



All Means All: Special Education & Support Services

October 24, 2018



Welcome & Introductions

Presenters

- Michael Greenfield: Assistant Superintendent for C&I
- Julie Snider: Director of Special Education
- Antonia Simao: Supervisor of Secondary Special Education
- Jennifer Toscano: Supervisor of Elementary Special Education
- Genevieve Kowal: Special Class Teacher
- Kathleen Vaccaro: Special Education Co-teacher
- Bradley White: General Education Co-Teacher
- Dr. Amabell Abbott: HHS Psychologist

Overview

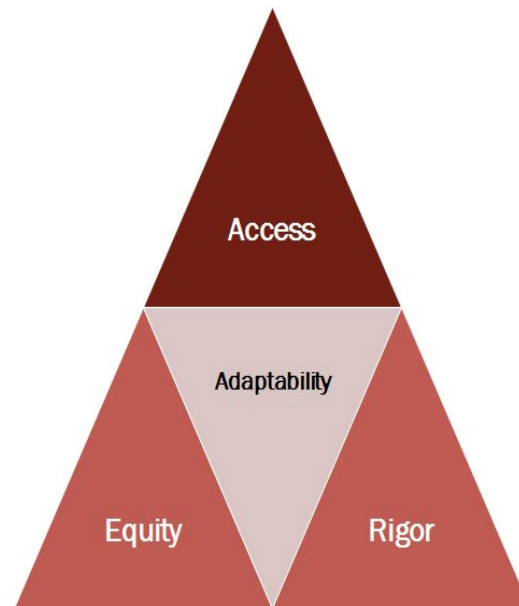
- Our Special Education Story
- Program Design and Structure
- Measures of Success
- Continuous Improvement



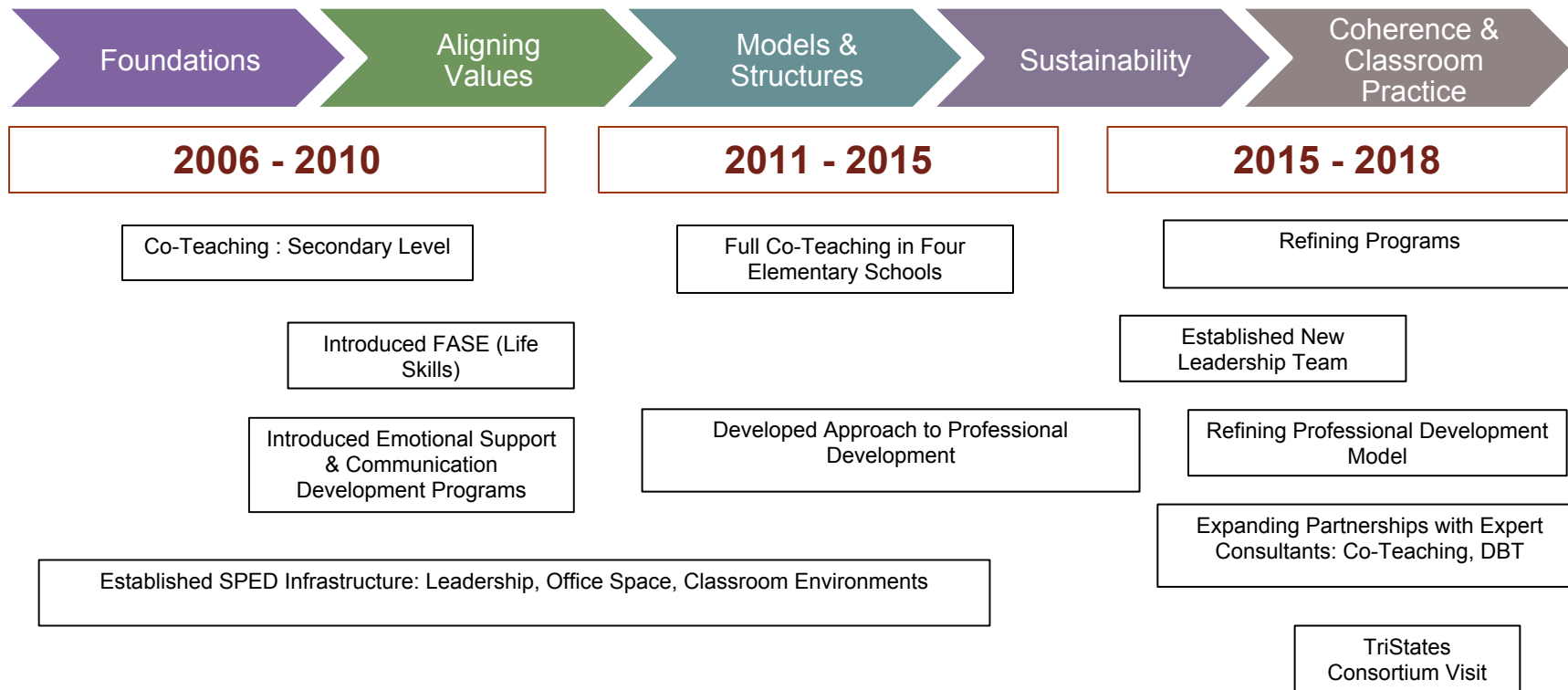


Our Commitments: Aligned to District's Core Values

- Broad continuum of programs
- Inclusive practices
- Research-based pedagogy



History in Brief





TriStates Consortium Visit: Essential Questions

To what extent does our K-12 Special Education Program reflect evidence of:

- a shared vision for inclusive education,
- programs and instructional practices aligned with the district core values, and
- professional development that effectively supports inclusive teaching and learning?



