



Kenmore-Town of Tonawanda UFSD

*We educate, prepare, and inspire all students
to achieve their highest potential*

2016-17 Annual Report

Robin B. Zymroz

Assistant Superintendent for Instruction
and Student Services

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1. Description of Department

The Office of Instruction and Student Services is led by an Assistant Superintendent and organized into five interdependent areas and two partner programs, each supported by a Director and department team. These areas include: (1) Curriculum and Instruction; (2) Special Education and Student Services; (3) Data, Research and Assessment; (4) Health, Physical Education and Athletics; and (5) Technology and Curricular Innovations (shared with the Office of Business and Finance). The Ken-Ton Staff Development Center and Ken-Ton Family Support Center are critical partners in the work of the Office of Instruction.

Additional members of the Ken-Ton instructional staff include nine principals, one program principal, one supervisor of Big Picture/APPR, eight assistant principals, five school support specialists, 12 instructional coaches, various part-time coordinators for special areas, 741 faculty, 27 teacher assistants and 171 teacher aides.

2. Mission Statement

The vision of the Kenmore-Town of Tonawanda UFSD is as follows: “The Ken-Ton School District will hold instant name recognition as the premier leader in education... Our alumni will share with us that their education successfully prepared them for all future endeavors... The best and the brightest educators will be attracted to our district... The high quality of a Ken Ton education, and what we value, will continually attract families to our community... We will have first class facilities that are a model for other districts... By virtue of our success we will have an extreme sense of pride within our community.”

The core purpose of the Kenmore-Town of Tonawanda Union Free School District is to “educate, prepare, and inspire all students to achieve their highest potential.” The core values of all staff are: Passion for Excellence, Respect for All, Trust, Empathy, Integrity, and Team Work.

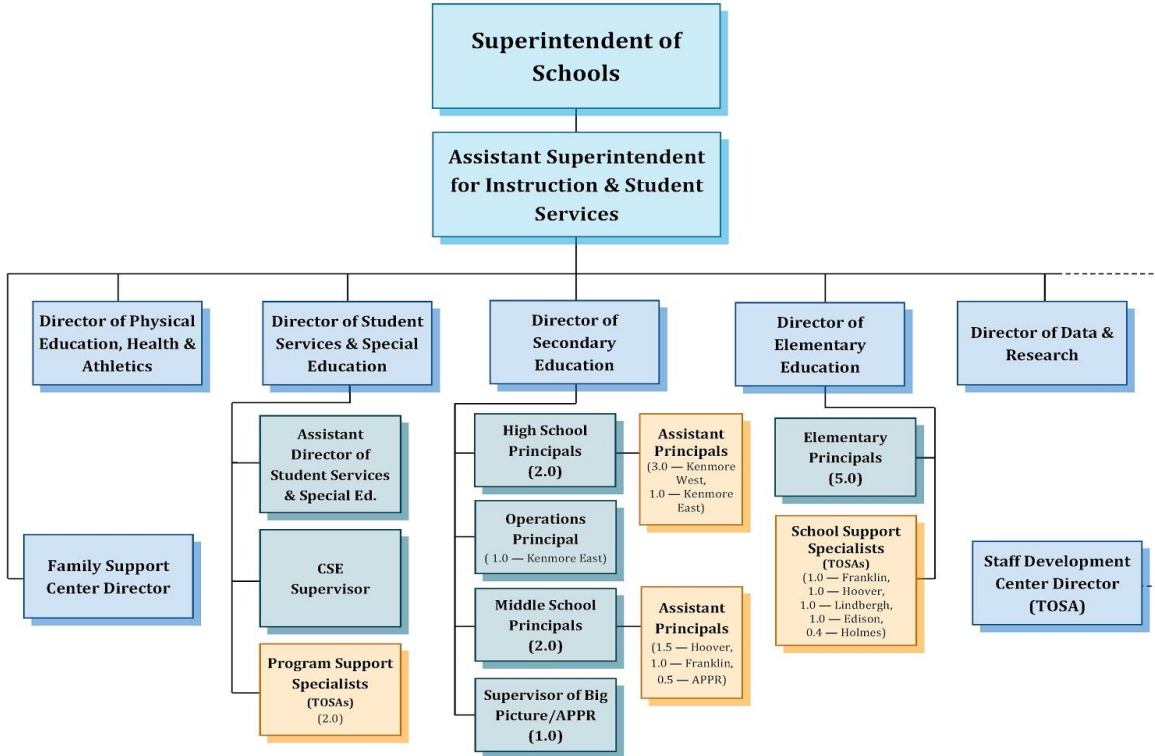
Formulated in 2014, the Kenmore-Town of Tonawanda UFSD Goals are: (1) All students will achieve mastery in literacy and numeracy; and (2) The District will achieve financial and capital sustainability.

