



Pacific Schools

School Accountability Report Card
Reported for School Year 2008-2009
Published During 2008-2009

SCHOOL

School Information	
School Name	Pacific Schools: Pacific Ridge Program Pacific Harbor Program, also known as Harbor School West
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DESCRIPTION

Pacific Schools is a therapeutic day school serving students with learning, emotional, and social deficits. Educational programming is determined by grade level, I.E.P. goals, core content state standards and research-based curriculum. Pacific Schools follows the scope and sequence of classes mandated by the California Department of Education and the Los Angeles Unified School District. Course work is designed to prepare students to transition to post-secondary educational settings, vocational training and/or community employment. An interdisciplinary team of teachers, holding appropriate California credentials, licensed therapists and trained behavioral specialists work collaboratively to provide opportunities for students to experience academic achievement and personal growth. Related services include counseling, speech and language therapy, occupational therapy, adapted physical education, transition services, transportation, and Mental Health Services including individual, family and group therapy, as well as medication support.

Pacific Schools offers two distinct “programs” within the auspices of the overall campus. They are:

Harbor School West

Pacific School’s Harbor program is a therapeutic day school for elementary, middle and secondary school students. These students may be experiencing social and emotional distress, without acting out behaviors, interfering with their academics and success in a public school setting. Common issues are depressive symptoms, anxiety, difficulty with school attendance, and peer relational problems requiring more intensive mental health services.

☐ Pacific Ridge

Pacific School's Ridge program is a therapeutic day school for elementary, middle and secondary school students. These students may be experiencing social and emotional distress interfering with their academics and success in a public school setting. Students are in need of highly structured therapeutic setting to address their mental health and behavioral needs. Common issues are oppositionality, defiance, school truancy, periodic acting out and risk taking behaviors.

MISSION STATEMENT

The Help Group is a very special partnership of caring comprised of the Board of Directors, staff, governmental colleagues, contracting agencies, philanthropic friends, parents and volunteers. As one of the Help Group's specialized day schools, Pacific Schools is committed to helping young people fulfill their potential to the highest level possible and to lead positive, productive, and rewarding lives.

The mission of Pacific Schools is to provide a comprehensive educational, behavioral and therapeutic program in the service of students with significant emotional, behavioral, social and learning disabilities. This program combines cognitive and behavioral techniques employed with a multidisciplinary team approach to complement the individualized classroom instruction in order to promote academic success and functioning in the least restrictive environment as well as prepare students for a successful transition from school to post-school activities such as advanced education, vocational training, independent living and community participation.

Pacific Schools is dedicated to developing each student's abilities to their fullest potential through coordinated curriculum, behavioral intervention and therapeutic support that allows for and enhances individual differences. To this end, stakeholders work collaboratively to aid each student in their intellectual, physical, emotional, social and ethical development so that they may become efficacious individuals and are prepared to take their place as productive and responsible citizens in society.

STUDENT PROFILE

The profile of the student attending Pacific Schools is a child of average or above average intelligence who has demonstrated difficulties with school due to emotional difficulties. Some students may externalize their emotional issues, while others may be internalized. Pacific Schools' students benefit from the therapeutic setting and utilize the resources available to them to move forward with new coping skills.

OPPORTUNITIES FOR PARENT INVOLVEMENT

Parents of Pacific Schools' students are kept "in-the-loop" via daily communication with their child's teacher(s). Case conferences are scheduled as needed, wherein parents have access to their child's therapist, other clinical and behavioral staff, the Dean of Students, academic staff and administrators. Additional supports may be available,

such as AB3632 services, family therapy, monitoring and prescribing of medication, and in-home services.

