

**Special Education Department  
Board of Education Annual Report**

**March 8, 2022  
Spencerport Central School District**



# Special Education Highlights

- Successful continuation of integrated co-teaching model into 7th grade;
- Implementation of the Student Intervention Plan (SIP) model at the four elementary schools;
- Related service providers (RSP) completed updated MTSS tier I handbook and tiered process, including documentation;
- Use of researched based practices to support social emotional needs in ICT classrooms;
- Ongoing training opportunities in scaffolding, differentiation and specially designed instruction (SDI) to address unfinished learning and other specific learning needs of struggling students;
- Delivery of multiple special education professional development opportunities for teachers and staff, including targeted PD and coaching in the integrated co-teaching model.



# Increasing Inclusion Opportunities

- **Why is inclusion important?** Benefits of inclusion for children with (or without) disabilities include academic collaboration, peer models, problem solving skills, positive self-image, social imaging, and respect for others.
- **How do we make these decisions?** In order to do this, look at the learning profile of the individual student and determine what they need in order to be successful in the general education classroom setting.
- **What opportunities do we have for students?** ICT, Special Areas, Electives, Work Study, Clubs & Athletics, WEMOCO



# Job-Embedded Support and Professional Development

<b>K-8 Support – TOSA for Special Education</b>	<b>9-12 Supports – BOCES Special Education Instructional Coach</b>
Professional Development	Professional Development
Specially Designed Instruction Coaching	Specially Designed Instruction Coaching
Building Level Support (Office Hour Coaching, Case Management and Goal Writing Support)	Building Level Support (Office Hour Coaching, Case Management and Goal Writing Support)
SIP Process	





# Integrated Co-teaching (ICT) in Spencerport

Increase opportunities for students to successfully participate in co-integrated settings across all four elementary buildings and Cosgrove.





# Remember These Kids?





# Where Are They Now?



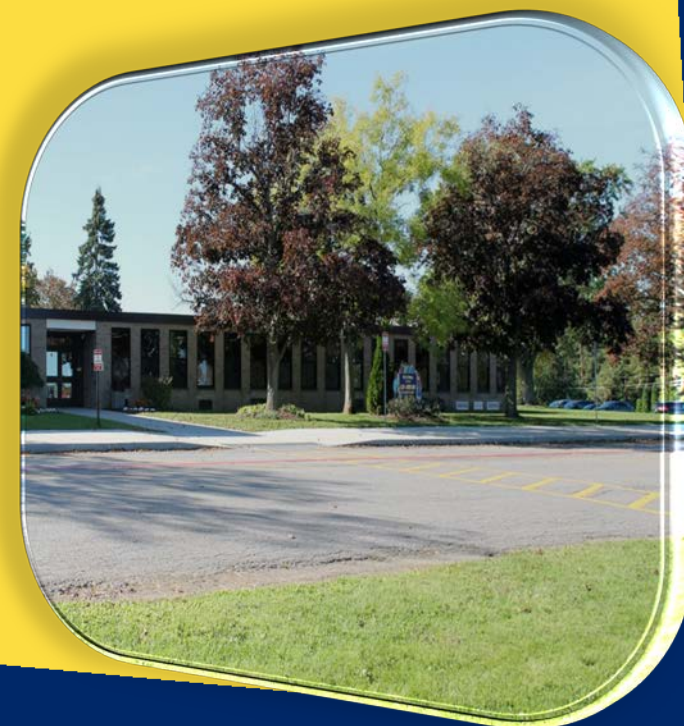
# Progress Update from ICT 7





# Student Intervention Plan (SIP)

- The SIP process this year has been revised to include a specific focus on collaborative problem solving around students' academic needs, as aligned to their IEP goals.
- Four phase process:
  - Case manager presentation
  - Team collaboration
  - Plan development
  - Progress monitoring
- Model aligned to MTSS process.



