BOE Report
April 14th, 2020
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State Reporting-

Contributing Factors:

- The Contributing Factors team continues to meet during the COVID 19 closure. The team has met twice during the closure and continues to make progress in the MTSS process.
  - The team has been working on creating an MTSS guidebook that will have the following information:

    Explanation as to what MTSS is and the components, which are:
    - Team-Driven Shared Leadership
    - Data-Based Problem Solving and Decision Making
    - Family, School, and Community Partnering
    - Layered Continuum of Supports
    - Evidence-Based Practices

    Tiered interventions
    Thresholds to trigger an intervention (academic, behavior, or attendance)
    Who is required on a building level team

Example of the thresholds determined for behavior-

Behaviors		Thresholds
Tier 1	ODR - Majors vs Minors	0-1 referrals monthly
	Crisis Call Data	0-1 monthly
	Outside Agency Support	No current supports
	Nurse Visits	0-1 weekly
Tier 2	ODR - Majors vs Minors	2-5 per month
	Crisis Call Data	2-3 per week
	Nurse Visits	1-2 times daily
	Outside Agency Support	Connected with support (WBH, Delphi, Family Counseling Services, SRO, Workforce Development)

Tier 3	ODR - Majors vs Minors Crisis Call Data Nurse Visits Outside Agency Support	6 or more per month 4 or more per week 3 or more times daily Connected with support (PINS, Probation, FACT, YAP, Wrap/Renew, CPS, Outside Agency support i.e. case worker, SRO)

The goal of the handbook is to have a comprehensive document that includes all forms, definitions, examples, and expectations for the MTSS process district wide.

The contributing factors team has also taken on the task to continue work around restorative justice. The Assistant Principals have been working on updating their restorative justice action plans. They have also scheduled meetings with a restorative justice team during the closure with the use of zoom to determine what next steps each building has to continue implementation of restorative practices.

Hiring- We are still looking for a special education teacher at the high school. We are also seeking one aide for the middle school level.

Professional Development-

During the closure, there have been many online webinars to support the special education departments. Staff have been attending different zoom meetings that are hosted by different organizations. Several staff have attended training through the Center for Autism and Related Disabilities. Staff can register at this link: www.albany.edu/autism/distance-education. They have been able to pick the different sessions that they are interested in and attend online. This month I have attended the following:

- ELLs and COVID 19
- Considerations for Special Education Administrators part 1 and part 2. These can be viewed on the following website: https://www.casecec.org/

Parent Participation for Meetings occurring during December

Committee on Special Education Meetings- 86%

CSE: 3/4/20- 6/6 attended

CSE: 3/9/20- 1/1 attended

CSE: 3/10/20- 4/6 attended

CSE: 3/11/20-7/8 attended

English Language Learners

Current number of students enrolled: 31

Student Movement-3/3/20 - 4/6/20

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