

EXHIBIT “F”

Rochester City School District Mission, Vision and Values Statement

MISSION STATEMENT

The Mission of the Department of Special Education in the Rochester City School District is to provide high quality education programs whereby all students are empowered to reach their individual potential. We will continually strive for excellence and ensure that we are *intentional* in our practices, *innovative* in our strategies, and *inclusive* of every student, family, and community member.

VISION STATEMENT

We believe in the potential of all students, including those with disabilities. We are intentional with our planning and resources to effectively support full inclusion. We are deliberate in implementing accurate, objective and bias-free processes for supporting students with disabilities and for identifying students with a potential disability. We catch students before they fall and provide them with every resource to be successful. We know every student by face and name.

VALUES

BELIEVE IN ME

District leaders express their belief that all students can achieve at high levels and act on that by making sure everyone shares responsibility for the success of students with disabilities

On the building level all staff take responsibility for all students. Teacher teams regularly review and discuss data and progress of students with disabilities during common planning time.

INCLUDE ME

District leaders share a district-wide vision for inclusion of special education students as an explicit core value. This is clearly expressed in mission, vision and strategic planning.

District leaders expect and support general education teachers to build their expertise in special education, and special education teachers to develop greater content expertise. This could include professional development for the entire staff that is focused on special education topics, knowledge, and skills. It could also be integrating special education topics into general trainings.

The school has regular common planning time for general and special education teachers to plan instruction together. Both special education teachers and general education teachers collaborate, co-plan, co-teach, and work with small and large groups of students based on student need. Both deliver content and provide specific supports to struggling students.

FIND ME

The school and district takes steps to ensure the process for identifying students with a potential disability is accurate, objective and bias-free.

School teams collect data from a wide variety of sources including academic assessments, behavioral checklists, and early childhood development inventories for all students, including those in early grades. Teams use this data to conduct universal screenings and identify students who need additional support.

CATCH ME WHEN (OR BEFORE) I FALL

The district holds each school accountable for monitoring data to detect trends in student performance at the individual, classroom, and school level and adjusts instruction accordingly. Principals are evaluated based on their ability to do this, and their Chiefs intervene and support if they struggle

Teachers consistently use a shared school-wide system to monitor student data and provide support to both students with and without disabilities. A multidisciplinary team of teachers and staff is responsible for looking at school-wide data and designing interventions to address academic, behavioral, and social-emotional needs of all students.

The school's professional development calendar includes specific sessions on supporting students with disabilities into general education professional learning.

MEET ME WHERE I AM AND CHALLENGE ME

The district leaders train principals how to analyze data to make decisions about differentiating instruction and can explain how principals train teachers in that same process

The school team meets before any major transition in the student's education (e.g. moving from elementary to middle school and graduating high school) to align with the student and family on goals, anticipate challenges, and develop a support plan.

KNOW ME

The district leaders set policies that encourage school staff to frequently communicate with parents about student progress and provides technology that makes it easy to do so.

Teachers know and can articulate each student's strengths, interests and goals, beyond what's written in the IEP, and students know their data and can talk about where they are succeeding and where they need