Program Design and Structure



Elementary School Programs

- Related Services only (Speech, Counseling, Occupational Therapy, Physical Therapy, Hearing Services)
- Consultant Teacher Services
- Resource Room
- Integrated Co-teaching
- Special Classes
 - CD: Communication Development
 - ESP: Emotional Support Program
 - FASE: Functional Academic Skills Education



Elementary Co-teach Model

2018-2019 Projected

2018-2019 Actual

	Preston	Purchase	Harrison Ave	Parsons
K		co-teach	co-teach	
1	co-teach			co-teach
2		co-teach	co-teach (2)	
3	co-teach			co-teach
4	co-teach		Co-teach	
5		co-teach		co-teach (2)

	Preston	Purchase	Harrison Ave	Parsons
K		co-teach	co-teach	
1	co-teach			co-teach
2		co-teach	co-teach (2)	
3	co-teach			co-teach (2)*
4	co-teach		co-teach	co-teach*
5		co-teach		co-teach (2)

*New Section



Special Classes

Broad Continuum of Services



Inclusive Practices



Research based pedagogy



LMK & HHS Programs

LMK	HHS
<ul style="list-style-type: none"> • Related Services only • Integrated Co-teaching • Academic Skills Class • Special Classes <ul style="list-style-type: none"> ◦ SGI ◦ Reading ◦ FASE 	<ul style="list-style-type: none"> • Related Services only • Integrated Co-teaching • Learning Center • Special Classes <ul style="list-style-type: none"> ◦ SGI ◦ FASE



LMK Middle School Co-teach Model

Co-teaching Consultant

- Both teachers are actively involved in instruction and working with all students
- Strategic co-planning that accounts for & anticipates learner variability of all students.
- The use of co-teaching models (Stations, Parallel, Team Teaching, etc.) results in flexible and responsive instruction

Universal Design for Learning (UDL)

- Use task analyses to create lessons and assessments that remain rigorous yet accessible for all
- Ensure barrier free instruction by using adapted tools and designing lessons that serve the greatest number of students
- Results in personalized learning experiences for students; increases access

**Our
Goal**

Plan, Instruct,
Assess, & Reflect in a
partnership to create
barrier free
learning for **all**.



Social Emotional Learning/Mental Health

Social Emotional Learning (SEL)



Dialectical Behavior Therapy (DBT)



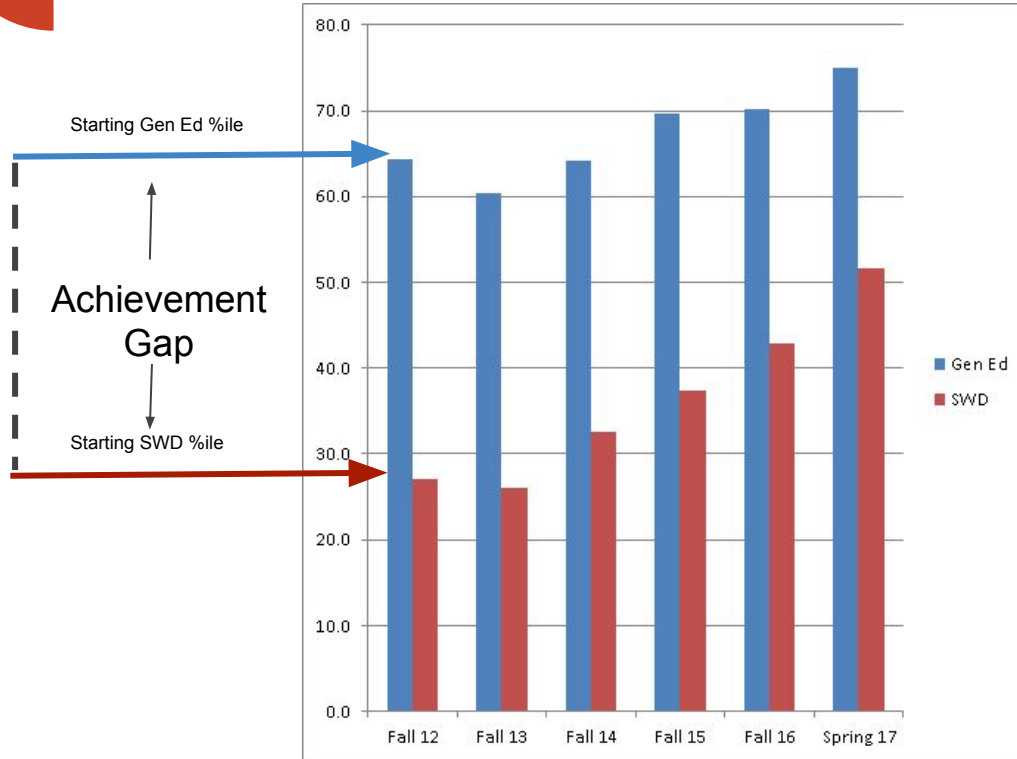


Measures of Success

Students with Disabilities: English Language Arts (MAP)