DEMOGRAPHIC INFORMATION

Student Enrollment by Grade Level

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 7	9
Grade 1	0	Grade 8	15
Grade 2	0	Grade 9	11
Grade 3	3	Grade 10	14
Grade 4	2	Grade 11	22
Grade 5	1	Grade 12	13
Grade 6	1	Total Enrollment	89

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	16%	White (not Hispanic)	44%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	1%	Students with Disabilities	100%
Filipino	1%		
Hispanic or Latino	38%		
Pacific Islander	%		

Average Class Size and Class Size Distribution (Elementary & Middle School)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level (mixed)	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
3-8	8	1		
6-8	11	1		
7-8	10	1		

Average Class Size and Class Size Distribution (Secondary)

Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	12	6		
Mathematics	12	6		
Science	12	6		
Social Science	12	6		

SCHOOL CLIMATE

School Safety Plan

Pacific Schools makes every effort to provide a safe environment for learning. Students participate in emergency drills held on a monthly basis for earthquake and fire preparedness. During these drills select staff bring with them laptops and zip drives with emergency contact numbers. All staff receive mandatory yearly training regarding Child-Abuse Reporting, Sexual Harassment, Bullying and Prejudice, and Blood-Borne Pathogens. The Safety Committee meets monthly to discuss concerns and correct safety issues. Earthquake supplies are available on sight. Staff members practice emergency drills and are assigned to stations such as triage, search and rescue, and first aid. The front gate is kept locked and visitors are required to contact the front office to enter the premises. All students must participate in transportation safety training on a yearly basis. Teachers and students are aware of lock-down procedures and procedures for requesting immediate assistance.

School-Based Behavior Management System

Pacific Schools utilizes a point and level system for behavior management. The purpose of the level system is to assist students to make appropriate choices in their behavior, and to provide them with feedback in a positive, reinforcing way.

Specific individualized behavior goals are written during the Individualized Education Plan (IEP), developed by the treatment team. All interventions are designed with these goals in mind. Interventions are designed to provide students with greater access to community settings, social contacts and public events, and ensure the right to least restrictive environment. All interventions avoid and pain or trauma, and respect students' personal dignity and personal privacy. (California Education Code, Chapter 3, Section 3001)

In addition, all students have a Behavior Support Plan (per California Education Code, Chapter 5.5) addressing inappropriate school behaviors and providing positive intervention for development of new skills and replacement behaviors. Behavior Support Plans are updated at least annually, or as often as needed to accurately address students' behavioral needs, and include timelines for periodic review.

I. Level System Basics

- ♦ There are three levels: Level One, Level Two, Level Three. There are increased privileges with each successive level (see below).
- ♦ Moving between levels:
 - The level week runs from Wednesday to Tuesday. Levels will be calculated on Tuesday afternoon, to take effect on Wednesday morning.
 - In order to move from Level One to Level Two, a student must have an average of at least 75 points per day for the previous level week.
 - In order to move from Level Two to Level Three, a student must have an average of at least 75 points per day for one level week and then an average of at least 85 points per day for the next level week. (The two weeks must be consecutive.) In order to remain on Level Three, a student must maintain a weekly average of at least 85 points.
 - If, while on Level Three, the student's weekly average points falls to between 75 and 84 points, the student will be on Level Two the next level week.
 - If, while on Level Two or Level Three, the student's weekly average points falls to 74 points or less, the student will be on Level One the next level week.

III. Points and Point Sheets

- ♦ Students' points are recorded on point sheets. Students will be issued a new point sheet each morning, and points will be recorded throughout the school day.
- ♦ Teachers will record each student's points for the day during homeroom at the end of the day, and will then give the point sheet to the student.
- ♦ Students are expected to take point sheets home each evening. Point sheets must be signed by a parent/guardian and returned to the homeroom teacher the next morning. If the point sheet is not returned, the student may still count the previous day's points towards level totals, but will not have those points added to their store account. (See Incentives, below for description of store.)
- ♦ Students earn points based in the following ways:
 - 1) Compliance with 5 behavior areas:
 - Participation: Students are expected to be on time to and participate in all school activities, including, but not limited to, classes, assemblies, therapy sessions and other activities as requested by staff.
 - Work Completion: Students are expected to complete all assigned work.
 - Respect: Students are expected to respect self, others, and property. This includes, but is not limited to, the following behaviors:
 - respectful actions towards others – no aggression or threats
 - respecting others' boundaries – no inappropriate or unwanted touching of others, no stealing or unapproved borrowing
 - respectful behavior towards others while in the community
 - maintain an appropriate noise level
 - respect for self – no self-injurious behavior, no use of drugs or alcohol

- respect for property – no destruction of property (own or others') or throwing items, no spitting

Appropriate Language: Students are expected to use appropriate language towards peers, staff, and others. This includes, but is not limited to:

- use respectful and appropriate language – no profanity, vulgar or sexual language
- speak kindly to others – no threats, name-calling, insults, teasing

Following Directions: Students are expected to comply with school rules and all staff directions.

