

# School LAND Trust Program 2011 - 2012 Kauri Sue Hamilton Final Report

## 1. ACADEMIC AREAS

### ACADEMIC AREAS AS IDENTIFIED IN THE PLAN

Mathematics  
Reading

### ACADEMIC AREAS AS IMPLEMENTED IN THE PLAN

Mathematics  
Reading

## 2. FINANCIAL PROPOSAL AND REPORT

<b>AVAILABLE FUNDS</b>	<b>PLANNED</b>	<b>ACTUAL</b>
Carry-over from 2010 - 2011	\$0	\$147
Distribution for 2011 - 2012	\$5,435	\$6,529
<b>Total Available for expenditure in 2011 - 2012</b>	<b>\$5,435</b>	<b>\$6,676</b>
Salaries and Employee Benefits (100 and 200)	\$3,729	\$4,952
Professional Development and Technical Services (300)	\$1,706	\$480
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission / Printing) (500)	\$0	\$632
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$32
Textbooks (641)	\$0	\$200
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$0	\$150
<b>Total Expenditures</b>	<b>\$5,435</b>	<b>\$6,446</b>
<b>Remaining Funds (Carry-over to 2012 - 2013)</b>	<b>\$0</b>	<b>\$230</b>

### 2. a EXPENDITURES IN OTHER PURCHASED SERVICES AND TRAVEL

These expenses were for admission to additional professional conferences attended by our staff. All conferences support the plan by allowing our staff to learn new skills and then bring the information back to share with all of our staff. Three staff attended Utah's Coalition for Educational Technology, two nurses attended a Childhood Neurology Conference, the principal attended a Conflict Management Skills Course and two nurses attended training at Community Nursing Services.

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## 2. b EXPENDITURES IN GENERAL SUPPLIES

\$32 covered the cost of conference materials that have been used by several staff at the school.

## 2. c EXPLANATION OF CARRY OVER TO 2012-2013

## 3. BOARD APPROVED PLAN

1. Staff will be able to participate in up to 4 hours of curriculum development and training and will be paid at the in-service rate of \$19.50 per hour or their hourly rate, whichever is less (25 eligible staff will include certified staff, endorsed instructors, therapists, and adaptive P.E.). They will have to apply for this opportunity and submit a final project in order to be paid. (Estimated cost for this is \$1950 - 25 staff @ \$19.50/hour x 4 hours = \$1950)

2. Any staff member will be able to submit a request to attend trainings and will be required to share what they have learned at a staff meeting. Consideration will first be given to staff who have not already had an opportunity to attend a training this school year. Staff will be encouraged to take advantage of free training whenever possible and we are fortunate in the Salt Lake Valley to have many such opportunities. LAND Trust Money may be used to pay necessary registration fees. (Anticipated and estimated amount of LAND Trust money to be allocated to this expense is \$1705.00)

3. Any staff member will be able to submit a request to observe curriculum in use in other classrooms in our district or in neighboring districts. Staff will be required to share what they have learned at the next staff meeting. Consideration will first be given to staff who have not already had an opportunity to attend a training this school year. There will be no cost or payment to staff for an observation of curriculum in use, unless a substitute is required (see #4 below).

4. Staff working in classrooms will be asked if their absence to attend a training or observation can be accommodated without a substitute teacher in their classroom. LAND Trust Money will be used to pay for any subs required. (Anticipated and estimated amount of LAND Trust money to be allocated to this expense is calculated based on the loaded substitute salary of \$88.96/day. 20 days @88.96 = 1779.20)

## 3. a PLAN REPORT

All staff develop their classroom curriculum materials on their own time, but were paid for 4 hours of their time this year. Projects included classroom behavior programs, literacy development, science projects, sensory activities, social studies units, etc. We invited Krisanne Lewis, an occupational therapist, to our annual Soup Kitchen and she presented ideas to evaluate and intervene with students with severe sensory needs. All of our secondary staff visited day programs in the valley in order to learn what our students will be doing when they transition out of our school so that our skill development matches what they need as adults. To improve behavioral outcomes, all staff received training in LRBI, Mandt, Time-Out, positive behavioral supports, and the development of FUBAs and BIPs. Staff implemented several literacy programs including STARFALL, PCI Environmental and Secondary Literacy Chapter Books.

