


<p><b>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</b></p> <p><b>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2018-19 School Year</b></p> <p><b>Operational Plan 2018-19</b></p>	
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<b>Decision Input Unit Name:</b>	<b>Special Education</b>
<b>Site:</b>	<b>9-12</b>
<b>DIU Chairperson:</b>	<b>Heather Bell</b>

Name/Title of Committee Members	Name/Title of Committee Members
Matthew Andres, Para-professional	Jessica Joseph, Special Education Teacher
Heather Bell, Alternative High	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	Kathy Morehouse, Para-professional
Mary Lynn Ferington, Para-professional	Ann Posman, Physical Therapist
Cheryl Glamack, Special Education	Meghan Phillips, Special Education Teacher
Jeanine Grey, Para-professional	Cory Quinter, Special Education Teacher
Andrea Hills, Para-professional	Jeffrey Recktenwald, Special Education Teacher
Julie Holtje, Para-professional	David Roth, Principal
Jessica Hosier, Special Education Teacher	Jeffrey Taccetta, Reading Specialist
Jane Ingle, Para-professional	Kevin Wells, Para-professional
Maureen Jaenecke, Para-professional	

The DIU/PBAC process is one of continuous improvement. Please developed goals by considering the questions listed in the diagram below. For additional information, see the presentation on *“What is a Strong Goal”* and the *HFL PBAC Guidelines* document.



### **Goals for 2018 - 2019**

Select approximately three goals to prioritize for the 2018-2019 budget year. For each goal, describe how you will know if you accomplish each goal. Please detail the budget impacts and resources you will need to accomplish each goal.

1. By the end of the 2017-18 school year we will increase our preparedness to support student wellness and address needs related to mental health, substance abuse, and inclusion from a weighted average of 2.1 to 3, as evidenced by the High School Staff Preparedness Survey.
2. 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.
3. General education classes and classes supported by consultant teachers will have equitable enrollment and have proper Spec Ed supports as per student needs and IEP requirements. Both training and evidence based practices will be used as is consistent with MTSS.

### **Goals for the current School Year (2017-2018)**

Please list your DIU goals for the current school year. For each goal, please indicate if we are on plan with this goal and what measures you are tracking.

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.
  - Special Education teachers at the high school have identified the programs that they teach/support. This information is in the process of being reviewed by PPS for verification.
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.
  - 2 sections of employability are being offered during the 2017-18 school year. One section is currently being offered as a non-credit course. This section has 4 students enrolled. The credit bearing section has an enrollment of 1 student. There will be further discussion as to how this class will develop.
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.
  - Additional supports for Alternative high school have been implemented this year through the addition of an alternative PE class taught by PE staff and the possibility of an alternative science class taught by Science /Special Ed certified teacher.
  - While these extra supports are important the Alternative program continues to be staffed by 1 teacher and 1 paraprofessional.

### **Goals for the previous School Year (2016-2017)**

Please list your DIU goals for the school year just finished this past June. For each goal, please indicate if we achieved this goal and the measures you tracked.

1. Maintain all current 9-12<sup>th</sup> grade programs that fall under the High School Special Education Dept. at HF-L. (Alternative Education 9-12, Reading and Writing Labs; AIS English 9-12, Life Skills 9-12, Resource 9-12, Self-Contained Courses 9-12, Teacher and Para Blended Courses 9-12, 504 Testing Location rm 127 9-12<sup>th</sup> grade, Speech and Language Services 9-12, OT, PT services 9-12, and Counseling Services 9-12<sup>th</sup> grade).

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 the New Course Offering for Special Education Students: Employable Skills.
3. Additional teacher support in the Alternative High School Classroom. Currently, the Alt. Education Program is staffed with 1 Teacher and 1 Paraprofessional and should be staffed with 2 Certified Teachers by the year 2019. This Goal is necessary due to the number of students placed in Alt. 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.