered with Work Force, and visited the South Seattle Community College to tour programs, participate in Work Force activities and complete other curriculum requirements.
- Learn to Earn in collaboration with the VHS special education team, completed Person Centered transition planning for a high needs student. This process will allow the student to have a more seamless transition into supported employment and connections to adult agency support after graduation.
- All VHS student have a transition portfolio started which will continue vocational assessment information, resumes, work experience, post secondary goals, course of study, and job exploration activities.
- Purchase and implementation of Differential Every Day Math for the LAP program at CES. This compliments/aligns with the general education math program and allows students to more seamlessly move from the LAP program back to the general education program.
- Purchase and implementation of SRA Corrective Reading and Spelling Mastery for CES 3-5 LRC. This is a researched based curriculum for reading, writing and spelling which is endorsed by Washington State. It more successfully meets the needs of many of these students who need a multi-sensory, highly repetitive, and carefully sequenced intervention curriculum in this area.
- All VHS IEPs have been reviewed for complete and compliance elements of the transition plans. Any plans found to be deficient were returned to the IEP case manager and amended. All transition plans for students 16 and older meet state standards.
- Special education students and staff have expanded their knowledge regarding transition activities, career opportunities, and potential avenues for exploration.
- The LAP will have assessment information to clearly document student progress on standardized grade level measures as well as curriculum measures aligned to the general education math program.
- Students needing the SRA intervention curriculum have made significant progress since implementation in February 2008.
- LAP supplemental Math instruction was expanded to service students at Chautauqua from grade 1 through 5. Every Day Math differentiated curriculum was purchased for use in the LAP program
- Title Supplemental Reading instruction was expanded to serve students grade 1 through 5.

Goal #3: Promote and enhance positive relationships with students, home and community.

- Participation in VYFS monthly VIPIT meetings, collaboration with VYFS, VIPIT, and Healthy Communities on the Healthy Youth Survey report and data analysis.
- Parent participation and input on Title I and LAP programs at Chautauqua.
- Latino family support through the Readiness to Learn Latino Family Advocate.
- Presentation of Healthy Youth Survey data analysis to Vashon Island School Board and Rotary.
- Healthy Youth data posted on District Web page.
- Collaboration with Learn to Earn on Partners With Industry grant to provide job training opportunities for special needs students 16 years and older.
- Assisted formation of Special Education parent support group.
- Participation in Early Learning Coalition.
- Prevention Intervention activities were coordinated at McMurray and the High School to include parent education classes, forums including parents, school, community and agency and planning

Goal #4: Promote effective instructional leadership and professional development with a focus toward improved student achievement.

- All Special Education compliance files have been reorganized and reviewed for complete records and compliance issues.
- Regularly scheduled meeting with individual building's SPED staff were held to review procedural guidelines, case management, and program/service delivery.
- Procedures for implementation and documentation of 504 cases were developed based on newly adopted Vashon School Board policy regarding 504. Staff was given training on the procedures and electronic document system. District Office procedures have been established for tracking 504 cases.
- Eight district staff participated in a 2 day Right Response training to learn safe verbal and physical de-escalation techniques.
- In-service training provided by the ELL teacher to both secondary and elementary staff on effective strategies for including English Language Learners in the general education classroom.
- Three two hour consultation sessions with a behavior specialist for effective behavior management and behavior plan development.