



# Home-School Connections

Perry Local Schools & Families:  
Working Together for our Students with Disabilities

## Our Beliefs

### We believe...

- All students can learn.
- Collaboration among parents and educators is essential to student success.
- When high expectations are set, our students will meet them.
- Students with disabilities will be educated in their least restrictive environment along a continuum of services.
- Students with disabilities require intervention, specially designed instruction, and core content instruction in order to demonstrate growth and to close the achievement gap.
- Professional development is crucial in order for our staff to stay current with state/local initiatives and instructional practices/strategies necessary to maximize student learning.

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## Our Students

Perry Local Schools currently provides services to approximately 570 students with disabilities. The top three disability categories that our students represent include Specific Learning Disabilities (42%), Other Health Impairment Minor (22%), and Autism (9%).

While the majority of our students receive services within our district, we also provide services for our students at programs outside of our district such as Board of Developmental Disabilities, Kids First, KidsLink, and Shipley Day Treatment. In addition to instructional supports, our students may receive supports in the areas of communication, fine-motor skills, gross-motor skills, social skills, social-emotional skills, behavioral skills, vision supports, audiology supports, etc. We take immense pride in the services and supports provided to our Perry Panthers!

## Our Staff

Perry Local's Special Education Department has many specialists serving our students. For a detailed list, visit our website [www.perrylocal.org/pupilservices](http://www.perrylocal.org/pupilservices). The following is a breakdown of our staff who educate and support our students with special needs.

Intervention Specialists (IS): 36  
 Individual-Small Group Instructors (ISGI): 9  
 Occupational Therapists (OT): 3  
 Paraprofessionals: 50  
 Physical Therapy Assistants (PTA): 1  
 Speech-Language Pathologists (SLP): 5  
 Nurses: 5

Transition Coordinator: 1  
 Clinical Counselor: 1  
 Occupational Therapy Assistants (OTA): 2  
 Physical Therapists (PT): 1  
 School Psychologists: 4  
 Instructional Coach: 1  
 School Counselors: 13

# Performance of Students with Disabilities

## Perry Local's 2016-2017 Ohio Special Education Profile

The Ohio Department of Education's Office for Exceptional Children has released District Profiles (based on 2015-2016 data) to assist districts in facilitating continuous improvement in special education programs. This report measures key indicators as established by the Individuals with Disabilities Education Act (IDEA) in the targeted areas of kindergarten readiness, achievement levels, preparedness for life beyond high school and services for children with disabilities. Below is a Profile summary of the "Met" and "Not Met" Indicators. Indicators "Not Met" will be a topic for our District Leadership Team discussions as we move forward. For the complete report, please contact Rebekah Silla, Director of Pupil Services.

### Indicators Met:

- 6a: Preschool LRE in Regular ECE Program & 6b: Preschool LRE - Separate Program
- 7a - 7c for Preschool Growth & Skills (i.e., Social - Emotional, Acquisition of Knowledge, & Behaviors)
- 12: Early Childhood Transition from Part C to B
- 3b: Reading & Math Participation Rate & 3c: Reading & Math Proficiency Rate
- 4b: Disproportionality Discipline (Expulsion & Suspension)
- 5c: School Age Restrictive LRE - Separate Facilities
- 1: Graduation ; 2: Dropout; 13: Secondary Transition
- 9: Disproportionality (all categories)
- 11: Child Find Timely Initial Evaluations
- 20: Timely & Accurate Data



### Indicators Not Met:

- 5a: School-age LRE SWDs served in regular class 80% or more of the day
- 5b: School-age LRE SWDs served inside the regular class less than 40% of the day

## Special Education Instructional Coach

We are excited to announce Katy Parnacott as our Special Education Instructional Coach! Katy has been an Intervention Specialist for 11 years. Last year she served as a Special Education Department Chair for Pfeiffer and Edison, Core Plus More Coordinator at Edison, and Mentor. She has also been a member of the Positive Behavioral Interventions and Supports (PBIS) team for 5 years. For the 2016-2017 school year, our focus has been on specially-designed instruction in the area of ELA. Katy has been a great asset to our team and our students!

## Targeting Specially-Designed Instruction (SDI) in English-Language Arts

As we continue to work on closing the achievement gap for our students with disabilities, our focus for the 2016-2017 school year has been on targeting specially-designed instruction in the areas of reading and writing. District-wide, Intervention Specialists have participated in numerous professional development opportunities with this focus. Specifically, our staff has received training in utilizing Foundations, Just Words, LLI, and Framing Your Thoughts. Our team has also participated in a book study and implementation of strategies from the book *Comprehension Connections* by Tanny McGregor. To support implementation of targeted SDI, our district instructional coach and staff have been collaborating on lesson planning, data collection and analysis, resources, and intervention. Just as our students learn and grow, we as professionals are life-long learners!

