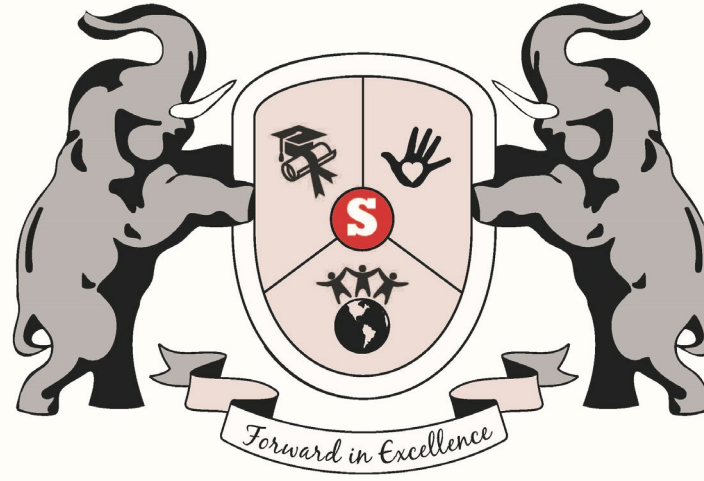


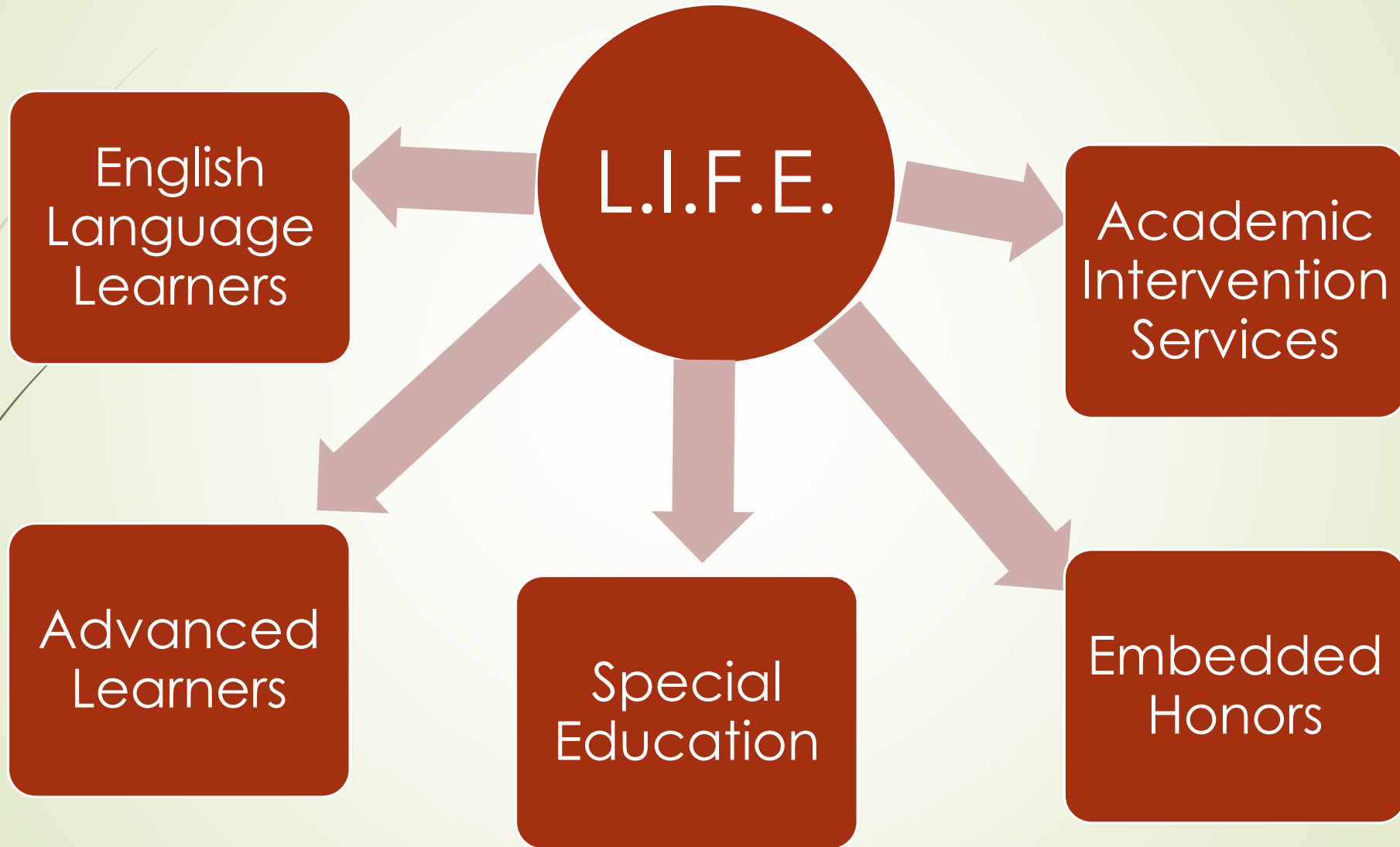


L.I.F.E.

(Learning Inclusively For Everyone)

SCSD COMMUNITY

Who is included in L.I.F.E.?





Agenda

L.I.F.E. Components

- Special Services
 - Sub-committees' accomplishments and next steps
 - Building Accomplishments
 - Considerations based on
 - Inclusion Facilitator vs Learning Coach
- English as a New Language
- Advanced Learners Program
- Embedded Honors
- Academic Intervention Services



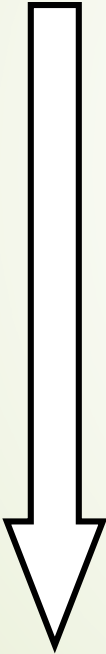
Our Commitment to All Students

(Especially Special Needs Students)

As a School District, we strive to provide:

- a more inclusive and Least Restrictive Environment (LRE) by considering programs/services within large and small group settings before a recommendation through the Committee on Special Education (CSE) is made.
- a consistent continuum of services and instructional approaches, K–12, so that appropriate supports/resources can be provided to each student.
- a gradual release of responsibility to foster independent learners.

NYS CONTINUUM OF SPECIAL SERVICES

Least Restrictive	Related Services (no minimum time amount required)
	Consultant Teacher Services (minimum of 2 hours weekly provided in the general education classroom)
	Resource Program (minimum of 3 hours weekly)
	Resource/Consultant Teacher (minimum of 3 hours combined)
	Integrated Co-teaching Services (all or part of the school)
	Special Class (all or part of the school day)
Most Restrictive	Out-of-District Placement

Classified Students District-Wide

Classified by Building	Grade	Classified by Grade			Total Enrollment		
		2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Primrose	K	13	21	21	518	502	515
71	1	31	15	20			
65	2	27	29	25			
66							
SIS	3	31	34	30	660	623	590
121	4	43	36	40			
115	5	46	41	36			
106							
SMS	6	50	45	43	803	773	754
140	7	48	46	49			
134	8	51	43	47			
139							
SHS	9	43	48	44	1104	1095	1094
143	10	40	49	45			
168	11	31	40	45			
170	12	29	31	36			
	Ungraded	3	9	10	3136	2993	2953
Totals		534	487	481			
		17%	16.2%	16.2%			

