

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

**Special Education
Task Force Report**

November 16, 2005

Presented by: Michele Fenster (Director of Special Education and Student Services) and Dr. Jane Sandbank (Deputy Superintendent)

Who is the Special Education Task Force?

Special thank you . . .

Debra Arouesty

Trish Bakker

Carol Baxter

Mary Ceccolini

Irene Cronin

Fran Curcio

Nancy Forman

Jeanne Goldstein

Ben Gutkin

Pam Hess

Peter Jelalian

Michelle Jones

Theresa Kovar

Karen LaFiandra

Mary McLaughlin

Betty Ann O'Sullivan

Jeanne Palumbo

Heidi Spitzer

Lynn Trager

Ann Marie Uhl

Kathy VonDollen

What did we review and report on?

Essential Question:

How well are we meeting the needs of our Special Education students so that they meet with success?

How did we conduct the study?

- **The Task Force met on an on-going basis from 2/8/05 to 9/28/05**
- **Surveys to Special Education parents, and all teachers**
- **Focus groups – Special Education parents, all teachers, students, student alumni**

What did we look at?

- **Review of SOCS D program and services**
- **Review of reauthorization of IDEA**
- **NYS guidelines and regulations**
- **Student performance data**
- **SOCS D three-year plan for Special Education**
- **Program evaluation model**
- **Action research model**
- **Current research review**
- **Qualitative and quantitative data**

Who receives services?

Reported by NYS as of December 1, 2004:

- **440 students**
 - **370 in our schools**
 - **64 in other public schools**
 - **5 students in private schools**
 - **1 home/hospital**

What are the 13 Special Education classifications?

- **Autism**
- **Emotional Disturbance**
- **Learning Disability**
- **Mental Retardation**
- **Deafness**
- **Hearing Impairment**
- **Speech or Language Impairment**
- **Visual Impairment**
- **Orthopedic Impairment**
- **Other Health Impairment**
- **Multiple Disabilities**
- **Deaf Blindness**
- **Traumatic Brain Injury**

What does the SOCSD program look like?

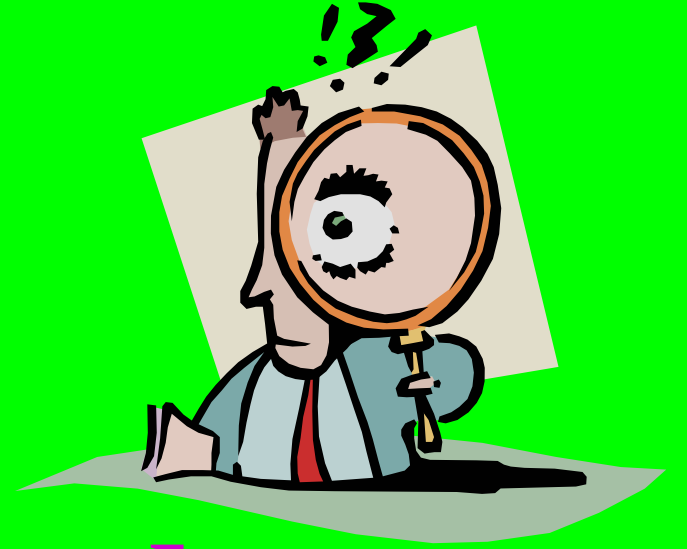
- **Declassification Support Services – All grades**
- **Related Services – All grades**
 - **Speech pathology**
 - **Audiology**
 - **Psychological services**
 - **Physical therapy**
 - **Occupational therapy**
 - **Counseling services**
 - **Parent counseling and training**
 - **School health services**

Programs continued . . .

- **Consultant Teacher Services: minimum 2 hrs. weekly**
- **Resource Room Services – TZHS**
 - Pilot program at TZE
- **Support Skills Services – SOMS**
- **Co-Teaching – All grades**
- **Center-Based/Special Classes**
- **Special Class Intensive Models - SOMS/TZHS**

Programs continued . . .

