BOE Report
May 12th, 2020
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State Reporting-
This year, the special education department has to report on indicator 13 and 14. Indicator 13 is on Secondary Transition (more information can be found here: http://www.p12.nysed.gov/specialed/spp/indicators/13.htm), and indicator 14 is on Post-Secondary Outcomes (more information can be found here: http://www.p12.nysed.gov/specialed/spp/indicators/14.htm). Prior to the closure, we met with BOCES on indicator 13 and had professional development for our high school special education staff regarding the transition statements in an IEP. The next phase will be having zoom meetings with BOCES so they can meet with the staff, look over the transition statements on the IEPs and give us feedback before we do the review. BOCES will help us through the review as well. For indicator 14, seniors will participate in a survey on what they are doing post graduation.

Hiring- We have started to collect applications for extended school year (ESY). We will determine the need of staff after the decision from the Governor and what ESY will look like for 2020.

Professional Development-
- Working with BOCES I have set up function based thinking training and functional behavior assessments training for the psychologists and assistant principals. By doing this training together, we will be able to have common language, a common understanding, and be able to continue to move our MTSS process forward.
- I have been attending webinars offered by the Council of Administrators of Special Education. Many of the PD opportunities have been around how to provide special education services during the closure.
- At the end of May, the Truma, Illness, and Grief team will be attending a training called "Re-Entry and Recovery from a Crisis Perspective". The training will support the TIG team in creating a re-entry plan for when schools reopen to support our students, staff, and families.

Special Education and Covid-19
- During the pandemic, our special education department continues to provide services to our students with disabilities. Here are some updates:
    - Teachers created a home learning plan for students on March 13th. We have updated these as guidance from the state has changed regarding what services and modifications are mandatory. Teachers in their learning plans include the following:
        - Student's disability and the impact on learning-be specific on how this might relate to distance learning (this should be lifted from the IEP with maybe a tweak on how it is impacting distance learning).
        - Accomodations and Mods needed to access the gen ed curriculum (should be what is on the IEP and again, what does that

mean for the current setting)Guideline- Ensure students have equitable access to the learning environment districts are providing. (Providing accommodations, modifications and supports and services) We need to document what we are providing and what we are not able to provide.

- Clear schedule for providing services.
- Correlation to student goals.
- Parent contact and student contact-staff are tracking how long they are able to spend with each student and provide services and support. The staff also have been calling to discuss what can and cannot be provided. For example, we are able to provide notes to students, but cannot provide a 1:1 aide at this time. The case managers and parents have worked together to determine what can be provided, they have documented this conversation, and the parents have been in agreement, and supportive as well.

- We have continued holding annual reviews for CPSE, CSE, and 504s via zoom. We are still able to share the IEP during the meeting and have conversations around the present levels. Parents have been participating and have been reaching out if they are having technical difficulties. We have received positive feedback from parents on holding meetings in this format. Parents who are unable to participate, we are able to connect via phone after the meeting and give an update about their student.
- Staff are attending professional development. As a team, we utilize a google classroom and share professional development with each other. We share if it is worthwhile or not, notes from the meetings, and any suggestions for moving forward. The team has really been supporting each other through this and problem solving different issues that arise.

Parent Participation for Meetings occurring during April

Committee on Special Education Meetings- 69% (all meetings held during the closure have been via zoom. Parents have participated or followed up with a staff member after the zoom meeting if they have had questions. Parents are accessing the zoom meeting successfully or we are calling them and having them on speaker phone so they can participate).

CSE: 4/20/20- 0/1 attended

CPSE: 4/21/20- 1/2 attended

CSE: 4/22/20- 2/2 attended

CPSE: 4/28/20- 3/3 attended

CSE: 4/29/20- 1/3 attended

CSE: 5/1/20- 2/2 attended

English Language Learners

Current number of students enrolled: 31

Student Movement- 4/6/20 – 5/5/20

Special Education	CPSE	CSE	504
New referrals	0	0	0
Declassified	0	0	0
Moved in	0	0	0
Moved out	0	0	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)	2
Consortium placements (at NR-W)	1
Approved Private School placement	3