BOE Report
January 14th, 2019
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State Reporting-

Update on our Compliance Assurance Plan

- On December 18th I attended a manifest determination teleconference to learn more about the process. They have sent the audi CD that I will be able to share with the assistant principals and psychologists. It is important they are aware of the process since they are part of the manifest meetings. They also sent various resources to help with the letters that are being sent home after a manifestation meeting and what data is being reviewed at each meeting. We have looked at this in comparison to what we are sending, and at this time we are compliant.
- I have submitted all documentation to the SED for review. The next step of the process is for them to review the evidence and inform me of any additional information or evidence they may need.
- The Contributing Factors team continues to meet and discuss data regarding suspensions. We met on 1/7 and discussed the following topics:
    - Quick Recap on where each building is for Restorative Justice - in regards to discipline
        - *ES - Community Circles with the AP, Think Sheets, Community Circles in the office with specific groups of students)*
        - *MS - Restitution (focusing more on what consequence fits the offense)*
        - *HS - Restitution process (have been working on this for a few years), staff is more involved and seeing the impacts,, so it is going farther than in the past. Restorative conversations more than use of the sheet.*
    - We reviewed MTSS processes and interventions. The team had created a list of all interventions currently in place (see charts below) The team discussed the thresholds for triggering support. Our next step is to align the thresholds and tiers with interventions. The team also will create a checklist of interventions the student has tried for communication between buildings, providers, teachers, etc. The team will determine next meeting a consistent format to use.

Academics	Behavior	Attendance
Consult (ES/MS) Coteach (ES/MS) Sp. Class (ES/MS) Reading Int (ES/MS)**depends on subbing situation* Math Int. (ES/MS) **depends on subbing situation* Advisory - (MS) Resource Room (ES/MS) Speech (ES) OT (ES)	BIP CICO (ES/MS/HS) Mod. CICO (ES/MS/HS) Peer Mentoring PINS (MS/HS) Skills Group (ES/HS - to start) FACT (ES/MS/HS) WBH (ES/MS/HS) Token System (ES/MS-5-6)	Letters (ES/MS/HS) Calls home (ES/MS/HS) CICO (ES/MS/HS) Beh. Contracts (ES/MS) Incentives (monthly) - (ES/MS) *HS grade level challenge Safety Patrol (ES) Home Visits (ES/MS/HS) *Link to SRO/Home School Liason

PT (ES) OG (ES) Reading Rec. (ES) K Lab (ES) A Seuss - (HS) WRAP/RENEW - (ES/MS/HS)	OPWDP - (ES) Reflection Room (ES/MS) ISS - (ES/MS/HS) SPOA - (ES) MTSS Aide (ES/HS) Structured Breaks (ES/MS/HS) YAP (MS/HS) *has been stopped Delphi - (MS/HS) Dr. Dan (ES/MS) WRAP/RENEW - (ES/MS/HS) After School Family Counseling Services - (ES/MS/HS)	

Data that is discussed at tier meetings
Aimsweb+ (ES) Attendance (ES/MS/HS) ODR (ES/MS/HS) Crisis Calls (ES/MS) Benchmarks (ES/MS/HS) State Tests (NYS ELA, Math, Science, Regents, etc) - (ES/MS/HS) Classroom Assessments - (ES/MS/HS) Nurse Visits (ES) CICO (ES/MS/HS) Xello (MS)

Academics Thresholds		Behaviors Thresholds	
Tier 1	No failing - (MS/HS) F&P Aimsweb +	Tier 1	ODR -0-3 (ES - monthly) 0-2 (MS - semester) 0-1 (HS - semester)
Tier 2	Failing 1-2 (MS/HS) F&P Aimsweb+	Tier 2	ODR - 4-9 (ES - monthly) 3-5 (MS - semester) 2-4 (HS - semester)
Tier 3	3+ Failing (MS/HS) F&P Aimsweb+	Tier 3	ODR - 10 + (ES - monthly) 6+ (MS - semester) 5+ (HS - semester)

Hiring- We are still looking for a special education teacher at the high school.

Professional Development-

This month, I have attended a teleconference on manifestation determination. I continue to go to the CSE consortium meetings to discuss what is happening in the region. Coming up, I will be attending a training with BOCES on dyslexia and changes in regulations regarding how schools screen for this.

For staff, I have asked the special education department to identify areas they feel are areas of need for professional development. I am working with BOCES to provide PD opportunities in the areas identified.

Here were the needs identified by staff:

Are there "cut-off" scores for kids who receive CSE vs building level supports?

I think whatever PD we have there should be at least one follow-up PD on the same topic in the future. I think often we attend PD, get really excited about it, come back and attempt to implement it, but for whatever reason it ends going no where. I think follow-up PD on the same or similar topic is important because it essentially forces us to keep it in the forefront of our minds, holds us accountable, and allows us to dive deeper into a topic for a period of time. I believe multiple PDs on one topic is of more benefit than many PDs on a whole variety of topics.

writing, guided reading

Guided reading, data tracking sheets (I feel pretty comfortable with the system I use now, but am open to other ways!)

Quality IEP's

assessment for high school students

Transition services - ACCES VR

I think time with other SpEd teachers is huge -- we learn so much from one another when we are given the chance to share what we do.

spelling & writing,

nothing specific, just know I can do better in many areas but feel like administration and other teachers are approachable so I just ask others as needed

organization, tools and tips

IEP's

APPR- I have continued to complete APPR observations on special education staff. Everyone is scheduled for their announced observations. I have noticed in classrooms that teachers are utilizing personalized learning during the consultant sections. This has led to a natural and authentic feel for accommodations and modifications. For example, students utilize chromebooks easily and have their assistive tech support loaded for them (such as co-writer, text to speech, audio books etc). The conversations I am having with staff after their observations has allowed for me to give feedback on the service delivery of modifications and has allowed me to see how modifications are being delivered throughout the district.

Parent Participation for Meetings occurring during December

Committee on Special Education Meetings- 74%

CSE: 12/4/19- 4/7 attended

CSE: 12/11/19- 6/8 attended

CSE: 12/12/19- 1/1 attended

CSE: 12/18/19- 6/6 attended

CSE: 12/20/19- 0/1 attended

Committee on PreSchool Special Education Meetings- 100%

CPSE: 12/17/19- 2/2 attended

English Language Learners

Current number of students enrolled: 31

Student Movement-12/3/19 - 1/6/20

Special Education	CPSE	CSE	504
New referrals	6	1	1
Declassified	0	1	1
Moved in	0	4	0
Moved out	0	2	0

Work placements (1/2 days- Key Industries, Cracker Box Palace)		1	
BOCES placements (some students with work placements & school)		20	
Consortium placements (at other districts)		3	
Consortium placements (at NR-W)		1	
Approved Private School placement		3	