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## 4. BOARD APPROVED GOALS

Last year's plan was to train staff on the skill areas we identified for each IEP, find and purchase curriculum for these skill areas and for language arts and math, and to provide staff training in the curriculum. We met the goals of training the skill areas and finding and purchasing curriculum but did not use any LAND Trust money for training. The School LAND Trust Plan for 2010-2011 is to provide the training opportunities for staff in the curriculum we have purchased. Money will be used for curriculum development projects, training registration costs and substitute teachers needed to work in classrooms when a staff member is absent for a training or observation.

Listed below are our school goals that will be supported through our 2010-2011 LAND Trust plan.

### School Wide Goals

#### Goal #1

**Statement of need:** Student goals are developed based on individual needs, but there is a need for fluidity of goal development among all classrooms within The Kauri Sue Hamilton School and demonstration of proficiency of goals to generalized environments. Students at The Kauri Sue Hamilton School need quality IEP's that are comprehensive. Review of current IEP's indicates that some IEP's do not include goals in every area where a student has deficits and don't currently indicate other skills students work on each day that are not written as a goal.

**Smart Goal:** student needs will be met through the development of their IEP which is based on their individual needs. By May 2011, each IEP will consider the following skill areas when developing goals and other instruction to occur throughout the day: communication, academics, rec/leisure, behavior, community based training, fine motor, gross motor, self-help, social and vocational.

- \* Develop Scope and Sequence
- \* Increase continuity from class to class

**Professional Development Plan:** Establish Professional Learning Communities and include the following discussion topics:

- \* Rename tracks and develop class flow
- \* Scope and Sequence
- \* School-wide Task Analyses
- \* create a format for documenting maintenance skills.

**Parent/Community Involvement Plan:** Involve parents in the development of task analyses for self-help, community based experiences, personal care, etc.

#### Goal #2

**Statement of need:** A review of students' data and team meeting notes indicates staff do not regularly review and analyze student data and do not create charts and graphs to view data.

**Smart Goal:** By May 2011, each staff member will be able to demonstrate their ability to take and chart data on students and weekly team meeting notes and PLC notes will document regular review of student data.

- \* Train staff to take data, analyze it and develop charts and graphs to view it

**Professional Development Plan:** Train the staff to take data, analyze it and to create charts and graphs to view it

**Parent/Community Involvement:** IEP meetings- teams will share charts and graphs to document progress

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## Goal #3

**Statement of need:** There is not a core-curriculum for students with significant disabilities, however the Utah State Office of Education has developed an Extended Core. Certified staff at The Kauri Sue Hamilton School are not proficient in evidence-based and research-based curriculum that is available for students at our school.

**Smart Goal:** By May 2011, all certified staff will have a resource guide of evidence-based and research-based curriculum available to address individual needs of our students. This guide will be a work in progress with materials added regularly.

\* Train staff on curriculum available for our students.

### **Professional Development Plan:**

- \* Staff will learn about curriculum that is currently available.
- \* Curriculum resource guides will be established in each classroom.
- \* Staff will learn the curriculum we purchase.

**Parent/Community Involvement:** Eagle scouts, church groups, and civic organizations will donate their time to create materials for use with our curriculum units.

## Goal #4

**Statement of need:** A review of data indicates that at least 20% of the students to The Kauri Sue Hamilton School require behavioral interventions beyond typical classroom rules and expectations and that there were 103 behavioral incidences requiring the use of time-out over a 6 month period. In addition, about 20% of the students use a safety harness while riding the bus to and from school.

**Smart Goal:** We will improve student behavioral needs by May of each year by teaching staff proactive strategies and knowledge to deal with maladaptive behaviors.