- **COVE program - TZHS/SOMS**
- **TSP (Therapeutic Support Program) – SOMS**
- **KEA (Keys for Educational Achievement) – SOMS**
- **Home/Hospital Instruction**

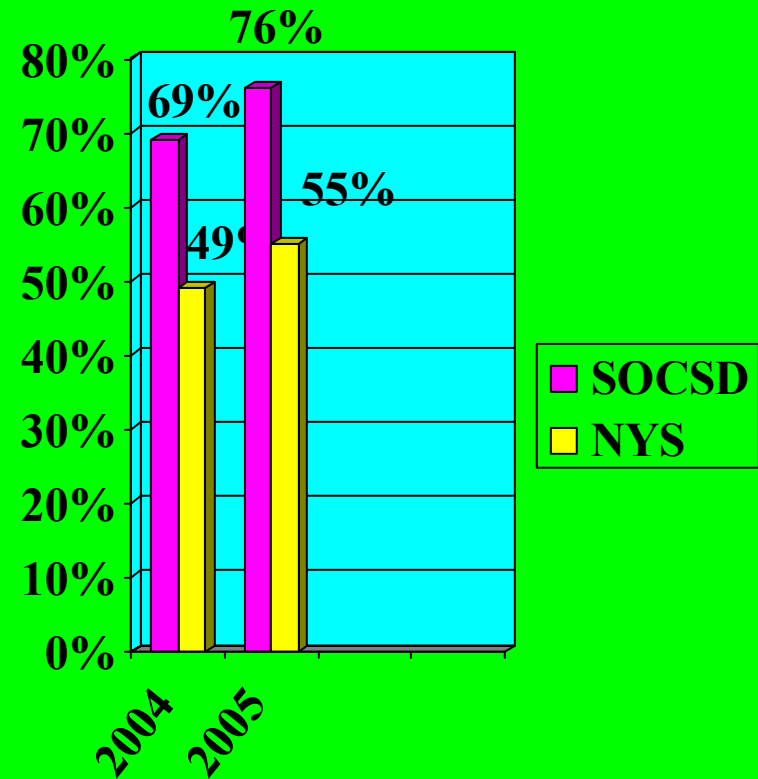


**What does the
assessment data
show?**

Math 4

This chart compares SOCS D scores for students with disabilities to NYS scores for students with disabilities.

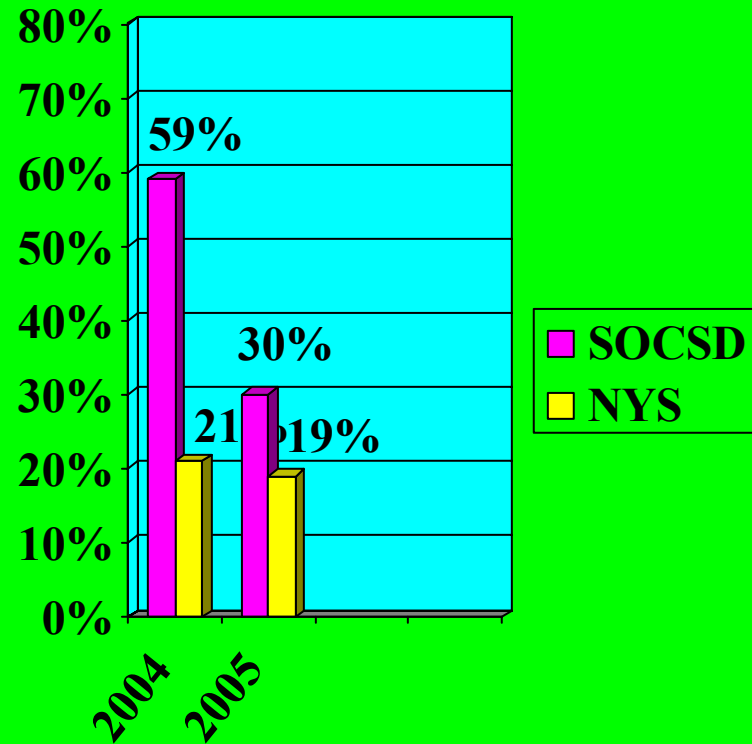
(% of students who scored at the Proficient or Advanced level)



Math 8

This chart compares SOCS D scores for students with disabilities to NYS scores for students with disabilities.

