

December 13, 2006

To: Board Members  
From: Tom Bishop  
Subject: Staff Recognition – Grace Hauseur

The DMUSD and Board of Trustees congratulates Teacher on Special Assignment Grace Hauseur, for the following recognitions:

***National Foundation for Autism Research Funded Several DMUSD Occupational Therapy and Resource Specialist Projects for the 2006/2007 Academic Year***

The Autism Teacher's Fund 2006/2007 Grant Request Forms were released, coincidentally, on the last day of school in June. With the teaching staff off for the summer, Director of Pupil Services, Trish Snider, requested that Teacher on Special Assignment, Grace Hauseur, work with the Special Education staff upon their return to submit grant requests by the September 13, 2006 deadline. Mrs. Hauseur worked extensively with Margie Block, Occupational Therapist, and Sophia DeSantis, Resource Specialist, to submit a total of five grant requests addressing the needs of our district's autistic students. Mrs. Snider was recently contacted by the President and Founder of the National Foundation for Autism Research, Juan Leon, who commended our district for innovatively "teaching children with very individual needs, sensory issues, learning difficulties as well as communication and social issues [that] can be quite challenging [and stated that] we believe that your work will be of benefit to the children with autism and hope that it serves as a model to others." The National Foundation for Autism Research granted \$2,232.30 to provide materials for two programs *Developing "Sense-Abilities"* and *Get to the System Before the System Gets to the Student*.

***Grace Hauseur Selected by the California Department of Education to Participate in the Assessment Evaluation Study of the State's STAR and CST Testing Program***

Due to the exemplary work Mrs. Hauseur accomplished during the California STAR Item Writer Training Workshop in March of 2003 for the California Standardized Testing and Reporting program (STAR) and her support of and commitment to the development of the California Standards Tests, the California Department of Education and Educational Testing Service (ETS) nominated

Mrs. Hauseur to assist with: 1) an alignment review of test items compared to the content standards for the California Standardized Tests and the California Alternate Performance Assessment, 2) rating the depth-of-knowledge of the California Content Standards for Science in grades 4, 5, 8, and 10, 3) helping develop California Performance Level Descriptors to correspond with the content standards and achievement levels, and 4) nominating released test items for use as exemplars. This review is required by the federal government under No Child Left Behind and is being performed by Human Resources Research Organization (HumRRO) based in Louisville, Kentucky. The California School Board has officially approved Mrs. Hauseur's participation.

FISCAL IMPACT:           None.

RECOMMENDED:           For Information Only.

December 13, 2006

To: Board Members

From: Tom Bishop

Subject: Report: DMCTA Member, Jackie Dobos

Jackie Dobos, 2<sup>nd</sup> grade teacher, Ashley Falls School, will give a brief report to the Board.

RECOMMENDED: For Information Only.

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December 7, 2006

To: Board Members  
From: Janet Bernard  
Through: Tom Bishop  
Subject: Report on the Academic Learning Program (ALP)

The Academic Learning Program is a District voluntary intervention program designed to provide support instruction for targeted students below proficient in English/Language Arts and/or Mathematics. Students participating in the program are provided with skill reinforcement and/or extension lessons in small groups several times per week. This instruction may occur before and/or after school and as part of a "push-in" model. The "push-in" model utilizes a certificated teacher who has demonstrated a clear understanding of the grade level content standards and is skilled at using successful intervention approaches.

Dr. Sandy Williams, educational consultant, conducted an evaluation study for the first year of program implementation, which ran from January to April 2005. The results were very impressive. In English/Language Arts, 52% of the 251 participating ALP students districtwide reached proficiency on the 2005 California Standards Tests and 63% reached proficiency in mathematics.

As part of the evaluation study, Dr. Williams offered several recommendations for strengthening the program. Those recommendations were processed at meetings with the principals and at site meetings. As a result, the following operational strategies were implemented in the second year of implementation, which ran from January to May 2006:

- Students were provided with a clearer understanding of the program's purpose and the expectation for all participants.
- Each site employed an ALP "push-in" teacher who also coordinated the program.
- Communication with parents was more frequent.
- Classroom teacher collaboration with the ALP teacher occurred regularly.
- Classroom teachers were used to support small group instruction before and after school, including the "go-home Wednesdays."

In Year 2, 277 students participated in the program. 54% met or exceeded proficiency in English/Language Arts, and 65% met or exceeded in Mathematics.