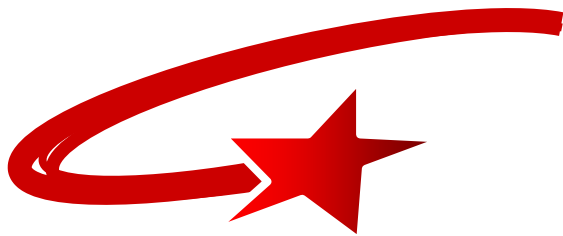


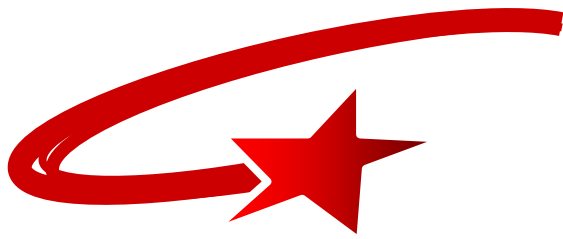
**State of Special Education
Penfield CSD
April 18, 2018
Bay Trail Library
7pm**





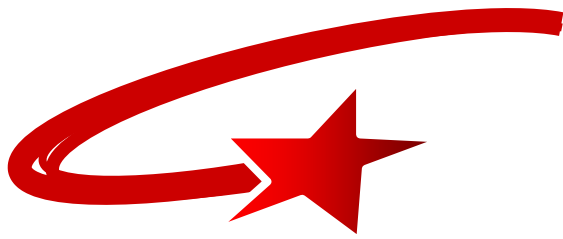
Agenda

- **Introduction-** James Peiffer
 - Mission, Vision and BOE Goals
 - Communication- Seeking input/answers to questions
- **Special Education Update -** Scott Drechsler
 - Special Education Action Plan
 - Continuum of Supports
 - Diploma Options and Data
- **PPS Update-** Scott Drechsler
 - Children’s Institute Review
 - Behavior Specialist
- **Question/Answer-** Scott Drechsler



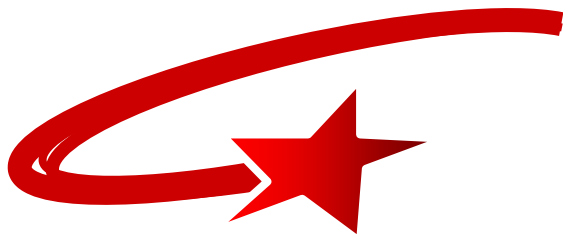
PCSD Mission Statement

In the Penfield Central School District, we are all learners who work collaboratively in an environment of educational excellence, providing experiences that develop the individual and diverse talents and abilities of all our students to prepare them for successful lives as life-long scholars and contributing, responsible citizens.



PCSD Vision Statement

Penfield Schools will be communities of learners, places where all participants, students, staff, parents and community are engaged in learning and teaching in an environment of respectful communication. Our schools will be places where students discover and adults rediscover the joys, challenges and satisfactions of learning.



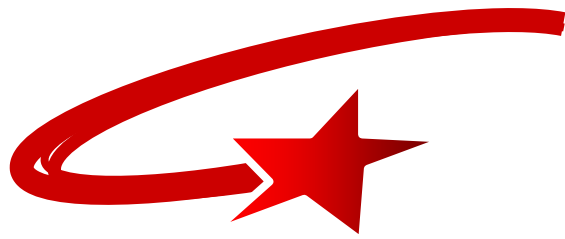
PCSD Vision

Core Beliefs

- All students have the inherent desire and capacity to develop their unique potentials. Providing the leadership and resources for learning is the shared responsibility of families, students, teachers and community.
- Learning happens best in a safe environment, which respects the individual, values diversity and encourages effort.
- Learning results from engagement in relevant, purposeful activities. That learning occurs is more important than when it occurs.

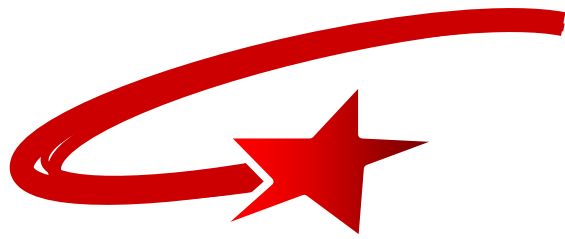
Core Commitments

- All students belong to all of us.
- We treat each other with honesty, dignity and respect.
- Positive collaboration, cooperation and communication characterize our professional lives.