2) Points may be earned during each class period for Homework.

3) Points may be earned by returning a signed point sheet from home each morning.

♦ Students may earn 0, 1, or 2 points for each behavior areas during each time period, as follows:

0 – did not comply at all with this behavior area

1 – complied with this behavior area during part of the time period, did not comply during part of the time period

2 – complied with this behavior area during most or all of the time period

Two points may be earned during each class period for Homework, as follows:

0 – did not do any homework

1 – partially completed homework

2 – completed homework/showed good effort

Two points may be earned for returning a signed point sheet each morning.

♦ Each school day is broken down into the following time periods:

1st period

2nd period

3rd period

4th period

Lunch

Transition

5th period

6th period

Homeroom

IV. Privileges

	Level One	Level Two	Level Three
Classroom store	Yes	Yes	Yes
Mystery rewards	None	Once a week	Twice a week
Team sports/ cheerleading	No	Yes	Yes
Weight room	No	No	Yes
Vending machine tokens	No (can earn, but not use)	Yes	Yes
Recreational assemblies	No	Yes	Yes
Fast-food lunch	No	Yes	Yes
Off campus lunch	No	Yes	Yes

Classroom store: Each classroom or pair of classrooms will have a student store. Students may purchase items from the store with points that they earn. Points will be added to the student's store account each morning. If students do not return their day notes from the previous day, those points will not be added to the store account.

Mystery rewards: A staff member will visit each classroom at some time during the designated mystery reward days, and will give items to students on Level Two or Three.

Team sports/cheerleading: In order to participate in team sports or cheerleading events off campus, a student must be on Level Two or Three and have a grade point average of at least 2.0 (C).

Weight room: Level Three students may use the weight room by individual arrangement with teacher and administration, when staff is available to supervise.

Vending machine tokens: Tokens will be available for purchase (with points) in student stores, and will be given out by the Dean, Assistant Dean and Behavioral Coaches to reward good behavior.

Recreational assemblies: At least once during each semester there will be recreational assemblies for students on Level Two and Level Three. These may include bands, comedians, or other entertainment.

Level lunch: Once each month staff will bring in food from a nearby fast food restaurant. Students on Level Two may order one \$1.00 item; students on Level Three may order two \$1.00 items.

Off-campus lunch: Once each month staff will escort Level Two and Three students off campus to purchase (with their own money) lunch at a nearby fast food restaurant.

V. Rules/Consequences

♦ Holds: Students may be placed on a hold due to unsafe or inappropriate behavior. There are three kinds of holds, Yellow, Orange and Red, depending on the severity of the behavior. While on a hold, students still earn points but may not receive any of the privileges listed above.

Holds last for 1, 2 or 3 school days, not including weekends or school holidays – i.e., if a student is placed on Yellow Hold at 10:30 on Tuesday, he/she will get off the hold at 10:30 on Wednesday. If a student is placed on Orange Hold at 2:00 on Friday, he/she will get off hold at 2:00 on Tuesday.

If a student on hold exhibits additional behavior that warrants a hold, the new hold will start from that point. For example: A student is placed on a yellow hold on Monday at 2 pm, which is scheduled to end Tuesday at 2 pm. On Tuesday at 10 am the student exhibits a behavior that warrants an orange hold. The orange hold then would begin at 10 am on Tuesday and would be scheduled to end at 10 am on Thursday.

