
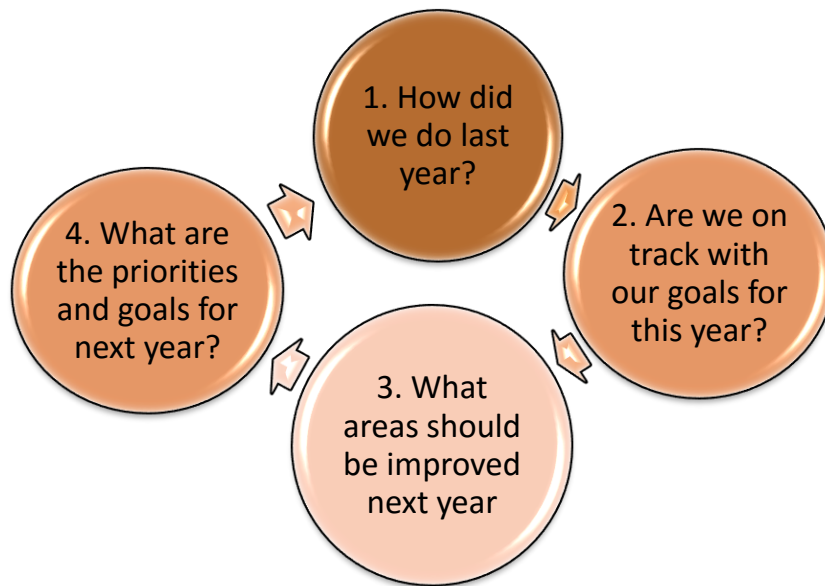


<p>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</p> <p>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2017-18 School Year</p> <p>Decision Input Unit Operational Plan 2017-18</p>	
---	---

(See [Guidance](#) for completing this form at the end of this document)

Decision Input Unit Name:	SPECIAL EDUCATION
Site:	High School
DIU Chairperson:	Holly Englert

Name/Title of Committee Members	Name/Title of Committee Members
Matthew Andres, Para-professional	Jessica Joseph, Special Education Teacher
Heather Bell, Alternative High Teacher	Stephanie Kuhn, Special Education Teacher
Doris Bobry, Speech Teacher	Beth McCaffrey, Special Education Teacher
Kathy Brokaw, Para-professional	Patricia Meehan, Special Education Teacher
Holly Englert, Reading Specialist	Katy Morehouse, Para-professional
Mary Lynn Ferington, Para-professional	Ann Posman, Physical Therapist
Denean Garacia, Para-professional	Meghan Phillips, Special Education Teacher
Cheryl Glamack, Special Education Teacher	Cory Quinter, Special Education Teacher
Jeanine Grey, Para-professional	Jeffrey Recktenwald, Special Education Teacher
Andrea Hills, Para-professional	David Roth, High School Principal
Julie Holtje, Para-Professional	Jeffrey Taccetta, Reading Specialist
Jane Ingle, Para-professional	Kevin Wells, Para-professional
Maureen Jaenecke, Para-professional	



1. What were the goals in 2015-2016 and what results were achieved?

<u>2015-16 Goals</u>	<u>2015-16 Results</u>
1. Provide adequate staffing to meet the program requirements of high school students in need of Special Education, 504, AIS, Alternative High School.	Teaching Staff with para-professional supported Resource Sets are currently supported. The 504 Testing Room is up and running with assigned proctors each set. The new course: Employable Skills needs approval, curriculum and staff.

