BOE Report
March 10th, 2020
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State Reporting-

Update on our Compliance Assurance Plan

- We have completed this and our plan has been accepted and approved. The areas that the plan addressed were suspensions and removal from the student(s) program, the completion of Function Based Assessments (FBA), Implementation of Behavior Support Plans (BIP), and manifestation determination meetings. We had to review specific students' IEPs, hold program reviews, and implement the needed support for the students in regards to behavior. Continuing to move forward, we are completing FBAs on students who demonstrate behavior that impacts the learning for themselves and others. We are holding manifestation meetings on students when they reach the 10 days removed from their educational program. We are discussing more about how their disability is impacting their behavior or not and sharing information that is understandable to all parties involved. I have started utilizing more resources in these meetings that describe what a psych report is identifying as a need. For example:

  The report reads:

  BASC-3....Atypicality....T-Score....31....Percentile Rank.... 4

  What that means is- A student presents with the tendency to engage in antisocial and rule-breaking behavior, including destroying property.

  With the scores above, this student is in the At-Risk range of exhibiting these behaviors.

  This is the chart that I have been utilizing for this specific test with parents/guardians for them to understand what the scores mean, along with the definition. This has been helping the educational team include the parents/guardians more in understanding the student's behavior.

BASC-3 Scale and Composite Score Classification

Classification		T-Score Range
Adaptive Scales	Clinical Scales	
Very high	Clinically Significant	70 and Above
High	At-Risk	60-69
Average	Average	41-59
At-Risk	Low	31-40
Clinically Significant	Very Low	30 and below

- The Contributing Factors team continues to meet and discuss data regarding suspensions. We met on 3/4 and discussed the following topics:
  - Quick Recap on where each building is for Restorative Justice - in regards to discipline
    - We determined the need for a restorative justice team to be identified in each building. These teams will meet regularly and will begin to update the restorative justice action plan that was started in years previous. The assistant principals will lead this work. The teams will first identify where the buildings currently are in implementation of restorative justice, and what are the necessary next steps to keep the work moving forward.
    - We discussed that this team will also be tasked as the MTSS district team and will continue to work through the MTSS process. The team is currently working on an MTSS handbook for the district. This will help with ensuring consistency across PreK-12 with the MTSS process. The team recently did adapt a building level behavior support plan for students. This will be used consistently across PreK-12. The sample plan follows.

North Rose-Wolcott Central School District

Function-Based Problem Solving and Identified Behavioral Supports

Student Name: _____ **Date of Birth:** _____ **Age:** ____
Grade: _____ **School:** _____ **Teacher:** _____
Report Date: _____ **Review Date:** _____
Implementation Date: _____

Summary of Concern(s) from RFA/Data
Make a copy and fill out Tier 2+ Check-in document (in MTSS shared folder) and link here.

IDENTIFIED BEHAVIORS:

Category:	*Operational Definition:*

REINFORCERS:

Category:	*Identified Reinforcer(s):*

Setting Events: →	***Antecedent:*** →	***Target Behavior(s):*** →	***Maintaining Consequence:***	
Setting Event Strategies (What are ways to change the context to make the problem behavior unnecessary?)	**Preventive Strategies** (What are ways to <u>prevent</u> the problem behavior?)	**Teaching Strategies** (What behaviors does the student still need to learn through explicit instruction (i.e., directly taught, modeled and practiced)?)	**Consequence Strategies** • What should happen when desired replacement behavior occurs? • What should happen when a problem behavior occurs?	
•	•	•		

Interventions	
Area of Concern	
Specific Target	
Tier	

Goal			

Parent Contact

Date	Type of Contact (phone/digital/conference, etc)	Outcome
Date	Type of Contact (phone/digital/conference, etc)	Outcome

Follow Up	
Bring Back Date	
Input Data Due Date	
Parent Contact Date (discussion of SST plans)	

CSE/504		
Referral to CSE/504	Not at this time	Yes, warranted at this time

Hiring- We are still looking for a special education teacher at the high school. We have hired 1 aide at the middle school, and in the process of 1 more being recommended. We have 1 current aide position still open.