Yellow Hold: 24 hours/1 school day

Horseplay

Throwing items (with no possibility of injury or property destruction)

Spitting (not on another person)

Minor threatening

Provoking

Inappropriate language

Inappropriate dress, with refusal to change

Refusal to turn over contraband/unauthorized items

Littering

Unauthorized cell phone use (any time other than lunch or before/after school)

Inappropriate physical contact (kissing/hugging)

Orange Hold: 48 hours/2 school days

Stealing

Throwing items at another person

Throwing items out of cab while parked on campus

Property destruction (requiring minor repairs)

Inappropriate touching of others or self

Out of bounds (in an area of the campus without permission)

Socially inappropriate behavior in the community

Tagging/graffiti

Pulling fire alarm when there is no fire

Possession of contraband items

Hate speech

Red Hold: 72 hours/3 school days

Physical aggression, including fighting

Spitting on another person

Having a Help Group key

Significant threats of physical aggression or gang violence

Use or possession of illegal drugs or alcohol

Use or possession of any weapon

Self-injurious behavior

AWOL off campus

Gang-related behavior

Sexual harassment

Major property destruction

Sexual behavior beyond kissing/hugging

Throwing items out of cab or towards driver when cab is off campus, regardless of

whether cab is moving or not

SUSPENSIONS

A student may be suspended for threatening, attempting, or causing physical injury to another person. A re-entry conference with an administrator takes place when a student returns to school after suspension. Pacific Schools has zero tolerance for possession of controlled substances or any items resembling a weapon.

SCHOOL FACILITIES

School facility conditions and Improvements

Pacific Schools maintains a clean, safe physical plant. School facilities are cleaned daily. Repairs are made in a timely manner. There is a maintenance person on site to provide immediate assistance to staff and students. Floors and carpets are cleaned and waxed thoroughly during pupil-free days. There is an on-going schedule of touch-up and repainting to ensure upkeep of the facility. The school receives annual inspections and clearances from the Health and Fire Departments.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)	√		
Interior Surfaces (walls, floors, and ceilings)	√		
Hazardous Materials (interior and exterior)	√		
Structural Damage	√		
Fire Safety	√		
Electrical (interior and exterior)	√		
Pest/Vermin Infestation	√		
Drinking Fountains (inside and outside)	√		
Restrooms	√		
Sewer	√		
Playground/School Grounds	√		

TEACHERS

Teacher Credentials

In 2008-2009, all Pacific Schools teachers held either a clear credential in the area of mild-moderate learning disabilities, a Level One credential, or were authorized by the State of California to teach on an approved plan. By September 2009, 100% of our current faculty will meet the No Child Left Behind Highly Qualified Teacher criteria.

Substitute Teacher Availability

Pacific Schools contracts with substitute agencies to provide substitute teachers when needed. In addition, a number of our instructional aides have passed the CBEST and have substitute credentials to cover teachers when they are absent. This system ensures familiarity and continuity for our students and causes the least disruption.

Designated Instructional Services Providers and Other Support Staff

Title	Number Assigned to School	Average Number of Students per Academic Counselor
Therapists	5	16-17
Occupational Therapy	1	---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---

CURRICULUM AND INSTRUCTIONAL MATERIALS

Pacific Schools offers a core curriculum that meets or exceeds the California state standards, In addition to academic subjects, co-curricular classes such as physical education, art, music, and study skills are offered. The elementary and middle school program includes grades 1 through 8 and is self-contained, with students working with the same teacher for academic subjects. The upper school programs are usually departmentalized, with some exceptions based upon student need. The scope and sequence of classes in grades 7-12 follow the criteria specified in LAUSD’s Bulletin # M-56, Attachment B. This is based on the graduation requirements adopted and revised by the Board of Education on April 9, 2002.

Mastery of content and access to curriculum are ensured through alternative assessment and accommodations in testing, curriculum, and presentation. Textbooks and curriculum materials are selected from the instructional resources reviewed and adopted by the California State Board of Education and LAUSD approved textbooks list. In order to ensure that textbooks meet state standards, we purchase the California editions of textbooks when available.

