



Home-School Connections

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

Our Students

According to our 2013-2014 Report Card, Perry Local Schools currently services approximately 477 students with disabilities, which is 9.9% of our District population. Our students are served across a continuum of services that include: pull-out support, in-class support, resource room instruction, self-contained

classroom, and separate facility placement. Our students currently represent 11 disability categories. Approximately half of our students with disabilities have a Specific Learning Disability, which means that they are performing more than two years behind their peers in the area(s) of reading, math, and/or written expression. Other Health Impaired and Autism are the next leading areas of disability. It's important to note, ALL students are serviced based on needs, not disability category.

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Disability Category	Ohio		Perry Local (049924)	
	Enrollment	Percent of SWD	Enrollment	Percent of SWD
No Disability	1,456,452	NA	4,244	NA
Students with Disabilities	250,894	100%	487	100%
Multiple Disabilities (other than Deaf-Blind)	12,971	5.17%	29	5.90%
Deaf-Blindness	42	0.02%	0	0.00%
Deafness (Hearing Impairments)	2,201	0.88%	0	0.00%
Visual Impairments	1,064	0.42%	0	0.00%
Speech and Language Impairments	30,042	11.97%	20	4.16%
Orthopedic Impairments	1,651	0.66%	10	2.07%
Emotional Disturbance (SBH)	17,080	6.81%	24	4.94%
Cognitive Disabilities	23,889	9.52%	22	4.52%
Specific Learning Disabilities	103,586	41.29%	239	49.06%
Autism	16,848	6.72%	50	10.36%
Traumatic Brain Injury (TBI)	1,622	0.65%	3	0.62%
Other Health Impaired - Major	622	0.25%	1	0.21%
Other Health Impaired - Minor	35,654	14.21%	83	16.98%
Developmental Delay	3,622	1.44%	6	1.17%

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

Our Staff

Intervention Specialists (IS): 36
Occupational Therapists (OT): 2
Paraprofessionals: 43
School Psychologists: 4
Clinical Counselor: 1

Individual-Small Group Instructors (ISGI): 9
Occupational Therapy Assistants (OTA): 1
Physical Therapy Assistants (PTA): 1
Speech-Language Pathologists (SLP): 5
Transition Coordinator: 1



Performance of Students with Disabilities

The Ohio Department of Education measures our Students with Disabilities (SWDs) in the areas of overall achievement compared to students without disabilities and in the area of growth. The 2013-2014 Report Card indicates that our students are making *more than a year's worth of growth!* Unlike the grading scale we are used to from when we were in school, our letter grade of "B" in this category represents *more than one year of growth.* (A letter grade of "C" is one year of growth.) As we review our District achievement data for SWDs, it is evident that we have an

achievement gap in the areas of reading and math for SWDs compared to students without disabilities.

Our goal is to close the achievement gap for our students and to continue student growth! In order to do so, we need to closely examine how we are servicing and instructing our students. As we know, special education has always taken the format of "remediation" of skills. In addition to providing intervention of targeted skills, we need to look at how we can "front-load" content for our students to give them access to the general education curriculum. Specifically, we need to look at how we can get our students vocabulary instruction *prior* to presentation of the instruction of new material. We also need to closely review the specially designed instruction (SDI) that is indicated on Section 7 of the IEP. Is the SDI indicated on the IEP leading to student growth as indicated on IEP progress reports? Are our IEP goals aggressive enough to close the gap? As research in the area of educating SWDs continues to evolve, we learn from this and closely examine how we as a district are servicing and instructing students in order to maximize their growth and achievement.

Life-Long Learners

As our students continue to learn and grow, so does our staff! Numerous staff members throughout the

district, both general education and special education, are participating as district teams at professional development throughout the year in the areas of:

- * Autism
- * Assistive Technology
- * Written Expression
- * Specially Designed Reading Instruction
- * Behavior
- * Vocabulary
- * Legal Updates
- * Transition

"I honestly couldn't be happier with our Perry experience so far. Beyond what I ever expected. I can't tell you how amazing the staff has been."