3. Executive Summary

The Office of Instruction and Student Services coordinates, supervises and supports the K-12 instructional programs of the District.

4. Organizational Chart

Instruction & Student Services



5. Department Reports

5.1 Office of Curriculum and Instruction

Description of Department

The Office of Instruction formulates and implements a vision of effective instruction for grades K-12, aimed at developing and sustaining the highest possible level of progressive educational programs and services. As a part of the superintendent's instructional leadership team, the assistant superintendent for instruction and student services and directors of elementary and secondary education collaborate with other district administrators to provide strategic direction and implementation for systemic improvement in: (a) curriculum, (b) instruction, (c) assessment, (d) social-emotional development and health, and other school improvement initiatives. The assistant superintendent supervises and supports the work of the directors. The directors of elementary and secondary education support the professional development of principals, assistant principals and professional staff. The directors serve as supervisors for the District instructional coaches and school principals.

Executive Summary

The Office of Instruction had a year full of changes. The director of secondary education left the position in October, and a new staff member did not join until April. In order to keep moving forward the work was shared between the director of elementary education and the assistant superintendent for instruction and student services. The Shared Decision Making Team structure was reinstated with the revitalization of a District Team and individual school teams. A four-year Curriculum Review and Development Cycle was established to provide an in-depth study of each curriculum area on a staggered basis. It will take into consideration the immediate needs of students and teachers alike as well as be responsive to the continuously changing global community and academic expectations and standards. The office worked with the teacher and administrator associations to establish new teacher and principal evaluation criteria. The office worked with the 10 instructional coaches, a new position in the district which provide real-time, job-embedded professional development for teachers. Instructional coaches also helped to provide a smooth transition in support of the consolidation efforts. Overall, the office was able to ensure schools had the resources and support they needed to move forward with the district's vision and mission. As a district, the big focus this year was to have positively engaged students. This office worked with the schools throughout the year to monitor progress towards this goal utilizing School Engagement Plans. This was a noted growth area for the department as we move forward to ensure schools are able to monitor their success and progress towards the highest levels of school engagement.

Yearly Highlights

- Introduced instructional coaching to the District K-12 in all core areas.
- Supported schools for successful transition to new building level configurations.
- Worked with food service to identify schools for the Universal Lunch Program.
- Supported schools in the implementation of both an elementary and a middle years summer skill building program.
- Worked with the Response to Intervention Leadership Team to develop a systematic approach to RtI services K-12.

Future Goals and Challenges

- New instructional coaches – a 5-12 technology integration coach and a K-4 behavioral coach to work in conjunction with the content area instructional coaches.
- Created elementary science teacher positions to provide an elementary science “lab” in each school.
- Finalize Response to Intervention Plan for years 2018 and beyond.
- School use of School Engagement Plans (SEPs) and data to drive their practices and focus for continuous growth.
- Ongoing collaboration within grade levels to ensure best practices are being replicated in all buildings.