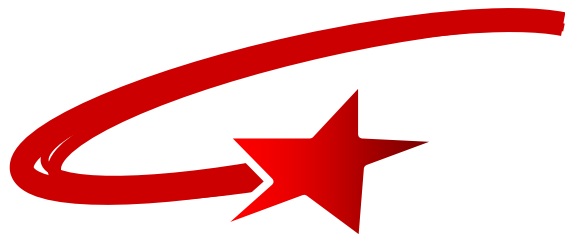
Academic Achievement and Excellence

Each Penfield school will provide a safe, supportive, engaging learning environment promoting growth toward academic achievement and excellence as well as the development of the whole student.



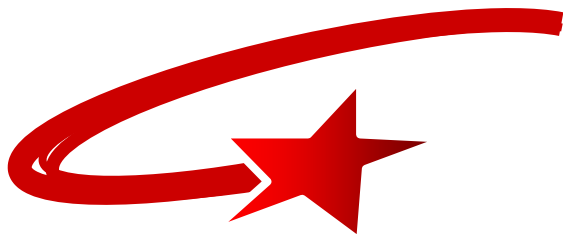
Partnerships

The District will support collaborative partnerships that foster learning, communication, understanding, and a positive culture in our schools and in our community



Fiscal Responsibility

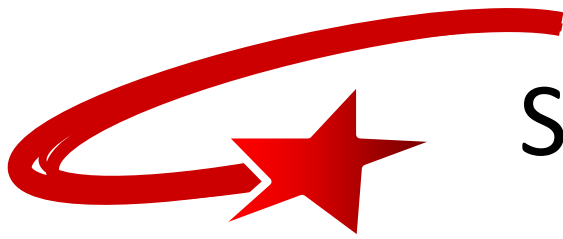
Penfield's operations and budget will be structured to maintain safe and efficient facilities and to provide adequate resources that support our academic goals and reflect the financial values of the community.



Special Education Organization and Chain of Communication

Who do I contact when I have questions or concerns?

- Teacher of class/special area
 - Behavior in class, assignments/homework
- Case Manager/IEP Coordinator
 - Behaviors or concerns across different subjects
- Assistant Principal
 - When Case manager/IEP coord. needs support to answer questions
- Special Education Administrator at appropriate level
 - Programmatic concerns, related services, BIP, IEP related
- Building Principal
 - When SpEd Admin or Assistant Principal are not able to address concerns.
- Director of Special Education
- Assistant Superintendent for Instruction
- Superintendent