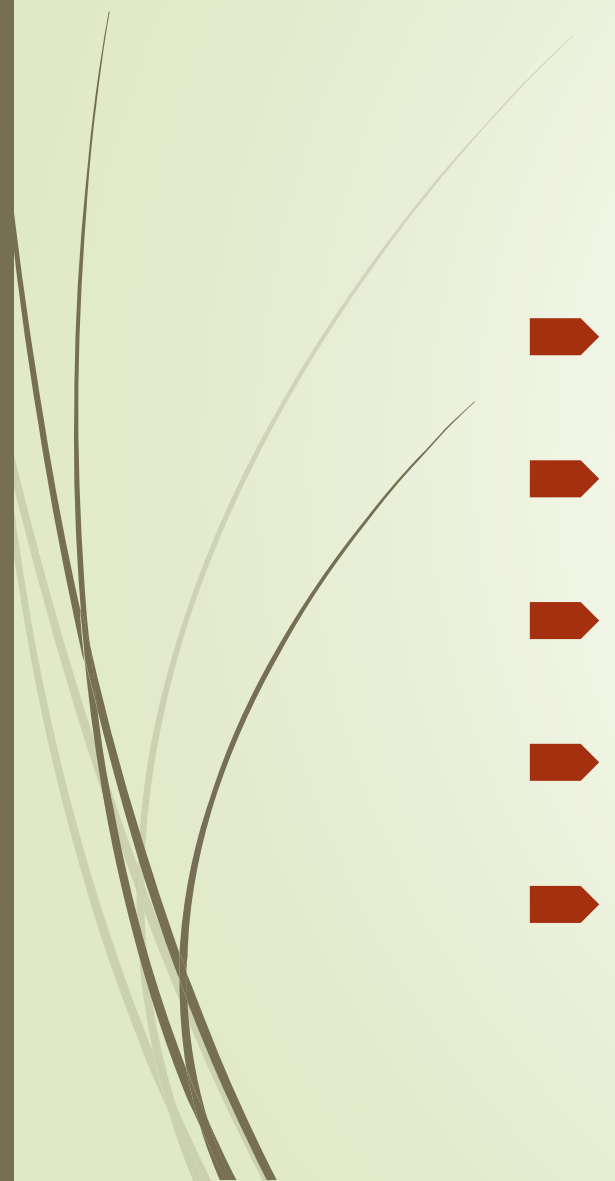


CLASSIFICATION IN DISTRICT AND OOD (OUT OF DISTRICT PLACEMENT)

	2016-17	2017-18	2018-19
Number of classified students in-district:	534	487	481
Number of classified students placed out-of-district:	26	20	27
Total:	560	507	508



Current Inclusive Subcommittees (Year 1 and Year 2)

- ➡ Data Analysis
 - ➡ Inclusive Schools Culture
 - ➡ Best Practices
 - ➡ Resource Restructuring
 - ➡ Program Evaluation
- 

L.I.F.E. Year 1 Accomplishments

Created Visual Maps of Resources for each School

Created Mission Vision Values and Goals for L.I.F.E.

Created more ICT sections in each school

Created Guiding Principles for Differentiation and Co-teaching

Found opportunities for Integrated Speech, OT, Resource, AIS, ENL

Defined the role of the Inclusion Facilitator

Analyzed L.I.F.E. Survey from Program Evaluation

Created L.I.F.E. Open House Presentation

Grouped Data: Stats & Story

ICT Video on School Website

Wrote Executive Summary based on survey results

Inclusive Schools Week
Dec. 3-7

Identified Discrepancies in Sped Services vs. IEPs

Developed 3 surveys to gather perception on Inclusion

L.I.F.E. Year 2 Goals & Next Steps

Goals	Next Steps
Broadening our outreach to the community and educating all constituent groups about the work we are piloting, implementing and researching	Creating a page on our school website with information and communication for parents and the community
Reflecting about our purpose to continuously improve and provide more opportunities for inclusive learning	Providing professional development that includes differentiation of instruction and assessments
Providing support to teachers in the transition from less inclusive to a more inclusive environment	Inclusion Facilitator to work with co-teaching partnerships
Including the student experience at the center of our future plans	Creating a focus group to address student behavior/mental health concerns of students K-12
Considering natural proportions so our classrooms are balanced and supportive of all students	Emphasizing natural proportions during scheduling and placement



Primrose L.I.F.E. Changes



2017-2018	2018-2019
ICT only 2 nd grade	ICT K, 1, 2
OT non-integrated	OT integrated (K-2)
Speech/Language non-integrated	Speech/Language integrated & non-integrated
Special Class Kindergarten 12:1:1	Integrated Co-Teach Kindergarten



SIS L.I.F.E. Changes

2017-2018	2018-2019
ICT without natural proportions	ICT with more natural proportions
OT non-integrated (3-5)	OT integrated (3 rd grade)
5 ICT classrooms	9 ICT classrooms
Speech Language Non-Integrated	Speech Language Non-Integrated & Integrated



SMS L.I.F.E. Changes

2017-2018	2018-2019
14 ICT sections ELA/Math	21 Sections ICT ELA/Math
CTD Special Education teachers taught every subject	CTD Special Education teachers departmentalized
Speech/Language Non-Integrated	Speech/Language Non-Integrated & Integrated
Special Class	Less Sections of Special Class