- Regular professional development opportunities for assistant principals.
- Annual plans for professional development that are comprehensive, thoughtful, consistent and focused.
- Provide English as a New Language services and programming in all elementary schools.
- Create a newcomer program for our English Language Learners (ELLs) who are new to the United States.
- Work with the YMCA to offer wrap-around services to our PreK students in 2018.

5.2 Data & Research/Chief Information Officer

Description of Department

The Office of Data and Research/Chief Information Officer governs a variety of arenas within the District including: Infinite Campus (SMS), Central Registration, residency, McKinney Vento, DASA, 504 plans, school counselors, NYS assessments, Civil Rights data submission, credit recovery, BEDS, TSDL and SED Reporting.

Executive Summary, Highlights, Goals & Challenges

Infinite Campus:

- Develop a schedule for routine updates, rollovers, scheduling and grade reporting.
- Provide professional development for administrators, teachers and clerical staff related to inputting of enrollment, attendance and grading.
- Complete scheduled examination of grade reporting and enrollment errors.
- Complete monthly extracts and uploads of enrollment, demographic, program service, assessment, staff/student/course, daily attendance, special education events, special education end-of-year and course data.
- Make grade inputting corrections as needed.
- Print and mail progress reports and report cards.

Central Registration and Residency:

- Maintain consistent enrollment procedures and enroll students as per regulations.
- Examine and maintain residency as per the Board of Education policy.
- Determine residency violations and exclude students when appropriate.
- Facilitate planning for pre-K and kindergarten registration.

Dignity for All Students Act:

- Meet with the DASA coordinators four times per year to establish guidelines for inputting and reporting.
- Establish consistent interpretation of characteristics and definitions of qualifying events.

- Examine DASA event data four times per year to insure data reporting accuracy.
- Ensure all District staff are aware of DASA regulations and mandates.
- Submit annual DASA data to SED.

504 Plans:

- Meet with the 504 coordinators four times per year to establish guidelines for inputting and reporting.
- Establish consistent annual meeting protocols and plan development for each school year.
- Establish consistent protocols for storing and reviewing student plans.

School Counselors:

- Establish protocols for the annual review process.
- Observe one-third of the counselors and meet to review evaluation.
- Evaluate remaining two-thirds of school counselors using a peer coaching or portfolio tool.
- Develop timelines for course requests and college application process.
- Collaboratively discuss data related to department goals and the counseling plan.

McKinney Vento:

- Review eligibility of regulations.
- Establish district protocols for District communication and identification.
- Establish and monitor communication with eligible families.
- Monitor terminations and rollover eligibilities.

New York State Assessments:

- Share testing protocols with administrators and provide professional development as needed.
- Order answer sheets for Grade 3-8 assessments and Regents assessments.
- Develop assessment schedule including courier pickups.
- Prepare assessments for scoring.
- Facilitate quality control of answer sheets prior to submission of Grade 3-8 ELA and math assessments.
- Scan, read and verify science Grade 4, Grade 8 and Regents assessments.
- Ensure testing security protocols.
- Complete in-District audit of assessment scoring.
- Generate/distribute NYS assessment data reports and NYS parent reports.
- Generate/distribute/analyze APPR data.
- Generate/distribute/analyze gap analysis data by district/location/teacher.
- Ensure records rooms meet SED specifications.

Civil Rights (the Office of Civil Rights collects multiple data sets yearly from the district):

- Provide professional development to administrators and staff in order to successfully complete the building and district reports.

- Create ad-hoc reports in Infinite Campus that mirror the data requirements for Civil Rights reporting.
- Tabulate and analyze data for submission.
- Submit Civil Rights data to Department of Civil Rights.

SED Staff Evaluation Submission:

- Submit teacher information for certification and final APPR teacher scores.
- Examine APPR Report for accuracy, correct errors and submit final report for certification.

BEDS Data Submission:

- Provide professional development to administrators and teachers for employment history, certification and building-level data such as enrollment and sub-group data.
- Complete/submit building and District BEDS report for certification.