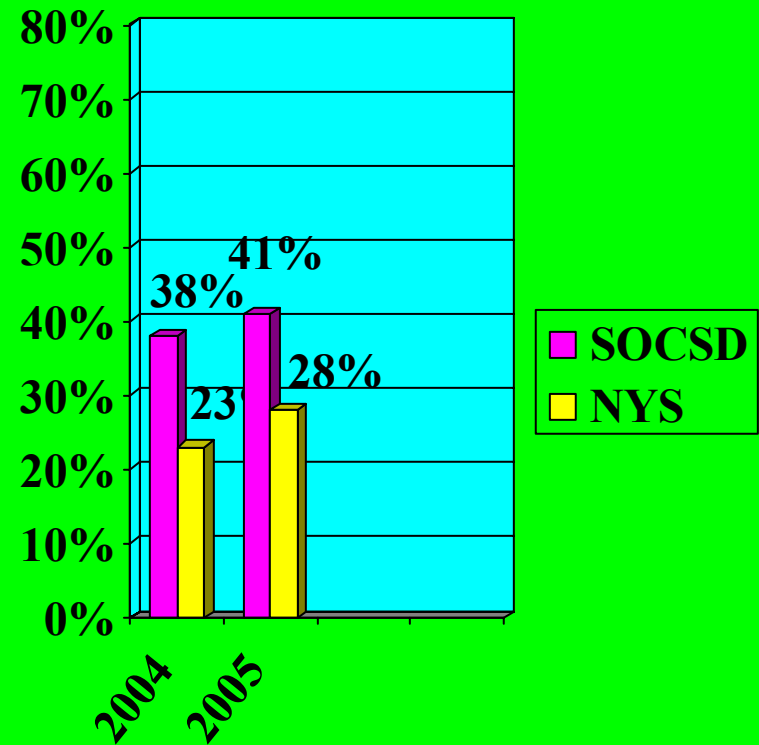
(% of students who scored at the Proficient or Advanced level)



ELA 4

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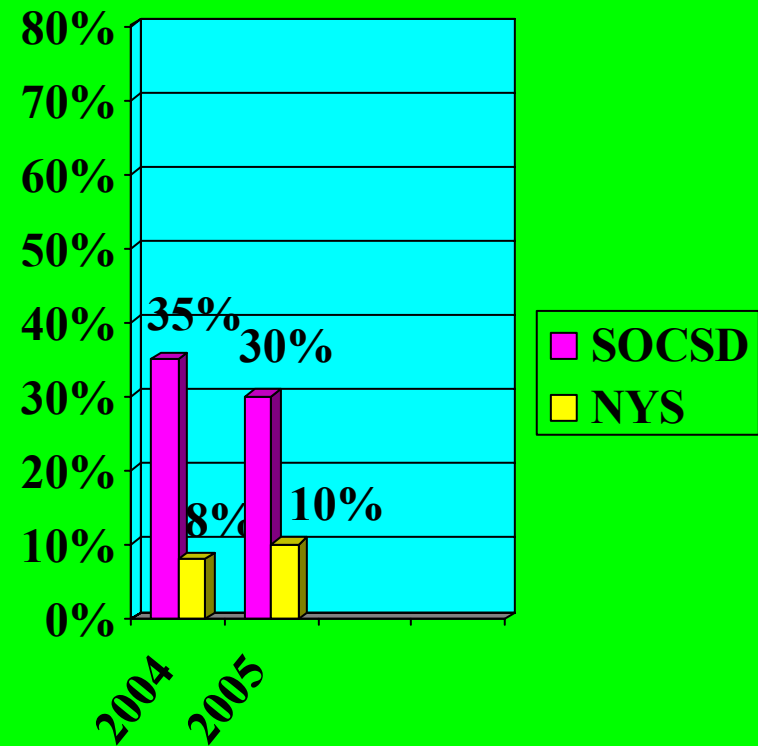
**(% of students who scored
at the Proficient or
Advanced level)**



