IDEA-B

 Program Review for 2012-2013 School Year

SPECIAL EDUCATION ENROLLMENT NUMBER:

Child Count Number (Dec. 1, 2012) = 222 students

End of Year Number = 218 students

SPECIAL EDUCATION STAFF:

13 Special Education Teachers

9 Instructional Assistants

3 Speech Therapists

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:

\*Professional Development/Trainings for teachers have included IEP training, IEP follow-up consultation; baseline data training, as well as others. These trainings assist in compliance. The use of consultants from OVEC (IEP Consultant; Transition Consultant; and Behavior Consultant) facilitated these trainings.

\*Behavior Consultation (OVEC Behavior Consultant) as needed. The consultant has worked closely with the lower elementary this past year and will continue this year.

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

\*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-3)

 -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:

Each year the district must look for promising practices and programs to improve student progress and find new and innovation modification strategies. 2012-2013 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)

\* Next school year, Mr. Scudder is going to implement a mentoring program/elective class including non-disabled high school students working with the disabled students in the Adaptive PE Program

\*Both Earobics and Reach web-based programs

\*Collaboration Model with support from OVEC

\*MAP testing (web-based interim assessment system)

 2.

OBJECTIVES FOR 2013-2014 SCHOOL YEAR:

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

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

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

\*Continue to support all programs and staff

SUMMARY:

2012-2013 has been a very successful year. The 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.

STATE FUNDED PRESCHOOL/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

 3.

ENROLLMENT: (Based on 2012-2013 Preschool Performance Report)

48 At Risk Students

8 – 3 year old students with disabilities

12 – 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 for State Funded Preschool. This has affected our district greatly. This upcoming school year, the Preschool department will be getting ready for the ECERS (Early Childhood Environment Rating Scale) preschool audit that will occur over a 2 year period (2013-2014 and 2014-2015.) instead of the one year period. This is a brand new change. We have worked closely with Anderson County Regional Service Center to make as many needed changes that our state funds or support system has allowed. Next year, our State Funded Preschool financial situation will be improved. Our entire Preschool Staff, Special Education Support Staff, Lower Elementary Principal, as well as maintenance have worked diligently to make the needed changes. These changes are still on-going and are mostly minor in nature. There is one upcoming addition that needs to be made. The Preschool Program must maintain a 2:20 Student/Teacher Ratio at all times. Therefore, it will be necessary to hire an additional Preschool Instructional Assistant so that lunch time, breaks, etc. can be covered while maintaining the 2:20 Student/Teacher Ratio.

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.

Respectfully Submitted,

Renee Cameron, Director of Special Education 4.