BOE Report
October 8th, 2019
Kellie Marciano, Director of Special Education and Pupil Personnel Services

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State Reporting- Currently we are working with a Regional Associaciate to complete a Compliance Assurance Plan. After a review of our discipline data, we were identified on four issues (Regulation 200.22(b) (1), 200.22(b)(5), 201.4 (a)(3), and §201.4(d)(2)(i). These four areas address the concerns regarding students with disabilities and behaviors. As a district, we will be working on holding 5 CSE meetings prior to October 15th to review discipline records of students and determine if a Functional Behavior Assessment is needed. Moving forward, we will determine at CSE meetings if a student exhibits persistent behaviors that impede his/her learning despite consistently implemented general school-wide or classroom-wide interventions.

This year, we will be holding a "contributing factors" team meeting monthly to discuss students with disabilities and the root cause of the behaviors. As a team we looked at our suspension data and held a conversation of what the data shows. As a team we determined that a large portion of students classified as Speech and Language Impaired were also suspended at a higher rate. We discussed that this may be more of a communication issue leading to explosive behaviors. This will be an area that we address through speech services and supports around the disability of the student. We also created a list of root causes and determined a goal for the group will be to focus on one area a month. The areas we identified were:

- Poverty/Poverty SWD
- Tier 1 instruction-is it consistent
- Lack of consistency/effective communication of plans
- Classification of Emotionally Disturbed vs. Other Health Impairment- what are the misconceptions regarding these classifications- what do the regulations say?
- Building level support plans (Function Based Assessment/Behavior Intervention Plans/Function Based Thinking)
- Understanding 504/IEPs plans- all staff understanding the modifications and accommodations
- Focus on negative-being punitive with expectations and consequences
- Community perception of school/ how do we break the cycle of school being viewed as a negative step
- Code of conduct-how do we add restorative practices to it
- Pathways to graduation-what are the different pathways and how do we support students and their transition plans after school.

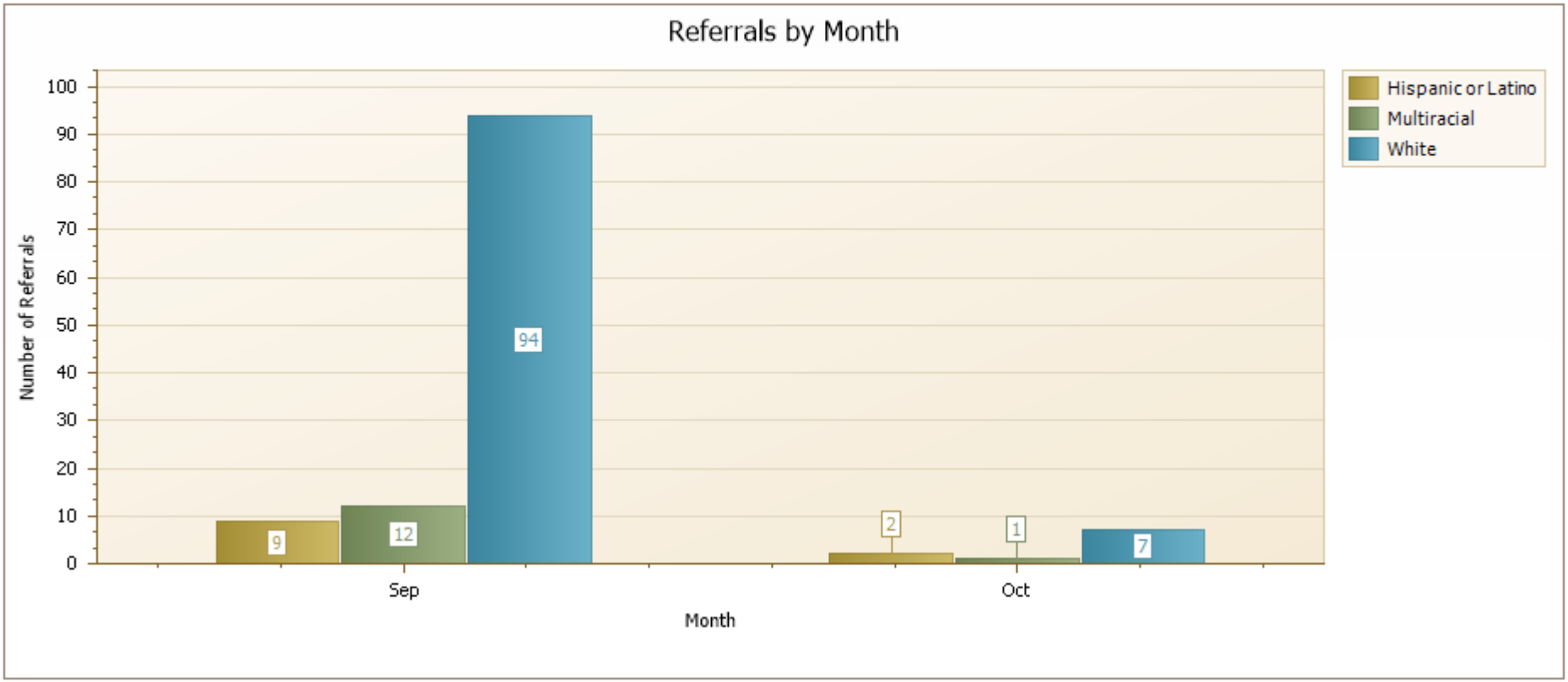
For the month of October we will be focusing on the building level support plans in regards to behavior. At our meeting in November, we will bring the support plans we have in progress and determine their fidelity and effectiveness.

Data for the month of September in regards to contributing factors

Schoolwide data PreK-12 based on ethnicity.