ELA 8

**This chart compares
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**(% of students who scored
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Advanced level)**



Percentage of Special Education students passing required Regents exams - 2005

- **English – 94%**
- **Math A – 86%**
- **World History – 75%**
- **U.S. History – 77%**
- **Living Environment – 90%**
- **Earth Science – 76%**

What did the class of 2005 accomplish?

- **96% proceeded to college!!**
- **27 students graduated**

**What did we learn from the
Special Education study?**

Overall Strengths

- **High percentage of Level 3 & 4 scores on New York State ELA/Math assessments at Grade 4, Grade 8, and Regents-level testing of students with disabilities**
- **74% of Special Education students earned Regents diplomas**
- **37% earned an advanced Regents diploma**

Overall strengths continued . . .

- **96% of Special Education graduates went on to college**
- **59% of those attended 4-year colleges**
- **Co-teach model (specially noted in Tristate Report)**
- **92% of parents report high levels of satisfaction with integration of students into the culture of the class.**
- **COVE program**

Overall strengths continued . . .

- **80% of parents were satisfied or highly satisfied with their children's academic programs**
- **High levels of satisfaction with teacher effectiveness**
- **Improved communication between SOCSD and out-of-district placement**

What are the areas needing improvement?

- **CSE process**
- **IEP development**
- **Consistency of services**
- **Integration of Special Education students into larger school culture**
- **More frequent reports to parents on student progress**
- **More time for collaboration**

Areas in need of improvement continued . . .

- **Increase focus on social/emotional growth especially at middle school level**
- **Increased reading services**
- **504 process**
- **Clarification of distinctions between 504 and Special Education designations**

**What are the specific
recommendations of the
Special Education Task
Force?**

Recommendations

- **Staffing**
 - Middle and High School Learning Consultant
 - Full-time CSE Chairperson
- **Reading**
 - Initiate a scientifically-based reading program (begun Summer 2005)

Recommendations continued . . .

- **CSE Communication/IEP Development**
 - **Develop a more standardized, better articulated K-12 CSE process**
 - **Strengthen the partnership and focus among CSE members**
 - **Advance communication of information within and across buildings, levels, departments and parents**
 - **Ensure a collaborative process, where outcomes are not previously decided**
 - **Focus on effective use of time at CSE meeting to address issues**
 - **Offer increased training of a skill set for all members of a CSE including parents, in order to develop consensus building**

Recommendations continued . . .

- **Communication**
 - Increase parent communication through appropriate structures for workshops and information sharing, especially focused on the CSE process and IEP development
 - Develop a plan to improve communication between interdisciplinary team members

- **504**
 - Review 504 process with parents and building teams

Recommendations continued . . .

- **Professional Development**
 - Continue to provide adequate time, experiences and structures for appropriate professional communication and to advance knowledge of best practice
- **Program**
 - Review K-12 continuum of services to meet our student needs

ACTION PLAN

- **Present staffing needs as part of 2006 – 2007 Special Education budget**
- **Training in multi-sensory reading for K-12 staff**
- **Establish structures, networks, meetings, workshops, opportunities and vehicles for on-going school, district and parent communication and problem solving**

Action Plan continued . . .

- **Offer on-going system-wide training in CSE/IEP process**
- **Continue evaluation of all programs and services**
- **Review structures and communication vehicles that focus on 504 student issues**
- **Increase professional development focus on social/emotional issues**

