Board of Education Meeting
Superintendent's Report
December 19, 2024

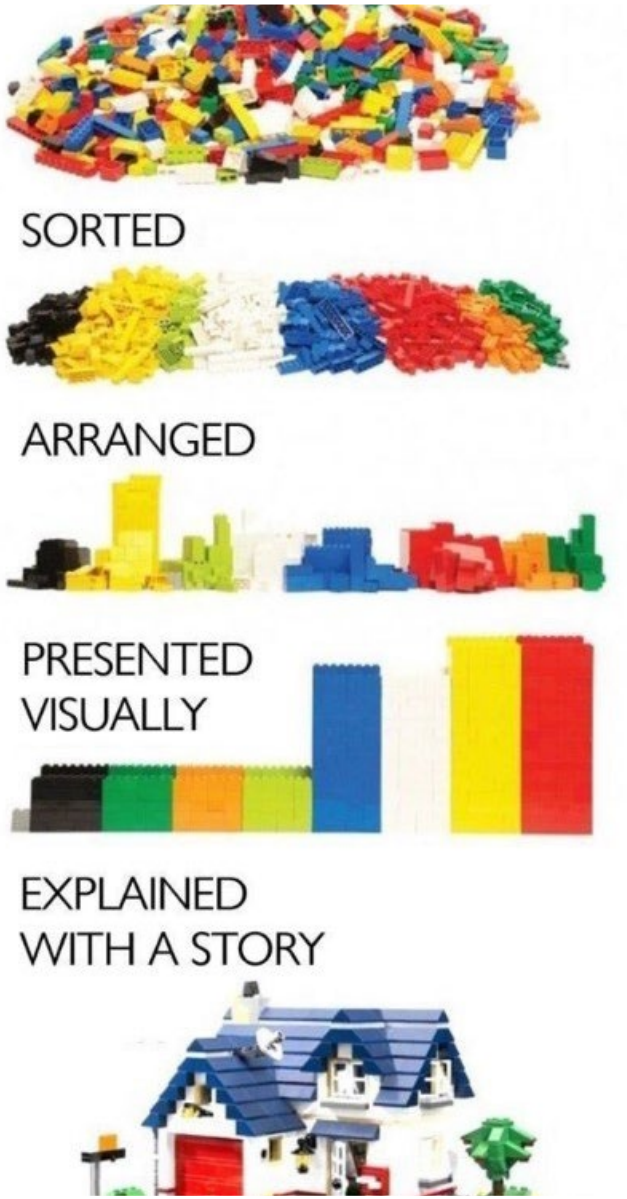


Tonight's Superintendent Report Includes

- Regionalization
- Foundation Aid Report
- Communication Protocol
- Student Liaisons
- Special Education Update
- Director of Guidance Update



“You should invest as much time in understanding who you teach as what you teach. You can be an expert at your content, but if you do not understand that you don't just teach math but you teach Matthew, you will miss an opportunity to change that kid's life,” -Manny Scott



WHO SHOULD I CALL?

PORT CHESTER PUBLIC SCHOOLS

Have a question or concern? By following this chain of communication, parents, students and community members can get their questions and concerns addressed quickly and efficiently. Contact information is also available on the district website at www.portchesterschools.org. Main District - (914) 934-7900

ACADEMICS
Step 1: Teacher
Step 2: Assistant Principal
Step 3: Building Principal
Step 4: Superintendent or Designee - ext.7901

ATHLETICS
Step 1: Coach/Teacher
Step 2: Head Coach
Step 3: Athletic Director - ext.7913
Step 4: Superintendent or Designee - ext.7901

BUILDINGS & GROUNDS
Step 1: Custodian
Step 2: Head Custodian
Step 3: Supervisor
Step 4: Director of Facilities - ext.7983

EMPLOYMENT
Step 1: Administrator's Assistant/Secretary-ext. 7917
Step 2: Executive Director of HR - ext.2243
Step 3: Superintendent - ext.7901

EXTRACURRICULAR ACTIVITIES
Step 1: Teacher/Activity Advisor
Step 2: Principal
Step 3: Supervisor
Step 4: Superintendent or Designee - ext.7901