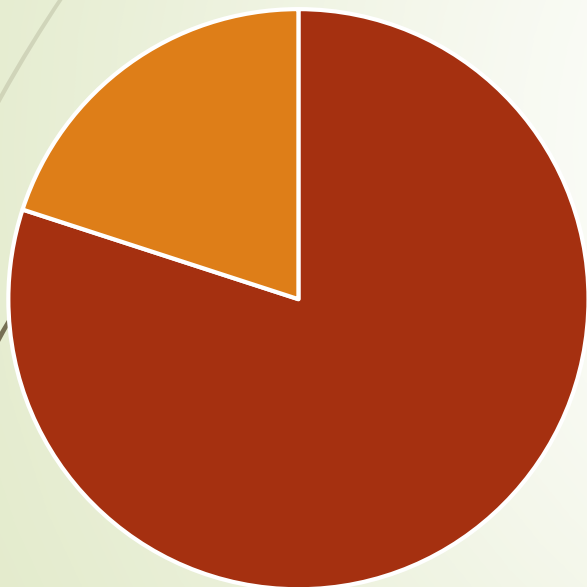


SHS L.I.F.E. Changes

2017-2018	2018-2019
No ICT in the building	ICT sections in 9 th grade for Algebra, Earth Science, Global Studies, and ELA
Skills class for IEP students	Success Center for all 9 th graders
Speech Language Non-Integrated	Speech Language Non-Integrated & Integrated

For Students with Disabilities, Time Spent in General Education Classrooms SCSD vs. NYS

Time Spent During the School Day



■ Time General Ed ■ Time in Special Ed ■ ■

2016-2017
SOMERS = 53%

Baseline NYS = 60%

2017-2018
SOMERS = 57.4%

Baseline NYS = 60%

2018-2019
SOMERS = 68.8%

Baseline NYS = 60%



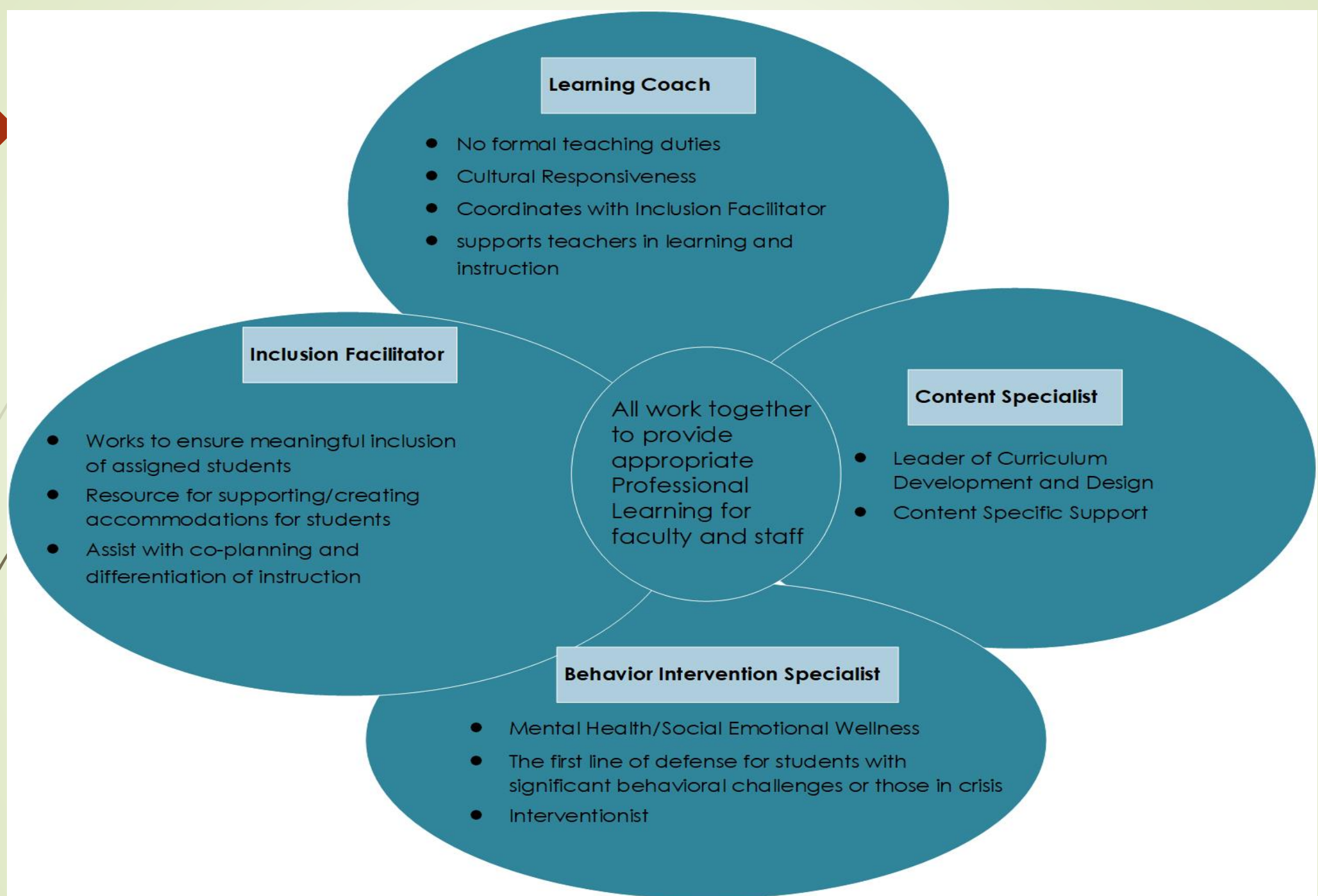
Classified students in general education classroom for 80% or more of their school day

