BOE Report
December 10th, 2019
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State Reporting-

Update on our Compliance Assurance Plan

- As a department, the CSE has been very cognizant on discussing student behavior as part of the CSE meeting. Students with persistent behaviors that are impacting their learning and the learning of others have been identified as a student identified as either a building level support plan, or in need of a function based assessment and a behavior intervention plan. Currently, we have four students with a fully implemented Behavior Support plan, and 2 students who are completing the function based assessment due to behaviors. The psychologists have been meeting with teams to develop behavior intervention plans, and ensure the fidelity of the interventions in place.
- We have been sending home progress notes to families on students who have a behavior support plan on their progress towards the goals that are implemented.
- The next area that we will focus on is manifestation meetings. On December 18th I will be attending a teleconference on manifestations and how to determine if a behavior is connected to the student's disability. At this point in the school year we have not had any manifestation determination meetings.
- The Contributing Factors team will meet the week of 12/2 to discuss the following topics:
    - Attendance-how is attendance and behavior linked? How are we supporting attendance in the buildings.
    - Talk about sharing files/resources from building to building when students transitioning
    - Looking at the Code of Conduct, when are we suspending? How does this relate to VADIR?
    - What does re-entry look like after a suspension? How are we implementing Restorative Practices at this level of behavior?
    - Behavior support plans-share from each building the form and process.

Hiring- We have 2 candidates for the special education vacancy at the high school. We have interviewed one, and have the second one scheduled.

Professional Development-

This month, I have attended professional development in the area of Trauma, Illness, and Grief. The group I am attending with is the 3rd group of staff to go through the training. The last two days are in December and we will work on the TIG plan that is already started by the other teams. The purpose of this plan is to support in the areas of trauma, death, susicide, illness, and developing a support for the school when in need. We will continue to work with other districts as well to create a plan if we are in need of support during one of the previous mentioned events. This allows for more staff to be available to support during the need of a crisis.

I attended the Personalized Learning PD offered through BOCES with the PL design team. This allowed me to gain a better understanding of where we currently are PreK-12 with the PL initiative and provided some tools to help with my leverage leadership conversations.

Leverage Leadership- I have been able to read the lesson plans of the special education teachers weekly. This has given me insight to areas that we are in need of support. At the elementary level, I have seen a lot of lesson plans being impacted due to behavior. At the Elementary Special Education department meeting we discussed various tools that can be used to support behavior, track behavior, and how to manage behavior at the tier 1 level. Teachers used a personalized learning opportunity to explore different tools and articles to fit their students the best.
The articles and resources used were:

- https://www.pbisworld.com/tier-2/behavior-intervention-plan-bip/
- https://www.indianaieprc.org/images/lcmats/iepprocess/S11-1DevelopingEffectiveBehaviorInterventionPlan.pdf
- https://www.pbisworld.com/data-tracking/
- https://www.thoughtco.com/bip-a-behavior-intervention-plan-3110674
- https://www.interventioncentral.org/behavioral-interventions/challenging-students/teacher-behavioral-strategies-menu
- https://www.thinkinclusive.us/5-strategies-for-positive-behavior-support-in-inclusive-classrooms/
- https://www.teachervision.com/teaching-strategies/behavior-management
- https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/behavior-intervention-plans-what-you-need-to-know

Next month's meeting, teachers will come back with one of the tools or strategies they used and report back on how it worked with their students. The goal for the team is to create a bank of resources to pull from to support behavior at the tier 1 level.

During the month of December, teachers will have their announced observation instead of a leverage leadership conversation.

APPR- I have started announced observations with all ELL and Special Education staff. Everyone is scheduled for their announced by the end of January.

Parent Participation for Meetings occurring during November
Committee on Special Education Meetings- 88%
CSE: 11/6/19- 5/6 attended
CSE: 11/8/19- 4/4 attended
CSE: 11/20/19- 5/6 attended
CSE: 11/22/19- 5/6 attended
CSE: 11/25/19- 1/1 attended
CSE: 11/26/19- 2/2 attended

Committee on PreSchool Special Education Meetings- 33%
CPSE: 11/19/19- 1/3 attended

English Language Learners

Current number of students enrolled: 32

We have had 4 kindergarteners enter during the month of November who will need ELL support.

Student Movement- 11/6/19-12/2/19

Special Education	CPSE	CSE	504
New referrals	1	3	1
Declassified	0	0	0
Moved in	0	1	0
Moved out	0	3	0
Work placements (1/2 days- Key Industries, Cracker Box Palace)		1	
BOCES placements (some students with work placements & school)		19	
Consortium placements (at other districts)		2	
Consortium placements (at NR-W)		1	
Approved Private School placement		3	