



## **LRSP Status Report – June 2012**

### **1.01 CI Personalize Learning Special Ed SR 2012**

#### **Strategic Objective (SO):**

1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

#### **Topic of Strategic Objective (SO):**

Special Education

**Department/School:** Curriculum & Instruction

**Leader:** Chad Berg

#### **Team Members:**

Special Education Staff, Curriculum & Instruction office support, SEPTA partnerships

#### **In a year, we hope to see the following progress on this strategic objective:**

Compliance monitoring recommendations are being implemented, budget planning had allowed for staff re-alignment linked to the LRSP, special education staff implementing best-practice approaches in curriculum, instruction, and assessment, linked to RtI activities

### **PROGRESS SUMMARY**

During the course of the 2011-12 school year, District special education staff continued active participation on building level RtI teams. Special education staff was represented on every building level team, and at OPI training.

Special education staff was also key participants in site-based training targeting:

- Differentiated instruction through appropriate accommodations and modifications in the general education system (BHS, CJMS)
- Review and refinement of collaborative teaching practices (BHS)
- Practices that promote self-advocacy skills (BHS)
- Crisis Prevention Institute de-escalation and safety training (Hawthorne, Whittier, Emily Dickinson, CJMS, SMS, BHS)
- Common Core State Standards, ELA and Math (SMS, CJMS, BHS)

District-wide training was provided targeting:

- Positive Behavioral Support Plans and Functional Behavioral Assessments
- Meeting the needs of students with Seizure disorders
- Use of assistive and augmentative communication devices
- IDEA procedural compliance, via case manager file reviews

Preschool Outreach services continued to remain a viable option for providing services for students with disabilities in community based environments with typically developing peers. Service option delivery for preschool students continued to be refined, with a greater focus

providing services at a level designed to make progress on IEP goals, as opposed to cookie-cutter service options.

Engagement with community mental health providers (Altacare, Youth Dynamics, and Aware) remained strong, as options for integrated mental health services continued to be strengthened. A need for continued planning for Day Treatment Services remains, as this is an uncovered area of need on the continuum of mental health service options.

District staff partnered with SEPTA and community agencies to hold the 1st annual SEPTA Expo conference on Saturday, May 14th. This event provided professional development opportunities for staff, parents and community agencies in southwest Montana. The event represented a change in structure for SEPTA meetings, putting a greater focus on collaborative training between parents and schools at a larger event, rather than monthly meetings, in order to increase parent and teacher participation.

The use of RtI practices for eligibility determination for special education services remains a distant goal. Continued work is needed to define procedures for evaluating the effectiveness and fidelity of intervention implementation. More work is needed on the use of Pearson Inform as a data management tool, both for data based decision-making, and for documenting interventions in a way that travels with the child from level to level, school to school.