

Student Support Resources – Islander Middle School



In Classroom Resources

- Schoology posting of classroom handouts, calendar, blog and other information
- Differentiation appropriate to the individual
- Accommodations in 504 plans and Individual Education Plans
- Formative assessment strategies to support early identification of struggling students including reading assessment of all 6th grade students and all new 7th and 8th grade students
- Paraeducators in identified classrooms for specific student or student group support
- Online texts and tutorials in selected classes (6th, 7th and 8th grade math, Algebra, Geometry, 6th, 7th and 8th grade Literature, World Languages)

In Building Resources

- Specific classes accessed through teacher recommendations, counselor recommendation, Building Guidance Team (BGT) process and/or Special Education Teacher recommendations:
 - ExCore focused classes for Literacy and Math (Trimesters 2 and 3)
 - Focus LA/SS classes for 6th, 7th, and 8th grade
 - Reading Support class
 - Study Hall
 - Structured Studies Class
 - Special Education classes and/or therapy
- Afterschool Homework Club – no sign up necessary, Activities bus available for transportation home
 - 6th Grade: Monday, Tuesday, Thursday, 3:00 to 4:00pm
 - 7th and 8th Grade: Monday, Tuesday, Thursday, 3:00 to 4:00pm
- Participation in the Building Guidance Team (BGT) process
- Online courses – accessed through the Building Guidance Team (BGT) process
- Counselor advocate for appropriate course selection
- Participation in Where Everyone Belongs (WEB)
- Access to Mercer Island Youth and Family Services counselors

Out of District Resources

Mercer Island School District recognizes that parents may choose to avail themselves of off campus educational opportunities for their students including:

- Local private schools
- Online courses or support
- Special educational programs for trimester/year

Student Support Services - District-Wide

Special Education

Approximately 10% of the Mercer Island School District K-12 student population qualifies for one or more special education services. Special education is a federal and state mandated program that districts are obligated to provide.

Building Guidance Team (BGT)

- Parents and teachers who suspect a child may have a disability and may be in need of specially designed instruction or special services may, at any time, refer a student to the Building Guidance Team
- This team is a multidisciplinary group of individuals and may include several of the following participants: principal, psychologist, special education teacher, speech and language pathologist, occupational therapist, counselor, nurse, general education teacher, parent
- The team meets to review data for children who are not progressing as expected, despite documented classroom interventions
- The outcome of the meeting is to determine if additional classroom support or interventions are needed, if the child may be in need of a formal plan for accommodations/modifications (via a 504), or if an evaluation to determine eligibility for special education is required. Depending on the team decision, the BGT may meet again.
- If an evaluation is required, and if the child is found eligible for special education, parents and professionals form an Individual Education Program (IEP) team and meet to develop a written plan
- Special education services are delivered in both general and special education settings based on the unique needs of the child
- Plans are reviewed by the team at least once annually and re-evaluations are conducted triennially.

Preschool

Some preschool children with disabilities may receive special education services in the District Preschool, located at the Boys and Girls Club. Others may attend local preschools, but come to the district to receive speech, occupational, and/or physical therapy.

Resource Rooms

Resource Room teachers primarily design individual academic programs (e.g., reading, writing, math, etc.) for children who require specially designed instruction. In addition, they may also provide non-academic support in areas such as social skills, behavior, and organizational study skills.

Personalized Learning Programs (PLP)

Personalized Learning Programs teachers primarily design individual programs for children with an emphasis on supporting social, emotional, and behavioral growth. Children in the PLP program may receive academic instruction by the PLP teacher, or may receive this support from the Resource Room or classroom teacher. Significant changes to content, methods and/or pacing of instruction are generally required in a PLP program. These programs may also provide instruction in life skills, recreation and leisure and vocational training.

Therapy

Some students with disabilities may require therapy, such as speech and language therapy, occupational and/or physical therapy, in order to obtain benefit from education. Services are provided during the school day and are described in the child's individualized education plan.

Transition Program for Students from 18-21

The Transition Program is for young adults who require one or more additional years of instruction prior to graduation. The transition program is located at Crest, but spend most of the day in the community and job sites.

English Language Learner Program (ELL)

The English Language Learner Program (ELL), located primarily at Island Park Elementary School, Islander Middle School, and Mercer Island High School, facilitates the development of ELL students' proficiency in English. The primary goal of the program is to support language acquisition to allow students to participate fully in the regular classroom setting. Students develop English language proficiency through direct instruction in a pullout setting as well as sheltered support in the classroom. All ELL students attend regular classes while participating in the ELL Program. Eligible K-5 students are considered for placement at Island Park Elementary or in classrooms where their needs can most appropriately be met. Eligible 6-12 students take one period of ELL class at their respective school and receive additional assistance from the ELL teacher when appropriate.