BOE Report
June 9th, 2020
Kellie Marciano, Director of Special Education and Pupil Personnel Services

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State Reporting-

Indicator 13: Secondary Transition Update

WFL BOCES Transition Specialists have been supporting us with this work. We have selected 10 IEPs to review. With the preliminary review, the area the staff needs support in writing transition statements is the transition statement. With support of BOCES, the staff has received training, and will continue to receive training to make these statements compliant. I will work with staff to review this information and apply it to all IEPs.

Indicator 14: Post-School Outcomes Update

Our seniors who are students with disabilities will participate in a survey after graduation that looks at what students are doing after high school. Our students have been mailed letters that explain the survey. The letter also gives an option to opt out.

Disproportionality Self Review

We will be completing a self review on Jun 8th looking at suspensions of students with disabilities. We will report our findings as well and create an action plan to support our students with disabilities. We have started a lot of this work this year with Function Based Thinking, Restorative Practices, and Responsive Classroom. We will continue this work next year.

Hiring- We have had several staff members interested in our Extended School Year Program. We have been able to shift a few members interested into working with the summer program as well. This year we are hoping to offer special education support in both programs. Extended School Year will still be focussed on students who showed regression during the December and February breaks. I anticipate needing 2-3 special education teachers for this program and 1 teaching assistant. I am waiting on final numbers and for parents to express their desire for involvement this summer.

For the fall, we are not currently anticipating any new hires in the special education department.

Professional Development-

- Special education staff and our English as a Second Language teachers have been participating in a wide range of professional development. This time has allowed staff to take professional development targeted on writing quality IEPs, strategies for ELL students, transition statements in IEPs, Function Based Thinking, how to support students in crisis, and much more. Staff has shared their documents with me and I have shared them on our Special Ed/ELL google classroom. There has been a great collaborative approach and sharing of materials and ideas among the staff.

- I have worked with the assistant principals and psychologists this month on attending a 3 day training on Function Based Thinking. Our plan to move forward is to meet over the summer and determine how to implement the approach. The goal with this will be to determine what the function of student's behavior is and create targeted interventions and replacement behaviors. This will decrease our office discipline referrals and teach behavior to students.
- We have been able to attend the Midwest PBIS professional development the week of June 1st. The teams from each building have attended different sessions from the Language of MTSS to Administration and MTSS. It has been a time for us to refine our thinking and skills, as well as create action plans around our Tiered Fidelity Inventory.
- We continue to meet as a consortium on Trauma, Illness, and Grief (TIG). The TIG training has been focused around how to support students and staff during this pandemic and crisis. We have an all day training coming up on June 5th that is titled "How Schools Can Respond to a National Mental Health Crisis in the Wake of COVID-19". The hope of this will be to have actional items we can bring back to the district as a TIG team and begin to support creating plans for our re-entry.

Special Education and Covid-19

- We are continuing to hold CSE Annual Reviews, and have started having initial eligibility meetings as well. The parents have been attending more of the meetings via zoom, or on speaker phone. The case managers have been doing a great job reaching out to families and helping them connect to zoom before the meeting is scheduled, as well as sending reminders to the parents. Through this time our relationships with families have become stronger, and we have been able to connect to more families. They feel very much part of our team. Parents who are unable to attend a meeting, the case manager has called after the meeting and will go over the plan for the student. Families have been really supportive and understanding during this unprecedented time.

Parent Participation for Meetings occurring during April

Committee on Special Education Meetings- 67% for CSE and 58% for CPSE (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:

CSE 5/6/20 2 out of 3 attended

CSE 5/8/20 1 out of 1 attended

CSE 5/15/20 1 out of 3 attended

CSE 5/20/20 3 out of 5 attended

CSE 5/27/20 5 out of 7 attended

CSE 6/2/20 2 out of 2 attended

CPSE:

CPSE 5/26/20 3 out of 5 attended

CPSE 5/28/20 2 out of 5 attended

CPSE 6/2/20 2 out of 2 attended

English Language Learners

Current number of students enrolled: 31

Student Movement- 5/5/2020-6/3/2020

Special Education	CPSE	CSE	504
New referrals	0	1	0
Declassified	0	0	0
Moved in	0	0	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) 20*

Consortium placements (at other districts) 2

Consortium placements (at NR-W) 1

Approved Private School placement 3

*This number has shifted due to Office of Mental Health placing one of our students in a residential facility. Movement to expect for the 2020-2021 school year will be:

-One student moving from a consortium placement to WFL BOCES Placement (our consortium placement number will go from 2 to 1)

-Two students waiting approval at a WFL BOCES placement

-One student finalizing paperwork on acceptance to Monroe #1 BOCES

-One student waiting on acceptance to a program.