

2010-2011

Special Education Department

Annual *Report*

THE MISSION OF ALLENDALE PUBLIC SCHOOLS, IN PARTNERSHIP WITH THE COMMUNITY, IS TO PROVIDE THE BEST EDUCATIONAL ENVIRONMENT POSSIBLE CHALLENGING ALL STUDENTS TO REACH THEIR HIGHEST POTENTIAL.



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Allendale Public Schools
2010-11 Department of Special Needs Year End Report

Mission Statement: The mission of the Allendale Public Schools, in partnership with the community, is to provide the best educational environment possible, challenging all students to reach their highest potential.

To support the mission, vision and goals established by the Board of Education, the Special Needs staff established and implemented the following initiatives:

To attain continuous improvement in student achievement

- Updated algebra, geometry and personal finance resources for students with disabilities at high school level.
- Implemented Tier 2 language and phonics lessons at elementary level (Springview).
- Coordinated transition services from Infant Program to early childhood developmental delay program (ECDD).
- Implemented statewide preschool standards and curriculum at the pre-primary level (ECDD).
- Initiated MiBLISI behavior planning at the preschool level.
- Produced and used graphic representation of student reading achievement at data review meetings.
- Conducted monthly and bi-monthly trans-disciplinary meetings for educational teams having students with ASD.
- Developed individualized intervention plans for students evaluated yet not eligible for special education services.
- Initiated and provided professional development in content enhancement strategies for secondary teachers.
- Required pre- and post-test data to be uploaded into IRIS data system for data team review.
- Maintained a sensory room and logged weekly schedules/visits utilizing GVSU students and volunteers.
- Attended study group sessions to build a knowledge base for early intervention (Response to Intervention) model at the middle school level.
- Maintained student performance goals and objectives that support the Grade Level Expectations and Michigan Frameworks/Standards at all grade levels preschool -12.
- Implemented 5-minute articulation program in Evergreen and Oakwood.
- Requested and coordinated accommodations for 11th grade students with disabilities to take the MME/ACT with 100% approval rate.
- Updated special educators with current administrative procedures of MEAP, Mi-Access and MEAP-Access as it relates to students with disabilities. Emphasize MEAP over Mi-Access for preference of administration based on student ability.
- Updated special educators with Michigan rules revisions and CIMS Determination Report as they became available in the spring.
- Continued the CIMS review process as a means for ensuring continued improvement and student achievement in all areas.
- Updated secondary transition planning assessment (ESTR) and supported electronic on-line reports to be used for goal development and transition planning in grades 8-12.
- Maintained parallel curriculum at high school with ACT-like and MEAP-like assessments.

To create an informed and involved community

- Initiated and implemented IEPs for over 240 students with a 100% compliance rate for timelines and content.
- Conducted educational planning meetings, student intervention meetings and data review meetings through use of Smart Board presentations.
- Presented the Student Information and Data Review (SIDR) data collection format to Pre-K-8 staff members.
- Implemented electronic IEPs within the Infinite Campus data base in grades PreK-12.
- Provided staff development on SIDR and identification of learning disabilities under new law parameters.
- Built a Response to Intervention resource library including various student interventions for literacy.
- Provided Response to Intervention articles to staff and administration.
- Well- represented by special educators in Response to Intervention initiative through various design team and subcommittees.
- Maintained a combined, comprehensive evaluation report format to improve customer service and parent relationships through information sharing.
- Provided a screening tool to help staff determine student characteristics of attention deficit disorder.
- Increased implementation of technology in therapy, classroom and meetings through various sources (EASY, ESSAY, Extranormal, Animoto)
- Communicated with students through falcons.net regarding homework assignments.
- Applied for and received a mini-grant (\$2000.00) from West Mac START program to implement universal supports for students having ASD.
- Attended Transition Council team meetings on monthly basis to establish best practices in transition planning and college/vocation preparation.
- Conducted guardianship training for local foster parents supervising Allendale students.
- Attended several workshops, in-services and committee meetings focusing on the topics of legal aspects, ASD, CIMS-2, Learning Disability / RTI, Discipline, FERPA, State Performance Standards, School Improvement, High School Redesign, Personal Curriculum, Highly Qualified/Highly Certified Status, Preschool Inclusion, etc.
- Ensured evaluation reports (school psych, social worker, speech, occupational and physical therapists) distributed in advance of IEP meetings.