School	2016-2017	2017-2018	2018-2019
Primrose	33.3%	23.8%	53.5%
SIS	60.5%	60.9%	59.9%
MS	60.9%	68.7%	77.1%
SHS	48.2%	53.4%	71.7%
Whole District	53%	57.4%	68.8%



Possible Considerations Moving Forward (Year 3)

- More Natural Proportions (Multi-grade level support)
- Hand Scheduling of Students (Manual Manipulation for Clustering to prioritize scheduling based on IEP students)
- A look at the CSE Process to continue reducing numbers of classified students
- Explore different triad ICT models to foster more flexibility
- Training on de-escalation of inappropriate behaviors and the role of a **Behavior Intervention Specialist** (teacher support)
- Ongoing professional development related to direct instruction and tiered assessments
- Continue Site visits
- Projection meetings with Administration/Special Education Departments/Individual Faculty and Support Staff
- Role of **Inclusion Facilitator** (teacher support)



Somers CSD ENL Program

- Currently 48 English Language Learners
- One full-time ENL Teacher in each building
- Support is provided for either 90, 180 or 360 minutes per week depending on proficiency level:
 - Integrated ENL
 - Stand-Alone ENL
- Students must meet criteria on NYSITELL in order to enter program
- Students are assessed in Reading, Writing, Listening and Speaking
- Students exit the ENL Program by demonstrating proficiency on either:
 - NYSESLAT
 - NYS 3-8 ELA Exam
 - NYS ELA Regents Exam