SED Reporting to SED Repository:

- Extract enrollment, demographic, program service, daily attendance, staff/student/course, special education event and snapshot, assessment, course, grade detail, credit GPA, day calendar, staff snapshot, staff evaluation and staff tenure files daily/weekly/monthly and submit to the Level 1 Repository.
- Verify Grade K-12 BEDS data four times per year.
- Verify Grade 3-8 assessment data four times per year.
- Verify cohort data four times per year.
- Verify special education data six times per year.

Teacher Student Data Linkage (TSDL):

- Provide professional development for administrators and teachers for task completion.
- Verify data submitted by administrators and teachers.
- Submit TSDL data to SED.
- Certify TSDL.

5.3 Health, Physical Education, & Athletics

Description of Department

Health Services:

- Provides oversight of the District's nurse practitioner/medical director.
- Assists the nurse practitioner/medical director with personnel management (25 nurses).
- Advocates for necessary funding for materials, supplies and equipment for each Health Office.
- Directs the bidding and ordering process for all Health Offices.

- Works in conjunction with Erie 1 BOCES in the purchasing, repairing, testing of AED units.

Health Education:

- Provides oversight of the health education coordinator.
- Works in conjunction with the coordinator to plan and facilitate Superintendent's Conference Days, LASW Days and CO2 projects.
- Works with the coordinator and teaching staff on curriculum initiatives.
- Works collaboratively with the district in meeting/exceeding mandates.

Physical Education:

- Provides oversight of the physical education coordinator.
- Works in conjunction with the coordinator to plan and facilitate Superintendent's Conference Days, LASW Days and CO2 projects.
- Works with the coordinator and teaching staff on curriculum initiatives.
- Oversee updates to the state-mandated Physical Education Plan.
- Works collaboratively with the district in meeting/exceeding mandates.
- Advocates for necessary funding for materials, supplies and equipment for each school.
- Directs the bidding and ordering process for all physical education needs.
- Evaluates the safety and appropriateness of all associated facilities.
- Assists building principals in the hiring, training and supervision of staff.
- Represents the department at administrative meetings, as required.
- Assists building principals in developing staffing numbers per building
- Conducts staff meetings and provide leadership, instruction and motivation.
- Provides the necessary organization, supervision, guidance and direction for all special programs (before and after school, evenings).
- Works collaboratively with Buildings & Grounds on issues of planning and maintenance.
- Provides structure, care and oversight for the storage and inventory of all materials/supplies and equipment.

Athletics:

- Provides direction, support and oversight of the athletics coordinator at Kenmore East/Franklin Middle.
- Provides direction, support and oversight to the faculty managers at middle schools.
- Ensures that all rules and regulations (national, state, section, league and District) are communicated, followed, enforced and corrected.
- Advocates for necessary funding for materials, supplies and equipment for each secondary school; creates a budget annually.
- Directs the bidding and ordering process for all athletic needs.
- Evaluates the safety and appropriateness of all associated facilities.
- Assists building principals in the hiring, training, and supervision of coaches.
- Represents the District at administrative meetings, as required.

- Conducts staff meetings and provide leadership, instruction and motivation.
- Conducts searches for coaching candidates.
- Assess and evaluate coaches at all levels.
- Provides structure, care and oversight for the storage and inventory of all materials/supplies and equipment.
- Works collaboratively with Buildings & Grounds on issues of planning and maintenance.
- Works with principals or their reps in dealing with violations of the Athletic Code of Conduct.
- Provides oversight of the Athletic Trainers; ensures all rules regarding pre-participation, injury, return to play, and concussions are followed.
- Oversees the coordination of facility usage (District and otherwise).
- Works collaboratively with Buildings & Grounds on issues of planning and maintenance.
- Assigns contest management staff to include police, timers, and crowd control personnel.
- Develops and maintains communication practices with media, parents and students (website, scheduling software and other social media accounts).
- Develops, reviews, revises, and enforces the athletic Code of Conduct and all pertinent policies and procedures.

