

2018-2019 Opening of School Update

Pupil Services Department: Gretchen Nelson

This report provides a summary of the State Annual Report and determinations as they relate to students with disabilities, a summary of the 2018 Extended School Year (ESY) programs, and the Pupil Services Department priorities for the new school year.

District Annual Performance Report and Determinations

In accordance with The Individuals with Disabilities Education Improvement Act (IDEA), West Hartford continues to meet target for students with disabilities on most of Connecticut's State Performance Plan Indicators. The district, again, received the highest determination level of "Meets Requirements" for general supervision and timely and accurate reporting of determination decisions and restraint and seclusion reporting for the 2016-17 school year. Further, West Hartford had a significant decrease in restraint and seclusion incidents for the 2017-2018 school year. Additional improvements included an increase in the rate of graduation with a regular diploma and early childhood outcomes. Notably, West Hartford met all targets for students with disabilities who are found eligible for services in our early childhood programs. The report also highlighted areas for growth, including participation and performance rate for students in grade 11 on statewide assessments and decreased placements in non-regular class placements and separate settings.

Additionally, we maintained our NAEYC (National Association for the Education of Young Children) accreditation. This is another reflection of the excellent work accomplished at our preschool programs.

Extended School Year Services 2018:

Students with disabilities, who qualify for Extended School Year (ESY) services, participated in summer programming. The purpose of ESY is to meet the needs of students who exhibit significant regression of skills during extended time without services. The district provided ESY for 348 students, Pre-K through the Post-secondary program (32 classes) at Whiting Lane Elementary School, Bristow Middle School and Conard High School. Thirty-five certified staff and 167 non-certified staff worked collaboratively for six weeks (4 days per week) to provide our students the opportunity to maintain skills and continue momentum for emerging skills and learning. Mike Davis and Susan Holt provided exceptional administrative support throughout the year and during the summer to review and modify ESY procedures, coordinate staffing of teachers, related service providers, and support staff, review and revise forms and information processes to increase accuracy and efficiency, coordinate transportation, and follow up on the transfer of materials and equipment.

Pupil Services 2018-2019

Staffing:

The school year began with a full Pupil Services workforce of certified staff. The department hired 11 new certified and professional staff to replace teachers and service providers who have retired or left the district, 2 new staff members for the School Attendance Program, and 1 Culinary

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Coordinator. Department Supervisors are in the process of recruiting teaching assistants for new students who moved into the district.

Finally, we are very pleased to report that Ms. Melissa Cook has joined the Pupil Services Leadership Team as a Department Supervisor. Ms. Cook's primary responsibilities will focus on Pupil Service Leadership at Whiting Lane, The Early Learning Center (ELC), Bugbee, and Smith Schools.

Pupil Services Development Priorities:

In response to the needs of our students, state assessments, and our ongoing self-evaluation process, The Pupil Services Department's Development and Performance Plan (DDP) for the 2018-2019 school year will focus and work on the following priorities:

- I. Continue implementation of standard-based IEPs (PLAAF and Goals & Objectives) aligned with the CCSS with a focus on educational benefit and progress monitoring via training with the SERC IEP Rubric, CSDE IEP Manual, and CREC Blueprint.
- II. Monitor and assess district data and eligibility compliance with Federal and state regulations for Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) 504 with a focus on disproportionality.
- III. Increase community access and skill acquisition of vocational and adult daily living skills (ADL) in authentic learning environments in compliance with the [Transition Bill of Rights](#). A focus on food service industry skills will occur through the addition of the Culinary Training and Greenhouse Training sites.
- IV. Review the specialized instruction resource model through a comprehensive Curriculum Council Program Review. Develop an action plan based on the the program review and recommendations. Focus for the review will look at the delivery model currently used at the secondary level (co-teaching, push-in services, pull-out services, content support).
- V. Engage in a Pupil Service Department review of the Early Learning Center (ELC) with a specific look at early childhood outcomes along with IEP outcomes.
- VI. Continue to support mental health and behavioral needs through the continued integration of Collaborative and Proactive Solutions (CPS), targeted interventions for students with school avoidance patterns of behavior, and professional development on evidence-based intervention practices. Pupil Services will maintain our partnerships with the Bridge, UCONN, and other community providers to maximize access to research-based interventions, training, and stakeholder supports.
- VII. Implement a professional development plan aligned with department priorities, including IEP enhancement, data collection strategies, evidence-based interventions, and best-practices for family engagement.
- VIII. Continue to implement paraeducator and teaching assistant training and evaluation model.
- IX. Engage parents in assessment of prioritized needs and continue to support parent training and partnership in collaboration with SEPTO. Enhance communication and collaborative partnerships with parents and guardians.