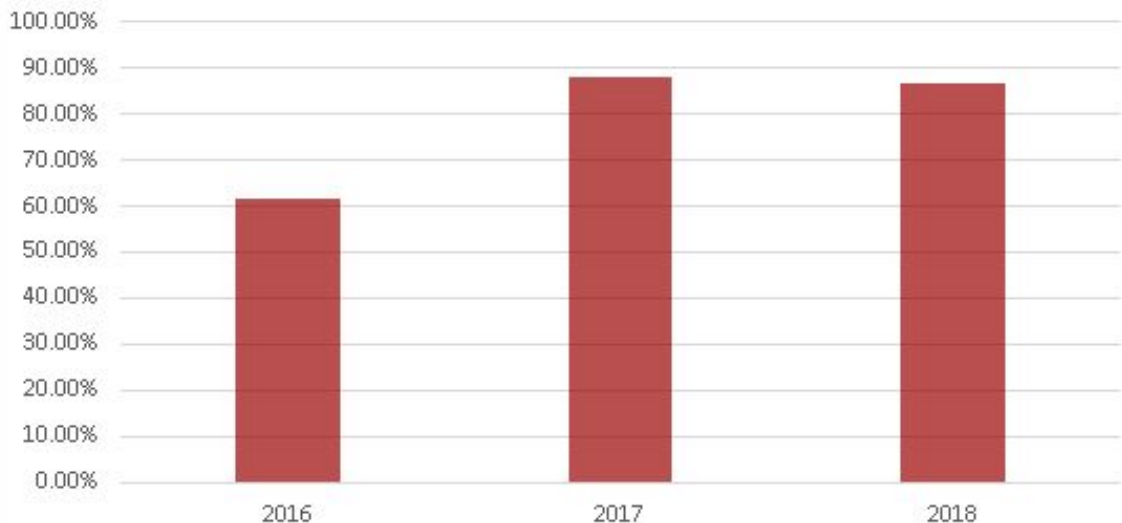
Narrowing the Achievement Gap: Math



Grade 8 Student Cohort (Class of 2021)



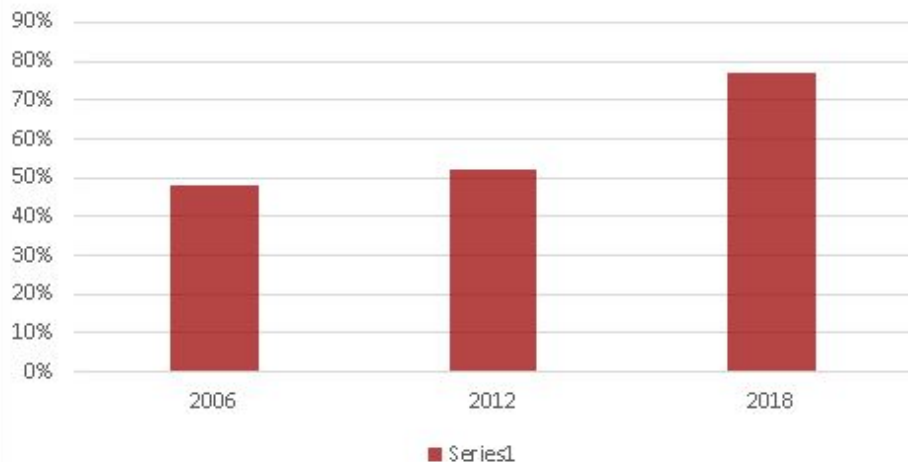
**Common Core Algebra I Regents
Students with Disabilities Performance
Level
June (2016-2018)
% Proficient**





Diploma Rates for SWD

SWD Regents Diploma Rate



Year	Enrollment	% graduating in 4 years
2015	24	83.3%
2016	21	90.5%
2017	30	96.7%
2018	25	96.0%
State Target in 2015 was 55.39%		



Students w/ Disabilities Enrolled in One or More IB/ AP Course

Class of...	IB/AP enrollment
SWD	
2012-13	52.17%
2013-14	51.85%
2014-15	61.90%
2015-16	71.43%
2016-17	70.37%
2017-18	76.92%
Gen Ed.	
2012-13	92.21%
2013-14	94.88%
2014-15	95.95%
2015-16	95.97%
2016-17	98.41%
2017-18	97.13%

Other Indicators

- Tri-States Review: External Validation
- Consultants
- Annual Review Meetings
- Parents, Students & Faculty





Continuous Improvement

- Universal Design for Learning/Barrier Free Instruction
- Meeting the social-emotional-behavioral & mental health needs of students
- Inclusive practices
- Outreach and Education





Questions & Answers