Department Mission

The Kenmore-Town of Tonawanda UFSD Athletics Department is committed to excellence in athletics while supporting the educational mission. We strongly believe that our programs are co-curricular and not extra-curricular. We meet student athletes at their individual skill levels and educational needs and provide a challenging environment for skill development in both team and individual sports. Bulldog/Blue Devil Athletics is connected to the whole student: academically, socially, emotionally and physically through intentional preparation and planning throughout the school day and season. We focus on creating opportunities for all student athletes to develop skills through individual instruction, peer interaction and competition. While winning is not an end in itself, we believe that our student athletes' efforts to be their best will lead them to succeed. Our mission is that all individuals associated with Ken-Ton Athletics (coaches, staff, student-athletes, alumni and parents) will value character traits developed through athletic participation. We expect all participants to respect themselves and others, demonstrate loyalty, be good teammates and put the team before themselves, handle failure like they handle success, have school pride, have a strong work ethic, be honest, and show up and be prepared. Our coaches are committed to the value of lifelong learning and continuous improvement.

Executive Summary

The academic year of 2016-17 was one of learning and growth. The district funded a new 0.5 Coordinator of Athletics position to be housed at Kenmore East. The overall District's director was moved to Kenmore West. These two moves improved operations,

coordination and communication greatly. At the same time, challenges and opportunities were presented by four construction projects which will positively benefit physical education students and our athletes alike.

Yearly Highlights

- The Athletic Department changed locations, emphasizing the important impact a director/coordinator can have in a school setting. Office efficiency, direct impact and communication with families were just some of the areas of improvement.
- The long-awaited capital projects reached fruition and our students in PE and Athletics will forever benefit. Going through the process with four different projects simultaneously proved challenging but worthwhile.
- Created Athletic Awards Nights at both high schools.
- Purchased web-based systems to improve the scheduling of events and facilities. The scheduling system includes parental notification with any change.
- The District supported the proposed coordinator of PE position (0.2).
- A Leadership Team in Health and PE was created and met monthly.
- Received positive feedback from the Health/PE Departments regarding the final Superintendent's Conference Day and we plan on using momentum to revise certain philosophies and practices.

Future Goals and Challenges

- Maximize the use of the building facility web-based program and assisting technology in rolling it out District-wide.
- Maximize the use of the contest scheduling web-based program and optimizing the efficiencies it presents. Benefit from the increased level of communication it allows with athletes and parents.
- Gain a level of support from the District as it relates to procuring a Business Clerk into the office. The volume of orders, referee vouchers, searching for specifications and bids, payroll of support personnel, the facilitation of three combined bid packets (PE, Athletics and nurses/athletic trainers) makes it clearly difficult for one secretary to attend to given the breadth of the other responsibilities and expectations.
- Creating facility schedules for all of our teams that wish to gain access to these sparkling new facilities will be challenging.
- Health and PE will be challenging ourselves in an effort to review what we currently provide, why, how, assessments and the impact.

5.4 Special Education and Student Services

Description of Department

The Office of Special Education and Student Services provides a variety of services to all students within Ken-Ton Schools. The office is staffed by 12 full-time employees; seven

clerical, four teachers on special assignment, and four administrators. School-based staff supervised and supported by this department include: psychologists, speech pathologists, hearing/vision teachers, teacher aides, and special education teachers. Services provided within the department include: related services (speech, occupational therapy, physical therapy, vision, hearing, and psychological services), direct special education instruction in both integrated settings and special class settings, ranging from students with mild learning needs to students with severe emotional disabilities. Transition coordination and services are provided to allow students with disabilities access to career training, work student programming, and support in the transition to the world of college and career. The department supports comprehensive special education services for preschool students. Further, all six non-public schools within the Ken-Ton District are supported through the office of special education and student services.