# Social Emotional Learning Focus

## The **ZONES** of Regulation®

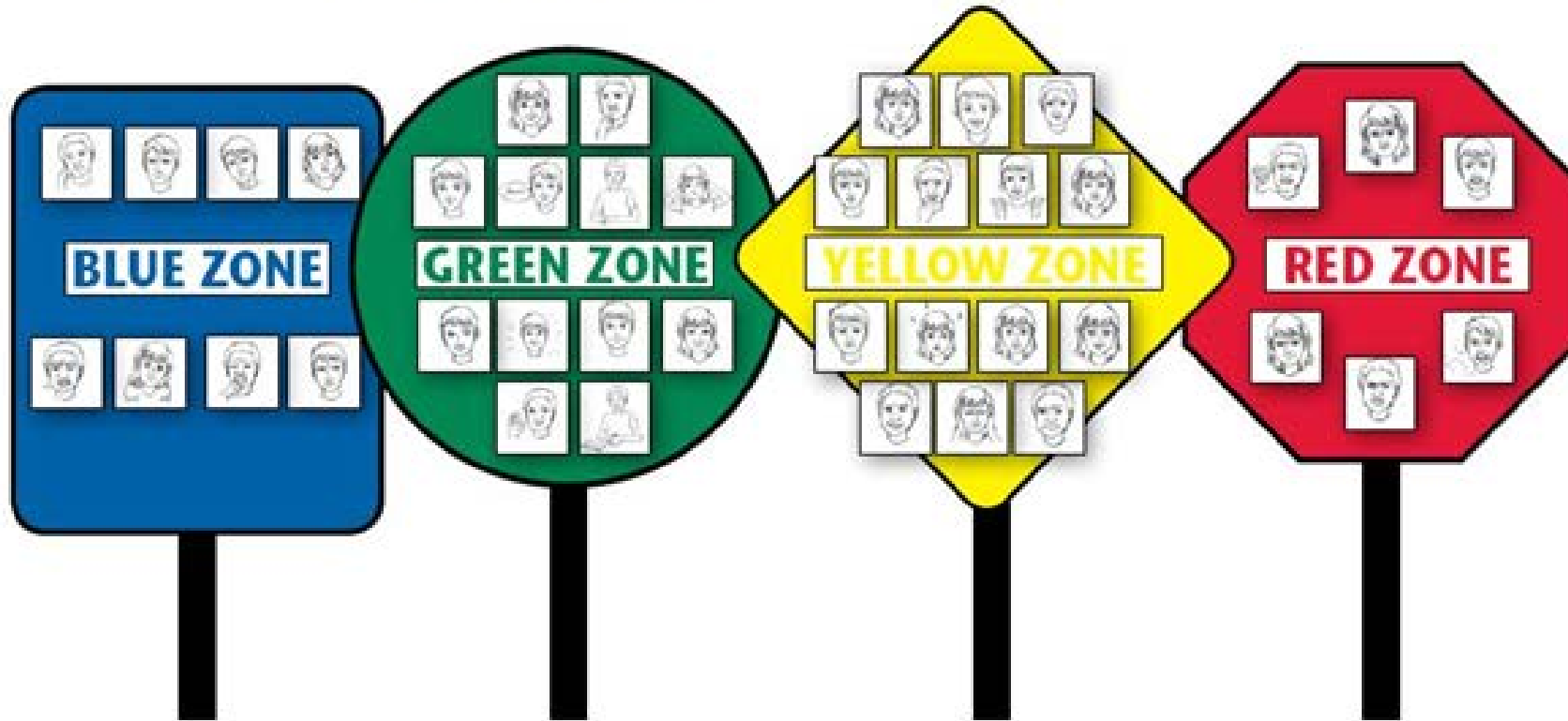


Figure 2: Wall Posters of the Zones

# *Zones of Regulation*

- Piloting weekly Zones of Regulation Lessons in ICT 5<sup>th</sup> grade at Bernabi
- Offered asynchronous professional development on Zones of Regulation
- Ordered Zones of Regulation materials for every grade level at all elementary schools, as well as every self-contained class





# Next Steps for Our Department

- Continue to transition our self-contained programming at the middle school level to the integrated co-teacher model;
- Continue to work with Ellen Rossetti on specially designed instruction;
  - Provision of targeted professional development
  - Provision of job embedded support
- Continue to work with the middle school and high school on targeted interventions to support SWDs along with any student struggling in school;
- Consider expansion of TOSA support at the commencement level.
- Continue to work with the buildings on a consistent process for pre-referral interventions for struggling learners;
- Leveled recommendations of services for RSPs based on data, consistent for all providers.



QUESTIONS?  
COMMENTS?

