IDEA-B

Program Review for 2011-2012 School Year

SPECIAL EDUCATION ENROLLMENT NUMBER: 215 STUDENT S (based on Dec. 1 Child Count, 2010)

\*Ended the year with 233 students. RTI has created less students being referred for special education, which is the intent of RTI.

SPECIAL EDUCATION STAFF:

13 Special Education Teachers

9 Instructional Assistants

3 Speech Therapists (2 Full time; 1 Part time)

1 Occupational Therapist (part time)

1 Physical Therapist (part time)

½ time Adaptive Physical Education Teacher

Part time nursing care – contractual

1 Special Services Secretary

2 Special Education Clerks

1 School Psychologist

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT:

Recruitment and retention of highly qualified teachers is an on-going top priority. The following activities are conducted but, have also been deemed successful due to the fact that we have not had any turn-over of special education teachers in 3 years:

\*Professional Development/Trainings for both Teachers and Instructional Assistants have included IEP training for teachers; Progress Monitoring training for teachers; Autism training for Instructional Assistants; Dealing with Difficult Students/Stress for Instructional Assistants.

\*The use of consultants from OVEC (Behavior Consultant, Literacy Consultant, FMD Consultant, etc.)

\*KCMP (Kentucky Continuous Monitoring Process/District Self-Assessment) – District Review Team (meets at least quarterly)

\*Informal department trainings, monthly team meetings, and individual meetings

\* Support Group was organized this school year for all Instructional Assistants in the district and was held monthly.

\*Walkthroughs/Instructional Rounds

\*Inclusion of 1 Special Education Teacher on District Instructional Leadership Team (DILT)

\*Teacher Appreciation Dinner with Incentives

\* Enhanced Programs and program supports including:

-Adaptive Physical Education Program for FMD Students

-Earobics (web-based literacy program for grades K-33)

-Reach (web-based literacy program for grades 4-12, an extension of Earobics)

\*Professional Development Library (updated periodically)

\*Clerical support to special education teachers (scheduling ARC meetings, filing paperwork, etc.)

PROMISING PRACTICES/PROGRAMS/ACTIVITIES:

By regulation, each year the district must look for promising practices and programs to improve student progress and find new and innovation modification strategies. 2010-2011 practices, programs, and activities that have had a positive impact include the following:

\*Adaptive Physical Education Program for FMD students with enhanced, specialized, developmentally appropriate adaptive equipment)

\*Both Earobics and Reach web-based programs

\*Collaboration Model with support from OVEC

\*AYP monitoring system for reading and math

\*Think Link (web-based interim assessment system) –switching to MAP next year

\* Ruby Payne book studies (“Understanding Poverty” and “Under Resourced Learners”) for both teachers and instructional assistants

OBJECTIVES FOR 2010-2011 SCHOOL YEAR:

In addition to all activities reported above, the following will occur:

\*Continue training updates on special education topics (IEP’s, forms, compliance, etc.)

\*Continue to research supplemental reading, math, and writing programs

\*Continue to support all programs and staff

\*Conduct “Mosaic of Thought” (Comprehension Strategies) book study for both Special Education Teachers and Instructional Assistants

SUMMARY:

2010-2011 has been a very successful and exciting year. The entire special education department remains dedicated to staying in compliance and meeting proficiency by 2014 and this is evident through observations, documentation, conversations, walk-throughs, instructional rounds as well as general attitude. The special education staff takes their jobs very seriously and goes above and beyond daily to make each student successful. As always, special education is an ever changing program due to both federal and state regulations and it is very important to support these changes and provide direction and clarification for the special education department continuously.

PRESCHOOL STUDENTS WITH DISABILITIES REVIEW:

STAFF:

2 Preschool Teachers (1 Nationally Certified Teacher; 1 IECE Certified Teacher)

\*both teachers provide workshops and training at conferences throughout the state

2 Preschool aides

All related service personnel and support personnel

ENROLLMENT: (Based on Dec. 1 Preschool Child Count)

54 At Risk Students

3 – 3 year old students with disabilities

11 – 4 year old students with disabilities

68 total

All students that are known to be eligible prior to turning 3 years old must have an IEP by their 3rd birthday. The Head Start program takes 3 year olds with disabilities and the Preschool program takes both 3 and 4 year olds with disabilities along with 4 year old at risk students.

SUMMARY:

Preschool funds were drastically reduced this year due to state regulations that apply a negative adjustment when the number falls below the number of the previous year. This has affected our district greatly and will have a negative impact on improving equipment, materials and supplies, and possibly even field trips. Next school year, the Preschool department will be getting ready for the ECERS preschool audit that will occur the following year (2013-2014). Districts receive an ECERS rating and the fund reduction could impact our ECERS rating. We will work closely with Anderson County Regional Service Center to make as many needed changes that our funding or support system will allow. Anderson County is allowing our preschool department to attend the summer conference free of charge based on our lack of preschool funds.

Despite the funding challenges, Head Start, Preschool, and Special Education staff members work together to provide excellent intervening services to both 3 and 4 year old students with disabilities. This past school year, Head Start and Preschool conducted a book study together which was very successful.

Respectfully Submitted by: Renee Cameron