- \* Hold annual staff trainings to improve staff ability to understand and program for difficult student behaviors
- \* Develop a positive school-wide behavior plan
- \* Implement preventative strategies in classrooms

### **Professional Development Plan:**

- \* LRBI & Time Out Training
- \* Mandt Training
- \* Train staff: Precision commands, Core attending, Positive Behavior Supports and Functional Behavioral Analysis (FUBA) and Behavior Intervention Plans (BIP)

**Parent/Community Involvement:** Provide parents information about positive behavior supports

## 4. a REPORT OF GOAL ACHIEVEMENT

1. All staff who were eligible participated in curriculum development.
2. Staff attended a wide variety of trainings and in-service opportunities throughout the state.
3. No staff members requested observing in other classrooms or schools.
4. Classrooms were never able to absorb losing a staff member to a training and going without a sub. We used subs every time a staff member attended a training that took them away from their class while students were in attendance.

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## 5. BOARD APPROVED MEASURES

Our target is for every classroom to have curriculum in use and to feel proficient in it's use. We will ask each staff member to complete a pre- and post-plan survey to identify the curriculum and resources they use proficiently in their classroom. In addition, each month we complete and submit to the special ed department a list of trainings our staff have completed.

### 5. a REPORT OF MEASUREMENTS

All classrooms are providing instruction in numeracy, literacy, science and social studies. Classrooms with our most medically fragile students continue to struggle with the lack of curriculum materials available for their students and the difficulty in adapting materials for each of their students. All students in the school are working on IEP goals that reflect Utah's Extended Core Curriculum for their individual grade-level.

The special ed department has received our In-service tracking sheet each month which outlines all of the professional development our staff and parents have participated in.

## 6. BOARD APPROVED PLAN FOR ADDITIONAL EXPENDITURES

Our plan is to use our estimated distribution equally to provide a curriculum development opportunity for identified staff, professional development training opportunities through observations and attendance at area trainings for all staff and to provide classrooms with substitute teachers as needed when a staff member is attending a training or observation. Any additional funds will be used to further support the above listed plan steps or to purchase additional curriculum.

### 6. a THE DISTRIBUTION TO SCHOOLS IN 2011 - 2012 WAS APPROXIMATELY 20% MORE THAN SCHOOL COMMUNITY COUNCILS PLANNED FOR IN THE APPROVED SCHOOL PLANS. HOW WERE THE ADDITIONAL FUNDS SPENT?

Additional funds were used to provide curriculum development opportunities for staff and substitute teachers as needed for staff who attended training sessions.

## 7. THE SCHOOL PLAN WAS ADVERTISED TO THE COMMUNITY IN THE FOLLOWING WAYS:

School Newsletter  
School Website

OTHER: PLEASE EXPLAIN.

## 8. POLICY MAKERS WE HAVE COMMUNICATED WITH

State Leaders

US Seanators

STATE SENATORS

US REPRESENTATIVES

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## STATE REPRESENTATIVES

## DISTRICT SCHOOL BOARD

Carmen R. Freeman  
Rick Bojak  
Corbin White  
Richard S. Osborn  
Peggy Jo Kennett  
Susan Pulisipher  
Leah Voorhies

## STATE SCHOOL BOARD

9. THE STATE BOARD RULE REQUIRES REPORTING OF THE DATES WHEN LOCAL BOARDS APPROVED THE OTHER FOUR PLANS COMMUNITY COUNCILS ARE RESPONSIBLE FOR. PLEASE ENTER THE MOST RECENT APPROVAL DATE FOR EACH PLAN LISTED.

2012 - 2013 SCHOOL PLANS	Available
SCHOOL IMPROVEMENT PLAN (required for all schools)	10/23/2012
PROFESSIONAL DEVELOPMENT PLAN (required for all schools)	10/23/2012
READING ACHIEVEMENT PLAN (required for all schools with K-3 grades)	10/23/2012
CHILD ACCESS ROUTING PLAN (required for all elementary, middle & jr high)	03/02/2012

10. A SUMMARY OF THIS FINAL REPORT MUST BE PROVIDED TO PARENTS AND POSTED ON THE WEBSITE BY NOVEMBER 15TH OF THE 2012-2013 SCHOOL YEAR. WHEN WAS THIS TASK COMPLETED?

Not required for Charter Schools.

11/10/2012