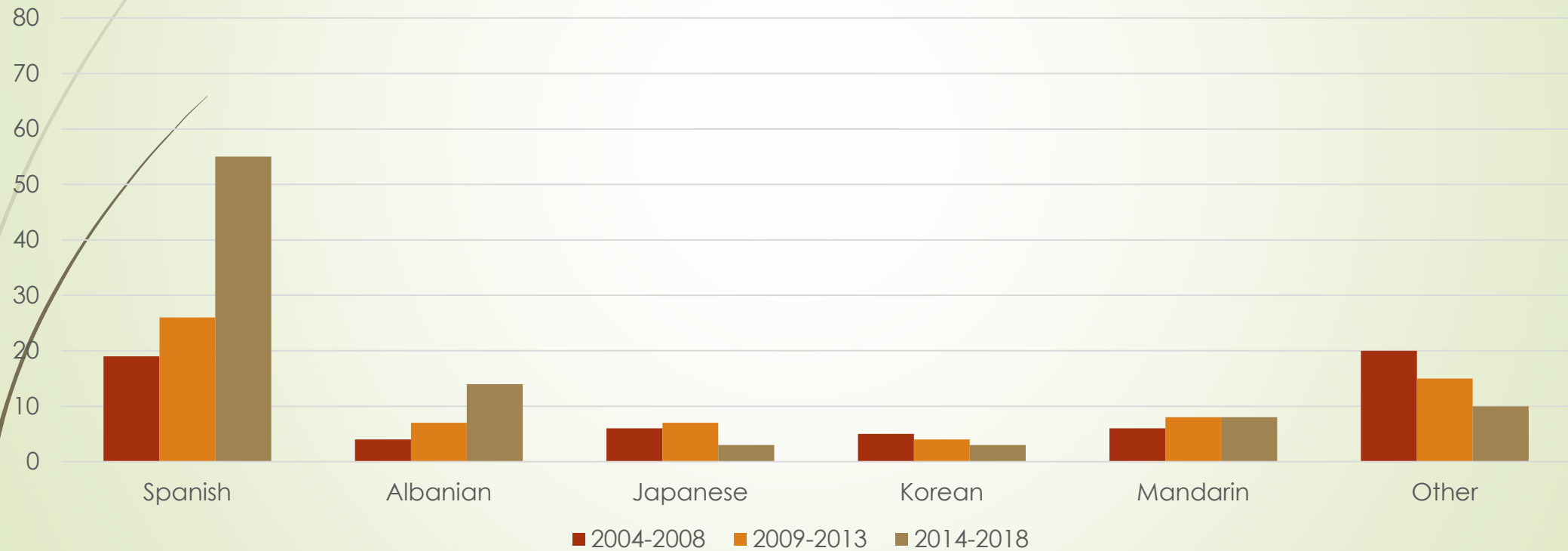


Somers CSD ELL Students 2010-2018

- 128 ELL Students
- 50% (64) exited ENL program in 4 years (average)
- 21% (27) students left the district before reaching proficiency (moved or graduated)
- 22% (28) current students have been an ELL for 3 years on average
- 7% (9) long term ELLs