FINANCE & BUDGET
Step 1: Asst. Superintendent for Business - ext.7906
Step 2: Superintendent - ext.7901

FOOD SERVICE
Step 1: Asst. Superintendent for Business - ext. 7906
Step 2: Superintendent or Designee - ext.7901

GUIDANCE
Step 1: Counselor
Step 2: Director of Guidance - ext.8020

HEALTH & MEDICAL
Step 1: School Nurse
Step 2: Building Principal
Step 3: Deputy Superintendent - ext.7920
Step 4: Superintendent - ext.7901

REGISTRATION
Step 1: Administrator's Assistant/Secretary-ext.2096
Step 2: Teacher Assigned to Registration -ext.2105
Step 3: Administrator - Valerie Lakestream - ext.8250
Step 4: Deputy Superintendent - ext. 7920

SCHOOL PERSONNEL
Step 1: Building Principal
Step 2: Executive Director of Human Resources - ext. 2243
Step 3: Superintendent - ext.7901

SPECIAL EDUCATION
Step 1: Teacher
Step 2: Building Principal
Step 3: Director of Special Education - ext.7454
Step 4: Superintendent or Designee - ext.7901

TECHNOLOGY
Step 1: Building Principal
Step 2: Director of Technology - ext.8048
Step 3: Assistant Superintendent - ext.5192
Step 4: Superintendent - ext.7901

Transportation
Step 1: Administrator's Assistant/Secretary -ext.7904
Step 2: Asst. Superintendent for Business - ext.7906
Step 3: Superintendent or Designee - ext.7901

If your issue has not been resolved after following all of the appropriate steps in the communication chain, you may contact the Board of Education by sending an email to the Board Clerk at: pcboardofeducation@portchesterschools.org or by calling 914-934-7922.



Special Education Report

Tatiana Memoli, Special Education Director

"The human spirit is one of ability, perseverance and courage that no disability can steal away" – Anonymous.



Our Goals:

- To promote educational excellence for our Students With Disabilities (SWD) ages 3-21.
- To oversee the implementation of Federal and State laws and policy for our SWDs.
- To work directly with parents and school district's personnel to provide technical assistance to improve outcomes for our SWDs in the Least Restrictive Environment (LRE).
- To secure IDEA Grant Funding and fiscal reimbursements for high-cost tuitions to ensure fiscally responsible methods to educate our SWDs.
- To complete and certify all required State Reports for our SWDs in a timely manner.

Increase Student Outcomes Through Multiple Pathways and A Data Informed Culture

- Analysis of the root cause leading to the increased referrals to Special Education over the past 5 years, both parent/school referrals.
- Proper determination of a disability and target identified deficits while ensuring access to the LRE.
  - CPSE (ages 3-5) - Single Classification - A Preschooler with a Disability
  - CSE (ages 5-21) - 13 Educational Disabling Conditions - Autism, Learning Disability, Speech or Language Impairment, Orthopedic impairment, Emotional Disability, Hearing Impairment, Intellectual Disability, Traumatic Brain Injury, Visual Impairment, Deafness, Deaf-Blindness, Other Health Impairment, Multiple Disabilities.
    - ➢ NYSED denotes that a determining factor for classification can not be due to a lack of appropriate instruction in reading and math or limited English proficiency.
    - ➢ For ELLs, NYSED emphasizes that *"It is inappropriate to use standard scores from tests that fail to assess an ELL student based upon norms reflective of the student's culture and linguistic background."*
- Proper placement is required in special education programs as sanctioned by NYSED. The required services in the special education as per the NYSED Continuum of Special Education Services are:

  Consultant Teacher Services, Resource Room Program, Special Class, Related Services, Teaching Assistants & Teacher Aides. *Must every school district offer integrated co-teaching services on the continuum of services?* ***No.*** *However, the use of integrated co-teaching services is strongly encouraged. School districts may strategically determine, based on the needs of its students, to offer such services at certain grade levels, or in certain subjects.*
- Management of the Extended School Year (ESY) program, servicing approximately 110 SWDs for 6 weeks during July and August.
- Analysis of CPSE data for the incoming K students, engaged in discourse to increase LRE opportunities.

