

Director of Special Services Board Report

January 3, 2017

Welcome back to a brand new year and hope everyone had a great vacation. I don't have too much to report due to our extended Christmas break.

We did get quite a complement from OPI that we had zero mistakes when Child Count was submitted. This is thanks to Colleen Nolan and all of her hard work.

We should have special education preschool up and running soon. We have had great difficulty in obtaining a certified teacher for this position. I am in the process of purchasing curriculum for the preschool that is geared towards meeting the developmental needs of this population.

We had a position advertised to hire an additional speech therapist, which we have not been able to fill. There is a high need in the lower grades to have additional staff in this area. We have created a position for a speech therapy paraprofessional that will help to serve this population. I hope to have someone placed in this position by the end of this month.

I am enclosing an updated and corrected flow chart on the process for referring students to special education.

Several staff members will be attending the Conference on Exceptionalities in Missoula, the main focus on the sessions they will be attending will be on writing transition plans and on instructional strategies for early childhood.

Jill Mattingly
Special Education Director

2016-2017 Child Intervention Flow Chart

Pre-Referral Interventions/Special Education Referral

Child Demonstrates Problem in the Classroom
Responsibility-General Classroom Teacher-Parents
Time based on teacher discretion



Teacher Completes Pre-Referral Information Packet
Teacher can collaborate with building SPED Teacher
Exclusionary factors need to be addressed: glasses and attendance
Time Based on Teacher and Consultant discretion



Consultation with Pre-Referral Team
1st Meeting to discuss interventions that are to be implemented



Interventions implemented for 2 weeks immediately following 1st meeting
Document targeted issue and interventions. Designate person to document data.



Interventions and Documentation Evaluated after 2 weeks



Interventions Effective
Maintain Student within
Regular Education Environment



No Further Intervention(s) Needed

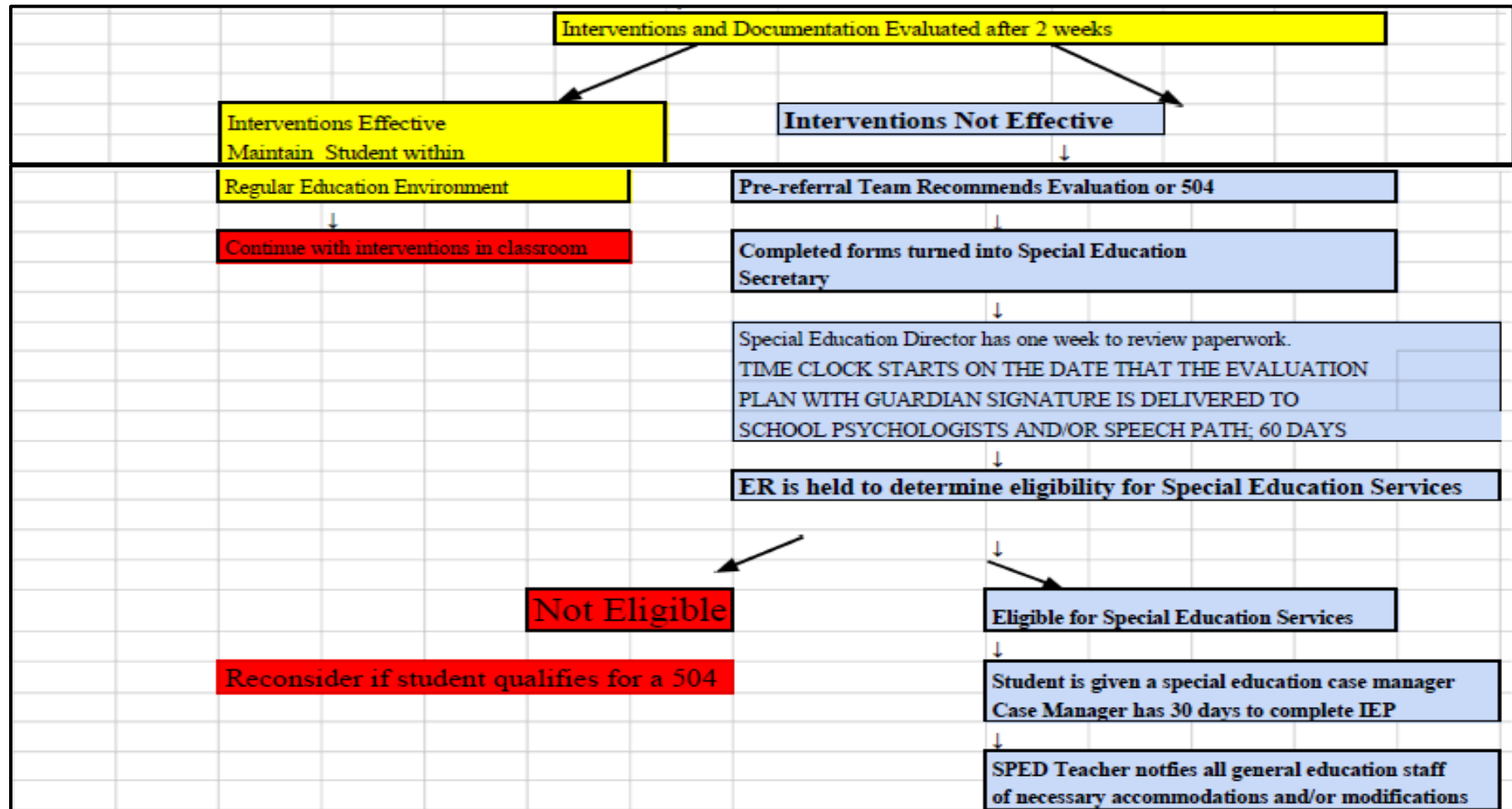


Interventions Not Effective



Brainstorm new set of interventions
Document targeted issue
and interventions for 2 weeks





Interventions and Documentation Evaluated after 2 weeks

Interventions Effective
Maintain Student within

Interventions Not Effective

Regular Education Environment

Pre-referral Team Recommends Evaluation or 504

Continue with interventions in classroom

Completed forms turned into Special Education Secretary

Special Education Director has one week to review paperwork.
TIME CLOCK STARTS ON THE DATE THAT THE EVALUATION PLAN WITH GUARDIAN SIGNATURE IS DELIVERED TO SCHOOL PSYCHOLOGISTS AND/OR SPEECH PATH; 60 DAYS

ER is held to determine eligibility for Special Education Services

Not Eligible

Eligible for Special Education Services

Reconsider if student qualifies for a 504

**Student is given a special education case manager
Case Manager has 30 days to complete IEP**

SPED Teacher notifies all general education staff of necessary accommodations and/or modifications