<p>2. 100% of 9-12th grade Special Education, Alternative High, 504, and AIS students are enrolled in courses that provide them the appropriate educational programming to meet their educational needs.</p>	<p>As of November 2016, 2 Self-Contained Courses have been created to support student needs in the High School; but have not yet clearly been defined as to whether or not these courses are Regents track or Credit Baring.</p>
--	--

2. What is the status of the current year’s goals and programs, as listed in the 2016-17 operational plan?

<p><u>2016-17 Goals</u></p>	<p><u>Initial Progress Toward 2016-17 Goals</u></p>
<p>1. Maintain all current 9-12th grade programs that fall under the High School Special Education Department at HF-L.</p>	<p>More defined description of each High School Special Education program is needed so that students are placed appropriately. For example, 8:1:1, 12:1:1, 15:1:1, Resource Room, Learning Center, Life Skills. This will assist parents, administration, counselors and teachers in placing students in programs that fit their needs.</p>
<p>2. Transitional support training for teaching Staff to better equip students for life during and after high school through current Special Education Programs as well as through a new course offering for special education students: Employable Skills</p>	<p>Employable Skills Course approval is still needed. New this Year 2016-2017: A transition specialist is available to consult with as well as a New Access VR Representative is available to consult with.</p>
<p>3. Additional teacher support in the Alternative High School Classroom. Currently, the Alternative Education Program is staffed with 1 teacher and 1 para-professional and should be staffed with 2 certified teachers by the year 2019. This goal is necessary due to the number of students placed in Alternative Education each and every school year. In addition to the need of meeting the 9-12th grade instructional demands of the New York State Common Core Requirements for graduation, graduation rates at HF-L remain in good standing due to our Alternative Education Program at HF-L.</p>	<p>Certified Teachers for Alternative Education by school year 2019. Notice* The HF-L Alternative Education Program is NOT a Special Education Program* The Alternative Education Program supports district graduation rates and therefore should be present in ALL department DIU"s.</p>

3. Identify any program gaps or areas for improvement that exist in 2016-2017. (This list may include more items than will be selected as DIU goals in for the 2017-2018 school year in section 4, below.)

<p><u>2016-17 Program Gaps or Areas for Improvement</u></p>
<p>1. Need for additional High School Special Education Program/s or areas for improvement identified through The Special Education Audit and/or Special Education Program; waiting on recommendations of Audit and Review. Clearly defined description of each High School Special Education program is needed so that students are placed appropriately. For example, 8:1:1, 12:1:1, 15:1:1, Resource Room, Learning Center, Life Skills. This will assist parents, administration, counselors and teachers in placing students in programs that fit their needs.</p>
<p>2. New course offering for special education students: employable skills; students need field experience: student job placement, job shadowing and work-related field trip opportunities to support the purpose of the Employable Skills Course during the fall and spring semesters.</p>
<p>3. All Resource Sets are supported with a para-professional.</p>

4. Additional teacher support in the Alternative High School classroom which is currently staffed with 1 teacher and 1 para-professional and needs to be staffed with 2 teachers by the year 2019.
5. Transitional support training for teaching staff to better equip students for life during and after high school.
6. Need additional Life Skills staff; currently BOCES is teaching 2 sections on content to cover HF-L student needs.

4. Select approximately three program gaps or areas for improvement to prioritize as goals for the 2017-2018 budget year.

<p>Goal # 1: New High School Special Education Program/s or areas for improvement identified through The Special Education Audit and/or Special Education Program Review. Clearly defined descriptions of each High School Special Education program is needed so that students are placed appropriately. For example, 8:1:1, 12:1:1, 15:1:1, Resource Room, Learning Center, and Life Skills. This will assist parents, administration, counselors and teachers in placing students in programs that fit their needs. Additional Life Skills Staff; currently BOCES teaches 2 sections of content to cover HF-L student needs.</p>
<p>What strategies and major activities are needed to accomplish Goal # 1? To be determined based on Audit and Program Review</p>
<p>What innovation and technology is needed to support Goal 1? To be determined based on Audit and Program Review</p>
<p>What resources, including professional development and team time, are needed to implement Goal 1? To be determined based on Audit and Program Review</p>
<p>What method and timeline will be used to assess the effectiveness of this initiative? To be determined based on Audit and Program Review</p>