Special Education Action Plan

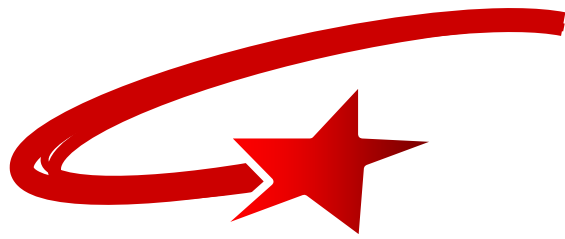
Areas of Focus

Communication

Programming

Transition

Transparency

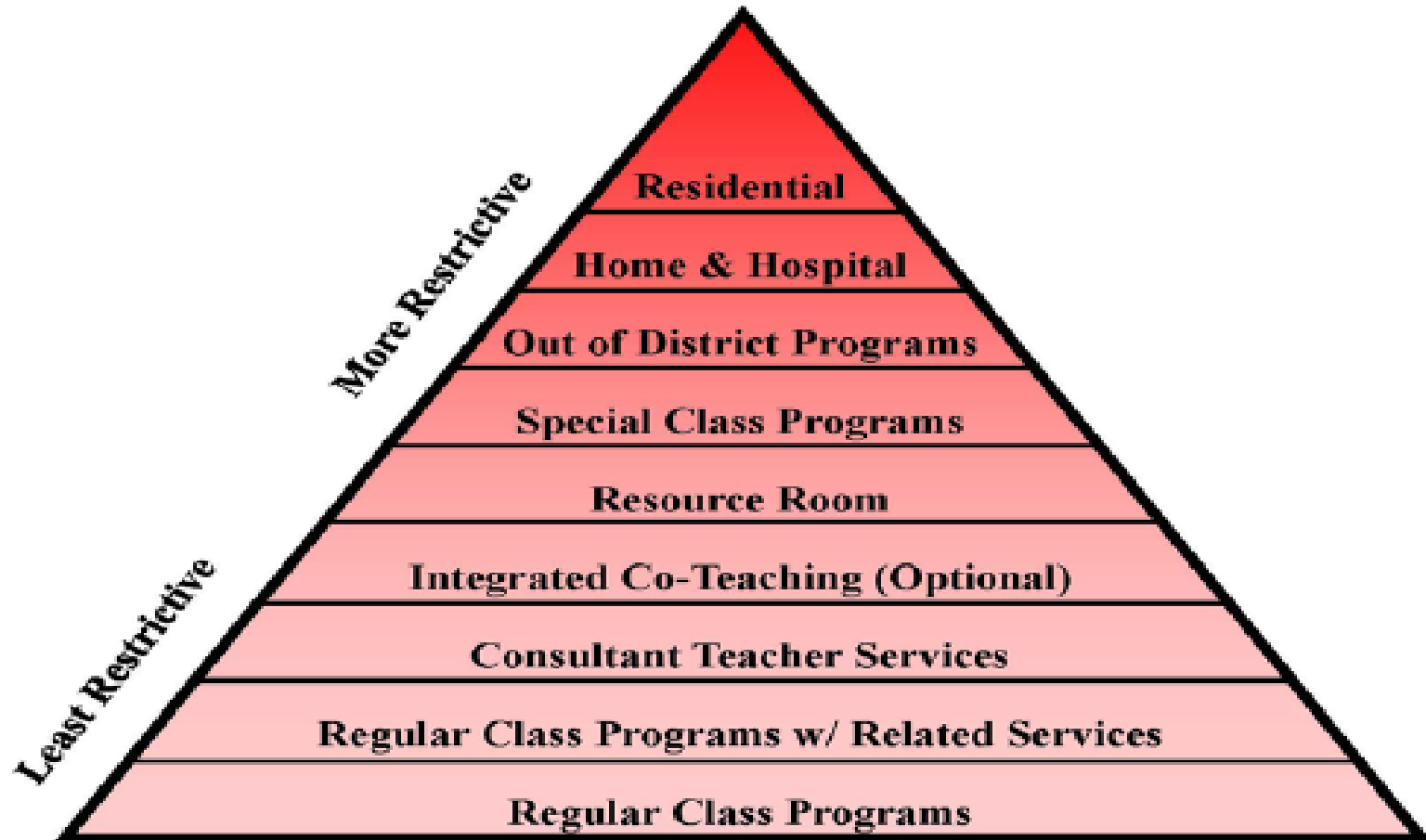


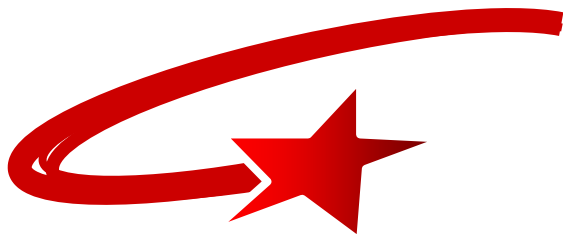
Special Education Plan Action Items

- Continue to Review and Reflect on Continuum of Service/Programs
- Provide Orientation to incoming students (6th Grade)
- Create Frequently Asked Question (FAQ) resource
- Schedule Open Forums with Director of Special Education
- Develop CSE meeting protocol

Continuum of Services

NYS Regulations Part 200





Continuum of Service Continued...

Special Class- Kindergarten through 12th Grade

General education curriculum is adapted and modified to meet individual needs of students based on student's IEP

Curriculum and instruction is scaffolded and aligned to grade level/Common Core Learning Standards (CCLS)

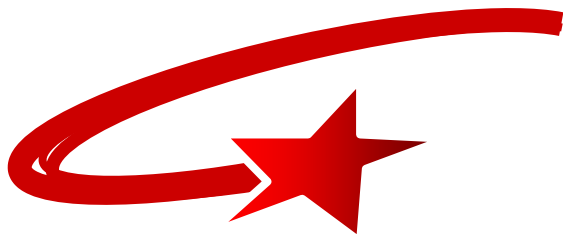
K-1st Grade - 8:1:1

K-2nd Grade – 12:1:1

3-5th Grade – 15:1

2-12th Grades – *12:1+(3:1)
(*12:1:4)

