



## ***East Greenbush Central School District***

### **ADMINISTRATION CENTER**

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**Lynne Pampel Ed.D.**

*Assistant Superintendent for Curriculum and Instruction*

Education Committee Minutes

Monday, March 7, 2016

#### **I. Attendance**

Mr. Mike Buono, BOE Member  
Ms. Helen Squillace, Director of Pupil Personnel Services  
Ms. JoAnn Taylor, BOE Member  
Mr. Brian Marsh, Alternative Program Department Chairperson  
Ms. Melissa Dupont, Reading Department Chairperson  
Ms. Carol Willis, Reading Department Chairperson  
Ms. Jennifer Massey, BOE Member

#### **II. Special Education - Helen Squillace**

Ms. Squillace provided the committee members with an overview of special education student performance data using the State Performance Plan Report provided by the New York State Education Department (NYSED) as a source. There are 10 indicators tracked annually by NYSED. The committee reviewed demographic information, Least Restrictive Environment (LRE) percentages and Student Performance percentages.

The District's classification rate has continued to exceed NYSED recommended percentage of 12-13 percent by 2 to 4 percentage points since 2012. This has been addressed through building level presentations but continued work is required. There is no discrepant classification by disability category in comparison to SED targets and the District's Least Restrictive Environment (LRE) percentages exceed the state required minimum percentages. Many regional schools struggle with the LRE target and EGCS D has a history of strong integration practices for students with disabilities.

In 2015, all buildings remained in good standing with no identified gaps in performance between students with disabilities and their general education peers based on the assessment results from prior years. (This is determined by SED by applying a multiyear formula that tracks subgroup growth or lack of growth in performance gaps)

The graduation rate for students with disabilities exceeds the state standards and met the SED percentage rate for 2015.

### **III. Alternative Programs - Brian Marsh**

Mr. Marsh reviewed the following Alternative Programs; Jumpstart, Columbia Alternative Program (CAP), the new Middle School Alternative Program (MAP). He also presented an overview of the Equine Therapy Program being developed. Only one student has not remained in the new MAPS program and the parents, faculty and students report satisfaction with the increased supports provided by the lower ratio and interventions.

### **IV. RTI-AIS Overview - Carol Willis, Melissa Dupont**

The Committee reviewed how AIS Services are provided at the high, middle and elementary schools. A three tiered level of interventions and supports is provided at all levels. High School Tier I students are monitored and receive Academic Interventions Services (AIS) in class sizes of 20-30 students. Tier I intervention determinations are based on teacher concerns and or mid-term and final assessment performance levels. Students who require greater support may attend the English Learning Resource Center (LRC) for extra support. The LRC is structured to meet in groups of 8 for 40 minutes every other day. Tier II interventions are provided, if Tier I supports are not successful, in co-taught classes in ELA/ENG classes. These Regents classes are schedule with 20 students and two teachers, an AIS teacher and a content area teacher. The class offers a Regents curriculum and provides direct instruction that addresses reading and writing skills. Tier III interventions are scheduled in groups of 2 for 40 minutes every day. Students at all levels are encouraged to self-monitor their progress in class

At Goff middle school all students receive reading skills in 6th grade with a group size of 20- 30 students for 40 minutes every day. The Reading Department Chairpersons outlined specific interventions and the criteria for students requiring AIS at the 7<sup>th</sup> and 8<sup>th</sup> grades. Pull out support is provided for students who score less than proficient on the state assessments, or score less than the 35<sup>th</sup> percentile on Woodcock Johnson Reading Mastery Assessment, a standardized norm referenced assessment that is administered by the building at the request of the Instructional Support Team. Classroom Teachers may also request Tier II and III supports. Students who are deemed eligible based on the aforementioned criteria receive 40 minutes of instruction every other day in small groups of 8. Students who do not begin to experience growth after receiving the Tier II support move onto a higher level of intervention, Tier III. Tier II interventions occur in pull out group sizes of 2-4 and are scheduled for 40 minutes every day.

At the elementary level, support is scheduled in a fluid manner with students moving in and out of AIS support. Fountas & Pinnell is the district wide assessment tool used for benchmarking and monitoring progress. This assessment is administered to all K-5

students 2-3 times a year and is used as both a screening and diagnostic tool. Results from the New York State ELA Exam administered in 3<sup>rd</sup>-5<sup>th</sup> grades are mandated for students who fall below the state-generated standards scores but are not the only measure considered. Each building employs an Instructional Support Team (IST) to consider data provided by the classroom teacher and to determine if additional assessments are needed. The Woodcock Reading Mastery Test, Kindergarten Screening and new district developed Mid-year Benchmark assessments are considered. The elementary schools also have a tiered support services menu with Tier I interventions being delivered by the classroom teacher in the general education environment. Tier II support may be delivered as a pull out or push in support by either the classroom teacher or the Reading Teacher. The highest level of support of Tier III occurs in 1:1 settings delivered by a Reading Teacher.

All Academic Intervention Services are monitored using a web based program, RTIm Direct. This program is accessible to all AIS providers district wide and all student interventions received are entered into the system. This web management system contains a complete assessment history, documents the intervention history and provides parents with quarterly reports and notification of entering or exiting services.