At Pacific Schools, students receive instruction in a small group setting that addresses specific deficits and diverse learning styles. Consideration is given to each student’s unique needs and interests, and to emotional overlays which may interfere with academic concentration. An individualized program is developed that meets the student’s individual needs and leads to mastery of skills

LIST OF SUBJECT AREA COURSES BY GRADE LEVEL

Elementary

Grades 1-5

Language Arts/Reading, Math, Social Studies, Science, Art, Computers, P.E.

Middle School

Grade 6 English 6A-B, Math 6A-B, Ancient Civilizations 6A-B, Earth Science 6A-B, Art, Computers, P.E.

Grade 7 English 7A-B, Math 7A-B, Medieval and Early Modern Times: 7A-B, Life Science 7A-B, Art, Computers, P.E.

Grade 8 English 8A-B, Pre-Algebra A-B, United States History 8A-B, Physical Science 8A-B, Art, Computers, P.E.

High School

Grade 9 English 9A-B, Algebra 1A-B, Life Skills for 20th Century/Health, Earth Science A-B, Computer Literacy, P.E.
Fine Art/Tech Art, CAHSEE Prep as needed

Grade 10 English 10A-B, Geometry A-B, World History A-B, Biology A-B, P.E., Fine Art/Tech Art.

Grade 11 American Literature and Composition/Contemporary Composition, Required math per credits earned, United States History A-B, Elective, Elective, CAHSEE Prep as needed, Fine Art/Tech Art

Grade 12 Expository Composition/World or Modern Literature, Principals of American Democracy/Economics, Required math per credits earned, Elective, Elective, CAHSEE Prep as needed, Fine Art/Tech Art

High School Elective classes may include:

Popular Literature

Creative Writing

Journalism

Film Making and editing

Practical Arts

CAHSEE Math Prep/Mathematics Tutorial Lab

Geography

Introduction to Psychology

Fine Art

Music and Music recording and editing

Computers

P.E.
Weight training

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%

RESEARCH-BASED LITERACY INTERVENTIONS

Pacific Schools strives to provide balanced reading instruction that includes the four domains of reading: word identification, fluency, vocabulary, and comprehension. Students who have been identified as deficit in reading skills receive explicit, systematic instruction in phonemic awareness and phonics, intensive training to build vocabulary and use comprehension strategies. The elementary students receive basic reading instruction for at least 50 minutes per day.

LANGUAGE!

Pacific Schools has implemented Language! (Sopris West) as our school-wide research based literacy intervention program. Language! is designed to teach students all the essential skills of reading, language comprehension, and composition in a cumulative, sequential curriculum. This research-based program provides the vital foundations that enable fluent reading to develop. Students are taught the basic orthographic, phonological and morphological processing skills that would unlock for them the mystery of print. They learn about sounds, spellings, and syllables in a systematic manner as they start on the road to becoming confident, independent readers.

REWARDS

REWARDS is a specialized reading program designed to teach intermediate and secondary students a flexible strategy for decoding long words and to increase their oral and silent reading fluency. Students are taught to identify prefixes, suffixes, and vowel sounds to assist them in segmenting the word into manageable, decodable chunks. Twenty comprehensive teacher-directed lessons help reading deficient older students word recognition skills.

ASSISTIVE TECHNOLOGY

Pacific Schools is committed to having their computer laboratories utilize the latest technology and equipment. We additionally build upon the interests and strengths our students. We current have film editing capability, as well as music recording and

editing. Students contribute to a website and learn about web site construction. It is expected that Pacific Schools' students will be able to fully use the technology that is currently available in order to afford them the opportunity to become productive and independent participants in work, classroom, and leisure settings.

Pacific Schools has one twelve-station computer lab. In addition, activity rooms within the schools learning communities are equipped with mini computer labs. Typically these smaller labs are utilized to enrich classroom activities and to produce discrete projects, such as our "anti bullying" film series.