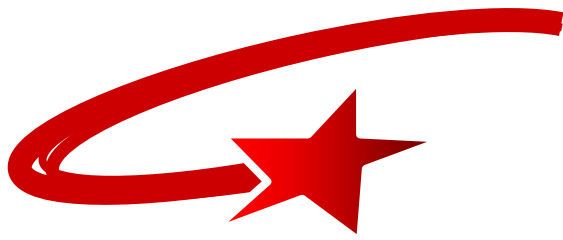
6-12th Grade – 12:1:1



Orientations and FAQ

- **Preschool to Kindergarten**
 - January 30, 2018
- **5th to 6th Grade**
 - February 15, 2018
- **8th to 9th grade**
 - March 7, 2018

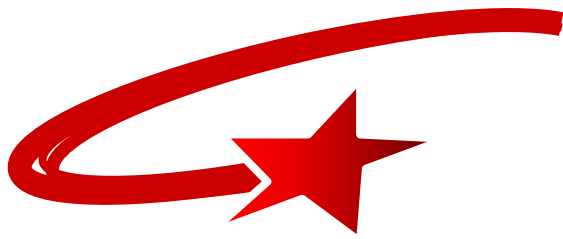
[Transition FAQs](#)



Open Forums with Director of Special Education

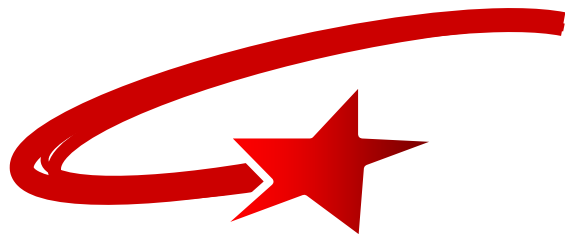
11/28/17	8:15-9:30 am
1/10/18	8:15-9:30 am
3/5/18	3:45-5:00 pm
4/11/18*	*4:30-5:45 pm
6/12/18	8:15-9:30 am

*Strong Consultation Program



CSE Meeting Protocol/Script

- Consistent Format/Flow within the Framework of each type of meeting
 - Annual Review, Program Review, Reevaluation, Reevaluation to Determine Continued Eligibility, etc.
 - Framing the Meeting
 - Purpose, Time Parameters, etc.
 - Working through sections of IEP
 - Needs driven IEPs
 - Strength based Present Levels of Performance



Diploma/Graduation Options

Regents Diploma Options

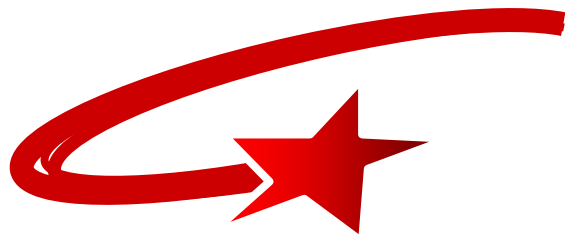
- Pass 5 Regents exams (Advanced Designation, Advanced Designation with Honors)
- 4+1 (extra core regents or CTE)

Local Diploma Options

- Low Pass, Low Pass with Appeal, Compensatory Safety Net, *Superintendent's Determination*

Exit Credentials

- Career Development and Occupational Studies (CDOS)
- Skills and Achievement Credential (SAC)



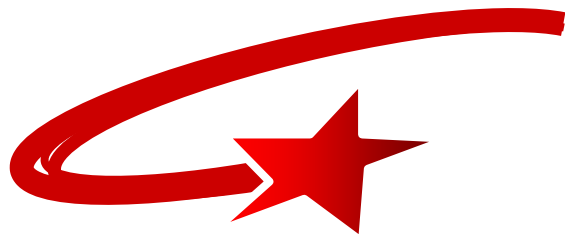
Graduation Data

- **2014**

- 25 Students with IEPs out of 361
- 20 Graduated (80%) 4 Still enrolled(16%) 1 Drop-out
 - 3 Regents with Advanced Designation
 - 9 Regents
 - 8 Local

- **2015**

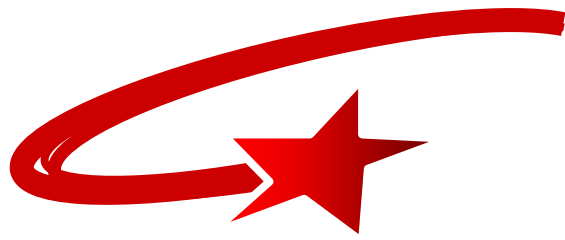
- 39 Students with IEPs out of 357
- 34 Graduated (87%) 3 Still enrolled (8%) 2 Drop-out
 - 9 Regents with Advanced Designation
 - 17 Regents
 - 8 Local



