North Rose-Wolcott CSD
BOE Report for 2015-2016

Administrator: Kathy Goolden, Director of Special Education, Grades 5-adult

Date of Board Meeting: June 14, 2016

SIP Goal #1: All North Rose-Wolcott Middle and High School students with disabilities will demonstrate improved academic achievement and increased college and career readiness.

Strategies:

- Leverage leadership
- Staff development-standards based IEP goal writing
- Unique implementation for NYSAA
- Alignment of Special Education Leadership Team, Curriculum Council, building special education meetings
- Response to Intervention
- School-based Inquiry data conversations
- Implementation of Career Zone for transition
- Collaboration with Susan Skeels through RAMP (Ready to Achieve Mentoring program)
- Development of work-based learning (WBL) options for students with disabilities
    1. Meet monthly with Jen Judge (facilitating CDOS) and high school counselors
    2. Develop local businesses as partners for WBL
    3. Develop shadowing opportunities
    4. Survey students regarding interest
    5. Investigate cost of WBL coordinator
- Middle School co-teaching coaching-Tammy Jones

End of year update:

- **Cumulative number of Leverage Leadership cycles including classroom visits and follow up conversations-109.**

- **Standards based IEP goal writing workshop was held at NRW High School on January 12th with all Special Education teachers, therapists, and psychologists in attendance. Teachers were given the option to collaboratively work on standards-based IEPs using interim assessment data on the upcoming early release day.**

- **We completed our first year of the new assessment process for students receiving NYS Alternate Assessment (NYSAA). The new assessment process is fully computer-based and involved training for teachers implementing the new assessment.**

- **The Special Education Leadership Team (SELT) met approximately every 6 weeks throughout the school year with subcommittees focusing on:**
    - **Future Story (Career planning)-By combining the district's initiative regarding Ruby Payne's Frameworks for Understanding Poverty and the need for transition planning for students with disabilities, this sub-committee developed a booklet that is designed to follow a student from grades Kindergarten through graduation. The focus is on goal-setting as it relates to future career plans and is designed to 'grow' with the students. Students in grades K-6 will use the document to do their goal-setting; students in grades 7-12 will use the NYSED website Career Zone to work through goal setting and career planning.**
    - **Transition-This sub-committee examined our practices related to students with disabilities transitioning between grade levels and buildings in our district; recommendations were made that are designed to support students during these times of transition.**
- **Multi-tiered Support Systems or MTSS combines the Cougar Pride and the Response to Intervention (RtI). Focus on creating an effective and efficient MTSS is woven into the district's strategic plan draft and is underway in the high school and the middle school.**
- **Throughout the school year, staff participated in on-going training related to the School-based Inquiry Process. Grade level and departmental groups used data to create action plans designed to improve student outcomes.**
- **After working extensively last year to revamp our transition process for students with disabilities, we have fully implemented the NYSED-recommended transition source, Career Zone. Career Zone is a web-based, comprehensive site designed to support students with disabilities with transition to their adult lives. After this first year of implementation, a survey is being sent to staff to gain insight into how it worked for our students and staff members.**
- **In collaboration with RAMP (Ready to Achieve Mentoring Program), Susan Skeels works with groups of students with disabilities on transition planning. Throughout the school year, she did lessons in the life skills classroom at the high school on topics related to transitioning to adult life.**
- **We completed our first full year of implementing work-based learning experiences for our in-district for high school students with disabilities who are receiving assessment through the NYS alternate assessment. This work is coordinated by Jennifer Judge and Cathy LaValley and involves supervised work experiences in various locations throughout the high school for our students. In addition, I am on a sub-committee at BOCES as part of a consortium grant to support development of Work-based Learning opportunities within our community.**

- **Co-teaching partners at the Middle School received ongoing coaching. A BOCES instructional coach provides staff development, coaching, and other supports on an on-going basis.**

SIP Goal #2: All North Rose-Wolcott students with disabilities will improve in their social/emotional/behavioral functioning in the classroom and school setting.

Strategies:

- Leverage leadership
- FBA/BIP (Functional Behavioral Assessment/Behavior Intervention Plan) development
- ICMP development (Intensive Case Management Plan)
- Staff development- Frameworks for Understanding Poverty (Ruby Payne)
- Response to Intervention (MTSS)
- School-based Inquiry data conversations

Progress Narrative:

End of year update (in addition to the items listed under goal 1 above):

- **Check-in, check-out (CICO) has been implemented at the Middle School and the High School to increase students' connection with trusted adults.**

- **The Special Education Leadership Team has created a booklet that will follow students from grades Kindergarten through graduation designed to help students develop "Future Story." The goal is to increase opportunities for students to see themselves as successful in their adult endeavors.**

- **Faculty meetings at the high school and the middle school are used to provide focused staff development on topics related to Frameworks for Understanding Poverty.**

- **Intensive Case Management Plans are being used for students whose behaviors require pro-active strategies.**

<u>SIP Goal #3</u>: The special education department at North Rose-Wolcott School District will continue to foster partnerships that build communication and understanding within the school district and community.

Strategies:

- Development of special education web page
- Contacting parents prior to CSE meetings regarding attendance
- Participate in strategic planning process
- Supporting District-wide, Middle School & High School action plans based on Frameworks for Understanding Poverty (Ruby Payne)

End of year update:

- **In addition to a letter sent to students' families, phone calls are made 1-2 days prior to CSE meetings to invite parents to attend. If parents are unable to attend, they are invited to participate by phone conference.**
- **Cumulative total of CSE meetings at the High School and Middle School level for the year is 136; in addition to CSE meetings, 54 504 annual review meetings have been held. 61% of the CSE meetings had parents present or participating via phone conference. 65% of students attended their CSE meetings.**
- **The Strategic Planning Partners & Team both contain parents of students with disabilities and teachers of students with disabilities.**

<u>SIP Goal #4</u>: The special education department at North Rose-Wolcott School District will continue to follow regulations in order for the district to be compliant in the following areas:

Progress Narrative:

End of first semester update:

- **All required data verifications for Special Education are verified and current.**
- **The special education department is evaluating the recommendation received from Linda Johnson, the outside Special Education Consultant who visited the district. We have organized the information into the categories of process and instructional practices and are determining the professional development that will be needed in order to move ahead in the identified areas.**