The classrooms utilize LCD projectors to give teachers the capability to demonstrate lessons to the class using the computer. Additionally, these LCD projectors allow teachers to project "streamed" material from the Discovery Channel, and educational films from NetFlix on-line. Students create class projects using Power Point, and present their projects to the class. The Computer Literacy and Computer Applications classes meet daily in the computer lab. These classes cover all basic skills and applications, such as keyboarding, word processing, databases, Power Point. Specialized programs such as Logic and Final Cut Pro are used for film and music editing.

EXTRACURRICULAR ACTIVITIES

Pacific Schools recognizes that students with emotional needs and learning disabilities possess innate talents in the arenas of sports and fine-arts that need to be nurtured and developed. Elementary and middle school students participate in PE on a daily basis. This includes traditional calisthenics, weight training, and recreational activities, such as basketball, volleyball, etc. Pacific Schools participates in intramural sports, and completes against other NPS school in the area, in flag football, basketball and softball.

The school-wide community service program offers students the opportunity to contribute to society in a meaningful way. Service Learning projects are developed each year and all students participate in planning, initiating projects, and providing service to others. Student Council allows students to develop leadership skills and make a positive impact in the school environment. Students are able to cultivate special interests and talents through participation in clubs.

Teacher Evaluation Process

Teachers and instructional aides are formally evaluated once a year by the director and dean of students. In addition, administrators conduct informal observations and classroom visits several times a year on an informal basis. Teachers receive feedback and suggestions regarding implementation of lessons, behavior management, and addressing learning styles.

CAREER PREPARATION AND VOCATIONAL TRAINING

Transition planning occurs yearly for all Pacific Schools students 14 years or older as part of their IEP process. The process begins with students completing an interest inventory and a teacher-initiated interview with each student. During this interview, the

results of the inventory are discussed as well as student strengths as related to their interests.

Additionally, students began completing an ability inventory as well. This information was combined with the interest inventory and discussed with the student in preparation for the IEP. All of the information is then disseminated to the parents and IEP team at the meeting and Vocational information is included as part of the discussion, formalizing the Transition Plan.

The school arranges for students to attend a College Fair and for college representatives to come on campus for presentations. Individual meetings are available to all students and their families to discuss transition and are held predominantly in the later high school years.

Pacific Schools has an active Workability Program which allows students work experiences both on and off campus. The school and Workability partner to develop and present assemblies, job fairs and other events related to transition opportunities.

School Completion Class of 2009

Indicator	Graduating 6/2009 or 8/2009	Continuing Fall 2009 to complete credits	Transferring to Adult School	Drop out (18 and older)
Graduation Rate	50%	25%	12.5%	12.5%

Many students enter Pacific Schools with credit deficits from previous years. For that reason, some require additional time to complete graduation requirements. This year 5 students from the class of 2008 are graduating. When this information is included in School Completion Data, the percentages are as follows:

Indicator	Graduating 6/2009 or 8/2009	Continuing Fall 2009 to complete credits	Transferring to Adult School	Drop out (18 and older)
Graduation Rate	76%	12%	6%	6%

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. This table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE.

CAHSEE RESULTS

	2008-2009
Total passing	50%
English/Lang. Arts	58%

Math	50%
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The above percentage is significantly higher than the passing rate for special education students in the State of California which is 36% (source: HumRRO, 2006)

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school.

Grade Level	Instructional Minutes Offered
1	55,940
2	55,940
3	55,940
4	55,940
5	55,940
6	55,940
7	55,940
8	55,940
9	55,940
10	55,940
11	55,940
12	55,940

Instructional Days

This table displays a comparison of the number of instructional days offered at the school compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Professional Development

Minimum days are scheduled once every month for staff development. In the 2008 – 2009 school year, the following topics were addressed during teacher-training workshops:

Managing multiple grade levels in a self contained classroom

Management of paraprofessionals in the classroom

Engaging defiant or depressed and unmotivated students

Teaching subjects that are not areas of strength

Positive behavior management

Pre and post testing: a framework for differential grading

The well designed classroom and its impact on learning

Correlating lesson plans to state content standards

Transition portfolios, assessments and service learning

Adding enrichment activities to core curricula