Graduation Data

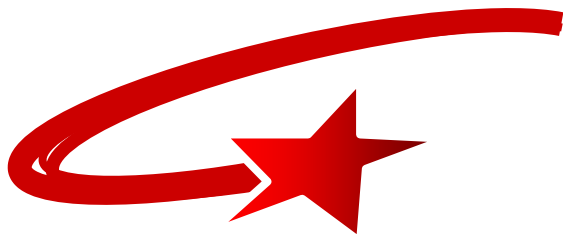
- **2016**
 - 26 Students with IEPs out of 360
 - 21 Graduated (81%) 5 Still enrolled(19%) 0 Drop-out
 - 2 Regents with Advanced Designation
 - 15 Regents
 - 4 Local
- **2017**
 - 29 Students with IEPs out of 347
 - 26 Graduated (90%) 2 Still enrolled (7%) 1 Drop-out
 - 2 Regents with Advances Designation
 - 17 Regents
 - 7 Local

[NYSED Site](#)



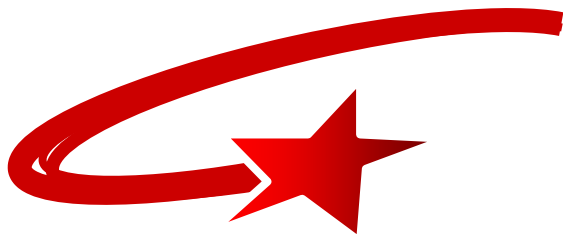
Social Emotional Learning and Services

- Grant through the Greater Rochester Health Foundation that will utilize The Children's Institute to assess our current needs, staff/student/community.
- Behavior Specialist working with all schools on Function Based Thinking and Minimizing Management.



Questions from SEPTA

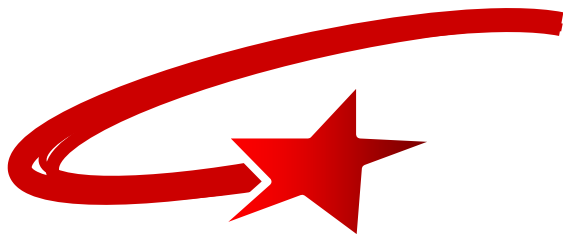




What are the changes to 1:1 TAs? How/when are parents informed?

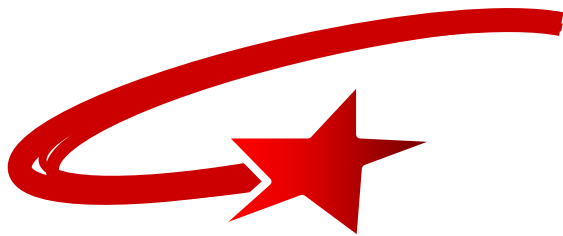
[NYSED Site](#)

- CSE Decision
- A recommendation for an individual aide is a significant programmatic decision and one that should only be made after a comprehensive discussion of other options considered and clear documentation of as to why those options are not appropriate.
- A goal for all students with disabilities is to promote and maximize independence.
- When a CPSE or CSE determines that a student needs a one-to-one aide, it should always be considered a time-limited recommendation and specific conditions/goals must be established to fade the use of the one-to-one aide.



Update for the Special Education Administrator Position at Bay Trail?

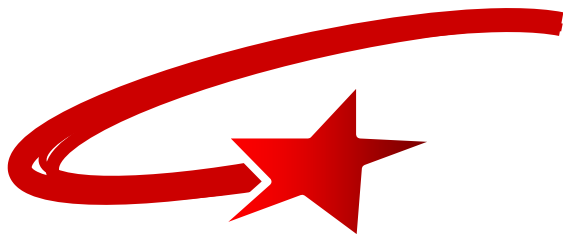
- Applications will be screened at the district level and a first round of interviews will be conducted. The candidate pool will be narrowed down and sent to the building level.
- The team at Bay Trail will interview and recommend one finalist to the superintendent.
- Our anticipated timeline is to complete the first round of interviews by the beginning of May with the second round at the building completed by the middle to end of May. A recommendation will be sent to the Board of Education for approval with an anticipated start date of July 1st.



Programs

- How does the district review program success?
- How do the district's programs continue to meet the everchanging needs of our students?
- How are programs determined? (15:1 vs 12:1:1)

[NYS Continuum of Service Q and A](#)



Questions?