Improve Communication and Ensure Systemic Equitable Access to Information

- Facilitate monthly Coffee/Tea Conversations for Parents.
- Facilitate bilingual Parent University Sessions about topics related to services, processes, and rights protecting our exceptional students.
- Ensure that the student's voice is captured in IEPs to serve as a foundation for their services and support. Students over the age of 15 are invited and expected to actively participate in their CSE meetings.
- Followed an inclusive and productive discourse with district stakeholders via daily communication inclusive of:
  - ➢ Department meetings at all schools
  - ➢ Consistent sub-committee and 504 chairperson meetings
  - ➢ Consistent meetings with central office and school administrators

Foster A Sense of Empathy, Community Connectedness, and Pride in Ram Nation

- Coordinate the Annual Gala Dance & Art Gallery. A year- long period of collaboration and planning to include parents' voices, special education staff, collaboration with all school leaders and Central Office departments.
- Collaborate with outside agencies such as the Office for People With Developmental Disabilities to support parents of our SWDs.
- Partner with Westchester Conservatory of Music to bring Music Therapy to acutely impacted students in special classes K- age 21.

Engage in Strategic Planning for Fiscal Responsibilities and Facilities

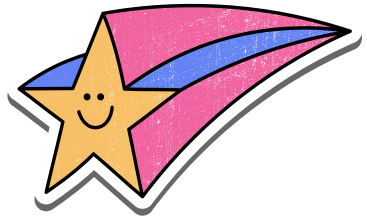
- Research opportunities to increase the number of SWDs served in our schools to decrease restrictive placements. Approximately 8 million dollars are allocated to cover the cost of 78 SWDs placed out-of-district.
- Secure over one million dollars via the IDEA Grant to supplement the cost of salaries, services, and other allowable costs to serve our SWDs.
-Secure approximately a quarter million dollars via the allowable Medicaid claims.
- In collaboration with the Business Office, assist with the meticulous documentation required to secure over two million dollars via the System to Track and Account for Children's claims for high-cost tuitions and cost of the ESY services.

DRIVING GROWTH & STUDENT SUCESS

Director of Guidance Presentation

Dr. Maeva Rich Kennedy

Building a Robust Guidance/Counseling Framework

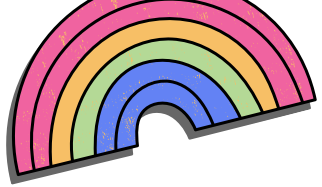


Advancing our programs to fully align with NYS standards, ensuring compliance and excellence in student support

Active development of a robust curriculum, K-12; w/emphasis on holistic roles
Ongoing professional development and training

New K-12 counseling initiatives
Broadening Post-Secondary Pathways
Introducing College and Career Awareness to elementary level

Increased Middle & High School Engagement
Increased Push-in lessons
Increased goal oriented small group counseling



Fostering Community, Leadership & Vision

- Ongoing, year long professional development and training for leaders, school community coordinators in strategies and approaches to support full implementation of community schools

- Data Driven Adjustments-through needs assessments, identification of growth areas, creating implementation plans

- Active involvement in PTA/PTO meetings, SRO committees, and community events
- Increased Student Leadership & Identity
  - Initiatives like Port Chester Pearls & My Brother's Keeper encourage mentorship, civic engagement, and student input in program design.

Enhancing Student Wellness and Access to Support Services

Active collaboration with our satellite mental health clinics:

- **Reviewed, revised and partnered w/FSW to update MOU to support increased oversight :**
  - **Support with responsible case management**
  - **Financial stewardship**
  - **Reduce waitlist list—>increase student access to MH services**
    - **Expedite urgent cases**
  - **Promote and endorse all services; family counseling, group counseling, wrap around support**
- **Engaged in analysis and follow up of Needs Assessment:**
  - **Creating building level teams**
  - **District wide Research and Development Team to engage in next steps**
    - **Creating a district vision rooted in student self-management & other competencies**
    - **Collaborating with variety of stakeholders to strengthen access to strong Tier 1 supports for student self-management, self-awareness, responsible decision-making**

Thank you!



