BOE Report
November 8, 2016
Megan Paliotti, Director of Special Education

Professional Development

In October, all special education staff members participated in an IEP compliance training led by Linda Johnson. Staff members were led through each part of the IEP, with Linda highlighting frequent compliance issues that are found during state reviews. After the initial training, staff was given time in the afternoon to work on one of their students' IEPs to apply what they had learned, while having Linda's support. Feedback was positive from the staff and IEPs have already been more compliant as we have gone through CSE meetings since the training.

A team consisting of speech therapists, a special education teacher and an aide attended the Language to Literacy workshop offered through BOCES. This trained the team on how to use a communication device and the editing software associated with it to meet one of their students' communication needs.

Medicaid

On November 1st, I attended Cost Reporting and Random Moment Time Study training. This is a report that the treasurer, Kathy Krivitza, and I work on together to aid in getting Medicaid reimbursement.

Student Movement- 10/4/16 – 11/2/16

Special Education	**CPSE**	**CSE**	**504**
New referrals	**3**	**0**	**2**
Declassified	**0**	**0**	**0**
Moved in	**0**	**1**	**0**
Moved out	**0**	**3**	**0**
BOCES placements		**16**	
Consortium placements		**5**	

Parent Participation

Committee on Preschool Special Education Meetings- We have not had any since the Board meeting.
Committee on Special Education Meetings- 43%

English Language Learners

-33 students currently qualify for services

The comprehensive Part 154 Data Report was completed. This report requires districts to provide information about the English Language Learners in the district. The report focuses on evaluation of ELL's, services provided to ELL's, how long individual ELL's have been receiving services, first language of our ELL's, and other regulatory checks.

Transition Services

When students who have disabilities turn 15, we are mandated to begin planning for their transition from high school to post-school. We start this process within the IEP at 12 years old in order to get the students and family thinking about their future. This month, Jeremy Hughes, transition coordinator through Wayne Finger Lakes BOCES, met with some of our high school students to complete person centered planning. This is a process where Jeremy elicits information about students' preferences and interests in order to come up with a plan to meet their future goals for their career and transition to post school life. We have access to Jeremy's support through a Transition Grant that was awarded to BOCES.