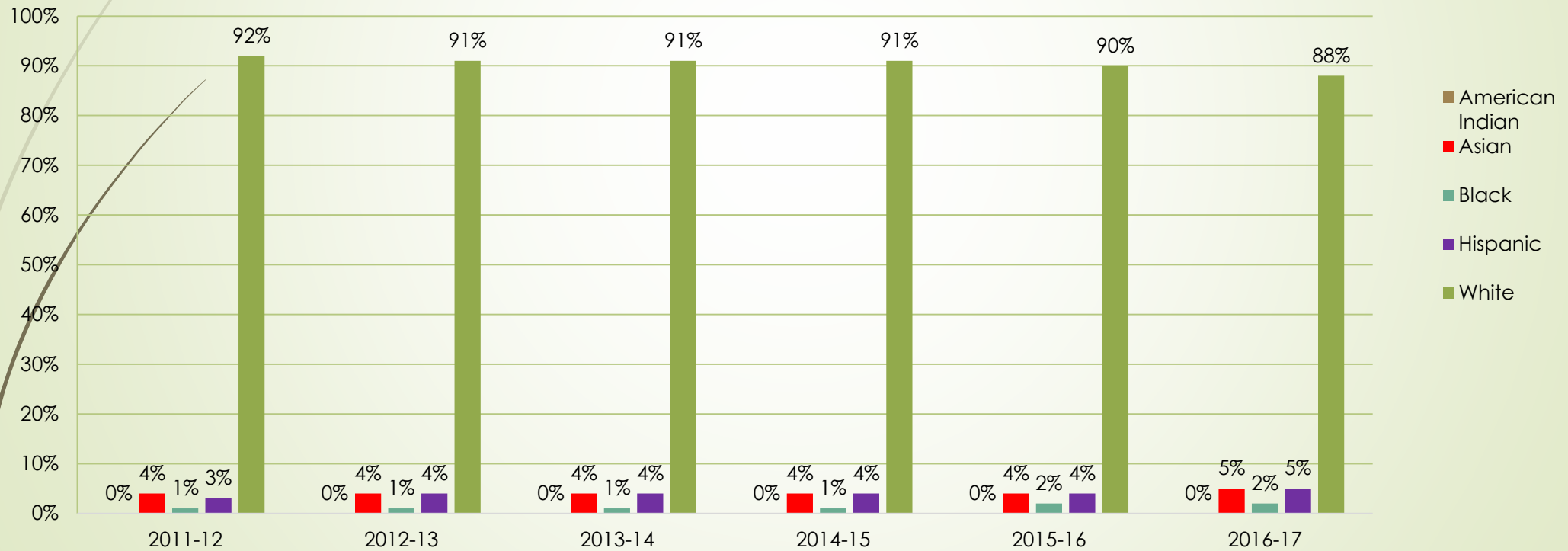
Somers CSD ELL Population 2004-2018

Home Languages of ELL Students



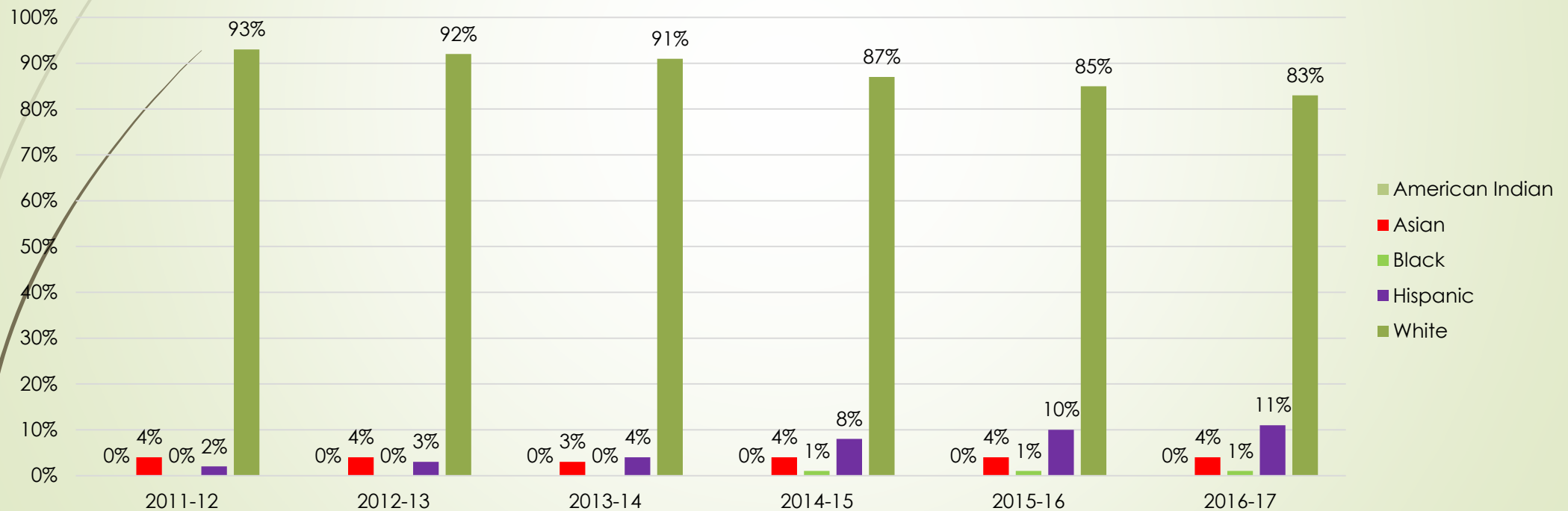
SCSD Students by Ethnicity

Percentage of Students by Ethnicity
Over Time



Primrose Students by Ethnicity

**PES Percentage of Students by Ethnicity
Over Time**



Advanced Learning Program

Current Assessment Tools

Cognitive Screening Tool

Cognitive Abilities Test (CogAT):

All students in grade 3

All students in grade 6

75 students in grade 1 based on parent and teacher input

Creative Screening Tool

Torrance Test of Creative Thinking (TTOCT):

All students in grade 2

All students in grade 5

STAR Reading and Math assessments

All students grades 1-8

Gifted Education Scales

All students considered for Advanced Learning Program

Current Numbers of Students Served

Primrose:

21 students being served in grades 1 and 2 in a pull out group 2 times per week

SIS:

58 students being served in grades 3-5 in a pull out group 2 times per week

89 students being served in grades 3-5 in Math

28 students being served in grades 4 and 5 in Reading

SMS:

36 students being served in grades 6 and 7 in a pull out group 2 times per week

200 students being served in grades 6 and 7 in Math

Somers Advanced Learner Program

Continuum of Support

Tiers of support for ALP students broken down further

Levels of Support

ALP students experience enrichment opportunities that go beyond the standard curriculum or in older grades a comprehensive replacement of curriculum. (i.e. A 6th grade student is placed in 7th or 8th grade math.)

ALP students receive strategic support where some classroom experiences are replaced by higher level learning.