# Perry Local Preschool



We are proud to announce that Perry Local Preschool, located at T.C. Knapp, has been awarded a 5 star rating in the Step Up to Quality rating system through the Ohio Department of Job and Family Services and the Ohio Department of Education! A 5 star rating is the highest rating that a program can

achieve. In order to receive this rating, the program had to meet an extensive list of benchmarks/requirements! Congratulations to our Perry Preschool team and all those who help make it a success!

**"I feel that every teacher and faculty member is working their hardest to make each child feel and do their best. I truly appreciate the efforts made on my children's behalf."**

**~ Parent of a Child with a Disability ~**

## Perry High School Best Buddies

When you hear the words, "Best Buddies," what comes to mind? At Perry High School, these words symbolize a meaningful, student-centered club that fosters friendships among those with and without intellectual and developmental disabilities. We recognize that each of us has what it takes to be a friend, a classmate and a contributing member of society. From chapter meetings held every second Thursday per month, to community-based social activities held monthly, Best Buddies is all about creating a school and community-wide environment based on knowledge, tolerance and acceptance. All students interact and build meaningful peer relationships which models an inclusive community, builds character, and makes a positive difference in the lives of others. Special thanks to our co-advisors Cindi Middaugh, Intervention Specialist, and Julie Nicholas, Paraprofessional, who support this great opportunity for our students!

## Parent Resources



### State Support Team Region 9 ([www.sst9.org](http://www.sst9.org))

Our region's State Support Team is an excellent resource for both parents and educators. Be sure to visit their website frequently for information. Please consider participating in the events below!

**9th Annual Conference for Families & Educators of Diverse Learners:** Saturday, April 8, 2017; Located at R.G. Drage 8:00 am - 1:00 pm

Keynote Speaker: Dr. Debbie Zacarian, Author of *In It Together - How Student, Family, and Community Partnerships Advance Engagement and Achievement in Diverse Classrooms*; Register by contacting Holly Kemp at [Holly.Kemp@email.sparcc.org](mailto:Holly.Kemp@email.sparcc.org) or by calling 330.492.8136 Ext. 1314.

### **Parent Support Coordinator Program**

Deb Bates is a great resource for families! She serves as a Parent Support Coordinator and works with families who have children with disabilities and their school districts to develop effective partnerships. Services available for families include: ETR and IEP Process Technical Support, free special education series, resources, and annual conference. Deb also will attend IEP meetings to support collaboration between parents and district personnel.

Deb may be reached at [Debbie.Bates@email.sparcc.org](mailto:Debbie.Bates@email.sparcc.org) or 330.492.8136 ext. 1552.

### OCALI (<http://www.ocali.org/center/family>)

The Family Center at OCALI connects families to the information they need regarding services, supports, training and resources, including the free OCALI Lending Library. It offers training and products to help families and to support agencies serving them. On the third Thursday of every month, OCALI also offers a Family Online Learning Series.

# Transition for our Students with Disabilities

As a District, we are very fortunate to have a staff member who focuses on transition programming for our students! A transition program prepares students to move from secondary settings (e.g., middle school/high school) to adult-life by utilizing comprehensive transition planning and education. This programming creates individualized opportunities, services, and supports to help students achieve their post school goals in education/training, employment, and independent living. A well developed program accomplishes the following in preparation for college, career, and community readiness:

- increases access, participation and success of students with disabilities in academically rigorous instruction and assessment and in career related curricula and activities
- improves the provision of additional factors associated with quality transition planning and school completion, such as engagement, leadership, self-advocacy
- promotes collaboration and stakeholder engagement
- increases the use of data-driven decision making to improve programs and systems
- uses early warning systems and interventions focused on reducing dropout and increasing graduation rates for students with disabilities
- promotes use of effective personnel development, coaching, and technical assistance strategies that build state and local capacity (NTACT, the National Technical Assistance Center on Transition)



If you are interested in learning more about transition supports for your child, contact our Transition Coordinator, Jack Everetts, at [Jack.Everetts@perrylocal.org](mailto:Jack.Everetts@perrylocal.org).

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## Parent Survey: We want your input!

As we plan for the 2017-2018 school year, we are continuously reflecting on the services/supports provided to our students with disabilities. As partners, your input is essential! Please visit <http://bit.ly/spedparent17> to complete our survey. You may type this link into your web browser or go to [www.perrylocal.org/pupilservices](http://www.perrylocal.org/pupilservices) to directly access the survey online. If you prefer a paper copy, please contact Tammy Cardinal, Assistant to the Director of Pupil Services, at [Tammy.Cardinal@perrylocal.org](mailto:Tammy.Cardinal@perrylocal.org) or call 330.478.6187. Thank you in advance for your time in completing this survey! We value your input! It truly takes all of us working together to provide the best supports for our students!



### Contact Us:

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## Perry Local School's Gold Standard in Special Education

Doing everything humanly possible to ensure our students with disabilities succeed in life and career...find their unique individual path...and reach their stardom!

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