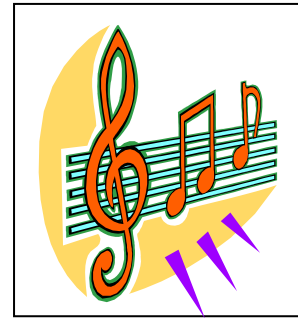




*East Side Union High School District
Special Services Department*

Staff Notes & News

Volume 2, Number 9, Dec. 16, 2005



A Message from the Director

California has led the nation in the preparation of teachers and has adopted the California Standards for the teaching Profession. The ESUHSD has led the way through our Department of Professional Development by providing our staff with many opportunities to address the six (6) standards. The acquisition of skills identified by these standards is an essential part of the professional growth of our staff which translates into improved classroom instruction for all of our students, including these students enrolled in Special Education. Look for additional information about the standards in upcoming **Staff Notes & News** editions.

*Joseph "Jay" Totter, PhD
Director of Special Services*

IEP Update

Prior California and federal law included no limit regarding the number of times a student could be assessed in a year, provided that there was appropriate parent/guardian consent. There was also a state and federal requirement that students receive some type of reassessment every three (3) years which is termed a "triennial assessment." This combination created concerns that students were being overtested just to meet the legal requirements.

This concern has been alleviated in IDEIA '04 and AB 1662, commonly known as the "California conformity law", by the inclusion of limits on student assessments. Now a student cannot be assessed more than once a year, unless the parent/guardian and district agree otherwise. It is also no longer required that a student be reassessed every three (3) years if the parent/guardian and district are able to reach an agreement that reassessment is not necessary. Test less ... teach more!

California Standards for the Teaching Profession – Standard #1

The first standard is **Engaging and Supporting All Students in Learning** and includes the following expectations:

- Connecting students' prior knowledge, life experience and interests with learning goals.
- Using a variety of instructional strategies and resources to respond to diverse needs.
- Facilitating and learning experiences that promote autonomy, interaction and choice.
- Engaging students in problem solving, critical thinking, and other activities that make the subject matter meaningful.
- Promoting self-directed, reflective learning for all students.

As Americans, the most formidable weapon we have in our arsenal is education. There is nothing more patriotic that one can do in his career than become a teacher.

***Chauncey Veatch
California Teacher of the Year***

Adapted Physical Education (APE)

ESUHSD is fortunate to have three highly-qualified and experienced APE specialists: Harry Garcia, Wendy Dodd and Brian Ward. They are involved in much more than just the APE program, including the Special Olympics and other sporting events.

General Goals for APE

Qualified students will participate in a group or individualized program of activities designed to produce within his/her ability and potential level, the skills and knowledge needed to enjoy physical activities.

The Special Olympics mission is to provide sports training and athletic competition in a variety of Olympic-type sports for

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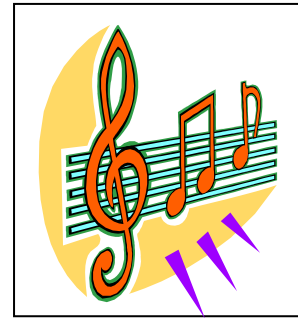
Bob Nunez



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children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympic athletes, and the community.

Standards for APE

Individual IEP student goals will be based upon the Physical Education Content Standards for California Public Schools at the high school level. The standards are as follows:

- Demonstrate knowledge and competency in motor skills, movement patterns and the strategies needed to perform a variety of physical activities.
- Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.
- Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and physical activity.

Activities for APE

- Acquire a functional level of health-related fitness and motor performance.
- Acquire competence in a wide range of fundamental movement skills.
- Acquire skills necessary for lifetime participation in recreation and sports.
- Supplement a therapeutic program for PE at the request of a physician.
- Aid in the development of feelings of self-worth and in making social adjustments.

Brockport Physical Fitness Test

The Brockport (NY) Fitness Test was developed through Project Target, a research study funded by the U. S. Department of Education and designed to

develop a health-related, criterion-referenced physical fitness test. The test compares scores to carefully researched and developed health standards, rather than to national averages. The test administrator knows with certainty when a student meets the minimum recommended for being fit on each of the test items. A modification of the Brockport Physical Fitness test is used in ESUHS to assess students for APE services.

Each and every day we as teachers have a chance to be part of the miracle of growth and development of the young people who will be the future of our community.

***Harriet Jonquierre
New York Teacher of the Year***

HumRRO Report on CAHSEE

The California High School Exit Exam (CAHSEE) law requires the State to hire an independent evaluator to study the State's implementation of the test. The Human Resources Research Organization (HumRRO) is the State's independent evaluator. The following are highlights from the HumRRO report released on Sept. 30, 2005.

- Nearly 100,000 students in the Class of 2006 (over 20% of the class) have been unable to pass the CAHSEE and will be denied a high school diploma if they do not pass the test this year.
- Many of these students have been denied the opportunity to learn all of the content tested on the CAHSEE.
- The CAHSEE requirement disproportionately affects low-income students, students of color, English learners, and students with disabilities.
- There should be an alternative, in addition to the CAHSEE, to prove their competency.

You are invited to submit information about our students, staff and services which are noteworthy of publication to Joseph "Jay" Totter, Director of Special Services.

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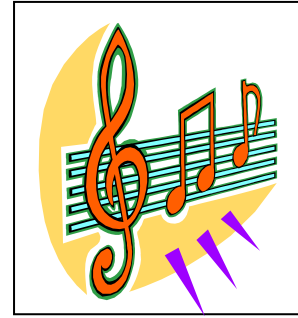
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