~ Parent of a Child with a Disability ~

The goal of having professional development that extends across the school year is that the teams may apply and implement what was learned. Each follow-up session allows teams to debrief implementation and acquire new content. Our plan is to build capacity among our staff to support all students in the above targeted areas.

Tips for Parents: Strategies to help your child understand what he/she is reading (or what is read to them)

- When reading to your child, stop 3-4 times throughout the story and say, "Let's see if we remember what I just read. Think about who the story was about and what happened."
- When reading to your child, stop and have them practice checking for understanding by saying, "I heard you say..."
- Ask your child the following questions:
 - Who did you just read about?
 - Was your brain talking to you while you read?
 - What do you do if you don't remember?
 - What just happened?
 - Do you understand what was read?

Source: www.dailycafe.com

Transition - Jack Everetts, Transition Coordinator

The transition from high school to work, training, or college is one of the most important changes a student will ever face. A well developed transition plan on their IEP can make this change less intimidating. Though required to create a transition plan no later than a student's fourteenth birthday, we begin the process of career education and assessment with our fifth grade students. The team (i.e., student, family members, agencies, and educators) create a desirable yet realistic plan for the student.

Transition is a results oriented process which is designed to develop over multiple years. We as a team, help to determine the student's goals in 3 areas: Postsecondary Education and Training, Postsecondary Employment and Postsecondary Independent Living/Community Participation. Age Appropriate Transition Assessments (AATAs) are used to determine the Preferences, Interests, Needs and Strengths of the student (PINS). These assessments include career interest, learning and working styles, personality type, study skills, independent living, work and college readiness and more specific inventories based on the individual PINS of the student. We then set a Course of Study which includes the instruction the student needs and then services and activities to move toward their post-secondary goals. Examples of services and activities may include instruction, outside agency involvement, employment experiences, or community experiences.

Perry Local Schools is committed to transition planning for our students. We want to work together to create a realistic plan for the future, ensuring that the transition to adulthood goes smoothly.

Q&A

Q: What if my child's progress report indicated that he/she is not making progress?

A: Your child should always be making progress. If he/she is not, the IEP team needs to reconvene to discuss "why" and review the IEP. Do amendments need to be made to the IEP so that your child demonstrates growth?

Q: How can I be more involved in my child's education and IEP?

A: Work collaboratively with your child's team! Reach out to your child's teacher(s) through email, phone, note, etc. It's important that we all work together to benefit our students!

Q: What is a good resource if I have questions about "the process"?

A: The booklet "Whose IDEA Is This?", that is offered at every IEP meeting etc., outlines "the process" and all your rights as parents (and students). It also has a great Q&A section!

Parent Resources



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!

Family Advisory Council: Located at R.G. Drage 6:00 pm - 8:00 pm

November 20; January 15; March 19; May 14

Parent & Educator Series: Located at R.G. Drage 6:00 pm - 8:00 pm

December 18; February 19

Registration is required for all sessions. Please contact Holly Kemp at Holly.Kemp@email.sparcc.org or by calling 330.493.6082 Ext. 1314

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As a special education department, we believe...

- All students can learn!
- Parents and educators collaborating is essential to student success.
- When high expectations are set, our students meet them.
- Students will be educated, to the maximum extent possible, with their non-disabled peers along a continuum of services.
- Our students require intervention, specially designed instruction, and core content instruction in order to demonstrate growth and close the achievement gap.
- Professional development is crucial to meeting student needs and staying current with the latest information and initiatives.

Parent Survey

Please visit <https://www.surveymonkey.com/s/YWPRQJV> to complete our survey. You may type this link into your web browser or go to 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 or call 330.478.6187.

We will use data collected from the survey to make decisions as a department.

Thank you in advance for your time in completing the survey!

**We value your input!
Please take the time
to complete the
survey.**

**It truly takes all of
us working together
to support our
students!**