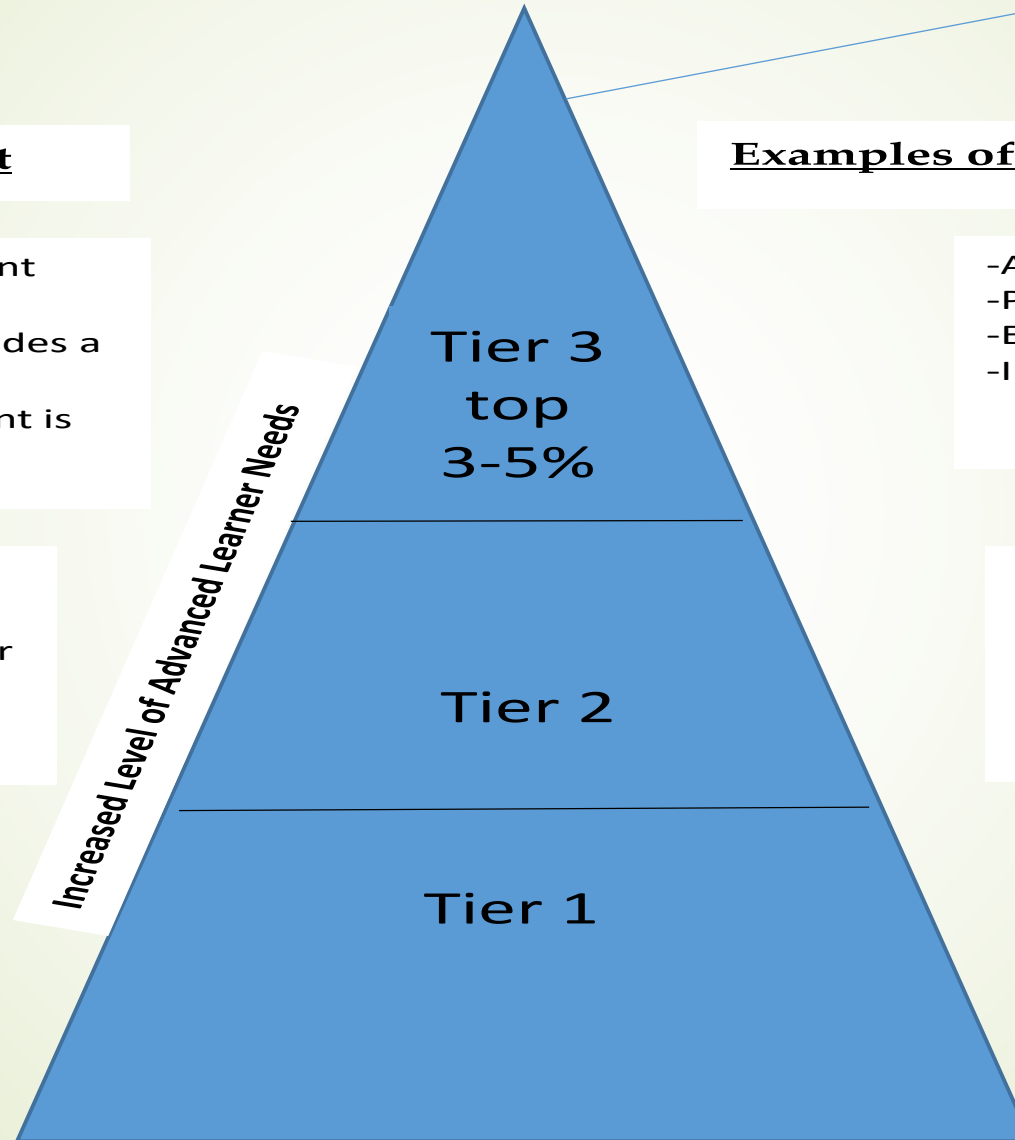
ALP students receive enrichment work delivered by teachers in the general education classroom.

Examples of Support for ALP Students

- Accelerations
- Pull out classes
- Enrichment math
- Independent Study and/or research

- Enrichment activities
- Projects
- Honors, AP, IB
- Outside activities
- Curriculum compacting
- Tiered assignments

- High-quality Instruction
- Universal Screening
- Differentiated Curriculum and instruction





Embedded Honors Pilot

2018-2020 School Year:

- ❖ Co-Taught Interdisciplinary– English & Social Studies 9th grade NYS Curriculum
- ❖ 80 minute block
- ❖ 35 students in Pilot

Next Steps:

- ❖ Current teachers will loop with students into 10th grade
- ❖ Begin a new 9th grade cohort for the 2019-2020 school year
- ❖ Explore other opportunities for Embedding Honors at SHS



Elementary/Secondary Academic Intervention Services

- ❖ Universal Screening up to grade 9
- ❖ Students who don't reach benchmarks assigned to support services for math/ELA or both
- ❖ Progress Monitoring throughout the year
- ❖ Students not meeting benchmarks throughout the school year are considered for building level services
- ❖ At SHS the Success Center is available to all students on a drop-in basis



Q&A