- Developed electronic Educational Benefit notebooks for importing to student data system (Infinite Campus) at the secondary level.
- Provided immediate and regular feedback through electronic progress reports to parents with internet addresses.
- Facilitated a rigorous meeting schedule with parents, staff and county-based personnel involving initial IEP's, re-evaluation meetings, Section 504 planning meetings, staffing meetings to various center programs and various informational department staff meetings.

To develop excellence in district leadership and staff

- Contacted support personnel to instruct and assist staff in medical intervention for diabetes and celiac disease.
- Complied with Medicaid School-Based Services criteria; bringing funding to school district.
- Trained staff members in crisis prevention intervention (CPI).
- Conducted staff development and training with early childhood staff in the area of language acquisition and developmental milestones.
- Provided staff development to cross section of departmental and general educational staff in the area of 'educational environment' and 'LRE'.
- Confirmed highly qualified, highly certified status of 14 resource room teachers.
- Researched and embraced the changing roles of special education personnel in the RtI model.
- Updated elementary and intermediate staff on roles and responsibilities of educators and support staff through RtI model.
- Provided research, background information and letters of assurance for MiBLISi grant application.
- Secured professional development for staff in the area of ASD instructional strategies.
- Developed crosswalk of standards between preschool curriculum and early childhood programming options.
- Provided professional development to early childhood staff on Handwriting Without Tears intervention program.
- Conducted staff development on electronic IEP's and progress reporting using the district-wide system (Infinite Campus).
- Implemented positive behavior supports in each building with the guidance of district behavior specialist and behavior support aide.
- Fostered liaison between Michigan Speech and Hearing Association and Ottawa-county speech therapists.
- Provided staff development for determination of specific learning disability.
- Implemented behavior supports for students with ASD; behavioral specialist visited elementary staff meeting.
- Provided professional development and training for support staff in the area of determining eligibility for autism spectrum disorder.
- Assisted building principals with various staff evaluations needs.
- Received exceptional reviews from ISD personnel on CIMS results. Details outlined below.

Continuous Improvement Monitoring System: Cited in federal and state law to consider and monitor the progression of student achievement over time (3 years). The CIMS replaces the former monitoring system that reviewed compliance rates in accordance with mandates. In previous years, Allendale Public Schools reached compliance rates of 100%. The new CIMS system will help special and general educators take an in-depth look at the rate of achievement and the gaps in programming across the board.

The Allendale Special Needs' department was scored in following areas of Key Performance Indicators:

1. Child Find
2. Positive Behavior Supports
3. Student Assistance Teams
4. Family Participation
5. IEP Development, Implementation and Timelines
6. Curriculum
7. Least restrictive environment
8. Participation in the State General Assessment
9. Preparation and Planning for Adult Life
10. Instructional Practices Based on Peer-Reviewed Research
11. Data Use

In June of 2011, the district received a preliminary indication of select data and results as reported to the federal Office of Special Education Programs (OSEP). The following table indicates the State Performance Plan indicators and preliminary results:

SPP Indicator	Description	Result
Graduation rate	Percentage of students with disabilities graduating from LEA	85.71%
Adequate Yearly Progress	Measure of students participating in state assessment plan	Grade 3-8: Made AYP For participation (99%) and proficiency (87%)
Educational setting	Least restrictive environment by operating and resident district	57% students in general education setting for 80% of their day (up from 54.7%)
Compliance findings	Whether or not a district had any compliance findings	No findings of noncompliance
Disproportionality	Percentage of students with disabilities of certain racial and ethnic groups and disability areas	Target met for both eligibility category and child with a disability

Child Find	Percent of initial evaluations completed within 30 school days	100%
Early Childhood Transition	Percentage of IEPs developed and implemented by 3 rd birthday	100%
Timely Individualized Education Programs	Percentage of IEPs that were reviewed within one year of previous IEP	99%
Timely and Accurate Data Reporting	Whether an LEA submitted the required reports in a timely manner	All (six) reports submitted in a timely manner
Audit findings	Whether a district had any audit findings from the single audit process	No audit findings