Professional Development-

This month, I had BOCES meet with our 9-12 teachers on transitions in the IEP. Staff met during our team meeting time to have professional development targeted on how to best write the transition goals in the IEP. This month, that presenter will be back to meet 1:1 with staff members on March 25th to look at individual IEPs and how we can better write the transition goals for students.

Here is information from NYSED about transitions and post-secondary goals.

http://www.p12.nysed.gov/specialed/publications/iepguidance/postsecondary.htm

Over the February break, a couple of teachers came in and worked on unpacking standards to create better assessments. We also worked on creating playlists that aligned to the standards and addressed the essential understandings. Here is a sample of the work one teacher created.

Unpacking the Standard

Standard (Step 1-highlight the nouns and circle the verbs) : **Add, subtract, factor, and expand** linear expressions with rational coefficients by **applying** the
properties of operations.

Learning Goal Targets (Step 2-the "what"):	Foundational Targets (Step 3: What do they need to know first?):	Vocabulary(Step 3: What vocabulary will the need to know, and learn):
-combine like terms		
-add linear expressions w/rational coefficients	operations with positive values, number line, like terms, operations with positive and negative values	combine like terms, variable, constant coefficient,
-subtract linear expressions w/rational coefficients		add, subtract, rational, coefficient, constant, additive inverse, x + q = r, fee, total amount, rate, positive and negative values
-factor linear expressions w/rational coefficients		-multiply, greatest common factor, divide
-expand linear expressions w/rational coefficients		-distribute, matrix multiplication (punnett square)
apply properties of operations		

Cognitively Complex Target (real life application, taking it one step further) (Step 4-What will students do to demonstrate the understanding of the standard): I can create an expression for a peer to simplify and then evaluate their response.

Create Performance Scales

Standard: Add, subtract, factor, and expand linear expressions with rational coefficients by applying the
properties of operations.

Learning Goal (from Step 2)	Taxonomy Level Knowledge/Comprehension-2 Application/Analysis-3 Synthesis/Evaluation-4	Scale Level
I can combine like terms	2	1
I can add or subtract linear expressions.	2	3
I can factor linear expressions by determining the greatest common factor.	2	3
I can expand linear expressions using the distributive property.	2	3
I can apply the properties of operations to simplify an expression.	3	4
I can create an expression for a peer to simplify and then evaluate their response.	4	4

Level	Description of Target
4.0 (Cognitively Complex Target)	I can create an expression for a peer to simplify and then evaluate their response.
3.0 (Learning Goal Target)	I can add or subtract linear expressions using additive inverse to solve for a variable. I can factor linear expressions by determining the greatest common factor. I can expand linear expressions using the distributive property. I can apply the properties of operations to simplify an expression.
2.0 (Foundational Target)	I can combine like terms.
1	With help, partial success at level 2.0 content and 3.0 content.
0	Even with help, no success.

APPR-

APPR for all special education staff has been completed. Our post observation conferences have helped me identify areas of need for staff. We will continue these conversations with the use of leverage leadership. Teachers are looking for ways to ensure students are engaged, personalized learning is impacting learning, conversations are high level and meaningful, and that student behavior is appropriate. I have seen a variety of resources being utilized by staff that demonstrate that differentiation is happening. The next steps are to ensure that teachers are progress monitoring the students effectively and we are seeing growth.

Parent Participation for Meetings occurring during Feb/March

Committee on Special Education Meetings- 63%

CSE: 2/5/20- 5/6 attended

CSE: 2/12/20- 3/6 attended

CSE: 2/26/20- 3/6 attended

CSE: 3/3/20- 1/1 attended

Committee on PreSchool Special Education Meetings- 88%

CPSE: 2/4/20- 3/3 attended

CPSE: 2/11/20- 2/2 attended

CPSE: 3/3/20- 2/3 attended

English Language Learners

Current number of students enrolled: 29

Student Movement-2/3/20 - 3/3/20

Special Education	CPSE	CSE	504

New referrals	3	4	5
Declassified	0	0	0
Moved in	0	1	0
Moved out	0	1	0
Work placements (1/2 days- Key Industries, Cracker Box Palace)		1	
BOCES placements (some students with work placements & school)		21	
Consortium placements (at other districts)		3	
Consortium placements (at NR-W)		1	
Approved Private School placement		3	