The Student Services part of the office covers a multitude of tasks and programs essential for many District students and families. This office addresses 1) enrollment and enrollment verification, 2) management of Individual Home Instruction Plans (for those families who choose to personally educate their children), 3) assignment and assistance with superintendent suspensions and mandated hearings for students with disabilities who are suspended, 4) short-term Home Instruction Services, 5) data reporting to NYSED including special education verification and VADIR, 6) annual review and revision of the district Code of Conduct, 7) management of the Family Support Center, 8) supervision of the District's positive behavior program including alternative to suspension programs and truancy intervention programs.

Department Mission

All Ken-Ton Special Educators are committed to providing students with disabilities access to the general education curriculum to the fullest extent appropriate. With a full continuum of services, flexible programs and specially designed instruction, special educators will help students maximize their potential for learning and prepare them for post-secondary education and the world of work.

Executive Summary

The Office of Special Education and Student Services faced a year of significant change. A new director was hired mid-year, 17 teachers in the special education department took advantage of retirement incentives necessitating the largest hiring process for special education in the history of the District, and the staff in the district Office of Special Education was restructured to allow for more efficient and responsive services with a mind for building capacity to address future changes.

The department has begun a major initiative in Trauma Informed Educational Practices and Restorative Justice, while also assigning a seasoned school psychologist to serve the district on special assignment as a District-wide behavior coach. The department saw programs at middle and high school expand during the year with additional new classes

established for the 2017-18 school year, allowing for additional students to return from out-of-district settings.

Yearly Highlights

New Staff-Central Office: The 2016-17 school year was one of significant change and development within special education and student services. Several new staff members were brought into the team. A new director of special education and student services was hired while the supervisor of elementary special education retired. A new CPSE chairperson took the reins upon the retirement of a long-time CPSE chairperson. New clerical staff additions include staff for secondary special education and staff for enrollment, data reporting and student services.

Program Expansion: Kenmore West saw the expansion of its career development program for special education students. Additional classes were added that allowed students with disabilities to earn credit and experience enabling them to earn a credential and graduate into the workforce.

Procedures: Consolidation of schools in 2016-17 aligned with the office's decision to move to an "anniversary date" annual review system. Previously, all annual reviews were held in the spring for all 1,600 students with disabilities. Now, all District students with IEPs have annual reviews based on completion of a year of programming. This allows for meetings to be spread over 10 months instead of three months. This has the effect of allowing for more efficient staff coverage, reduction in burden on schools accounting for special education teachers being unavailable in classrooms due to CSE meetings, and IEPs that need less frequent amendments. This change, aligned with school consolidation, resulted in an overall smooth year for special education given the various teacher moves, classroom changes, and differences in building assignments/staffing.

Trauma-Informed Educational Practices: The Student Services Office has begun a three-year plan for rolling out Trauma Informed Educational Practices. This awareness is founded in Trauma Informed Care and Restorative Practices. Restorative Practices have, for the first time, been embedded in the District Code of Conduct. Trauma Informed Educational Practices will be part of a district-wide focus at all instructional levels on all Early Release Days and will begin formally in the fall 2017.

Future Goals

- Examine delivery of services at each level.
- Reduce overall rate of classifications.
- Train support staff to be proactive in assistance.
- Provide professional development to all special education teachers and related services providers in the development of appropriate annual measurable goals.
- Focus on progress monitoring of individual IEP goals.
- Building administrator professional development in areas related to Special Education discipline, disability awareness, and Specially Designed Instruction (SDI).

- Address 15:1/co-teaching at the high school level.

Future Challenges:

- Hiring for 17 retirements in the Special Education Department.
- Disproportionality of suspension by race.
- Suspension of SWDs.
- Changes by NYSED to Special Education Certifications.
- Anticipated impact on special education programs due to certifications.
- Reduced funding by NYSED for special education grants.