<p>Goal # 2: New course offering for special education students: Employable Skills; students need field experience: student job placement, job shadowing and work-related field trip opportunities to support the purpose of the Employable Skills Course during the fall and spring semesters.</p>
<p>What strategies and major activities are needed to accomplish Goal # 2?</p> <ul style="list-style-type: none"> • Job shadowing and work-related field trips (spring and Fall- 4 to 6 times each semester). Students need field experience: student job placement, job shadowing and work-related field trip opportunities to support the purpose of the Employable Skills Course during the fall and spring semesters • Work with high school and middle school staff and administration to understand current CTE course and credit options here at HFL as they evolve • Have special education representation on HFL Local Advisory Board so that student work study opportunities and job shadow information is shared with our department • Collaborate with EMCC so that students can be appropriately placed with clear credential options presented to families as early as 8th and 9th grade (understand the 4 plus 1 pathway in which a CTE exam may be used in the event a Regent's Exam is failed)
<p>What innovation and technology is needed to support Goal 2?</p> <ul style="list-style-type: none"> • Transportation to and from job shadowing and work-related field trip locations (spring and fall; 4 to 6 times each semester)

What resources, including professional development and team time, are needed to implement Goal 2?

- Summer 2017 Curriculum Mapping for existing and new program/courses in the Special Education Department.
- Continuation of staff trainings during the spring, summer and fall of the 2017-2018 school year:
- Therapeutic Crisis Intervention trainings, One Note Technology training and additional training regarding co-teaching and consultant teaching approaches for regular and special education staff, continued IEP trainings, out-of-district opportunities

What method and timeline will be used to assess the effectiveness of this initiative?

- Application deadlines to apply for Summer Curriculum Mapping; Curriculum Writing Procedures and Timelines
- Registration through MLP for in and out-of-district trainings. Teacher attendance and completion of trainings signed up for through MLP.

Goal # 3:

Additional teacher support in the Alternative High School classroom which is currently staffed with 1 teacher and 1 para-professional and should be staffed with **2 teachers by the year 2019.**

What strategies and major activities are needed to accomplish Goal # 3?

Hire 2 certified teachers by the year 2019 for the HF-L, High School Alternative Education Program

What innovation and technology is needed to support Goal 3?

Maintain current Alternative Education Program Technology: Computers, software and assistive technology

What resources, including professional development and team time, are needed to implement Goal 3?

- Summer 2017 Curriculum Mapping for existing and new program/courses in the Special Education Department.
- Continuation of staff trainings during the spring, summer and fall of the 2017-2018 school year: Therapeutic Crisis Intervention trainings, One Note Technology training and additional training regarding co-teaching and consultant teaching approaches for regular and special education staff, continued IEP trainings, out-of-district opportunities

What method and timeline will be used to assess the effectiveness of this initiative?

- Application deadlines to apply for Summer Curriculum Mapping; Curriculum Writing Procedures and Timelines
- Registration through Avatar for in and out-of-district trainings. Teacher attendance and completion of trainings signed up for through MLP.
- Administrative hiring of 2 new teaching staff during the summer of 2019.

Guidance for Completing the Operational Plan**1. Program Evaluation**

Last year's operational plan stated how you would know if the DIU met its Goals, list these goals and describe the results.

2. Strategic Plan and School Improvement Team Priorities

Please list the areas of the District Strategic Plan and your site's School Improvement Team that are priorities for this Decision Input Unit. The DIU may list the Strategic Intents that are the focus of the goals listed below. The DIU may also list the Program and/or Foundation Commitments addressed through this Operational Plan.

3. Goals and Strategies**Innovation:**

Describe any innovative strategy or practice the Decision Input Unit has discussed as a means of accomplishing

Goal # ():**Resources Needed to Improve the Program Quality**

Please describe the resources recommended for **Goal # ()** to improve the quality of the program. These are resources that will lead to improved student performance, program efficiency and service. Please describe the resources that may be available through reallocation within the DIU or through collaboration with other DIUs

Assessment of Effectiveness of Program

Describe in detail how you will know whether the DIU has achieved its **Goal # ()**.