Display data for: Enrollment Building Referral Building

Break down by: Ethnicity Group by school year

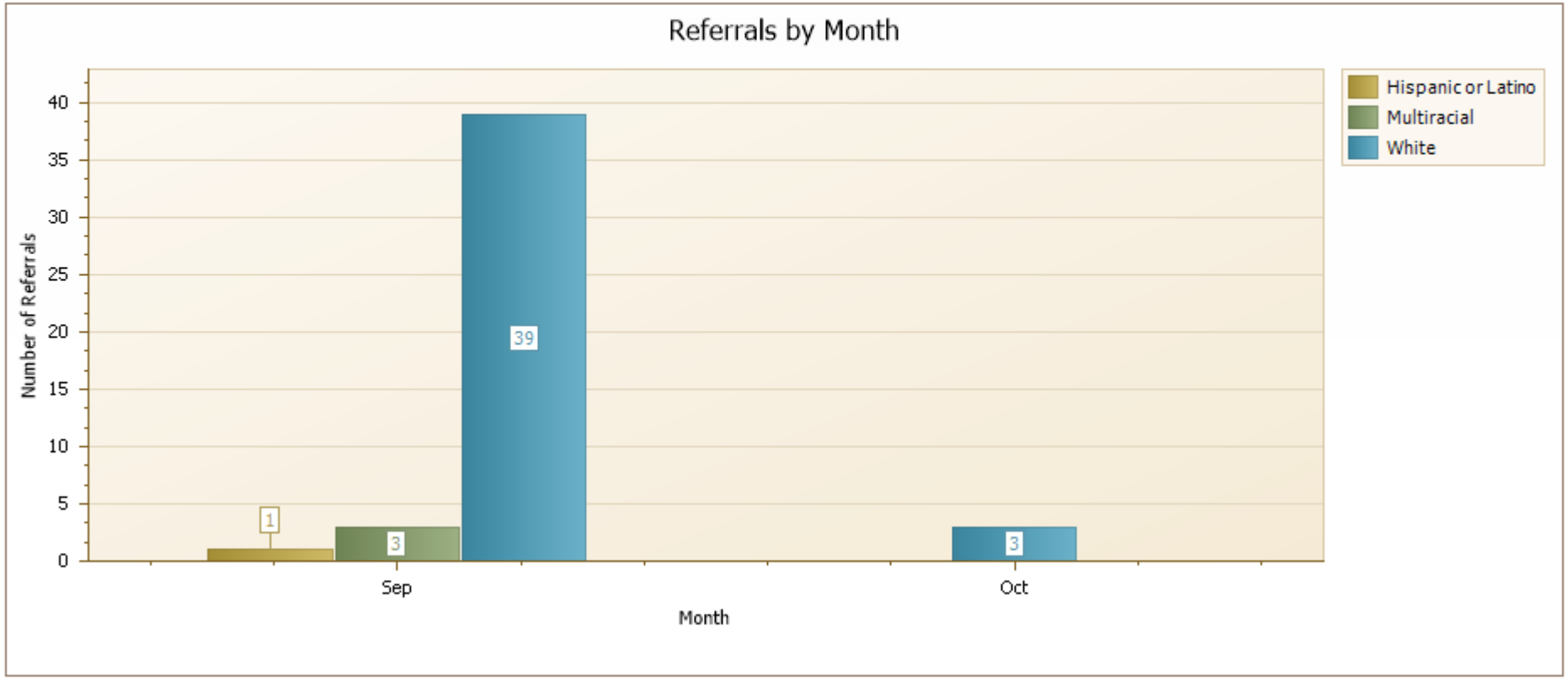


Schoolwide data PreK-12 based on ethnicity with an IEP

Display data for: Enrollment Building Referral Building

Break down by: Ethnicity

Group by school year



Hiring- We currently are accepting positions for a high school special education teacher with a strong background in math. We have a Teaching Assistant posting currently up with an anticipation to interview candidates this month.

Professional Development-

We provided a therapeutic crisis intervention in school (TCIS) training to about 10 staff on Sept 17th, 18th, 23rd, and 24th. Staff participated and were certified in three different areas:

- Life Space Interview
- Protective Interventions
- Physical Restraints

As a TCIS training team we will meet this month to determine next steps for TCIS in the schools and what areas we want to provide professional development on.

October 11th we will be providing a three hour refresher to staff who have already been trained in TCIS for the areas of de-escalation, co-regulation, and behavior support techniques.

Leverage Leadership- Visits and meetings will begin this month. I have started at the elementary school and will continue to the middle school next. I have asked staff to identify an area they would like me to coach them on and to look for while in the classroom.

APPR- I will be attending the APPR certification PD offered from BOCES in October. Observations will begin after that.

Parent Participation for Meetings occurring during July and August

Committee on Preschool Special Education Meetings- 100%

Committee on Special Education Meetings- 67%

English Language Learners

Current number of students enrolled: 25

On October 8th, families of ELL students will be invited in for an informational night that will be held my our ESOL teachers.

On October 11th, Svetlana Stowell from Midwest Regional Partnership Center will be in to meet with our ESOL teachers and provide professional development on students who are ELL as well as a student with disability. She will discuss the process, accommodations, and regulations around a student with disabilities who also receives ELL services.

Student Movement- 9/4/19-10/1/19

Special Education	**CPSE**	**CSE**	**504**
New referrals	**5**	**7**	**5**
Declassified	**0**	**0**	**0**
Moved in	**0**	**1**	**0**
Moved out	**1**	**7**	**0**
Work placements (½ days-Key Industries, CrackerBox Palace	**N/A**	**1**	**0**
BOCES placements		**19**	

Consortium placements (at other districts)		**2**	
Consortium placements (at NR-W)		**1**	
Approved Private School		**Was 6 at the beginning of the year, now at 3 due to placements by Office of Mental Health**	